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# TEXAS STANDARD

*Volume 29*

*May-June 1955*

*Number 2*



HUSTON-TILLOTSON DEDICATES SCIENCE BUILDING



MRS. LLERENA FRIEND  
TEXAS HISTORY CENTER  
THE UNIVERSITY OF TEXAS  
AUSTIN, TEXAS

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THE TEXAS STANDARD

Vol. 29 May-June No. 2

From Your Editor

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1191 Navasota Street  
Austin, Texas

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AMERICAN TEACHERS ASSOCIATION TO MEET IN HOUSTON

The American Teachers Association will hold its 52nd Annual Convention in Houston at Texas Southern University, July 24-26.

This will be the first time in 30 years that ATA has held a convention in Texas. In 1924 Dallas served as host to ATA, which was then known as the National Association of Teachers in Colored Schools.

Texans have been active in the leadership of the organization from its beginning. Dr. J. R. E. Lee, a native of Seguin, and a graduate of Bishop College, was the first president of the organization, 1904-1908. And, the revered Dr. M. W. Dogan served as its fourth president, 1913-1914. However, Texas' support has been shamefully small during recent years. Dr. H. Council Trenholm, Executive Secretary of ATA, in officially accepting the invitation to come to Texas, expressed the hope that there would be a revival of interest and support among members of TSAT.

In an appeal for increased support of ATA Dr. Trenholm said, "The CAUSE of education in these United States needs EVERY available organizational resource. The problems of the DISADVANTAGED NEGRO need the widest possible approach on EVERY FRONT and the COMPLEMENTING efforts of all our strategy resources. There is DIFFERENTIATED but COMPLEMENTING contribution being made by NEA, AFT, NAACP, SRC, ATA and your own CSTAT. Each organization shares in the strategy of concurrent attack upon those stubborn and emotionalized problems which plague our nation because of the DISCRIMINATORY SPECTRE OF RACE. As Negroes, we cannot afford to be either MISINFORMED or NAIVE respecting the role and necessary function of our several organizational resources."

ATA officers in Texas, O. A. Rowe, Region VI Vice-President, R. O'Hara Lanier, ATA Trustee, and I. B. Bryant, ATA State Director, have been joined by Mrs. Nanie Belle Aycox, president of TSAT, in a special effort to enroll 2,000 members in ATA for 1955-56.

ATA deserves and should have a larger percentage of TSAT members. Two thousand would be about twenty-five per cent of our 1954-55 membership. This is a goal easily within our reach. When we think of the contributions ATA has made and will need to make to our welfare, the small one dollar annual membership fee becomes insignificant by comparison.

We can not afford to do less than our leaders are asking.

WORTH REPEATING—

For two years now, our association has been in the process of expanding its services. The transition from a once-a-year Convention to a full time program has not been as smooth as many of us had hoped. The 1954 Convention, under the leadership of President J. J. Wilson, cleared the barriers for progressive action. It now seems that we are on our way toward developing strength and unity.

Past President Wilson's address to the last convention stated clearly our situation and our needs. Much of it we feel is worth repeating as we reach the mid-point of another year:

"In this unsettled world where the enemies of our democracy skulk and lie in wait along the rugged and dangerous path which America must tread, it is imperative that high ideals, principles, and attitudes be instilled in our youth because these youths are the very foundation of our democratic society, a society founded upon Christian principles and perpetuated through public and private education. In truth, the theme of this year's American Education Week, "Good Schools are Your Responsibility," is fundamental in its meaning. Truly there are many responsibilities concerned with our job as educators and we have no alternative but to face them with realism and with courage.

Consequently, as we face life in this atomic world, when man pauses on the very brink of eternity, our purposes must be sound and our methods sure if we are to survive. Our armed forces, our industry, our character building agencies, our churches, and our schools can be no stronger than the parents, teachers, and leaders who direct them and the youth who must take their places tomorrow.

As Negro teachers we have a magnificent heritage to defend. Negroes have

• Continued on Page 26

## 54TH LEGISLATURE PASSES

# NEW CERTIFICATION BILL

S. B. 86, the Certification Bill by Aikin, passed the Senate by a vote of 27-0 and the House, with two Amendments, by a vote of 138-2. This is the bill as finally passed and signed by the Governor on May 6.

### BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

Section 1. Guarantees to Present Certificate Holders. It is hereby declared that it is the legislative intent that all persons enrolled in a college approved for teacher education and preparing for the teaching profession prior to or on the date this Act becomes effective, and all teachers qualified for teacher certification, or certified to teach in the public free schools of this State prior to the effective date of this Act, shall be safeguarded and protected in their present right or privilege to pursue and continue in the teaching profession or training, and shall receive, upon application therefor, the certificate or certificates authorized herein to the extent and in the manner and under the conditions prescribed in Section 13 of this Act.

Section 2. The State Board of Education, with the advice and assistance of the State Commissioner of Education, is hereby authorized to establish such rules and regulations as are not inconsistent with the provisions of this teacher certification law and which may be necessary to administer the responsibilities vested under the terms of this Act concerning the issuance of certificates, and the standards and procedures for the approval of colleges and universities offering programs of teacher education.

In order to secure professional advice in advising or making his recommendations to the State Board of Education, the Commissioner of Edu-

cation shall consider recommendations of the State Board of Examiners for Teacher Education in all matters covered by this Act.

Section 3. Any person eligible to obtain a teacher's certificate of any kind or classification hereinafter provided for in this Act, shall make application to the State Commissioner of Education, stating the class of certificate or certificates desired, and shall present to said Commissioner such proof as this and other teacher certification laws require concerning his qualifications and fitness for the class of certificate requested. No applicant shall receive a teacher certificate of any class or kind, except as otherwise hereinafter provided, without first depositing with the State Commissioner of Education the application fee prescribed to be paid under the provisions of this Act for the particular type or class of certificate requested.

All application fees collected under the provisions of the teacher certification laws shall be used to cover the expenses of inspection and identification of approved college or university teacher education programs and of recording and issuing certificates.

Section 4. No person shall receive a certificate authorizing his employment in the public free schools of Texas without showing to the satisfaction of the State Commissioner of Education that he is a person of good moral character, evidenced by written statements of three good and well-known citizens, or such proof as the Commissioner may require of his moral qualifications; that he will support and defend the Constitutions of the United States and the State of Texas; that he has met the

requirements of the laws of this State requiring an applicant to have secured credit from a college or university in this State in a course or courses which give special emphasis upon the Constitutions of the United States and of Texas; and that he has ability to speak and understand the English language sufficiently to use it easily and readily in conversation and teaching. No certificate shall be granted to a person under eighteen (18) years of age.

Section 5. No teacher's certificate shall be issued to an alien, authorizing such person to teach in the public free schools of this State, unless proper evidence is produced showing an intention to become a naturalized citizen of the United States of America; and the State Commissioner of Education shall not issue a permanent teacher's certificate to any person who is not a citizen of the United States. It shall be unlawful for any board of trustees to contract with any person who is an alien, to teach in any public free school of this State, unless such person has been naturalized, or has declared his intention to become a citizen of the United States; and all contracts in violation of this provision shall be void and of no effect; provided, however, this section shall not apply to any alien teacher, a subject of any nation, regularly designated by proper authority to serve as an exchange teacher in the United States and to teach in the public schools of Texas for not more than one year, if a like privilege is currently granted by the nation for any teacher designated by the governing body of a school district in this State to serve as an exchange teacher for a period of not more than one year.

Section 6. The county superintendent shall keep a record of all

certificates held by persons teaching in the public free schools of a common school district, or a school district classified as common, and of the independent school districts of his county. Any person who desires to teach in a public free school of a common school district shall present his certificate for record, before the approval of his contract. Any person who desires to teach in the public schools of an independent school district shall present his certificate to the county superintendent for record before his contract with the board of trustees shall become valid. A teacher or superintendent who does not hold a valid certificate or emergency permit shall not be paid for teaching or work done before the granting of a valid certificate or permit.

Section 7. Teacher's certificates authorizing the holders thereof to contract to teach, or to be employed in professional teaching service positions in the public free schools of this State, shall be of two classes, designated as follows:

1. Provisional Certificate
2. Professional Certificate

Section 8. Provisional Certificate. The provisional certificate shall be issued to each applicant who has acquired, or shall acquire, a bachelor degree conferred by a college or university approved for teacher education by the State Board of Education of this State, and who is otherwise eligible to teach in the public free schools of this State. Provided, however, that vocational teachers in trade and industrial courses, shall not be required to have a bachelor degree as a predicate to the issuance of a provisional certificate to them, but must in lieu of the bachelor degree requirement have work experience to the extent and amounts as shall be established in the State Plan for Vocational Education; provided further that a special service teacher designated as a school nurse shall not be required to have a bachelor's degree as a predicate to the issuance of a provisional certificate to him, but must in lieu thereof have been certified as a registered nurse under the laws of this State.

The provisional certificate shall be permanent, valid, good for life, unless cancelled by lawful authority. An application fee of Two Dollars shall be paid by each applicant for the certificate provided for herein. An application fee of two dollars shall be paid by the applicant for his each provisional or renewal provisional certificate requested.

Section 9. Professional Certificate. The professional certificate shall be issued to each applicant who has acquired or shall acquire a bachelor degree conferred by a college or university approved for teacher education by the State Board of Education, who has satisfactorily completed at least thirty (30) additional hours of graduate level credit in a college or university which has an approved graduate program of teacher education; and who has at least three years of teaching experience. Provided, however, that the thirty (30) additional semester hours hereinabove required shall be in accordance with an approved college plan of graduate teacher education designed for the purpose of qualifying the applicant to serve in the areas or area of specialization to appear on his certificate. The State Board of Education acting on recommendation of the State Commissioner of Education shall define by regulations what constitutes a year of teaching experience for purposes of this section. The professional certificate shall be permanent, valid for life, unless cancelled by lawful authority. An application fee of three dollars shall be paid by each applicant for the certificate provided for herein.

Section 10. The Provisional and Professional certificates shall show clearly that the holders thereof may teach or perform duties in professional service positions in one or more of the following specialization areas in which the applicant shall have completed the college or university teacher education program approved for said specialization area or areas:

1. In the elementary schools, including kindergartens, grades 1 to 8 inclusive, and in grade 9 in junior high schools.
2. In junior high schools, including grades 6 to 10 inclusive.
3. In high schools, including grades 7 to 12 inclusive.
4. In a special subject for all grades.
5. In a professional service position or area provided in the Minimum Foundation Program Act.

The specialization area or areas designated above, to appear on the face of the certificate issued to an eligible applicant, shall be based upon the satisfactory completion by applicant of a college or university teacher education program approved in one or more of the above five (5) areas of specialization by the

State Board of Education as recommended by the State Commissioner of Education.

Section 11. Emergency Teaching Permit. An emergency permit to teach, valid for not more than one scholastic year, may be issued under regulations adopted by the State Board of Education upon the recommendation of the Commissioner of Education. An application fee of one dollar shall be paid by an applicant for the permit authorized herein, and for each necessary renewal thereof.

Section 12. Transition Certificate Issuance.

(1) A non-degree teacher who, at the time this law becomes effective, holds a valid permanent teacher certificate issued upon prior certification laws of this State, and who is employed as a teacher in any scholastic year following the enactment of this law, shall upon application be issued a provisional certificate marked permanent. "Permanent" as used in all of this section shall mean valid for life unless cancelled by lawful authority.

(2) A non-degree teacher who, at the time this law becomes effective, holds a valid temporary certificate issued under the prior certification laws of this State, and who is employed as a teacher in any scholastic year following the enactment of this law, shall upon application therefor be issued a provisional certificate marked temporary, the validity span of which shall be equal to the remaining years of validity of his present temporary certificate, and which upon expiration may be revived and continued by complying with the certification laws in effect at the time the temporary certificate was issued. Upon the completion by holder of the requirements entitling him to a permanent certificate, as prescribed in law under which his temporary certificate was issued, the Provisional Certificate shall be marked permanent.

(3) Any person who, prior to the effective date of this Act, has established his eligibility for any teacher certificate under the certification laws of this State, may apply for and receive the State certificate to which he was entitled under the previously existing certification laws upon the payment of the fees prescribed therein; provided further, such persons may also receive upon application the class of certificate to which the provisions of this section entitle him.

(4) Any teacher having a bachelor degree, who holds a valid Texas

teacher certificate, having five years or more of teaching experience, and who is employed as a teacher in any scholastic year following the enactment of this law, shall upon application be issued a professional certificate. Provided, however, such a teacher may substitute six (6) semester hours of college credit earned in a college or university approved for teacher education, acquired subsequent to the conferring of his bachelor degree, in lieu of a year of teaching experience, not to exceed three years—a total of 18 semester hours—in order to qualify him for a professional certificate.

(5) Any teacher having a bachelor degree, who holds a valid Texas teacher certificate, having less than five years of teaching experience (and who cannot meet the above requirements in paragraph (4) of college credit in lieu of teaching experience) and who is employed as a teacher in any scholastic year following the enactment of this law, shall upon application be issued a provisional certificate marked permanent.

(6) Any teacher having a master degree, who holds a valid Texas teacher certificate and who is employed as a teacher in any scholastic year following the enactment of this law, shall upon application be issued a professional certificate.

(7) Any person who, prior to the effective date of this Act, was enrolled in a college or university approved for teacher education and in a program for teacher education leading to a bachelor degree, may continue to pursue the program established or altered by the college, and upon his completion of the program and the acquisition of the bachelor degree, shall be issued upon application and payment of the provided fee therefor, the kind of certificate for which such preparation entitled him when his college program was started.

Provided further, that there shall be no fee charged for the application or issuance of the class of new certificate authorized to be issued under the subdivisions of this section.

The new classes of certificates authorized to be issued under the subdivisions of this section shall have designated on their face the area or areas of specialization which shall be based on the area or areas of specialization authorized under the

teacher certificate acquired or now acquirable under the provisions of the previous certification laws.

(8) Any person now holding a permanent teaching certificate shall upon application be issued a professional certificate. If any part of this Act is in conflict with this subsection, then this subsection shall control.

