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JANUARY-FEBRUARY, 1952

VOLUME 26

NUMBER 1

TEXAS STANDARD

OFFICIAL PUBLICATION OF
COLORED TEACHERS STATE
ASSOCIATION OF TEXAS

Have You Returned Your

**COLORED TEACHERS
STATE ASSOCIATION OF TEXAS
OFFICIAL BALLOT**

This is the ballot for the election of the Officers of the Colored Teachers Association of Texas for 1952.

Please mark the ballot and return in the **envelope provided** with the **ballot**.

CANDIDATES

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Mrs. Nanie Bell Aycox
R. S. Austin

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I. B. Kemp

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Sixth Vice-President

Mrs. Emma Harrison

Secretary-Treasurer

Hazel Harvey Peace

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Mrs. M. O. Sledge
John K. Canada

Departmental Secretary

Mrs. Mable Kilpatrick

NOTE: This ballot must be returned on or before February 15, 1952, or it will be invalid. Place ballot in enclosed return envelope addressed for this purpose. (No stamp necessary.)

HAZEL HARVEY PEACE,
Secretary-Treasurer.

ARE YOU A MEMBER OF:

- _____ 1. Your Local Association?
_____ 2. Your District Association?
_____ 3. The National Education Association (NEA)?

Do It Today!

BE PROFESSIONAL...

TEACHER

JOIN YOUR

- ★ Local Association
- ★ State Association
- ★ National Education Association

These Units Work For
Your Welfare and Will
Serve You Well

...**JOIN**
TODAY...

don't try it alone—



We can help each other!

The NEA is you -- you are the NEA --

**Working together
in the National
Education
Association,
we can get—**

- Higher salaries for you**—Pay in keeping with training and experience. Let's bring teachers' salaries up to those of other professions. The NEA gives the facts through newspapers, magazines, radio, television.
- Better teaching conditions for you**—Reasonable class size, fair teaching loads, cumulative sick leave, sabbatical leave, respect in the community. You want these. The NEA works to get them for you.
- More security for you**—Effective tenure and adequate retirement systems. You want these. The NEA continues to work for them.

**To get these
things for you,
the NEA has—**

- Produced the finest educational magazine, the NEA Journal, delivered to your home or school monthly, September through May—many helps for the classroom.
- Developed the best research service available to any profession.
- Promoted an efficient public relations service to interpret the schools and your profession to the public. The public knows the need for better salaries and better schools.
- Organized a well-planned program of regional conferences to help you solve your problems.
- Provided machinery for meeting unfair attacks and defending teachers.
- Established a travel service of planned educational tours, operated on a non-profit basis.
- Provided the world's largest annual exhibit of school books, equipment, building plans—to help your superintendent and school board give you the things you use in teaching.
- Given you representation through your elected delegates to the NEA Assembly, the policy-making board of your national professional organization.
- Made possible greater world understanding, the exchange of teachers, and aid to teachers in war-stricken countries.

You owe it to yourself and your future ---JOIN NOW!

THE UNIFIED ENROLMENT PLAN

A modern device for strengthening your profession



**ALL THREE
SERVING YOU**

- Under this plan professional dues, local, state and national, are collected by the local and mailed to the state and national associations.
- It relieves the irritations which come from frequent solicitations.
- It saves time, energy and money for more important projects.
- It adds strength and unity to your profession.
- It is growing in favor and has been adopted by a dozen states and territories and by hundreds of local associations.

THE TEXAS STANDARD

Vol. 26 January-February, 1952 No. 1

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Our President for '52

O. A. Rowe, a native Texan, who was born and reared in the East Texas area, comes to the office of president with a rich background, for he has served in many capacities the youth of Texas. His related experiences prepare him for the task which is ahead. He descends from a line of educators; hence, his entrance into the educational circles of Texas was not a surprise to those who have had intimate contact with him.

Mr. Rowe is a graduate of Prairie View State College and holds a Master's Degree in Administration and Supervision from Northwestern University, Evanston, Illinois. He has worked in the public schools of Texas for twenty years, having held the following positions: classroom teacher in both elementary and secondary schools, elementary school principal, superintendent, and for the past eight years, high school supervising principal. Mr. Rowe, at present, is supervising principal of the J. H.

Rowe High School, Jasper, having succeeded his father, the late J. H. Rowe, who was a Life Member of the Colored Teachers State Association.

Mr. Rowe's professional interest is best illustrated by the fact that he holds membership in the following organizations: County Teachers Association of which he was president for two years; East Texas Teachers Association of which he served two years as president; Colored Teachers State Association of Texas; National Education Association and District Representative from East Texas Association to the Colored Teachers State Association Executive Committee. The latter position he held until he was elevated to the position of president.

We feel that our state organization will be greatly benefited by having elected Mr. Rowe to this office, for he is not only an educator but also a person of integrity and vision.

The New Look

This is the first time the new election procedures have been used since their adoption in 1951. The resolution which effected the change was not to go into effect until 1952. The election procedure was one of the most needed changes in the organization, for it not only saved time but also gave an opportunity for more worthwhile activities to be planned and enjoyed by the teachers attending the convention. The election changes raised the convention stand-

ards from that of a "political lobby" to a professional level with purposes that are in accord with any successful educational organization.

After the first use of the procedure, there will no doubt be suggestions for its improvement. This is to be expected and will be greatly appreciated by your officers who have tried to carry through to the letter the principles set forth in the resolution.

THE TEXAS STANDARD is published five times a year—January, March, May, September, and November—by the Colored Teachers State Association of Texas. \$2.50 annual dues entitles a member to receive **The Texas Standard**. Subscription to non-members is \$1 per year; single copies, 25 cents. Advertising rates on application. Change of address should be reported promptly. Notice should give both old and new addresses. Members who do not receive copies of **The Texas Standard** should report the same to the editor at once. Material for publication should be mailed not later than the 5th of the month preceding the publication in which it is to appear.

TEXAS STANDARD

VOLUME 26

JANUARY-FEBRUARY, 1952

NUMBER 1

Let's Talk About Certification

By FRANK HUBERT

The certification study now being made in Texas has as its goal the establishment of high professional standards for Texas educators. The proposals are not designed to penalize teachers now in service, nor are they meant to jeopardize any teacher's present position. Instead, their purpose is to assure that new persons entering the profession will have the best possible preparation for the work they will do.

The questions raised here are typical of those being asked daily by teachers throughout the state. They are important questions, and are being answered in detail to give a full understanding of the proposals being made. Answers are based on a preview of the new proposals for certification that will be distributed in booklet form to all local TSTA units and to all school districts about the first of the year.

Q: What's going to happen to permanent certificates now in effect?

A: They will remain permanent, just as the term implies. No holder of a permanent certificate will have to surrender it under any circumstances.

Q: What about the present "temporary" certificates?

A: They will retain their validity in accordance with the terms under

which they were issued. New regulations will not affect the rights of temporary certificate holders to progress to permanent status under existing regulations.

Q: What about this statement that teachers will "automatically receive a new type certificate"? Will all teachers automatically receive the new certificates in addition to retaining the privileges of their current certificates?

A: The proposals provide that a new-type certificate will be issued to all degree-teachers now teaching under one of the following certificates: permanent high school certificate; permanent elementary certificate; permanent special certificate; state permanent certificate; permanent kindergarten certificate; six-year high school certificate; and six-year elementary certificate.

In 1949-50 there were approximately 40,000 degree-teachers in Texas with a certificate of one of the types mentioned. When these teachers receive the new certificates, they actually will possess two valid certificates.

Q: What happens to the present four-year elementary certificate and the two- and four-year high school certificates?

A: These certificates will remain valid until their expiration date, and

will be treated as the equivalent of a new-type certificate. On expiration they may be renewed under present provisions. Also they may be converted into permanent certificates under present regulations. When this is done, in addition to receiving the permanent certificate, the teacher will be issued a new-type certificate.

Q: What will be the validity span of the new certificates that present teachers will receive?

A: Teachers who have at least a bachelor's degree and a permanent certificate (or a six-year high school or six-year elementary certificate) will receive the new certificate corresponding to their degree status. This new certificate will also be marked permanent so that their holders will not have to meet the renewal requirements otherwise necessary for the new certificates.

Q: Is teaching experience recognized anywhere in this program?

A: Yes. For example, a teacher with a bachelor's degree, a permanent or six-year certificate, and eight years of teaching experience will receive a new "Standard" certificate marked permanent. The standard certificate will be based upon five years of preparation for new teachers. Also teaching experience in a special subject area will be recog-

• Continued on Page 18



O. A. ROWE

To the Teachers of Texas

Greetings:

I wish to express my gratitude to you for your confidence in choosing me as your leader this year. I can not remember any year when we were not faced with "the most important problems that have ever confronted our profession." This year is no exception and I doubt that life would be very interesting if we were not continually trying to solve problems.

Life is cumulative and is made up of a series of decisions. It is too fine to be spent on anything but the best; so this year, working together, I know we will continue the building of a profession that will do the most for the boys and girls of our great nation.

The outstanding feature of our times is the fact that we are living

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

Those of us who are older can remember how in the years before 1914 the air was full of hope and confidence. It was taken for granted that men would become more and more intelligent, that he would become more and more civilized, and

that the world would become, gradually but inevitably, a better place in which to live.

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

Many groups are waging ruthless and relentless war against the public schools. The Colored Teachers State Association of Texas will continue to expose the selfish motives of these groups, but every one of us can do our part in keeping America strong by sending from our classroom each day well taught children.

Let us recognize that yesterday's standards of civic and social performance will not be adequate to meet the future requirements of American leadership. Let us develop in youth a sense of urgency to do their utmost to build a better world.

If we do these things, public opinion favorable to the adequate support of our public schools will follow.

O. A. ROWE,
CTSA President.

Graduate Schools and Teacher Training

By S. E. WARREN,

Acting Dean, The Graduate School, Texas Southern University, Houston

"Graduate Schools Should Make Men—Not Break Them."

College and university teachers make the college or university program. They themselves were "produced" in or by some graduate program. The success they have in producing products of great intellectual, social, and moral worth at various Graduate Schools depends upon the kind of departmental programs they develop, the needs and aims of the students drawn and directed, the vigor and value of their research and teaching, and the cooperation they get from administrators, legislators, and citizens in providing equipment and supplies for research and instruction, and the increasing incentives and rewards they are given for consecrated work often beyond the line of duty.

Whenever any significant changes in the expansion or curtailment of such college and university programs become necessary, the faculties must play the active part in reshaping academic standards, offerings, requirements, degrees—once the outer limits have been set by legislators and/or governing boards and the basic philosophy and the governing policies have been restated by its administrative head.

Are teachers born or made? What part does formal training at the college and at the graduate or professional level play? What factors contribute to the development of an effective teaching personality? Do the informal and formal arrangements to which prospective teachers are exposed tend to produce good, bad, or indifferent college teachers?

This paper cannot review much of the literature on such far-reach-

ing questions but will summarize one study and offer a few observations.

One recent study of college teaching was made by Dean Richard J. Russell of Louisiana State University and reported to the Graduate Council of the Land Grant College Association meeting in Washington, D. C., on November 14, 1950.

He described briefly the finest teachers and the worst teachers. Of the former he said: "The finest teachers convince their students that they know their subject. They present it well and conduct classes in a strict and orderly manner. They are friendly, impartial, helpful and human. They are not lax, nor are they regarded as "easy" by students. Their tests are rigorous enough to insure a feeling of true achievement on the part of students making high grades, and they are regarded as fair and representative of work done in the course." Of the latter he said: "On the other hand, the worst teachers are impatient, sarcastic, unreasonable, and intolerant. Some are overbearing and exhibit little or no interest in students. Their courses are presented poorly and graded unfairly."

Even though Dean Russell seems to believe that in some regards "teachers must be born and not made," he found two essential ingredients: (1) a "suitable personality" and (2) a "sound training in the subject field." Although he sought to find out by questionnaires the number of individuals regarded as good teachers and to compare their backgrounds with a hope of finding out why they became suc-

cessful, he warned against "arising early to go into the marshes for the purpose of bagging one's own decoys."

He asked students to list the best-taught and the second best-taught courses they took as undergraduates and the best-taught course they took as graduate students. From their replies 65 persons were cited 10 or more times—and he regarded these 65 as successful teachers. To them he sent questionnaires asking such questions as:

1. How many years did you serve as a teaching fellow, teaching assistant, etc.? (the mode being 0 (22 cases), the median slightly over 1, and the mean about 2 years).

2. How many years experience have you had at teaching at a pre-college level, (the range being 0-20; the median slightly under 1 and the mean under 3).

