

# WE CARRIED ON IN WAR; LET US CARRY ON IN DEPRESSION

Publication of  
**AUSTIN PEAY  
NORMAL SCHOOL**

## ALL STATE

SUPPORT  
YOUR  
SCHOOL

VOLUME 3

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NUMBER 8

# Keep the Lights of Learning Burning

## Faith in Legislature And Governor

The Austin Peay Normal School and those who are connected with it have a keen appreciation of the difficulties facing the Legislature and the Governor of the State at this time. World events for which they and we were not responsible and world conditions over which we have little or no control have made their task almost impossible. They have our sincere sympathy and our very hearty good wishes in their efforts to solve the problems of legislation and administration.

Because of world conditions chiefly, all values have declined, prices of all products of the state are low, factories and mills are idle, large numbers of people are unemployed, the volume of trade is greatly reduced, money is scarce, public and private debts are large, taxes are heavy, the people are impatient and their temper is not good. Apparently there is little these representatives and servants of ours can do to better and hold the line as best they can. Whatever they do will be unsatisfactory to many of their constituents.

Many desirable, progressive enterprises must wait. Appropriations for the maintenance of government must be reduced to the lowest possible terms. But one interest should not be neglected, the education of the children and the adequate support of all the schools for this purpose. The welfare of the children and the future of the state are in the balance. Neither must be sacrificed.

The state must act in this matter exactly as right-thinking parents act in regard to their children. No

## Mechanical and Dead or Organic And Alive?

Figure of speech are powerful things. They dominate the mind of people for good or for ill, according as they are true or false. For generations a false metaphor like a dead weight on our public school system, which struggled under it as in a nightmare.

Men spoke of the school system as if it were a mechanical dead thing. We thought and spoke of it as if it were a house to be built; the elementary schools the foundation, the high schools the first story, the colleges a second story, and all welded in by the university. Or we thought and spoke of it as an arch, of which the university is the keystone.

Good figures these, but absolutely false. They served to make no content with forever laying the foundation, as if a foundation had any value within its self.

But the school system is an organic thing, alive and growing, not a mechanical thing to be built and torn down. It is a thing to be cultivated and nourished, a thing that can die for want of food or breath, a thing that may bleed to death from a wound in any part of it. It is a thing that may grow stunted from want of vigor, faint because the heart is sick, stunted because of lack of brains. No part of this organism can function properly without the help of all the parts.

Elementary schools are absolutely essential as the welfare of the people and of the state. But elementary schools can not function without educated and trained teachers. These can not be educated and trained without good high schools and professional schools for teachers. Teachers for these must be prepared in the university. Here also must be discovered and formulated materials for courses of

## What Is Hurting Us?

Is It Bonds for Schools That Is Hurting Us?

On January 1, 1933, the total bonded indebtedness of Tennessee for all purposes was \$77,413,096. Of this amount \$4,125,000 is a little less than 5 percent of the whole, was for rural school buildings at the state colleges and the state university.

The total bonded indebtedness of the cities and towns was \$113,297,168, of which \$19,372,280, a little more than 15 per cent, was for school buildings and other school purposes.

The total bonded indebtedness of the state, counties and cities was \$297,137,515, of which \$35,217,126, a little more than 11 percent, was for school buildings and other purposes.

Tennessee's part of the national bonded debt is more than \$460,000. Counting it at this figure and adding it to the total of state, county, and city bonded debts, we make the total bonded indebtedness of Tennessee \$297,137,522. Of this amount only 5 percent is for school buildings and other school purposes.

Plainly it is not chiefly the debt for schools that is burdening us. It is Taxes for Schools That Is Hurting Us?

## Austin Peay Normal School For The Preparation of Teachers

For  
Rural Schools  
and  
Other Colleges

MUST  
REMAIN  
OPEN!

EXTRACTS FROM FOUNDERS DAY ADDRESS BY  
BRUCE R. PAYNE OF GEORGE PEABODY  
COLLEGE FOR TEACHERS

"Without the universal and enormous improvement in the intelligence received by the average citizen everywhere in the public schools during the last 30 years, the calm attitude, the patient forbearance, and the intelligent loyalty of the American citizen would have given way long ago to unreasoning propaganda and blind violence.

"Our political system, our industrial system and our

## Col. Tennessee and

COLONEL TENNESSEE AND—

Good morning Colonel Tennessee. How are you?

What ails you? You look tired and overworked.

Colonel Tennessee—So I am. See this burden of taxes my sons and daughters and others have piled on my back and shoulders. I stagger under it.

—Poor man! Can I help you? Let me see your burden.

A hundred pounds: 38 pounds laid on by Uncle Sam for war, food and probable future; 15 pounds laid on by Uncle Sam for government and for all national constructive and productive purposes; 25 pounds laid on by state, counties and cities for government, roads, bridges, streets, sidewalks, water, light and sewerage plants and for many other cooperative purposes, mostly productive and necessary for a civilized, progressive people; 15 pounds only for the education of your children that they may be able to carry on and make Tennessee greater and better.