Section 13. Certificates from other States.

a. The holders of a bachelor or higher degree or a valid teacher certificate based on a bachelor or higher degree from other States, who desire certificates valid in Texas, shall present such certificates and official college transcripts to the State Commissioner of Education, who shall require the State Board of Examiners for Teacher Education to make investigations as to the value of such transcripts or certificates, as measured by the standards for certificates in this State; and the State Commissioner shall have the power to issue to the holder of a valid certificate or bachelor or higher degree from another State, such Texas certificate as in his judgment the holder is entitled to receive when the value of his degree or certificate is estimated by the standards required for Texas certificates; provided that no certificates may be issued if the said degree or certificates are not estimated to equal the requirements for the lowest State certificate issued in Texas.

b. No temporary or permanent Texas teacher certificate shall be issued to a person from another state, as provided in above subdivision a, until that person has secured credit from a college or university in this State in a course or courses which gives special emphasis upon the Constitutions of the United States and of Texas, which course or courses may be taken by correspondence, extension classes, or in residence.

c. Any person who applies for a Texas teacher certificate on credentials from another State, as provided in subdivision a, may be issued by the State Commissioner of Education an emergency permit which permit will indicate on its face the area of specialization and the class certificate which the applicant upon application shall be entitled to receive upon completion of the requirement set out in subsection b. This emergency permit shall entitle the applicant to teach in the area of specialization appearing on its face

and shall be valid for a period not exceeding one year. No more than one emergency permit authorized in this section shall be issued to any applicant. Provided further, the applicant shall be required to pay a fee of two dollars for the issuance of the permit authorized herein, and a further fee for the issuance of a valid Texas teacher certificate when he qualifies and makes application therefor, and in the amount provided in this Act.

Section 14. Severability. If any part, section, subsection, paragraph, sentence, clause, phrase or word contained in this Act shall be held, for any reason, to be unconstitutional, such holding shall not affect the validity of the remaining portions of the Act, and the Legislature hereby declares that it would have passed such remaining portion despite such invalidity.

Section 15. Repeal of Conflicting Laws. All laws or parts of laws inconsistent or in conflict with the provisions of this Act shall, to the extent of their conflict herewith, be superceded by the provisions of this Act. House Bill 109, Acts 41st Legislature, R. S. 1924, Chapter 38, page 73, as amended by Senate Bill 292, Acts 50th Legislature, R. S. 1947, Chapter 281, page 484, and as amended by House Bill 356, Acts 50th Legislature, R. S. 1947, Chapter 282, page 485 (codified as Article 2880a in Vernon's Annotated Civil Statutes); Articles 2882, 2883, 2890,, and 2891, Revised Civil Statutes, 1925, (codified as Articles 2882, 2883, 2890, and 2891, in Vernon's Annotated Civil Statutes) as hereby expressly repealed.

Section 16. Effective Date of Act. This act shall become effective on September 1, 1955, the day which marks the beginning of the 1955-56 scholastic year for the public free schools of this State.

Section 17. Emergency Clause. The fact that there is a great need and demand for improvement in the present standards for education in, and for the qualification of the teaching and administrative personnel of, the public free schools of this State constitutes an emergency and an imperative public necessity that the Constitutional Rule requiring bills to be read on three several days in each House be suspended, and said rule is hereby suspended, and that this Act shall take effect and be in force in accordance with the terms and provisions thereof, and it is so enacted.

# Once We Read Aloud

GRANVILLE M. SAWYER

(Although reading aloud is selective as a diagnostic tool, it is also inherently remedial.)

## I. INTRODUCTION

This is the third in a series of essays on problems of teaching oral communication on the grade level. In previous discussions the writer attempted to set forth some philosophical background preparatory to a more distinct treatise on specific areas of the subject. In the present essay he attempts (1) to discuss the general problem of poor reading ability, (2) to show how oral reading may complement a program of reading improvement, and (3) to make specific suggestions regarding a unit on oral reading.

## II. DISCUSSION

The general inability of the present student-generation to read effectively is almost legend. On our campus, and we may suspect many others as well, manifestations of this "malady" are often the subject of subtle amusement. The gravity of the situation, however, should make our "closet humor" very short-lived; for within the structure of our present educational system, the educability of a student is in direct proportion to his ability to extract meaning from the printed page. If for any reason the student cannot adequately comprehend what he reads, his education is without question in jeopardy. Conversely, superiority in getting meaning from print assures optimal benefits from exposure to educational disciplines.

From whence comes this general reading inability? Why is it necessary to initiate specialized programs in reading improvement at college and university levels? In this regard a vicious (and perhaps, suspicious) circle is perpetuated. Some grade school personnel say that the college sends them poorly prepared teachers; while some college personnel take the grade school to task for sending them poorly prepared students. Although there is an element of truth in both arguments, this writer fears that personnel on each "side" of the "circle" expend too much precious energy voicing debate, often at the sacrifice of constructive work to alleviate the condition. In fact, the arguments frequently do not take into account some very important objective fac-

tors. In other words, the reasoning sometimes seems to be of the order of a subjective response to a problem which in significant part, is objectively created. This bears explanation.

Let's return to the grade schools of the 20's and 30's. Remember the Elson Readers? There was one for all grades—at least up to the sixth grade as this writer recalls. Remember how reading class was conducted? Yes, *aloud*. The class was lined up before the teacher and each pupil *read aloud*. Remember the classes in History and Geography? They, too, were typified by *reading aloud*. Remember the text on Oral English? It, too, was designed for reading aloud. A review of the literature substantiates the fact that from Ebenezer Porter's popular *Reader* of 1842 and before, to the Elson Readers of the thirties, reading aloud was an integral part of the student's experience. From that point on, there was a noticeable change to silent reading. Why?

The shift of emphasis from accuracy and oral reading to speed and silent reading is not due to any one reason, but to sets of reasons—all of which we may say emanated in natural cultural adjustments. The pace of thought, the pace of communication, the pace of living, generally—all have been accelerated by technological advances commensurate with our high standard of civilization. The nature of this acceleration has placed demands upon the student which require his getting the meaning from print in the shortest possible time, and with least reliance upon outside help. Hence, the better method of reading was sacrificed to the times, and as yet has not found its rightful place in the present scheme of educational experience.

Consider another objective aspect of the problem. Again let's return to the small grade school of yesterday. In this writer's experience all elementary grades were housed in one large room. Grades were indicated by desk rows. Primary grades were on one side, and elementary grades were on the other side of the room. Thus, in the one room no class was ever to itself. While the teacher was hearing fourth grade reading, for example, the third grade was

studying arithmetic. But what third-grader could resist the temptation to see if his superior would miss an assignment and get punished? How could the fourth-grader refrain from "looking down" on the lowly third-grader who was having trouble with what he found so easy?

The implication here is that each student was exposed to some grades as many as six times. So, if he missed something in the fourth grade; he stood a chance of picking it up in the inevitable re-exposure during his fifth grade; and at the same time, he was sure to pick up sixth grade pointers from his big brothers. This adds up to the fact that the grade school student of yesteryear had a more intense exposure to basic subject material, and hence, evidenced concomitant mastery of the same. Perhaps this same interpretation is basic to the practice of arranging the "B" section of one grade with the "A" section of the next grade as observed in the school system of a Western community. Generally, however, such grouping is not feasible though its benefits may be desirable.

In this same connection another aspect comes up for discussion. One of the leading authorities on oral reading pointed out,

Another reason why we read poorly is that instructions in reading in the schools leaves off just where it should become more intensive. (For there is little real instruction after the second or third grade). As soon as a child has learned to get some meaning from print, he is urged not to read aloud, his lip movements in silent reading are discouraged, and so his reading is driven underground where its further development or decay can not be observed.<sup>1</sup>

Current experiences on elementary and junior high school levels indicate that Parrish's assessment warrants patient consideration.

Still another contributor to the objective aspect of the problem is the modern miracle of television. Some writers have painted a very beautiful word-picture of the modern family being brought back together around the TV set. It is doing just that—but what a difference from the previous family that gathered



around the hearth to hear stories related from memory, or read aloud! The family that gathers around the TV set is fast becoming a voiceless family, except for the few seconds of the ubiquitous commercial. The modern "Lucy Locket" is one "Annie Oakley," and *Moby Dick* has been nosed out by "Howdy-Doody." TV news commentators have all but made it unnecessary to read the newspaper; and with some out-of-space mimic reading the comics to his small fry audience, the setting is complete—there is no need to read except to get by the ephemeral classroom assignment.

It would appear that the present writer is advocating a general return to the "good old days." Be it far from it! The "good old days" were sufficient unto themselves, but this is a new day—with its own peculiar problems. The purpose of describing and discussing aspects of days gone by is to show that certain effective techniques and aids to pedagogy have dropped out of our academic experience, and have not been replaced with newer ones which are sufficient unto the problems of the present day. Specifically, oral reading has virtually disappeared from the general grade school curriculum, and this writer feels that no satisfactory substitute has been effected. Some have voiced the complaint that oral reading is too time-consuming, and is more a tool of diagnosis; that its contribution to the remedy of reading problems is negligible. Although oral reading is selective as a diagnostic tool, it is also inherently remedial, for no device is either all-diagnostic, nor all-remedial. The presence of both elements in each is historical. How can we know the mistakes a student makes unless they can be observed? How can mistakes be remedied unless they are made known? Is not the very act of directing attention to mistakes of *itself* remedial? Answers should be obvious.

In fact, oral reading is superior to silent reading in a very fundamental way. In the process of silent reading only one direct sensory channel is involved—visual. The student "sees" the word on the page, and upon the images thus attendant must rest his perception and recognition, and his recall of word experience. On the other hand, when the student reads aloud, two additional sense modalities are called into use. In addition to visual stimulation, the

student experiences *kinesthetic* and *auditory* stimulation. He *sees* the word on the page, then as he approximates his speech organs to form the word, he *feels* the particular physiological adjustment required by the sound configuration—the tongue against the soft palate, for example. The sound thus generated impinges upon the hearing mechanism, and he *hears* the word. If the student is allowed to move the lips, tongue, etc., when he reads silently, however, he can still get the *feel* of the word, but the *auditory* experience only accompanies verbal utterance. And the importance of auditory stimulation is indicated by the fact that a child who is born deaf, or who is subjected to severe auditory trauma before speech develops, will not speak without expert assistance. Further, if hearing is completely lost *after* speech has been acquired, speech will deteriorate unless a speech conservation program is instituted. The concerted use of the three sensory channels—visual, kinesthetic, and auditory—serves to intensify the reading experience; making it more meaningful, and generally, more promising.

It seems that the nature of this problem of general reading inability demands first, a thorough assessment of the communicative skills of our students to include all aspects of the communication process. Reading, writing, speaking and listening should be viewed as aspects of a single thought-entity, and each phrase isolated for purposes of study and analysis only. The vicious circle mentioned earlier should be cut at this point. Instead of looking for objects of criticism, personnel of grade school and college alike should address themselves to the task of determining accurately and objectively the communicative skills of their students by valid test devices, controlled observation, and unbiased reports. Commenting upon the level of entering college freshmen, an educator said it boiled down to "doing a six-year job in four years."

The second part of the problem is to initiate programs of corrective communication based upon findings of the previous assessment. If a given procedure shows little promise within the framework of a particular problem situation, the continued use of that procedure places the user's judgment in a questionable light. Nor is every "new" device or pedagogical innovation applicable to

every classroom situation. The teacher has to maintain the flexibility that takes significant differences into account, and respond accordingly.

With the recent emphasis upon desegregation it is almost *verboten* in many circles to stress special learning problems of Negro students. At the risk of censure, nevertheless, this writer agrees with Robinson that in the process of designing speech work, one must bear in mind "the students enrolled in the class . . . their mental, physical, *racial*, (underlines by present writer) social and emotional characteristics, their nationality."<sup>2</sup>

Effective communication like aspect of personality is a personal experience. It exists only in the sphere of interpersonal adjustments; and work on communication problems must take into account cultural aspects which have contributed, and still contribute to these adjustments. Whatever is chosen as basic philosophy for a program of corrective communication, this writer believes that the endeavor will be aided measurably by the inclusion of oral reading.

The writer has examined several documents prepared by public school administrators of Texas relative to curriculum content. There are many to which the reader may refer in all areas of public school instruction. There is an excellent report on the teaching of speech in the high school, for example. The present suggestions which follow are not offered as a substitute for those specific directions, nor as a necessary complement to them. They are included here with the hope that they will create a *feeling* for the general problem, and provide some *insights* which lead the reader to more bountiful sources. One such source is the Oklahoma Report.<sup>3</sup> The writer hopes to include a short annotated bibliography in the final essay in this series.

### III. SUGGESTIONS FOR ORAL READING

Accepted procedure in the teaching of oral communication places Oral Reading near the end of the unit. It is usually preceded by *Group Discussion*, *Choral Reading*, *Public Speaking*, etc. The writer chooses to present Oral Reading first in this series because it is intended here to provide a service to the general education of the student, rather than for artistic use. In the former ca-

● Continued on Page 18

capacity oral reading becomes as appropriate as a part of all class work. Other phases of oral interpretation to be treated in the series are *Conversation, Impromptu Speaking, and Dramatic Presentations.*

#### I. ORAL READING (Non-Original Thought)

##### *General Aims:*

To enable the student to read prose with understanding, and to communicate meaning of the work in the fullest sense possible.

To equip the student with the procedure for getting the meaning implied in simple forms of poetry, and expressing such meaning to others in terms of actual reading of entire poem, or rendering an informal summation of the selection.

##### *Specific Aims:*

To acquaint the student with the best methods of interpreting the printed page in terms of his own experiences.

To increase the student's reading ability.

To give the student practice in interpreting the meaning of prose and poetry, and to acquaint him with the mechanics of effective reading through study and analysis of three prose selections, and three short poems.

#### A. Interpretation of Prose Selections

*Procedure:* The first step is the selection of examples of prose work for class study. The teacher may secure an English or Reading text as may be found in the school library. From this text, she should select a simple narrative prose work, and read it aloud to the class. At the completion of the reading, without further explanation, the teacher should require the student to write out what he thinks is the meaning of the selection. The teacher should study the papers carefully as they should give an index to the student's ability in this area, and also help to determine how much more time should be devoted to the study of narrative prose. Each student should be given an opportunity to read his written reactions aloud to the class. This should be followed by a short prose selection chosen by the student himself which he

has found interesting and desires to "share" with the rest of the class. It is in this area that the teacher can best inject specific remedial measures aimed at increasing the student's ability to read. A portion of the period each day should be devoted to articulation exercises, elementary phonetics, and such other corrective measures as may be needed. Due emphasis should be given to all available sense modalities as discussed in part II of this essay.

After successful completion of this step, the second selection should be brought forth for study and analysis. It should be just a bit more difficult in style, language and structure. The student must not be allowed to omit consideration of unfamiliar words, foreign phrases, etc. A reputable dictionary should be kept at hand for this purpose.

The final selection should be even more difficult. It may contain a generous sampling of technical language as may be found in scientific reporting. The selection should not be so difficult so as to cause a feeling of incapability that might lead to frustration. It should be just difficult enough to start the student on his way towards the mastery of extracting meaning from prose selections of average and above average difficulty.

The fact that only three selections will be studied leaves much time for speech and reading drills. This arrangement may not prove satisfactory, and it is not intended that it should be followed without thought as to the peculiarities of the local situation. But it is suggestive of the fact that at least one-third of the time should be used for remedial work. It may be that it will be more effective to devote two weeks to study and analyses, and one week to remedial work. Whatever the case, the teacher should keep in mind that here is where she must do most of the remedial work, and if it takes more time than contemplated it should be made available.

