

The **K. N. E. A.**
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January-February, 1939

No. 2



JOSEPH S. COTTER, SR.,
Louisville, Kentucky
FIFTY YEARS A PRINCIPAL AND POET

This issue of the K. N. E. A. Journal is dedicated to the memory of half-century educators in Kentucky and to veteran teachers of the state

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The K. N. E. A. Journal

Official Organ of the Kentucky Negro Education Association

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Kentucky State Supervisor

Editorial Comment

Half-Century Educators

It has been the policy of the K. N. E. A. Journal to recognize those who have given years of service to the education of colored youth in Kentucky. In the October-November Journal of 1935, the picture of John W. Bate of Danville was shown on the outside cover and along with it the story concerning his life's work at Danville. Prof. Bate has been, for more than fifty years, an ardent supporter of the K. N. E. A. and an outstanding principal in the state. On the outside cover of the 1936 K. N. E. A. Journal was shown the picture of Marie Spratt Brown, pioneer educator of Kentucky, and the only woman ex-president of the K. N. E. A. These respective numbers of the K. N. E. A. Journal were dedicated to these two outstanding educators who had given half-century service in the interest of our youth.

In line with this policy, the K. N. E. A. Journal dedicates this issue to three principals who have given fifty years of service to the Louisville Public Schools. These principals are Miss Lucy N. DuValle, W. H. Perry, Sr., and Joseph S. Cotter, Sr. The Board of Education of Louisville and its superintendents during the administration of these principals have exhibited an attitude of esteem towards them that is worthy of special mention and commendation by the K. N. E. A. In accordance with the statement on the outside cover of the Journal, this issue is likewise dedicated to all colored teachers in Kentucky who have rendered fifty years of service in Kentucky and to those who are nearing this number of years in educational service.

PASSING OF HENRY DAVIS

Mr. L. N. Taylor of the State Department of Education has reported the death of Mr. Henry Davis who died on October 7, 1938. Mr. Davis was the custodian at the State Capitol and was affectionately known by the State Department of Education as "Uncle Henry." He was born as a slave in Woodford County on August 13, 1857 and worked on the farm, helping his mother to buy a home. In early adult life, he attended the Berea College in Kentucky. He got enough training at Berea to pass the examination to teach in the schools in Kentucky, and successively taught in Mt. Vernon in Rockcastle County, Washington County, Pulaski County, Bourbon County and in Somerset.

After Superintendent W. J. Davidson became State Superintendent in 1896, he brought Henry Davis to Frankfort to serve as custodian in the State Department of Education. For forty years he has been a trustworthy and faithful worker. Quoting Mr. L. N.

Taylor, his esteem is summarized in the following sentence: "Henry Davis will be remembered by us of the State Department of Education in Kentucky as one of the best citizens and one of the truest servants this state has had." The K. N. E. A. takes pride in honoring the memory of such a noteworthy character.

YEAR 'ROUND PROGRAM OF THE K. N. E. A.

If the K. N. E. A. Journal is carefully analyzed, and if the proceedings of the Board of Directors' meeting are followed, there will be revealed that the K. N. E. A. is not just an organization which meets annually to promote the interests of teachers and colored youths in Kentucky, but an organization that is alert throughout the year engaging in those activities that will promote the interest of teachers and colored youths in Kentucky and also promote those things which should insure a more equalized educational opportunity for the white and colored youth in Kentucky. You will note herein the five point program adopted by the Board of Directors for the year 1938-39. The K. N. E. A. has its office opened daily and a clerk and secretary at work doing those things that will promote our educational interest such as preparing the K. N. E. A. Journal, writing the K. N. E. A. Newsettes, writing superintendents of schools in the interest of our youth, giving advice to teachers regarding their problems and corresponding with our legislators and officials relative to bettering conditions for colored youth and keeping a file of all things that pertain to the education of colored youth in Kentucky. The teachers of Kentucky should feel proud of their K. N. E. A. because it is the outstanding colored teachers' association in America. Kentucky can boast of an enrollment of almost every colored teacher in the state. The K. N. E. A. convention is one of the biggest things that happens annually in the state of Kentucky. Election to the presidency of the Kentucky Negro Education Association is the highest honor that Kentucky can bestow on its educators. The K. N. E. A. has the respect of the Kentucky Education Association, the superintendents of Kentucky, and the public at large. No colored teacher in Kentucky could afford not to be a member annually of the K. N. E. A. **Its year 'round program merits the support of each teacher.**

THE DIAMOND JUBILEE OF FREEDOM

Recently, Editor I. Willis Cole published the Twenty-first Anniversary number of the Louisville Leader which he dedicated to the "Diamond Jubilee of Freedom." This edition of the Louisville Leader mentioned the progress of the Negro during the seventy-five years of freedom from 1863 to 1938.

There appeared in this December 10th issue of the Louisville Leader an account of our Kentucky State College under the leadership of Dr. R. B. Atwood, an account of Lincoln Institute under the leadership of Director Whitney M. Young, an account of the educational program at Central High School of Louisville under the prin-

cialship of Atwood S. Wilson, an account of the program offered at the West Kentucky State Vocational Training School under the leadership of President M. H. Griffin, an account of the program at Louisville Municipal College of which David A. Lane, Jr., is Dean, an account of the progress made by our colored insurance companies in Kentucky and accounts of the activities of the women's clubs in Kentucky. The K. N. E. A. congratulates Editor Cole for his wide awake interest in the education of our youth. We commend to our teachers the reading of this issue of the Louisville Leader and urge their support to this weekly which has made much wonderful progress through the efforts of its founder and editor, Mr. I. Willis Cole.

Here, the editor of the K. N. E. A. Journal would like to point out that he advocates the teaching of Negro history and keeping before our children the wonderful progress of the race and especially the achievements of outstanding Negroes in America. I would advise teachers not to dwell on the horrors of slavery and have pupils forget this unpleasant history of their ancestors. The sooner we forget slavery in America and face reality, namely that we are living in a democracy whose constitution offers equal opportunities to all, the sooner we can get rid of the so-called Negro problem which is not really so much of a problem as it is for the white and colored people in America to have correct attitudes towards the execution of the provisions of the Constitution which is the guide of this great nation in which we live.

ENROLL AND ATTEND

The 63rd annual convention of the K. N. E. A. in Louisville April 12-15, 1939, should interest every colored teacher in Kentucky. We cordially invite each teacher in our state to make plans to be in Louisville on these dates. As usual, we shall have outstanding speakers of national importance and sectional meetings that are most-stimulating to the classroom teacher. To attend the K. N. E. A. is to enrich one in his teaching and is to better prepare one to stimulate the children who sit at his feet each day for guidance. There are many teachers who cannot attend summer schools. These teachers can only do justice to themselves by keeping themselves up-to-date through attendance to the K. N. E. A. convention.

AN APPRECIATION

The editor of the Journal wishes to express his appreciation to Miss Marguerite Parks, school counselor of the Central Colored High School in Louisville, for her valuable service in compiling information regarding the life histories of Miss Lucie N. DuValle and William H. Perry, Sr. The Secretary of the K. N. E. A. gets valuable counsel and assistance through the very fine spirit of loyalty and cooperation shown by this outstanding teacher in the Louisville Public School system.

Negro Education In Kentucky

By **W. H. Fouse,**

President of K. N. E. A.

At this time considerable interest is being shown Negro Education in Kentucky resulting from the recent ruling of the Supreme Court in the Missouri Case of Gaines against the University of Missouri. I believe the time is now ripe for us to give serious consideration to the underlying principles involved in this case and profit by the experiences of that our sister state has had.