Colonel Tennessee—Can you relieve me?

I am sorry I can not relieve you of any of the burden of war. I fear this must be borne. Fear and dignity and false pride demand it. From the part for national productive purposes very little may be taken. Possibly we may take more from the part for our state and local governmental purposes; still more from our productive enterprises. It is good business to spend money for unproductive things rather than for productive purposes. Quite certainly still more can be taken from the burden of support of schools for the

## A Democratic State Must Have Schools For Teachers

Many things a democratic state must do without, temporarily and permanently, but it may not do without schools, either temporarily or permanently, and preserve its democracy. Thomas Jefferson was right when he said that it is impossible for any state to be free and independent in a state of civilization without the education of its people.

Schools may do without many things. Houses may be poor and cheap, equipment may be meager and still the schools be quite successful in the education of children, but without competent teachers they must fail; money paid for them will be lost, the time of the children wasted, and parents and community cheated out of expected results. Teachers make the schools.

Teachers may lack in many things, but be reasonably successful, but without definite knowledge of subjects taught, some knowledge of psychology, some comprehension of the purposes of education and a good amount of skill in teaching they can only fail of any full measure of success.

The professional preparation of teachers is a task not less but more difficult and definite than the professional preparation of lawyers, physicians or engineers. As with these last the academic education of teachers may be had in schools of general education. But it is just as absurd to expect them to get their professional education in such schools as it would be to expect lawyers, physicians and engineers to get their professional education in them.

The efficiency of the public school systems of the world has always depended on the better furnished

## The Tax Burden And Our Schools

Everywhere we hear of the burden of taxes. The burden is large, but that Tennesseeans have ever known before. But this burden has not come from the right use of taxes for constructive purposes, for things pertaining to the common wealth; quite certainly not from the support of schools. It has come largely from war, from war policies in time of peace, and from extravagances in many ways.

Directly and indirectly Tennesseeans pay in city, county, state and federal taxes approximately \$672,000,000. Of this amount approximately 32 percent goes into the federal treasury, 48 percent to the state, county, and city treasury.

Approximately 38 percent goes to the federal government for army and navy and for expenses growing out of war and war policies; 14 percent for all other federal purposes. About 33 percent of all taxes goes to state, county, and city for other purposes than education.

Small Percent Go For Schools  
Somewhat less than 15 percent, less than 15 out of \$100, of all taxes paid directly and indirectly goes for schools, or did go for schools before the cutting of teachers' salaries, the stopping of school building programs, and the reduction of other school expenses. It is less than 15 percent now.

This 15 percent for schools covers all salaries, upkeep, new buildings and equipment, interest and sinking funds on all debts, for lands, buildings, equipment and other purposes in all schools: elementary schools, high schools, normal schools, teachers' colleges, Polytechnic Institute, Agricultural and Industrial college for Negroes at Nashville.

## ALL STATE



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This issue of the All State is dedicated to carrying on in Tennessee Schools.

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## For Whom and For What Do Public Schools Exist?

One grows tired of hearing and seeing in print the bald statement or intimation that the schools exist for the sake of giving jobs to teachers and that teachers and school officials who work for their promotion and adequate support do so from personal, selfish interests alone or chiefly.

Two classes of people make these statements and insinuations—those who do not think and do not know and demagogues who attempt thus to mislead the people to their hurt. Possibly there is a third class—those who can not conceive of men and women working for the public good unselfishly.

But schools do not exist for the support of teachers. There are men and women who work unselfishly for their promotion and support for the public welfare, most of whom might earn far more for themselves in other ways.

The schools on all levels exist for the children and youth who attend them and for the economic, civic, spiritual and cul-

## The Austin Peay Normal School

The great task of the Austin Peay Normal School is the preparation of teachers for the rural elementary schools of Tennessee, the most difficult and important task of all the public school system at this time.

This is an all-state school. Its territory is not limited. So far, most of its students are from 25 or 30 counties. All these counties are predominantly rural except one, Davidson.

Of these counties 87 per cent of the population are rural. Of the rural population 76 per cent, or two-thirds of the total population, are reported as farmers.

Thus the task of this school is to make teachers for children of farmers and leaders in farm communities. The future character and welfare of the state and particularly of the counties from which most of our students come depend to a large extent on its work.

Whatever adds to the efficiency of the Austin Peay Normal School will inevitably add to the efficiency of farming, to the business of farm life and to the wealth and prosperity of rural Tennessee. What-  
ever adds technical skill as will make it school will as inevitably lower the efficiency of farming and farm life and take ever detracts from the efficiency of this life in Tennessee.

Money apparently saved now in unwise attempts at economy will certainly be lost many times over through the lowering of the efficiency of elementary schools.

All intelligent friends of the elementary schools are also friends of this and all other schools that prepare teachers for them. Others are only pretending or false friends to the schools of the children.