*Attainment:* The student has been introduced to one of the better methods for getting the meaning from print, and interpreting that meaning through

oral reading, the mechanics of good voice production, certain aspects of remedial reading and speech correction, and elementary sound production.

If the job of the teacher is well done, the student will have developed a desire for self improvement through outside work and voluntary participation in cultural activities that afford opportunity for expression of newly acquired communicative skill.

#### B. Interpretation of Poetry

*Procedure:* The teacher should begin this part of the work by selecting several simple poems, with which she is thoroughly familiar. She should read a selection, go back and give facts about the author, help to reveal the meaning which is sought. The teacher should be mindful less she burden the student with too much biographical detail. She should present only those facts which have pertinent relation to the specific selection. For example, it would not help to have all the biographical data about Wordsworth to get the meaning of his "I Wandered Lonely As A Cloud." The key to understanding and appreciating this selection is contained in Wordsworth's habit of taking long walks in the woods. Little more than this should be needed. It will be wise if the teacher selects works that have some importance to the group. It is hardly practical to use sonnets from Shakespeare or Browning at the outset when "newspaper poetry" has been the height of poetic experience.

After this step is completed, the teacher can test the effectiveness of her efforts to convey meaning, and the ability of the group to grasp meaning by asking questions to prompt discussion of the selections. The student should be allowed or rather urged to relate situations, tell stories, humorous or otherwise, that are called up by the presentation. There should not be a time limit on this part of the procedure. The student should be given plenty of time to be oriented to this area of the work. The freedom that develops here will be invaluable when he is ready to make his individual presentation.

Ample time being granted for this, the class should be ready for its first oral assignment. The teacher should assign a short verse for study. The student should be required to use a modification of the precis as an instrument of analysis.<sup>3</sup>

His reaction to the selection should be written out and read to the class. Whether or not additional time is to be expended in this area is determined by the caliber of the reports. If it is necessary, another selection should be used and the process repeated until a generally satisfactory report is obtained.

As the student progresses, the teacher should vary the type of poetry to be worked upon. Interest should be maintained by interspersing bits of humorous poetry and other desires which depend upon the teacher's experience and personality. Care should be taken to avoid the feeling of aimlessly wandering through a maze of meaningless verse. After about a week of activity the teacher should be acquainted with the special abilities and limitations of the student so as to prepare a suggested reading list of verse that will enhance his literary horizon.

*Attainment:* The student has been exposed to a variety of poetry that he approaches with more than a descriptive viewpoint. He has been taught to get meanings of unfamiliar words and phrases, figures of speech, etc., in order to facilitate the matter of getting the meaning of the selection.

#### IV. CONCLUSION

The foregoing suggestions are by no means exhaustive. They have perhaps, raised more questions than they have answered, and have created more confusion than was present before. If they have answered questions that is more than was hoped for; if they have raised questions and created confusion, that too, is good, for only in the presence of confusion does significant learning take place.

<sup>1</sup>Wayland Parrish, *Reading Aloud*, (New York: The Ronald Press, 1953), p. 16.

<sup>2</sup>Karl F. Robinson, "A Simplified Plan for Building Secondary Courses in Speech," *Quarterly Journal of Speech*, 27:3 (October, 1942), pp. 356-358.

<sup>3</sup>S. D. Mariner and T. M. Beard, *Speech Survey Project*, (Oklahoma City: Times Journal Publishing Co., 1936), pp. 79-146. 175-176.

<sup>4</sup>Cf. Parrish, *Op. Cit.*, p. 30.

## CERTAIN TRENDS IN SPECIAL EDUCATION

By MRS. R. F. HENDRIX

Teacher of Exceptional Children  
Galveston, Texas, Public Schools

When Itard began his work with Homer, the wild boy of the Averoyne, it is feasible that special education had its inception there. Nevertheless, perhaps the most significant factor which must be rationalized is the certainty that every culture has utilized some method of dealing with differences in the abilities of man. A review of historical literature demonstrates clearly that systems utilized have progressed from an antecedent of punitive and exterminative procedures to a consequence of magnificent solicitude for the exceptional.

Today, special education is functionally, particular educational services, administered by a specialist to an exceptional child. It seems that a majority of individuals are impressed that special education is new. It is relatively novel in certain localities, but not generally so. As early as 1817 an institution for exceptional children was organized. It was the American School for the Deaf, a private school in Hartford, Connecticut.

An investigation of the literature concerning the psychology of exceptional children reveals that the basic needs of exceptional children are the same as for so-called normal children; the difference between the two being the deviation which the exceptional child has. The objectives of education as set forth by the Educational Policies Commission, are also the same for exceptional children as for average children; the discrimination existing in the methods employed to accomplish the objectives.

The program of special education evolves around the philosophy that exceptional children must be taught to help themselves. They must not be set apart from, but should be included as an integral constituent of society wherever humanity exists. Believing this, it becomes the responsibility of every individual to do all that is humanly possible to assist these children in acquiring optimum use of themselves.

It has been demonstrated beyond

a doubt that exceptional people can produce effectively if given equal opportunities. Of course this does not mean that individual psychology can be disregarded. Compassion is humane and is often given copiously, but it does not solve the problem of the deviate. Understanding of the comprehensive problem and provisions for opportunities to advance are mandatory if atypical children are to become well-adjusted, productive citizens of the society to which they have been born. The comprehension which is significant has been related potently and beautifully in the Bill of Rights for the Handicapped Child, which states the following:

#### *The Handicapped Child Has a Right*

1. To as vigorous body as human skill can give him.
2. To an education so adapted to his handicap that he can be economically independent and have the fullest life of which he is capable.
3. To be brought up and educated by those who understand the nature of the burden he has to bear and who considers it a privilege to help him bear it.
4. To grow up in a world which does not set him apart, which does not look at him with scorn or pity, not with ridicule, but which welcomes every child, which offers him identical privileges and identical responsibilities.
5. To a life on which his handicap casts no shadow but which is full day by day with those things which make it worthwhile with comradeship, love, work, play, laughter, and tears—a life in which these things bring continually increasing growth, richness, release of energies and joy in achievement.

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# HOW TO CALCULATE YOUR RETIREMENT BENEFITS

## Under the Proposed INTEGRAL PLAN

Your Own Retirement Benefits =  $\textcircled{A} + \textcircled{B} + \textcircled{C}$   
 =  +  +

<b>A</b> Benefits Resulting From Prior Service	<input type="text"/> 1%	x	<input type="text"/> Your 1950-55 Ave. <sup>xx</sup>	x	<input type="text"/> No. Yrs. Before '37
	<input type="text"/> 1%	x	<input type="text"/>	x	<input type="text"/>
----- 1937 -----					
<b>B</b> Benefits Resulting From Membership Service	<input type="text"/> 1 1/2%	x	<input type="text"/> Your 1950-55 Ave. <sup>xx</sup>	x	<input type="text"/> No. Yrs ('37-55)
	<input type="text"/> 1 1/2%	x	<input type="text"/>	x	<input type="text"/>
----- 1955 -----					
<b>C</b> Benefits Resulting From Future Service	<input type="text"/> 1 1/2%	x	<input type="text"/> Your Actual Future Earnings <sup>xx</sup>		
	<input type="text"/> 1 1/2%	x	<input type="text"/>		

<sup>xx</sup> Annual Salary Not in Excess of \$8400

**TSTA Sponsored**

**RETIREMENT PLAN**

**PROVIDES MANY IMPROVEMENTS**

The House passed S. J. R. 5, the Constitutional Amendment providing for a revision of the Texas Teacher Retirement System, April 19, by a vote of 134-2. The Senate concurred in House amendments to the measure Wednesday, April 20, by a vote of 29-0, and the amendment is now ready for submission to the people of the State of Texas. S.B. 290, the Enabling Act, passed the Senate April 25. The Enabling Act passed the House on May 16, 1955. The Constitutional Amendment must be passed by the people of Texas before the proposed changes will become effective.

The information, charts, and summary for this report on new retirement legislation was developed and furnished the TEXAS STANDARD by the staff of TSTA.

The new Retirement System proposed in an enabling act introduced by Senator Aikin and Representative Stilwell, provides a fundamentally sound retirement program which incorporates within the program survivors' benefits, disability benefits, death benefits, a minimum floor for retirement of \$1200 per year for any teacher who teaches as many as 20 years, raises retirees to a minimum of \$1200 per year, provides equitable and much more adequate retirement benefits for all teachers and school employees, reduces the required experience for qualifying from 20 years to 10 years, and provides reciprocity for out-of-state teaching experience.

A brief summary of the bill follows:

*Retirement Dates*

- With 10 years of service at 65 with full benefits.
- With 15 years of service at 55 with reduced benefits, or at 65 with full benefits.
- With 20 years of service at 60 with full benefits.
- With 25 years of service, the member is vested and may leave teaching and begin drawing equivalent benefits at 55 or full benefits at 60.
- With 30 years of service, the member may retire at any time and immediately draw benefits actuarially determined, or in full at 60.

**HOW TO FIGURE YOUR RETIREMENT**

John Jones began teaching in Texas in September, 1930 and taught continuously, or will teach continuously, until 1970 when he expects to retire at age 65. His average annual salary for the period from 1950-55 was \$4500 and he expects to earn an average of \$5500 annually from now until his retirement. What would his retirement benefits be?

(A)	1% × \$4500 × 7	=	\$ 315.00
(B)	1½% × \$4500 × 18	=	\$1215.00
(C)	1½% × \$5500 × 18	=	\$1237.50
	<b>TOTAL</b>	=	<b>\$2767.50</b>

Mary Jane Smith has completed 26 years of creditable teaching service in Texas. Her average annual salary for the five year period, 1950-55, is \$4200. She plans to teach ten more years before retirement and estimates that her average annual earnings for this period will be \$4600. How much will her retirement amount to?

(A)	1% × \$4200 × 8	=	\$ 336.00
(B)	1½% × \$4200 × 18	=	\$1134.00
(C)	1½% × \$4600 × 10	=	\$ 690.00
	<b>TOTAL</b>	=	<b>\$2160.00</b>

A member may continue teaching beyond 65 with consent of employing board and continue building higher benefits for late retirement.

*Retirement Benefit Compensation Base*

*Prior Service:* The average of annual compensation which is not in excess of \$8400.00 for the five or fewer school years of creditable service during the period from September 1, 1950, to August 31, 1955.

*Future Service:* Total annual earnings not in excess of \$8400.00 between September 1, 1955, or date of employment if later than 1955, and retirement date.

*Creditable Service*

*Prior Service:* Will be granted for each year taught prior to September 1, 1937, and for each year of creditable service between September 1, 1937, and August 31, 1955.

*Future Service:* Service after August 31, 1955, will be credited under Rules and Regulations of the State Board of Trustees.

*Service Breaks*

Creditable service will not accrue during school years of absence except for approved service in the armed forces.

*Forfeiture of Service*

Creditable service is cancelled when contributions are withdrawn and withdrawal is mandatory after more than five consecutive years of absence.

A teacher who withdrew prior to June 13, 1953, but returns to service prior to September 1, 1957, may, after five consecutive years of teaching, receive credit for prior service by redepositing the amount withdrawn plus interest.

*Retirement Benefit Formula*

To compute retirement benefits, the average salary earned for the period worked during September 1, 1950, and August 31, 1955, will be multiplied by 1% and that amount granted for each year of service prior to September 1, 1937. 1½% will be granted on this base for each year of creditable service from September 1, 1937, to August 31, 1955. For future service, 1½% will be added on the base of the annual earning for each year after August 31, 1955, but base cannot exceed \$8400. To illustrate: A teacher who has 10 years of service prior to 1937 and 18 years between 1937 and 1955 would receive 10% + 27% or 37% of the average salary received between 1950-55. To this he would add 1½% of salary earned in the future.

A teacher who retires after 20 years of creditable service and who is 60 years of age, will receive no less than \$1200 per year. A teacher who retires at 60 or later, but who has less than 20 years of creditable service, will receive not less than \$900 per year. Auxiliary employees will receive a minimum on the same basis of \$900 and \$600 per year. It is also provided that no member who

retires on or before August 31, 1963, will receive less than he would have received under the present law, in equivalent retirement benefits. No teacher member already retired will receive less than \$1200 per year, and no auxiliary employee shall receive less than \$900 per year.

The options remain about the same as are now provided, except a member may choose 60 monthly payments guaranteed or 120 monthly payments guaranteed in addition to the usual options.

*Total and Permanent Disability Benefits*

*Before 10 Years of Service:* A benefit equal in amount to employee's current death benefit will be paid in such manner as the board determines. This would give the member a choice of a payment equal to his earnings for the prior school year, his rate of pay for the current school year, or the return of his contributions, whichever was greater. Member is covered the first day of employment.

*After 10 Years of Service:* If member is eligible for retirement without reduction, he will be retired. If not, he will receive a monthly disability benefit for the duration of the disability equal to his retirement credits to date of disability, but not less than \$50 per month.

*Death Benefits*

*Before Retirement:* The beneficiary may choose the greatest of the following amounts:

1. Earnings for prior school year.
2. Rate of annual pay for the current school year.
3. 60 monthly payments of the immediate retirement benefit to which member would have been entitled had he retired on the date of his death.
4. Accumulated employee contributions at interest.
5. At the option of the beneficiary, a lifetime annuity based on accrued earnings.

*After Retirement:* If member has chosen standard retirement, monthly payments will be continued until 60 payments have been made since employees' retirement. If an optional retirement has been chosen, payments will continue in accordance with the provisions of the option selected.

*Survivors' Benefits*

*Before Retirement:* After one year of membership under the present fiary if eligible and entitled to the

above death benefits, may elect, in plan (4½ months' service) benelieu of the regular death benefits, the applicable of the following survivors' benefits, plus a lump sum payment of \$500.

1. Widow, dependent widower, or dependent parent — a monthly benefit of \$75, commencing immediately if age 65 or older, or on attainment of age 65; or
2. Widow or dependent widower with one or more children under 18—a monthly benefit of \$150 until the youngest child attains age 18, following which on attainment of age 65 a monthly benefit of \$75; or
3. Dependent children under 18—a monthly benefit of \$150 per month so long as there are two or more children under 18, reducing to \$75 where there is but one child under 18, and ceasing when the youngest child attains age 18.

Survivor benefits for auxiliary members are identical with those for teacher members except that the monthly benefit amounts are reduced by one-third.

If death occurs after retirement, the beneficiary will continue to receive survivor benefits provided by option and in addition, will receive the survivor benefit applicable, plus a \$500 death benefit.

Each employee will contribute 6% of his annual earnings over the school year, which are not in excess of \$8400, plus \$2.00 per school year for administrative expenses.

The state will match the total annual contributions of the members of the Retirement System.

A teacher who has out of state experience may purchase up to 10 years of service credit in Texas, provided that the total purchased does not exceed 50% of the Texas service ultimately credited, and that the last 10 years of service before retirement are in Texas.

