



Volume 3

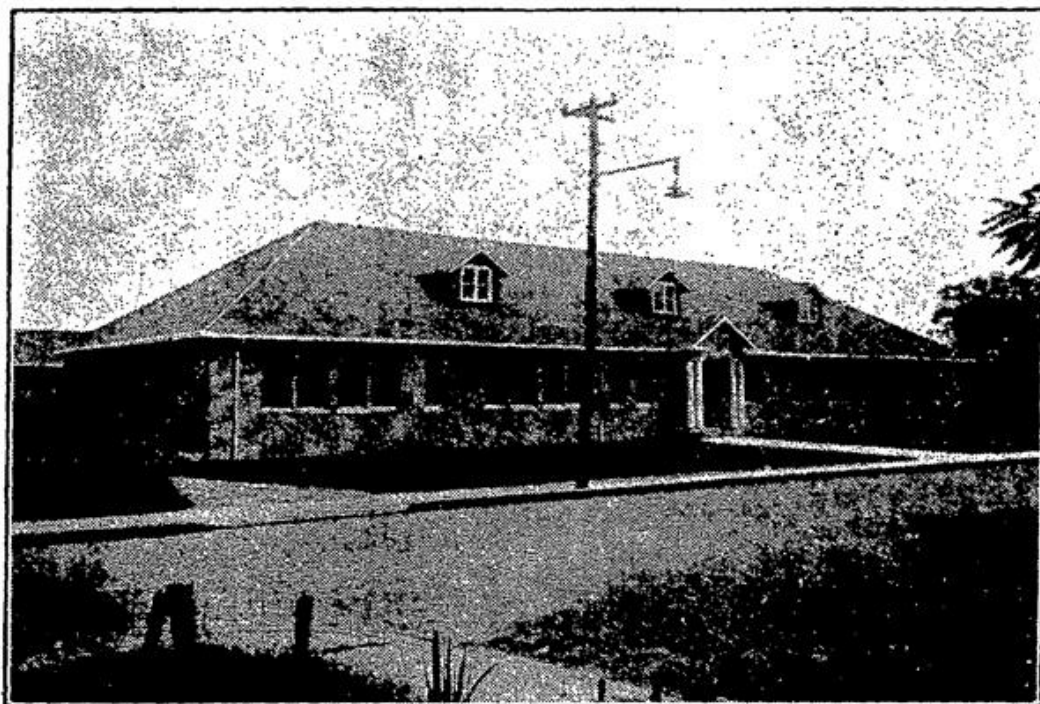
January-February 1933

Number 2

## ROSENWALD ISSUE

### Rosenwald Day, Friday, March 3, 1933

#### A ROSENWALD BUILDING



ROSENWALD HIGH SCHOOL

Madisonville, Ky.

W. M. Lee, Principal

Harper Gatton, Supt.

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<b>Death &amp; Dismemberment Claims &amp; other Payments to policyholders</b>	<b>255,068.08</b>
	<hr/>
<b>TOTAL, paid to policyholders, 1931</b>	<b>\$1,001,857.95</b>

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**SECOND SEMESTER BEGINS ..... JANUARY 27**

**SPRING TERM BEGINS ..... APRIL 3**

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For Further Information Write:

**R. B. ATWOOD, President**

# The K. N. E. A. Journal

Official Organ of the Kentucky Negro Educational Association

Vol. III

January-February, 1933.

No. 2.

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Editorial Office at 1925 W. Madison Street  
Louisville, Kentucky

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

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F. A. Taylor, Louisville

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# *Editorial Comments*

## **IMMEDIATE ENROLLMENT DESIRABLE**

Since the publication of the November K. N. E. A. Journal about 100 teachers have sent in their enrollment fees. This has permitted us to pay in part for the last Journal and its mailing. It is hoped that teachers will continue this flow of daily enrollment into the secretary-treasurer's office.

Daily, there comes request for spelling lists and information concerning our annual spelling contest,, K. N. E. A. legislative matters, etc. These requests require office help and mailing expenses. It is hoped that the teachers will realize that the treasury of the K. N. E. A. had practically no balance except that in the closed bank at the close of the year ending last May, 1932.

