



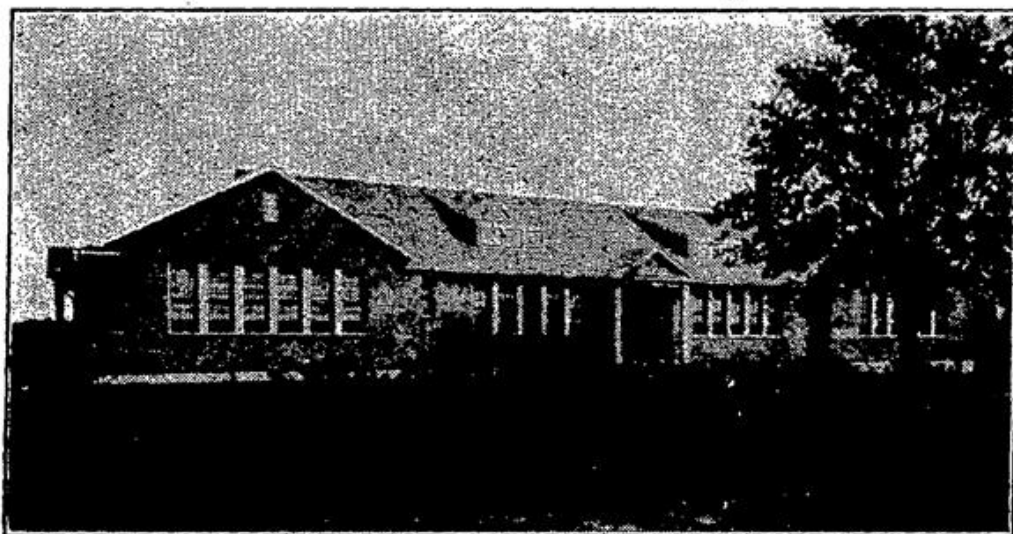
Volume 3

October-November 1932

Number 1

1932 Annual Proceedings

One of Our New City Schools



THE COLORED SCHOOL—LEBANON

MISS NETTIE HUGHES, Principal

This is the seventh of a series of school buildings recently constructed for Colored Youth by various Kentucky Boards of Education.

"An Equal Educational Opportunity for Every Kentucky Child"

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The K. N. E. A. Journal

Official Organ of the Kentucky Negro Educational Association

Vol. III

October-November, 1932

No. 1

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Atwood S. Wilson, Executive Secretary, Louisville; Managing Editor,
D. H. Anderson, Paducah, President of K. N. E. A.

Board of Directors

J. L. Bean, Versailles

W. S. Blanton, Frankfort

S. L. Barker, Owensboro

F. A. Taylor, Louisville

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K. N. E. A. Officers, April, 1932 to April, 1933

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Miss Hattie Daniel, Fifth District.....	Louisville
H. R. Merry, Sixth District.....	Covington
J. L. Bean, Seventh District.....	Versailles
J. W. Bate, Eighth District.....	Danville
W. E. Newsome, Ninth District.....	Cynthiana
K. L. Walker, Tenth District.....	Hazard
W. L. Shobe, Eleventh District.....	Middlesboro

Greetings For 1932-1933

The officers and directors of the Kentucky Negro Educational Association extend greetings to the fifteen hundred and fifty teachers in Kentucky at the opening of the school year of 1932-1933. We wish for you the largest possible happiness in the coming year's work.

Conditions have been trying this past year. Many of us have been disappointed in our income and have been compelled to live on greatly reduced budgets. This results in many instances in a lowered morale and in a poorer quality of work. This is no time to slump. Good work builds morale and we need morale today more than we have ever needed it before.

There are discouraging periods in the history of nations and in the history of Commonwealths. This is a lean period for those of us who work in education. The real test of an institution or of a school system, after all, is not how it goes into a lean period in education but how it comes out of it. We can make the year 1932-1933 the best year in our history if we set our hearts and our minds to the task.

One of the outstanding projects of the Kentucky Negro Educational Association is the undertaking of a five hundred dollar payment to the Kentucky Educational Commission, which Com-

mission plans to survey the colored schools of Kentucky as well as the white. President Atwood at Kentucky State Industrial College is one of the leaders in this project and he, along with K. N. E. A. officers, earnestly requests the teachers of Kentucky not to fail to make this contribution possible.

The Kentucky Negro Educational Association can meet this obligation with no additional burden to any teacher. The only request is that each teacher be sure to pay his annual dollar fee to the K. N. E. A., sending it early in the school year in order that the first payment on this pledge can be made. This will also make it possible for the K. N. E. A. to publish its regular journals and prepare with assurance for the meeting in Louisville, April 19-22, 1933.

State Superintendent Richmond is deeply interested in the progress of Negro education in Kentucky and in the maintaining of higher standards for the colored teachers of Kentucky. He has a splendid attitude regarding our state schools and is co-operating in every way to make these institutions of the highest type.

Let us unite with him in this program of progress as far as colored schools are concerned. May we all work together to make this school year the best in our educational history.

Editorial Comments

OUR PROFESSION AND THE DEPRESSION

Teachers in service can do much to build up a sentiment for the keeping of wages on present levels during the depression including teachers' salaries. Other wages could come back much quicker than teachers salaries, hence, it is imperative that everyone work locally to that end.

For a long time, we have fought to have better paid teachers and for the preparation required, teachers are not receiving really the amount which should be allotted them. This sentiment should be kept in the minds of school boards and those in charge of teachers' salaries. It should also be pointed out that teachers contribute more to the general welfare than probably most any other group of workers. They not only make extra contributions along the line of community service but in financial ways. The tendency is to have high standards of those who enter the teaching profession. This means that those in service must attend summer schools, do extension work or take correspondence courses, all of which are expensive.

Bear these facts in mind, and let us unite solidly to maintain at least the salaries we now have.

* * * * *

OUR 1932 MEMBERSHIP RECORD

Elsewhere in this Journal will be found the 1932 enrollment record of the K. N. E. A. It may be noted that there are now 1550 teachers in the colored schools of Kentucky. You will further note that there is, at present, 1052 teachers enrolled in the K. N. E. A. This is just about two-thirds of the teachers in Kentucky. This per cent of enrollment is the lowest that the K. N. E. A. has had in the last ten years. Such a falling off in membership may be due to the so-called "depression" but when one thinks of the fact that the teachers are among the few people who have had steady employment in the past year, it is doubtful if such a decrease in enrollment can be justified.

While salaries have been decreased in many places in Kentucky, it should be realized that food, clothing and other commodities have been likely reduced so that salaries we have been receiving can do a bigger job.

Teachers who are interested in their profession should not economize at the expense of K. N. E. A. membership. One dollar per year is very much less than white teachers pay for K. E. A. membership and realizing this and the limited number of teachers we have to draw from in Kentucky, no teacher should fail to enroll for 1932-1933.

Let us, at once, make up this deficit in the K. N. E. A. enrollment. Enroll now for 1932-1933 in order that we might have funds to operate during the coming school year.

* * * * *

SURVEY COMMISSION

The minutes of the general association include mention of a resolution passed at the 1932 session of the K. N. E. A. in which a pledge of five hundred dollars was authorized for the Kentucky Educational Survey Commission, recently announced following action of the 1932 legislature at Frankfort. This Commission is under the general supervision of State Superintendent Richmond. Its work is to include a study of all schools in Kentucky, both white and colored. Each school will be studied in detail and reports made regarding the needs in education for the youth of Kentucky. Such a Commission is to receive its funds from, chiefly, a donation of several thousand dollars made from the K. E. A. and the five hundred dollar pledge from the K. N. E. A. A part of our pledge is now desired by the state superintendent to turn over to the commission. Our only source of such funds is from the enrollment fees of Kentucky teachers.

To pay this installment now due, principals of the various city schools are requested to collect in the month of November, the enrollment fees from as many of their teachers as possible and forward them to the secretary. If this interest is taken by principals in Kentucky, our installment can easily be paid and the Journals financed until the April meeting.

Every principal is, therefore, called upon at this time to cooperate in meeting this obligation. Teachers who enroll now will have this membership counted at the April meeting. Teachers who enroll early will make their dollar be of two-fold value to the K. N. E. A. We call upon loyal Kentucky teachers to help us in this emergency.