## Austin Peay Normal School

1. The Austin Peay Normal School was established by the legislature of 1927 for the definite and sole purpose of preparing teachers for the rural schools of Tennessee.

2. The citizens of Clarksville obtained full possession of the grounds and buildings of the Southwestern Presbyterian University, 29 acres of land and 6 buildings, and transferred them to the state for the use of this school.

3. The Legislature of 1929 appropriated \$150,000 for new buildings and for repairing and furnishing and equipping old buildings.

4. The school was opened September 23, 1929.

5. The Legislature of 1929 appropriated \$100,000 a year for two years for maintenance and operation and \$250,000 for buildings and equipment. The Legislature

## SPRING, SUMMER, AND SPECIAL QUARTERS OF THE AUSTIN PEAY NORMAL SCHOOL

The Austin Peay Normal School is expecting the largest enrollment in its history in the spring and summer and special quarters of this year. The furnishing of the Myra Harned Hall, the new and beautiful dormitory for women, and the releasing of Cobb and Calvin Halls for the use of men make it possible to house more than three times as many students as could be housed last spring and summer. The closing of the schools in some counties earlier than usual will enable many teachers to enter at the beginning of the spring quarter who otherwise would have to wait until the beginning of the special quarter. It now seems quite certain that laws will be enacted at the present session of the legislature requiring higher standards of preparation for certification of teachers. Such requirements will soon turn the apparent oversupply of teachers into a very clearly undersupply. The uncertain future of the teacher-training schools will make it advisable for all who can, to take advantage of the opportunities they now offer.

In harmony with general lowering of prices, the costs of food at the school cafeteria has been reduced.

Fees, board, lodging, and books need not cost more than \$65 a quarter. In fact, the average for the fall quarter of last year was approximately \$60.

The spring quarter begins Thursday, March 23, and ends Friday, June 9. The special quarter, for teachers in service, begins Monday, May 1, and ends Friday, July 21. The summer quarter begins Monday, June 10. The State Board of Education will decide at its meeting on March 7 whether the summer quarter at this and the other teacher-training schools will continue through twelve weeks or only six. Further announcement will be made after this decision.

The great purpose of the Austin Peay School is the preparation of teachers for the rural schools, and all its energies are turned in this direction, especially during the special and summer quarters.

## Normal Debaters Advance Further Into Conference—Win Over Lipscomb

Meet As Next For the Affirmative Team of Bethel College in McKenzie—Presbyterians Strong

The Negative team advanced the standing of Austin Peay Normal, further, into the Tennessee College Deputing Conference with an unanimous decision over Lipscomb College of Nashville February 28 in the Lipscomb auditorium. This was the second conference victory for the Normal. The first triumph came when the Affirmative team gained a 2 to 1 decision over the Mid-State Teachers' College of Murfreesboro.

The local debaters have had a most successful season for 1932. On the first trip the boys were unfortunate in losing a close decision to the Morehead State Teachers' College in Morehead, Kentucky. The tide was then turned when Parker and Woodall defeated Union University.

## Need of Leadership

native ability, their general scholarship and culture, their professional knowledge and skill, and

## Horse Sense of Abraham Lincoln

"Educated people must labor, otherwise education itself would become a positive and intolerable evil. It would be akin to idleness more than a small percentage of its numbers. The great majority must labor at something productive. From this premise the problem springs. How can labor and education be most satisfactorily combined?"

The second loss came via a 2 to 1 verdict for the negative team of Bethel College but, a strong rebuttal was given when the Parker-Woodall combination trounced David-Lipscomb unanimously.

The next non-conference debate will take place tonight when the strong Morehead State Teachers' start their Indian war cry out in the East Kentucky mountains and journey to Clarksville to entangle the Negative team. A large audience is anticipated for this struggle. The argument will start promptly at eight o'clock.

## This Group Visits Normal Monday



The above is a likeness of the debating team of the Morehead State Teachers' College of Morehead, Ky. The affirmative team of the Kentuckians will meet the negative team of the Austin Peay Normal here Monday night at 8 o'clock in the college auditorium. The question is "Resolved, That the Inter-Allied War Debts Should Be Cancelled."

## Shall Tennessee Retreat In Education? She Loses All and Gains Nothing

Her Teachers Colleges Are the Bulwark of Her Educational System

(From The Columns, State Teachers College, Memphis)  
"Everything to gain and nothing to lose" is the usual philosophy of a desperate venture. The proposal to close the teacher training institutions for two years reverses this dictum. In this desperate step there is everything to lose and nothing to gain.

What does the state lose?  
One: It will lose the services of a \$6,000,000 invested for the training of future citizens. Five plants lying idle for two years, depreciating to an incalculable extent, do not make a hopeful picture.

Two: It will lose employment for some three or four thousand of her citizens. Where will the students go? What will they do? Where are they to find employment? Are they to remain idle for two years, and in their period of idleness nurse their grievances against a society that apparently makes no provision for them? The inevitable social result is not pleasant to contemplate.