Principals, county organizers and superintendents of schools are urged to start at once collecting membership fees of the entire group of teachers under their administration. Honor roll certificates have been prepared and membership cards are now ready for distribution for 1933. In the next K. N. E. A. Journal, which will appear during the month of March, there will be a list of 100 per cent schools and the officials of each. It is hoped that most of our schools can be on that honor roll by that time. Immediate enrollment insures a successful meeting. Officers of the K. N. E. A. can then plan more definitely the type of program which the K. N. E. A. deserves to sponsor.

Teachers who are loyal to the profession will not fail to enroll in the K. N. E. A. for 1932 because they realize that this organization is the biggest of its kind in Kentucky, that it has the interest of colored teachers in Kentucky as its main program and that it sponsors an equal educational opportunity for the colored youth of Kentucky.

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## **WORK OF THE SURVEY COMMISSION**

Superintendent Richmond has sponsored the appointment and work of an educational commission in Kentucky whose duties consists in making studies of our schools in Kentucky, both colored and white, with a view of arriving at some solution to outstanding problems along the lines of financial administration, buildings, etc.

Superintendent Richmond has stated that this commission will study our schools in the same way that it studies white schools. To aid in the study of education of the Negro youth, there has been appointed a special committee, headed by President R. B. Atwood of K. S. I. C. This committee is mentioned elsewhere in this Journal and is now at work on the major problems of Negro education. The committee will meet again in February to summarize some of its findings and continue its work. Later, it will report finally to the main committee of the Survey Commission with certain recommendations.

Finally, the Survey Commission will publish its findings on Kentucky schools and urge remedial legislation at the 1934 general assembly in Kentucky.

Thoughtful teachers will realize that this is an outstanding undertaking and should meet the approval and co-operation of all Kentucky teachers. It is because of this far-reaching effect of this survey that the K. N. E. A. has made a pledge to the commission for \$500.00. We have not yet paid anything on this pledge. If each colored teacher pays his annual membership fee of \$1.00 there is no reason why this amount can not be paid in full at the 1933 session. The K. E. A. has given \$5,000.00 for the same purpose. Shall we not do our part as teachers in Kentucky? We must not fail in this important matter.

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### OUR JOURNAL COVERS

On the outside cover of the K. N. E. A. Journal will be found the picture of the Rosenwald High School at Madisonville. This is the eighth picture which has been run on covers of the K. N. E. A. Journal. In all, about twelve pictures have been shown in the K. N. E. A. Journal to point out the newer type of buildings which are being erected at various places in Kentucky for colored children. These buildings, in some instances, have run to as high as \$300,000, \$400,000, and \$500,000. This is true of the Lincoln-Grant school in Covington, the Jackson Junior High School at Louisville and the Madison Junior High School at Louisville. Approximately the respective amounts have been spent in the construction of each. Many of the other cities, such as, Lexington, Frankfort and Maysville have had schools to range around \$100,000 and more in costs.

There is still another group of outstanding buildings, such as the one shown this month. Principal William E. Lee of Madisonville reports that his school has ten rooms and features in its industrial department brick-laying, mechanical drawing and home economics. It is gratifying to note that most of the new buildings have included accommodations for a program of industrial education. A list of these school buildings which have been run in the K. N. E. A. Journal and the officials of them are as follows:

Madison Junior High School, Louisville. A. S. Wilson, Principal

\*Jackson Junior High School, Louisville, A. E. Meyzeek, Principal

\*(Planned for Page 24 of this Journal).

Lincoln-Grant School, Covington, H. R. Merry, Principal

John G. Fee High School, Maysville, W. H. Humprey, Principal

Dunbar High School, Lexington, W. H. Fouse, Principal

Mayo-Underwood High School, Frankfort, W. S. Blanton, Principal

Administration Building, W. K. I. C., Paducah, D. H. Anderson,  
President

Girls' Dormitory, Kentucky Hall, K. S. I. C., R. B. Atwood  
President

Newberg School, Jefferson County, A. L. Garvin, Principal

West Side School, Harrodsburg, Miss M. M. Elliott, Principal

Colored City School, Lebanon, Miss Nettie Hughes, Principal  
Rosenwald School, Providence, W. O. Nuckolls, Principal  
Rosenwald High School, Madisonville, William E. Lee, Principal

In addition to the above mentioned buildings, there are other new schools which the K. N. E. A. might feature in subsequent issues of the Journal.