3. How many years of teaching experience in colleges or universities since your first appointment as an instructor? (the range being 1-39; the mode being four cases of 8, 23, and 30 years; the median being 16.5; and the mean being 23).

4. How many semester hours did you take in Education courses as students? (The answers 1-6 (6 cases) 7-12 (1 case); 13-24 (0 case); 25-48 (15 cases), and over 48 (41 cases), the mode being 0 (19 cases), the median 9 and the mean 18.)

5. How many semester hours of work did you take on your subject-matter field? the answers revealing 0 (1 case); 1-6 (0 cases); 25-48 (15 cases); and over 48 (41 cases), the mode being 60, the median 59 and the mean 60.

6. What foreign languages have you read during the last four years? The replies of 55 indicating 0 (14 cases); French (34 cases); German (33 cases); Spanish (13 cases); Italian and Russian (cases), and Ancient Greek, Modern Greek, Latin, Dutch, Swedish, and Portuguese (1 case).

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Can Homecoming Be Educational?

L. A. MORGAN

Much has been said in professional and lay circles concerning the over-emphasis of sports in schools. The current attack suggests gradual but certain elimination beginning with the de-emphasis approach. Is elimination or de-emphasis the proper treatment for any activity in which such unusual interest is manifest by the general public?

The majority of people in any given community know and evaluate the local schools only as a result of its prowess in the sports or because of its excellence in the planning or execution of the accompanying demonstrations. Can such a genuine center of interest be ignored? Administrators, boards of education and teachers are interested in securing for the schools the strong support of the community which it serves. How can this be done? On the answer to this question hangs the future of democratic public school education in the United States. There is an instructional axiom which states that we must take the child where we find him and attempt through co-action and democratic procedures raise him to an acceptable standard. Can these same procedures be applied to school-community relations? Can we develop a useful and healthful interest out of that which has been the subject of condemnation? One small attempt is made each year in Galveston to capitalize educationally on this unchanneled sports interest. It is hoped that the program can be expanded to cover the entire field of community-school relations.

Before we briefly describe our project, let us consider some of the important phases of a good school-community program. What does it attempt to do? First, *publicity*; (every administrator wants the community to know what the school is

doing). *Second, School-home tie-up*, (every administrator wants the support of parents). *Third, Community Centered Activities at the school*, (every administrator welcomes the use of the school plant for civic and recreational activities). *Fourth, Community Resource Use*, (every administrator wishes to enrich his school curriculum by use of worthwhile community resources). *Fifth, Intercultural Understanding*, (every administrator makes a conscious effort to promote tolerance). *Sixth, Periodic Evaluation*, (every administrator wishes to know to what extent the school is meeting the educational, emotional, physical and social needs of the youngsters in his community).

No attempt is made in this description to infer that the Galveston schools are doing an unusual or exceptional job as relates to school-community relations. We wish, merely, to point up one project that we think is making a big contribution to the total program.

WHAT IS IT?

We have borrowed from the colleges an idea to promote an aim, *Homecoming*. Each year an overall committee proposes a general theme for *Homecoming* and the school's activities for the entire year. This theme is presented to the faculty and students for adoption. After adoption, the work begins. As one step toward the integration of departmental lines, two departments are asked to cooperate in the development of one phase of the general theme to be depicted on a float for *Homecoming*. Each of the elementary schools and the county schools are asked to develop a phase of the general theme. Fraternal, Civic, and Alumni Organizations are also asked to participate in the demonstration.

HOW IS IT DONE?

The general chairman is selected and committees are formulated to carry out the idea.

After having had a student group to make a field trip to San Antonio to observe many of the Texas landmarks and the Battle of Flowers celebration, and after having received other reports of similar demonstrations such as the Rose Bowl and Oleander Festival and San Jacinto Battle Grounds, a decision was reached to make "*The Faith of Our Fathers*" a general theme for *this year*.

To the committee on the Constitution of the United States reflected *The Faith of Our Fathers*. It was, therefore, decided that some of the sections of the constitution would be studied and portrayed in the parade.

I. The Homecoming Committee was asked to build a float for the Queen depicting the preamble to the Constitution.

II. The Industrial Arts and Home and Family Life Departments developed that phase of the Constitution

• Continued on Page 18

PICTURE No. 1—

The Homecoming Queen, Mary Louise Lyells, is dressed to represent the Spirit of Liberty. A huge American Eagle forms the background flanked by the Queen's attendants: Shirley Wells and Joyce Ann Hunter. This float, leading the parade, sets the theme: Faith of Our Fathers.

PICTURE No. 2—

This float depicts the importance of religion in our way of life. It was sponsored and built by the Industrial Arts and Home and Family Life Departments.

PICTURE No. 3—

The Right To Work is depicted on this float with the symbol of union labor. This float was the handwork of the Music and Physical Education Departments.

PICTURE No. 4—

George W. Carver, for whom the sponsoring elementary school was named, is here shown beneath the potato and peanut which he popularized. Individual initiative and genius are the backbone of the American Democracy.

PICTURE No. 5—

The above float was sponsored by Booker T. Washington Elementary School. It shows a few of the many opportunities open through education and industry.

PICTURE No. 6—

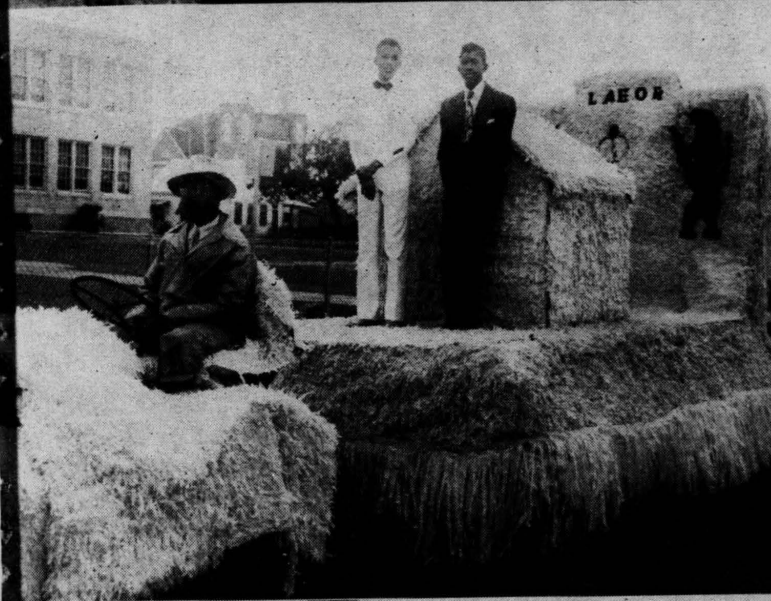
The Y. M. C. A. and Y. W. C. A. combined their efforts to show the contributions of these organizations to the rich history of America.

PICTURE No. 7—

The showers that fell on the way could not dampen the spirits of the Central Drum and Bugle Corps. The Drum Majorette is Florence Cook.

PICTURE No. 8—

Presentations during the half-time are over and the principals line up for the picture. Left to right: Dr. J. E. Codwell, Principal, Phillis Wheatley High School; Miss Phillis Wheatley, Joyce Ann Hunter, Mary Louise Lyells (Homecoming Queen), Shirley Wells, and L. A. Morgan, Principal, Central High School.



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Effective English Communication For Elementary and Secondary Pupils in Times of National Tension

(This is the talk made by Mrs. Wilma R. Hogan, teacher at Texas Southern University, Houston, Texas, to the English Section of the State Teachers' Association on Friday, November 23, 1951.)

English Teachers and other Friends:

I am happy to talk with you this morning on "Effective, English Communication for Elementary and High School Pupils in Times of National Tension." I realize that such a topic is too broad for adequate treatment. It seems to suggest that pupils are aware at all times of the crisis in international relations and that they communicate with each other accordingly.

The truth of the matter is—Children are made conscious of the world conflict in the home, on the buses, in schools, in the theaters, in the churches, parks and playgrounds. Korea, Iran, Egypt, Red China and the Atlantic Nations are heard and said as often as place names in our own state or country. There are few families that have not furnished or will not furnish a son or daughter or relative for military life. All families feel the lack of many civilian goods and services or the increasing prices on the ones they can get. All families feel the weight of taxes upon their incomes even when they go to theaters, ball games, concerts, and other amusement centers and all families feel and accept the constant patriotic appeals for protecting the democratic way of life against any form of totalitarianism. My theory is that pupils tend to talk and write most about the things they experience, believe, imagine, fear, love, hate or want.

What do these conditions and trends mean for English Teachers?

What do they mean for students taking English grammar or composition? What do they mean for students taking foreign language, social sciences, music and literature? What do they mean for school boards and school administrators?

I cannot answer all three questions in the short time I have. But I can point out specific ways that teachers may adopt and adapt to help students communicate more effectively both informally and formally. They tend to communicate orally with gestures, facial expressions and the like. When they write, they tend to incorporate the latest slang, symbols, figures of speech and rhetorical elements. In most cases they not only try to convey meaning and feeling or to conceal meaning and feeling but to achieve what W. I. Thomas calls the four fundamental wishes of *recognition, approval or affection, security and adventure.*

In *The Schools and National Security Recommendations for Elementary and Secondary Schools*, edited by Charles V. Sanford, Harold C. Hand and Williard B. Spalding, the purposes of teaching English and Speech are said to be essentially the same in times of great National stress as they are in more normal periods. "These purposes are to improve the use of the written and spoken word; to develop values and attitudes essential to communication in a democratic society; and to promote the understanding, aesthetic appreciation and critical evaluation of what is said and written." Let us see how these purposes may be achieved more readily and more effectively.

1st. Let us consider—

Competence in Communication

Effective communication is our primary goal as English teachers. Competent communication requires

mastery in four areas — reading, writing, speaking, and listening. Our four-fold purpose is to assist our students in becoming good listeners, good readers, good speakers and good writers. Strive as we may for excellence in a few students, we must reach the masses in such a way as to help them understand what they hear and read as well as what they say and write.

The student is always listening and speaking. Often he is a reader and occasionally he is a writer. His experiences should be directed in such ways as to condition the student for frequent and uninhibited expression and reception as well as for periodic and restrained expression and reception. And I have listed four things that we as teachers should do—

1. *Let Us Strive to Develop Understanding Listeners.*

Whether students face difficulty or danger or calm they ought to develop skill in the art of listening. Students listen for various purposes—for information, for pleasure and enjoyment, for making choices, decisions, judgments. Often they listen because they cannot avoid the flood of sounds coming from crowds, radios, television sets, and announcers of various sorts.

We teachers should face both the possibilities and the actualities of students as listeners. Our function is to make a diagnosis of pupils to discover whether their vision, hearing, mentality and attitudes are normal or whether they are so impaired as to need remedy and treatment. After finding out their listening abilities and habits, we should provide guidance and some of the values and benefits they may be seeking. They, too, crave recognition even by listening to gang busters. They, too, want approval, even when they are listening to a sermon or

concept. They want security and find it with Hopalong Cassidy or with the silver bullet. They want thrills and adventure whether hearing suggestive stories, rumors about their teachers or the accounts of the FBI.

Some of these listening experiences should be provided during class or assembly periods. Some of these may be motivated for homes or playgrounds or community centers. For the latter type, we may find parents, relatives and social case workers, and recreational directors willing to help furnish guidance and examples of efficient, but beneficial listening.

2. *Let Us Help Students Read Understandingly.*

Although much information, amusement, enjoyment, and appreciation come to students by listening, they seek and find a great deal in reading. Our obligation is to find out the kinds of reading material available to them at home, in the homes of their chums and relatives, in the school or public libraries, and in any other places. We must discover their reading habits and the needs, interests and wishes which motivate their reading.

We should know enough about their home, school, and community life to realize how bored they become with the drab existence, the dull monotony, the dead end streets, the uninviting situations that make up their pattern of living. Already they exhibit deficiencies of one sort or another. Whether their parents or teachers or public officials do anything scientific about them or not, they will seek recognition, approval, security and adventure.

Reading provides them with recognition. The so-called funny books set them apart from those who have found recognition in the conventional sources. They pass to anxious hands books which give them approval or security or thrills and adventures. Much of the commercialized reading they do and will continue to do stems from writers and

vendors who seek heavy profits by exploiting these four fundamental wishes in all semi-literate individuals.

In times of individual, national or international tension, the individual needs to know certain facts that promise safety, health, career, success, and happiness. To be the kinds of citizens they want to become, they need to be able to follow directions in doing a job, or taking medicine, or playing some game; they need to get relief from some hysteria raging in the community, or to compare several different points of view or to make a choice or a decision.