* * * * *

THE EDUCATIONAL OUTLOOK FOR 1932

Despite the strained conditions which school districts and public school workers have faced during the past two years, the educational outlook for the school year 1932-1933 is encouraging. College enrollments have held up remarkably well in our State, and in many cases decided increases in these enrollments have been noted. This situation is a clear indication that our public school teachers are carrying on, despite the fact that many of them have made great sacrifices to obtain additional training.

Though the situation is distressing in many areas of our State, it is nevertheless true that Kentucky has been less disturbed by the present unusual conditions than have many of the other states. Our school leaders are sensitive to the problems which we are facing and those fostering the work of the Kentucky Educational Commission are taking sincere and definite steps to formulate plans of pro-

cedure and organization which will, in the future, make our school system more efficient. The school teachers of Kentucky have underwritten the work of this Commission. The Commission is sensitive alike to the welfare of the teaching profession and the school children of this State. It needs your moral support, as well as the financial aid, which you were gracious enough to extend, in order that it may function most effectively for the cause.

We must carry on our work with the determination to make effective school service available for all. Let it not be said that the people of Kentucky, of today, loaded their responsibilities and troubles upon her people of tomorrow. We can have no moratorium in education in our State.—James H. Richmond, State Superintendent.

Louisville Municipal College

For Negroes

Fully Accredited Four-Year College

Strong Faculty

Modern Equipment Throughout

Courses Leading to A. B. and B. S. Degrees

New Students Register at Beginning of Second Semester—
January 31st

No Students Registered in Regular Day Classes After Feb. 8th

EVENING CLASSES

SUMMER SESSION

For Information Address,

THE DEAN

Proceedings of the Kentucky Negro Educational Association, 56th Annual Session

The Opening General Session

The 1932 K. N. E. A. Convention was officially called to order by D. H. Anderson, president, on Wednesday, April 13, at 8:15 p. m. The central theme of the convention was "Modern Trends in Education." The opening session followed an arrangement of industrial exhibits at the Central High School Building, a conference of Kentucky principals, led by R. D. Roman, of Shelbyville, and a one hour music program, directed by R. Lillian Carpenter, head of the music department of the K. N. E. A.

The session was opened with musical selections by a chorus from the Louisville Municipal College, directed by D. L. Lawson. The invocation was rendered by J. Francis Wilson, of Maceo, Kentucky. The welcome address was delivered by R. E. Clement, Dean of the Louisville Municipal College and the response was given by W. H. Fouse, principal of the Dunbar High School at Lexington, Kentucky. This was followed by Glee Club selections by Central High School girls who were directed by N. G. Board.

D. H. Anderson, president of the West Kentucky Industrial College at Paducah and president of the K. N. E. A. made his annual address, which message outlined some of the needs of Negro education and was of general inspiration to the large audience of Kentucky teachers assembled. This address was followed by a solo by Mamie Summers of Lexington, Kentucky.

The next main feature of the program was an address by Maudelle B. Bousfield, A. M., principal of S. A. Douglas School in Chicago. She spoke on the subject, "The Intelligence and Achievement of the Negro Youth in Northern Centers." She was introduced by Maude E. Brown of Louisville, Supreme Basileus of the A. K. A. Sorority. Mrs. Bousfield gave a most scholarly address. She pointed out that objective data had revealed that Negro children rated low in intelligence tests due chiefly to poor reading abilities. Her results on intelligence measurements with non-linguistic tests were distinctly higher than with others. Moreover a survey showed that very few magazines, newspapers, or books were found in many Negro homes showing the lack of opportunity to become good readers. She, therefore, concluded that the apparent differences between the intelligences of Negro and white children was largely a matter of environmental factors. No educator has yet proved a biological difference between Negro and white children in the matter of intelligence.

This session was adjourned with a benediction by J. Bryant Cooper of Mayfield.

The Second General Session

This session opened Thursday, April 14 at 9:00 A. M. at Quinn Chapel where all general sessions were held. Opening exercises included an invocation by J. Francis Wilson of Maceo and selections by the Girls' Glee Club of Madison

Junior High School, Louisville, directed by M. Lyda Johnson. R. L. Carpenter, head of the music section, then led in congregational singing. This was followed by the Legislative Committee Report by Chairman S. L. Barker of Owensboro. The report was officially adopted following its reading.

The main address of the morning session was made by W. A. Cook, Ph. D., professor of education at the University of Cincinnati. Dr. Cook presented data to show that certain factors had caused a tremendous increase in both elementary and high school attendance, length of school year, and efficiency in the type of work being done. He pointed out that the schools were taught more scientifically than ever before. Data showed that children know more in a given grade than they did in 1890. The results obtained, Dr. Cook showed, are commensurate with higher costs of education. Dr. Cook answered the topic of his address, "Do the Public Schools Cost too Much?" He proved with objective data that they do not—education being probably the most economically conducted phase of our governmental activities. Dr. Cook was introduced by W. S. Blanton, principal of the high school at Frankfort.

After several other community songs the nominating committee's report was made by M. S. Brown, first district organizer and chairman of the committee. The same officers elected in 1931 (shown on page 2 of this publication) were nominated and elected by acclamation for the term of one year ending April, 1933. The session

closed with announcements by President Anderson.

Third General Session

The third session followed the usual one hour music program directed by R. L. Carpenter. Opening music was furnished by a chorus from Kentucky State Industrial College, Nannette Wheatley, directress. Invocation was given by G. H. Richmond, pastor of the Grace Presbyterian Church of Louisville. This was followed with a solo by Russell Stone of K. S. I. C.

The main feature of this program was an address by H. Council Trenholm, president of the N. A. T. C. S. He was introduced by G. H. Brown of Louisville, a vice-president of the K. N. E. A. This address was followed with a solo by Clara Hill of Louisville. Atwood S. Wilson, secretary of the K. N. E. A. then presented the district enrollment trophy for 1931 to the eighth district organizer, J. W. Bate. This was the second time this district had won this trophy and according to the rule of the enrollment contest the trophy became the property of the district. This session ended with a selection by the Octette of Kentucky State Industrial College.

Fourth General Session

This session opened on Friday, April 15 at 2:00 P. M. with music by the band of the Kentucky school for the Blind. Otis Eades, director. Dr. R. L. Anthony rendered the invocation which was followed by another selection from the Blind School band. This music received the comment and loud applause of all present. Music was then rendered by the Lincoln

Institute Chorus, Earline Good, directress.

The main address of this session was that of J. H. Richmond, State Superintendent of Public Instruction. Features of his program of education for Kentucky were outlined and special mention made of the needs of Negro education in Kentucky. He was introduced by R. B. Atwood, president of the Kentucky State Industrial College at Frankfort. This address was followed with remarks by L. N. Taylor, Rural School Agent for Kentucky and special friend of Negro education.

Music was then rendered by the Jefferson County Children's Home Chorus, Juanita Lonas, directress. The next main address was given by Eva Mitchell, A. M., Columbia University, and instructor at Hampton Institute. Her subject was "Specific Needs of Negro Teachers." She made a splendid impression with this address and subsequent demonstrations which she had given in the elementary education department. She was introduced by Mrs. L. H. Smith of Lexington who sponsored her appearance on the K. N. E. A. program. The session adjourned with a music selection by the Lincoln Institute chorus.

Fifth General Session

The fifth general session was held on Friday evening, April 15 at 8:15 P. M. and consisted of a Musicale at Quinn Chapel in which Edward Matthews, baritone of Fisk University was featured. Other numbers on the program included selections by the Apollo Quartet (Messrs. T. J. Long, H. W. O'Bannon, C. L. Thomas, and Carl Barbour) and the Plymouth

Singers. Both organizations consisted of trained singers of unusual ability. This music program was proclaimed by many to have been the high light of the 1932 K. N. E. A. session. Certainly no other K. N. E. A. Musicale has surpassed it in quality. Robert Hemingway was the accompanist for Edward Matthews and Nannie G. Board the directress of the Plymouth Singers.