Now what was the real thing that Gaines (the colored boy) wanted when he went into the courts? I believe that Gaines wanted a LAW EDUCATION, he wanted to have opportunities to secure this kind of education without favors or handicaps—just as were accorded to other citizens of Missouri. The court held that the scholarship awarded him to be used somewhere else was insufficient. It was not an equal substitute. Missouri must now within her borders provide him with equal (not equivalent) law education either at Lincoln University (colored) at Jefferson City, Missouri, or it can break its established policy of racial segregation and admit him in its law school, formerly for whites only. Gaines' personal preference will have no bearing on the matter; making the choice between these two alternatives will become a function of the state. In other words, I believe the main thing that is actuating Gaines (opportunities for equal law education) will be satisfied.

Here in our own state I think what we need to do is to accord the Negro child equality of educational opportunities all the way through, from the elementary school to college, university and professional school.

There is hardly anyone who does not know that the Negro does not have this equal opportunity now. Inequalities in school housing and equipment; inequalities in provisions for college and professional training; inequalities in salaries paid for similar instructional services are all around us. Anyone who doubts this may get a summary of these inequalities from a recent report in the "Bureau of School Service," University of Kentucky, Lexington, Kentucky; compiled by Dr. Leonard Meece.

What the Negro in Kentucky wants is exactly what Gaines wanted. The state with all its subdivisions—counties, towns and cities—should set about to grant this to the Negro school child without further delay. For any Negro to want less than this is to mark him off as less than a good American citizen. For anyone to use unfair pressure such as reprisal or bluff against the Negro to make him afraid to contend for and expect his God-given rights would be sufficient evidence to prove that such a one is wholly lacking in those principles of character for the preservation of which many a Kentuckian has been willing to lay down his life. One of these Kentuckian noblemen whose brilliant editorial pen did much in making the "Courier Journal"

takes no second place in the galaxy of the great dailies of the world, was Col. Henry Waterson. He expressed the sentiment, more than a quarter of a century ago to the effect that he would ask no more for his son as to opportunities than he was willing to grant to the son of any other Kentuckian, whatever his color, race or station in life might be.

Separate education is not opposed by Negroes in Kentucky, for in seeking education they are not seeking social contacts. What the Negro does oppose, and I believe rightly so, is unequal education. Separate education, however is costly. Anyone can

see that it would be less expensive, by far, in Missouri, to admit 12 or 18 Negroes to an already existing law school than it would be to establish one for them. But, if the people of Missouri or Kentucky are unwilling to give up their traditional bugaboo and prejudice about going to school together, then they should be willing to pay for this luxury and not ask the Negro in his poverty to pay for it by accepting less than absolute equality in educational opportunities.

(Note: This article appeared in the Point of View Column of the Louisville Courier-Journal on December 31, 1938).

Privileges of Active Membership in the K. N. E. A.

1. The privilege of attending all general sessions of the Association.
2. The privilege of participating in the departmental sessions.
3. The privilege of speaking and holding office in the Kentucky Negro Education Association.
4. The privilege of voting and participating in the business affairs of the Association.
5. The privilege of receiving all literature of the Association including the official publication, The K. N. E. A. Journal.

No Kentucky Teacher Should Fail to Enroll Send One Dollar

To A. S. WILSON, Secretary-Treasurer
1925 W. Madison Street, Louisville, Ky.



Miss Lucie N. DuValle, Principal and Prophet

Lucie N. DuValle, Principal and Prophet

(A story of unheralded greatness)

December 1, 1938 marked the tenth anniversary of the death of an outstanding educational prophet in Kentucky. The name "prophet" may be applied to one who foretells future events. The prophet is an advance thinker seeing beforehand the things that are to happen and making corresponding changes in the present. Such a one was Lucie N. DuValle of Louisville, Kentucky. The story of her noteworthy achievements as a pioneer in the cause of public school education on the elementary level reveals Lucie N. DuValle not only a great teacher but one of the brightest and best of the early morning stars of prophecy.

A great historian tells us "Happy are the people whose annals are short." Perhaps this is true of individuals as well. Reviewing her life one might say—Lucie DuValle was born, reared, and died in Louisville, Kentucky. She lived and breathed for the thousands of Louisville school children who came under her tutelage. Her mother used to tell her that the only home she really needed was a tent to sleep in pitched just as near the California (now Phyllis Wheatley) School as she could get it. Her mother also recalled that at four years of age she attempted to read the newspapers and always treasured her books above all other possessions.

She was the eldest daughter of a widowed mother with three younger sisters. The early struggle of the family to gain economic independence brought Miss

DuValle much sound economic sense which was an asset throughout her life. She was educated in the common schools of Louisville. When quite a young woman, still in her teens, she became a teacher in the graded schools of Louisville. She rose steadily from the ranks until she was appointed Principal of what is now the Phyllis Wheatley School. She labored at this post with increasing success for forty years. In all of those years she was never known to be absent or tardy. She was a living witness and inspiration to her students for punctuality and regularity.

She was a charming personality, gracious, intelligent, lovable. One of her former students writes concerning her, "She was a bundle of energy and loved everybody. If you were smart, she pointed out to you the star of hope. If you were a little backward, she gave you encouragement to go forward. I remember well the night I graduated. A beautiful token bore her name and it read, 'Acquit yourself like a man.'"

Miss DuValle was a Christian. She loved her church, the Episcopal Church of her childhood which she attended and supported regularly every Sunday until the week of her death. Her charities were many and given very quietly. Death, due to a heart attack, came suddenly at home on Saturday, December 1, 1928. She had been at her post of duty the school day before and only the immediate family knew she was not her usual self

in health. Her career as principal of Phyllis Wheatley School is outstanding because of the distinctive innovations made by her in the elementary school of that day. It is not too much to say that the modern curriculum changes, school citizenship and extra curricular activities were instituted by Miss DuValle thirty years ago although she called them by different names.

The secretary of the K. N. E. A., Mr. Atwood S. Wilson, Principal of Central High School and a former pupil of this great educator, recalls some of the activities which were in operation during his elementary school days.

There was a daily inspection for cleanliness of the pupils, the provision of soap and water and the serving of school lunches to undernourished or indigent children. Good citizenship was instilled by participation of students as traffic directors and class officers. There were assembly programs featured by reading and discussion of such stories as **Pilgrim's Progress** and **Black Beauty**. At dismissal time a bell for boys and a bell for girls was rung five minutes apart facilitating congestion in passing. This arrangement also tended to minimize problems of loitering boys and girls on the streets.

This school was an actual center of community life. Miss DuValle organized the first "Parents' Meetings" before we had the P. T. A. Mothers' Clubs and neighborhood groups provided much extra equipment needed at the school due to the principal's advanced ideas. One notable instance is the provision of a piano for the kindergarten class. This school attracted city wide atten-

tion after the visit of a Courier-Journal reporter in 1904. An article appearing in the daily Courier-Journal comments as follows: "Six years ago (1898) there began among these children—existing for a large part in discomfort and destitute of training that would fit them for better living—a movement for manual training. They did not call it that. It had no place in the recognized curriculum of the school, no paid instructor or outside aid from affluent friends, but the need was great and the invention matched the need. Twenty-five volunteer teachers were giving their time to this industrial work during out-of-school hours. Classes in sewing, millinery and carpentry were in progress and the children came gladly in large numbers. Miss Lucie DuValle, principal of the school, dark of face, with a trim figure clad in black skirt and neatest of white shirt waists and collars, animated in expression, shrewd and capable and quick to respond to every demand upon her attention, speaks with intense enthusiasm of the industrial work. She said, 'We realize what it means to the children, for manual training is the salvation of the Negro. Some parents have a foolish idea of encouraging their children to go into professional life, to be nothing if not doctors or teachers or preachers. Manual training will teach the girl or the boy the value of other work and the dignity of labor, that right labor instead of degrading dignifies the worker.'