Can we not help the student become a more efficient person by helping him select the proper printed material, read it understandingly, discuss and evaluate the various issues, and check them for truth or possible solutions to certain problems. Here, again, we may secure the assistance of the clinician, the optician or medical practitioner, and the parent, in discovering the condition of the pupil's eyes, his visual habits, his recognition, recall and retentiveness. Whatever the health and vision and reading examinations reveal, we should use that information to formulate a reading program suited both to his physical as well as psychological, intellectual and socio-economic needs. As stated in *The Schools and National Security*, page 152: "Reading for information, for diversion, and for inspiration is of greatest importance in times of crisis."

We English teachers can work with librarians and school administrators and other teachers in doubling library facilities, book and magazine collections in classrooms, churches, and community centers and in providing the guidance our pupils so urgently need.

Here we can teach in a functional way correct spelling, punctuation, sentence structure and other mechanics we expect in pupils when they write or speak. Here we can

teach the importance of truthfulness, clarity, honesty in expression and necessity for avoiding name-calling, hasty generalizations and faculty inferences.

We must read widely and exhibit the kind of reading that prepares us for effective communication for getting or giving meaning and feeling through the printed or spoken word.

Pupils as we know them listen, read, speak and write. They need not develop peculiar vocabularies for each, but a rich varied fund of ideas and experiences which will find expression in words best suited to the purpose, the person, the occasion and to accepted canons at the time and place.

3. *Let Us Help Pupils Speak Effectively.*

So long as pupils merely listen or read, they tend to be introverted even though they derive vicarious pleasure. Speaking and writing may aid them in becoming more extroverted. Young people will speak in monosyllables, or in sentences that wind and grind no and on with no end in sight until a weary or excited listener interrupts or disregards them. Because self, first-hand experiences, needs, interests, beliefs, principles, fears, hopes, lives and hates are so important to most people, they will seek those with whom they feel free to speak. It is not very difficult to get young people who speak freely to speak correctly. Because they imitate a great deal, they will emulate teachers, parents, preachers, whose speech is correct—and vital—but not skilled and artificial.

As English teachers we must be able to tap the wells of their experiences, needs, desires, fears, ambitions. Topics for discussion should begin with the things they want to talk about and proceed outwardly to the specialized ones found in some manual or text book. Reports, round-table discussions, radio talks, recording of their voices, debates,

• Continued on Page 21

Your NEA

By F. R. RICE

Mrs. Pauline Watkins Campbell, supervisor of Negro City Schools, Huntsville, Texas and key worker in NEA emphasis in that area sent me this very excellent report on the activities of the Huntsville-Walker County Teachers Association, which I am delighted to pass along to our readers.

"The Huntsville-Walker County Teachers Association is not quite two years old but includes a 100% membership of city and rural teachers in the Negro schools of Huntsville and Walker County, the membership is 77.

Some of our major achievements since organization are: 100% membership in the local, district, State, and National Education Association. Almost 100% attendance of the annual District and State Teachers Associations. Participation of all members in the planning of our yearly program (local Association) for professional growth—through workshops, conferences, visitation, use of local, State and National resource persons, and through other methods of in-service education.

We sent a representative from our local Association to the National Education Association Meeting, held in San Francisco, July, 1951.

Provided \$350.00 to equip one of the rooms in the newly constructed Huntsville Memorial Hospital.

Shared the leadership in collecting funds for and promoting interest in local campaigns, such as Red Cross, March of Dimes, Civil Defense, etc.

Paid an annual individual membership of \$20 which is used to send in a joint payment of all local, District, State, and NEA dues.

Several of the members will be ready within the next few days to send in dues for membership in NEA Departments (according to their position or teaching area). The supervisor of city schools has been a member of the ASCD since 1950. Members are working cooperatively

to help raise the standard of education on a local, State and National basis through not only payments of dues—but accepting responsibilities offered them as leaders or members of conference, workshop, and/or other programs for professional growth.

Our president is Mr. C. E. Allen, Vice president, Mr. Thomas L. Jones, Secretary, Mrs. Thelma McGuire, Treasurer, Mr. Percy Howard, Jr.

We deeply appreciate the efforts of officers and teachers in the Huntsville-Walker County Area and especially those of Mrs. Pauline Watkins Campbell in emphasizing the organization of local associations and 100% teacher participation. She has done an excellent job of encouraging the teachers of her area through lectures made to teacher associations in adjoining counties and to many graduate students in summer school classes at Texas Southern University and Prairie View A & M College.

Our future goal is the organization of a local association affiliated with the national association and each local unit providing a means through which teachers may meet to promote their common aims, exert influence on school problems, cooperate in community enterprises, maintain and improve professional ethics and standards, and increase the prestige of the profession in their community.

Let us envision the day when in every community the school will be the center of a rich and satisfying community life; when the professional teacher—mature, broadly educated, and informed—will be looked to as a leader of thought and culture, standing for intelligence, patience, goodwill, and cooperation in every phase of life.

If you think this plan is too big and the goal too far reaching, listen

to what Danile H. Burnham has to say.

"Make no little plans; they have no magic to stir men's blood and probably themselves will not be realized. Make big plans, aim high in hope and work, remembering that a noble logical diagram once recorded will be a living thing asserting itself with evergrowing insistency."

NEA-ATA JOINT COMMITTEE

Miss Mary L. Williams, classroom teacher, Garnet High School, Charleston, W. Va., and past-president, American Teachers Association, was reelected chairman of the joint committee of the ATA and the NEA, at its annual meeting at NEA headquarters in December, 1951.

Walter N. Ridley of Virginia State College, Petersburg, another of the five ATA members serving on the joint committee, was retained as secretary of the group. Other ATA representatives on the committee include D. Ambrose Caliver, U. S. Office of Education, Washington, D.C., Dr. Robert C. Hatch, president of ATA, and Dr. H. Councill Trenholm, ATA executive secretary and president of Alabama State College, both of Montgomery, Ala.

During its two-day conference, the joint committee reviewed action taken by the NEA to assure full participation in that association by teachers in schools for Negro boys and girls. In this connection, it heard reports by Dr. Lyle W. Ashby, NEA assistant secretary for professional relations, and Moss H. Kendrix, NEA assistant in public relations. Their discussion were devoted to NEA activities aimed at assuring complete participation of Negro teachers in the professional program and in the representative assembly of the NEA.

HEARD AT THE SIXTY-SEVENTH SESSION OF CTSA

DR. BERNICE MOORE, *Consultant in Home and Family Life*

How a person behaves with others depends on: (1) A feeling of belonging, of being wanted, of being desired for himself. (2) A feeling of being adequate, of being able to meet demands, do jobs required. (3) Being able to give love and accept it as well. (4) Being able to accept and handle our handle our physical selves. (5) Being able to act independently and yet live and work interdependently. (6) Being able to feel as others feel—sympathy. (7) Being secure enough (faith enough in self) to be tolerant and understanding. (8) Having a sense of personal worth and worth of others.

DR. JOSEPH A. PIERCE, *Head of Division of Mathematics, TSU.*

The teacher must know mathematics beyond the level at which he is teaching. He is not a producer, but a seller of mathematics. He is concerned with applications rather than implications. He is also concerned with the history and foundations of the subject. He should be prepared in at least one other field. Graduate training for the mathematics teacher should include professional courses and mathematics courses.

WILLIAM CHAS. SIMS, *Professor of Modern Languages, Bishop College*

World peace will never be achieved until men learn the value of foreign expressions used in every day conversation.

DR. J. D. SINGLETARY, *Professor of Education, Prairie View College*

The only real way to guarantee permanent peace among nations is through racial, cultural, ethnic, and religious understanding. Finally, as our problem is essentially an educational one, we must utilize knowledge—knowledge that has been made available by research in many different fields to promote world understanding.

DR. O. J. BAKER, *Head of Library, Prairie View College*

As an important social agency the library can help—but must first help locate *areas of conflict*, and help to encourage and create the desire for improved human relations and help to foster world peace.

F. R. RICE, *CTSA President*

We as educators in 1951 have a far greater opportunity than any of the men and women who have preceded us in the profession. Theirs was the task of laying the foundation, planning and dreaming of the structure to come. Ours is the opportunity and the task of building well on the foundation that they built and surpassing their plans and dreams.

DR. L. D. HASKEW, *Dean of College of Education, University of Texas*

Schools can set *examples* of good human relations in action. People tend to act toward each other as they are acted toward; pupils "catch" the attitudes to which they are exposed.

Teachers, administrators, and parent-teacher groups should be very careful indeed to set good examples before children. Warm, friendly relations between teacher and pupils beget warm, friendly relations between pupils and pupils. Attitudes of respect for all men that are shown by school principals are initiated by children and by teachers.

DR. LLOYD A. GARRISON, *University of Denver*

We are doing a better job in education. We've got to have the *evidence* of doing a better job in education.

Financial opportunity in Texas for teachers is increased. Parents know that. Are we doing a superior, professional job? Are we returning the dividends invested?

A JOB WELL DONE

By F. R. RICE

The officers of the Teachers' State Association of Texas are indeed grateful to all who helped in any way to make the recent convention held in Beaumont, Texas a success. Whatever educational contributions we were able to make toward better human relations and world peace was made with the cooperation of the executive committee, secretary-treasurer, sectional chairmen, college presidents and their music directors, program participants, coordinators, teachers over the state, local planning committees-embracing the superintendents, principals, teachers of Beaumont, Port Arthur and Jefferson County.

The educators and citizens of Beaumont, Port Arthur and Jefferson County should be long remembered and appreciated for the excellent manner in which they entertained the Sixty-seventh Annual Convention of Teachers' State Association.

I am not unmindful of the tremendous responsibilities connected with the office and the excellent contributions of my predecessors. However, I shall look to you and other members of the committee for council and guidance, both on the continuing problems of the association, and on new problems which educational circumstances may present.

As executive committee members we shall work together as statesmen, and as leaders of thought and culture, standing for intelligence, patience, goodwill and cooperation in developing more adequate educational opportunities for children and youth, and improving the professional, economic, social and civic status of teachers.

Were ever words more fitly spoken than the following by Joy Elmer Morgan:

"Let us see the child in our midst as our greatest wealth and our most challenging responsibility. Let us exalt him above

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Candidates for Offices--C.T.S.A.



NANNIE BELLE (JENKINS) AYCOX

With sincere appreciation for the confidence shown by my friends upon the nomination of me for first vice-president of the CTSA.

If my background, training, experiences, abilities and willingness to serve merits your consideration, I will endeavor to prove worthy of the duties and responsibilities that the office requires.

Born in Crockett, Texas (Houston County), the second child of four children born to A. R. and H. M. Jenkins. My father was a pioneer teacher of East Texas. My mother is a retired teacher of Trinity, Texas.

Training in elementary and high school in Crockett, Livingston, Houston, and Trinity, Texas. Graduate of Trinity High School, Prairie View State College, Hampton Teachers College, Hampton, Va.; University of Illinois, Urbana, Ill.; University of California at Berkeley, Calif.; research at Tuskegee Institute, Tuskegee, Alabama.

Taught in the public schools of Texas and Louisiana; directed Teacher Training at Alcorn A & M College, Alcorn, Miss.; taught at Prairie View, Tillotson, Sam Houston, Wiley, Bishop and Paul Quinn Colleges; served as Jeanes Supervisor in Travis and Harrison Counties and as president of State Jeanes Teachers. Now serving as graduate professor at Texas Southern University, Houston, Texas.



R. S. AUSTIN

Mr. R. S. Austin is efficient, honest and capable of filling the office of First Vice-President of the Texas Colored Teachers State Association in a creditable manner. He is a loyal supporter of the State Association, and of the Education Program of the State of Texas.

Before accepting the present position of Supervisor of Instruction in the Colored Schools of Tyler, Mr. Austin was Principal of Emmett Scott High School of that city.

Mr. Austin has had the distinct privileges of working with both Butler College and Texas College faculties in educational planning and for a number of years has served as Teacher Training Consultant for Texas College. Daily he works with a staff of seventy teachers and five principals intimately.

Mr. Austin holds membership in the Tyler Colored Teachers Association, East Texas Teachers Association, American Teachers Association, National Education Association, and the National Association for Supervisors and Curriculum Development.

He has had the opportunity to work with such outstanding educators as Dr. H. J. Otto, Dr. J. G. Umstadt, Dr. Harl R. Douglas and Mrs. Alma Moore Freeland.



MRS. M. O. SLEDGE

Ardent religious and civic worker. Has had thirty years of teaching experience in the Houston Public Schools. Received her B.A. degree from Wiley College and received her M.S. degree from Texas Southern University. Has held the position of assistant secretary of the Colored State Teachers Association for two years. Is a candidate for reelection. She is soliciting your vote for the coming term.