Final Session

Saturday, April 16, at 9:00 A. M., the final business session of the K. N. E. A. was called to order. Before going into business proceedings Rev. J. Francis Wilson of Maceo, Ky., conducted a brief memorial service for deceased members. Those mentioned were Miss Virginia V. Wood, Standford; Miss Mary C. Henry, Hardinsburg; Mrs. Louise W. Forline, Nicholasville; Mrs. C. L. Timberlake, Madisonville; Miss Overta Mathial, Greenville; Dr. Wm. H. Levell, Hopkinsville; and Dr. C. H. Parrish, Louisville. The service consisted of singing, scripture reading and appropriate eulogy. Mrs. Nina Pike led in the singing for the occasion.

W. S. Blanton then introduced a resolution concerning the recently appointed educational commission. It was voted that the resolution be adopted and the K. N. E. A. send representatives to the K. E. A. pledging co-operation and advising them that this organization would pledge five hundred dollars (\$500.00) to aid the commission in its work, same to be paid by January, 1934. The resolution including this appropriation was approved by vote of the association. R. B. Atwood

president of K. S. I. C. was also the sponsor of this resolution.

Mrs. Hunter of Lexington made a short talk on "Better Homes and Better Health." The movement she sponsored was approved by the K. N. E. A. and adopted as a part of its program.

The K. N. E. A. then voted to pay an affiliation fee to the National Association of Teachers in Colored Schools to meet in Montgomery, Alabama, July 5-7, 1932. It was voted that individual membership fees be sent to W. H. Fouse of Lexington who was a representative of Kentucky in the N. A. T. C. S.

Reports were then made by departments of the K. N. E. A. and by Mrs. Essie D. Mack, president of the State Parent-Teacher Association. It was moved that these reports be adopted. The High School and College Department reported a very profitable session and sponsored the financial donation for the Kentucky Educational Commission. R. B. Atwood, president of K. S. I. C., was elected chairman of the department and Mrs. M. V. McGill, of Paducah, the secretary for 1932-1933.

The Elementary Education Department reported a successful state wide spelling contest, the finals of which were conducted on Friday morning, April 15. The first prize of ten dollars was won by Sallie Ransom of the 6-B class of the Lincoln School in Louisville. Juanita Brown of the Bond-Washington School at Elizabethtown won the second prize of five dollars. The third prize was won by James Ashby of the Scott

School in Shelby County. Winners of the next thirteen prizes were: (1) Foree Radford, of Christian County; (2) Catherine Crockett, of Oldham County; (3) Bert Thomas, of Jefferson County; (4) Bettie Isom of Garrard County; (5) Hallie Williams, of Hopkinsville; (6) Virginia Bohannon, of Henry County; (7) Anne L. Mitchell, of Muhlenberg; (8) Scott Spinner, of Spencer County; (9) Eliza Taylor, of Bourbon County; (10) Addie B. Lang, of Mason County; (11) Mary D. Clay, of Woodford County; (12) Hazel Ford, of Trigg County; and G. W. Anderson, of Owen County. These prizes were donated by the Louisville Courier-Journal and Times. The contest was directed by G. H. Brown, of Louisville.

At this point Messrs. W. H. Fouse and R. B. Atwood returned from the K. E. A. to which they had carried the resolution of the K. N. E. A. They reported that the matter would receive the attention of the K. E. A. Directors and were thanked by vote of the K. N. E. A. for their interest in the matter.

A request was then presented the secretary by a group of foreign language teachers asking that a foreign language department be incorporated in the program of the K. N. E. A. This matter was referred to the Board of Directors for approval.

A. S. Wilson, secretary of the K. N. E. A., then made a brief financial report, bringing out the fact that the K. N. E. A. had issued its Journal and carried out its program in spite of the loss of its entire treasury in the closed

Mutual Standard Bank. The secretary made special mention of an obligation of the K. N. E. A. for expenses due W. H. Fouse of Lexington who attended the N. A. T. C. S. at Petersburg, Va. in 1930 with expenses voted paid at the 1931 session of the K. N. E. A. He promised to recommend to the directors immediate payment on the obligation and as soon as possible the entire obligation.

It was then moved and seconded that the K. N. E. A. endorse the splendid work of Atwood S. Wilson, the secretary-treasurer of the K. N. E. A.

Following remarks by President D. H. Anderson the final session was adjourned. Following this, the Board of Directors met and after reviewing the financial records of the association, voted to accept the secretary's report. They also discussed other matters relative to the interest of the K. N. E. A. and made tentative plans for 1932-33.

The K. N. E. A. closed its 56th session with a pageant at the Louisville Armory on Saturday night, April 16, 1932. The pageant, "Romantic George Washington," was one of the most spectacular in the history of the K. N. E. A. More than 1000 pupils of the Louisville schools were on the program and several thousand people were on hand to witness this celebration of the Bi-Centennial of George Washington. The Joseph S. Cotter Walking Contest, track events, and aesthetic demonstrations by the Jackson Junior High School of Louisville were also features of the program. R. L. Carpenter, director of music in

Louisville Colored Schools and A. S. Wilson, secretary of the K. N. E. A., assisted by others, sponsored this program.

(Miss) L. V. Ranel
Assistant Secretary

A. S. Wilson,
Secretary-Treasurer

D. H. Anderson,
President.

I KNOW SOMETHING GOOD ABOUT YOU

Wouldn't this old world be better
If the folks we meet would say,
"I know something good about
you!"

And then treat us just that way?

Wouldn't it be fine and dandy,
If each handclasp, warm and
true,

Carried with it this assurance,
"I know something good about
you!"

Wouldn't life be lots more happy
If the good that's in us all
Were the only things about us
That folk bothered to recall?

Wouldn't life be lots more happy
If we praised the good we see?
For there's such a lot of goodness
In the worst of you and me.

Wouldn't it be nice to practice
That fine way of thinking too;
You know something good about
me,

I know something good about
you?

Resolution Adopted At 1932 Session

WHEREAS, there has been created in the Commonwealth of Kentucky a Commission known as the Kentucky Educational Commission and

WHEREAS, the duty of this Commission is to direct a study of public education in Kentucky and report its findings to the Governor and the General Assembly of the Commonwealth at the opening of its next regular session, with recommendations of such measures and such revision of our school code as may be found necessary for increasing efficiency and equalizing the benefits of public education throughout the Commonwealth, and,

WHEREAS, because of the strained financial situation, the Central Assembly made no appropriation for the prosecution of this valuable work, but the Commission has been successful in securing substantial donations from the General Education Board and the Kentucky Educational Association, Therefore, Be it resolved,

THAT the Kentucky Negro Educational Association commend the State Superintendent of Public Instruction for his foresight and good judgment in securing such a Commission, and

THAT the Kentucky Negro Educational Association pledge to the Commission full support

and co-operation of its organization, and,

THAT the K. N. E. A. pledge a donation of Five Hundred (\$500.00) Dollars to be paid in two equal installments before January, 1934, to be used as the Kentucky Educational Commission may direct in the promotion of work to be done by said Commission.

COMMITTEE:

R. B. Atwood, Frankfort,
W. H. Fouse, Lexington
W. S. Blanton, Frankfort
D. H. Anderson, Paducah
(President)
A. S. Wilson, Louisville,
(Secretary)

Filipinos, regardless of how dark they may be, are to be allowed to attend white schools in the State of North Carolina, according to a ruling of Assistant Attorney General A. A. F. Seawell. A case involving a Filipino child, whose mother was white and father Filipino, was referred to him for legal advice, when the mother of the child attempted to send him to a white school.

Mr. Seawell ruled that the exclusion of persons from white schools applied only to Race people, and that he could find no law to compel the child to attend a Race school, and that the state was bound to furnish education for the child.

RAY AND HAWES AGENCY

**HIGH CLASS REAL ESTATE FOR HOMES AND INVESTMENT
GENERAL INSURANCE**

601 W. Walnut Street

Main 1125

Report of Legislative Committee

April 15, 1932
Mr. President and Fellow Teachers
of the K. N. E. A.:

The Legislative Committee of 1932 submits the following report: Our committee working in connection with the legislative committee of the K. E. A. of which Superintendent J. L. Foust, of Owensboro, was chairman, presented to the legislature six objectives:

(a) To raise the standard of certification.