Three: It will lose desirable citizens. Ambitious young men and women will emigrate to other states for the training denied them by their own state. Experience has shown that students tend, after graduation to make their homes in those states which educate them. The



## POPULAR FALLACIES PUNCTURED

(From The Columns, State Teachers College, Memphis.)

Friends of the Memphis State Teachers' College everywhere can be of great service to her and to the cause of education in Tennessee by exploding certain popular fallacies that spread like wildfire through the press or meander along by the grape vine route of "They say." Here are some of the most harmful fallacies together with the answers.

**Fallacy 1:** If the money given to the support of the teachers' colleges were turned over to the common schools, it would lengthen the school term several months.

**Answer:** The five teacher training institutions asked for \$465,000 a year for the biennium. It costs \$121,000 a day to maintain the common schools. If you divide \$465,000 by \$121,000 you will have a quotient of three and a fraction, or the number of days that could be added to the common school term by this means. Closing our own college here would add less than a day.

**Fallacy 2:** There are not too many teachers now. We should stop training more until those we have trained are employed.

**Answer:** Pardon the correction, and note the admission. There are too many school-keepers, but there will not be too many school teachers in Tennessee until the school-keepers have been replaced by teachers fully equipped and professionally trained. In 1930-31 there were 4,653 people employed to teach with only high school education or less. There were 10,834 employed with less than two years of college training. There is in Tennessee an annual turnover of teachers numbering 2,000. There are not too many properly trained teachers in Tennessee.

**Fallacy 3:** The state can save \$2,000,000 for the biennium by closing the teachers' colleges.

**Answer:** The presidents of the five institutions affected asked for only \$465,000 a year to run the colleges. It is not clear where the remaining \$1,070,000 saving will be effected. On the contrary, the state will have to hire caretakers; it will have to pay higher insurance rates on its unoccupied property; it will suffer a two to five percent annual depreciation on its \$5,000,000 investment in these colleges—the depreciation totaling between \$120,000 and \$300,000 a year; it will cause the exodus of between two and three thousand students to other states each year to seek training as teachers, and they will spend from \$800,000 to \$1,200,000 of Tennessee's money outside the state; it will suffer an incalculable loss to its treasury through the depreciation of real property values in five college communities. Of course not all of these losses enumerated will come from the treasury; but they will come from the state's wealth upon which the treasury depends.

**Fallacy 4:** We are over-educated here in Tennessee.

**Answer:** Tennessee ranks in the forties among the states of the Union in educational matters, this rank being based on her adult illiteracy, her school attendance, length of term, and other vital matters.

**Fallacy 5:** The credit of the state must be preserved at all costs.

**Answer:** The credit of the state must be preserved; but at what cost? Not at the cost of impairing the intellectual equipment of her future citizens. We are not so poor in Tennessee that we must rob the boys and girls

## RELATION OF EDUCATION AND MATERIAL WEALTH

A careful study of the map of the world will reveal the fact that education and material wealth have a very close correlation. No country in the world that has a good modern system of education with well-supported and well taught elementary schools for all the children of all the people, good high schools with modern practical courses of study and attended to by a large per cent of the boys and girls, colleges and universities well supported and well attended, research stations and laboratories for the discovery of new truth and for the application of all truth, new and old, in practical service—there is no such country that is not rich in material wealth and growing relatively richer. On the other hand, there is no country without these agencies of education that is not poor and growing relatively poorer. This is true regardless of natural resources and native ability of the people, and despite the crime and folly of international war.

**Results of Education.**  
One has only to open his eyes and look about him to see many obvious examples of the result of education of the schools in the production of wealth. The application of steam and electricity in manufacturing and transportation, and in sources of other ways; the application of scientific knowledge to agriculture, knowledge of engineering applied in the construction of highways, in bridging streams, in harnessing water power, in irrigating deserts, in draining wet lands, in controlling the flow of streams

## ALL STATE



MYRA HARNED HALL

## Poor Economy

The danger today is that in the sheer panic of present-day financial distress, purely temporary measures will be substituted for sound and deliberately considered policies. The danger is that economy will degenerate into the starvation of institutions which are working for results which will ripen for years or even fifteen years from now rather than tomorrow.

The richest country the world has ever known, has come through the education of the schools. If we doubt it, just imagine all the people reduced to a state of illiteracy; their minds and hearts and souls washed clean of the thing we call education, though native ability and natural resources remain unimpaired—what the charm work.

All production, transportation, and commerce, and all social cooperation into which any scientific knowledge or other results of the education of the schools enter, stop. All industrial plants close. All railroads and auto-trucks cease to operate. All travel except by the most primitive means ceases. Radios and telephones are silent. Telegraph wires cease to work. All commerce ceases to exist and is not, can not be replaced. Roads are worn out; bridges are broken down. Concrete and steel to build them anew can not be produced. Business houses are uninhabited except by rats and bats and owls. Dwellings houses give place to bums and tents. No more papers and books are printed. Those in existence can not be used. Churches are closed. Laws of health and methods of sanitation are forgotten. Legislation

## The Good Old Days Before Normal Schools

A letter to Dean Hoskins from a former student of the University of Tennessee gives a glimpse of the good old days of education before the schools were sponsored and the standards lowered by the normal schools and teachers colleges.