The administration of the program will continue practically unchanged, except a fully appointive board will replace the present ex-officio appointive board.

The retirement program as briefly outlined above, has many very desirable features. The \$1200 floor, which is provided for both retired members and active members, represents a distinct improvement. The changing from a money purchase plan to a guaranteed percentage of annual earnings simplifies calcula-

tions of retirement benefits and enables a member to govern his own benefits through length of service. Shifting from the lower salaried era of 1927-37 to 1950-55 to establish the prior service base equalizes the benefits of all members. Reducing the required time for qualifying from 20 to 10 years will be helpful to transfer teachers from other states, working both in the public schools and in institutions of higher learning. The disability benefits, death benefits and survivors' benefits are most attractive and will supply needed protection to the member and to his survivor.

This improved program will require the state to contribute approximately \$3,500,000 additional funds each year to the system but the attractiveness of the retirement program, which should encourage many teachers to continue in the profession and at the same time influence many young people to choose teaching as a profession, will far outweigh the increased cost, and the individual returns to the members will fully warrant the increased deposits which they will make.

Each member should calculate his own benefits under this program and then give consideration to the additional protection provided. Random cases of actual persons working selected indicate the following:

1. A teacher with 24 years' service prior to 8-31-55 would, after nine additional years of teaching, retire under the present program at \$971. Under this plan his retirement will be \$2386.
2. Another with 33 years prior service, whose age would permit ten additional years of teaching, would have retired at \$1557 under the present plan but would receive \$3016 under the recommended plan.
3. Members whose retirements are relatively high because of good salaries between 1927-37 will receive less increase, but all are guaranteed to receive no less than they would have earned under the old plan.

This very complete program can be secured if every teacher will acquaint himself with the proposed program and discuss it with citizens in the community where he works in order that the Legislature may be fully advised as to the desire of the teachers and of the citizenship of Texas in providing an adequate retirement system.

# Huston-Tillotson Dedicates New Building

Huston-Tillotson College, now in its third year of operation as a merged institution of the former Samuel Huston and Tillotson College, dedicated its first new building, a \$500,000.00 modernly constructed and equipped Science Building, on Sunday afternoon, March 6, at 4:00 o'clock with appropriate services. The services were conducted in the Mary E. Branch Auditorium.

Dr. Edmund Heinsohn, pastor of the University Methodist Church, Austin, and chairman of the Board of Trustees of Huston-Tillotson, presided over the dedication services, and Bishop Alexander P. Shaw, Resident Bishop of the Texas Conferences of the Methodist Church, was in charge of the Act of Dedication. The invocation was offered by Dr. Robert L. Rowe, minister of the Ebenezer Baptist Church, Austin, and the benediction was said by the Reverend D. H. Hansboro, District Superintendent of the Austin District of the Methodist Church. The College Choir and Concert Band, under the direction of Nathaniel G. Williams, head of the music department at the college, furnished the music for the occasion which consisted of several Negro spirituals and the anthem, "All Hail The Power of Jesus' Name."

Greetings from the American Missionary Association, one of the sponsoring bodies of the college, were brought by Dr. Philip M. Widenhouse, general secretary of this organization. Other greetings were Dr. Marvin S. Vance for the Methodist Board of Education, co-sponsor of the college; Mayor C. A. McAden for the city of Austin; Dr. Robert S. Mosby,

minister of the Wesley Chapel Methodist Church, Austin, for the city pastors, and a representative from the Texas Education Agency; greetings from the United Negro College Fund, the organization that gave the half million dollars for the erection of the new Science Building, were read by President Matthew S. Davage of Huston-Tillotson in the absence of Dr. William J. Trent, Executive Director of the United Negro College Fund.

In addition to the general greetings brought by sponsors and friends were "five minute" greetings from three distinguished graduates of the college, who majored in science—Dr. Ray F. Wilson, who was the first Negro to earn a Ph. D. degree from the University of Texas; Dr. Herman A. Barnett, who was the first Negro to earn an M. D. degree from the University of Texas School of Medicine, and Mrs. Alice Jean Alexander, the first of her race to complete work as a Medical Technician at the University of Texas medical school, and who taught for one semester at this institution during a leave of absence of the teacher regularly in charge of the work she was assigned. Greetings were also extended by Dr. James S. Thomas, Jr., Associate Director of the Methodist Board of Education, Nashville, Tennessee.

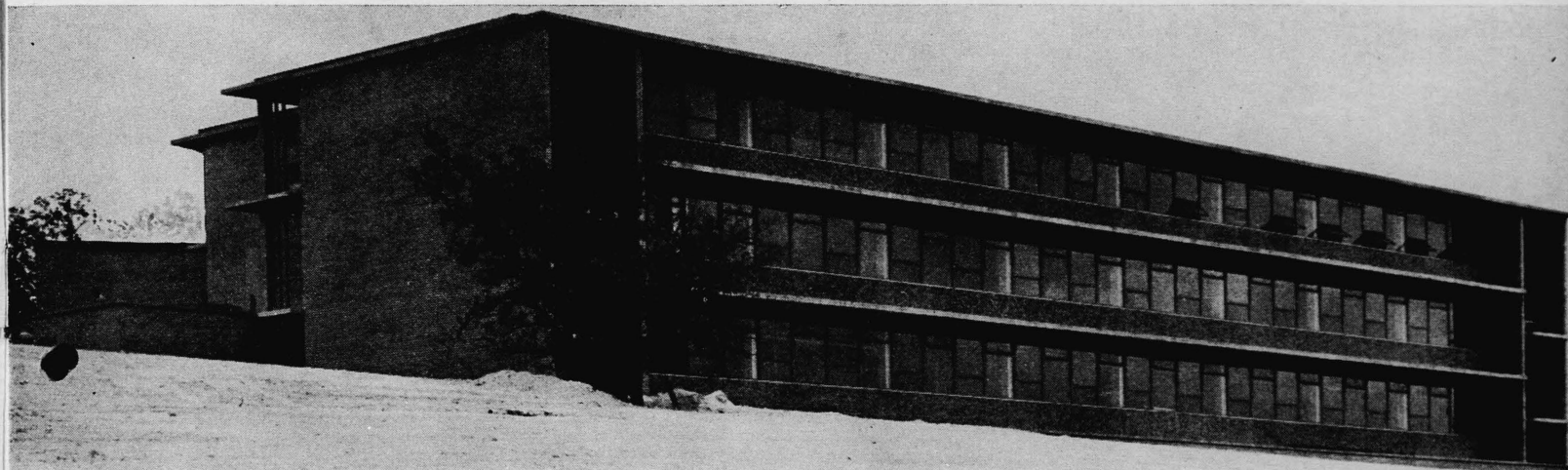
The dedicatory address was delivered by Dr. L. D. Haskew, Dean of the College of Education and vice-president for Development Services at the University of Texas. Dr. Haskew said in part: "There will continue to be college serving Negro students in this region. The only questions are how unique and how efficient can it be in service. It is

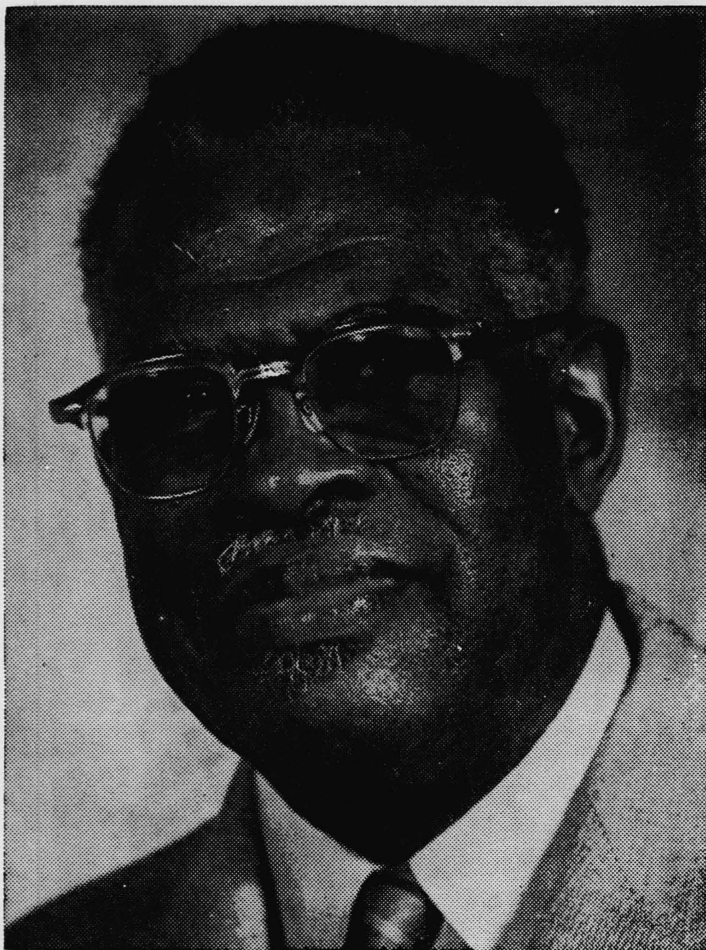
clear that only high quality and above normal service can entitle a college of this character to the right to service. The competition of the future will not be at the ordinary mediocre levels. It will be at the top levels.

We must hasten the day when the word "Negro" in the title or description of a college ceases to denote its quality, and describes only the origin of its interest in affording top-notch educational opportunity for its students.

The field of Natural Science offers to Negro youth today their most wide-open opportunity to achieve their birthrights as citizens of the United States. The demand for technically trained man-power is of tremendous proportions and continues to grow by leaps and bounds. In scientific fields racial barriers are extremely easy to surmount. Within the past year, employment officials of many large corporations have told me that their doors are wide open to Negroes who have the necessary qualifications. The scientific fields offer a golden opportunity to those with ability and determination.

We should remind ourselves that education, not legislation, is the basic American way. Legislation can give concrete form to the majority conscience, but at best it can only lay out the rules of the game. You can not legislate qualifications into people but you can educate them there. That is what this building is for—to educate, to qualify. If it serves its purpose, people will emerge from it qualified to take their places as key citizens in building a better state and nation.





**DR. R. O'HARA LANIER**

ATA Trustee and President of Texas Southern University

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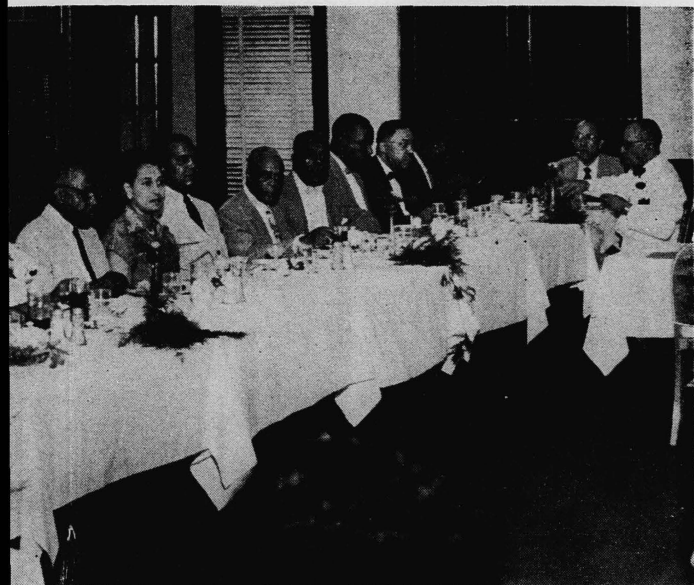
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# ATA in 1954-55

## —What It Means to You

1. ATA has a noble heritage with a now-completed half century (begun in July 1904) of stimulative contribution to the PROFESSIONAL PROGRESS of teachers and to the IMPROVEMENT of the CIRCUMSTANCE of the educational opportunity of America's pupils.
2. ATA is an ALL-INCLUSIVE organization of ANY and ALL teachers who have interest and concern respecting the problems of RACE in education and in American life.
  - a. ATA has no racial restrictions as to its membership and IS NOT a "RACIAL PARALLEL" to any other professional organization.
  - b. The epochal decision back in 1937 in the historic city of Philadelphia, when the present name as adopted, was a first step in this expanding direction.
  - c. The current period of ACCELERATED TRANSITION gives urgency to clarified recognition of this circumstance and to recognition of the present service-need.
3. ATA has particular concern respecting the still-existent circumstances of those disadvantaged groups of teachers and of pupils who suffer from discrimination, limitations and differentials because of RACE.
4. ATA seeks to PROMOTE, to ACCELERATE and to IMPLEMENT sound progress within all areas of our nation toward the "FUNCTIONING-ACHIEVEMENT" of two objectives:
  - a. EQUALITY OF EDUCATIONAL OPPORTUNITY FOR EVERY CHILD.
  - b. EQUALITY AND NON-DISCRIMINATORY PROFESSIONAL STATUS OF EVERY TEACHER.
5. ATA is aware of the varying status in the various geographical areas and in the various professional organizations. ATA seeks to give CONSTANT REMINDER to all CONCERNED that these inadequacies exist in SOME FORM and to SOME DEGREE in the respective areas and organizations.
6. ATA seeks to utilize EVERY CHANNEL for APPEAL, for REMINDER, for SUGGESTION and for CONSTRUCTIVE APPROACH to the BASIC PROBLEM in whatever is its degree and its form in the varying circumstances of region, state and organization.
7. ATA deserves some unmeasured and possibly unrecognized credit for its stimulative role, AS AN ADDITIONAL RESOURCE AND "VOICE", in the various cooperative efforts which now result in the current transition and accelerated progress.
8. The NEA-ATA JOINT COMMITTEE continues to constitute a most helpful resource for the stimulation and implementation of progress toward the sound achievement and acceptance of measures and steps in the evolving pattern of education.
9. Within the past association year, ATA has paid for the publication of the special study: "A STUDY OF THE STATUS OF EDUCATION OF NEGROES" as edited by The Research Division of The National Education Association at the request of the NEA-ATA Joint Committee.
  - a. In Two-Pamphlet Form (4500 copies) for distribution through the NEA.
  - b. As a reprint-number (Volume XXIX, No. 1, May 1954) of THE BULLETIN (25,000 copies).
10. For FIFTEEN YEARS, ATA has contributed ONE-TENTH of its annual-membership income to The NAACP EDUCATIONAL AND LEGAL-DEFENSE FUND . . . for what became a total of NINETEEN THOUSAND DOLLARS through the presentation at Nashville in July 1954.
11. ATA now looks forward to its 51st annual convention to be held at Texas-Southern University in Houston on Sunday-Monday-Tuesday, July 24-25-26, 1955.
12. ATA seeks a new goal of TWENTY THOUSAND MEMBERS for 1954-55. WE NEED YOUR NAME.

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## Texas State Congress of Colored Parents and Teachers

### Encouraging Greater Community Participation in the Solution of Educational Problems — An Analysis of the Situation by . . .