(b) Taking away from the one trustee the power of naming the teacher in rural schools.

(c) Increasing the power of the County Superintendent and County Board of Education.

(d) A more permanent and equitable appropriation for **Negro State Schools.**

(e) Free text books.

(f) An educational survey.

The solid front of Kentucky educators of both associations in advocating progressive school legislation bore some fruit. House bill electing county superintendents by popular vote was passed. This law is considered by the educators as reactionary but the qualification of candidates for superintendents attached to this bill makes some amends for its reaction.

The minimum standard for en-

trance into the teaching profession was raised from 16 to 32 semester hours. Our state school was struck by the hammer of popular demand for economic retrenchment which hindered the getting of an appropriation much desired and unanimously fought for by educators and officials of the department of education.

We take courage and shall continue this agitation until Kentucky schools shall, **legislatively speaking**, stand in the class we so much desire.

Respectfully submitted,
S. L. BARKER, Chairman,
Legislative Committee.

Education of youth in Soviet, Russia takes queer turns, according to Elmer Rice, American playwright, recently returned from a visit to that country. Rice, in a recent interview, relates that a simplified version of "Uncle Tom's Cabin" in Russian language is periodically produced at the theater for young spectators in Moscow as a part of a course in social history for young students.

The object of showing the play is to infuse in the youthful minds a hatred of slavery and serfdom and to point to the failure of a social system based on chattel slavery.

MEET YOUR FRIENDS IN LOUISVILLE

April 19, 20, 21, 22, 1933

57th SESSION OF K. N. E. A.

UNUSUAL PROGRAM

SPLENDID MUSIC

"THE EDUCATIONAL FESTIVAL OF THE YEAR"

Secretary's Financial Report

May 1, 1931 to May 1, 1932

To the Board of Directors, officers and members of the Kentucky Negro Educational Association, I submit the following annual report of receipts and expenditures for the year ending April 30, 1932:

NOTE: On May 1, 1931, there was a balance in the K. N. E. A. checking account of \$505.25 and a balance of \$480.46 on the scholarship fund account, thus making a total of \$985.75. These funds remain in the now closed Mutual Standard Bank.

Receipts

*1. Advertisements in K. N. E. A. Journals.....	\$ 70.50
2. Frances Morgan on Scholarship Fund\$.....	110.50
3. State Dept. of Edu'tion on Rosenwald Journals	38.79
4. Enrollment Fees	1052.00
*5. Net Receipts of Musical	88.75
*6. Net Receipts of Pageant at Armory	190.75
Total Receipts.....	\$1451.29

Payments

Sept.	11 B. Print Shoppe—Pres. and Sec'y stationery.....	\$ 9.00
	12 Louisville Paper Co.—Envelopes for Oct. Journals...	6.25
Oct.	20 Koehler Stamp Co.—Permit Stamp.....	2.45
	20 Tinsley-Clingman Co.—Cut of Harrodsburg School..	3.72
Nov.	7 Aubrey Cossar, P. M.—Postage for Oct. Journals....	14.82
	20 Louisville Paper Co.—3500 Cat. Envelopes.....	15.05
Dec.	16 Tinsley-Clingman Co.—Cut of W. K. I. C. Bldg.....	3.80
Jan.	5 Cash—Postage, 137 Circular Letters to Principals...	2.06
	5 Cash—Postage 150 Circular Letters to Supts.....	2.80
	12 C. M. Smith—Mimeographing Forms, Letters, Etc....	3.25
	17 Louisville Postmaster—Postage, Jan. Journals.....	16.00
	22 Railway Express Agency—Express on Jan. Journals..	3.56
	25 B. Print Shoppe—Depts' and Organizers' Stationery	7.50
	27 Postmaster, 200 stamps for program correspondesce..	4.00
Feb.	8 Times-Journal Pub. Co.—Nov. Journals.....	79.20
	15 Brown's Letter Shoppe Membership cards, for 1932..	16.75
	19 Station D—P. O.—Stamps for K. N. E. A. Announcements	10.00
Mar.	2 Times-Journal Pub. Co.—On January Journals.....	58.79
	8 Gladys Foust—Mimeographed K. N. E. A. Announcements	4.00
	10 Ky. Ed. Ass'n—1600 Railroad Certificates.....	8.50
	12 W. H. Ferris, Announcement in Democratic Voice...	4.00
	19 W. E. Robinson, Postmaster—500 2c stamps.....	10.00
	23 B. Print Shoppe, Honor Roll certificates.....	3.25
	25 W. E. Robinson, P. M.—Postage on March Journals..	15.00
*Apr.	2 A. S. Wilson, Clerk Hire, office expense to date....	121.45
	4 W. E. Robinson, P. M.—Postage on programs.....	9.00

6	St. Louis Button Co.—Badges for 1932.....	34.05
6	Tinsley-Clingman—Cuts in March Journals.....	7.00
7	Wm. Warley—Cut of S. L. Barker.....	3.00
8	Times-Journal Pub. Co.—Bal. on January Journals..	44.66
9	J. L. Bean—Director's Fare to meeting.....	4.05
9	W. S. Blanton—Director's fare to meeting.....	3.20
9	S. L. Barker—Director's fare to meeting.....	6.15
9	Times-Journal Pub. Co.—March Journals.....	79.20
11	Wm. Warley, Democratic Voice Publicity, K. N. E. A.	15.00
13	Maudelle Bousfiled, Speaker's fee.....	50.00
14	Dr. W. A. Cook, Speaker's fee.....	60.00
14	H. Council Thenholm, Speaker's fee.....	50.00
15	Edward Matthews, Baritone Soloist and Assistants..	80.00
15	Eva Mitchell, Speaker's fee.....	30.00
16	Custodian of Quinn Chapel—Meeting place.....	5.00
16	D. J. Hightower, Janitor C. H. S. Bldg.....	4.00
16	Mary Lou Bullock, watching exhibits, C. H. S. Bldg..	5.00
16	Edward Rogers, Janitor C. H. S. and Exhibits.....	6.00
16	M. E. Ranson, Spelling Bee Prize.....	10.00
16	Elizabeth Bolan—Clerical work—membership cards..	5.00
16	Carrie Mae Smith—Clerk K. N. E. A. week.....	10.00
16	Cash—Prizes Spelling contest.....	1.50
16	Camila Bullock, Speaker's board.....	7.00
16	Gadys Foust—Honor Roll work—clerk.....	2.50
16	W. H. Ferris—Bal. Publicity Rpt. meeting.....	6.00
16	Mrs. B. Elliott —Prim. Dept. expense.....	1.98
16	Mrs. L. H. Smith—Elem. Dept. postage.....	1.00
16	D. H. Anderson—delegates expenses to N. A. T. C. S.	46.09
18	S. L. Barker—Legislative com. exp., Frankfort.....	18.00
18	Louisville High Schools—Expenses exhibits.....	27.21
18	L. V. Rannels, Ass't Sec'y—R. R. Fare.....	5.85
19	Times-Journal Pub. Co.—Programs.....	44.00
20	Guy W. Smith & Son—piano drayage and rental....	16.00
21	W. H. Fouse—Payment on 1930 ex. to N. A. T. C. S.	10.00
23	A. S. Wilson—Salary of Sec'y-Treas. for year.....	263.00
29	Quinn Chapel—rental of meeting place.....	50.00
	Total payments.....	\$1445.64
	Total Balance in K. N. E. A. Treasury.....	5.65
		\$1451.29

Items (receipts or payments) which are starred were reported in detail to the Board of Directors. Cancelled checks, receipts, and bank records were exhibited to the Board of Directors to cover all items of the above report.

