

# THE HERALD

of the

Georgia Teachers and Educational Association

Vol. IV, No. 1

November, 1937



CHEROKEE ROSE

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COLUMBUS, GEORGIA

# CONTENTS

COVER.....	Mrs. E. M. Washington, Georgia State College	
SAVE THE COVER.....		2
1937-1939 ASSOCIATION OFFICERS.....		3
LOOKING FORWARD .....		4
REPORT OF THE PLANNING COMMITTEE.....		5
NOTES FROM COLUMBUS, GEORGIA.....		5
EDITORIAL—		
Are You Afraid to Teach, W. K. Paine, Educational Department Georgia State College .....		6
OUTSTANDING RURAL SCHOOL COMMUNITY CENTERS.....		7-8
GEORGIA'S JEANES SUPERVISORS.....		9-11
Mrs. Helen Whiting, State Supervisor of Colored Elementary Schools P.-T. A. P.-T. A. Mrs. Hattie Reese, State President.....		11
PAGING NEW BOOKS AND MATERIALS.....		12-15
Luella Hawkins, Librarian, Georgia State College		
HERE AND THERE IN THE FIELD—		
1. Hancock County Report, Miss Maenelle Dixon, Jeanes Worker.....		16
2. Vocational Agricultural Education, Alva Tabor, Supervisor of Agricultural Education for Negroes.....		16
3. Georgia—An Agricultural State, P. H. Stone, Director of Agricultural Ex- tension Work for Negroes.....		17
4. Haven Home Consolidated School, Rosalyn A. Jackson, Teacher.....		18
5. Winners in 1936-37 Contest.....		18
Meeting at Georgia State College.....		18
6. Negro High Schools Accredited.....		19
7. Here and There In Georgia As President Benjamin F. Hubert Sees It.....		20-21
CLASSROOM PROBLEMS .....		20
Jessie H. Benjamin, Principal of Training School, Georgia State College		
STATE SALARY SCHEDULE FOR NEGRO TEACHERS.....		20
ADVERTISEMENTS .....		21-24

**The Herald**

OF THE

**Georgia Teachers and Educational Association**

Owned and Published by the Georgia Teachers  
and Educational Association

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**Save the Cover**

Georgia's diversified climate and variety of soils makes possible a great variety of plant and flower life. From the coastal plains to the highest mountain peaks nature has scattered her gifts with a generous hand.

The Cherokee Rose, our State flower, transforms wayside hedges into flowery bowers. The name comes from an Indian legend told by Indian tribes who lived in Georgia.

**Legend of the Cherokee Rose**

"Among the hills of North Georgia stood the lodge of a Cherokee chief. It was covered by a climbing rose vine, whose pure white blossoms with hearts of gold were set like stars amid the glossy green of its foliage. The chieftain had a beautiful daughter, whose heart was as gentle as her face was fair.

"In one of their raids to the South, the tribe had captured and brought back with them a young Seminole brave, sorely wounded. Their purpose was to keep him until he recovered, and then to tie him to a stake and torture him with hatchets and lighted splinters.

"The maiden had compassion on the wounded man. She nursed him, bringing cool water from the spring to allay his fever, and preparing nourishing food to renew his strength. As he began to recover, he learned to love the thoughtful nurse who tended him so kindly, and she in turn loved the object of her care.

"When he was strong enough to travel, she planned his escape. He refused to go without her, and she consented to flee with him to his own land. One dark night they started on their southward journey. In the gloom and stillness of the forest, she thought of her beloved home, which she would never see again, and begged that she might be allowed to return for some little token to carry away with her. He consented, and stealing back through the darkness, she plucked a little spray of the rose vine. This she carried with her through the long journey over hills and valleys, across rivers and plains, until they reached his land and people. There, when the Seminole built a lodge for her, she planted the little twig of the rose vine beside it. As the vine grew and flourished, covering the lodge with shining green foliage and starry flowers, she called it, in memory of her home among the hills, her Cherokee Rose."

(Quoted in full from the story of Georgia, Massey & Wood.)

∴ Association Officers Named for 1937-1939 ∴

The following changes were made in the list of officers of the Georgia Teachers and Educational Association at the April convention held in Albany, Georgia: Benjamin F. Hubert, President of Georgia State College, heads the organization; and E. J. Granberry, principal of Staley High School, Americus, Georgia, is Vice President. Mrs. Bessie Capel, of Macon, was elected Secretary, and L. R. Bywaters, of Fort Valley, was elected Treasurer. B. T. Harvey, of Atlanta, F. H. Henderson, of Cuthbert, and Mrs. E. B. Jackson, of Waynesboro, were elected members of the executive committee.

At a meeting of the executive committee called by the President, October 9, 1937, the following persons were appointed members of the executive committee:

- Mrs. Addie Hutto, Bainbridge.
- Mrs. E. B. Jackson, Waynesboro.
- W. M. Hubbard, Forsyth.      J. W. Hubert, Savannah.
- F. R. Lampkin, Columbus.      Vincent Harris, Moultrie.
- L. S. Molette, Griffin.      F. H. Henderson, Cuthbert.
- Mrs. O. L. McIver, Savannah

**PRESIDENT**

Benjamin F. Hubert, President of Georgia State College, Savannah, Georgia, is president of the Georgia Teachers and Educational Association for the years 1937-39.

Mr. Hubert is a graduate of Morehouse College, and holds a B. S. in Agriculture from Massachusetts State College, and a M. S. from the University of Minnesota. He has done graduate work during the summer session at the University of Wisconsin. In 1930-31 he did graduate work towards his doctorate at Harvard University. He has completed his residence requirements for his Ph. D. at Minnesota and is now working on his dissertation, "The Cotton Industry and the South."

From 1912 to 1921 Mr. Hubert worked at South Carolina State College; from 1913-17 was editor of the Palmetto Farmer; in 1918 was special agent of the National Food Administration; in 1919 was supervisor of agricultural instruction of Negro troops in France; from 1920-26 was director of agriculture and vocational education and state supervisor; from 1921-26, director of vocational agriculture and vocational education for Alabama; and in 1926 he was elected to his present position as President of Georgia State College, the Senior College for Negroes in the University System.

Mr. Hubert's interests have always been far-reaching and varied, in school and out. At Morehouse he was captain of the football team, a member of the varsity debating team, and editor of the college paper. At Massachusetts State he won the highest prize in oratory which included a \$20 gold medal and automatically made him the college representative in oratory for one year. He won the coveted prize of a \$10 medal as a varsity debater, won the silver cup, and became captain of his class debating team for two years. In 1928 he won a prize of \$100 in gold for the best paper on "Savannah, Present and Future." In 1928-29 he was a member of the commission to study Negro Land Grant Colleges, and in 1930 he served as a member of the U. S. Commission on Education in Haiti.

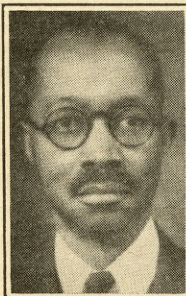
Mr. Hubert is heartily in accord with the present trends in education in Georgia. He believes in a "common sense" education and a more satisfying life for all.

**VICE-PRESIDENT**

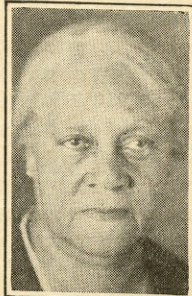
Elijah J. Granberry, Principal of the Staley High School, Americus, Georgia, is vice-president of the Georgia Teachers and Educational Association.

Mr. Granberry received his B. A. from Roger Williams, B. S. and M. A. from Columbia University.

Mr. Granberry has had a wide range of teaching experience. He was principal of Miami High School, Miami, Florida, for six years. He was a teacher at Florida Normal, St. Augustine, Florida. He was principal of the Laboratory School, Georgia Normal College, for four years and served as dean of instruction at State Teachers College, Forsyth, Ga. He became principal of the Staley High School in 1936. He is doing a very constructive piece of work in building up the first public high school in that section.



L. M. Hubbard



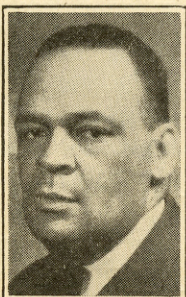
Mrs. E. B. Jackson



Mrs. A. B. Hutto



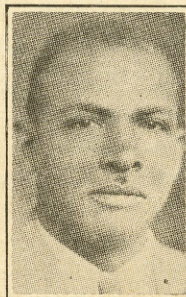
F. R. Lampkin



B. T. Harvey



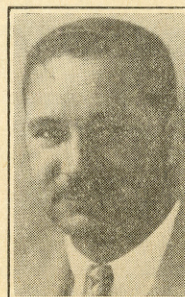
Mrs. Bessie Capel



L. S. Molette



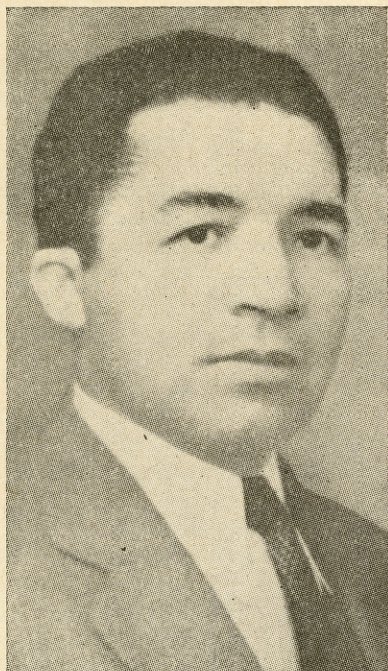
Mrs. Ophelia McIver



L. R. Bywaters



F. H. Henderson



**LOOKING FORWARD**

**Benjamin F. Hubert, President**

We greet the teachers of Georgia in the first issue of the Georgia Teachers and Educational Association Herald. We are deeply sensitive of the opportunity that you have given us to serve with you in making a contribution to the enlarged and expanding program of education in Georgia. We look forward to the opportunity to pull on the traces in the right direction, with every Negro teacher in the State of Georgia, working in harmony as a member of the Georgia Teachers and Educational Association.