By **HAZLE PATTON JONES**  
 President Texas Congress of  
 Colored Parents-Teachers

#### INTRODUCTION

This is an attempt to see this changing period in all of its complexities. It is so replete, with adjustments, needs and problems growing out of the impact of world forces and technological and social inventions upon the simpler and largely agrarian culture of an earlier period.

Not only is it an attempt to see the picture in its panoramic entirety, but also to find a method which will give at least a partial solution to the problem growing out of this era.

It is an effort to find a people's movement with its major focus in the local community where the problem exists, a movement that will strengthen and improve the democratic processes of group problem solving. It is a search for a movement that has as its objective the creating of an awareness in adults of their civic responsibility to one another, to the community, to the nation, and to the world; the developing of a sense of responsibility and of a knowledge of how to proceed in making personal adjustments to home life and family relationships.

This period calls for a program that will contribute to the development of individuals and groups fitting them to do the intelligent, unbiased thinking so necessary in attempting to solve the ever-increasing political, economic, and social problems which confront people everywhere in America today.

This is ultimately the leader's challenge and inescapable responsibility.

#### THE PROBLEM

In December 1952 at the annual meeting of the State Congress of Colored Parents and Teachers, the delegation elected the writer to serve the organization as president. This meant uniting the forces with-

in the association and coordinating other agencies to build an over all program to carry out the five objectives of the Parent-Teacher Congress, which follow:

To promote the welfare of children and youth in home, school, church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring about a closer relationship between the home and the school that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united effort as will secure for every child the highest advantages in mental, moral, spiritual, and social education.

As we face the new responsibilities of this changing period, problem after problem confronts us. Leaders are inspired as in every crucial period to help find solutions to these many and varied problems.

To meet the challenge presented by the conditions set forth in the beginning paragraphs, in the light of the Parent-Teacher Congress objectives, requires answering the question—What can we do to encourage communities to greater participation in the solution of their problems and in the education of children and youth?

Is it possible to set up a program of adult education which will result in bringing parents, teachers, laymen, ministers, school administrators and all persons interested in the welfare of children and youth, face to face with existing conditions resulting from the changing period? Will a facing of facts arouse communities to a greater sense of their responsibility to themselves, to their fellowmen and to the people of the world?

#### IMPORTANCE OF PROBLEM

The South is passing through a period that marks some of its greatest changes. The established order

of cotton cultivation with the share-tenant system is giving way to green fields, grazing cattle, tractors, and cotton pickers. One who lived or worked in the East Texas counties ten years ago need only ride through the same ones now and see the above picture in all its realities. When such change occurs, there is inevitable disorganization and readjustment.

The declining opportunity for employment on the farm has forced more and more farm families to urban centers seeking employment. Not all of the off-farm migration can be attributed to mechanization and livestock. The decline of the South as the major producer of cotton for the world market, the growing importance of synthetics, and industrialization of farms are responsible for the constant flow from farms to urban and metropolitan centers.

Under present conditions, these displaced farm workers must seek employment that requires the lowest skills, thus becoming employed in industries where job security is least, rate of pay lowest, and chances of advancement very unlikely. They must seek the cheapest houses, and will live in the most deteriorated section of the city; thereby contributing a disproportionate share to delinquency, crime, unemployment and relief. This is a problem large enough to warrant a serious, cooperative study among rural schools and urban schools and social agencies.

#### A Few of America's Major Needs:

The school facilities in this country ought to be almost doubled within the next few years. We need more and better highways. We should remodel or replace the great majority of our dwellings. Entire sections of our cities need modernizing. We need to expand our entire voluntary hospital system. We need to modernize industry. To meet these needs requires over five billion dollars worth of goods and services at today's prices.

In the January 1948 issue of *School Life* will be found a "Progress Report on Adult Education of Negroes," by Ambrose Caliver, Specialist for Higher Education of Negroes. This study was begun in 1947 under the sponsorship of the United States Office of Education and designed to assist in attacking the problem of illiteracy. The following excerpt pictures the problem of illiteracy in America among Negroes.

According to the 1940 census, there were approximately 10,000,000 persons 25 years of age and over in the United States functionally illiterate (had less than fifth grade schooling). Two and three quarter millions of these had no formal schooling. There were nearly 3 million Negroes who were functionally illiterate, one fourth of whom had no formal schooling. The seriousness of this situation for Negroes is indicated by the following facts. Of the 2,123,400 Negroes examined by the Selective Service System through August 1, 1945, 308,600 were rejected because of educational deficiency. These constituted nearly one-third of the total number of 998,800 Negroes rejected for all causes during that period. It should be noted that many of the other causes for rejections are closely related to educational deficiency.

The eradication of illiteracy is not only important to national defense in times of crisis, but it also has bearing on the effective utilization of human resources in normal times. For example, the relation of illiteracy to the lack of ability to add to the national income is indicated by data from the 1940 census, which show that 68.6 per cent of the Negroes without schooling earned less than \$500 per year, and practically none of this group earned as much as \$1,500. It was a consideration of the above facts that largely motivated the inauguration of the Project for Adult Education of Negroes.

In the 1948 issue of *School Life* we find the following comment on illiteracy:

The project was designed as a demonstration or pilot effort to provide criteria and guides, to make educational leaders aware of the seriousness of the situation,

and of their responsibility, and to arouse the interest of lay leaders of community organizations concerning the problem and to indicate how they may cooperate in attacking it.

Educational leaders must come to recognize their responsibility in the matter. . . . Many of the ills which afflict human beings—disease, poverty, crime, and maladjustments—find their greatest incidence among the least educated. Moreover so large a mass of uneducated people become a drag on the entire population. The lack of national wealth and strength resulting from this untapped reservoir of human resources is uncalculable.

Let us turn to another phase of our present day problems. We report from the 1954 June issue of the *Woman's Home Companion*:

About a million children were arrested last year . . . one out of every fifty in the country.

These are the children who if not corrected, can become the criminals of tomorrow. Of the Federal Bureau of Investigation's "most wanted men," thirty-eight out of forty-six were arrested as children.

Children committed sixty-eight per cent of all the automobile thefts, and sixty-two per cent of all the burglaries in America last year.

In the independent school district of a metropolitan center with a population of more than a million, more than eight thousand boys and girls were expelled from the public school during one school term.

J. Edgar Hoover informed a congressional committee that crime costs each family in the United States \$495 annually. For every dollar spent on education, he estimated, \$1.82 is spent indirectly paying for criminal activities, and for every dollar donated to churches, \$10 goes to crime. Preliminary data, he said, indicates that 1954 will set a new high for crimes, with a major offense being committed every 14.9 seconds.

"I do not believe the average citizen senses the role that crime plays as a national problem," Mr. Hoover points out. "It exists on a scale so enormous that it is difficult to grasp. It can reasonably be estimated that \$20 billion annually is the cost of crime in this country."

The report of J. Edgar Hoover, head of the Federal Bureau of Investigation, only re-emphasizes the gravity of the juvenile delinquency problem and the fact that so little is being done about it. The report serves as a grim reminder that society must recognize along with other problems, the swelling torrent of youthful transgressions as major community problems and apply major measures to its solution before it can be overcome. And this can be done only by means of agencies and facilities for seeking out maladjustments in children resulting from broken homes and parental neglect, and other causes, and readjusting them before they become malignant. The saving of thousands of youths from ruined lives is as important in its way as street paving, sewers, parks, libraries, and other expensive works.

The foregoing statements present a partial picture of the changes, the existing conditions resulting from these changes and from other factors and the serious importance of their accompanying need in the present American scene.

#### RECOMMENDATIONS

In the light of studies and experiments made over the past twenty-five years, the writer is convinced that adult education programs have not only been needed but have attained a great degree of success. It may also be seen from the related studies that the greatest need accompanied periods of stress and change. As Americans move through the present, rapidly changing era the conviction grows that we need something to prepare us for these changes and ready us for participation in the solution of the problems growing out of these shifting scenes.

Is it a well organized program of adult education that is needed? The answer is unquestionably, yes. Yet every organized program has called for large grants of money and great financial expenditure. Hence the writer hesitates to recommend such a program. However, there is still a solution which need not involve an expense too great for local communities.

In the April, 1954, issue of the *Texas Parent-Teacher*, we find an article by Dr. L. D. Haskew, dean of the College of Education at the University of Texas, on "The Common Denominator of all Neighbor-

hoods—the Parent-Teacher Association.” Excerpts follow:

In other countries of the world totalitarianism followed in the train of urbanization. Grave social problems—poverty, ill-health, miserable housing, sexual paganism, economic slavery—arose in such countries and remained unsolved. In the United States, however, urban living was gradually relieved of its threat to democratic moral living and of its tendency toward crushing out individual freedom and initiative. Many influences and movements contributed to the triumph of democracy. One of the more important was the movement toward rebuilding and strengthening the local neighborhood as an important center for the lives of people. Such neighborhoods were developed very often because of the influence of a public school.

Around each school was formed a Parent-Teacher Association. Meetings of the associations, or at least some of them, gave families an opportunity to get to know each other intimately, to exchange experiences, to develop a sense of belonging to some group. Programs put families together working on common problems, taught them how to handle group planning and thinking.

The writer believes that the Parent-Teacher program offers at least a partial solution to the problem—How can we encourage communities to greater participation in the solution of their problems and the education of children and youth.

With the cooperation of strategically located colleges, the state and district associations of Colored teachers and the State and area associations of principals, the State Congress of Colored Parents and Teachers could set up a worthwhile, yet inexpensive program that would be far reaching in the solution of local problems.

It is recommended that the Parent-Teacher Association, which has an intimate knowledge of the community, its people, their problems and maladjustments, take the lead and feel the responsibility for stimulating and sustaining such a program.

It is further recommended that a planning committee composed of a cross-section of each community plan a program based on the needs and interests of the persons for whom the programs are intended.

To best determine needs and in-

terests a simple survey of community needs could be made. A simple one sheet questionnaire could be used covering the major problems—education, farming, government, health, homes, recreation, and religious life. In many communities an interview, informal conversation or a meeting census may be used. This should be decided by the planning or coordinating committee.

An advisory committee composed of a small number of hand-picked people would be valuable to work along with the entire program and help balance opinion, procedures and decisions.

We recommend that when the groups have decided on the needs and interests of the community, that the next step be the setting up of purposes. Purposes determine the type of structure. They should cover the areas of general education as well as of specialized individual needs. Special care should be taken to spell out and clarify objectives. The objectives of the National Congress of Colored Parents and Teachers might be a starting point since they cover a wide area of needs and interests common to all communities.

Once objectives have been carefully spelled out, it is recommended that they be built into a program of action. Here lies the great challenge! Program styles and methods, program units, their priorities and sequences must be considered now. We again refer workers to the Manual of the National Congress of Parents and Teachers which gives many suggested programs from which ideas may be drawn. An important factor in this phase of the program is the selection of resource people and resource materials. Adult leadership, and the Texas Parent-Teacher and the National family list suggestions for programs, activities and resources.

The writer feels that it should be suggested that the discussion method may prove the simplest and most easily adapted method for use in this type of program. Here the selection of a competent leader is essential. If the group is large, it may be divided into interest groups who report findings and decisions to the main group in the form of progress reports as they work on phases of a problem. It is urgently recommended that each leader and as many others as will, read Part III in Sheats, Jayne and Spence—

• Continued on Page 27

## FTA NEWS

Mrs. Mary L. Young, Chairman

Future Teachers of America was established as a project of National Education Association and its affiliated state and local associations in 1937. Since then chapters have been organized in most of the colleges training teachers.

At a time when every group of working people in America is trying to find and hold a niche for itself, it behooves the teachers to make themselves felt as an organized profession. The aim of the FTA movement is to lay the foundation for participation in the most noble profession — teaching. Teaching, exacting as it is gives its greatest reward to those who prepare thoroughly and give themselves fully to its service.

No college training teachers can afford to deny her students who plan to teach an opportunity to enjoy the privilege of FTA membership and training.

The Division or Department of Education in the college is the natural nucleus for a strong FTA Chapter. Many students become enthusiastic professional workers when the professor himself is an informed and active member of the profession. Teachers of Education are the natural leaders in the FTA movement. This, of course, does not limit interest nor participation of teachers in other fields for every teacher in the strictest sense is a future teacher.

Let every college see to it that all young people who are planning to teach become members of the FTA Chapter. They would receive a sustained training throughout their college course in professional and civic leadership and the teaching profession would rise to new heights of purpose and achievement.

The FTA members are associate members of the NEA and Teachers State Association of Texas, receive the publications, and are a vital part of both organizations. Through their programs and activities they become familiar with the history, ideals, ethics, programs, leaders, and great victories won by the organized teaching profession.

This column will remain open for FTA chapter news in future issues of the STANDARD.

**FTA CHAPTER  
BROADENS PROGRAM**

The Benjamin Floyd Pittenger Chapter of Future Teachers of America at Texas College is planning a program broader in scope than the 1953-1954 program, for that was the year in which the chapter received its charter.

The members elected Miss Marion Miller, a junior, majoring in elementary education, to compete for the title "Miss Future Teacher," and Mr. Howard Thomas, president of the chapter and a senior, to compete for the title of "Mr. Future Teacher."

The chapter is at present carrying on an "Odd Man Contest." There are five undergraduate male students who dress in "Odd" fashion. Popularity is determined by the selling of votes. The contestant having the highest number of votes will be the winner. Prizes will be given to winning contestants. Money raised during the contest will be used to send representatives to the National Association FTA Leadership Conference, June 29-July 2, 1955.

Aside from the regular weekly meetings on Monday at 4:00 p. m., the members schedule and present films each Thursday afternoon as a service to the college and the community.

The chapter participated in Self-Development Day activities on March 11, 1955, when Texas College was host to 1100 high school seniors.

Projects completed include the sponsoring of a chapel speaker, Miss Mattie L. Hilburn, first grade teacher at the W. A. Peete Elementary School. Miss Hilburn is a graduate of Texas College and a former FTA member. The chapter had representation at the State Association in Austin. During American Education Week, various members of FTA appeared in panel discussions. Miss Marion Miller discussed the Purposes of FTA; Miss Vera Thomas explained the nature and purposes of American Education Week; Mr. Clarence Devereaux discussed some urgent needs in education.

Benjamin Floyd Pittenger Chapter has forty-two members with majors in a wide range of teaching areas. The 1954-1955 officers are Howard Thomas, president; Marion Miller, vice-president; Annie Mae

*Texas*

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Jessie, secretary; Precious Winkfield, corresponding secretary; Erma Polk, treasurer; and Gloria E. Foster, librarian.

The sponsors are Mrs. Jewell H. Hancock, Mr. James H. Smith, and Dr. J. Nathanil Nelum. is often part of the William H. Jones Chapter's activities.