Respectfully submitted,
 ATWOOD S. WILSON, Secretary-Treasurer

FINANCIAL REPORT ON K. N. E. A. TRACK MEET & PAGEANT

Armory, Saturday, April 16, 1932

PAGEANT: "ROMANTIC GEORGE WASHINGTON"

Receipts of Pageant (1932):

1. Complimentary tickets:

Singers is Chorus.....	633
Participants in Pageant.....	234
Parents of participants in Pageant.....	179
Entries for track events.....	120
Jackson Jr. Hi. Gym. Class.....	80
Principals and Teachers.....	96

1347

2. Advance sale to pupils.....	795	@ 20c	\$159.00
3. Advance sale to adults.....	645	@ 30c	193.50
4. General admission to pupils.....	201	@ 25c	50.25
5. General admission to adults.....	254	@ 40c	101.60
6. Rental of selling privilege.....			12.00

TOTAL ATTENDANCE..... 3242

TOTAL RECEIPTS.....\$516.35

Expenses of Pageant (1932):

1. Advertisements and Printing:

1. Louisville Leader ads.....	8.00
2. Ky. Reorter ad—publicity.....	10.00
3. Democratic Voice—ads.....	7.50
4. England's Press, 3000 tickets.....	6.00
5. England's Press, handbills and placards	8.50
6. Max Sheppard, signs.....	12.75
7. Mimeographed programs.....	5.00
8. Payment on printed programs....	4.00

\$61.75

II. Armory chair rental, decorations, stage,
cleaning building, lights, amplifier and
janitor service

\$45.00

III. Program Expense:

1. Purdue's Orchestra (11 men)....	\$57.50
2. Piano rental and damage.....	9.80
3. Printing of pageant songs.....	7.50
4. Music, c/o R. L. Carpenter.....	10.50
5. T. E. Bullock, Asst's expense....	5.00
6. Elizabeth Bolan, ticket clerk....	2.00
7. Carrie Mae Smith, ticket clerk....	2.00
8. Ticket takers: Messrs. Phelps	

Hightower, Shaefer and Williams....	6.00
9. Watchmen, Messrs. Duncan and Green	2.00
10. Juluius Dickerson, 2 weeks work on Walking Contest training at schools..	20.00

\$122.30

1V. Costumes and Supplies:

1. Herman Straus Co.—Pageant Goods	\$55.78
2. Central School Supply Co.—Crepe Paper	12.08
***3. Cash to principals for goods etc.	19.20
4. Slack Mfg. Co.—Paper Hats.....	2.19
5. Kuprion—rental of costumes....	5.50
6. Blanks for track meet.....	.50
7. Ribbons for Track officials, etc.....	1.30

\$96.55

GRAND TOTAL OF EXPENSE.....**325.50**

NET BALANCE

\$190.75

\$516.30

*****Cash to principals or schools for costumes:**

1. Mrs. Nora Payne, (Talbert).....	\$ 3.50
2. Miss Pauline Hayes (Lincoln).....	2.80
3. Mrs. L. B. Sneed (Wheatley).....	.50
4. Miss Nannie Board (Central).....	4.60
5. Miss Maude Morris (Jackson Jr. Hi).....	6.00
6. Miss Lavinia Neal (Madison Jr. Hi).....	1.80

\$19.20

NOTICE: Since the compilation of the 1932 K. N. E. A. financial report fifty dollars was donated by the Louisville Convention and Publicity League, same replacing the amount paid for our meeting place. This enabled the K. N. E. A. to pay its affiliation fee to the National Association of Teachers in Colored Schools and to make another payment to Prof. Fouse on his expense account to the 1930 meeting of the N. A. T. C. S. at Petersburg, Virginia.

1932 K. N. E. A. Membership by Counties

Statistics include both city and rural schools in the counties. The rural teachers of each county starred enrolled 100%, any discrepancy in per cent being due mainly to non-enrollment of some of the city teachers of the county. These county teachers are on the Honor Roll.

	No.	En.	Per Cent			
				Fulton	13	3 23
				Gallatin	2	0 0
				Garrard	10	7 70
				*Grant	1	1 100
				Graves	19	9 47
				*Grayson	1	1 100
				*Green	10	10 100
				Greenup	1	0 0
				Hancock	2	1 50
				*Hardin	10	10 100
				Harlan	29	6 21
				Harrison	9	7 77
				Hart	9	0 0
				Henderson	37	20 54
				Henry	7	6 85
				Hickman	8	6 75
				Hopkins	32	11 84
				*Jefferson	299	267 89
				*Jessamine	14	14 100
				Kenton	26	22 85
				Knott	2	0 0
				*Knox	4	4 100
				Larue	6	1 16
				Laurel	3	1 33
				Lawrence	1	0 0
				Lee	1	0 0
				Leslie	1	0 0
				Letcher	9	0 0
				Lewis	1	0 0
				Lincoln	10	6 60
				Livingstone	3	0 0
				Logan	31	12 40
				*Lyon	4	4 100
				Madison	33	10 30
				Magoffin	3	0 0
				Marion	10	6 60
				*Mason	17	17 100
				*McCracken	57	57 100
				McCreary	1	0 0
				Meade	6	2 33
				McLean	3	0 0
				Menifee	1	0 0
				*Mercer	12	12 100
				Metcalf	7	0 0
				Monroe	7	2 30
				*Montgomery	17	17 60
				*Muhl'nberg	22	19 86
*Adair	14	14	100			
Allen	5	1	20			
*Anderson	4	4	100			
Ballard	6	0	0			
*Barren	15	15	100			
Bell	8	0	0			
Bell	18	7	41			
Boone	4	0	0			
Bourbon	28	17	61			
Boyd	7	0	0			
Boyle	17	15	88			
*Bracken	2	2	100			
Breathitt	1	0	0			
Breckinridge	10	5	50			
*Bullitt	2	2	100			
Butler	3	0	0			
Caldwell	13	3	23			
Calloway	7	0	0			
Campbell	4	0	0			
Carlisle	3	0	0			
Carroll	2	1	50			
Carter	1	0	0			
Casey	2	0	0			
*Christain	80	52	65			
Clark	20	16	80			
Clay	3	0	0			
Clinton	1	0	0			
Crittendon	2	1	50			
*Cumberland	8	8	100			
*Davies	25	25	100			
Edmonson	3	1	33			
*Estell	1	1	100			
Fayette	92	88	96			
Fleming	4	0	0			
Floyd	5	0	0			
*Franklin	43	45	105			

Nelson	18	13	72	*Wayne	4	4	100
*Nicholas ...	4	4	100	Webster ...	19	8	42
*Ohio	5	5	100	Whitley	4	0	0
Oldham	5	3	60	Woodford ..	16	13	81
Owen	4	3	75	—	—	—	—
Owsley	1	0	0	Total for			
Pendleton ...	1	0	0	State	1550	1052	69
Perry	17	3	17	NOTE—Counties not listed have			
Pike	7	1	14	no colored teachers in them. The			
Powell	3	0	0	number of teachers in a few of			
*Pulaski	7	7	100	the counties have changed since			
Robertson ...	1	0	0	the compilation of this report.			
Rockcastle ..	1	0	0	Mr. L. N. Taylor at the State De-			
Russell	2	0	0	partment of Education reports a			
*Scott	18	18	100	total of 1460 colored teachers for			
*Shelby	25	20	80	all of the counties, this number			
*Simpson ..	12	12	100	not including teachers in private			
*Spencer ...	4	4	100	schools or colleges. The above			
Taylor	8	3	37	number 1550, represents all			
Todd	20	5	25	colored teachers in Kentucky. Can			
Trigg	17	1	6	we not increase our per cent of			
*Union	10	10	100	enrollment for 1932-33?			
Warren ...	34	18	53	Atwood S. Wilson,			
*Wash'ton	10	10	100	Secretary of K. N. E. A.			

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ONE HUNDRED PER CENT CITY SCHOOLS

The following schools sent in records enrolling their respective faculties 100 per cent in the K. N. E. A. for 1932 and are on the Honor Roll.

Louisville Schools	Bowling Green
Louisville Normal	Covington
Central High	Cynthiana
Madison Junior High	Danville
Benj. Bannecker	Earlington
Paul Dunbar	Franklin
Fred. Doulass	Elizabethtown
Highland Park	Elkton
Lincoln	Frankfort
G. G. Moore	Franklin
Parkland	Georgetown
M. B. Talbert	Glasgow
S. C. Taylor	Greenville
Twenty-ninth Street	Harrodsburg
Western	Henderson
Phyllis Wheatley	Hickman
Wilson Street	Fulton
Charles Young	Lebanon
Lexington Schools	Mayfield
Paul Dunbar	Maysville
Douglas High	Middlesboro
Russell Junior	Mt. Sterling (C. T.)
Constitution	Nicholsville
B. T. Washington	Paris
Paducah Schools	Providence
Lincoln High	Richmond
Lincoln Graded	Russellville
Garfield Elementary	Shelbyville
Owensboro Schools	Stanford
Western High	Versailles
Dunbar	Winchester

The following State Institutions also enrolled 100 per cent and are on the Honor Roll: (1) West Kentucky Industrial College, Paducah, (2) Kentucky State Industrial College, Frankfort (3) Louisville Municipal College, Louisville, and (4) Kentucky School for the Blind, Louisville.