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### K. N. E. A. CONVENTION

The K. N. E. A. will convene in Louisville for its 57th annual session during the month of April. It is expected that there will be unusual attendance due to the fact that a new president is to be elected, that other important matters are to be brought up for consideration. A program which will include outstanding speakers of national importance, both men and women, is being arranged. In the afternoons of the convention, there will be unusually attractive sectional meetings.

On Friday night during the meeting, there will be a musicale featuring an artist with a free admission to K. N. E. A. members. On Saturday night, there will be the thirteenth annual exhibition at the Armory. During the morning hours of the convention at two of Louisville's most beautiful theatres, there will be given pictures free to members of the K. N. E. A.

The music department of the K. N. E. A. will also probably feature an operetta. Special demonstrations will also be arranged during the morning hours at various schools in Louisville.

On Friday afternoon in the elementary education department, there will be featured a State Spelling Bee. Already, many counties have written for spelling lists and are at work preparing their entries for the annual contest at Louisville.

With such an elaborate program, teachers should make definite plans now to attend the K. N. E. A. meeting. Teachers are urged to enroll by mail and upon reporting to the convention, register and receive their badge and free ticket to the musicale on Friday night. All teachers should be sure to bring their membership cards with them. Membership cards are required in voting procedure.

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### THREE JOURNAL SUPPORTERS

There are at least three requisites for the successful publication of the K. N. E. A. Journal. These are (1) educational contributions, (2) a list of subscribers and (3) a group of advertisers.

It is gratifying to note that there are at least three white friends of Negro education that stand out in each of these phases. In the first group, we have as a special contributor, Mr. L. N. Taylor, Rural School Agent at the Department of Education. Mr. Taylor has taken a personal interest in the education of Negro children. He is a friend and advisor to the colored teachers of Kentucky. This connection makes him a valuable asset to the K. N. E. A. Journal. We appreciate his splendid co-operation.

In the second group, we have as a leader, Superintendent H. W.

Peters of Christian County who is generally the first to have the teachers of this county to enroll 100 per cent in the K. N. E. A. Superintendent Peters has 50 colored teachers in his county and each year we may count on him for 50 subscribers to the K. N. E. A. Journal. This type of a superintendent ably represents one in the group who insure subscribers to the Journal.

In the third group, the advertisers, we have Mr. E. H. Speckman, Auditor of the Kentucky Central Life and Accident Insurance Company, Anchorage, Kentucky. Since the inauguration of the K. N. E. A. Journal, the Kentucky Central Life and Accident Insurance Company has carried a one page ad in every issue at a price of \$10.00 per page. This splendid co-operation on the part of this business organization is highly appreciated by the teachers of Kentucky.

There are, of course, many outstanding colored officials who support the K. N. E. A. Journal in the above respects. It is, however, the purpose of this article to pay a tribute to these three outstanding white friends of Negro education for their loyal friendship and co-operation.

---

### HISTORY IN TRUTH

Not to know what one's race has done in former times is to continue always a child. "If no use were made of the labor of past ages," it has been said, "the world would remain always in the infancy of knowledge." The Negro knows practically nothing of his history and his "friends" are not permitting him to learn it. The Negro is, therefore, referred to as a child-like race.

Writers, on the other hand, have surfeited us with that sort of history which is merely the record of the successes and disappointments, the vices, the follies, and the quarrels of those who engage in contention for power. In other words, they have done little more than to make history a register of the crimes and misfortunes of mankind. Facts are mere dross of history. "It is from the abstract truth which interpenetrates them, and lies latent among men, like gold in the ore, that the mass derives its whole value. The precious articles are generally combined with the baser in such a manner that the separation is a task of the utmost difficulty."