Of course, all people whose memories are good know already how superior the schools were in those days, and some of them, even in high places educationally, lose no opportunity to tell us how the normal schools have worked for the degeneration of elementary schools. Some younger people, accepting these statements as true, would have the state protect the public schools against further injury by "abolishing the normal."

Incidentally, a list is thrown on the relative salaries of teachers now and then as measured in terms of the price of whiskey.

The letter from which this is quoted is published in full in the Orange and White of February 24.

"The system of teaching is very different now to what it was then. The man proposing to teach a school would write out his article and go around amongst the farmers to drum up the school, and if the would-be teacher was logical enough to prove to the farmer that an education was a good thing to give to his children, he got the school, but if the farmer beat him in the talk and showed up that an education only made sharp, shrewd, sinners, then he lost the school.

## Education a Function of State

Education on all levels is rightly a function of the state. The people through the agency of their supreme organizations, the state support and control the schools, not for the sake of the schools themselves, and not chiefly for the state, but for the service of the state and the good of the whole.

In a democracy like ours we are all bound up in the chest of life together, and the welfare of each depends on the intelligence and good will of all. Each contributes according to his ability and mental attitude to the common wealth in which we all share, and which has already become for any one of us more important than any private wealth he may hope to control. We are rapidly, but none too soon, passing from the pioneer conception of democracy as an extreme individualistic, every-man-for-himself, devil-take-the-hindmost affair. We are beginning to think of it as a great cooperative enterprise to which each contributes his share of money, time, service, and interest, that he may participate in the increased wealth, strength, safety and finer culture of the whole.

Like the vine on the tree, it runs forward and back; The strength of the pack is in the wolf.

The strength of the wolf is in the pack.

This is a far better and higher conception of democracy than the older conception, however, much the older conception contributed to rugged individualism, those who through strength and shrewdness survived.

## To All Patriotic Tennesseans:

State, national, and world-wide conditions call for a higher average of intelligence, information and general preparation for industrial, economic, civic and cultural life than we have ever known. Failure now can only result in permanent loss.

Let us, then, as a patriotic duty, so maintain our schools and other agencies of education that no Tennessee boy or girl may have less opportunity for education because of the present economic depression and that the state may be enriched and strengthened as it can only be through the right education of all the people.

## DO WE HAVE TOO MANY NORMALS?

In one particular, Tennessee ranks above the lowest quarter of the state in education. This is in its teachers' colleges and normal schools. Though it was among the very last of all the states to make any such provision for the preparation of teachers for the public schools, Tennessee has wisely gone forward until it now ranks near the top of the second quarter of the states from the bottom. Only 25 states ranked above it in per capita expenditure for support of such schools in 1930, although six spend twice as much per capita. Tennessee also has somewhat more than an average share of students in these schools.

But this development has come within the last twelve years. Quite certainly the rapid progress in the development of high school education in the last decade has been very largely due to the development and work of the teach-training schools.

They are shrewd who would ignore or destroy the democratic principle of this country. The surest and quickest way to do it is to strike at the teachers college, the normal school. The state would promote the public schools and believe they can do it by destroying the agencies of teach-training schools are not wise.

From loose talk one hears one would think that Tennessee has too many schools for the preparation of teachers as compared with other states. Tennessee has 7 such schools, including the Polytechnic Institute, the primary purpose of which is not the preparation of teachers, and the Georgia Peabody College for Teachers, which is an endowed school for the higher preparation of teachers. All the Southern states, except Alabama has 8 such schools, California 8, Connecticut 8, Georgia 7, Iowa 7, Kansas 7, Kentucky 7, Massachusetts 18, Michigan 34 (including county normal schools), Missouri 10, Nebraska 4, New

More than all else was this increase in teacher-training responsible for the unprecedented progress in our democratic public school system, particularly in the country districts.

Would any those who opposed the principle of our American democratic public education system be alarmed at the fact that the total current expenses of the elementary and high schools of the country in 1930 was approximately 2 per cent of the total cost. It is quite safe to say they increased the value of schools of schools more than 50 per cent.

To abolish these schools to save the 2 per cent would be economic folly, and a sacrifice of education and the best interests of the country, just as it would be in Tennessee.

## Interrelation of School System

Elementary schools, high schools, colleges, and the preparation of teachers and schools of higher learning, technical and professional schools, are all interrelated, and are vitally and organically related one to another and to the whole system. To cut any one of the branches and leaves of the tree; body, limbs, head, heart, and other vital organs of the tree; to cut any one of the judicial departments of the state. Weakness, lack of proper support, and failure of the proper functioning of any one can only mean weakness of each of the others and of the whole system.