"A magazine portrait of Booker T. Washington hung on the wall. Speaking of him, Miss DuValle

said, 'He has done a great work for people who need the practical education. When he visited this school several years ago, he did a great deal for a boy of this school. I had had much trouble keeping this boy in school; he could do so little with books. He listened to Mr. Washington's speech and he got a new idea. Later he came to me and said, "I am going to make something of myself. I can and will be somebody." He got a fresh start and has progressed satisfactorily since that time.'

This article sets forth the advanced ideas of this first woman principal in the city of Louisville. To her we are indebted for instituting thirty years ago a modern program of education sanctioned now by all leading school authorities.

The activities especially prominent and unique at her school to which we have called attention are four. They would now be called: (1) a program of health; (2) a program of school citizenship; (3) a program of parent education; (4) a program of industrial training, as an extra curricular activity. In addition to classes in sewing and carpentry, a class in shoe repairing was first organized at this school, the late William H. Hunter being the instructor. After-

wards he took charge of a class in shoe repairing at Booker T. Washington School. If we would teach race pride to the colored youth of Kentucky, we may find in Lucie N. DuValle a worthy example. To her we may point with pride as one (1) who chose a vocation for which she was well fitted, (2) who prepared herself for that vocation continuously, (3) who throughout fifty years of service in that vocation exhibited the fundamental qualities necessary for success. She gave to her work all that she had—an abundance of energy, enthusiasm, and faith.

This career story would not be complete did we not mention the unselfish devotion of the mother and the splendid cooperation of the sisters who made this life possible, three of whom have joined her in the great beyond. The remaining representative of this distinguished family, Mrs. Helen DuValle Rogers, now resides at the old family residence in Louisville, Kentucky.

It would be most fitting if the Louisville Board of Education named a colored school of the city in memory of this beloved teacher and principal who gave fifty-three years of service and devotion to the youth of Louisville.

(By Marguerite Parks)

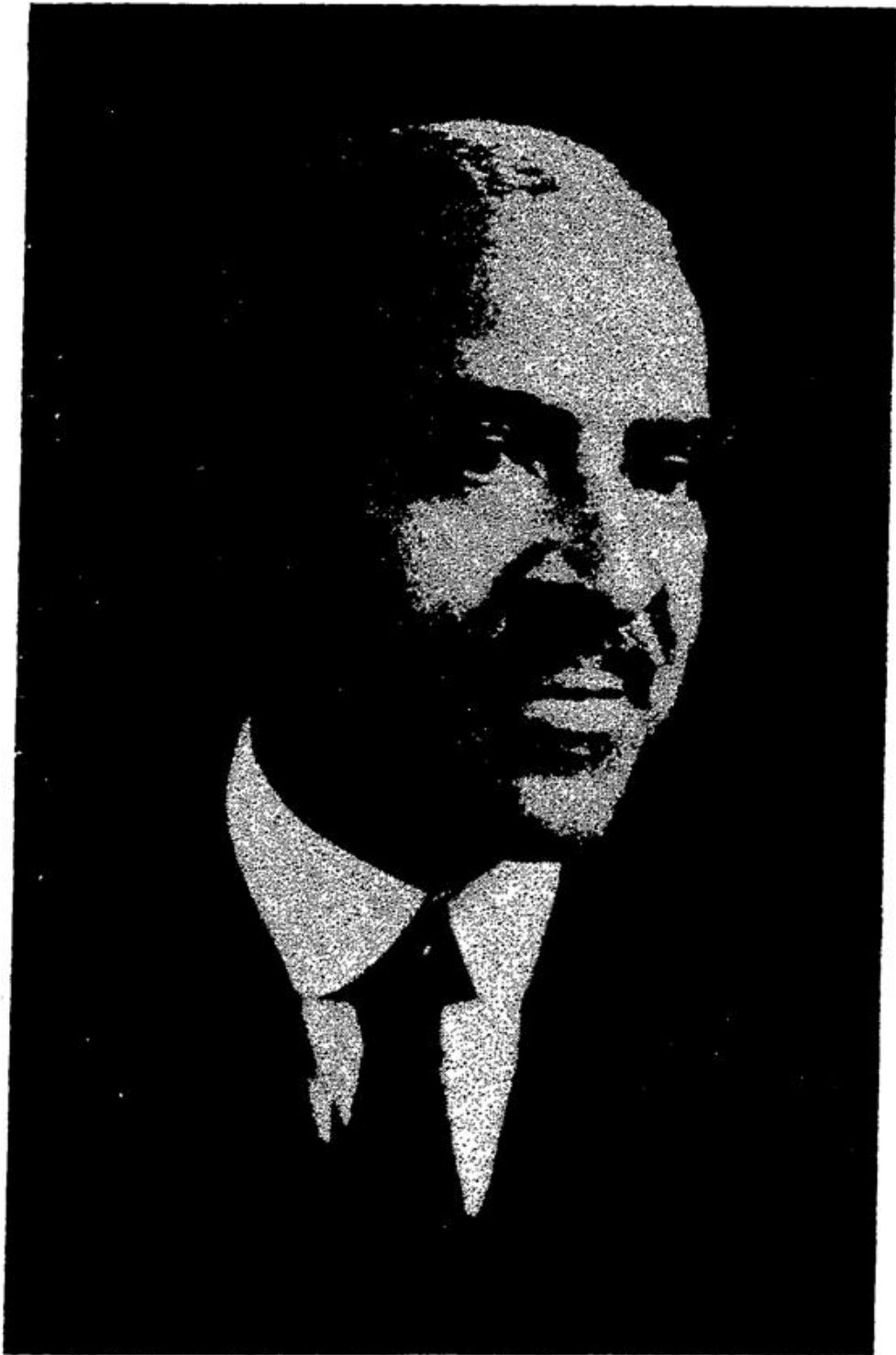
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William H. Perry, Sr., Principal and Pioneer

W. H. Perry, Sr., Principal and Pioneer

More than sixty years ago there came to the city of Louisville from Terre Haute, Indiana a widowed mother and her young son. The mother had come to teach in the Louisville Public Schools. She became a principal in those early days when both education and educators were rare in Kentucky. She founded a fine family of educators whose name has become well known in the annals of the Kentucky Negro Education Association. Her young son, later W. H. Perry, Sr., was destined to become Principal and Pioneer in all affairs educational in this state.

W. H. Perry, Sr., the subject of this career sketch, completed a half century of service in the Louisville Public Schools in 1927, at which time he was honored with a testimonial banquet by Louisville citizens and the P. T. A. of the Western School where he had spent so many years of faithful and inspired service.

Mr. Perry was born at Terre Haute, Indiana and received his early training in the Terre Haute Public Schools. His father died when he was five years of age; however, his mother saw to it that he received not only the formal education of school but that he was trained to be industrious and to love good books. When he came to Louisville he entered the Central High School, then in its infancy and located at Sixth and Kentucky Streets. This was during the principalship of J. M. Maxwell. He graduated and qualified for Grammar and Principal's certificates. This was an ordeal required of all who

desired to teach in those days. Because of his youth, being only 17, it was necessary that the Louisville Board of Education suspend its rules for him to be appointed to the Western School as teacher in 1878. He was transferred to Central High in 1879 where he taught mathematics in the "A" grade and the first grade. These grades were the forerunners of the present eleventh and twelfth grades in Central High School.

In 1881 he was transferred, as principal, to the Eastern School (now known as Booker T. Washington), succeeding Prof. Joseph Ferguson. He served there from 1881 to 1893. From 1893 to 1927 he labored at the Western School in Louisville. His best work was done in this school and for this community. He is known and loved by hundreds of former pupils and their parents throughout this section. One of his pet theories was that accelerated pupils should not be kept back by the lock step system of education then in vogue. In keeping with this view he promoted several of his brightest pupils (ages eleven and twelve) to the high school. This was considered most unusual in that day and received some criticism. The writer was one of the "mere babies" thus promoted to high school and can recall her own quaking determination to succeed inspired by this far-sighted principal. Educators of today have accepted individual differences in pupil ability as a matter of fact.