One of the best definitions of education from the point of view of those interested in the great system of public education, such as we are attempting to develop in Georgia, is that given by the distinguished English historian, H. G. Wells. He says in his "Outline of History" that "Education is the fine net which democracy uses in fishing for human talent."

The present administration of the Georgia Teachers and Educational Association is now looking forward to the opportunity of rendering a unique service of such variety and quality, that the forces of Georgia shall be more successful in the future than in the past, in catching hold of and stimulating human talent wherever it may be found.

It is our purpose this year to work with teachers who are members of the organization, as well as with those outside of the organization. But we feel that anyone who is working with Negro boys and girls in Georgia should

take a personal pride in being affiliated with, and a member of the state organization that has for its great objective the education of our boys and girls.

It is our purpose this year, to work in closest harmony with state, county and other public officials, with school supervisors and with every person in authority, who has an opportunity and the will to help forward the program of education in the Empire State of the South.

We see in the vista a closer co-operation and a finer spirit of brotherhood and comradeship between all teachers in Georgia—both white and black. It is our firm conviction that the only way out of many of our difficulties in Georgia, is through the path of mutual helpfulness and sincere co-operation. We believe that the teachers of every other group in Georgia will gladly co-operate with Negro teachers in demanding that compensation for service be made on the basis of training and efficiency and the type of service rendered, and not on the color of the skin. We feel and believe that this can and will be accomplished by friendly co-operation among the teachers of Georgia themselves, rather than by forces outside of the teaching group.

We confidently look forward to the time when teachers in our own group will be provided opportunity to make their own unique contribution to the program being planned for wider and larger opportunity for boys and girls and adults in Georgia. We would do our part in building a curriculum for our own people. In this connection, we propose to stimulate Negro effort to interpret the innermost thoughts and aspirations of Negroes in all walks of life. It is in our program to offer stimulation to those who aspire to discover, to write or excel in some other practical or artistic field of endeavor.

Finally, we look forward to the time when we may serve the great body of rural people who live behind the hills. They await only a chance to do their bit toward making Georgia what it ought to be. Agriculture in Georgia must come into its own if the Negro in Georgia is to have a place in the sun. Of the 1,170,000 in Georgia, by far the majority of these people live on the farm or close to the farm. Farm life must be made wholesome. The people who live on the farms must have an income that will make life on the farms have an income that will make it possible for them to enjoy some of the things that make life worth living. Our schools should point the way towards a satisfying life for all.

We therefore dedicate our best efforts toward a more efficient state, district and county organization of teachers—towards the development of a unified, enriched, and ever expanding program that will bring hope and faith where there is now ignorance, poverty, and distress; determination to succeed and an optimistic outlook on life where there is pessimism and despair. We must take what we have and while working hard for more, build what we want here in the great State of Georgia.

Let's pull together—Let us learn to know the human and physical possibilities of Georgia; then we will believe in Georgia and join in the program for building Georgia.

INITIAL REPORT

The Planning Committee to the President and Executive Committee of the State Teachers and Educational Association

The following report represents a digest of written and verbal opinions from many leaders of educational thought in the state. To these opinions the Planning Committee has added further practical suggestions for your consideration.

Project 1.

Perfect a thorough organization of teachers in each county by:—

- a. Reviving contacts with all working county associations
- b. Getting an accurate list of officers in all such counties.
- c. Preparing a uniform bulletin of suggestions to be placed in the hands of each county association.

Project 2.

Develop district associations by:—

- a. Redistricting the state based on common interests and ease of access.
- b. Suggesting dates for district meetings subject to majority approval.
- c. Encouraging the establishment of a district advisory committee made up of the heads of each county association within the district.
- d. Suggesting activity programs.

Project 3.

Develop a program of greater service to the teachers of the state by:—

- a. Sponsoring a scholarship fund for deserving, but likely students to high school and college.
- b. Taking the lead in emphasizing a state-wide study of the resources of Georgia, the basic needs and the opportunities for meeting these needs.
- c. Planning state-wide health improvement through district and county organizations by means of uniform discussions, plays, games, compositions—the best to be featured on the annual programs of the association.
- d. Publishing four issues of the Herald each year during the school term, something after this fashion: October, December, February and April.

Project 4.

Make certain basic adjustments by:—

- a. Providing for business sessions of the annual meeting by county or district representatives.
- b. Abolishing the present system of regents, substituting the district advisory committee or board which would be composed of the leaders from each county association within the district.
- c. Considering carefully the employment of a full-time, capable executive secretary.
- d. Revising the constitution to clear up present vagueness and to modernize certain procedures in office tenure, duties of officers, and general elections.
- e. Planning carefully the annual convention program to sustain teacher-attendance and interest.

Project 5.

Make membership drive immediate and intensive while teachers are re-adjusting their budgets to the new salary scales by:—

- a. Making direct appeal.
- b. Making indirect appeal.

NOTES FROM COLUMBUS, GA.

501 A 18th Street, Columbus, Georgia,  
November 4, 1937.

My Dear Co-worker:

Another school term is upon us, and as we plan our school work for the year we must face the many problems common to our profession. The State Teachers and Educational Association is the only organized body that we have through which we might seek the solution of some of these problems as well as mutual assistance and inspiration to carry on during these school months.

Our Columbus Teachers Association is a part of this great work and we are therefore asking your support for this organization again this year. Our Annual District Meeting will be held in February at the high school in Thomaston, Georgia. We must make plans for this meeting now, therefore we are calling a meeting of the Executive Committee and all principals of the district in Hamilton, Georgia, Sunday, November 21, 1937. (10:00 o'clock A. M.)

We plan to have present the presidents of your P.-T. A. or some other representative of this organization as the president of the P.-T. A. will hold a two hour study period on the same date.

Yours for a greater district,  
(Signed) CHARLES W. DUVAUL, President  
(Signed) E. C. EVERETTE, Secretary

## ~ ~ Are You Afraid to Teach? ~ ~

Psychologists and educators have written at length about the harmful influence of fear on learning and health. This information, though derived by experimentation, has failed to bring about any general change in the motivation of classroom work. In the average classroom today, pupils are still being driven by fear into learning activities. Although this basis of motivation has broken down in the church and the home, school teachers who admit its failure in these two institutions refuse to recognize the fact that the same thing has taken place in the school. There is little wonder that so little progress has been made in motivating learning on more fundamental basis when one considers that those most responsible for formal education are activated by this same principle of fear.

There are many teachers who live constantly in fear while they are in the classroom. In many instances, it is due to the general confusion found in education today; but in most cases it springs from the apparent inability to do anything other than what one has seen or what one has been doing in the past. Although many past practices are valuable and admirable, it is undesirable to keep everything for no other reason than that it has been associated with the good. The three-field system of farming in medieval Europe fed the population, but scientific rotation of crops is vastly more efficient today in producing support for our large population.

Any one who has visited classrooms in various places has seen that teacher who was upset at the appearance of a visitor. Later, if he happened to get better acquainted with the teacher, he learned how much she was disturbed over his visit. Very often she explained what she considered the major defects in her teaching. In the case of students doing practice teaching, the writer has had requests from students to come and pick out the defects in their teaching. When questioned concerning any procedure or bit of information, the teacher made rationalizations for the incident. Even when the procedure was commendable and could be justified in terms of sound educational theory, the teacher left her base because she feared that it was not what was expected.

One might say that it is perfectly natural for a teacher to get excited when an unannounced visitor enters the room. But the visitor is not present when the teacher overlooks the vital materials of the local environment that might enrich and furnish vitality for the school work. It is not difficult to find pupils who see school in its formal aspects as a collection of foreign materials unrelated to him and his problems. His visits to school represent journeys to the building where the chief sources

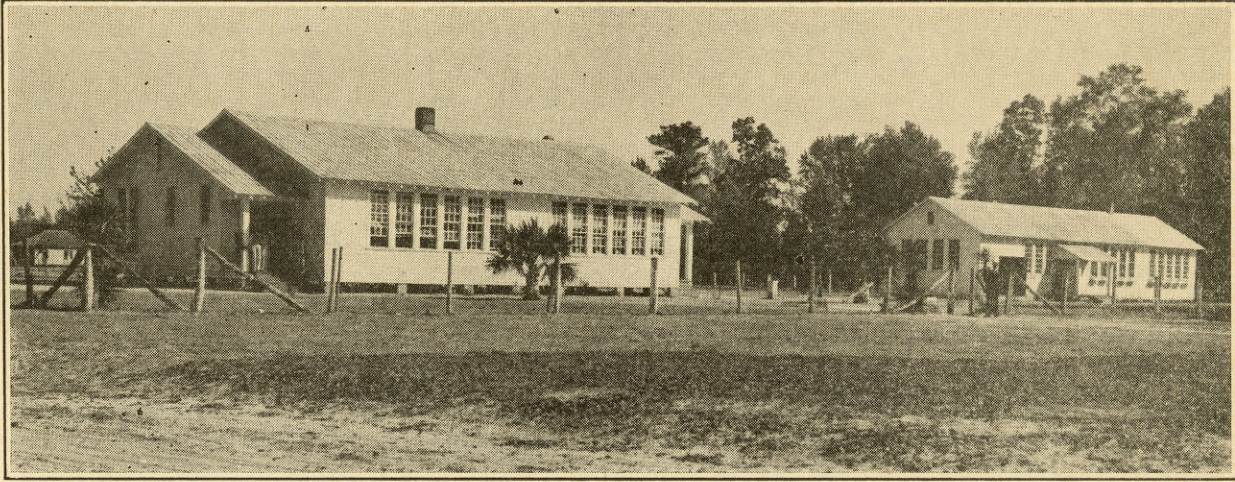
of interest lie outside of the area where teacher-participation is active.

The pinfall, quiet, classrooms are existing today because teachers are afraid to vary from the traditional idea of a good learning situation. Every teacher remembers quite vividly some one of her former teachers who made an outstanding reputation for having such a class. With this notion in her mind, she lays aside what the modern teachers' college has stressed and follows the established custom. To establish a classroom atmosphere that is free and easy would possibly lead to criticism from patrons and some of the more experienced teachers. To do anything different from what has been done would be an invitation to question the change or the addition of something new. For that reason the teacher does only that which is printed in the textbook or the manual.