His teaching experiences have carried him to Texas State University, where he served as consultant for the cooperative community workshop participated in by seven leading Negro colleges in Texas, in 1950. Again in 1951 at the instance of Dr. D. R. Glass of Texas College, he served on the Cooperative Community Workshop Faculty at Prairie View College.

He has held membership in and been a close follower of the fortunes of the Texas Colored State Teachers Association for twenty years. During this time he has served the Association in many capacities, and has been unstinted in his support of every administration of the Association. He has always consid-

Austin Principals Club Concerned With Teacher Welfare

By CECIL L. MOORE,
Lux et Veritas

"We shall light a light of understanding which shall not be put out."

Among other organizations which are concerned with teacher welfare and educational problems in the City of Austin, there is one that was conceived as a tribute to the ideals of educational leadership and is dedicated to the promotion of educational opportunities for the teaching profession. This organization is the Austin Principals' Club.

The club was organized November 18, 1948, by five Austin principals: W. B. Campbell, T. C. Calhoun, F. R. Rice, C. R. Steward and C. L. Moore who had in mind an organization for the purpose of helping to unify and facilitate thought and action on educational problems and to improve the professional status of the principalship in Austin. An organization to stand ready as a strongly united force to defend and foster the active and united interests of principals, teachers and pupils of the Austin Schools.

Realizing that the present is no time for debate or argumentation but one calling for the utmost unity and aggressive action to insure the professional status of the principalship, this club has maintained continuous effort, vigilance and consolidation of gains made in order to build upon the splendid foundation which the zeal, the enthusiasm, and the integrity of the men and women who have gone on before had envisioned. It is necessary to experience the spirit of the "official family," the principalship, to fully appreciate the deep feeling of responsibility which such a position places upon an individual or a group. Fully cognizant of this responsibility the group set

up the following guides as their objectives:

1. To protect to best of our ability the children and personnel of the Austin Schools from being manipulated or controlled by individuals within or groups without for personal gain.
2. To promote uniformity of administrative principles.
3. To encourage the study of problems of interest to principals.
4. To stimulate professional growth and to raise professional standards.
5. To increase public appreciation of the schools through better public relations.
6. To exemplify democratic citizenship and leadership.

Membership in the Austin Principals' Club is open to all who are in active charge of an Austin school and to former members of the club who have been retired. There are no membership dues.

Luncheon meetings of the club are

held once a month when the members get together for a session that is social as well as professional in scope. The members have found that a satisfying dinner along with a good "dine and talk session" affords needed relaxation and conditions the members for a very fine and wholesome professional relationship. At least once each year a luncheon meeting is held when members and their wives or husbands come together for an enjoyable few hours.

The members believe that the Club is a worthwhile organization and is furnishing a type of help, service, and good fellowship which can be obtained in no other way.

Professional plans for 1951-1952 are not yet complete, but the hope is to do something that will indicate vision and planning beyond routine, to work together in study on a program of action that will be of profit and satisfaction, both for the group and the general school personnel.

TEN MAJOR EDUCATIONAL EVENTS OF 1951

1. Schoolmen forced the Defense Production Authority to increase its allotments of structural steel for public schools.
2. Educators counterattacked their defamers and accusers.
3. The American Council on Education named an athletic policy committee to curb abuses in intercollegiate athletics.
4. School superintendents and college presidents united in a demand for a fair share of the television spectrum for educational programs.
5. Congress enacted the Universal Military Training and Service Act with its deep implications for compulsory military training in the near future.
6. The Veterans Administration cut off the right of veterans to begin new courses of study under the G. I. Bill of Rights.
7. Dissatisfied with two older organizations, adult educators merged them into a strengthened Adult Education Association of the United States.
8. West Point expelled 90 cadets accused of cheating in examinations.
9. Public school educators accepted the challenge of teaching moral and spiritual values.
10. Proponents of Federal aid to education admitted defeat in Congress, decided to reform their lines, reconstruct their tactics for the future.



Interesting Scenes from Convention

SCENE No. 1—

Committee meeting at "snack-time." R. S. Austin, Tyler; H. G. Hendricks, Beaumont, and other delegates.

SCENE No. 2—

Luncheon for Past Presidents. This was one of the social events.

SCENE No. 3—

Beaumont teachers helping visiting teachers as they arrive.

SCENE No. 4—

President of C.T.S.A. giving annual address.

SCENE No. 5—

J. Martin Jacquet, Chairman of Executive Committee, reports the activities of C.T.S.A. Executive Committee.

SCENE No. 6—

Dr. E. B. Evans, President of Prairie View A. & M. College.

SCENE No. 7—

Dr. L. D. Haskew addressing the general assembly of the C.T.S.A.

SCENE No. 8—

Dr. James E. Dorsey, head of Music Department, T.S.U., receiving congratulations for the excellent musical performance given by the College. Dr. Dorsey was the coordinator of the annual musical.

SCENE No. 9—

F. R. Rice presenting T. S. Pollard, the oldest living Past President of the C.T.S.A..

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from the C.T.S.A. of Beaumont

SCENE No. 10—

Dr. R. E. Von Charlton, Prairie View A. & M. College, and Dr. Dorsey of T.S.U., after musical. Also in the scene is the soloist from Texas College.

SCENE No. 11—

Mrs. Izean Davidson and Mr. and Mrs. H. L. Walton, all of Fort Worth. Mr. Walton is the principal of the B. F. Darrell School, Dallas.

SCENE No. 12—

F. R. Rice being presented a token by the Austin teachers.

SCENE No. 13—

Jesse O. Thomas addressing the C.T.S.A. Convention.

SCENE No. 14—

Dr. Lloyd A. Garrison, Denver University, speaking to the general assembly on "Common Denominators of Our Profession."

SCENE No. 15—

A group of delegates greeting each other between the sessions.

SCENE No. 16—

Teachers visiting the various exhibits which were arranged by publishing companies.

SCENE No. 17—

Dr. O'Hara Lanier, President of T.S.U., greeting Mr. and Mrs. A. L. Anders of Garland.

SCENE No. 18—

O. A. Rowe being presented by F. R. Rice.

SCENE No. 19—F. R. Rice receiving congratulations from President Jones of Tillotson College.



FACTS ABOUT EDUCATION

By JOHN E. CODWELL

Relationship of Test Scores and Class Potential Draftees

Standing to the Status of

The Universal Military Training and Service Act, signed on June 19th by President Truman, makes it very clear that no local board is compelled to defer any one solely on the basis of test scores or class standings. As per the fact and spirit of this act, test scores and class standings are to be used as guides to local boards in considering deferment of college students.

RECORD PARTICIPATION IN SCHOOL LUNCH PROGRAM

According to a recent release from the U. S. Department of Agriculture, more than 8,600,000 children participated in the National School Lunch Program during the 1950-51 school year. The total cost of the program in 1950-51 was \$350,000,000 of which \$214,000,00 was spent for food locally by participating schools under supervision of the state agency of education.

U. S. COMMISSIONER OF EDUCATION COMMENTS ON "EDUCATIONAL COLD STORAGE"

Commenting on the need for increased facilities to meet the anticipated increased public school enrollments for 1951-52 as forecast by the U. S. Office of Education, U. S. Commissioner of Education Earl J. McGrath said: "Life does not stop while we build the nation's military strength . . . you cannot put a generation into educational cold storage and then later put them into an educational hot house."

Two Types of Leaders

There are two great types of leaders: one, the great reformer, the dreamer of dreams with aspirations completely in the van of his genera-

tion, lives often in wrath and disputations, passes through fiery ordeals, is misunderstood, and too often despised and rejected by his generation. The other, a very different type, is the leader who sees ahead of his generation, but who has the sense to walk and work in it. While not such a potent element in progress, he lives a happier life, and is more likely to see the fulfilment of his plans.

DR. WILLIAM HEARD KILPATRICK TO CELEBRATE 80TH BIRTHDAY

Friends, colleagues, students, and well wishers will gather in the Grand Ballroom of the Commodore Hotel in New York City on November 17th to celebrate the 80th birthday of Dr. William Heard Kilpatrick, distinguished American educator. A part of the celebration time will be devoted to a review of the varying aspects of the educational philosophy of Dr. Kilpatrick and their implications for our times.

DESIRE FOR GREATER STATE AID LEADS TO REVOCATION OF CERTIFICATES

The teaching certificates of Hubert A. Bearss and Edward W. Philps, former superintendents at Litchfield, Michigan and North Adams, Michigan, respectively, have been revoked by the state board of education, and both men have been placed on two-year probation by the Hillsdale County Circuit Court. Padding school enrollments to attain greater state aid and destroying the evidence were reasons given for the revoking of these administrative and teaching certificates and the placing of these school executives on a two-year probation period.

A Matter of Grammar

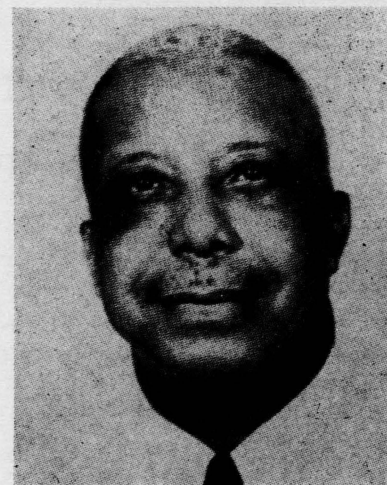
Lady: "Did you notice the pile of wood in the yard?"

Tramp: "Yes, I seen it."

Lady: "You should watch your grammar and say you saw it."

Tramp: "Maybe you saw me see it, but you ain't seen me saw it."

—Virginia Education Bulletin.



A. W. McDONALD

A. W. McDonald, Galveston, who is serving his second term as president of South Texas Teachers Association, which meets in Victoria, Texas, February 21, 22, 23, 1952, F. W. Gross High School, Mr. D. M. Marshall, Principal.

The themes of the Association during Mr. McDonald's presidency have been: "Democracy at Work, Home, School, and Church," and "Education For Life Adjustment."

The enrollment has been increased during Mr. McDonald's administration. You are invited to visit us.

A JOB WELL DONE—

• Continued from Page 11

industry, above business, above politics, above all the petty selfish things that weaken and destroy a people. Let us know that the race moves forward thru its children and by the grace of Almighty God, setting our faces toward the morning, dedicate ourselves anew to the service and the welfare of childhood."

NECROLOGY

Mrs. Marion C. Winfrey, principal of Crestview Elementary School, Temple, died in the Saint Joseph Hospital, Fort Worth, December 11, 1951, after a short illness.

Mrs. Winfrey was active in educational circles and in community affairs.

Public Relations Plus

By WILLIAM A. WARD
Schreiner Institute, Kerrville

In many communities a great deal is said but little is done to foster amicable relations among the various racial groups, but in Kerrville such is not the case. Interestingly enough, much of the credit for this belongs to B. T. Wilson, teacher, coach, choral director, and principal of Doyle High School.

Anyone who has come in contact with Mr. Wilson and his high school is quick to agree that this school has established one of the soundest programs of public relations to be found anywhere in Texas. It is equally evident that this is true because of a spirit of unselfish service that pervades the student body and faculty of Doyle High.

Mr. Wilson has lost count of the number of performances which his Doyle High School Choir has given in Kerrville and in other parts of the state for church, school, and civic groups. The singers have a repertoire that ranges from "Old Man River" to the lighter numbers and back to the stirring Negro spirituals. Many Kerrville citizens who have heard them on as many as five occasions are anxiously awaiting to hear them at the next opportunity. A high degree of precision is manifested by the singers. The Doyle High School Choir is truly a public relations asset without peer in Hill Country school circles.

Evidence of the respect which Mr. Wilson and his choir command throughout a wide area is the honor he received by the Texas Junior Chamber of Commerce at its bi-regional convention in New Braunfels in 1951. As his choir sang in the background, Bob Hill, a national

director of the U. S. Jaycees, presented Mr. Wilson with a trophy on which was inscribed:

"For outstanding service to his community and race through youth development and welfare."

E. L. Wildman, superintendent of the Kerrville public schools and a man who is keenly aware of the value of sound public relations, is highly appreciative of Mr. Wilson's important contribution in the realm of community service. He has privately and publicly commended his Doyle High School principal because, as Mr. Wildman points out:



Doyle High School Choir, Kerrville

"Mr. Wilson has established a choir with the participation of practically the entire school."

"Through his leadership the children of his school are taught to fit themselves into the society of the community and to make themselves useful citizens."

"He has fielded athletic teams at Doyle High School, although to do

so necessitated his getting practically every boy in school to participate. In spite of this, Doyle High School has won almost all its football games and a majority of its basketball games, taking on teams from schools in every case larger than Doyle."