The industry and versatility

of W. H. Perry, Sr. is attested by his continuous study and achievements in the following lines. He studied French, German and Spanish under private tutors. He specialized in Psychology and Philosophy at the University of Chicago. He studied also at Martha's Vineyard Institute, Massachusetts and at the Library and Scientific Chautauquas of New York and Cincinnati. He graduated from the Central Law School, Louisville, in 1892 and from the Illinois Medical College in 1908. He was the first colored person to pass the Kentucky State Board of Medical Examiners and thus secure a physician's license. Prior to 1908 licenses were granted upon mere presentation of diploma from a medical school or on hospital apprenticeship.

At present W. H. Perry, Sr. is grand master of Masons of the state of Kentucky, a thirty-third degree Mason and active in all branches of Masonry. At K. N. E. A. meetings each spring one may find him seated on the platform among the past presidents. He served as K. N. E. A. president from 1884 to 1886 and as a member of the Board of Directors during Pres. F. M. Woods' administration, 1909-1916.

W. H. Perry, Jr., eldest son of this veteran educator, is principal of the Madison Junior High School in Louisville. Victor Kent Perry, another son, is a teacher of science at Central High School and a member of the K. N. E. A. Board of Directors. A third son, Bertelle Perry, is in the railway mail service in Cincinnati. His only daughter, Sara A. Perry-Quillin, is a

teacher at Madison Junior High School. Thus the Perry family carries on.

Mr. Perry, Sr. has written a number of poems, including one read at the dedication of Kentucky State College in Frankfort in 1886. This poem appeared later in the Louisville Courier-Journal. He never misses one of Central's home football games, rain or shine. He has excellent appetite when Central wins and thinks her coaching staff is derelict whenever the opponents complete a forward pass. On Sundays one finds him seated in the family pew in the Episcopal Church where he has served as senior warden, Sunday school superintendent and vestryman for more than a quarter of a century. Tall of stature, possessed of unflinching courtesy, of kindly demeanor, of marvelous versatility and industry, one recognizes W. H. Perry, Sr. as a pioneer educator and cultured gentleman.

One of the goals set up by Secretary Atwood S. Wilson in his article appearing in the October issue of the Journal is **to inspire pupils to exhibit a spirit of industry.** One way in which we may inspire pupils is to place before them a worthy example of industry, such as we have in the life of W. H. Perry, Sr. In considering his career we are reminded of the tribute once paid to a famous Roman general—"He has fought in more battles than others read about; he has accomplished more things than others dream about."

(By Marguerite Parks)

Joseph S. Cotter, Sr., Principal and Poet

The K. N. E. A. takes pleasure in paying tribute to Professor Joseph S. Cotter, Sr., in this issue of the K. N. E. A. Journal. For fifty years, Professor Cotter has been a loyal member of the K. N. E. A. and an inspiration to the youth of Louisville as well as the country at large. Professor Cotter has always shown an interest in the K. N. E. A. and annually has secured the enrollment of his faculty 100 per cent. A few years ago, Professor Cotter donated \$100.00 for prizes during an annual physical exhibition. This is one of many of the acts of Professor Cotter which shows his interest in the Kentucky Negro Education Association. Professor Cotter is moreover, a father of two outstanding children, Florence and Joseph S. Cotter, Jr., both of whom attended Fisk University. The late Joseph S. Cotter, Jr., was an outstanding young poet of promise who has left some notable poems in spite of his short career. The wife of Professor Cotter is listed in "Who's Who" as one of the outstanding women of America. The life of Professor Cotter in his community has been exemplary of a good citizen and an outstanding educator.

Joseph Seaman Cotter, Sr., is of Scotch, Irish, English, Indian, and Negro blood. He was born in Nelson County, Kentucky, February 2, 1861. He is a product of the Louisville Public Schools and has been elected as teacher and principal for the fiftieth year. He is principal of the S. Coleridge Taylor Colored School. He is listed in "Who's Who Among North American Authors," and "The Authors' League of America." He is author of "A Rhyming," "Links of Friendship," "Caleb, the Degenerate," "A White Song and A Black One," "Negro Tales," "Life's Dawn and Dusk," and the following songs: "I'm Wondering," "Without Jesus" and "Going to Georgia."

Of his play, "Caleb, the Degenerate" the late Alfred Austin, Poet Laureate of England wrote: "It affords further evidence of the latent capacity of your long maltreated race." Israel Zangwill wrote: "I desire to express my appreciation of the passages of true poetry." From the great English actress, Mrs. Langtry, came: "The play is interesting and ought to find a place worthy of its merits among the works of Negro literature."

Writing in the Louisville Times, Lucien V. Rule, Goshen, Kentucky, himself an author, designating Mr. Cotter as one of Louisville's "Immortals" and as a "living artist teacher" said in part: "Joseph S. Cotter, Sr., elected by the Louisville Board of Education to serve his fiftieth year at this great human artistry—a forty year friendship warrants my saying that he is a sort of St. Joseph in his gentle, profound shepherding of all childhood and youth." Henry Harrison of New York has just issued a welcome of "Collected Poems." He has written the words and music of three moving songs—Joseph E. Cotter is already among our "Immortals."

(By Atwood S. Wilson).

Some Poems by Joseph S. Cotter, Sr.



THE NEGRO'S EDUCATIONAL CREED

The Negro simply asks the chance to think,
To wed his thinking unto willing hands,
And thereby prove himself a steadfast link,
In the sure chain of progress through the lands.

He does not ask to loiter and complain
While others turn their life-blood into worth.
He holds that this would be the one foul stain
On the escutcheon of this brave old earth.

He does not ask to clog the wheels of State
And write his color on the Nation's Creed.
He asks an humble freedman's estimate,
And time to grow ere he essays to lead.

THE CHILD

It is a story that it cannot tell,
It sees a point, and then it sees it not.
Behold the only human miracle—
The Teacher's leading it to grasp the plot.
It is a jewel lost in its own worth;
The search is aimless, and the loss is twain.
The Teacher's absence, and a puzzled earth;
The Teacher's touch, and all is found again.

TUSKEGEE

Tuskegee blazes in the nation's eye;
Tuskegee lifts plain labor to the sky;
Tuskegee grounds and towers prosperity.

Tuskegee started as an uncouth name;
Tuskegee stood a race's scorching blame;
Tuskegee leads that race to deathless fame.

Tuskegee sees the merit in a clod;
Tuskegee meets false worth with spur and rod;
Tuskegee lifts the Negro nearer God.

Tuskegee trains the hand to train the head;
Tuskegee lives the laws the ancients read;
Tuskegee saves the living that are dead.

Tuskegee wins all foemen, one by one;
Tuskegee stars the work that is begun;
Tuskegee's other name is Washington.

THE BOOK'S MESSAGE

Dear Reader, seeking what is brave and true,
List to the message that I bring to you.
In days agone, ere I was given birth,
Man knew but little of this wondrous earth.
He longed and struggled in some tiny spot
To flare his darkness and to cheer his lot.
He filled his day with hopes, his nights with fears,
But left no record for the coming years.
A blank he came, and thus a blank he went—
A whirling spindle with its thread unspent.

Time's higher need brought forth a lordlier man;
And lo, God's Light was circled by a plan.
Now all that may be felt or seen or heard
I bring to you embedded in a word.
Unlock the word and hear the spheres rehearse,
Unlock the word and own the universe.