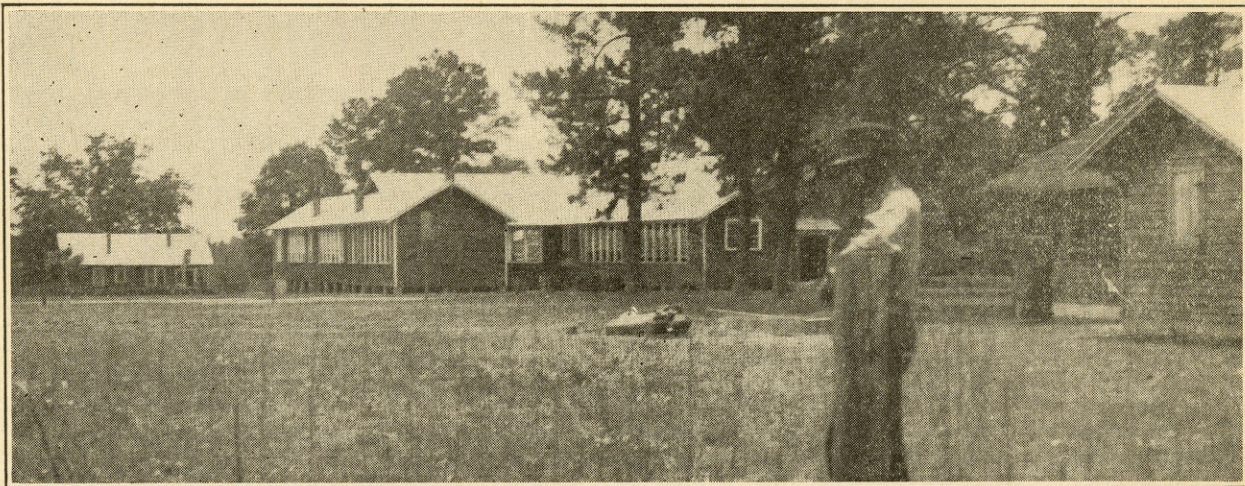
It is not difficult to see that this worship of tradition and complete dependence on specifications for practically every school activity will continue to defeat the aims of education. Teachers and the public have the idea that teaching school is like setting up a piece of household furniture or machinery which comes from the factory with complete instructions for installing. The most complacent teachers are those who can best read and follow the letter of instruction sheet. When it is necessary to go beyond this point and to develop the curriculum, many become confused and afraid.

The democratic ideal to which the American people have committed themselves requires teachers who know when learning experiences are fundamental for understanding, appreciating, and improving personalities. Various areas may use different materials drawn from their respective localities in addition to those which may be included in the greatly improved textbooks now available. But the textbooks can never be depended upon for complete education at any level. Its value may be said to be in direct proportion to the extent that the teacher supplements it with local experience. As Judd points out in his "Introduction to the Scientific Study of Education," the textbook was first used as a protective device for religious freedom. As our democratic state grows and develops, it becomes necessary for devices to change in education as in every other phase of our civilization. Teachers must gradually, but sanely, eliminate fear of being different, criticized, and questioned. The effectiveness of the American school can be measured in terms of those teachers who have had the courage to evaluate their work on the basis of sound thinking, and who have later used it to bring about growth in the boys and girls whom they have taught.

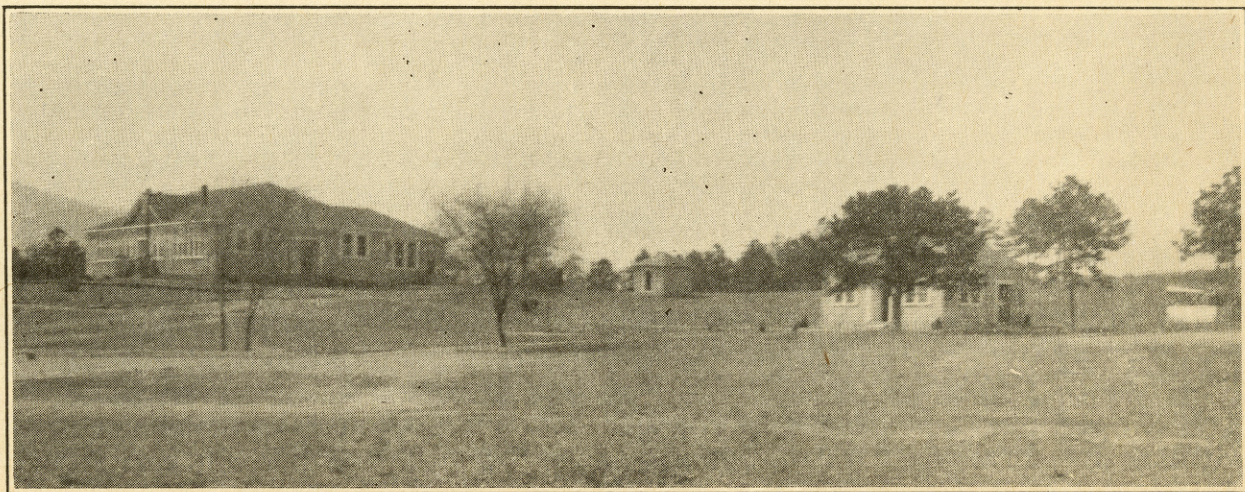
-:- Outstanding Rural School Community Centers -:-



E. Z. Phillips, Principal—Liberty County Training School—Riceboro, R. F. D.



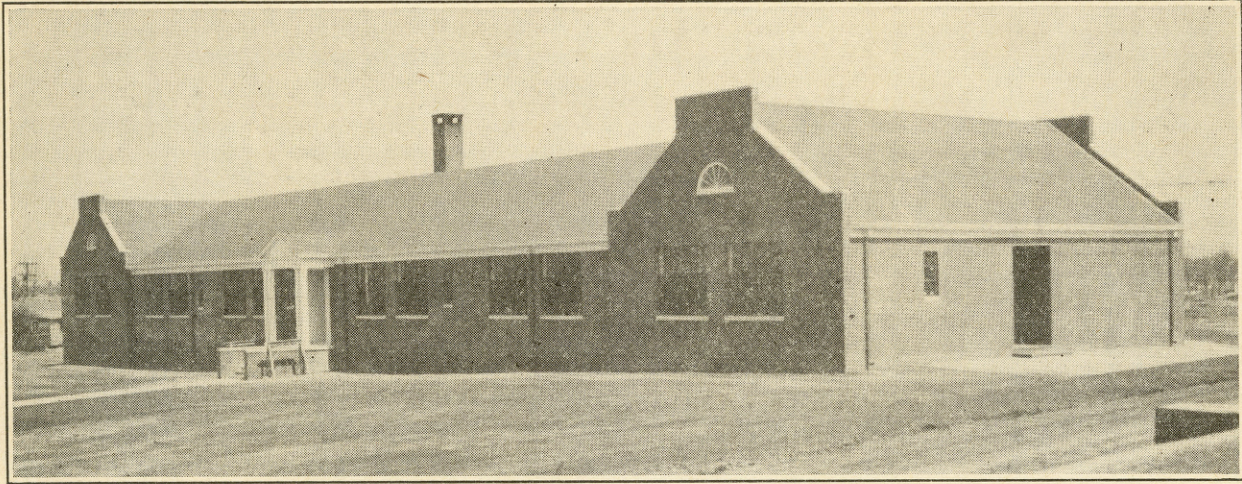
Benj. Anderson, Principal—Brooks County Training School—Dixie, R. F. D.



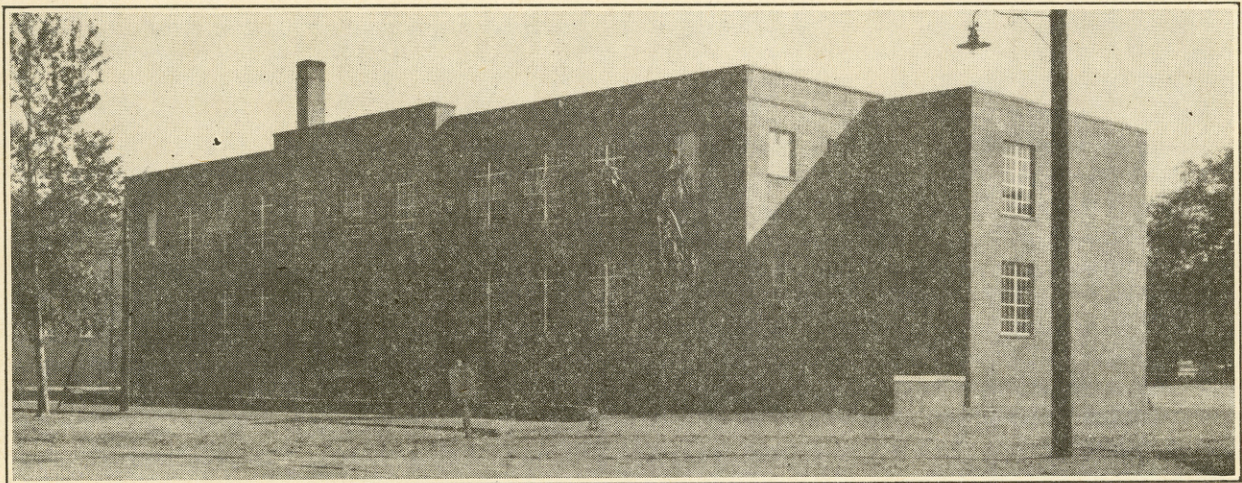
C. R. Holloway, Principal—Chattooga County Training School—Lyerly, R. F. D.