"Because Mr. Wilson personally contacts each child who is absent from school and then sees that he gets back to school quickly, the attendance at Doyle ranks on an average above 95 per cent for the months taught."

B. T. Wilson has many times helped the members of his race in difficulties that they encounter, and has given his time, money, and energy to this cause."

Kerrville and Hill Country citizens are equally high in their praise of Mr. Wilson and his program at

Doyle High School. Friction among different races in Kerrville is perhaps more negligible than in any community in Texas. The school's public relations are top-notch. Doyle High School does things, and it will continue to do things and to merit the support and respect of the community.

That's public relations plus!

CERTIFICATION—

• Continued from Page 3

nized for purposes of endorsements on the new certificate.

Q: *What about this business of "majors and minors"? Will the new certificates be endorsed only in a major or minor field of college preparation for teachers now in service?*

A: New certificates issued to teachers now in service will be endorsed with a subject designation in the fields in which the holder has a major or minor — and in subject matter fields in which the holder has had experience.

Q: *What happens to the thousands of degree-teachers in elementary schools who now hold permanent high school certificates?*

A: The high school certificates will, of course, retain their life-long validity. In addition, the new certificates these teachers receive will show an endorsement for elementary teaching for those persons with at least 12 semester hours of professional elementary education.

Q: *May a person have more than one endorsement on a certificate?*

A: Certainly. A new certificate will be endorsed in as many subject matter areas as can be established by its holder. In fact, most certificates will bear at least two endorsements.

Q: *What will be the effect of the new regulations upon present administrator's certificates?*

A: The proposals for administrators relate closely to those for teachers. New certificates endorsed in administration will be issued to holders of current certificates.

Q: *Will similar arrangement be provided for supervisors, counselors, and special service teachers?*

A: Yes. Persons holding certificates of approval for these positions will also receive new certificates endorsed in the appropriate fields.

Q: *Will the publication containing the new proposals make specific references to teachers with bachelor's and master's degrees who now hold*

HOMECOMING—

• Continued from Page 6

which says that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereon."

III. The Mathematic and Science Departments developed the idea of free public education as an implied State function. That part of the Constitution which states, "The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people," was emphasized.

IV. The Language Arts and Social Studies Departments depicted the function of government. They emphasized that part of the Constitution which states, "All persons born or naturalized in the United States and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside.

V. The Music and Physical Education Departments depicted labor and emphasized that part of the Constitution which states, "Congress shall make no law abridging the right of the people to peaceably assemble and to petition the government for a redress of grievances."

VI. The George Washington Carver Elementary School chose to develop the idea of one of our *Fathers*. They depicted the philosophy of Carver who said: "The three P's: *potatoes, peanuts, and pecans* will form the new wealth of Dixie's when cotton fails."

the different types of certificates?

A: Yes. An entire section of the new proposal guide will be devoted to specific cases. They will deal with present certificate holders on the bases of their degree status, certificate held, preparation, and teaching experience. Teachers now in service will be able to identify the new type certificate that will be issued to them. Many other details will be available for local study groups.

—Reprint from *Texas Outlook*

VII. The Booker T. Washington School chose to develop the idea of another of our *Fathers*. They depicted the philosophy of Washington, who said: "We shall prosper in proportion as we learn to dignify and glorify common labor and put brains and skill into the common occupations of life."

VIII. The Hitchcock School developed that part of the Constitution which states: "Congress shall make no law abridging the freedom of speech, or the press."

IX. The Y. M. C. A. and the Y. W. C. A. decided to depict their emblems and their founding fathers of these two Christian Youth Organizations.

X. Sigma Gamma Rho Sorority, the Alumni and other organizations decorated cars which furnished the backgrounds for truths based upon the Constitution or pertinent to the heritage which is ours.

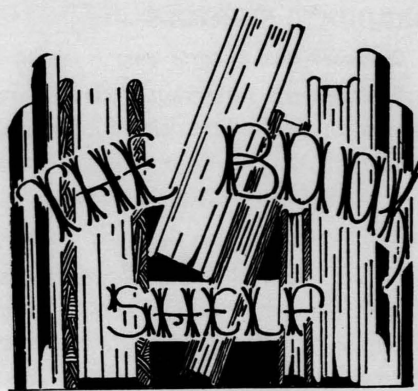
(A more detailed description of each float may be read accompanying the separate pictures.)

The floats formed the core of a street parade. Music and interests were furnished by bands, drum and bugle corps, and drill units from the George W. Carver and Booker T. Washington Elementary Schools and Central High School.

Lest the reader get the idea that this was a Homecoming sans an athletic event, I will admit that the inevitable football game was played. Here again, however, the general theme was brought appropriately to the fore.

For the half-time demonstration an appropriate contribution was made by the guest units from Phillis Wheatley High School of Houston. Following this, the units (band, drill squad and drum and bugle corps) of Central High School from simple entry formations formed the outline of the American Flag. Stadium lights were turned out and with darkness as the perfect background, flashlights of varied colors formed by

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By VELMA L. STEWART

The most interesting sort of history which can be both challenging and absorbing is personal history. On our shelf this month we have two such titles, one taking the literary form of reminiscences, the other, the historical novel.

"Memoirs of a Montecello Slave," which facts were dictated to Charles Campbell in the Eighteen Forties by Isaac, one of the slaves of Thomas Jefferson, has been recently edited by Rayford W. Logan. In the retelling, two portraits are given, that of the slave who tells the tale, and that of his master whose story he tells. A vivid picture of the relaxed Jefferson is given as the old slave fondly reminiscences over the past, of his love and admiration for his master, of his master's love first, for books, the out of doors and of music. The reader also gains an insight on slave and master relationships, the congeniality of life on the Montecello Plantation, and an index of the social life and customs of Virginia during this era. The book is brief but rather engaging, as one might expect from the skilled and careful editing of Logan. Univ. of Virginia Press. \$3.00.

In his latest book, "The President's Lady," Irving Stone weaves fact and fancy into a simple and dramatic historical novel. He has chosen one of the great romances of all times as his subject, the love of Andrew Jackson and Rachel Donelson Robards. Rachel Robards, who no longer can endure the cruelties of life with an insanely jealous husband, returns

home. She falls in love with Jackson. The lovers find themselves in a strange situation because of the legal difficulties of Rachel's winning her freedom from Robards. In Stone's story, Rachel is the central figure instead of the outstanding Mr. Jackson. Yet, again we see Jackson, the astute business man, the strong military leader, the honest lawyer, the President . . . as a devoted and loyal husband of a lovely woman,— a devoted wife, and a profound attachment between the two. The rich historical background furnishes a befitting setting for the story of these two strong personalities. Doubleday. \$3.50.

In a recent poll of current books worth reading, taken by the Saturday Review of Literature, the following titles appeared most frequently:

Melville Goodwin, USA, by John P. Marquand. Little.

Requiem for a Nun, by William Faulkner. Random.

Lie Down in Darkness, by William Styron. Bobbs-Merrill.

The Holy Sinner, by Thomas Mann, Knopf.

Moses, by Scholem Asch. Putnam.

"*It Starts in the Classroom*," a Public Relations Handbook for Teachers, published by the National School Public Relations Associations, NEA. This lively pamphlet not only invites teacher reading but gives scores of know-how suggestions. Sample chapter titles are: What We Are, Speaks; Why We Teach What We Teach; To and Thru Pupils; Making Parents Partners. The pamphlet may be ordered from the Association offices at 1201 Sixteenth St., N.W., Washington 6, D. C. \$1.00.

"Educational Exchanges in Higher Education," November 15, 1951.

"Trial Interview for Prospective Teachers" in the University of Michigan School of Education BULLETIN, October, 1951.

SCHEDULE FOR TEACHER CERTIFICATION HEARING PANELS

Have you read the "Proposed Standards For the Certification of Teachers"? Do you understand them? Has your local teachers group studied the proposals? If not, get copies from your superintendent and please study them. Write the Texas Education Agency for copies as a last resort. All questions that are not satisfactorily answered after you have made the study, send or bring them to the Hearing Panel nearest you. Together, we will try to find the answers.

Scheduled Dates and Meeting Places of Hearing Panels

1. March 21—Austin. This is to be a test run with as many members as possible of the Steering Committee present.
2. April 4-5-6—Houston, Denton, Brownwood.
3. April 18-19-20—McAllen, Lubbock, El Paso, Abilene.
4. April 25-26-27—Amarillo, Tyler, San Antonio.

Attend the Hearing Panels. Voice your criticisms and suggestions. Participate on the panel should you receive an invitation.

URGENT — All local city and county teacher organization units REGISTER your organization's name and officers with your representative TODAY so that I may put your names on the teacher certification mailing list. THANKS.

A. N. HARRIS,
Classroom Representative.

2940 E. 12th St., Austin.

Give and Take

Two battered old wrecks of humanity were sitting together on a bench in the city park, when one informed his neighbor, "I'm a man who never took advice from anybody."

"Shake, old fellow," said the other, "I'm a man who followed everybody's advice."

—Virginia Education Bulletin.

Mrs. Ledbetter Receives Award

Mrs. Frankie Bradley Ledbetter, a graduate student in the English Department at Colorado University, has been awarded a University Research Assistantship in the English Department for the year 1951-2. The award, made by the University Board of Regents to the Graduate school is made to the students on the basis of scholarship.

Mrs. Ledbetter is assistant to Dr. Henry Pettit in the prosecution of the American contributions to the Annual Bibliography of English Language and Literature which is published by the Modern Humanities Research Association at Cambridge, England. The Modern Humanities Association is an international organization of scholars interested in language and literature. The American contributions comprise approximately one half of the bibliography.

This grant is the second that has been awarded by the University to Professor Pettit in ten years and the first time that it has been made to a member of the Negro race.

Mrs. Ledbetter is currently completing her thesis for the Master of Arts degree and is enrolled in courses leading to the Ph.D. Degree in English Literature.

HOMECOMING—

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members of the units showed the form of Old Glory stretched across the field. Adding to the picture, each person in the stand was requested to light a single match. This was immediately done and the attention of the stands was called to the fact that the unity of action of the spectators was symbolic of the Nation whose flag yet remained in outline before them. Light was returned to the stadium and a brief crowning ceremony of the Homecoming Queen concluded the planned half-time ceremony.

Let us come back to our stated criteria for good Community-School relations and attempt to give some comments relative to possible educational outcomes.

First, Publicity. Did the school receive any worthwhile publicity? The answer to this question is easily seen. The Informer and other newspapers gave full coverage. Telephone calls and comments from the patrons were numerous.

Second, School-Home Tie-Up. Was the home brought any closer to the school as a result of this home-coming? We had more parents to visit the school, promote activities to foster our school program than on any other occasion the writer has been able to observe.

Third, Community Centered Activities at the School. Were any such activities noticeable? A chartered bus from Prairie View brought many former graduates back to the school for the celebration. Many former graduates in the Armed Services secured leave to come back for the occasion. Representatives from various organizations came to the school to build the floats.

These activities represent merely a sample of the many things that happened and could happen with more planning on the part of our school and lay personnel.

Fourth, Community Resource Use. Was the curriculum of the school broadened to include community resources and personnel? Our view of the curriculum is much broader than that of some of our academicians. In this broad view we feel that many of our community folk have added to the enrichment of our homecoming experiences.

Fifth, Intercultural Understanding. Is there any evidence of improved ethnic relationships? In this area, we feel that we have made our biggest gains. We have cooperated since the celebration, with other schools including those for whites, helping them to build floats or ex-

GRADUATE SCHOOLS—

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7. Are you now engaged in a research project? To which 67 per cent replied "yes" as compared with 40 per cent of the entire teaching faculty.

8. *Is teaching in colleges today better, similar or less effective—than it was 20 or 30 years ago?* To which 29 replied it was better, 13 it is similar, and 5 it is less effective.

With the basic assumption that college teachers are not being trained for their jobs in mind, Dean Russell found little evidence that the remedies loudly suggested would improve the situation. He found experience in teaching at any level poorly correlated with successful teaching. He did find more positive correlation between courses in Education and successful teaching, but questioned any cause-and-effect relationship. Because 46 per cent of the good teachers showed sustained productivity in scholarship and research and 16 per cent demonstrated occasional productivity, he found it difficult to categorize faculty personnel as *either* good teachers or productive scholars.

Although he was speaking mainly of Ph.D. programs, Dean Russell concluded: "It is difficult for me to agree with the idea that there is

• Continued on Next Page

planning our methods of construction.

Sixth, Periodic Evaluation. To what extent are we meeting the needs of our youngsters and of our community? This question is the most difficult of all to answer and we have to continue the process before we shall be able to give any reaction to it.

The whole question of whether or not a Homecoming Can Be Educational is one that we hope can be answered after a few more years of experimentation.