Office—City 5171;

Main 9633;

Res. Shawnee 3344

A. B. RIDLEY

FUNERAL DIRECTOR AND EMBALMER

PRIVATE AMBULANCE

1024 W. Walnut Street

Louisville, Ky.

The First, Last, and Greatest of Schoolroom Problems

William A. Cook, Professor of
Education University of Cin-
cinnati

(Address delivered at the 1932
K. N. E. A. Convention)

The first, last, and greatest of schoolroom problems is none other than the timeworn one of discipline. Discipline is the first of schoolroom problems, because it appears immediately when the teacher stands in the presence of his school. At the conclusion of a long line of hurdles, consisting of schooling, examination, certification, application for a position, and interviewing board members, the teacher on the first day stands with dramatic suddenness in the presence of his school. The first half day, sometimes the first half hour, may "make or break" him in a new situation.

Discipline is the last of schoolroom problems, because no teacher becomes so experienced or successful that he can assume that for him no such problem exists. Teachers failing in one situation succeed in another for the reason that they apply to the second situation their helpful experience in the first; but the teacher who succeeds in one situation may fail in the next, because disciplinary conditions are more difficult, or merely different, in the second situation. The wise teacher is not lulled into a sense of security by past success; instead he forms the habit of taking inventories periodically of the conditions in his school room, in order to sense the beginning of attitudes or ten-

dencies which are unhealthy.

Discipline is the greatest of schoolroom problems, because it produces more failures than any other single cause. This was proven some years ago by a study of the causes of failure in city systems of twenty to forty thousand population. A study of that kind, however, does not reveal the full truth, for teachers in such city systems are usually required to possess a year or two of experience before their application can be considered. But a year or so of experience, if what we have already said is at all true, will weed out all teachers conspicuously weak in discipline. To learn the real number of failures traceable to poor discipline it would be necessary to study the causes of failure among the inexperienced. It is the writer's firm belief that if one takes all beginners into consideration, discipline will be found to produce more failures than all other causes combined.

In spite of its importance, the problem of discipline has been sadly neglected until very recent years in both training courses and books for teachers. It has apparently been regarded as an ugly matter which is best treated by silence. But silence or neglect can solve no really serious question. It may be that the fallacious idea that the principal is responsible for discipline is part of the excuse for this neglect. Yet we know that many tens of thousands of teachers are employed in

one-room schools, and must be their own principals.

Possibly neglect of discipline comes from a conviction that good disciplinarians are born, not made, and that if there is weakness, "it is just too bad." It is doubtless true that teachers are born, not made, but the natural-born supply is insufficient for the demand; hence we have gone into the business of making teachers by training, and the possibility of so doing is generally conceded. Disciplinary ability is no doubt very difficult to develop, so difficult that unquestionably a principal would prefer to learn that one of his teachers was short on almost any other qualification, except serious moral delinquency, than to learn that he had engaged a teacher who had no disciplinary control.

The writer, however, must refuse to align himself with those who take a pessimistic attitude toward the possibility of developing disciplinary power. He believes that it is developed by experience. He believes moreover that principals of insight can bring about such experiences as will facilitate the development of disciplinary power. He holds that suggestions can be given for dealing with disciplinary situations with almost the same certainty that subject matter can be imparted in a distant training institution, to equip one to meet a concrete schoolroom situation. In short he would maintain that the gist of disciplinary success can be stated in the form of a few rather elementary principles, some three of which he will discuss briefly.

I. One fundamental principle

of success in schoolroom control has already been referred to. It is the principle of **self-responsibility**. It may be summed up in the brief dogma, "Do it yourself." The young teacher is most prone to throw her burden on the office if one is handy. Nothing is simpler than to tell a child to go to the principal's office, and nothing in many cases could be less effective.

Such a practice is often the beginning of misunderstanding and friction between the teacher and the principal. The teacher sends a child to the office for a purely minor offense. The principal tries to learn the facts from the child. This he is in a poor position to do without consulting the teacher. The child certainly tends to tell much less than the truth. Perhaps it is a youngster with a good past record. What more natural than that the principal tend to dismiss the affair as a minor one, administering mild verbal reproof?

The sequel is usually unfortunate. If the child has any disposition to mistreat his teacher, it is aggravated. The child tells his experience to eagerly inquiring fellows, and the effect on them is bad. The teacher learns what happened and complains that "the office does not sustain teachers." The principal learns the facts in full, and concludes that "this teacher does not know how to handle cases."

Let us suppose a different case, in which the teacher frankly recognizes that the superior personality of a principal for disciplinary ends is quite limited physically, and cannot reach from his

office to all the rooms of the school. If the principal's entrance to a room results in an immediate rise in its disciplinary standard, that standard lapses at once to the teacher's lower standard when the principal leaves the room. The teacher must interpret and enforce the standard for his own room beyond question.

This does not mean the principal can be of no assistance to his teachers in the matter; he can be of great assistance. How? When an unsatisfactory situation arises, it is the teacher's first duty to exhaust his own initiative in meeting it, by using all proper disciplinary means. When the teacher has reached the end of his resources, it is time for him to send himself to the office, to give an account of the entire affair, and to solicit the suggestions of the principal. The teacher then returns to his room to try out these additional suggestions. Frequently they will bring success. If they do not, it will then be necessary to send the pupil to the office.

When the pupil enters the office this time, the principal is privy to the whole series of events. The teacher has kept him informed. He inquires from the pupil the reason of his coming. The pupil may suffer failing memory, but the principal asks leading questions which elicit the full body of embarrassing information. He knows that he is dealing with a hardened offender. He has a basis for action, and he will make it as drastic as in his opinion is justified by the chain of cumulative circumstances. The child leaves the office in no mood to carry his aggressions farther. His inquir-

ing fellows worm the story out of him, and decide to take no chances. The teacher notes the favorable effect on all, and compliments himself rightly on the fine cooperation the office is extending. He deserves this co-operation, for he has performed his own part.

II. A second principle of success in discipline is confidence. It may be summed up in the imperative, "Believe!" This principle must be viewed from two points of view,—those of the teacher and of the pupils.

From the standpoint of the teacher the principle enjoins, "Believe in yourself," and in your ability to meet the situation. He who thinks that a lack of confidence in himself is hidden from his pupils lives in a fool's paradise. He is dealing with intelligent beings persons who despite their immaturity are of several years experience in reading character. They know the signs of fear and indecision in manner or facial expression. It is to read this secret that their young eyes cover one so searchingly.

The teacher of inexperience may ask, "How can I have confidence with this group of thirty, even forty or more, against my one poor self? The conflict is too unequal. They overwhelm me." But, teacher, your argument is in error. Physically you may be one, yet morally you are many. You represent the force of the whole educational machinery,—principal, superintendent, board of education. You are in common law in *loco parentis* while the child is in school. Hence you have all the power generally speaking of the

parents of the community. Your authority through your certificate to teach is derived from a law of the state, and you are captain in charge of an enterprise backed by the law and by the wealth of the entire state. In short, teacher, you are the mighty representative of organized society in this schoolroom. You do not lack power; rather you have oceans of it, so much as to make you almost shudder lest you misuse it in some manner or degree.

From the standpoint of the pupils the principle of confidence may be expressed in this form: "Believe in your pupils," and in their good intentions and fairness. Is this granting too much to the pupils? Surely it is granting no more to them than under the Golden Rule we wish to have granted to ourselves. But is such confidence justified? After thirty years of teaching the writer answers with all sincerity in the affirmative. It is indeed an unusual schoolroom in which ninety to ninety-five per cent of the pupils are not ready to go to the good, if conditions are created favorable for them to go to the good; at the same time it is true that in most schoolrooms about half the pupils will go to the bad, so to speak, if conditions obtain there which are favorable to doing wrong.