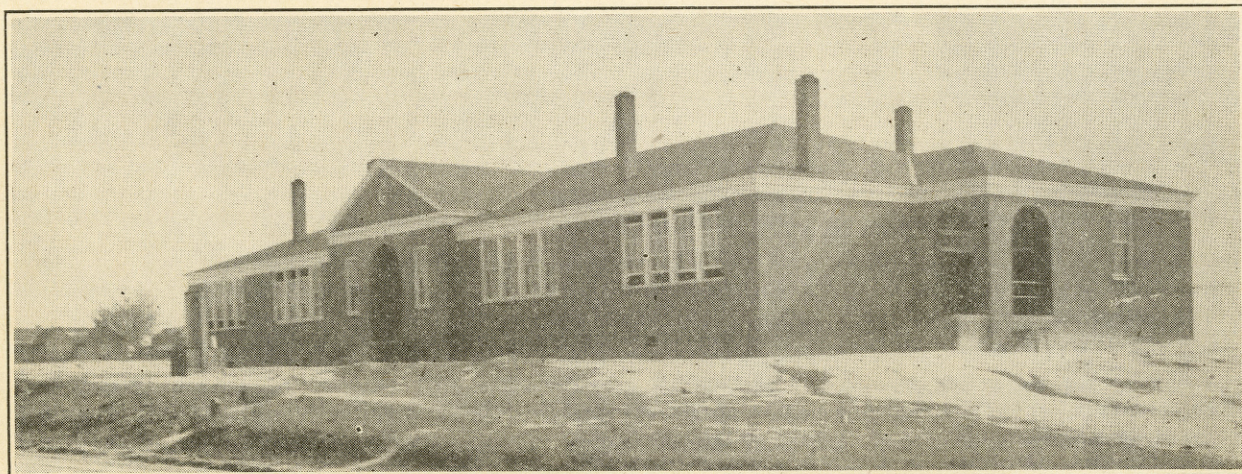
-:- New Buildings Constructed with Federal Aid -:-



W. H. Harper, Principal—Gainesville



C. V. Troupe, Principal—Risley High—Brunswick



E. R. Gay, Principal—Thomson

## GEORGIA'S JEANES SUPERVISORS

The Georgia Jeanes Supervisors with "Child and Community Welfare" as their main objective, are embracing every opportunity to insure the proper interpretation of the Georgia State curriculum program. One means of doing this is through the state-wide organization of Jeanes counties. This has been accomplished first, through Supervisors Study Groups, and second, through County Teachers Study Groups.

The progress of such organized effort is summarized in the excerpts from records which follow.

### Jeanes Supervisors Study Groups.

The Jeanes Supervisors' Study Groups were organized and executed last year, 1936-1937, in order to study our state curriculum program. These study groups met this year during October. The schedule appears on page 11.

## NOTES FROM RECORDS

### Stimulating Discussions.

Questions asked and discussed at this year's supervisors' study groups disclosed the following types of organization and administration of "County Teachers' Study Groups."

1. Entire day granted by some superintendents.
  - a. Morning session for small group study.
  - b. Afternoon general session at which meeting group reports are made and general assignment for next meeting is given. Patrons present. Reports from P. T. A. representatives, (\*) of different county schools.
  - c. Test on the curriculum materials is given at certain intervals to the teachers.
2. One-half day a month is granted county teachers by some superintendents.
3. Different whole days are given by other superintendents. For instance, one Friday for one-teacher-school teachers; another Friday for two-teacher-school teachers; and still another Friday for grade teachers. This gives the supervisor opportunity to spend the entire time with each group.
4. Some supervisors have group meetings on one day in the week and their general monthly meeting on another day, other than Saturday, once a month.
5. Other counties have both teachers' study groups and general meetings on pay-day.
6. Then there is a day granted (similar to No. 3) except the groups are organized according to the schools' nearness to each other. So a study group may be composed of one-teacher school teachers, two-teacher school teachers, three-and four-teacher-school teachers. In this case, it was advised that the groups study the county supervisor's assignment for the next general meeting, besides their co-operative efforts in making seatwork based on the books which each pupil now possesses. The value of the manual for these books was emphasized.

7. Another scheme was presented where the teachers' study groups meet one-half day, (Friday) once a month at strategic points in the county. On pay-day, (Saturday morning), of the same month, the entire group meets. Every other month a whole day is granted for a general meeting at the training school. Here group study meetings are held with all the teachers, including those of the training school.

8. Still another modification was reported. The county is divided into three groups. Two centers are used for meetings. The teachers meet one-half day once a month with the minister and other patrons. Patrons and supervisors help transport teachers. Every third Saturday the study groups appoint someone to make a report of the proceedings of that meeting to the general session.

\* P. T. A. representatives are present at all study groups of the eight classified here.

## ADMINISTRATIVE CONSIDERATIONS

In some cases the county teachers' groups meet at the same place each month; in others they rotate until the meeting is held in each school in the group.

Each supervisors' study group took some time to discuss the advantages of having such meetings in the small rural schools in the open country. Some advantages were that the people of these communities are very proud to have such meetings in their schools. They attend these meetings, take part, and express how much they have learned from them. The general appearance and other features of each school have improved due to the fact that such meetings are being held periodically at each school in each group. The county supervisors transport the teachers of each group to the place of meeting.

The need of the supervisors working very carefully in preparing group leaders was stressed, even though our various types of teachers' study groups make it possible for the county supervisor to be present.

The supervisors were reminded of the value and use of our Practice Book for guidance in improved rural school management and reading methods, as well as our schedules for teacher guidance in harmony with our state curriculum program.

On May 2, 1937, a graph reached our office as a result of a test on our State Curriculum Study Guide which was given the teachers of five counties by their Jeanes Supervisors. The graph showed the combined test results of the teachers of these counties.

This year this same supervisors' study group with additional new members organized to continue their study.

The following report was received as indicative of their future plans:

Soperton, Georgia,  
Study Group  
Oct. 19, 1937.

At a meeting of our annual supervisors' study group with Mrs. Whiting, Tuesday, October 19, in Soperton, Georgia, the Jeanes Teachers of Telfair, Treutlen, Evans-Candler, Montgomery, Appling, Ware and Wayne coun-

ties organized to make plans for a curriculum study course to be given teachers in the above named counties. In an effort to make a comparative study of the progress being made in the several counties, the Jeanes Teachers plan to meet once each quarter to make tests and compare results.

The course mapped out will be based upon materials found in the Georgia Program for the Improvement of Instruction. It will be taught in the teachers' group study centers in the individual counties. At the end of each quarter a comprehensive test will be given all teachers and results tabulated. This course will begin in November and continue throughout the school term.

In this course it is hoped to raise the standard of work of the teachers. We hope, too, that some time in the future the work might be developed to the level where it will be recognized by the colleges of the state for educational credit to those who work successfully in these groups.

At the end of the term it is hoped that we might have some definite information through graphs and otherwise concerning the results of the study which might be useful to other Jeanes workers in undertaking a similar study.

From time to time small groups of teachers will be taken to visit schools which are making most progress with the new curriculum.

The next meeting of the group will be held Thursday, November 18, at Waycross, Ga. An outline of the work is now in preparation.

We trust that something very tangible and beneficial to our program will be developed from this effort.

Very sincerely yours,

(Signed) Carrie McLeod, Appling County.  
Sarah Dodson, Ware County.  
Theresa Adams, Evans-Candler County.  
Elizabeth Robinson, Montgomery County.  
Maude Miller, Treutlen County.  
Susie Lee, Wayne County.  
Marine Catus, Telfair County.

The group which met at Statesboro also organized for the continuance of their association.

### MAKE HASTE SLOWLY

Make Haste Slowly was the keynote of each meeting. The groups read suggestions of how to gradually introduce this type of teaching furnished by the department. The gradual introduction of the life-related teaching, therefore, seemed preferable to all counties. It seemed better for all concerned to start with slight modification of the traditional rather than to take over extreme procedures all at once.

It was agreed by all that teaching children to read was of such importance that the training of teachers in methods of teaching reading suitable to the content should be the first consideration before attempting a life-related enterprise in full.

At this point the group discussed, as a gesture of appreciation for free textbooks, the suggestions on teaching the care and use of books. The advantages of the use

of the manuals for teacher-guidance in the use of the readers were discussed, as well as how the county-teachers'-study groups should reinforce the state program by preparing uniform checks and tests on the children's reading to be used as seat work.

A brief statement was made about the forthcoming state bulletin. An expression of the need of a more thorough use of "A Suggested Program for Training Teachers for Small Rural Schools," and "Special Problems of Rural Home and Farm Life," as supplementary reference for suggestive activities in connection with the problems outlined in this bulletin.

### PLANS FOR NEXT YEAR, 1937-38

It is hoped next year that each "county supervisors' study group" will first visit a school for about one and one-half hours. This school will be designated by our hostess of the county in which we meet. The group will observe the teaching with the use of the standards outlined in the State Observation and Practice Book. The group will then return to their place of meeting and discuss the teaching, etc., in accordance with the Georgia curriculum program.

Supplementary guidance material, adapted to the problems of the colored rural schools, seems to have become a necessity in connection with this program. Our publications for this year, 1937, to date are the following:

1. A day in a One teacher School.
2. Adjusting School Programs to Fit Individual Needs of the Child.
4. Chapel Hill School Needed a Well—Analyzed in the light of the Georgia Curriculum Program.
5. Circular Letter on Use of New State Books.
7. Circular letter on Use of State Department Guidance Materials.
8. Fairplay — Curriculum Adaptations with Special Reference to Needed Improvement in Home and Farm Life of Negro Children in Fairplay, Georgia.
9. Interpretation of the Georgia State Curriculum Program.
10. Practice Book for Teaching and Observation
11. Schedule for a One-Teacher School.
12. Schedule for a Two-Teacher School.
13. "Seven Persistent Problems" of the Georgia Curriculum Program.
14. Sketches from the Field (A Pamphlet on Progress of State Program in Jeanes counties.)
15. Suggestions to Supervisors for First Teachers' Meeting.
16. Ten-Cent Book List Related to Home and Farm Life.
17. Tentative Plan for Life-Related Enterprise at Chapel Hill School for year 1937-38.
19. The Life-Related Enterprise.
20. This Year at Chapel Hill, 1936-1937.
21. Unit on coal, A Friend to Man.
22. Unit on Gardening.
23. Unit on Lumber.
24. What the Rural Teacher Can Do toward Building a Better Community.

**JEANES SUPERVISORS STUDY GROUP  
SCHEDULE**

Place of meeting: Carnegie Library, Ft. Valley, Ga.  
Date: Tuesday, October 12, 1937.