BROWN'S LETTER AND PRINT SHOPPE

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The K. N. E. A. Board of Directors' Meeting

On Saturday, December 17, 1938, the Board of Directors of the K. N. E. A. met in Louisville, and in addition to routine in business such as the planning of the 1939 Convention and the approval of the budget which was published in the October-November issue of the K. N. E. A. Journal, went on record for the general association along certain lines which would improve the program of education for colored children in Kentucky. These are as follows: (1) that the K. N. E. A. have for its 1938-39 program the goals in the education of the Negro that were outlined in the October-November 1938 K. N. E. A. Journal, (2) that the K. N. E. A. go on record as favoring the establishment of a vocational junior college in the state of Kentucky for the training of Negro youth, (3) that the K. N. E. A. go on record as recommending a Negro as coordinator of the Smith-Hughes vocational work in Kentucky for Negro youth, (4) that the K. N. E. A. go on record as recommending an assistant NYA director to be in charge of the work among the colored youth in Kentucky, and (5) that the K. N. E. A. sponsor a movement to insure better school buildings for the colored children in Kentucky. This five point program was unanimously adopted by the Board of Directors and plans were made to execute and to give publicity to the items mentioned above.

The Secretary-Treasurer was

directed to advise the departmental chairmen that their programs should follow the general theme of the year, "Goals in the Education of the Negro." He was also urged to secure certain speakers whose experience would justify their selection for the convention theme.

The Directors suggested that their motion relative to the sponsoring of a vocational junior college be turned over to the chairman of the Legislative Committee for their consideration and publicity.

To execute the third item of their program, the Directors suggested that a communication be sent to Dr. R. H. Woods of the State Division of Vocational Education, giving the stand of the K. N. E. A. relative to a Negro coordinator for vocational work in Kentucky.

To execute the fourth item mentioned above, a definite recommendation was made to State NYA Director, Robert Salyers, and to Mrs. Mary McLeod Bethune, National Assistant NYA Director in Washington.

To execute the fifth item of the program, the K. N. E. A. Secretary was asked to secure as a speaker on the general program, John W. Brooker of the State Department of Education, who is now the Director of School Buildings and Grounds in Kentucky, and to engage in certain other activities to show the needs for better buildings in Kentucky for colored youth.

Tentative Outline of 1939 K. N. E. A. Convention

April 12, 13, 14, 15

Louisville, Kentucky

1877

SIXTY-THIRD ANNUAL SESSION

1939

Central Theme: "Goals in the Education of the Negro"

Wednesday, April 12

- 9:00 A.M. Registration of teachers at headquarters, Quinn Chapel, 912 West Chestnut Street, Louisville, Kentucky.
- 10:00 A.M. Visitation to Louisville Schools in session
- 3:00 P.M. Third Annual Student Musicale at Quinn Chapel. All teachers invited to this program.
- 7:00 P.M. Music Recital—Presenting local artists at Quinn Chapel.
- 8:15 P.M. First General Session of K. N. E. A. Addresses by President W. H. Fouse and Assistant State Attorney Elsie Austin, Columbus, Ohio.

Thursday, April 13

- 9:30 A.M. Second General Session of K. N. E. A. at Quinn Chapel, Business Session.
- 10:45 A.M. Address—Dr. J. W. Brooker, State Department of Education.
- 11:15 A.M. Free picture to enrolled teachers at Lyric Theater.
- 2:30 P.M. Sectional Meetings of K. N. E. A. (See schedule of them).
- 5:00 P.M. Principals' Conference and Banquet—Phyllis Wheatley Y. W. C. A., 528 South Sixth Street.
- 7:00 P.M. Music Recital—State Artists.
- 8:15 P.M. Third General Session—Address by Honorable Charles Houston, Attorney for N. A. A. C. P., Washington, D. C.

Friday, April 14

- 9:00 A.M. Sectional Meetings of K. N. E. A. (See schedule of them).
- 10:30 A.M. Spelling Bee in Elementary Education Dept., at Quinn Chapel, G. H. Brown, Director.
- 2:00 P.M. Band Concert—Kentucky School for Blind at Quinn Chapel.
- 2:30 P.M. Fourth General Session at Quinn Chapel—Addresses by President M. H. Griffin, West Kentucky State Vocational Training School, Paducah, Kentucky and Mr. James Atkins, Assistant U. S. Adult Education Worker, Washington, D. C.
- 8:15 P.M. Eighth Annual Musicale—Quinn Chapel.

Saturday, April 15

- 9:30 A.M. Business Session of K. N. E. A. at Central High School Gymnasium.
- 7:00 P.M. Nineteenth Annual Exhibition at Armory.

10:00 P.M. Orchestra Music and Social for Teachers and Visitors at Armory.

SECTIONAL MEETINGS

Wednesday, April 12, at 3:00 P. M.

1. Jeanes Teachers' Conference, Room 217, Central High School.
2. Music Department, Quinn Chapel.
3. National Amateur Athletic Federation for Girls, Chestnut Street Recreation Center, Miss Laura T. Fife, Sponsor
4. Guidance Workers' Conference, Sunday School room, Quinn Chapel

Thursday, April 13, at 2:30 P. M.

1. Music Department, Chapel, Dunbar School, 9th and Magazine Streets
2. Elementary Education Department, Quinn Chapel
3. Vocational Education Department, Quinn Chapel Sunday School Room
4. Rural School Department, Room 102, Central High School, (Girls' Gymnasium).
5. *Adult Education Department, Western Branch Library
6. Science Teachers' Meeting and Exhibit, Louisville Municipal College, 7th and Kentucky Streets at 1:00 P. M. (Science Teachers' High School Exhibit in Girls' Gymnasium of Central High School)
7. Foreign Language Teachers' Conference (English Teachers invited) Room 217, Central High School
8. Librarians' Conference, Room 202, Central High School
9. Principals' Conference and Banquet—Phyllis Wheatley Y. M. C. A., 528 South Sixth Street, 4:30 P. M.
10. Primary Teachers' Conference, Dunbar School, 9th and Magazine Streets

Friday, April 15 at 9:00 A. M.

1. Athletic Department, Chestnut Street Recreation Center
2. Visual Education Films, Girls' Gym, Central High School
3. Adult Education Department, Western Branch Library
4. Librarians' Conference—Room 202, Central High School
5. Elementary Education Department, Quinn Chapel
6. High School and College Department, Sunday School Room, Quinn Chapel
7. **Youth Council, Central High School, Boys' Gymnasium (Sessions begin Thursday)
8. English Teachers' Conference (Foreign Language Teachers invited), Room 217, Central High School
9. Art Teachers' Exhibit and Conference, Dunbar School, 9th and Magazine Streets
10. Social Science Teachers' Conference, Room 207, Central High School

* Opens at 9:00 A. M.

** Begins Thursday at 9:30 A. M.

The Need For Standards In Negro Girls' Athletics

By Laura T. Fife

Instructor of Health and Physical Education, Kentucky State College and Chairman of the Colored State N. A. A. F., Committee.

The Women's Division of the National Amateur Athletic Federation, commonly called N. A. A. F., is a national body which coordinates all persons working with girls' athletics with the idea of setting up ideals and standards which will make play most beneficial and healthful to the girls participating. For several years an active committee of N. A. A. F., has worked diligently to raise standards for girls in white schools and play centers of the state of Kentucky, but until the year of 1938, no organized effort has been made in behalf of Negro girls' athletics. A Kentucky Colored N. A. A. F., was organized in 1938 and it is the opinion of this group that the problem of providing wholesome recreational outlets for Negro girls, conforming to health standards for all girls, should be placed before the Negro educators of this state.

We propose, in keeping with the Goals in Education set forth for the year of 1938-39 by the K. N. E. A. (October-November issue of 1938, p. 46), that thoughtful emphasis be placed upon the place of physical education and play in the development, particularly of the third and fourth goals. Quote, "The third goal is to give training and education that will lead to better health

. . . ." and "A fourth goal is to give training to improve the personality of our youth" It is obvious that wholesome physical education and play will have a direct bearing upon these.