GRADUATE SCHOOLS—

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an obvious need for improvement in the training of college teachers beyond that already in effect in our graduate schools."

Dean Russell said nothing about a "suitable personality" as a product of the college and university training process but seemed aware of many forces that helped to produce wholesomeness and unwholesomeness in the prospective teachers' personality.

For us teachers in a relatively new university or in a young, pliable graduate school, the challenge is three-fold, whether they seek to train college teachers or to prepare elementary and secondary teachers: (1) to mobilize all the resources that create or develop and accentuate wholesomeness in the attitude, experiences and outlook of graduate students; (2) to supply greater counselling and guidance in the selection of pertinent subject-matter courses suited both to the socio-economic nature of the state, region and world and the needs of such students for greater opportunity and participation therein; and (3) to make more flexible and more effective combinations of such courses and methods of teaching so as to realize the highest professional standards while meeting the requirements of progressive legislation.

Thus educational statesmanship is still needed in the planning, promotion, prosecution of graduate programs. If in emergencies quadrupeds put their "best foot forward," bipeds in whatever group situation they find themselves should put their "best brains forward."

Any sound assessment of the future of graduate work in this region is so promising and challenging because our best brains can cooperatively work out specific degree plans for strengthening subject-matter fields in the face of the overwhelming registration in education courses. Furthermore, they can eliminate the

EFFECTIVE ENGLISH—

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plays, oratorical contests, are some of the activities that we may direct. Our pupils "let off steam"—a good practice at times to relieve tension. Or they seek causes, more facts, proof, disproof after the class period. So long as this goes on, we can emphasize truth, accuracy, suitable figures of speech, humor, sportsmanship and other features that make communication effective.

4. Finally, Let Us Assist Our Pupils to Become More Interesting and Exact Writers.

Francis Bacon, in one of his essays, wrote: "Reading maketh a full man; conference a ready man, and writing an exact man." Elementary and secondary pupils can become full, ready and exact. They can be taught to seek solutions to their problems and to think straight.

They should be taught to keep notes, to make records, to put facts and feelings into diaries, letters, stories, short essays, dialogues, and other written forms. These written forms require a little more premeditation, perusal, revision. We can and must help them say what they mean and mean what they say. We must help them spell correctly, write clear grammatical sentences and paragraphs. We must help them master the marks of punctuation and the various idioms and figures of speech. In other words, we have our big chance to help them master the mechanics of writing and grammar in their attempts to communicate their ideas, and feelings about what is going on in and around them.

conflict stemming from these conventional subdivisions and integrate the various elements of instruction and experience so as to produce teachers adequate for the new student and the new world situation.

*Adapted from article in the July-August number of a mimeographed bulletin of The Graduate School, Texas Southern University.

Whether we shall require notebooks, motivate the keeping of diaries or scrapbooks, or direct them in publishing a school paper will depend upon various factors. We shall have to exercise great ingenuity, initiative, patience, industry and common sense in developing and mastering the fourfold interrelated and interecating processes of communication—listening, reading, speaking, and writing.

I need not enumerate the manifold equipment, facilities and supplies we need for that gigantic task. In fact, I am assuming not only these material resources and the trained personnel for their utilization, but the intellectual, psychological, and spiritual tools and energies necessary for their motivation, activation and extension in all phases of school and community life.

Wholesome Intellectual, Emotional And Recreational Development Of the Individual Pupil for Better Human Relations

I have indicated that we must adopt and adapt our philosophy, principles, and techniques of teaching so as to reach and benefit each individual pupil — the exceptional child, the normal child, the subnormal child. If they have any impairment in vision, hearing, speech, or in any other respect, we must provide expert and sympathetic treatment. We must provide for each child maximum proficiency and efficiency for the many social relations in which our pupils live, play, work, grow, and mature.

Our concern is one shared by the administrators, the personnel workers, other teachers and public officials, parents and patrons. This concern is for the education of the whole child for a full life in a democratic society.

The major fact about living today is the world wide conflict between democracy and totalitarian systems.

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Report of the Executive Committee of C.T.S.A.

J. MARTIN JACQUET, *Chairman*

Mr. President, platform guests, delegates and members of the State Teachers Association, in keeping with your constitutional requirement, your executive committee held two pre-convention meetings during the year, and held two meetings during the convention. The business of your association required those meetings. During these meetings the entire time was spent trying to make plans for the future progress of your association, as well as safeguard and eliminate reckless and unnecessary spending of the finances of the association. These items will be referred to as we mention the meetings.

The first of these meetings was held at Bishop College in Marshall January 27, 1951. After usual preliminaries, progress reports were given by various committees.

Dr. Rhoads made a report for the Commission on Democracy in Education. In this report he read the objectives of the Texas Council of Negro Organizations with regard to equalization of educational opportunities. He cited the following developments in Progress: the establishment of a trust fund for Heman Marion Sweatt; The Texarkana case where an attack was being made on Junior and Senior High School and Junior College level. Dr. Rhoads urged that the Commission on Democracy in Education work on a twelve month basis. He requested that \$1200 be allowed in the budget for operation of the Commission on Democracy in Education for the year, and the immediate payment of the balance of the \$5000, in the amount of \$2500, which was allowed the Commission on Democracy in Education at the 65th Annual Session. The report plus the recommen-

dations of Dr. Rhoads were adopted with commendation.

The report of the committee on employment of a full-time executive secretary which was headed by Dr. Banks, did not have a report but indicated that the committee was working and would have a report at the next meeting.

A communication from Cafeteria Workers of the State Public Schools was read to the body. This group was requesting membership in the Association. In a short discussion it was pointed out that this would require a revision of the constitution. The group approved the constitutional change, and recommended that this matter be referred to the constitution committee.

Chairman Banks of the budget committee recommended a total budget of \$14,458 for the year. (Report was accepted.) President Rice then outlined his program for the year, using the theme "Human Relations and World Peace." The group accepted the theme.

The second of the year's meetings was held at Charlton-Pollard High School, Beaumont, Texas, on May 5, 1951. At this meeting the following items were discussed:

Request from N.A.A.C.P. for the \$2500 to be spent for equalization of educational opportunities in Texas. At this point a letter to Mr. Smith from Dr. Rhoads was read. In this letter Dr. Rhoads informed Mr. Smith that the Commission would not release additional funds until specifications set up for the release of the Association money is met by the N.A.A.C.P. The committee endorsed Dr. Rhoads in this.

Financial and Membership progress of the association was made by Secretary-Treasurer. In this report

it was revealed that only one or two of our colleges reflected good membership enrollment. A lengthy discussion followed. Dr. Banks suggested that the matter of enrollment be brought to the attention of the Presidents and let them know just how many or how few teachers are members of the Association. This prompted the suggestion of having a committee or section for college teachers and public school teachers to work on the problems that affect both. The group approved a committee composed of Messrs. Jacquet, Rowe, Rice to study a method for having groups elaborate on the problems.

President Rice was presented, at which time he gave progress of his program, and presented committees for approval of executive committee.

The third meeting was held at Charlton-Pollard High School, November 22, 1951, at which time the committee heard various reports.

Members of the committee expressed their regret in the passing of Dr. Rhoads, who had served as its chairman for many years. At this point the committee elected J. Martin Jacquet to succeed Dr. Rhoads as chairman of the Commission on Democracy in Education.

The committee for employment of full-time secretary reported and gave the plan, which was accepted as tentative by the committee.

A committee composed of Dr. Banks, chairman, Mr. Rowe and Dr. Codwell was elected with instructions to proceed with receiving and screening applicants to be recommended for the position.

A report from the committee on college and public school relation-

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EFFECTIVE ENGLISH—

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All of us must work with other teachers, parents, patrons to help our pupils realize that in times like these they are like most people throughout the world. Most people are also worried about "themselves, about other people, and about their uncertain future."

To help them realize this fact, is to prepare them for inter-cultural relations which require not only effective communication through listening, reading, speaking, and writing, but through sympathy, understanding, tolerance, participation, goodwill, and material or spiritual help.

Whatever the total teaching, administrative and community personnel can do to help develop the emotional, recreational, health and vocational development of the pupils, will help the pupil mobilize his learning experiences functionally as living experiences.

To relieve their own tensions and understand the tensions of others they will utilize more effectively such mass media as radio, television sets, motion pictures, newspapers, magazines, and demand of these agencies more truthful representation of cultural habits and aspirations of other people. The lives of great leaders of democracy will become for us beacon lights to guide us—Jesus, Milton, Paine, Jefferson, Emerson, Wendell, Phillips, Thoreau, Lincoln, Harriet, Tubman, Booker Washington, Ghandi, Roosevelt, Ralph Bunche.

Through essays, poetry, biography, history, drama, music in the class, on the printed page, on the radio, stage and screen, and on records and television as well as the pulpit and platform we can learn and communicate the true spirit of democracy and safeguard its communication and application to all pupils regardless of race, or creed or color or condition.

Honor Schools--1951-1952

SCHOOLS LISTED BELOW HAVE 100 PERCENT ENROLLMENT IN THE C.T.S.A. FOR THE SCHOOL YEAR 1951-1952

- ABILENE—Woodson High School, T. W. Humphrey, Principal.
- ADDISON—Addison School, Mrs. Mary H. Carter, Principal.
- ALTO—Booker T. Washington School, Thomas Butler, Principal.
- AMARILLO—Carver High School, Arthur G. Champion, Principal.
- ANAHUAC—Geo. W. Carver High School, C. C. Butler, Principal.
- ANDERSON—Alex S. Terrell School, R. C. Smith, Principal.
- ANGLETON—Marshall High School, T. J. Wright, Principal.
- APPLE SPRINGS—Apple Springs School, W. W. Johnson, Principal.
- ARCOLA—Arcola School, Mrs. Octavia Williams, Principal.
- ARLINGTON—Booker T. Washington School, George D. Stevens, Principal.
- ARP—Arp Industrial High School, L. J. Johnson, Principal.
- ATHENS—Fisher High School, Chas. L. Jingles, Principal.
- ATLANTA—Pruitt High School, Clark P. English, 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.
Tillotson College, Dr. William H. Jones, President.
- AUSTIN COUNTY—Mrs. Jessie Lee Diggs, Supervisor.
- BALLINGER—Geo. W. Carver, F. A. Jernigan Principal.
- BARTLETT—Bartlett High School, M. C. Powell, Principal.
- BAY CITY—Hillard High School, E. L. Rambo, Principal.
- BAYTOWN—Geo. Washington Carver High School, W. Marion Davis, Principal.
- BEAUMONT—Adams Elementary School, H. G. Hendricks, Principal.
G. W. Carver School, M. B. Gill, Principal.
Charlton-Pollard High School, H. C. Johnson, Principal.
Herbert High School, A. L. Price, Principal.
Martin School No. II, A. L. Moore, Principal.
Pipkin School, Mrs. Emmons S. Grogan, Principal.
West Oakland School, K. E. Tarver, Principal.
- BECKVILLE—Sunset High School, Lloyd Allen, Principal.
- BEEVILLE—Lott-Canada High School, Lewis Carothers, Principal.
- BELTON—Harris High School, M. W. Evans, Principal.
- BEN WHEELER—Prairie Creek High School, J. C. Henry, Principal.
Redland High School, Mrs. Osia Cartwright, Principal.
- BESSMAY—Bessmay High School, H. C. Frank, Principal.
- BIG SANDY—Excelsior Junior High School, R. L. Jones, Principal.
- BOLING—Boling Vocational School, D. M. White, Principal.
- BON WIER—Biloxi High School, Layon Samuel, Principal.
- BORGER—Booker T. Washington High School, R. G. Cofield, Principal.
- BRACKETTVILLE—G. W. Carver School, Miss Dorothy B. Wilson, Principal.
- BRAZORIA—Henry O. Tanner School, Mrs. E. L. Cooper, Principal.
- BRECKENRIDGE—Booker T. Washington School, W. H. Ammons, II, Principal.
- BREMOND—Love High School, Charles Love, Principal.
- BRENHAM—Pickard High School, W. I. Alton, Principal.
- BRISTOL—Bristol School, Mrs. M. A. Ford, Head Teacher.
- BROOKELAND—Brookeland School, Miss Erma Daniels, Principal.
- BROOKSHIRE—Ralph Bunche School, Joel Harris, Principal.
- BROWNFIELD—Wheatley School, Mrs. E. D. Sayles, Principal.
- BROWNWOOD—R. F. Hardin High School, Louis T. Morgan, Principal.
- BRYAN—Carver Elementary School, Colquit D. Yancy, Principal.
E. A. Kemp High School, R. C. Neal, Principal.
Fairview School, John T. Lane, Principal.
John M. Moore School, F. D. Batts, Principal.
Washington School, O. W. Sadberry, Principal.
- BUCKHOLTS—Sharp School, Luella Austin, Principal.
- BUFFALO—Buffalo High School, Mrs. A. R. Bastanes, Principal.
- BURLESON COUNTY—Mrs. Nona M. Minor, Supervisor.
- CALL—Call County Line School, Miller F. Samuel, Principal.
- CALVERT—Calvert High School, W. D. Spigner, Principal.
- CAMERON—O. J. Thomas High School, C. L. Sadberry, Principal.
Pleasant Grove School, Mrs. Estella M. Moody, Principal.
Yarrellton School, Mrs. Ada Ware Nelson, Principal.
- CANTON—Wynne School, Mrs. Clara Caldwell, Principal.
- CARO—Central Heights School, T. C. Davis, Principal.
- CARTHAGE—Eastside Elementary School, Joseph Jones, Principal.
Fair Play School, L. V. Greene, Principal.
Holland Elementary School, A. J. Hudson, Principal.
Turner High School, Argie Sanders, Principal.
- CELINA—G. W. Carver School, Cornelius Young, Principal.
- CENTERVILLE—Centerville High School, R. G. Middleton, Principal.