1. Miss Lillie D. Brown.....Baldwin County
2. Mrs. Lillian Edwards.....Monroe County
3. Miss Amanda Thomas..... Dooly County
4. Mrs. Marian P. Bryant (hostess)..Peach & Macon Co.'s
5. Miss E. Marie Butler..... Pike County
6. Mrs. Mary L. Josey.....Twiggs County
7. Mrs. M. Jane Powell.....Wilkinson County

Place of Meeting: Dawson School, Dawson, Ga.  
Date: Wednesday, October 13, 1937.

1. Miss Bernice Roper.....Baker County
2. Mrs. Marie O'Neal Pullins..... Calhoun County
3. Miss Thelma Brown.....Clay-Quitman Counties
4. Mrs. Inola McIntosh.....Colquitt County
5. Mrs. Hattie M. Reese..... Dougherty County
6. Miss Bessie M. Scott.....Early County
7. Miss Helen Andrews.....Irwin County
8. Mrs. N. Ethel Laing.....Lee County
9. Miss Louella Gilmore.....Mitchell County
10. Mrs. Mamie R. Brown.....Randolph County
11. Mrs. Lillian Cooper (hostess).....Terrell County

Place of Meeting: Thomasville, City School, Thomasville Ga. Date: Thursday, October 14, 1937.

1. Mrs. Catherine L. Moseley.....Brooks County
2. Miss Alma Stegall.....Lowndes County
3. Miss Mamie Hague.....Seminole County
4. Miss Gladys Hague.....Thomas County
5. Mrs. Genevieve Gaines.....Worth County

Place of Meeting: Supervisor's Office, Madison, Ga.  
Date: Monday, October 18, 1937.

1. Miss Rosetta Seals.....Hart County
2. Miss Ella A. Tackwood.....Jasper County
3. Miss Menelle Dixon.....Hancock County
4. Miss Carrie V. Wilder (hostess).....Morgan County
5. Miss Mildred Turner.....Taliaferro County
6. Miss Mildred A. Freeman.....Warren County
7. Mrs. Toas Latimer.....Jefferson County

Place of Meeting: Soperton Town School, Soperton, Ga. Date: October 19, 1937.

1. Miss Carrie McLeod.....Appling County
2. Miss Theresa B. Adams.....Evans-Candler Counties
3. Miss Elizabeth D. Robinson.....Montgomery County
4. Miss Marine N. Catus.....Telfair County
5. Miss Maude M. Miller (hostess).....Trentlen County
6. Miss Susie E. Lee.....Wayne County
7. Mrs. Sarah Dodson.....Ware County

Place of Meeting: Statesboro Public School, Statesboro, Ga. Date: Wednesday, October 20, 1937.

1. Mrs. Julia P. Bryant (hostess).....Bulloch County
2. Mrs. Jency H. Reeves.....Jenkins County
3. Mrs. Annie E. Daniels.....Screven County
4. Mrs. E. B. Jackson.....Burke County

Place of Meeting: Hapeville, Ga. Date: Tuesday, October 26, 1937.

1. Miss Danetta Sanders.....Carroll County
2. Mrs. Sarah F. Brown.....Coweta County
3. Mrs. Clyde Adams.....DeKalb County
4. Mrs. A. H. Rainbow.....Fayette County
5. Miss Maggie L. Perry (hostess).....Fulton County
6. Mrs. Carrie L. Gregory.....Harris County
7. Miss Gleaner B. Simmons.....Henry County
8. Miss Allie Cheney.....Walton County
9. Mrs. Allie M. Jackson.....Barrow County

**SPECIAL GUESTS**

10. Miss E. J. Reddick (Demonstration Teacher) Red Oak School
11. Miss Larnie Johnson (Demonstration Teacher) Red Oak School
12. Miss Sophie Sullivan (Demonstration Teacher) Chapel Hill School

**P. T. A.**

Dear Parent-Teacher Workers:

Now that the schools are well under way and Parent-Teacher Associations all over the State are functioning at top speed, may we take this opportunity to urge the schools and Parent-Teacher organizations to make special efforts to draw each parent or a representative from each home into the P.-T. A. It will mean an interested and better informed parenthood. It will also mean a cooperation that will increase the opportunities for better training and fuller development of our children.

Parent-Teacher Workers of the State of Georgia, we must work together for the welfare of these future citizens. We must try to insure proper vocational guidance, supported by a background of character education that will enable them to face life unflinchingly.

Since the State has given books and a longer school term that the children of Georgia might enjoy better educational advantages, won't we pledge ourselves to work for better school attendance, better health—mental and moral as well as physical—and better support of our school program?

Echoes from over the State are very gratifying—P.-T. A. Institute at Waycross; School of Instruction in Muscogee district; increasing units and members in Rome district; a bigger and better year of P.-T. A. work in Athens; new organizations in Augusta; stirring and enthusiastic work in Atlanta. In fact wherever the message

(Continued on page 18)

## PAGING NEW BOOKS AND MATERIALS

Each month, under this title, will appear reviews of books and materials of particular interest to teachers.

### Can You Spare a Dime?

Can you spare a dime, or several penny postals? If you can and if your library book collection is limited and you've just been looking for some pamphlets or other illustrative materials to help you improve your teaching, get a pencil and check this list of free and inexpensive materials.

And we say "check" advisably, because it's much too easy to order what you won't really need when sources on which to draw for subject matter seem limitless. Taken as a whole, the problem is not that of acquisition, but rather that of selection. From the masses of material at hand, the teacher must decide which are vital for his needs. For this reason, all titles listed in the following sources of free and expensive materials are annotated.

National Education Association. Sources of information on free and inexpensive material for classroom use. 8p. 1937. Nat. Educ. Ass. 1201 16th St., N. W., Washington. D. C. (free). ¶Gives annotated list of 78 references to sources for inexpensive aids to teaching.

U. S. Superintendent of Documents. Price list on educational pamphlets published by U. S. Government. Supt. of Documents, U. S. Government Printing Office, Washington, D. C. (free).

U. S. Superintendent of Documents. Weekly list of selected government publications. (free).

Until your check-lists come, glance through the following list for pamphlets that might be useful to you.

### Education in General

Education for democracy. 21p. 1937. Education Policies Commission, 1201 16th St., N. W., Washington, D. C. (free). A radio program and study guide based upon the report "Unique function of education in American democracy."

Youth on relief. 28p. diagrams. 1936. W. P. A., Division of Social Research, 1734 New York Ave., N. W., Washington, D. C. (free).

Pictorial charts showing conditions of youth in United States and the relief activities of the transient program, the C. C. C. program, rural rehabilitation, and the N. Y. A.

Every tenth pupil. E. R. Embree. 12p. portraits. 1936. Julius Rosenwald Fund, 4901 Ellis Ave., Chicago, Illinois. (free).

Tells the story of Negro schools in the South.

Demands of the present crisis upon the high school. C. W. Taussig. 5p. 1937. National Self Government Committee, 80 Broadway, N. Y. (free).

Statement of the democratic ideals which should be taught by education today.

Three hundred years secondary education in America. 1p. illus. colored map, 1935. American Can Company, 230 Park Ave., New York City. (free).

Parent education (bulletin 86) 50p. illus. 1935. Commonwealth of Pennsylvania, Department of Public Instruction, Harrisburg, Pa. (Free to superintendents and principals). A manual of suggestions to aid school authorities in developing a program of parent-pupil-teacher relationships.

### Aids to Teaching

First five years. 2p. 1937. Child Study Association of America, 221 W. 57th St., New York City. (free). 1937-1938 study course on preschool child.

Understanding the school-age child. 2p. 1937. Child Study Association, see above address. (free). A monthly program of subjects for discussion at meetings of parent-teacher associations, Mothers' clubs, and child study groups.

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THE HERALD

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- Adaptation of subject matter and instruction to individual differences in the elementary school. 19p. diagrams. P. T. Oratra. (Cir. No. 40). Write P. T. Oratra, University of Illinois, Bureau of Educational Research, College of Education, Urbana, Ill. (free). Considers the problem of adaptation in the elementary school so far as it relates to the teacher.
- How to make a course of study in reading. M. E. Herriott. (Cir. No. 42.) 37p. tables, diagrams. 1926. Address as above. (free). Describes a technique for making a course of study in reading and gives suggestions as to its content and organization.
- How to make a course of study in the social studies. M. E. Herriott. (Cir. No. 46.) Address as for above. (free). Describes a technique for preparing courses of study in the social studies and gives suggestions as to their content and organization for both the elementary and secondary schools.
- Home economics subject matter in teaching family and social relationships. Ellen Miller. 4p. 1935. Merrill-Palmer Schools, 71 E. Ferry Avenue, Detroit, Michigan (5c).  
Discusses ways in which home economics may be used to help students solve their own personal, social, and family problems.
- Leaks and gaps in the sight-saving class program. E. C. Dasher. (Pub. 229). 14p. 1937. National Society for Prevention of Blindness, 50 W. 50th St., New York City. (free).
- Some eye problems confronting teachers. C. D. Matlock. (Pub. 228). 11p. 1937. Order from publisher for above title. (free).
- Pictures for schools. Margery Currey. 32p. American Arts Bureau, 310 S. Michigan Blvd., Chicago, Illinois. (free).  
Suggestions for studying picture appreciation, with a list of pictures appropriate for each grade.
- Producing a play. H. A. Ehrensperger. 18p. Methodist Episcopal Church, Division of Plays and Pageants. 740 Rush St., Chicago, Illinois. (free).  
Discusses educational dramatics, choosing a play, elements of good plays, religious drama, tests for a good play, organization for production and rehearsals.
- Games for young folk. 5p. Good Housekeeping, Bulletin Service, 57th St. at 8th Ave., New York City. (10c).  
A collection of children's plays for indoors and outdoors.
- Recreation program for children from five to fifteen. E. H. Campbell and Dorothy Tyler. 7p. Illustrations. 1934. Merrill-Palmer School, 71 E. Ferry Avenue, Detroit, Michigan. (10c).  
Describes a program including various arts and crafts, dramatics, outdoor play, music and dancing, parties and picnics, nature study and gardening, cooking, store keeping, etc.