Within the state many schools provide splendid programs for girls suited to their needs and abilities; others unfortunately have objectional elements; still others make no provision at all. In all of our programs there are perhaps four elements which require constant vigilance and which if watchfully cared for mark the way to improved and desirable programs.

Too often administrators forget that girls and women should not try to do better, the things that boys and men do, but because they are different, a program should be provided that is suitable to their "fundamental needs and best interests." Certainly a girl's need for the physical effects of big muscle activity is as great as is the need for boys and the social value that comes to her through the experience of playing games is beneficial. But because she is physiologically constructed differently and her function is different, the sports and games which she plays should not be boys' sports and games. Rules covering a girl's game, for girls, have been modified and devised by persons well qualified and can be purchased in the same places where boys' rules are secured.

A second major problem in girls' athletics comes as the result of our financial status. Our

schools in the state are fortunate if a physical director can be employed at all and the number that can afford both a man and a woman is limited. The National Amateur Athletic Federation has for years encouraged trained woman supervision of girls, but recognizes that a trained man is superior to an untrained woman. In cases where a man is employed to supervise the entire program a great challenge faces him. It requires superior ability for him to meet ideals and standards for girls and not impose those of boys. Quoting Gertrude H. Mooney of the University of Texas, "First, town people demand winning teams. . . ., the girl must play regardless of whether or not it is her menstrual period. This is a very difficult problem if the coach is a man and it is even a difficult problem if the coach is a woman. To a high school girl in the age of sentimentality and loyalty to her school, winning that game is much more important than is future motherhood or a well-adjusted married life. It takes a very superior coach to convince her to the contrary. Men coaches of girls' teams as a rule think this is a problem which is no concern of theirs. And yet, is there a man coach who would be particularly pleased to think that a girl he was going to marry or he had married, had injured herself internally?"

There are two kinds of athletics, "Spectator" and "Educational." The former are organized and administered with the end in view of entertaining the audience and usually entail paid gate receipts. The second

are a means toward an end and are for the purpose of benefiting the participants and of bringing pleasure and satisfaction to them. The latter is desirable. State tournaments for the purpose of establishing championship teams and with paid admission fees by spectators who demand a good game are a bane to girls' wholesome recreation—there is no possible harmony between the two. It is no mistake to permit the girl to play basketball, baseball, hockey, soccer or to swim, but to have her in tournaments attempting to set records is a great error. If you are a school principal and are encouraging interscholastic competition, ask yourself, "Why am I doing it? Do I feel it is benefiting my girls or am I eager to have a winning team to place my school on the map?" Intramural competition from an educational standpoint offers greater possibilities and the small school has a wide field. Even in those consolidated schools where children must leave by bus, on schedule, an intramural program can be integrated into regular class work.

Basketball has become the chief offender to girls' health standards and to educational principles governing girls' programs since instructors often allow it to crowd out other activity. Specialization in basketball should not exist and particularly is this true in the High School. The High School age is the age of adolescence. The girl is going through a period of emotional as well as physical strain. Adolescence should be a time for generalization in sports and games for the girl and not a

time for specialization. She should be learning techniques and building up skills. She should develop ability in some individual sports since she is unlikely to find the eleven other players, (12 players are required for two teams in girls' basketball), necessary to basketball after her school days are ended except in an organized play center. A single opponent for individual sports can more easily be procured. Instructors should think in terms of a varied program open to all girls in the school and not limited to the few with exceptional ability. Activities will be influenced by location, by the fact that the school is urban or rural, by the amount of space and by possible equipment. Many of the following suggested activities, can be adapted.

Team Games

Volley ball
 Captain ball
 Captain basketball
 Newcomb
 End ball
 Punch ball
 Long ball
 Giant volley ball
 Bounce ball
 9 Ct. basketball
 Field hockey modified
 Indoor baseball
 Basketball modified
 Soccer modified
 Field ball
 Speed ball
 Playground ball

Individual Games

Hand ball
 Bowling
 Tennis
 Clock golf
 Quoits
 Archery
 Tenikoit-Deck Tennis

Tether ball
 Paddle tennis
 Tambourine tennis
 Darts
 Shuffle board
 Ping pong
 Putting contests
 Riflery
 Hiking
 Skating

Track and field events, stunts, self-testing exercises, may also be added.

If we view physical education programs for Negro girls in the light of these facts, then play leaders of this state will make progress in conforming to the standards set by N. A. A. F., and expressed in the following four principles:

We believe there is a sport or game for every girl—not just for the few who excel.

We believe that every girl, whether she be studious, frail, gregarious, dynamic or shy—should be given opportunity to participate in sports according to her interests and ability.

We believe there is greater joy and recreation in wholesome competition than in intensive competition which aims at championships and records.

We believe that certain ideals and standards widely adopted, are necessary to insure this type of recreation.

**Plan Now To Attend
 THE 19TH ANNUAL
 K. N. E. A. EXHIBITION
 at the
 A R M O R Y
 in Louisville on
 SATURDAY, APRIL 15, 1939
 Over 1,000 Pupils Will Be On
 The Program In A Mammoth
 Musical Review**

A Magic Solvent

By W. H. Craig,
Social Studies Teacher, Lincoln-
Grant School, Covington, Ken-
tucky.

The history of American civilization, unlike the history of the great powers of the Old World, begins with marked abruptness. Our record does not trace back continuously to a Golden Age, when the gods walked the earth with men; it does not transmit to us the shadowy forms of rulers endowed with the qualities of supermen and with despotic power; it has no period when knighthood was in flower, with a background of serfs and peasants to serve as props in the play. The story begins only a little over four short centuries ago. It unfolds itself in the full light of our modern day. Its central interest lies, not in the activities of a small group of glorified leaders but in the fortunes of the common man.

The first colonists did not at once become Americans. On the contrary they were merely transplanted Europeans, who tried to live according to the ideas which they had brought with them from the Old World. They struggled manfully to make America look as much as possible like Europe. However, this new social order which they brought into being had an upper ruling class and a disfranchised lower class; it determined the rank of students in Harvard College, for example, by social position; it dealt harshly with persons who departed from the standards of the prevailing religion and social custom; it developed a culture that

was thoroughly European in spirit.

In the long run, the new circumstances of a new world proved to be too powerful. When the flood of population finally broke through the barrier of the Appalachian mountains and spread itself over the Mississippi Valley, Europe was gradually left behind. In the great open spaces of the Middle West distinctions in social rank had little meaning. One man was as good as another. The frontier set its own standards. It was more important that a man should be courageous, self-reliant, resourceful and persistent than that he should have a grandmother who had been presented to the queen.

A new era had begun. The common man was coming into his heritage. The frontier was a magic solvent of all the social distinctions and stratifications that had piled up during centuries of European history. To the aspiring politician it was far more of an asset to have sprung from a log cabin or even from the sidewalks of a city than from landed estates and a line of belted knights. As long as a man could go West and grow up with the country, there was little chance of developing the social stratifications of the Old World. As the line of the frontier continued to recede across the interminable stretches of the great West from decade to decade it persisted as a major factor in shaping the life of the nation; until the spirit of the frontier had become embedded in the national tradition. It became a tradition of faith in

the supreme and ultimate value of personality, a tradition which required every man, as a solemn right and duty, to stand on his own and to exercise independence in thought and action.