We do not hold that a teacher should believe in his pupils merely because an overwhelming majority of them are willing to do the right, but also because the moment they feel that such trust is placed in them, a bond almost of steel grips the great body of them to rightness of conduct, that very rightness of conduct which the

teacher daily expounds and practices in relation to his pupils.

It is no secret to grown people that the opportunities for doing wrong and getting away with it are galore. Much of the reason why we do as well as we do is because of the confidence and expectation of us by others. We do the right and refrain from the wrong because our family and our friends expect just that from us. We could not bear to disappoint them. When we were but children their presence and mute signs or look of approval or disapproval held us in line. When we became grown, the touch of their influence abode with us though they were far away. Time may transport them to another world, but their direction still is felt. Such a tremendous development occupies long years, decades, but it begins in the life of a little child. The teacher must recognize and capitalize it, as parents have begun to do before the child even goes to school.

III. Third of the principles which will be developed is that of **delayed action**. Put in a categorical form it might read, "Don't hurry." Looking back over an extended period of experience, most teachers will agree that few situations in their teaching career demand summary action in respect to either deciding or inflicting a penalty. The essential is that an offender shall be informed that his action is known and is definitely under consideration. This it would be well to tell him plainly, but privately. Courts lose no time in indicting a citizen under a cloud, perhaps they isolate him from his fellows in a measure, but

they do not rush him to trial at once under excitement and passion. The teacher can profit by their example.

It is easy to see the consequences of delay. It insures coolness on the part of the teacher. If he felt temper at first, that condition passes. Surely in judging and executing he ought to be calm and dispassionate.

It may also happen that additional evidence will in the meantime come to the teacher, to render his decision more safe and sane. The writer knew of one case in which a new teacher slapped a pupil for making a face at him, not having yet discovered that this poor child was unable to control the muscles of his face.

Delay has the further advantage of improving the pupil's attitude. He comes to view his action in a fairer, more disinterested light. He even attains that condition of mind in which the question of a right settlement can be put to him, with the prospect that he can make valuable suggestion for prevention of the recurrence of the trouble. For our own moral development it is quite essential that we see and recognize ourselves as being in the wrong. Unless that is the case, we are likely to prove rebellious to discipline, at least in spirit.

Delay also has the virtue of permitting the teacher in difficult cases to seek outside counsel. His fellow teachers, his principal, his superintendent, the child's parent, all can be consulted and can make their contributions. Thus it would appear that delayed action puts everyone more fully in possession of the facts, and places

them in a better frame of mind for arriving at an impartial judgment.

Let it not be understood that the writer is proposing that type of delay which has caused American courts to fall into disrespect with millions of citizens,—delay which permits evidence to be destroyed, witnesses to be intimidated, and officials to be bribed. Delay must never be confused with uncertainty. It must not be so long that any will begin to question whether "the teacher is going to do anything about it." Two or three days at the outside should be long enough to serve the purposes that have been advanced.

Though the writer has frequently in teaching tried the principle of delay, he learned it from his mother, who never taught, but who was a wise parent and governess. She was instant in calling attention to what she felt was a transgression, but in the busy life of a mother of the earlier generation she said she had not time to act at once. As she went busily on at her work her son, bothered by a growing sense of guilt and inevitable consequences, often approached her and asked if she were not ready to act now. "Not yet," she would say, but ordinarily before the day was over, the debt was paid.

When that time came, both were in the right frame of mind. Mother never punished in anger. If it seemed to be a case in which "birch" was virtuous, mother stepped to one of those maples which were planted about the same time as her son, pulled off a twig, trimmed it up briskly, and said, "Now, Willie, I am ready." She

took her child by one hand, and he circled briskly about her under the stimulus. When it seemed to him that he could not stand it much longer, she was about half through, and the fastest half was still to come. The physical sting died quickly, but there was no sting at all in the soul. The lad had been punished physically for only a moment, so the pain for both parties did not last long. But he had been under discipline nearly all day, and that fact he did not forget for a number of days to come.

This illustration, of course, does not argue that children should be frequently whipped at home or at school, any more than it argues that a twig is better than a strap or nose for the purpose. It is given solely to show the effect of delay. Perhaps most readers of this can point to cases in which teachers have made serious mistakes by precipitate action. Can you point to one in which delayed action led to a serious mistake?

LOUISVILLE MUNICIPAL COLLEGE REPORTS GROWTH

Dr. Rufus E. Clement, dean of the only four-year liberal arts college in America for Negroes, is pleased with the growth of the Louisville Municipal college. Since its beginning in February, 1931, the enrollment has increased over 100 per cent, a night school has been added, new courses in all the departments have greatly broadened the curriculum. Besides, no effort has been spared to procure the best

instructors for the faculty. Two additions were made to the faculty for the present school year—Miss Hazel E. Browne, B. A., M. A., of the University of Kansas, and Miss Elnora McIntyre of Howard University and Hampton. Miss Browne was awarded the Phi Beta Kappa key by her alma mater for excellent scholarship. She has spent one year abroad at the University of Berlin. Miss Browne is instructor in German and English and also counselor for young ladies. Miss Elnora McIntyre of Louisville has been added to the library staff. Miss McIntyre received the B. A. degree from Howard University and took her degree in library science at Hampton. She has had wide experience in the library at Howard, the Atlantic City public library and the Central High school library in Louisville. The enrollment in the college is 25 per cent above that of last year. The evening school is conducting classes on Monday, Wednesday and Friday evenings from 6 P. M. to 9 P. M. Atwood S. Wilson, a graduate of Fisk University and the University of Chicago has been added to the faculty of the evening school. A number of Louisville city teachers have enrolled in the evening school.

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New President at Lincoln Institute of Kentucky

Lincoln Institute opened its doors on September 14, under the leadership of its new president, Randle Bond Truett. President Truett received his undergraduate training in the University of California at Los Angeles. He continued his studies at the University of Southern California, receiving the Master of Arts degree in 1928. The following year he entered Vanderbilt University



RANDLE BOND TRUETT ..

President of Lincoln Institute

where he pursued a course leading to the Ph. D. degree. Mr. Truett was a Teaching Fellow in History at Vanderbilt University for the year 1928-29 and an assistant in History in the same institution for the year 1929-30. For the

next two years he was instructor in the Department of History and Political Science at the University of Louisville.

There have been a few changes on the faculty of the Institute. Mrs. Myrtle White Morton, a graduate of Fisk and Indiana Universities has been installed as Dean of Women. Mr. G. P. Summers, a graduate of the University of Kentucky has been selected to head the Agriculture Department. Mr. M. D. Parker, a graduate of Hampton Institute has been selected to head the Department of Woodworking. Mr. L. H. Lawson, a graduate of Fisk, has been placed in charge of athletics. Mr. Lawson also teaches in the high school. Mrs. Truett, a graduate of Louisville Normal School and a student of Professor Victor H. Rudolf and Miss Sarah McConathy of the Louisville Conservatory of Music, has been placed in charge of Music.

Lincoln Institute is dedicated to the building of character and the education of the Colored Youth. A school situated as this school is, on a 450 acre farm, is well-fitted to train the youth that comes under its jurisdiction. The High School has various vocational fields: Agriculture, Woodworking, Engineering and Home Economic, in which the students may specialize. The work in the Departments may be continued in the Junior College. In addition to the vocational training, courses are also offered leading up to the "College Elementary Certificate."

A very careful study of Negro

education in Kentucky has been completed by the Bureau of School Service of the University of Kentucky, which recommended that Lincoln Institute modify its policy to emphasize vocational training for the Negro youth

while still maintaining sufficient cultural and academic studies to give the proper balance in order that these boys and girls may more effectively fill their places in society.

K. N. E. A. Kullings

Mr. Douglas Reid, a graduate of Wilberforce University and Miss Minnie Alta Taylor, a graduate of Fisk University have been added to the faculty of Central High School at Louisville.

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Mr. H. C. Russell is now the registrar at the Kentucky State Industrial College at Frankfort.