The Chapter held its Annual FTA Banquet on April 22. Leslie J. White, Executive Secretary TSAT, was the banquet speaker.

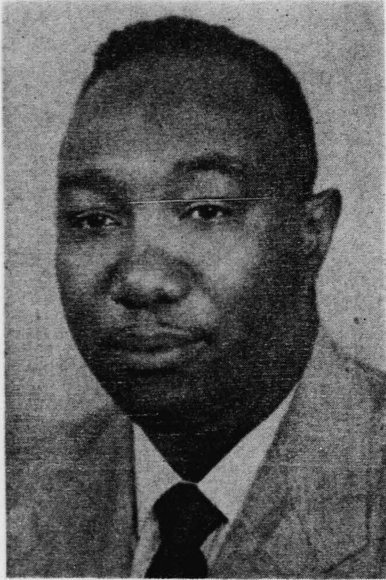
—Lorraine Sterling,  
President

**WILLIAM H. JONES CHAPTER FTA,  
HUSTON-TILLOTSON COLLEGE**

This year has been quite a busy one for the William H. Jones Chapter. Under the leadership of Mrs. D. M. Norman, the group gave fruit and sang carols to Homes for the Aged during the Yuletide Season. Beautiful standing ash trays were dedicated to the newly built "Men's Lounge" on the campus. Painting and designing blocks for the nursery schools was another well-enjoyed project of the group.

Labeling the TEXAS STANDARD

# NAMES and NEWS



A. TENNYSON MILLER

## ELECTED FIRST VICE-PRESIDENT OF THE TEACHERS STATE ASSOCIATION FOR 1955

A. Tennyson Miller was named First Vice-President of TSAT in the "vote by mail" election held in February. Miller is principal of the Lincoln High School, Port Arthur, Texas, and has been active in association work for a number of years. He received his public school education in Fort Worth; the bachelor's degree from Prairie View and the master's degree from the University of Wisconsin. Last summer he became the first Negro student to enroll at North Texas Teachers College, Denton. Prior to his election as principal of Lincoln eight years ago, Miller had taught at Vernon, Denton, Wichita Falls and Port Arthur.

Other officers elected were William Batts, Crockett, second vice-president; W. L. D. Johnson, Jr., Houston, third vice-president; Mrs. Lurline Hagler, fourth vice-president; Louis T. Morgan, Mart, fifth vice-president; C. B. Reed, Denton, sixth vice-president; Mrs. Hazel Harvey Peace, secretary-treasurer; Mrs. M. O. Sledge, assistant secretary-treasurer, and Miss Mabel Kilpatrick, departmental secretary.

\* \* \*

## FIRST SCIENCE CONFAB

The Division of Natural Sciences of Prairie View A. & M. College will sponsor its first Science Conference for elementary and high school teachers throughout the State on May 7.

According to C. H. Nicholas, general chairman of the arrangements, the purposes of the meeting are: (1) to stimulate greater interest in science teaching among elementary and secondary school science teachers; (2) give these teachers opportunity to see and hear about latest developments in the field of science; and (3) to give them the opportunity to discuss their problems with the Prairie View faculty, outstanding consultants and with each other.

## EDUCATORS ATTEND NATIONAL MEETINGS

National meetings held during February and March were well attended by members of TSAT. The following persons were seen in attendance at the National Association of Secondary School Principals, Atlantic City: J. L. Everhart, high school principal, Longview; Garfield Hill, principal, Weldon High School, Gladewater; W. D. Thompson, consultant, Texas Education Agency; J. Martin Jaquet, principal, Carver Junior High School, Fort Worth; Joseph Jones, principal, Burnett High School, Terrell; Frank Windom, Jr., vice-principal, Central High School, Galveston; Scott E. Johnson, principal, Sam Houston High School, Huntsville; Leslie J. White, Teachers State Association of Texas, Austin. And from Houston, William S. Holland, principal of Jack Yates High School; Dr. John E. Codwell, principal of Phyllis Wheatley High School; Dr. Ira B. Bryant, principal, Booker T. Washington High School; Theodore R. Chatham, principal, E. O. Smith Junior High School; A. B. Anderson, principal of Carver High School.

Among those attending the Elementary Principals meeting in Chicago were: Mrs. Lorene Boliver, principal of Brock Elementary School, Houston; Rufus C. Conley, principal of Carver Elementary School, Houston; Charles D. Moore, principal of Carver Elementary School, Corpus Christi; W. L. D. Johnson, Jr., principal, Grimes Elementary School, Houston; B. E. Elmore, principal, Settegast Elementary School, Houston.

C. R. Steward, principal, Rosewood Elementary School, Austin, and Henry Jackson, superintendent, St. Paul-Shiloh Schools, Oakwood, attended the meeting of the American Association of School Administrators in Denver.

Mrs. Jimmie T. Brashear, Elementary Consultant, Dallas; R. S. Austin, supervisor, Tyler Public Schools; and Harry C. Kenyon, principal, Solomon Coles High School, Corpus Christi, attended the meeting of the Association for Supervision and Curriculum Development, Chicago, March 6-10.

\* \* \*

## Norris High School, Commerce

The Norris High School of Commerce held the dedication services for the recently completed modern building Sunday afternoon, March 20. J. L. Patton, Jr., principal of the Booker T. Washington Technical High School, Dallas, was the principal speaker. A. C. Williams is principal of the Norris High School.

Mrs. Vergie R. Benton, supervisor of Negro schools of Hunt County was mistress of ceremonies. The Reverend Ed Stephens gave the invocation. During the afternoon, the St. Paul band of Neyland and the Norris High choral club furnished music for the occasion.

The 1955 nation-wide campaign of the United Negro College Fund was opened in New York recently. The official opening followed a week-end convocation of the 31 Presidents of the Fund's member colleges. Attending from Texas were: Dr. D. R. Glass, Texas College; Dr. M. S. Davage, Huston-Tillotson; Dr. J. S. Scott, Wiley; Dr. M. K. Curry, Jr., Bishop.

## DEDICATE NEW SCHOOL

The new Hilltop Elementary School at Travis and Northwest 18th, Amarillo, held its dedicatory services recently.

The new elementary school is the outgrowth of a vision on the part of Mr. A. G. Champion, former principal of both divisions, and the citizens of the community who were aware of the ever-increasing demand for better schools.

The school board recognizing this need made it possible for this dream to materialize.

The Hilltop School is a thirteen classroom building of attractive exterior design and is completely modern in terms of educational facilities. The classrooms are grouped according to the age levels with one wing for primary grades and the other for intermediate grades.

The building features include a reception room, principal's office, clerk's office, storage for records, clinic, teacher's lounge, conference room, and book-room.

The faculty of Hilltop School—J. A. Jackson, principal, Mrs. E. D. Bolden, Mrs. L. V. Robinson, Lloyd Fuller, Mrs. L. W. Champion, Mrs. Ether K. Cowens, Mrs. L. B. Thomas, Mrs. Nina Faine, Mrs. Elnora V. Jackson, Mrs. A. K. Gipson, Mrs. A. M. Kemp.

\* \* \*

## EDUCATION CONFERENCE HELD AT PRAIRIE VIEW

Dr. J. W. Edgar, State Commissioner of Education, cited Prairie View's Annual Education Conference held here last week, as among the first planned throughout the state to consider an evaluation of the state's progress of public school education.

The State Board of Education has asked citizens from all parts of the state to engage in evaluation of the Minimum Foundation Program. Dr. Edgar said, "Several other conferences are planned the latter part of this month and throughout the spring." He pointed out that the series of conferences—local, county, regional and finally, state-wide—were the second step in the State Board's program of evaluation.

A program of research which has been in progress since the Minimum Foundation Program started in 1949, was listed as the first step.

Three outstanding educators were presented in a symposium led by Dr. Roy Hall, associate director of the Coopera-



LOUIS T. MORGAN  
Fifth Vice-President

tive Program in Educational Administration, University of Texas. The three were: Dr. John E. Codwell, principal, Wheatley High School, Houston; Dr. Frank Hubert, director, Division of Standards, Texas Education Agency; and Dr. Mortimer Brown, superintendent of El Paso Schools.

Dr. Codwell listed "better teacher-salaries" as the first factor in the achievement of the state's goals in education. He also cited greater professional competence and better preparation as factors in the progress of schools.

"The percentage of school-age children in Texas has increased from 74 per cent to 81 per cent in 1953-54," Dr. Hubert stated. He gave examples of other progress in salaries and teacher preparation.

Dr. W. R. Banks, president emeritus of the college, led the question and discussion period which followed.

In closing, the symposium leader, Dr. Hall, summed up these needs for the school present: "We must be willing to tell our weaknesses—not always smooth things over. Negro administrators must take particular note of this."

O. J. Thomas, chairman of conference arrangements, presided at the general session. George R. Woolfolk served as chairman of the Conference Steering Committee.

\* \* \*

Barbara Jean Lewis of Texas Southern University was elected "Miss Future Teacher" at the State meeting of the Future Teachers of America held in Huntsville on March 26. She is the first Negro woman student to receive this honor. More than 250 students representing 32 colleges over Texas were in attendance at the meeting.

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#### University Honors Rev. G. H. Adams

More than a thousand persons attended the ceremonies in Jefferson last month when Four Sates Cooperative University conferred the Doctor of Divinity degree upon Rev. George H. Adams, pastor of the Macedonia Baptist Church, and a former teacher.

Dr. W. S. McNutt, president of the University, and Dr. A. F. Anderson, dean of religious education, participated in the ceremony which marked the first time a Negro had been given a degree by the school. Three of Rev. Adams' daughters are very active in the work of TSAT: Mrs. Delia M. Norman, Elementary Education, Huston-Tillotson College, Mrs. Reta M. Sanders, supervisor, Morris County, and Mrs. Effie K. Moore, Coordinator of Elementary Education, Longview, Texas.

\* \* \*

A. L. Anders, retired principal of the Washington High School, Garland, was honored on March 6 when the school's new auditorium-gymnasium was named for him. Mr. Anders who retired in 1954 had given years of faithful and conscientious service to the community. Participating in the dedicatory services were L. L. Courtney, the principal of Washington High, Superintendent Glenn B. Couch, and School Board president, J. E. Newman.

\* \* \*

#### T. J. Austin School, Tyler

T. J. Austin Elementary School first graders are enjoying their four new rooms that were added last spring.

Three new teachers joined the faculty

for this term: Mrs. Katie M. Winters was transferred from Scott Junior High School, Mrs. I. J. Haynes, and Mrs. Dorothy Blair Trimble, formerly of the Jackson High School, Tyler.

Mrs. F. M. Hammond and Mrs. K. M. Winters received advanced degrees last summer from Texas Southern University and Bishop College respectively.

Mrs. B. J. Bradley-Kimbrough was added to the staff as coordinator of music in the Tyler elementary schools.

#### Dunbar School, Ferris

Miss Kay Francis Jones, a 1954 spring graduate of Prairie View College, is now a member of the faculty of the Dunbar High School, Ferris. Miss Jones' major is voice and her minor is elementary education.

The faculty of the Dunbar High School, Ferris, each year gives a fifty dollar (\$50) cash scholarship award to a senior chosen by the teachers. The money is awarded the student in two installments. If the student does not attend school, the scholarship is placed in a scholarship fund.

Mrs. Edith Boykin Moore, a member of the Dunbar High School faculty, was formerly Miss Edith Boykin, a graduate of Prairie View College. She is married to Mr. Roy Moore, a graduate of Bishop College.

\* \* \*

#### Mary J. Sims School, Austin

Twelve teachers and 385 children were transferred on January 24 from Rosewood School to the completely renovated Mary J. Sims School. This move alleviated one of the most crowded situations in the Austin Public Schools. Twenty-two grades had been operating on a limited-day sessions since school opened in September. Children, teachers, and parents had met and waited daily in the lunchroom, corridors, and the library until classes exchanged rooms at noon. Two teachers' desks plus all of their teaching aids and supplies in each room created a problem which was accepted with as little confusion and turmoil as possible.

The twelve teachers transferred were: John O. Belle, Head Teacher, Mrs. E. M. Ake, Mrs. N. M. Chase, Mrs. L. B. Hines, Mrs. E. M. Johnson, Mrs. B. D. Jones, Miss O. M. Marcee, Mrs. H. H. Miller, Mrs. E. M. Simond, Roosevelt Thomas, Mrs. B. M. Thompson, and Mrs. M. F. Winston. Mrs. H. A. Phoenix serves both Rosewood and Sims in music classes. Miss Doris Smith is clerk at Sims.

Both schools are under the supervision of Principal C. R. Steward who states that things are back to normal again with all classes operating smoothly.

#### Wood County Teachers Meet

The Wood County Teachers Association met at the Hawkins Colored High School, Hawkins, Texas, February 22, 1955, with 192 parents, students, ministers, and teachers present. The president, Mr. T. H. Burton, was presiding.

The senior and junior classes of Hawkins sang "Break Bread Together" for the opening of the meeting.

Miss G. L. Williams, Dean of Women at Jarvis Christian College, Hawkins, Texas, spoke on "The Why, the What, and the How of Guidance." She said, "The need for Guidance is greater today

than ever before. To guide, we study the individual, and guide. When we counsel, we help persons to think through their problems. We must strive to help the whole child, but we must have a well rounded personality and a clear mind."

Following the address, a forum was participated in by the students, parents, ministers, and teachers with Miss Williams acting as the Consultant.

The P. T. A. of Hawkins served a delicious menu to all.

\* \* \*

#### HUSTON-TILLOTSON COLLEGE PROFESSORS ATTEND SCIENCE MEETING

The National Institute of Science convened in its twelfth annual meeting April 14-16, 1955, in Baltimore, Maryland. The meeting coincided with the Professional dedication of the Milton L. Calloway Science Hall, Morgan State College. Other organizations participating in the meetings and dedication were: The American Chemical Society, The American Association of Physics Teachers, Beta Kappa Chi Scientific Society, The Maryland Association of Biology Teachers, The Maryland Science Teachers Association and The Mathematical Association of America.

Professors J. C. Carpenter, John T. King, and J. H. Means represented Huston-Tillotson College. Mr. Means was elected vice-president of the National Institute of Science and Mr. King was elected Southwestern Regional Director. Mr. King read before the Mathematics section a very interesting paper which was highly commended.

Outstanding educators and scientists from throughout America were present. Among those who spoke were: Dr. Martin D. Jenkins, president of Morgan State College; Dr. Percy Julian, whose subject was "Has Science Come of Age?" and Dr. Alan T. Waterman, chairman, National Science Foundation, who spoke on Research and Education in the Sciences.

Those who attended the meeting were greatly benefited and gained much profitable information in their respective fields.