The effectiveness of the school system must depend very largely on the work of the elementary schools, from which their pupils come. The efficiency of the elementary schools must depend on the ability of the teachers, and the preparation of teachers, and the character of the teachers must depend very largely on the efficiency of high schools, normal schools, and colleges, in which they are prepared academically and professionally. It would be safe to say that the state should expect to have satisfactory schools on any level without satisfactory schools on the level above and below.



ignorant youth. As an agency of civilization the teachers college specializes and has been successful in conserving and transmitting the useful material and the successful methods of the master teachers to the inexperienced novice in teaching. Surely millions of grateful children have thereby escaped the blind and blundering experimentation of the untrained teachers who would have called the teachers college blessed. Surely parents conscious of their own abused semi-education in the presence of the superior learning of their own children will awaken gratitude to this great achievement of the teachers college. And on some good day will recognize through its intelligent efforts the debt it owes to this redeemer of youth, this educator of citizenship.

"If the rural life problem is ever to be solved, it must be solved largely by the teachers colleges. There has been no contribution in recent years to rural life equal to that which the graduates of these institutions have carried back to the committee from which they came.

"In recent years for the first time we have in the teachers college an institution giving college training to citizens of the country and for the country. The graduates of these teachers colleges are the first graduates of any other type of institution turn to the country. Rural life for the first time in American history is enriched by an ever-increasing number of college-bred citizens as permanent colonizers in rural progress.

"Higher education has nothing to boast of it in this regard. It has too often not directed its educational efforts towards the understanding and the improvement of country life. Most of us went to college to get away from the country. The teachers colleges have not robbed the country of its youth of genius, but have redirected them to the country. For once rural America has had the gospel of its own life preached unto it."

Public education is the most important function of the democratic state.

Without public education the democratic state may not hope to continue nor may the people hope for progress.

Effective public schools are not possible without competent teachers professionally prepared.

Such preparation of teachers has never come except through schools organized and maintained for that purpose, never will, never can.

To abolish the teacher-training schools in Tennessee or to impair their efficiency would inevitably impair the efficiency of all public schools.

There is no oversupply of prepared teachers in Tennessee. The schools have long suffered through lack of an adequate supply of such teachers and will continue to suffer until the teacher-training schools do their work more effectively.

The greatest need for well prepared teachers is in the elementary rural schools.

The Austin Peay Normal School was established and is maintained for the definite purpose of preparing teachers for the rural elementary schools. Its continuance and growth are vital to the rural schools of Tennessee.

Continued From Page One.

Continued From Page One.

(Condensed from Editorial in the  
March 1944, *Engineering News-Record*)

Excerpt from Omaha Bee-News) The way out of darkness is  
My neighbor has prospered. His to blow out the light.

ome is the last word in modern architecture and equipment. It is his hobby. He loves every board in it. He surrounds it with grassy plots and flowers and adorns it inside and outside according to his sense of artistic grace and beauty.

Not only is the home a source of pride and satisfaction to my neighbor, but by its beauty and grace and general attractiveness it sheds distinction and adds to the value of the property around it.

Now, my home is a modest affair. It needs paint and the roof does not cover it as well as the mortgage. What is meant for grass plots show bare patches like the exposed portion of a little boy's trousers.

And indeed of graceful flowing vines my house is run over by little rosy ambblers who clamber about scraping off the paint and leaving muddy streaks in their wake. There are five of them, and all the hard work, sacrifice and care they mean to me is nothing compared to the pride I have in their clean eyes, clean minds and sturdy bodies.

The hope I hold in their future and the present struggle to keep

them clothed, housed and fed is a small affair. They represent my family estate. To them I hope to leave an inheritance of character and courage. And to the world I shall not bequeath large sums to charity, schools, hospitals, but a family of men and women equipped to take up the problems of life.

But when my neighbor begins to talk taxes I have an uneasy feeling that, according to his way of looking at it, I should have drowned these dimpled bodies before their eyes were open. He has figured out to a penny how much it is costing to educate one of my children.

I believe my neighbor is wrong. My children have a monetary value to the town. For their needs my earnings are spent. I buy from him

such things as he has to sell, thereby adding to his riches.

I go farther. I am raising no hogs for profit, no cattle for market, but raw materials for the nation tomorrow. They are not mine alone. They belong to my neighbors as well. It is to his interest as well as mine that they become fit and useful citizens. As they become trained, as they are educated, they will develop. The community has a part in that development.

My neighbor has no more right to spread propaganda for choice schools, a niggardly system that will dwarf the future of my children, than I have to throw trash in his yard.

## THE FIGHT TEACHERS

State supported teachers colleges are a part and parcel of the public free school system of any state. It is not possible, therefore, to abolish teachers' colleges without striking at the foundation of the public free school system.