It seems reasonable therefore to insist that education must assume responsibility for making people intelligent with respect to this situation. It should be made clear that the ideal of democracy, as developed under the conditions of the frontier is very different from the ideal of democracy which has been growing up under subsequent conditions, an ideal which requires the subordination of the

profit motive and which calls for extensive modification of the present industrial and economic order. Unless the contrast is clearly seen, intelligence is prostrated, and our loyalties either operate blindly or they become paralyzed. It is not the business of education to lay down the pattern for a new synthesis, but it is emphatically its business to create the insight that a new synthesis is needed and to provide favorable conditions for a critical and independent reconstruction of these conflicting beliefs or dispositions into a unified outlook or attitude.

The Booker T. Washington School Of Ashland

Word comes from the eastern section of our state that the education of colored youth of Ashland continues to make progress under the efficient guidance of its energetic principal, Prof. C. B. Nuckolls. Prof. Nuckolls has served as principal of this school for more than fifteen years and during that time he has secured the cooperation of the citizens of his community, both white and colored, sufficient to have the school building improved and to witness an improvement in the school from a three-teacher elementary school to a school of seven teachers with a standard high school program. The most recent advancement was made on December 15, 1938, when a new combined gymnasium and auditorium was dedicated.

On the occasion of the dedication of this building there was present the superintendent of the Ashland Public Schools, Dr. W. L. Brooker, members of the

board of education, leading educators from nearby institutions and many prominent persons from the eastern section of the State. Principal W. H. Humphrey of Maysville made the principal address; at which time he stressed the necessity of colored youth having a more practical type of education and the necessity of doing whatever job he did with the highest possible degree of efficiency. Other features of the dedicatory program included selections by the Ashland High School Band and the Booker T. Washington Girls' Glee Club. On this occasion, Mr. Nuckolls was awarded a gift from his faculty and fellow citizens as a token of their esteem for his progressive administration.

Although the Negro population is small in comparison with other cities such as Lexington, Covington, and others, the pupil ratio per capital exceeds that of other cities in the state. The

colored teachers' salary schedule in Ashland ranks among the best for colored teachers in the state. The faculty is well trained and there is a teacher librarian, Mrs. E. B. Horton, who has received Library Science training at Hampton Institute.

There are many extra-curricular activities in the school, some of which are Girls' Reserve Club under the direction of Mrs. S. M. Thomas, a Boy Scout Troop under the direction of Prof. R. W. Ross, an athletic program under the direction of Prof. J. H. Cooper and a Girls' Glee Club under the direction of Miss Johnnie Mitchell. These organizations receive very excellent cooperation from similar white or-

ganizations in the city. This cooperation permits them to meet in their buildings and also includes the furnishing of some athletic equipment to aid in the athletic program of the school. An account of the Booker Washington School in the Ashland Daily Independent reveals that the school has the good will of the white citizens and that there exists an unusual spirit in the promotion of education of the colored children at Ashland, among all of the citizens.

The K. N. E. A. is glad to report the progress of education in this vicinity and looks forward to the continued affiliation of this section with the state educational organization.

The 1939 K. N. E. A. Honor Roll

(100% Enrollments to January 20, 1939)

School	Principal or Official	City
Lexington Public	Henry H. Hill, Supt.	Lexington
Union County	P. D. Fancher, Supt.	Morganfield
Greenville Training	George C. Wakefield, Prin.	Greenville
Oliver Street	G. W. Adams, Prin.	Winchester
McCracken County	Miles Meredith, Supt.	Paducah
Christian County	N. T. Hooks, Supt.	Hopkinsville
Southgate Street	Nora H. Ward, Prin.	Newport
Simpson County	H. L. Foster, Supt.	Franklin
Bath County	W. W. Horton, Supt.	Owingsville
Clark County	W. G. Conkwright, Supt.	Winchester
Montgomery County	Mrs. Nell G. McNamara, Supt.	Mt. Sterling
Dunbar School	F. I. Stinger, Prin.	Mayfield
Rosenwald High	Mrs. Pearl M. Patton, Prin.	Madisonville
Bannecker High	W. E. Newsom, Prin.	Cynthiana
S. C. Taylor High	R. L. Dowery, Prin.	Columbia
Boone County High	Wallace E. Strader, Prin.	Burlington
Kane High	Ernest Cooper, Prin.	Clinton
Bourbon County	Mrs. M. M. Thomas, Org.	Paris
Central High	Alvin C. Boyd, Prin.	LaCenter
Todd County Tr.	J. W. Waddell, Prin.	Elkton
Adair County	C. W. Marshall, Supt.	Columbia
Roland Hayes	Alvantus F. Gibson, Prin.	Pineville
Bardstown Training	C. H. Woodson, Prin.	Bardstown
Lynch High	P. W. Williams, Prin.	Lynch
Lancaster High	C. M. Burnside, Prin.	Lancaster
Rosenwald	L. J. Buckner, Prin.	Trenton

The Rural Teacher Tests Herself

(By L. N. Taylor, Frankfort, Ky.)

1. Do I keep all the pupils usefully busy while they are not reciting?
2. Am I always conscious of who is out of the room?
3. Are the pupils and I seated in a compact group, and with maximum light on their desks?
4. Do I seat them in orderly arrangement and conduct their classes at their seats when they are not at the blackboard?
5. Do they keep the floor clean about their desks, and their books well arranged in their desks?
6. Will they keep the floor clean for several days without sweeping?
7. Do they avoid disturbing others and making noise with their mouths?
8. Do we make the school room attractive with pictures, plants and paint? Do we improve the school ground with walks and plants?
9. Am I a good playmate on the playground? Do I prepare to teach my pupils interesting new games?
10. Do I prepare for the recitations so well that I do not need the book to guide me in asking questions?
11. Am I free from assigning lessons that are too difficult for some of the pupils and from teaching "over their heads"?
12. Do I avoid letting them do more written work than I see is done (or done over) with strict correctness?
13. Do I devote more time to seat work than to recitations?
14. Are we getting a school library?
15. Do I interest the children in the common things about them as much as in their books?
16. Do I have a period each day in which all the pupils are taught interesting things not in their books?
17. Do I teach my pupils to sing so well that they love to sing?
18. Do I plan social events for them?
19. Is every member of each family in school my personal friend?
20. Am I doing the best for each pupil that I am capable of?

If you can answer "Yes" to each question, you are a success.

K. N. E. A. Kullings

W. H. Fouse, president of the K. N. E. A. has been the principal speaker at several district educational association meetings in Kentucky since the opening of school in September.

* * * *

Prof. W. H. Story is now the principal of the Douglas High School, Henderson, Kentucky.

* * * *

The Secretary of the K. N. E. A. recently visited Lincoln Institute and found that the school was making much progress and has a record enrollment under the leadership of Director Whitney M. Young.

* * * *

Mr. R. L. Dowery, a director of the K. N. E. A., is now the principal of S. C. Taylor High School, Columbia, Kentucky.

* * * *

Prof. S. L. Barker, principal of Western High School, Owensboro, will be a candidate for the presidency of the K. N. E. A. during the 1939 convention. Prof. Barker has received the unanimous endorsement of the Second District Teachers' Association of which he is a member.

* * * *

Dean David A. Lane, Jr., of the Louisville Municipal College and President R. B. Atwood of Kentucky State College, recently attended the meeting of the Southern Association of Colleges and Secondary Schools which met at Tallahassee, Florida, on December 8. President R. E. Clement of Atlanta University was elected president of this association.

Mr. William H. Hunter, a pioneer industrial arts teacher of Louisville, died on November 28, 1938. Mr. Hunter had the distinction of introducing shoemaking as an industrial arts subject into the Louisville Public School system.

* * * *

The new Lincoln School of Middlesboro, Kentucky was dedicated on Friday, November 11, 1938. A feature of the dedication program was an address by State Superintendent H. W. Peters. Prof. W. L. Shobe is principal of the new school.

* * * *

Mrs. Lucy Harth Smith of Lexington recently attended the annual meeting of the Association of the Study of Negro Life and History which met in New York City. Mrs. Smith was a speaker along with Dr. Woodson at the session on Sunday, November 13 at 3:00 P. M.