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President H. B. Atwood of K. S. I. C. reports a very successful opening for the school. The student body is up to the standard and the institution receiving the heartiest support of the state superintendent, governor and its many patrons. The record of the football team at the opening of the season indicates that Kentucky is likely to produce a contender for the national championship in football among colored colleges.

* * * *

A resolution expressing confidence in the integrity and ability of D. H. Anderson, president of the West Kentucky Industrial College and in the board of trustees, was adopted by a group of business men and civic leaders in the Board of Trade offices at Paducah on October 14, 1932.

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Mr. Robert Lawery, a graduate of the University of Indiana, has been added to the faculty of

Madison Junior High School in Louisville.

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Prof. P. Moore at Paris undertook with success a project during the first week of school in which the parents of the children visited the school and were given special guidance in the matter of supplying the children with books and getting better acquainted with the program of the school.

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Prof. E. E. Reed, formerly principal at Winchester, is now on the faculty of the State Teachers College at Winston-Salem, North Carolina.

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Nearly all of the Louisville teachers have qualified for state certificates. A few remain who are working to obtain the necessary credits.

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Atwood S. Wilson, secretary of the K. E. N. A., was one of the summer school faculty members at the Louisville Municipal College. He is also an instructor in education in evening classes.

* * * *

Prof. R. I. Pleasant is now principal of the colored city school at Morganfield.

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During September, 1932, Morris Brown University celebrated

its fiftieth anniversary. Dr. R. E. Clement, dean of the Louisville Municipal College was one of the chief speakers. He was formerly dean of that institution.

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On Sunday, October 9, 1932, there was an unveiling of a recently presented portrait of Abraham Lincoln on the campus of Lincoln Institute of Kentucky. The portrait is valued at one thousand dollars and is a gift of the painter, Samuel R. McDowell. The newly elected president, Randle B. Truett and Dr. Raymond A. Kent, president of the University of Louisville, were the main speakers on the program.

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Miss Maude E. Brown, a teacher in the Central High School of Louisville, attended the Boule of the Alpha Kappa Alpha Sorority at Los Angeles, California, the past summer. She is the Supreme Basileus of that organization, a distinctive honor.

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The Boys' Chorus of the Georgia G. Moore school of Louisville sang Saturday morning at the 1932 general session of the K. E. A. at the Columbia Auditorium. Their program was enjoyed and highly complimented. Mr. Jesse Baird of Berea College asked for the words and music of the song "This Train."

Dr. Peckstein of Cincinnati and other educators spoke well of their program. Miss Mabel L. Coleman is the progressive principal of that school.

* * * *

The Fourth District Teacher's Association reported a well planned meeting at Hardinsburg for October 21, 1932. Officers of this

association are: R. L. Dowery, president; G. W. Adams, vice-president; Mrs. E. G. Clark, secretary; Miss Sadie L. Jackson, assistant secretary, and Amos Lasley, treasurer.

* * * *

The new Lincoln-Grant school at Covington, Kentucky has one of the best buildings in the state for colored youth. The building and equipment cost \$320,000. Recently, a picture of the building and some of the interior views appeared in the Kentucky Progress magazine. Prof. H. R. Merry is the principal of this school. The faculty always enrolls 100 per cent in the K. N. E. A.

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Mrs. Lavinia Sneed, principal of the Phyllis Wheatley School, formerly a teacher at Simmons University and in the Public Schools in Indianapolis, Indiana, a loyal member of the K. N. E. A., and a leading Negro woman in Kentucky, died during the summer of 1932.

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The pupils of the eighth grade of the Mayo-Underwood High School at Frankfort, Kentucky under the direction of their teachers made a visit in Louisville, Kentucky Thursday November 10, 1932 and thoroughly inspected the Madison Junior High School. They reported a very enjoyable and profitable visit.

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Prof. I. W. St. Clair is now supervising principal of the Virginia Avenue, Phyllis Wheatly and Parkland Schools in Louisville, Kentucky. Prof. St. Clair is a graduate of Fisk University and the University of Indiana.

1932 Rosenwald Day in Kentucky

(Summary of Reports Returned by Teachers)

County	Schools	Trs.	Enr.	Pres. at meeting	Good Bldg.	Poor Bldg.
Adair	1	1	1	31	1	
Boone	1	1	22	40		1
Boyle	1	11	470	1		
Barren	1	4	225	296		1
Christian	2	3	119	118	2	
Crittenden	1	1	37	104	1	
Fayette	2	10	350	361	1	1
Franklin	1	15	360	450	1	
Grant	1	1	26	26	1	
Graves	2	10	323	475	1	1
Hardin	1	5	135	184	1	
Harlan	1	2	93	129	1	
Henderson	5	5	137	175	3	2
Henry	2	4	162	150		2
Hopkins	1	1	45	73		1
Jefferson	2	2	71	83	1	
Lincoln	1	1	46	37	1	
Logan	3	3	147	223	3	
McCracken	1	9	347	360		1
Marion	1	4	152	175	1	
Mercer	1	7	212	446	1	
Montgomery	1	8	233	266	1	
Muhlenberg	4	8	303	311	3	
Nelson	1	4	147	275	1	
Nicholas	1	2	70	77	1	
Ohio	1	3	120	155	1	
Owen	1	3	103	120	1	
Perry	1	3	62	80	1	
Shelby	2	2	36	50	2	
Simpson	1	5	238	208		1
Todd	1	4	152	163	1	
Trigg	1	5	135	150		1
Warren	1	2	102	25	1	
Webster	1	7	290	320	1	
Woodford	1	7	272	250		
Totals	50	163	5773	6881	35	12

Only fifty schools in thirty-five counties made report. These fifty schools were taught by 163 teachers with enrollment of 5773 children. These fifty meetings were attended by 6881 citizens.

Thirty-five of the fifty buildings are reported good, twelve as distinctly poor. Twenty four report the need of consolidations, and twenty-eight new buildings needed. Only eighteen report their school grounds decorated by trees and shrubs.

Why can't most of our schools observe Rosenwald Day? Probably they did. Why did they not report it? They do in other states.

Why do sixty four per cent of our schools have no trees and shrubs to make the school grounds attractive? The teacher and students can make school life better by making the school room and the school grounds attractive.

L. N. TAYLOR, Rural School Agent for Kentucky

School Libraries Reported By the State Library Commission

Miss Lena B. Nofcier and Miss Mary McNeely, of the Kentucky Library Commission, Frankfort, Kentucky, have reported visitation of the following school libraries aided by the Julius Rosenwald Fund.

School	Principal	Teachers	Pupils	Books
Bera	Robt. Blythe	3	110	405
Buck Creek	Beatrice Boyle	1	57	155
Carrollton	Bessie Whittaker	1	32	195
Drakesboro	Ada E. Holloway	5	245	241
Elizabethtown	R. L. Dowery	5	135	140
Greenville	C. L. Timberlake	5	153	241
Harlan	W. M. Wood	4	216	228
Hazard	Carl Walker	4	188	250
Lynch	P. W. Williams	12	455	322
Mayfield	J. B. Cooper	9	308	155
Murray	S. E. Dean	5	200	86
New Liberty	Daisy Hutchinson	3	100	166
Richmond	P. L. Guthrie	15	391	740
Scottsville	Laura Allison	2	78	155
Shelbyville	R. D. Roman	6	252	315
Vicco	A. D. Puryear	3	62	344

Most of the above libraries were reported to be in **good** condition. Teachers serve as the librarians and in most cases books are loaned to the community.

It is desirable that there be a teacher-librarian in charge of the library service. A student librarian may be helpful as assistant in loaning, charging, and library record work. The favorite loan period seems to be one week, but several schools loan for two week periods. Charges for keeping books out over time range from nothing to five cents a day. Probably one cent a day is a safe rule. Provision should be made to loan books to people of the community who are not students in school. It is desirable to give honors, credits, prizes or distinctions of some kind to stimulate liberal reading by the students. The books should be classified by elementary grades and by high school subject matter, and students of each grade should be expected to read a number of library books, say five or more. Students may read books classified below their grade, but not above their grade.

L. N. TAYLOR, State Dept. of Education.

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