**PRES. SAM H. WHITLEY.**

The advocates of teacher-training can not be wholly wrong. The trained teacher knows what she is seeking to accomplish. She knows the technique, and she knows the goal. She knows what she has accomplished. The untrained teacher knows none of these things. Even so, many a student has done good work under an untrained teacher, just as many a patient has recovered under the care of an untrained physician. The mortality in both instances is great. We no longer accept the statement: "He is a kind of a doctor." We know that he is not. We have to go to higher ground in law, medicine, engineering, theology—in life itself. Teaching must come up where the rest of us live.

Graduates of the teachers colleges do the work for children during a compulsory school period. They have to do with the training in a somewhat technical field of elementary teachers. It is easier to teach a high school class than it

is to teach primary reading. Greater skill is required to teach arithmetic in the fourth grade than to teach Latin in the high school. Liberal arts colleges, while they have heretofore contributed a great many teachers, can not be of much service to the schools of rural neighborhoods, or towns or villages. The main interest of such colleges can not be permitted to jeopardize the education of the mass of our people.

GUY E. MAXWELL

Better than any others the teachers colleges have prepared and continue to prepare the best of the country. They are the very source of preparation and the very foundations of our democratic institutions are atacked.

—PRES. EUGENE FAIR.

A high quality of teaching is probably one of the most difficult arts to attain in the whole gamut of human experience. The art of teaching is acquired through study and persistent effort on the part of teachers who are studying course in psychology, principles of teaching, methods of instruction, observation of artistic teaching, and finally participation in the actual teaching of children under the supervision of teachers who can direct the student-teacher in his progress.

—MRS. M. L. DANFORTH.











...and women of good native ability, of good character, of high ideals, of broad, deep and sound education, and possessed of such professional knowledge and technical skill as will make it quite sure that the time and the children will be used to the best advantage.

Good schools are cheap at any price. Cheap schools are dear at any price, perhaps the dearest thing for which a deluded people may spend their money. Wise people will provide the means for good schools and grow strong and rich, materially and spiritually, and in individual and social righteousness. People who are not wise may fail to provide the means for good schools, choosing cheap schools because they are cheap. As a result they will surely and inevitably become poorer, mentally and spiritually, and will disintegrate and die through individual and civic unrighteousness, folly and crime.

A people must choose life or death and pay the price of their choice.

## Aristocracy of Patriotism

In her time of depression, financial need, and distress one group of citizens have come to the help of Tennessee as no others have. These are the teachers in the public schools.

State, county, and city officials, directors and employees in the penitentiary, in the state hospitals, county prisons, and other institutions, the employees on the highways and all others have received their pay with good regularity and promptness. So far as known, they have not lost a state penny of money. Banks and bond-holders have exacted of state, counties and cities high rates of interest for all their loans.

But the teachers in the public elementary and high schools and particularly the teachers in the rural schools have generously lent to the state four and a half million dollars. Teachers in state colleges and the state university have lent a million more. The teachers have also lent counties and cities probably a million and a half more, a total of approximately seven million dollars. These loans were without interest and are payable at the pleasure of the debtors.

The teachers have also given out of their meager salaries a half million dollars or more to the cities and counties.

What else do they have to give? Free and generous patriotism like this?

Will the teachers be thanked and rewarded or will they be held the more in contempt?

"Can not any young woman teach who knows a little and is reasonably good looking?" Of course, she can. Why not?

which more than \$100,000 remain as balances.

6. From the appropriation for building and equipment the Myra Harned dormitory for women was built and equipped. This gives living room for 184 women. The old dormitories, now used for men, will house 80 students.

7. The school uses as a demonstration and practice school one of the rural schools of Montgomery County. This school has an enrollment of 132 students under the direction of four trained teachers. All direction of students preparing to teach are required to observe and practice under direction of this school an hour a day through 9 months.

8. Approximately 1,100 different students from more than 30 counties have been enrolled, of which 20 are now in attendance. The average attendance for the year was more than 300. Of the 900 former students 67 percent are known to be teaching in the rural schools of Tennessee. Already this school is an important factor in the improvement of the rural schools of many counties.

## What Do We Buy When We Buy Education?

We buy mental development, right mental attitudes, systematized knowledge, useful skills and habits, and the many things we all know that go to make up the difference between educated and uneducated people.

We buy life and health.

We buy the possibility of the continuation of our democracy and the unity and independence of our country.

We buy the possibility of the continuance of the beneficent functioning of a free church.

We buy individual righteousness, culture, and the permanency and improvement of our civilization.

We buy material wealth and wealth-producing power.

What then can we afford to pay for education? What can we not afford to pay for it? What shall we be willing to pay for it?

What depends on your answer to these questions.

## Recipes For Progress

For the promotion of the health of the people abolish the schools of medicine and sanitation. Leave it to the patent medicine vendors.

For the promotion of sound education in the public schools abolish schools for the professional and technical education of teachers. Leave it to those who are out of employment and need the money.