- CHAPEL HILL**—C. H. Hogan High School, Mrs. V. M. Basey, Principal.
- CHEROKEE COUNTY**—G. W. Bradford, Collector.
- CHESTER**—Chester High School, B. Mark, Principal.
- CHILDRESS**—J. J. Rhoads High School, E. L. Bolden, Principal.
- CHINA**—J. H. Henderson High School, J. H. Henderson, Principal.
- CLEBURNE**—Washington School, F. F. Kelly, Principal.
- CLEVELAND**—Cleveland Elementary School, R. L. Washington, Principal.
- COLDSRING**—Lincoln High School, A. J. Porter, Principal.
- COLLEGE STATION**—Lincoln High School, W. A. Tarrow, Principal.
- COLUMBUS**—Columbus High School, I. B. Kemp, Principal.
- CONROE**—Booker T. Washington High School, Ben T. Cavil, Principal.
- CORRIGAN**—Corrigan School, J. W. Ratcliff, Principal.
- CRANDALL**—Crandall Elementary School, Clifton B. Dewberry, Principal.
- CRANE**—Bethune Elementary School, Mrs. Janie P. Neblett, Principal.
- CORSICANA**—G. W. Jackson High School, W. F. Cotton, Principal.
- CROCKETT**—Crockett High School, W. M. Batts, Principal.
Mary Allen College, W. M. Henry, Dean.
Post Oak School, V. M. Strong, Principal.
- CROSBY**—Charles R. Drew High School, B. S. Griffin, Principal.
- CUNEY**—Cuney High School, A. J. Jessie, Principal.
- CUSIHING**—Mt. Grove School, Brooks, Dansby, Principal.
- DALLAS**—C. F. Carr School, Joseph McMillan, Principal.
Geo. W. Carver School, Mrs. G. B. Prestwood, Principal.
B. F. Darrell School, H. Walton, Principal.
Fred Douglass School, B. E. Dade, Principal.
N. W. Harlee School, H. B. Pember-ton, Jr., Principal.
Fannie C. Harris School, Taft Wilson, Principal.
Lincoln High School, T. D. Marshall, Principal.
K. B. Polk School, F. F. Wilkerson, Principal.
J. W. Ray School, Edmond C. Ander-son, Principal.
J. P. Starks School, Fred D. Williams, Principal.
Booker T. Washington High School, J. L. Patton, Sr., Principal.
Wheatley School, A. S. Penn, Prin-cipal.
- DAWSON**—G. W. Carver 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.
- DETROIT**—Detroit School, D. J. Craig, Principal.
- DIBOLL**—H. G. Temple School, H. C. Kenyon, Principal.
- DICKINSON**—Dunbar School, J. O. Wil-liams, Principal.
- DOUCETTE**—Hays Elementary School, W. D. Jerue, Principal.
- DOUGLAS**—Douglass High School, T. V. Pleasant, Principal.
- EAGLE LAKE**—E. H. Henry High School, I. W. Rutledge, Principal.
- EL CAMPO**—E. A. Greer High School, E. A. Greer, Principal.
- ELKHART**—Boxes Creek School, H. C. Shepherd, Principal.
Henry High School, H. J. Hurt, Prin-cipal.
Union Hope School, Mrs. Espanola Andy, Principal.
- EL PASO**—Douglass High School, E. Campbell, Principal.
- ENNIS**—G. W. Carver High School, B. F. Thomas, Principal.
- FAIRFIELD**—Dogan High School, Ran-dolph Titus, Principal.
- FAYETTEVILLE**—Fayetteville School, A. L. Moseley, Principal.
- FLOYDADA**—Northward School, R. J. Crawford, Principal.
- FRANKSTON**—Geo. Washington Carver School, H. D. Fields, Principal.
- FORRESTON**—Dunbar School, E. L. Gibson, Principal.
- FORT WORTH**—Amanda McCoy School, Mrs. B. A. Young, Principal.
Carver Junior High School, J. Martin Jaquet, Principal.
Como Elementary-Junior High School, Oscar M. Williams, Principal.
Dunbar School, Mrs. M. I. Logan, Prin-cipal.
Gay Street School, Mrs. L. M. Hamil-ton, Principal.
James E. Guinn School, K. W. McMil-lan, Jr., Principal.
I. M. Terrell High School, H. L. King, Principal.
Kirkpatrick School, Mrs. Ruby L. Mil-ler, Principal.
Ninth Ward School, Mrs. R. H. Wil-liamson, Principal.
Riverside Elementary School, Mrs. V. L. Williams, Principal.
- FROST**—Frost School, Freeman Robin-son, Principal.
- GAINESVILLE**—Booker T. Washington School, B. P. Douglas, Principal.
- GALENA PARK**—Fidelity School, Mrs. F. E. Sandle, Principal.
- GALVESTON**—Geo. W. Carver School, T. H. Warren, Principal.
Central High School, L. A. Morgan, Principal.
Booker T. Washington School, R. F. Sterling, Principal.
- GARLAND**—George Washington Carver School, A. L. Anders, Principal.
- GARWOOD**—Garwood School, A. E. Evans, Sr., Principal.
- GAUSE**—Smith High School, Ernest R. Smith, Superintendent.
- GENEVA**—County Line School, W. T. Michael, Principal.
- GIDDINGS**—Giddings High School, E. R. Porchman, Principal.
Sweet Home School, Mrs. Ruby Clem-ons, Principal.
- GILMER**—Bruce High School, Curtis O. Smith, Principal.
Valley View High School, Horace L. Whitaker, Principal.
- GONZALES**—Edwards High School, Le-roy E. Perryman, 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.
- GREENVILLE**—Carver High School, J. A. Starks, Principal.
Booker T. Washington School, Clyde Champion, Principal.
- GRIMES COUNTY**—Ira Bassett, Princi-pal.
Mrs. Myrtle L. Haynes, Principal.
Mrs. Nellie B. Stuart, Principal.
Mrs. Eloise K. Peques, Principal.
- GROVETON**—Groveton School, A. Brailsford, Principal.
- HALLETTSVILLE**—Hallettsville School, Geo. M. Edwards, Principal.
- HALLSVILLE**—Galilee High School, F. W. Berry, Principal.
- HAWKINS**—Hawkins High School, T. H. Burton, Principal.
- HEMPHILL**—Hemphill High School, R. S. Simmons, Principal.
- HEMPSTEAD**—Sam Schwarz High School, K. R. Donison, Principal.
- HENDERSON**—Goldsberry High School, Odis Lewis, Principal.
Henderson Elementary School, Dora F. Brown, Principal.
- HIGHBANK**—Bethany School, Mrs. W. L. Washington, Head Teacher.
- HILLSBORO**—Peabody School, Thomas W. Moseley, Principal.
- HITCHCOCK**—Hitchcock Elementary School, P. C. Burns, Principal.
- HOLLAND**—C. J. Brooks School, Lewis B. Carter, Principal.
- HONEY GROVE**—Bralley High School, J. W. Pendleton, Principal.
- HOUSTON**—Atherson School, Mrs. Lois Oliver, Principal.
Blackshear Elementary School, J. R. Cunningham, Principal.
Bray's Bayou School, Cleo K. Maxwell, Head Teacher.
Bruce School, R. C. Chatman, Prin-cipal.
J. D. Burrus School, Ben S. McMillan, Principal.
G. W. Carver School, A. B. Anderson, Principal.
Dodson School, J. H. Johns, Principal.
Douglass Elementary School, J. C. McDade, Principal.
Dunbar School, Mrs. J. L. Robertson, Principal.
Gregory Elementary School, Mrs. Lib-bie P. Boutte, Principal.
Harper Junior High School, Dr. J. E. Gooden, Principal.
Doris Miller School, Mrs. Irena D. Barnes, Principal.
Oates Prairie Elementary School, Mrs. Bettie J. Millard, Principal.
Piney Point School, F. C. Minfield, Principal.
E. O. Smith, Jr., High School, Theo R. Chatham, Principal.
Sunny Side School, Mrs. E. M. Young, Principal.
Twenty-third Avenue School, Mrs. Irma H. Allen, Principal.
Booker T. Washington High School, Dr. I. B. Bryant, Principal.
Wesley School, Mrs. R. J. Mosely, Principal.
Phyllis Wheatley School, Dr. J. E. Cod-well, Principal.
Jack Yates High School, Wm. S. Hol-land, Principal.