#### Reading and Illustrative Material for Pupils

- Shelter. Herbert Abraham. 22p. Illustrations. 1937. Ruberoid Co., 500 Fifth Ave., New York City. (free). A brief glimpse of the homes of men through the ages.
- International times chart. 1p. diagrams 1936. R. C. A., Inc., 63 Broad Street, New York City. (free).  
Table showing corresponding time in various parts of the world.
- Students' chart showing the principal instruments of the band and orchestra. (Student chart No. 2). 1p. illus. 1936. H. N. White Co., 5225 Superior Ave., Cleveland, Ohio. (Free for libraries and music instructors.)  
Chart about 23 by 49 inches, giving black and white illustrations of instruments, with their range, tuning notes, and instrumentation.
- When the wheels revolve. 22p. illus. 1935. General Motors Co. Customers' Research Staff, 3044 W. Grand Blvd., Detroit, Michigan. (free).  
Facts about automobiles. Simple explanations of the mechanisms which cause the revolution of the wheel of an automobile.
- Indians today. L. E. Lindley, 15p. illus., maps, 1936. Central Friends Bureau, 1515 Cherry St., Philadelphia, Pa. (free).

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## THE HERALD

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- Describes the condition of the Indians in the United States today, and points out their unsolved problems for government and private citizens.
- American Indian. 16p. illus. 1923. John Hancock Mutual Life Insurance Co., Life Conservation Service, Boston, Mass. (free). Describes the life and customs of the American Indian.
- Plan book for the boy builder. 16p. illus. diagrams. Western Pine Association, Yeon Bldg., Portland, Oregon. (free). Gives directions and plans for constructing 10 objects of wood.
- Home-made toys and play equipment. Agnes Tilson, 28p. illus., 1937. Farmer's Wife, Webb Publishing Co., 55-79 E. 10th Street, St. Paul, Minn. (10c).  
Describes simple toys and play equipment which can be made from materials available at home.
- Bird-house book. 40p. illus., diagrams, 1935. Southern Cypress Manufacturers Association, Jacksonville, Florida. (Free to principals and librarians.)  
Gives instructions for building various types of bird houses and small illustrations of 180 birds, with notes on their songs. Includes a folded sheet of 20 working drawings and specifications of bird houses.
- Citizen and his government. 1p. diagrams, 1936. Silver Burdett and Co., 39 Division St., Newark, New Jersey. Chart 17 by 22 inches showing relationships of the more important agencies of the Federal Government.
- Flags of the U. S. 16p. illus. 1937. John Hancock Mutual Life Insurance Co., Life Conservation Service, Boston, Mass. (free). Brief history of the American flag and rules for its correct use and display.
- Framing of the Declaration of Independence. 16p. illus. John Hancock Mutual Life Insurance Co. (free)  
Describes events which led up to the adoption of the Declaration of Independence.
- Constitution (frigate). Story of the U. S. frigate Constitution. 16p. illus. 1931. John Hancock Mutual Life Insurance Co. (free) Tells story of Old Ironsides, and gives Oliver Wendell Holmes's poem.
- Procession of the ages. 4p. 1934. Silver Burdett and Co., 39 Division St., Newark, New Jersey. (free). Chart 19 by 25 inches. Black and white reproductions of scenes illustrating ancient and medieval history.
- U. S. Bureau of Census. Farm Labor (U. S. 30). 2p. tables. 1935. U. S. Bureau of Census, Division Agr-W., Washington, D. C. (free). Statistical summary by division and states.
- U. S. Bureau of Census. Farm population (U. S. 29) Order as above. (free).
- U. S. Bureau of Census. Movement to farms (U. S. 32) Order as above. (free).
- U. S. Bureau of Census. Farms, acreage and value by color and tenure of operator (U. S. 18) Order as above. (free).
- U. S. Bureau of Census. Farms, acreage value, and uses of land. (U. S. 16) Order as above. (free).

### Biography

- Famous composers. Patricia Dubber. 24p., 1937. Washington Information Bureau 1013 13th St., N. W., Washington, D. C. (10c).  
Brief biographies and listing of the principal works of 62 of the world's greatest composers of music.
- Famous authors. M. S. White. 24p. 1937. Washington Information Bureau, 1013 13th St., N. W., Washington, D. C. (10c).  
Biographical sketches of 22 outstanding authors of classical literature of the world.
- Negro Leaders. H. W. Greene (Bul. series 23 No. 6) 30p. 1936. West Virginia State College, Institute, West Virginia. (free).

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## THE HERALD

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A study of education and social background factors of prominent Negroes whose life sketches are carried in national directories.

Negroes in United States. Achievements of Negro women. G. W. Blake. 3p. Woman's League of Peace and Freedom, 1924 Chestnut St., Philadelphia, Pa. (free). A sketch for a pageant in eight episodes.

Adams. Samuel. Samuel Adams, father of American independence. 14p. pors. 1922. John Hancock Mutual Life Insurance Co., (free).

Sketch of the life of Adams, and his influence in the American Revolution.

Franklin, Benjamin. Benjamin Franklin, apostle of thrift and frugality. 16p. pors. 1933. John Hancock Mutual Life Insurance Co. (free). Brief biographical sketch.

Jefferson, Thomas. Thomas Jefferson, lover of liberty. 16p. illus. por. 1931. John Hancock Mutual Life Insurance Co. (free).

Brief account of Lafayette and the part he played in the American Revolution.

Lee, Robert Edward. Robert E. Lee, the beloved general. 16p. pors. 1926. John Hancock Mutual Life Insurance Co. (free). Brief biographical sketch.

Lincoln, Abraham. Lincoln, the great emancipator. 16p. pors. 1926. John Hancock Mutual Life Insurance Co. (free). Brief sketch of life.

Washington, George. Washington, first President of the United States. 16p. illus. por. 1933. John Hancock Mutual Life Insurance Co. (free).

Address: John Hancock Mutual Life Insurance Company, Life Conservation Service, Boston, Massachusetts.

### Railroad and Travel Posters

New York Central R. R., 466 Lexington Ave., New York City.

German Tourist Information Office, 655 Fifth Ave., N. Y. C.

Swedish State R. R.'s. Travel Bureau, 342 Madison Ave., N. Y.

Great Western R. R. of England, 505 Fifth Ave., New York.

Swiss Federal R. R.'s Publicity Offices, Berns, Switzerland.

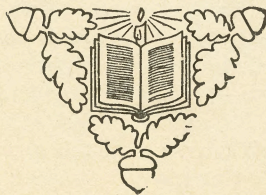
Southern Pacific Lines, Fifth Ave., N. Y. C.

Underground Railroads of England. Charing Cross Station, London, England.

C. M. and St. Paul R. R., Chicago, Illinois.

L. & N. R. R. Office. Louisville, Kentucky.

National Association of Book Publishers, 347 Fifth Ave., New York.





## HERE AND THERE IN THE FIELD

### HANCOCK COUNTY REPORT

With a spirit of enthusiasm and fond hopes for a successful educational adventure in the development of the Georgia Curriculum Improvement Rural Program, the Negro schools of Hancock County opened September 27.

Increasing interest has been directed to Hancock County. The Log Cabin Center, exemplifies a fine achievement in making rural life attractive and satisfying, and also offers an opportunity for the rural teachers to enroll in the Log Cabin summer school sponsored by Georgia State College.

However, far from the ideal are the undeveloped conditions existing in the 42 schools of the unexplored wilderness of Negro education in Hancock County.

With teachers of limited qualifications, insufficient funds for the building program and essential equipment, there is a tremendous need for conscientious effort in promoting a constructive year of work.

The superintendent estimated that approximately \$3,500 had been given during the year 1936-1937 by the Hancock County Board for the construction of Negro schools.

Of the 42 schools in Hancock County, these new buildings have been recently completed: New Beulah—2 rooms; St. Luke—1 room; Hunts Chapel—2 rooms; Thankful—1 room; Linton—2 rooms; Old Beulah—annex. Some of these buildings have not as yet been equipped so that the seating arrangement has presented a problem in which the patrons are manifesting interest.

Limited sums of money have been raised in this county. The board usually furnishes material for construction and the patrons furnish free labor.

The W.P.A. officials have promised to cooperate with the schools, by paying a worker in each community to conduct the hot lunch program.

In addition to the clinics which are held regularly at the Center, a Negro nurse is provided by the County Health Board to cooperate with the School and community health activities.

The Springfield Log Cabin Community School and the Sparta A and 1 schools are planning for an extensive vocational and agricultural curriculum. The principal of the Springfield School and the County Supervisor are working cooperatively for adult community classes and club organization to culminate the interest of the young people of the school and community.

Autumn having made another formal debut, Hancock enthusiasts have been concerned with the annual county fair. \$25.00 was appropriated for exhibit prizes. Springfield was given \$12.50—first prize; Hickory Grove—\$7.50; Galilee—\$5.00.

Tentative plans of activities for the Hancock County teachers include the study of the scope of the Georgia State Curriculum with emphasis on three of the persistent problems of living, along with the organization of teacher study groups for the construction and consideration of

the life-related enterprise which is directed toward the accomplishment of a goal that results in the improvement of life—the medium through which the needs and resources of the community, the persistent problems of living, and aims of education will be solved.

### VOCATIONAL AGRICULTURAL EDUCATION

The following are the policies which have been authorized by the Department of Vocational Education for teachers of Vocational Agriculture in Negro schools. The policies are outlined for one year only.

“After this year aid from State and, Federal funds will most likely not exceed 50 per cent of the salaries of teachers of vocational agriculture. Because of the extra Federal appropriation and lack of an adequate number of qualified teachers to place in the schools that have made application for aid to established departments, liberal aid is being given to schools this year and will help schools by releasing local funds that may be used to secure needed equipment for carrying on a satisfactory agricultural program. Next year, there will likely be sufficient qualified teachers to place in the schools making applications for funds. This will probably make it necessary to aid to the extent of not more than 50 per cent of the salary of a teacher.

The following are the policies regarding aid that has been adopted:

1. For new departments that have been established this year, aid will be extended to the extent of five-eighths of the teacher's salary, provided a sum equal to one-eighth of the total salary is spent from local funds for teaching equipment.