"A state can afford to lose time on the construction of a road, a bridge, or a building and by speedily beginning construction at a later time possibly catch up, but education must be continuous."

ALFRED E. SMITH.

"Our governmental forms have grown unevenly and along with our astounding national development. We are now forced to make decisions on the merits of the various legislative economies that are requisite everywhere we must not encroach upon the schools or reduce the opportunity of the child through the school to develop adequate citizenship. There is no safety for our republic in the education of our youth. That is the first charge upon all citizens and local governments."

"HERBERT HOOVER.

"Our great task, the greatest task of the people and of their representatives in legislative bodies, is to find and maintain a sufficient fund of support of all parts of our system of public education, and to protect it in all its parts against invasion and prejudice, however sincere they may be."

Many do not understand that the schools are maintained wholly by the education of the children and not for the purpose of furnishing employment and the means of living to teachers.

Worst of all, there seems to be no clear and adequate understanding of the fact that the value of the schools depends almost wholly on the character of the teachers, their

uses, and the quality of all kinds than those who do their part in the well organized and finely divided work of city schools and for most other items in the bill.

Two provisions of the bill will be disapproved by the legislature. One provides that monies appropriated both for elementary schools and for high schools shall be distributed in monthly installments on or before the tenth day of each month, from July to February inclusive. The second requires that one-half of all revenues received shall be set aside to pay school appropriations as and when they are collected.

Governor McAlister in his message to the legislature very wisely pointed out the importance of two measures, which should prevent the hardships that have come to teachers because of long delay in payment.

It is only in the pressing emergency now existing that warrant can be found for lowering teachers' salaries in any degree. It does not believe that the mandatory provisions of law relating to teachers' salaries should be repealed, but that temporary reductions only should be considered and such temporary reductions should be made in amount and scope under state control.

(Gov. Franklin D. Roosevelt to the special session of the N. Y. Legislature.)

From a letter by President Clayton to the Members of the General Assembly.

"We understand the need for the management of our schools as in all other public affairs; but for anything so fundamental to the public welfare as is education excessive retrenchment may not be for good economy in any sense."

The value of the schools depends on the teachers more than on anything else. Tennessee has more teachers in its educational institutions now than ever before, and for which we do not receive the money is lost. Just now there are many unemployed persons who would like to teach at almost any price until they can find employment more profitable and for which they are better prepared.

Since the greatest evil in every place is the lack of teachers, we must not permit all their energy to be turned of themselves; we must take the trouble to educate them and prepare them.

MARTIN LUTHER.

For education. The reduction in appropriation for elementary schools is much less than for other departments of the bill.

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...and this time the reality under consideration has excellent school facilities for the benefit of children of their employees. The presence of a college in a community stamps it as one of highest rank and attracts business.

Five: It will lose the benefit of twenty years of effort expended by far-sighted educators in building up these institutions. The colleges will lose everything that is of any importance to a college: student body, faculty, and standing with centralizing agencies.

Six: It will lose the steady influence of these colleges upon the educational system of the state. They have constituted training centers for teachers from their inception. To their regular sessions, to their summer schools, to their late afternoon and Saturday classes have come teachers from the elementary and high schools of the state to receive training for their life work.

Like leaven this training has spread from these centers to the smaller cities, to towns, to villages, and to the rural sections, taking to remote places the vision of new life, of new hope, of increased opportunities, and of enlarged usefulness. The colleges have labored for increased efficiency in elementary and high schools by standing squarely and solidly for ever higher standards of certification. Remove the colleges and what will become these standards? Already those standards are hard to enforce against the insidious evils of nepotism and local bargaining by which the school position too frequently goes to somebody's cousin or to the lowest bidder in point of salary. Without the leavening and restraining influence of the teachers colleges, these evils would be rampant. Instead of decreasing our blight of illiteracy such evils would increase it. In short, closing the teachers colleges means nothing more nor less than seriously disrupting our whole educational system.

We are convinced that, when they know and consider the foregoing facts, the people of the great state of Tennessee—people from whom came such strong-hearted pioneers and warriors and statesmen as David Crockett, Sam Houston, James K. Polk, Andrew Johnson and Andrew Jackson—will never consent to these losses. They do not know a despair so deep as to drive them to adopt the slogan "Everything to lose and nothing to gain." In their educational institutions now their future leaders are growing into the full consciousness of their strength. Those educational institutions must not be hampered. In them lies our hope.

A recent bulletin of the United States Office of Education shows that reductions in budgets for city public schools in Tennessee in 1933 as compared with 1932 (eleven cities reporting) are:

For current expenses..... 11.2 percent  
For teachers salaries..... 10.6 percent  
For capital outlay..... 35.7 percent

For the United States as a whole the reductions in budgets for these items are:

For current expenses..... 6.8 percent  
For teachers salaries..... 5.0 percent  
For capital outlay..... 41.4 percent

The average reduction in teachers salaries is larger in the South than in any other geographic group of states.