* * * *

Prof. C. Jewell Francis is the new president of the Eastern Kentucky District Association and reports a very successful session at Hazard, Kentucky, November 10-12, 1938.

* * * *

President M. B. Lanier of Simmons University in Louisville, Kentucky has made public plans for a new \$100,000 administration building on the newly purchased site of the school.

* * * *

The Secretary of the K. N. E. A. was recently appointed as a member of the Kentucky State Advisory Committee of the National Youth Administration.

K. N. E. A. Announcements

For some time, there has been some discussion relative to a greater representation of all parts of Kentucky in the executive set-up of the K. N. E. A. The teachers of Kentucky are asked to consider the following proposal, same to be voted upon as an amendment to the K. N. E. A. Constitution at the annual K. N. E. A. Convention on April 14, 1939. This amendment is being published more than sixty days prior to the convention in accordance with provisions of the K. N. E. A. Constitution. "Each educational district association in Kentucky whose membership consists of teachers and educators shall elect a president in accordance with the provisions of their respective constitutions, which president must be a member of the K. N. E. A., and who shall automatically become a member of the K. N. E. A. Executive Committee. These district presidents, together shall make up an executive committee of the K. N. E. A., and shall be recognized by the K. N. E. A. as district organizers for their respective districts. This executive committee shall meet annually with the Board of Directors of the K. N. E. A. for the purpose of counsel and for making suggestions to the Directors relative to the promotion of the education of colored youth in Kentucky. Each member of the executive committee shall be the official representative of his district in the K. N. E. A. and shall be the representative of the K. N. E. A. in the district over which he presides.

Daily Expense

Teachers may secure room and board at the K. N. E. A. meeting for \$1.75 per day. For sleeping in homes, the rate is \$1.00 per night. Two meals are approximately 75c per day.

Membership Cards

Be sure to bring your membership card to the K. N. E. A. meeting. It has the following uses: (1) permits you to have a seat in the middle section at Quinn Chapel; (2) permits you to see a picture free at the Lyric Theater; (3) permits you to vote; and (4) permits you to get reduced admission to the Friday night musicale. **BE SURE TO BRING YOUR MEMBERSHIP CARD WITH YOU.**

Badges

The K. N. E. A. Secretary is sending out badges along with membership cards. Be sure to bring the badge to the Convention with you. Wear your badge at the meeting and show both your loyalty to the K. N. E. A. and to the teaching profession.

The Eighth Annual Musicale

The Eighth Annual Musicale will be held on Friday night, April 14. This program will be held at Quinn Chapel. Watch for the final announcement of the program. A fee will be charged non-members of the K. N. E. A. A membership card will admit a K. N. E. A. member free up to the value of 25c.

Nominations

Those who desire to have their names submitted to the Nominating Committee must send their names by March 18 to the secretary or to Prof. W. E. New-

som of Cynthiana. This year the terms of two directors will expire and they or some other persons will be elected. The president, W. H. Fouse, will be ineligible to succeed himself. Other officers, as now listed, will probably be candidates for re-election. The Nominating Committee will make its report on Thursday morning, April 13. Voting will take place on Friday, April 14 at Quinn Chapel. Voting will be by ballot from 8:00 A. M. to 5:00 P. M.

The Spelling Bee

The Annual Spelling Bee of the K. N. E. A. will be held Friday, April 14 at 10:00 A. M. in the Elementary Education Department. Names of entries must be sent to the secretary of the K. N. E. A. as soon as possible before April 1. Send name, grade, and school system the pupil is to represent. Rules of the Spelling Contest and a suggested list of spelling words may be secured by writing the secretary of the K. N. E. A. Prior to the oral Spelling Contest, there will be a written elimination contest in accordance with the rules that have been published, same to be held at the Central High School building at 9:00 A. M. on Friday, April 14. The first prize in the Spelling Contest will be \$25.00, same to be donated by the Louisville Courier-Journal. Other prizes will be scaled accordingly.

The A. T. A.

President R. B. Atwood has announced that the Regional Meeting of the American Teachers' Association will be held on the campus of Kentucky State College on Saturday, April 1, 1939. Miss L. H. Smith of Lex-

ington is the regional vice-president.

Annual Exhibition

The Nineteenth Annual Exhibition of the K. N. E. A. will be held at the Armory on Saturday, April 15. There will be a pageant in which over 1000 will participate. The usual social hours at the Armory will close the 63rd Convention of the K. N. E. A.

Notify Necrology Committee

Any one knowing of a teacher who has died since our 1938 convention is requested to send the name of the teacher to Mr. Amos Lasley at Hodgenville, Kentucky who is Chairman of our Necrology Committee.

Vocational Conference

On Saturday, April 29, 1939, there will be held at Frankfort a State-wide Vocational and Industrial Conference, directed by Mr. L. A. Oxley, Field Representative from the U. S. Department of Labor. Governor A. B. Chandler is sponsoring the conference along with a special committee of white and colored citizens. Pres. R. B. Atwood will be the host to the conference which is to meet on Kentucky State College campus.

The main object of the conference will be to seek ways and means of getting more and better jobs for Negroes in Kentucky.

N. Y. A. Conference

Miss Marguerite Parks, Chairman of the Guidance Workers' Conference of the K. N. E. A., is planning to invite all Kentucky principals, educational leaders and workers to meet on Wednesday, April 12, 1939 at 3:30 P. M. in Louisville at Quinn Chapel.

DISTRICT ASSOCIATIONS IN KENTUCKY

There is being put forth an effort to secure correct information as to the officers and counties which belong to the various district associations of colored teachers in Kentucky. The movement to have the president of the district association serve as a member of a K. N. E. A. Executive Committee requires something of a reorganization.

The Secretary of the K. N. E. A. proposes the organization of nine district associations, these to include all of the counties in which there are colored teachers. At present there are not nine well-organized associations, but there are about seven. The proposed Fifth District Association is to include Louisville and Jefferson County and the proposed Northern District Association is to include Kenton, Campbell and other nearby counties. This plan is in line with the organization of district associations in Kentucky which the Kentucky Education Association has adopted.

Those listed as presidents are requested to send to the secretary the counties now included in their respective districts, the name and address of the new president (if there has been a change), the name and address of the secretary and the date and place of the next meeting.

The Secretary's records now show the following set-up:

1. First District Association—Mrs. Alice V. Weston, Paducah, President.

2. Second District Association—Mr. Austin Edwards, Earlington, President.

3. Third District Association—Mr. G. B. Houston, Franklin, President.

4. Fourth District President—Mr. Amos R. Lasley, Hodgenville, President.

5. Fifth District Association—Mrs. Etta Taylor, Harrods Creek, President.

6. Bluegrass District Association—Mr. Whitney M. Young, Lincoln Ridge, President.

7. Northern District Association—Mr. H. R. Merry, Covington, President.

8. Eastern Kentucky District Association—Mr. C. Jewell Francis, Salt Lick, President.

9. Upper Cumberland District Association — Mr. Robert H. Thompson, Barbourville, President.

SMILE

Learn to smile regardless
Of what may come your way.
You can make a bright one
Out of the darkest day.
It may rain and thunder

Or it may even snow,
But you can spread sunshine.
No matter where you go.

Never be discouraged
'Cause you can't start at the top.
Just smile and keep on trying
You'll reach it, just don't stop.

Don't mind old obstacles
They'll surely come to you.
Keep fighting toward your goal
And you'll come smiling through.

—By Ida Mai Johnson.

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FOR FURTHER INFORMATION WRITE
WHITNEY M. YOUNG, Director
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19th Annual K. N. E. A. Exhibition

JEFFERSON COUNTY ARMORY

Saturday, April 15, 1939—7 P. M.

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