- HOUSTON COUNTY**—Mrs. Addie M. Ware, Supervisor.
- HUBBARD**—Ash Creek School, W. P. Davenport, Principal.
Phyllis Wheatley School, S. V. Thomas, Principal.
- HUMBLE**—Bordersville Elementary School, Mrs. L. M. Hill, Head Teacher.
- HUNGERFORD**—Hungerford Consolidated School, Edward S. Waddy, Principal.
- HUNTSVILLE**—Sam Houston High School, Scott E. Johnson, Principal.
- HUTCHINS**—Wilmer Hutchins School, J. W. Hoyt, Principal.
- JACKSONVILLE**—Fred Douglass High School, M. B. Davis, Principal.
- JAMESTOWN**—Jamestown School, W. H. Palmer, Principal.
- JASPER COUNTY**—Mrs. Lue Tishia Scott, Supervisor.
- JOAQUIN**—Marian Anderson High School, Garfield Hill, Principal.
- KARNACK**—Hart School, Mrs. Gertrude Ausbrooks, Principal.
- KENDLETON**—Powell Point High School, T. B. Mitchell, Principal.
- KERENS**—Park High School, C. E. Thomas, Principal.
- KERRVILLE**—Doyle High School, B. T. Wilson, Principal.
- KILGORE**—Kilgore High School, C. B. Dansby, Principal.
North Chapel School, A. P. Rettig, Principal.
- KINGSVILLE**—Douglass School, E. M. Foxx, Principal.
- KIRBYVILLE**—Kirbyville School, G. G. Forward, 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.
- LAMESA**—Blackshear High School, Lee Ander McCalester, Principal.
- LANCASTER**—Rocky Crest School, R. B. White, Principal.
- LANEVILLE**—Laneville High School, U. E. Allen, Principal.
- LA PORTE**—La Porte Elementary School, S. E. V. Evans, Principal.
- LA RUE**—Central High School, Mrs. Jessie B. Bullock, Principal.
- LEIGH**—Antioch School, U. R. Weisner, Principal.
- LEON COUNTY**—T. G. Durham, Supervisor.
- LIBERTY**—Hardin High School, Jas. A. Reynolds, Principal.
Liberty Training School, V. E. Tinsley, Principal.
- LINDEN**—Linden School, Jewel Allen, Principal.
Macedonia Elementary School, M. J. Barrett, Principal.
- LIVINGSTON**—Dunbar High School, Ed Robinson, Principal.
- LOCKHART**—Carver High School, C. O. Bradley, Principal.
- LONGBRANCH**—Shady Grove School, Delia Mae Davis, Visiting Teacher.
- LONGVIEW**—Longview High School, J. L. Everhart, Principal.
Southside Ward Elementary School, Lloyd H. Walker, Principal.
Ned E. Williams Industrial School, E. R. Williams, Superintendent.
- Northside School, G. T. Robinson, Principal.
Rollins Elementary School, W. L. McMillan, Principal.
- LOTT**—Lott Junior High School, A. B. Davis, Principal.
- LUBBOCK**—Dunbar School, E. C. Struggs, Principal.
Ella R. Iles Elementary School, Mrs. M. D. Simmons, Principal.
- LUFKIN**—Brandon School, Mrs. O. R. Hackney, Principal.
G. W. Carver School, Mrs. Bernice L. Harris, Principal.
Dunbar Junior-Senior School, T. J. Washington, Principal.
Malinda Garrett School, Mrs. Sabra D. Stewart, Principal.
- LULING**—Luling Rosenwald School, H. H. Collins, Principal.
- MALAKOFF**—Malakoff High School, L. E. Orr, Principal.
- MANOR**—Manor High School, F. D. Taylor, Principal.
- MARSHALL**—Dogan Elementary School, P. T. Young, Principal.
Dunbar Elementary School, Travis Downs, Principal.
Green Star School, Mrs. Mary J. Turner, Principal.
New Town School, O. Ivan White, Principal.
H. B. Pemberton High School, G. A. Rosborough, Principal.
- MART**—Anderson High School, L. A. Stanton, Principal.
- MATADOR**—Matador Elementary School, W. S. Mitchell, Sr., Principal.
- MAYSFIELD**—Maysfield School, Wilbert Renfro, Principal.
- MESQUITE**—Carver Junior High School, W. O. Gray, Principal.
- MEXIA**—Douglass Elementary School, L. C. Kirven, Principal.
Dunbar High School, E. L. Washington, Principal.
Woodland School, J. R. Jordan, Principal.
- MIDWAY**—Albert Lee High School, A. V. Lee, Principal.
- MILFORD**—Kelly Miller School, S. C. Green, 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.
- MISSOURI CITY**—New Hope School, Mrs. Lula Belle Goodman, Principal.
- MONTGOMERY**—Lawson High School, H. L. Farris, Principal.
- MT. CALM**—Mt. Calm School, Mrs. M. L. Crain, Principal.
- MT. ENTERPRISE**—Concord High School, W. A. Nobles, Principal.
Mt. Enterprise Jr. High School, Clifton Beavers, Principal.
- MT. PLEASANT**—Booker T. Washington High School, I. W. Milsapp, Principal.
- MT. VERNON**—Mt. Vernon School, J. L. Dunlap, Principal.
- McALLEN**—Booker T. Washington School, J. F. Goode, Principal.
- McDADE**—Willow School, Mrs. F. V. Taylor, Principal.
- McKINNEY**—E. S. Doty High School, John W. Fenet, Jr., Principal.
- McLENNAN COUNTY**—Axtell Elementary School, Miss Florence Westbrooks, Principal.
Eddy—William L. Shaw Elementary School, W. L. Shaw, Principal.
Lorena—Jules Bledsoe Elementary School, Mrs. Augusta Randle, Principal.
Hewitt—Midway Elementary School, Miss E. M. Williams, Principal.
McGregor—G. W. Carver High School, J. J. Jones, Principal.
Moody—Moody Elementary School, Albert Griffin, Principal.
Waco—Bosqueville Elementary School, L. W. Jones, Principal.
County Education Office, Mrs. Jeffie O. A. Conner, Supervisor.
Gholson Elementary School, Mrs. Dovie Boykins, Principal.
Harrison Elementary School, Mrs. Alberta H. Wright, Principal.
J. Newton Jenkins Elementary School, J. W. Yancy, II, Principal.
Rosenthan High School, L. M. Hutchinson, Principal.
- NACOGDOCHES COUNTY**—Mrs. Helen Wright, Supervisor.
Appleby—Washington School, J. W. Wilson, Principal.
Douglass—Eden School, Mrs. Odessa Lockett, Principal.
Upshaw School, Mrs. B. E. Hooper, Principal.
Martinsville—Martinsville School, Mrs. Ida Mae Berry, Principal.
Nacogdoches—Gravel Ridge School, Mrs. Rosa Sigers, Principal.
Little Flock School, Mrs. Geraldine Brown, Principal.
Melrose School, Mrs. Ella Fair Lampkin, Principal.
Oak Ridge School, Mrs. Lovie C. Lane, Principal.
- NACOGDOCHES**—E. J. Campbell High School, W. E. Jones, Principal.
W. E. Jones, Elementary School, T. R. Davis, Principal.
- NAVASOTA**—G. W. Carver High School, J. H. Payne, Principal.
A. M. T. No. 3 School, A. A. Henry, Principal.
- NECHES**—Clemon High School, O. L. Phillips, Principal.
- NEW BRAUNFELS**—Booker T. Washington School, Mrs. Ruth Dare, Principal.
- NEW CANEY**—G. W. Carver School, Mrs. Emma M. Kelley, Principal.
- NEWTON**—Liberty High School, Charlie M. Lewis, Principal.
- OAKWOOD**—Butler Rural High School, E. E. Wheat, Superintendent.
St. Paul-Shiloh School, Ruby M. Nichols, Principal.
- ODESSA**—Blackshear High School, R. S. White, Principal.
Fred Douglass School, E. K. Downing, Principal.
- ORANGE**—Emma H. Wallace High School, T. L. Inghram, Principal.
- OVERTON**—London School, L. C. Hammons, Principal.
Starr-Bailey School, R. A. Washington, Principal.
- PALESTINE**—Banks Elementary School, Ecomet Burley, Principal.

- Cuney Academy Elementary School, John M. Jackson, Principal.
 Douglass Elementary School, Byron Freeman, Principal.
 Green Bay High School, M. L. Cary, Principal.
 Lincoln High School, W. L. Mannings, Principal.
 Washington Elementary School, W. C. Lee, Principal.
PAMPA—Carver High School, J. C. Randall, Principal.
PARIS—Gibbon High School, T. G. Givens, Principal.
PATTISON—Clemons High School, I. J. Hodges, Principal.
PITTSBURG—Fred Douglass High School, D. M. Smith, Principal.
PLANO—Plano High School, W. S. Turner, Principal.
POINT—Richland School, C. C. Wesley, Principal.
PORT ARTHUR—Lamar School, Geo. W. Lacey, Principal.
 Lincoln High School, A. Tennyson Miller, Principal.
PORT LAVACA—Wilins Elementary School, G. W. Adams, Principal.
POWDERLY—Powderly High School, W. H. Spencer, Principal.
PRAIRIE VIEW—Prairie View A. & M. College, Dr. E. B. Evans, President.
QUITAQUE—Fred Douglass School, Mrs. L. M. Simpson, Principal.
ROBSTOWN—Phillis Wheatley Elementary School, Albert C. Koontz, Principal.
ROSENBERG—A. W. Jackson High School, A. W. Jackson, Principal.
ROXTON—H. G. Smith High School, H. G. Smith, Principal.
SACUL—Sacul School, Arthur Starling, Head Teacher.
SAN ANGELO—Blackshear High School, S. C. Clay, Principal.
SAN ANTONIO—Cuney School, Mrs. B. H. Cameron, Principal.
 Douglass Junior High School, S. T. Scott, Principal.
 Grant School, O. R. Thomas, Principal.
 Dorie Miller School, Mrs. G. T. Luter, Principal.
 Sojourner Truth School, Mrs. Belmer T. Oliver, Principal.
 St. Phillips College, C. W. Norris, Dean.
 West San Antonio Heights School, L. R. Edmerson, Prin.
 Phillis Wheatley High School, G. P. Inge, Jr., Principal.
 Booker T. Washington School, S. D. Kane, Principal.
SAN AUGUSTINE—San Augustine High School, G. C. Chatham, Principal.
SEALEY—Austin County High School, I. H. Woodford, Principal.
SEGUIN—Ball High School, H. F. Wilson, Principal.
SHAMROCK—Dunbar School, Erven S. Davis, Principal.
SHEPHERD—Dixon High School, J. T. Hall, Principal.
SHERMAN—Fred Douglass High School, P. W. Neblett, Principal.
SILSBEE—Waldo Mathews School, C. A. Johns, Principal.
SIMONTON—Simonton Elementary School, David L. Truscott, Principal.
SLATON—Evans School, Milton E. Granville, Principal.
SMITHVILLE—Smithville High School, E. E. Simpson, Principal.
SNOOK—Snook High School, T. W. Jones, Principal.
SNYDER—Lincoln Elementary School, D. L. Johnson, Principal.
SOMERVILLE—Emmitt J. Scott School, Leroy Chatman, Principal.
SPRING—Spring Junior High School, B. F. Clark, Principal.
SPUR—Haynes High School, G. W. Kerr, Principal.
SUGARLAND—Four Corners School, Mrs. M. K. Barlow, Principal.
 M. R. Wood High School, C. M. Mosby, Principal.
SULPHUR SPRINGS—Douglas High School, W. B. Jones, Principal.
SWEENEY—Geo. W. Carver High School, Everett T. Gee, Principal.
TATUM—Tatum Elementary School, Theo Menefee, Principal.
TAYLOR—O. L. Price High School, V. A. Anthony, Principal.
TEAGUE—J. A. Brooks School, A. M. Johnson, Principal.
 Furney Richardson School, F. L. Kirven, Principal.
 Booker T. Washington High School, A. D. Gibson, Principal.
TENNESSEE COLONY—Bethel School, Vadie Lee Simmons, Principal.
TENAHHA—Booker T. Washington School, Chas. H. Montgomery, Principal.
TERRELL—Burnett High School, G. T. Overstreet, Principal.
TEXARKANA—Grandview School, L. G. Simpson, Principal.
 Macedonia School, M. E. Dodd, Principal.
 Sunset Elementary School, M. F. Flewellen, Principal.
THORNTON—Rosenwald School, C. A. Handy, Principal.
TRAVIS COUNTY—Mrs. Rachel E. James, Supervisor.
TYLER—T. J. Austin School, Mrs. M. G. Griffin, Principal.
 Dunbar Elementary School, Weldon Anderson, Principal.
 Jackson High School, N. R. Allen, Principal.
 W. A. Peete School, W. E. Winters, Principal.
 Emmett Scott Junior High School, T. V. Glover, Principal.
 Emmett J. Scott High School, A. G. Hilliard, Principal.
 Stanton High School, H. L. Gaines, Principal.
 Texas College, Dr. D. R. Glass, President.
UTLEY—Union Hill School, Mrs. E. C. B. Le Quey, Principal.
VICTORIA—F. W. Gross High School, D. M. Marshall, Principal.
WACO—East Waco Elementary School, R. L. Clark, Principal.
 Moore High School, J. J. Wilson, Principal.
 North Seventh Street School, J. S. Henry, Principal.
 North Seventh Street School, J. S. Henry, Principal.
 South Waco School, R. E. Bevis, Principal.
WALKER COUNTY—Marie T. Carter, Jeanes Supervisor.
WASKOM—Central High School, J. W. Pruitt, Principal.
WAXAHACHIE—Oak Lawn School, M. Z. Hicks, Principal.
WEST—Dunbar School, M. O. Robinson, Principal.
WEST COLUMBIA—Charlie Brown School, E. S. Myers, Principal.
WESTHOFF—Dowling Dibrell School, Mrs. C. L. Dibrell, Principal.
WHARTON—Wharton Junior College, Miss Alvaretta Speaker, Principal.
 Wharton Training School, C. W. Dawson, Principal.
WHITEWRIGHT—Whitewright Elementary School, J. L. Huckaby, Jr., Principal.
WICHITA FALLS—Booker T. Washington High School, C. E. Jackson, Principal.
WILLIAMSON COUNTY—C. A. Thomas, Supervisor.
WILLIS—Willis High School, D. W. Thomas, Principal.
WINNSBORO—Dunbar Elementary School, Malone Allen, Principal.
WINONA—Dunbar Elementary School, H. D. King, Principal.
WOODVILLE—Henry T. Scott High School, J. K. Canada, Principal.
 Woodville School, Mrs. Carrie B. Redd, Principal.
WORTHAM—Wortham High School, Thad J. Davis, Principal.
YOAKUM—Asberry High School, R. B. Sanders, Principal.

COMMITTEE REPORT—

ship was given and the committee was instructed to continue its study.

A communication from a group representing Mrs. Hattie Briscoe was read and referred to the Commission on Democracy in Education for further study and investigation.

A communication from the Principal's Conference asking for finance to study the effect of the Split Sessions in the Negro Schools was read. This communication was referred to Mr. Meridith, who is chairman of a similar committee in the State organization, for joint study.

Mr. Kendrix, who is a representative of the N.E.A., met the committee explaining the advantages of the Colored Teachers State Association having direct affiliation in the National Education Association. The committee discussed this matter, asking necessary questions but left the action to be taken in its January meeting.

As in progress report from the committee which is studying Teachers Training offered in Texas Negro Colleges was made by Dr. Codwell. The entire committee was commended for the splendid piece of research work it is doing. Dr. Codwell informed the committee that the study would be completed for publication by the January Executive Committee meeting.