\* \* \*

#### NEW NEA LIFE MEMBERS

Mrs. Nancy C. Brown, Dallas  
Mrs. Victoria Daniels  
Mrs. Marie E. Davis  
Mrs. Elinor Jackson  
Mrs. Danella Jacobs  
Mrs. E. Pauline McIntosh  
Mrs. Ella Willie Mitchell  
Miss Dollie D. Taylor  
Miss Lillian Thompson  
Mrs. Alice Blackburn  
Mrs. Gladys Collins  
Mrs. Frankie J. Younger  
Linnuward Walton, Irving  
Mrs. M. L. Hardeman, Austin  
Mrs. V. D. Gray, Hillsboro  
Mrs. Eulah Gray, Denton

## AUSTIN'S OLDEST NURSERY SCHOOL

*"Develops the Whole Child"—*

Howson Child Development Laboratory, located at 801-803 Thompson Street is one of Austin's oldest nursery schools.

Howson Child Development Laboratory has been operated by the Austin Public Schools since 1950 as a part of Anderson High School. This facility serves as a laboratory for girls pursuing home economics training at Anderson High School, Kealing Junior High School, and Huston-Tillotson College. At our school, girls are given actual experience in handling problems of our pre-school youth. The all important thing is teaching these girls to freely appreciate younger children, thus serving as a basis for their own experiences later in life.

The nursery school is named for Mrs. John D. Howson, long a resident of Austin. Mrs. Howson has been interested in education for many decades and has made many personal contributions to our school to help make it a desirable institution. These contributions were made both while it was a private endeavor, and since it has been under the auspices of the Austin Public Schools.

Our school provides:

1. A foundation of aesthetic and cultural experiences which will enrich a child's life.
  - a. Exposing him to good and beautiful things.
  - b. Letting him hear good music and giving him an opportunity to make his own.
  - c. Providing him with beautiful but childlike pictures, books and literature at his own level.
  - d. Allowing him to use appropriate paints and clay in a creative manner.



2. A wide variety of materials for experimenting and learning. (These materials are the child's tools and his textbooks).
  - a. Playground apparatus for large muscle development.
  - b. Boats, trucks and trains.
  - c. Housekeeping materials.
  - d. Poster paints and clay; picture books; drums and other simple instruments.
3. For the child's physical growth.
  - a. Preventive and remedial health measures.
  - b. Balanced diet.
  - c. Good health habits.
  - d. Outdoor activities.
  - e. Rest and sleep periods.
4. An opportunity to live and learn with children and adults
  - a. Providing young children with companions of their own age.
  - b. Give them opportunities to make social contacts in small carefully supervised groups; to share, to cooperate, to defend their rights, to develop initiative and leadership, and to lay a foundation for democratic living.
  - c. To feel secure in the love of parents and teachers, but not too dependent upon them.
5. An opportunity to learn about the world around him
  - a. To have first hand experience in nature.
  - b. To explore the mechanical world around him and see how things work.
  - c. To investigate all household appliances from egg beater to vacuum cleaner.
6. A planned program of cooperation between parents and teachers.
  - a. Individual conferences.

- b. Study groups.
- c. Utilizing community agencies and resources.
- d. Parent participation.
- e. Home visits by teachers.
- f. A common philosophy for parents and teachers.
7. Building habits and attitudes in children which will go far towards insuring their favorable adjustment to later life in school and in the outside world.
  - a. Learning to eat the right foods and enjoy them.
  - b. Accepting rest and sleep as a regular procedure.
  - c. Forming satisfactory toilet habits.
  - d. Acquiring a wholesome attitude toward sex.
  - e. Showing an eager interest in the world about him, free from unnecessary fears and inhibitions.
  - f. Fitting into his social group.
  - g. Feeling adequate and secure at home and at school.

### "OUR SCHOOL IS A SUPPLEMENT TO THE HOME"

Members of the staff: Mr. W. B. Campbell, Principal; Mrs. Emma W. Ore; Mrs. Lillian G. Kerley; Mrs. Beatrice Norris; Mrs. Oma Lee Jackson; Mrs. Florence Richey, Supervisor.



MRS. EMMA W. ORE



## TSU FUTURE TEACHERS CAP YEAR'S ACTIVITIES WITH TOP STATE HONORS

Top state honors gained at the Annual Convention of the Texas Association of the Future Teachers of America mark the high point in a year of balanced activities by the local FTA Chapter at Texas Southern University.

The R. O'Hara Lanier Chapter of the FTA at Texas Southern University sent three official delegates, two representatives to compete in the "Miss" and "Mr." FTA contest, and seven representatives to participate in educational workshops at the State Convention at Sam Houston State Teachers College in Huntsville, Texas, March 24-26.

Miss Barbara Jean Lewis, Sociology major at Texas Southern University, won the coveted honor of top talent in chapters from 32 Texas Colleges and Universities. The theme of the convention, on which Miss Lewis excelled in speaking was "Education, An Investment in Humanity". Contributing to selection of Miss Lewis as "Miss FTA of Texas" were qualities she possesses predictive of success as an outstanding teacher, her high scholastic and extra-curricula achievements in school, and her creditable participation in the civic, religious and cultural life of the community.

The Texas Southern University representative was given a tremendous ovation by the convention and her feat was heralded in big headlines in the daily press, and was scheduled for publication in the Texas Outlook.

J. Clarence Davis, sponsor of the Texas Southern University Chapter of the FTA, in explaining the progress made during the year said it was due to a rededication to the purposes of the FTA as formulated by the National Organization which is an affiliate of the National Education Association. Among these purposes, the Chapter concentrated on the development of professionalism, the talents, traits and outlook, in its member that increase their prospects for outstanding success as future teachers.

The Texas Southern University-FTA opened the year devoting the first few weeks to acquainting others studying in content fields, as well as in Education courses, who may become teachers, with the help the FTA affords them in achieving the

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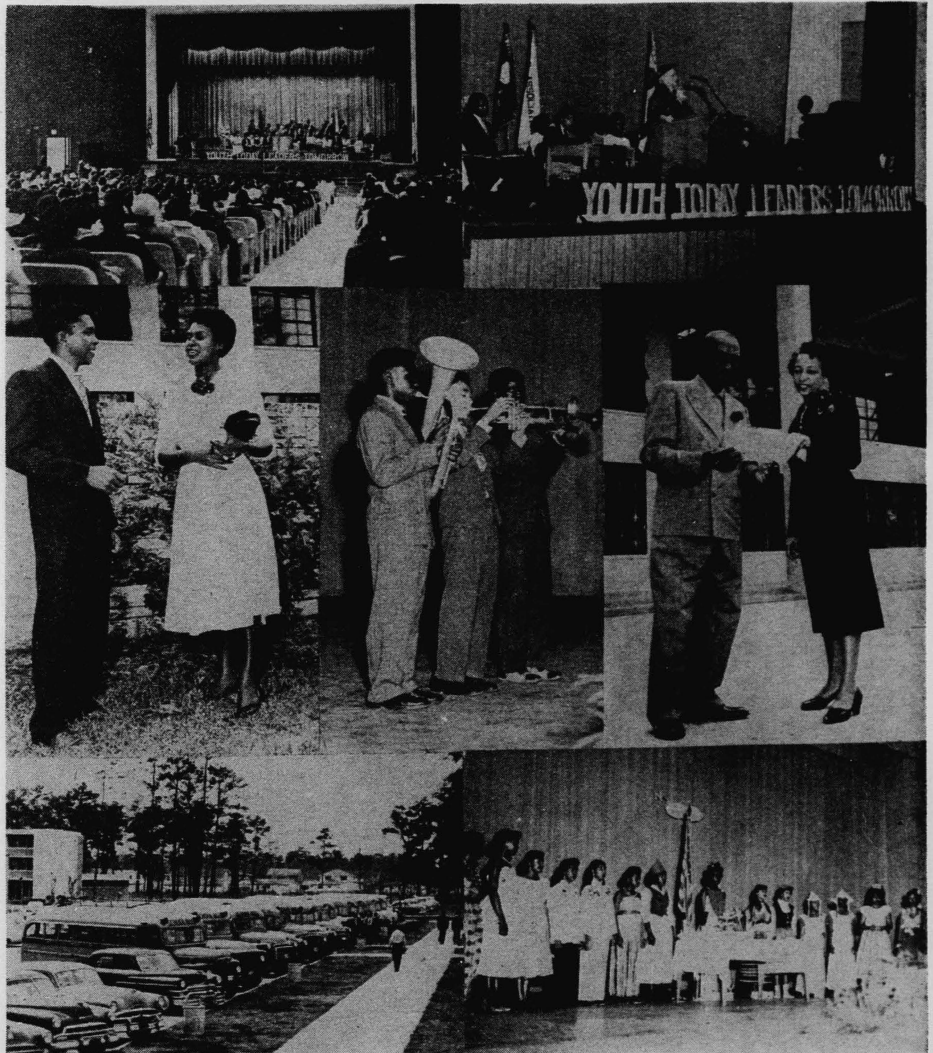
### TSU-FTA DELEGATES AT STATE MEET

Represented Texas Southern University at Annual Convention of Association of Future Teachers of America which met at Sam Houston State Teachers College, Huntsville, Texas.

These representatives of The R. O'Hara Lanier Chapter of the FTA were outstanding in all the educational activities of the 3 day meet and were effective in the business sessions.

They are, left to right in front row, Mrs. Mary Lee Preston, Treasurer of the TSU-FTA; Mrs. Marylou White Tate, official delegate; Miss

Barbara Jean Lewis who won state honors as "Miss FTA of Texas"; Miss Joan Edgerby, "Sweetheart of the TSU-FTA"; Miss Gwendolyn Huff, official delegate. Second row, left to right, J. Clarence Davis, Faculty Sponsor; Earl F. Dunnam, Workshop Chairman; Lavernis Royals, official delegate; Horace Jimerson, Jr., Chaplain, who ranked high in "Mr. FTA of Texas Contest." Mrs. Ruby Durden Johnson, acting president of the TSU-FTA, who was the leader of the delegation is not shown.



NEW FARMERS and NEW HOMEMAKERS OF AREA II held their annual meeting at Texas Southern University this year. According to Mrs. Hattie M. Baker, area supervisor, "The attendance was the largest in history." Picture, top, left and right, Miss Josephine Paydral, Chief Consultant, Texas Education Agency, speaking. Center, left, Billie Survance, Area NFA president, and Rosie Gillis, Area NHA president. Middle, male talent, right—Paul Rutledge, Area NFA supervisor, and Mrs. Hattie M. Baker, Area NHA supervisor. Bottom left, the fleet of 24 buses which combined with cars brought the throng. Right, some of the female participants.

## Texas Commission On Race Relations to Aid Desegregation Programs

The Texas Commission on Race Relations does not believe that the majority of Texans favor segregation in the public schools. This opinion is based on information in the files of the Commission gathered from Superintendents throughout Texas. This view is in agreement with the Belden Poll, which revealed that a minority of the people of Texas, 45%, are opposed to the Supreme Court decree. At a meeting in Austin, April 29th, the Board of the Texas Commission on Race Relations pointed out that religious leaders of the Protestant, Catholic, and Jewish faiths all agree with the decision and the leading educators plan to cooperate in carrying out the ruling. Mrs. James S. Crate of Houston is president of the Commission.

Dr. George S. Mitchell, executive director of the Southern Regional Council at Atlanta, Georgia, attending the Board Meeting, urged action by local citizens of both races: "The requirement of the age is recognition of equal human dignity. In the South today, this is hinged on compliance with the decision of the Supreme Court. In most communities, when the facts are examined, the process of integration should prove easy; and in all communities, it will ultimately yield a better school system for all the children than the old arrangement of rigid separation. In each case the next step is for local citizens, both white and Negro, to



International Student Forum Meeting—"The Significance of Race Relations in World Democracy." Left to right, Abdus Sattar, Pakistan; Daniel Nwadiel, Nigeria; Srini Vassan, India; Mr. Noh, Korea; Wayne Nesbitt, University of Texas, moderator; A. N. Johnson, United States; Guy Dardel, France; Miss Silvia Cuschnir, Argentina.

meet informally and work out soundly on the local facts an agreed plan for meeting the challenge of the times."

Founded in 1920 at the University of Texas when President R. E. Vinson called to his office a number of leading Texans, both educators and laymen, the Texas Commission on Race Relations has many roots with Texas churches and the local leadership. In its early days, the Commission did yeoman service, giving attention to trouble spots that developed in the post-World War I era. Today the accelerated process of desegregation is making new demands on the Commission and it is gathering momentum through a small grant from the Southern Regional Council, and through its growing membership. A large organization of informed citizens is one of the specific goals of the Commission. A staff and headquarters have been established in Austin at 309 West

21st Street. Thomas S. Sutherland is executive director and Mrs. Maxine E. Lombard is staff assistant. The Board in its recent meeting approved employment of an associate director with equal pay and rank with the director in order to achieve a fully bi-racial staff.

Planned activities of the Commission include a meeting May 25th of private, Texas organizations interested in human relations. The various organizations will make available concrete forms of experienced aid in community leadership whenever such may be needed by Texas communities ending segregation in the public schools. Organizations invited to participate in the conference are the Anti Defamation League, American Friends Service Committee, American Jewish Committee, the Young Men's Christian Association, the Young Women's Christian Association, the American GI Forum and the League of United Latin American Citizens.

Taking stock of race relations in Texas was a first step of the new staff. In February, at the Annual Meeting of the Commission, a group of informed Texans spoke from various view-points on "Progress and Unfinished Business of Race Relations in Texas." A report on this panel discussion is being published by the commission. Race relations in the fields of religion, government, business, education, community action, the press, the armed services, and private organizations are included in the report. Contributing to the panel discussion were: Msgr. James M. Boyle, Catholic Archdiocese of San Antonio; Dr. Edmund Heinsohn, University Methodist Church, Austin; Atty. Robert



At Board of Directors Meeting February 25th—Mrs. Nanie B. Aycox and Mrs. Tommie Stroud.

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**INTERRACIAL—**

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C. Eckhardt, Houston; Atty. Chris Dixie, Houston; Charles Livermore, assistant director, President's Committee on Government Contracts, Washington, D. C.; Atty. U. Simpson Tate, legal counsel for NAACP, Dallas; Dr. Joseph R. Griggs, superintendent of schools, Huntsville; S. C. Boynton, superintendent of schools, San Saba; Major William Boyd Sinclair, Selective Service, Austin; Mrs. Nanie B. Aycox, Texas Southern University, Houston; Ronnie Dugger, editor, The Texas Observer, Austin; Mrs. Jean Lee, Travis County Social and Legislative Conference, Austin; Mrs. Maxine Lombard, Texas Commission on Race Relations, Austin; and Bruce Cutler, American Friends Service Committee, Austin. Photographs by Russell Lee, a documentary photographer of national reputation, will be included in the Annual Report. Thomas S. Sutherland, executive director of the Texas Commission on Race Relations, acted as moderator. Copies of the report will be available on request.

The Commission is also making available a survey of the public school facilities for Negroes and whites made by Sam Gibbs, published in The Texas Observer.