Example: When a teacher is to receive a total salary of \$1,200 for the year, it would be divided as follows: \*State and Federal aid (five-eighths or \$750), local (salary—three-eighths or \$450), local (equipment—one-eighth or \$150). Total cost to local board, \$600.

For departments that were established prior to January 1, 1937, aid will be extended to the extent of five-eighths of the teacher's salary provided a sum equal to one-eighth of the total salary is spent from local funds for equipment. If a school has all of the equipment that is needed to carry on a satisfactory program of work, the school authorities will not be required to buy additional equipment. There are few, if any, schools in the state that do not need to spend the full amount of one-eighth for teaching equipment.

The teacher's salary is to be paid monthly and the local board reimbursed quarterly to the amount of five-eighths of the teacher's salary for the quarter.

\*“State Aid” mentioned includes the special vocational aid. In addition to this, schools may receive aid from the general common school fund toward the salary of a teacher of agriculture provided he is included in their quota for the local unit. The Vocational Division has no responsibility in administering the general common school fund.



MRS. HAROLD THOMPSON

GEORGIA—AN AGRICULTURAL STATE

The fact that fully seventy per cent of the Negroes of Georgia live in rural or semi-rural communities and get their living from the land should place the teaching of agriculture and rural home making at the top of our educational program in Georgia.

The following story which recently appeared in the Atlanta Daily World is being carried in this issue of THE HERALD in the hope that it might inspire more faith in this vital rural problem:

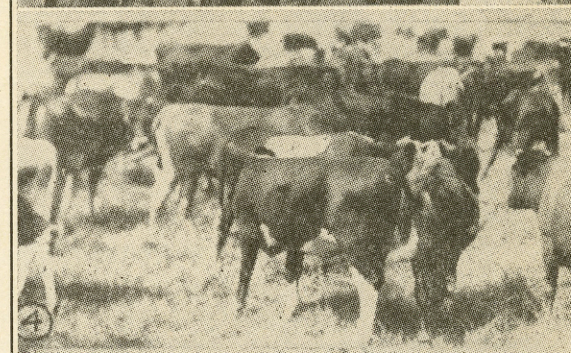
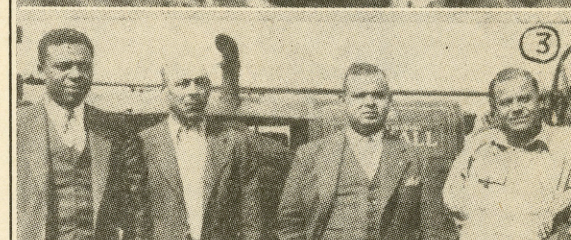
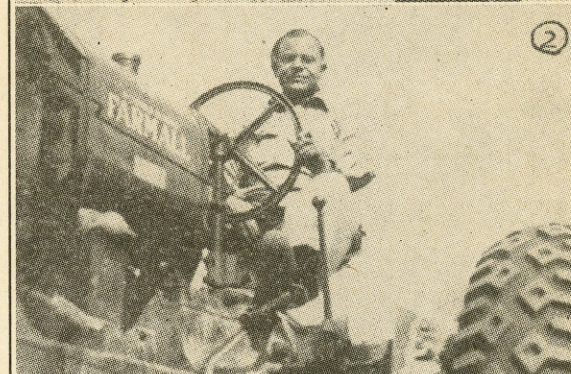
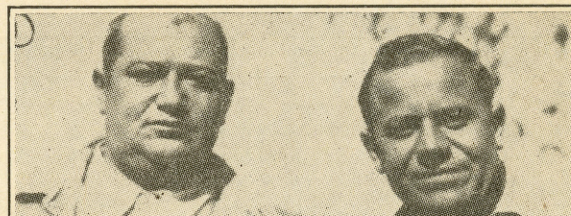
AUGUSTA, Ga.—Four miles down the Savannah river from Augusta is situated one of the most unique businesses to be found in the state, being owned and operated by a colored man. It is a mammoth farming enterprise—a live stock farm with all of the accessories that go to make an enterprise of this sort successful. Harold Thompson, a pleasing and affable young bachelor, scion of one of Augusta's aristocratic old families, is the dynamo behind this business.

When the writer visited this farm recently, Thompson, unshaven, bareheaded, clad in overalls that showed unmistakable signs of hard usage, but with a broad smile and a hearty welcome, was assisting a crowd of hands in unloading a truck-load of green corn. This was at the old "Paradise Place," one of the centers of activity on this farm. This corn was being thrown down in disorganized piles while some two hundred and fifty hogs and shoats of all sizes tore at the ears and chased each other about the feeding lot in true hog fashion.

"What are you going to do with these hogs?" Mr. Thompson was asked. "These," he said, "are my barbecue hogs. I pick these up here and there for a song, drop them down here where they can roam the place. There are

(Continued on page 18)

Scenes taken on the 2,000 acre Thompson plantation, located about four miles from Augusta. Scene No. 1 shows C. A. Thompson (left), operator of a big transfer company, and his brother, Harold, who is general manager of the farm.



Scene No. 2: Harold Thompson is seated on his \$1,500 Farmall tractor, one of the three big motors used by him on the plantation.

Scene No. 3: Business men pose with farmers. C. A. Scott at left is general manager of the Scott Newspaper Syndicate and Atlanta Daily World in Atlanta; Arthur Bradley, successful Aiken, S. C. farmer; G. H. Howard, district manager of the Atlanta branch of the Afro-American Insurance Company, and Harold Thompson.

Scene No. 4: Just a small section of the beef cattle grazing on the plantation. The Thompsons own around 300 head of cattle.

Scene No. 5: A portion of the approximate 400 head of hogs that roam the Thompson plantation. Mr. Thompson, center, is throwing some corn to the swine.—SNS staff photos by Ratcliffe.

**MEETING AT GEORGIA STATE COLLEGE**

The American Playground and Recreational Association in co-operation with the State Agricultural Extension Service, conducted a four-day institute at Georgia State College, November 16, 17, 18, and 19.

The program included the following:

- Community singing
- Quartets and choirs
- Children's music
- Rhythm band.
- Making musical instruments

**HAVEN HOME CONSOLIDATED SCHOOL**

It is encouraging to know that Negroes in Chatham County have recently been given an educational advantage through the consolidation of schools. In September, 1934, the Haven Home School, which was built several years ago by the Woman's Home Missionary Society of the Northern Methodist Church and used as a boarding school for colored girls, was purchased by the Chatham County Board of Education. It is a modern three-story brick building with a basement and is located on the Montgomery Cross Roads. As a result of this a number of small rural schools were closed and nearly 700 pupils are now transported by bus to and from school.

Under the able leadership of the principal, Mrs. Ophelia Lee McIver, the school stands out as one of the most progressive schools in the county.

**P.-T. A.**

(Continued from page 11)

has come from, it has brought news of increased interest and activity in P.-T. A. work.

Our membership for the State of Georgia the past year was 2,076 members, and 240 Associations. Georgia is a big State. Can't we double our membership this year?

The reports were great at our State meeting. We want more reports, and more P.-T. A. officers and members present at our next State meeting.

Do not forget to observe Founder's Day, February 17, 1938. Have special program.

Membership cards will be sent upon request.

Please note that the Executive office has been moved from Atlanta to Louisville, Kentucky. It will remain there during the stay abroad of our National Executive Secretary, Mrs. H. R. Butler, who has been granted a year's leave of absence.

As membership cards are ordered from the executive office, prevent delays by ordering on time.

Wishing you one and all a bigger and better year of P.-T. A. work and at the same time thanking you most sincerely for your loyal cooperation, I am,

Gratefully yours,

(Signed) Mrs. Hattie M. Reese,  
President

GEORGIA CONGRESS COLORED  
PARENTS AND TEACHERS

**State Winners in 1936-37 Contest in Improvement and Beautification of Rural School Plants**

First award—Girard School, Burke County

Prize—\$36.00, Rosenwald Elementary Library

County Sponsor—Mrs. E. J. Jackson, Jeanes Supervisor

Second Award—Brinson School, Decatur County

Prize—\$15.00, Rosenwald Elementary Library

County Sponsor—Miss Lillian Williams, Home Demonstration Agent.

**Georgia—An Agricultural State**

(Continued from page 17)

plenty of moss and bullisses in the swamps and I throw the corn to them here so they will know where to come when they want to change their rations. I sell them to barbecue stands, and to anybody or any organization that wants to have a 'cue. We dress them right here and can furnish any number and any size they want. This is just trash; my real hogs are over on the other side."

Raising hogs, however, is just a sideline on this farm. The main enterprise is beef cattle. Leaving the "Paradise Place," we drove back towards Augusta, turned right, parked on the levee, and walked down to see one of his herds of feeder cattle. Here, standing in grass up to their stomachs were around 350 feeder steers, many of which were in prime shape for the market.

There was another similar herd in a pasture farther down the river. Leaving this point and driving slowly down the top of the levee, one could see spreading out fan-like on either side broad acres of corn and cow-peas, wide expanses of choice hay bottoms, the like of which can hardly be seen anywhere else in the state. Back from the levee, dotting the fields like sentinels were racks and stacks of hay of the first and second cuttings that reminded one of the prairies. Everywhere could be heard the cluck of wagons hauling in more freshly cured hay and the machine-gun-like tattoo of moving machines gave the place an atmosphere of big-time industry.

Thompson is a modest fellow and doesn't like to discuss himself, but from detailed questioning and observations these facts were brought out.

The plantation covered about 2,000 acres. There were fifteen hundred acres of land under cultivation on this farm.

Fifty hands were employed regularly. Twenty-two excellent mules and three tractors—A-10-20 and two F-30's furnished the power for this farm. A. J. I. Case threshing machine was maintained on this farm just to handle the oat crop, also. Two grain binders, one horse-drawn and one power binder. Products sold from the farm consisted yearly of approximately six hundred head of beef cattle, about two hundred head of hogs, three thousand bushels of corn from ten to twelve car loads of hay and thirty bales of Stoneville No. 2 cotton.