The Commission is also conducting a survey of school superintendents and school boards with respect to attitudes toward desegregation.

Mr. Sutherland has made the following statement to the Standard: "The Texas Commission on Race Relations is ready to help anywhere, anytime in working with communities and individuals toward better race relations. The Commission invites all persons to join and give us your advice upon the situation of your community with respect to the Supreme Court's decision on desegregation of schools. By joining the Texas Commission on Race Relations, you will receive a publication, New South, which is prepared in Atlanta by the Southern Regional Council. New South represents the best thinking and writing today in the field of race relations in the South. Also, your membership will contribute to an organization that is helping to strengthen this country and the happiness of our citizens by removing conflicts and tensions." Individual memberships are \$5.00; couples may join for \$7.50; organizations may join for \$10.00.

The Executive Board of the Texas

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**NEGRO HISTORY WEEK  
IN THE HOUSTON AREA**

By J. REUBEN SHEELER

Governor Shivers expressed it as "a pleasure" to issue a proclamation on Negro History Week in Texas. It was considered in the proclamation "appropriate to recognize contributions of all elements of our population in the development of the State of Texas and the nation." Several governors have issued proclamations in recognition of the contributions of a previously neglected group in the making of America. A great democracy grows in strength and power through a thoughtful cognizance of all of its people, not by submerging or wiping out a minority.

In the Houston area there were numerous schools and churches which sponsored some type of program in the observance of Negro History. At Texas Southern University there was quite an extensive program developed under the general chairmanship of Mr. Lawrence H. Cook of the department of history. That series of programs was opened with a radio presentation on Sunday afternoon, February 6, over KCOH. With Dr. Henry A. Bullock as chairman, a panel composed of Miss Ann Campbell of Prairie View, Miss Lily K. Daly of Texas Southern, Mr. Edwin Sheen of Prairie View and Dr. J. Reuben Sheeler of Texas Southern University discussed the "Influence of Negro writing in American civilization." At the Sunday evening vesper hour a program of readings was presented by Mr. Peter Thornton and Miss Ruth Stewart. In the Monday morning assembly "The Evolution of the Negro in American Culture" was traced by Messrs W. L. Brown, L. H. Cook, E. G. Jackson, and Hunter O. Brooks of the department of history. At an afternoon seminar Mr. Oliver W. Tyler discussed "Negro firsts in America."

The Tuesday morning assembly, arranged under the direction of Dr. J. Reuben Sheeler, presented Mr. Arthur Gaitskell, former managing director of the Gezira Cotton Scheme in the Sudan in Africa, and the Phillis Wheatley High School chorus. In the early evening a television presentation, "Negro Voices in Song", written and narrated by Dr. Sheeler, featured choreography by the dance group directed by Mrs. Marjorie Stuart and music by Texas Southern University choir, directed by Dr. Nicholas Gerren.

On the Texas Southern University radio program over KCOH on Wednesday a program, "Negro Voices in Poetry," was narrated by Dr. J. Reuben Sheeler with organ accompaniment by Mrs. Thelma O. Bell. This program was transcribed and heard over radio stations in Huntsville and Crockett, Texas.

A "Parade of Stars" was presented in the University Auditorium by members of the college historical society in an effort to especially raise some funds for the work of the Association. Among the stars presenting their efforts and service for the benefit of the Association and continued work in writing the stories of Negro life were such persons as Jewel Brown, Conrad Johnson, Burt Kendricks, Carl Owens Trio, Joe Allen, and Mildred Jones. These persons are to be especially commended for the spirit in which they contributed to the cause.

On Thursday an assembly program presented the TSU orchestra. A quiz program awarded many prizes that were donated by Houston business firms and interested persons. Films were shown on African civilization.

Friday, February 11, brought the series of programs to a close with a symposium on "Negro Poets in American Writing." Professors Harold Alexander, W. C. McCleary, Clarice Pierson, and M. B. Pierson presented illuminating discourses on Negro poets.

In off-campus programs Dr. J. Reuben Sheeler spoke in programs at Galveston, Phillis Wheatley High School and E. O. Smith Junior High School in Houston, and in Sugarland, Kendleton, Rosenberg, Hungerfort and Glenflora. Mr. Willis Brown participated in a program at Bebee Chapel C. M. E. Church. Mr. E. G. Jackson spoke to groups at Angleton, West Columbia, Freeport and Sweeney, Texas. The Burrus Elementary school presented an interesting program under direction of Mr. Leon Richardson in which many phases of Negro life were treated. Booker T. Washington High School and Blackshear Elementary School rendered special programs.

The Houston Informer concluded a Negro History contest that was won by Mr. Matthew Collins, a history major and graduate from Texas Southern University.

There were numerous programs presented of which the writer was not directly informed. Other areas of Texas carried on programs of some type.

**FTA—**

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professional growth which teaching requires.

In addition to its own monthly educational cultural and social activities, the TSU-FTA participates, as do other student organizations, in school wide campus activities. During American Education Week it presented two skits, "Quo Vadis" and "Bright Stars That Guide Us." It shared in the promotion of Homecoming, Thanksgiving services and gifts to the needy, and Women's Day.

The highlight in the lecture and special interest group series was the lecture-exhibit by Mrs. Pauline Watkins Campbell, regional representative of the National Education Association.

The two events on the agenda for May are a radio broadcast, a fellowship hour, presentation of the Sweetheart of FTA, and election of officers for the 1955-56 regular session.

Miss Joan Ederby, who typifies the studiousness, charm, outlook and other highly appreciated qualities as a prospective good teacher, won the honor in an early spring contest as Sweetheart of the TSU-FTA.

The leadership of the Chapter was headed by Mrs. Ruby Durden Johnson, Education major, who served as acting president after the president, Mrs. Ruby Drisdale, took leave to do her practice teaching.

**INTERRACIAL—**

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Commission on Race Relations are the following persons: Mrs. James S. Crate, Houston, chairman; Dr. J. L. Clark, Huntsville, vice president; Dr. W. R. Banks, Prairie View, vice president; O. A. Rowe, Jasper, secretary; William G. Carnahan, Austin, treasurer; J. D. McLeod, Huntsville, historian; Mrs. John Hanna, Dallas; Mrs. B. J. Covington, Houston; Dr. Daniel Russell, College Station; Mrs. A. E. S. Johnson, Marlin; Dr. F. Rivers Barnwell, Fort Worth; Mrs. C. H. Christian, Austin; Miss Laura Edwards, Waco; Mrs. Pauline Campbell, Houston; Mrs. Tommie Stroud, Waco; Mrs. Nanie Belle Aycox, Houston; Charles A. Shaw, Houston; Mrs. William H. Hogue, Houston; I. Q. Hurdle, San Antonio; Mrs. E. E. Crowder, Fort Worth; Carter Wesley, Houston; S. Thomas Friedman, Houston; J. Edwin Smith, Houston; Dr. Jack Kilgore, Waco; Mrs. E. L. Harrison, Austin; Mrs. C. G. Eidson, Waco; Dr. R. O'Hara Lanier, Houston; Atty. Jerome Crossman, Dallas.

**WORTH REPEATING—**

• Continued from Page 2

distinguished themselves from the Battle of Bunker Hill when Crispus Attucks was the first to fall mortally wounded in Boston Square, through the charge of the Tenth Cavalry up San Juan Hill, with Roberts and Johnson, in Belleau Wood and the Argonne Forest, on the beaches of Salerno, Normandy, and Okinawa, to the beachheads, and frigid fastnesses of North Korea, we have defended our American heritage with the precious life blood of our Negro youth. Our place in American History, and our right to enjoy the full blessings of the American way of life have been purchased dearly.

We have made tremendous progress in the 91 years since Abraham Lincoln issued the Emancipation Proclamation which forever removed the chains of servitude from our race. The gates of opportunity have been flung further ajar with the passing years. Now, it is no strange sight to see our youth achieving fame in music, sports, on the stages, in the movies, and in television and radio. More and more Negro youths must enter the many other phases of American life as opportunities are created.

Let us remember, however, that increased opportunities require augmented responsibilities. The status of our teaching profession in Texas has been raised immeasurably through the equalization of salaries, the elevation of salaries to a minimum of over \$2,800.00 annually, and the improvement of tenure, and contractual relationships. I fear, however, my colleagues, that there are yet among us those who have "horse-and-buggy ideas" and concepts in this age of 250 horsepower streamlined automobiles. If we do not keep up, we shall certainly fall far behind the procession.

These responsibilities are among the critical issues which we face.

The first of these issues is social responsibility. There is the necessity of insuring better human relationships. There is too much of the neglect of the Golden Rule. It has been changed from "Do unto others as you would have others do unto you" to "Do others before they do you." Our educational process should strive to bring about continuous improvement in our social order.

Moral and ethical responsibility are important issues with which we come face to face daily. Teachers must be aware of the implications of morality and ethics as they affect our lives. The National Education Association has presented the suggestion that there should be a "Hippocratic Oath" for the teaching profession.

The third issue concerns itself with economic responsibility. Education must lay the foundation for business, industry, and jobs. The teaching profession must be aware of the significance of production, distribution, and consumption, the laws of supply and demand. Certainly, "Beggars cannot be choosers."

Civic responsibility looms as another issue which confronts the educator. Participation in government is a fundamental right and privilege of the American citizen. Taxation is the opportunity for all citizens to share in the responsibility of the maintenance of our government. Consequently, it is essential and urgent that the importance of all factors having to do with citizenship be a part of the experiences of school children. Allegiance to the Flag of the United States is a growing thing. It does not spring forth full grown as did that mythological character. It must be cultivated and nurtured carefully.

Undoubtedly, the most fundamental issue is that of religious responsibility. From time to time attacks are being made upon the schools charging that there is a neglect of religious emphasis. America was founded upon religious principles. Our churches are our most fundamental institution. History reveals that the founding fathers built next in order to their homes their places of worship. That most intense fire which has burned away the bonds of slavery, the chains of bigotry and selfishness, is the fire of religious zeal. It is a challenge which we face—that of proper religious emphasis. The world's conscience is its religion!

This list of issues would not be complete without that one which indicates responsibility to secure an ideal association. From that greatest body of educators in the world, the National Education Association, some 561,708 strong as of May 31, 1954, the following statement of an ideal state association is taken:

- (1) It is motivated by a definite statement of purpose with emphasis on the welfare of children, promotion of the cause of education, and advancement of the interests of teachers.
- (2) Has adopted the Centennial Action Program and has an action program for its state with specific goals to guide immediate and long term effort.
- (3) Emphasizes the development of strong local associations. It either has or is working toward a perfect pattern of local associations which would give opportunity for every member to work on the problems of the profession.
- (4) Is integrated with local and national associations, on a unified-dues basis.
- (5) Is adequately financed, largely by annual dues. A fee of 1% of the annual salary would be a reasonable amount for unified dues—local, state, national, and departmental.
- (6) Is governed by a delegate assembly large enough to represent the various areas of the state and of the profession and small enough to transact the business of the association efficiently.
- (7) Has an executive committee which acts for the association between meetings of the delegate assembly.
- (8) Has functioning departments for subject matter and administrative areas.
- (9) Has standing committees transacting routine business and at work on the solution of continuing major problems.
- (10) Has special committees for the solution of particular problems.

• Continued on Page 27

**WORTH REPEATING—**

• Continued from Page 26

(11) Has an ethics commission to disseminate, interpret, and enforce the ideals and standards of the profession through a well formulated code of ethics.

(12) Has a legislative commission to promote larger units of administration adequate financial support of education, higher standards of certification, minimum salary laws, a retirement system, tenure and sick leave regulations, and other provisions for educational progress.

(13) Carries on a service program of conventions, research, publications, public relations, and professional study.

(14) Is serviced by an efficient and adequate staff of well-housed and well-paid employees, which may include an executive secretary, an editor of the state association magazine, a director of research, a director of public relations, and field service, and a reasonable number of clerical assistants.

Is it too much to surmise that our association can be reorganized to meet the fundamental objectives proposed? I think not. What do you think?

**PTA**

• Continued from Page 18

**Adult Education.**

Constant evaluation accompanies a successful action program. The question—Are we achieving our objectives?—should be asked often. Other questions to be asked are: Are we improving parent-school relationships? Is there increased participation in activities influencing children and youth? Is there increased use of the school building by the community? Is there an increase in community consciousness? Have we created a means for clearing problems and planning action to solve them? Have we taken specific action toward undesirable practices in our community? Is there a change of attitude with regard to inter-cultural relations?

Finally, it is recommended that this form of procedure be followed wherever a school forms a neighborhood. If schools have been consolidated into a larger community, the same may apply to the larger area, by pulling the neighborhoods together into a council of groups. The program of action may be set in motion by the state president and her staff, which is made up of people representing all areas of the state. Each district president and staff could plan on the district level to disburse information and suggestions, as would the next division—the area presidents and staffs. However, the actual and most effective action will be on the local level where the intimate face to face relationship exists.

# TEXAS COLLEGE

Tyler, Texas

Accredited by The Texas Education Agency and The Southern Association of Colleges and Secondary Schools  
Full Membership in The Texas Association of Colleges

## Summer Session 1955

COURSES OFFERED leading to the

### BACHELOR'S DEGREE and MASTER OF EDUCATION DEGREE

The College Meets the NEEDS of the Student by Providing:

- |   |                                      |  |
|---|--------------------------------------|--|
| Three (3) Week Courses<br>3 sem. hrs.—June 27 - July 15<br>July 18 - August 5 | Nine (9) Week Courses<br>9 sem. hrs. | Twelve (12) Week Courses<br>12 sem. hrs. |
| Six (6) Week Courses<br>6 sem. hrs.   |                                      |  |

SPECIAL OFFERINGS include:

- A. College Preparatory Clinic for High School Graduates  
June 27 - August 5
- B. Driver's Education  
July 18 - 20 (Pre-registration necessary)
- C. Home Economics Specialist in Methods  
July 11 - 29 — Dr. Ivol Spafford
- D. School Lunch Workshop  
June 6 - 10

EXCELLENT FACULTY                      PLANNED RECREATION  
PLATFORM GUESTS                      GUEST PROFESSORS  
MODERATE RATES

First Term: June 6 - July 15              FALL SESSION:  
Second Term: July 18 - August 26      September 6-10: Freshmen Week  
September 8-10: Registration

For Additional Information write: THE REGISTRAR, Texas College, Tyler, Texas

**FULFILLING A NEED**

A great deal of current literature makes reference to "fulfilling the individual's needs"—for love, status and the basics.

At Prairie View A. & M. College, a conscientious attempt is made to satisfy the individual's need for intellectual advancement, professional growth, and healthy recreational outlet.

Particularly is this true during the College's summer session when many school administrators, in service teachers and prospective classroom personnel seek to satisfy various needs that only an institution of higher learning can provide.

The forty-fifth summer session to be conducted June 6 to August 27 at Prairie View, will offer those courses which its students need and want.