Hal Thompson gets his mail at 442 Calhoun street, Augusta, but he lives on his farm. There were no signs of labor trouble out there either. One of the hands remarked, "Mr. Hal sho kin work. He never says go. He says come on, and if you follow him all day you sho gon sleep that night."

NEGRO HIGH SCHOOLS ACCREDITED BY GEORGIA HIGH SCHOOL ACCREDITING  
COMMISSION AT AUGUST, 1937, MEETING

1. \*Athens High & Industrial School, Athens, I.
2. \*Atlanta University Laboratory High School, Atlanta (Private). I.
3. \*Ballard Normal School, Macon, (Private), I.
4. Beach High School, Savannah, II.
5. Beda-Etta Commercial High School, Macon (Private), II.
6. Boggs Academy, Keysville (Private), II.
7. \*Booker T. Washington High School, Atlanta, I.
8. Brooks County High School, Quitman, II.
9. ¶Brooks County Training School, Dixie, II.
10. Carroll County Training School, Carrollton, II.
11. \*Center High School, Waycross, I.
12. Central City College High School, Macon (Private), II.
13. Colquitt County Training School, Moultrie, I.
14. Dasher High School, Valdosta, I.
15. \*Dewey City High School, Thomasville, I.
16. \*Dorchester Academy, McIntosh, (Private), I.
17. East Depot Street High School, LaGrange, II.
18. \*Fort Valley High & Industrial School, Fort Valley (Private), I.
19. \*Georgia Normal & Agricultural College High School, Albany, I.
20. ¶Gillespie-Selden Institute, Cordele (Private), II.
21. Haines Normal & Industrial School, Augusta, (Private), II.
22. Hawkinsville High & Industrial School, Hawkinsville, II.
23. Henry County Training School, McDonough, II.
24. Hutto High School, Bainbridge, I.
25. Jasper County Training School, Monticello, II.
26. Jenkins County Training School, Millen, II.
27. Macon County Training School, Montezuma, II.
28. Madison High School, Albany, II.
29. Marietta High & Industrial School, Marietta, II.
30. \*Paine College High School, Augusta, (Private), I.
31. Randolph County Training School, Cuthbert, I.
32. Risley High School, Brunswick, I.
33. Rome Colored High School, Rome, II.
34. ¶Savannah Street High School, Newnan, II.
35. Screven County Training School, Sylvania, II.
36. \*State Teachers & Agricultural College High School, Forsyth, I.
37. Statesboro High & Industrial School, Statesboro, I.
38. Thomas J. Elder High & Industrial School, Sandersville, II.
39. ¶Toombs County Training School, Vidalia, II.
40. ¶Troup County Training School, West Point, II.
41. Union Baptist Institute, Athens, (Private), II.
42. Vocational High School, Griffin, II.
43. \*W. H. Spencer High School, Columbus, I.
44. Washington High School, Cairo, II.
45. Washington Street High School, Dublin, II.

An (\*) before the name of the school indicates that it has won a place on the Southern list of Accredited Schools as well as in Group I. of the Georgia list.

A (¶) before the name of a school indicates that it was placed on the list for the first time this year. "I" represents the better schools accredited by the Georgia High School Accrediting Commission in teaching staff, equipment of laboratory, library, and buildings, and with three-fourths of the academic teachers holding degrees. "II" represents those schools that are smaller and not so good as Group I but are accredited and offer sixteen units. Only four-year schools operating for nine months are accredited.

## Classroom Problems

On this page we shall attempt to help teachers analyze and solve, or partially solve, some of their classroom problems. We have secured the co-operation of Miss Hattie Feger, of Atlanta University, W. K. Payne, of the Department of Education at Georgia State College, and Mrs. Helen Whiting, Assistant Supervisor of Negro Education for Georgia. Other leading educators of our state will help make this section of the Herald valuable to our readers.

This column will consider such problems as the best policies and practices to be followed in administering punishment; the best methods of guiding those learners who cannot do the work of the grades they are in; the best methods of instruction for retarded children; and how best to find out the particular learning difficulties of the individual pupil.

If any of these are problems which worry you or if you have other problems not mentioned, please feel free to send them to us. Our purpose will not be to criticize or embarrass anyone. We shall attempt to offer a few constructive suggestions or try to lead the inquirer to a solution.

We shall publish any suggestions or solutions to teaching problems which you have tried and secured results, so that other teachers may get the benefit of your experiences.

We should be able to be far more helpful to the inquirer and to those who read these suggestions, if you will send in with your questions or problems, complete details of the incident.

We should like to have the permission of the one who submits a question or problem, to use that person's name and address on this page. We shall not do so, however, unless such permission is indicated by the correspondent. If you wish to ask questions confidentially, or if questions are sent in which we do not think would be of general interest to our readers, we shall answer them by writing directly to the inquirer.

We hope that you will co-operate with us in making this section of the Herald valuable to our readers. May we have your questions and problems?

### State Salary Schedule for Negro Teachers in Public Schools in Georgia Approved for the School Year 1937-1938 By the State Board of Education

The salary schedule is based upon the type of certificate held by the teacher. There are three types of certificates issued to teachers for each year of college training a teacher has above one year. These are: provisional, professional, and life professional.

The state proposes to guarantee the schedule for seven months. If a school operates for a longer period at least the minimum state schedule must be paid for the additional months. Counties and independent systems

may supplement the state salary schedule if local funds will permit.

Teachers holding County License .....	\$25.00
Teachers holding elementary certificates based on less than one year of college work .....	35.00
Teachers holding elementary certificates based on one year of college work with less than 49 months' experience .....	37.50
Teachers holding elementary certificates based on one year of college work with 49 months teaching experience .....	40.00
Other teachers will receive pay as follows:	

	Life		
	Provisional	Professional	Professional
Two-year College Certificate .....	\$45.00	\$47.50	\$50.00
Three-year College Certificate .....	50.00	52.50	55.00
Four-year (or above) College Certificate ...	55.00	57.50	60.00

As reported by Mr. Robert L. Cousins, Director of Negro Education, Atlanta, Ga.

## HERE AND THERE IN GEORGIA

### As President Benjamin F. Hubert Sees It

**Adrian**—There we found principal W. J. Stephens and his five associates busily engaged in carrying forward a splendid program. He is working under great difficulties but he is nevertheless optimistic about the future.

**State Teachers College, Forsyth**—President W. M. Hubbard entertained the National Federation of Farms, November 10 to 13. He has a fine corps of teachers and a splendid student body. A new girls' dormitory and a vocational building that provides for the teaching of Home Economics and Agriculture, greatly facilitate the work at this Institution.

**Sparta**—At Sparta, we visited the Sparta Industrial and Agricultural Institute. Mrs. Ingram, the Principal, has added a new building to her beautiful site. She has enlarged her faculty and is offering courses that lead to a high school diploma. Mrs. Ingram left recently on a trip to the East in the interest of her institution.

**Sparta**—again—At the East End School, Prof. William Ingram, principal, has an enlarged program for improving the facilities for teaching. He is planning a beautification program for his campus.

**Hancock County Training School**—Here we found Prof. David Grant, the new principal, and his corps of six teachers mapping out a program of Vocational Farm and Shop work and Home Economics. Prof. Grant taught in Bryan County last year. He recently married Miss Marian Mullin, and he and his wife lived at Piney Rest—one of the group of cottages in the Log Cabin Community Center.

**Wrens**—At Wrens Prof. O. S. Beasley is as usual on the job. He is always alert and active in the interest of his school and county.

(Continued on Page Twenty-one)

**Here and There In Georgia**  
(Continued from Page Twenty)

**Louisville**—At Louisville, Prof. Homer Edwards, recently married to Miss Chlora Binford—who is a graduate of the Georgia State College Normal Department, 1937—is forging ahead. Edwards came to this school when it was a poor grade school. He now has two modern well-equipped buildings, and a faculty of eight teachers. He is adding two rooms to his shop building. Stop by and see Edwards when you are in that vicinity.

**Liberty County Training School**—Prof. E. J. Phillips has what many people feel is one of the cleanest and best kept group of buildings in any school plant in Georgia. Superintendent Bacon and the people of both races are proud of his fine work. He is located in the heart of Liberty County. Eighty Negro farm owners surround his school.

**Dorchester Academy**—Here Principal, J. R. Jenkins, head of one of the outstanding high schools in Georgia, has started another year's work. This school has a remarkable record of achievement but Mr. Jenkins and his faculty are not content to rest on these laurels. Worthy girls are assisted in securing an education by providing

facilities that enable them to board themselves. Dorchester Academy's faculty comes from the best schools.

**Recreational Conference At Georgia State College**—The Fifth Statewide Recreational Conference held at Georgia State College November 16 - 19 inclusive, brought together all of the Farm and Home Demonstration Agents in Georgia. The central theme this year was music. The director showed how music could and should be a part of the life of every individual and every community.

The Agents and other leaders enjoyed this Conference. P. H. Stone, State Agent, was in charge of the Conference.

**Milledgeville**—At Milledgeville, on November 18, representatives of the three institutions of higher learning met with representatives of all of the other units of the University System and officials of the State Department of Education for an all-day conference.

Here plans were made for improving teacher training in Georgia. This representation promised active, loyal support of the Georgia Teachers and Educational Association.

**Macon**—We plan to hold a meeting of the Executive Committee at Macon early in January. It is expected that at that time many of the leaders in education as well as officials of the State Department of Education and the University System will be present to lend their aid and encouragement.

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"Lord, keep me from sinkin' down."

Chapter 4—The Story of the Negro Church in Georgia—

"I got good religion, tain't nothin' but love."

Chapter 5—Georgia Negroes As Home Builders—

"I got a buildin' not made wid hans."

Chapter 6—Ebony Farmers in The Black Belt—

"You goin' er reap jes what yer sow."

Chapter 7—The Georgia Negro As a Free Laborer—

"I looked at my hans' and my hans' looked new."

Chapter 8—The Romance of Negro Education in Georgia—

"Lord, I know I've been changed."

Chapter 9—The Dawn of Interracial Cooperation in Georgia—

"Didn't yer love ev'ybody when yer come out de wilderness."

And seven (7) other chapter.

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