Realizing the importance of Negro history, all colored schools in Kentucky should plan programs for the week of February 12-17, 1933.

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### ANNOUNCEMENT

As Secretary-Treasurer of the K. N. E. A., it is not my intention and plan to seek re-election at the coming annual session unless it is evident that my present work is so very satisfactory that fellow-teachers desire me to continue in this office. My energy will not permit me to enter into any election campaign.

The K. E. A. has the office of secretary non-elective, the secretary being appointed by the Board of Directors because they feel that this



office must give it entire energy to the promotion of interests peculiar to the maintenance of the organization.

Since we do not have this situation, I shall be pleased to have various principals, organizers and friends to write me their suggestions concerning my continuance in the work.

Under any circumstance, may I thank the teachers of Kentucky for their loyal co-operation during the years of service which I have given.

ATWOOD S. WILSON,  
Secretary-Treasurer of K. N. E. A.

## **WEST KENTUCKY INDUSTRIAL COLLEGE**

PADUCAH, KENTUCKY

JUNIOR COLLEGE RATING

---

### **DEPARTMENTS**

Education, Science, English, History, Mathematics, Language,

Home Economics and Music

### **FACULTY**

Made up of graduates from the best college and universities  
of the country

For Information, Write D. H. Anderson, President,  
or, T. R. Dailey, Dean

## ***URGE YOUR FRIENDS***

TO SUBSCRIBE TO

***THE K. N. E. A. JOURNAL***

AND TO

***JOIN THE K. N. E. A.***

No Kentucky Teacher Should Fail to Enroll

**SEND ONE DOLLAR**

***To A. S. WILSON, Secretary***

**1925 W. Madison Street Louisville, Ky.**

## Committee Named For Negro School Study

**Probe to Supplement Work of State Commission Says,—**

**Richmond**

James H. Richmond, Superintendent of Public Instruction, today announced the personnel of a committee to consider Negro Education in connection with the study of the State's public school system now being made by the Kentucky Educational Commission.

The committee is headed by R. B. Atwood, president of Kentucky Normal and Institute here; L. N. Taylor, supervisor of Negro schools; Dr. R. E. Clement, dean of Louisville Municipal College; H. R. Merry, principal of Lincoln Grant School, Covington, A. S. Wilson, principal of Madison Junior High School, Louisville, and S. L. Barker, principal of Dunbar School, Owensboro.

Mr. Richmond told the committee members, in his letter of designation, that the work of the Educational Commission deals with elementary, secondary and

college levels of Kentucky's public school system.

"No distinctions will be made in the commission's work between colored and white children, however, it is possible that some problems peculiar to the education of Negro children, brought about largely because of separate schools may not be considered sufficiently.

"Therefore, I deem it advisable to appoint a special committee whose purpose it will be to prepare a report on what might be considered problems peculiar to the education of the Negro. This report will be submitted to the commission for its consideration."

This committee held its first meeting in Louisville, Saturday, December 17th, 1932. The members are now at work on the special problems outlined at the organization meeting. The committee is to meet again on February 18 at the Louisville Municipal College Administration building.

### **KEEP SMILING**

One way to keep smiling is to have clean-cut, neat printing matter for all purposes. If you need letterheads, billheads, business cards, envelopes, tickets, programs, placards, or any other Printing, have it done by workmen who know how. We are offering our services with a guarantee. . . .

### **BROWN'S LETTER & PRINT SHOPPE**

Commercial and Society Printing

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**Louisville, Ky.**

## Municipal College On Approved List

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### Three Kentucky High Schools Also Listed

Louisville Municipal College, generally looked upon as the premier liberal arts college for Negroes in Kentucky since its founding less than two years ago, has borne out that belief by gaining a place on the approved list at the recent meeting of Southern Association of Secondary Schools held in New Orleans.

This approval means that graduates of the college can enter any graduate school in the country and receive full credit for his collegiate work and that any undergraduate in the college can transfer to another college without losing his class standing or credits.

Since becoming a municipal institution, the college, under leader-

ship of Dr. Rufus E. Clement, dean, has maintained steady progress. New teachers have been added each year and the student body has grown nearly 100%. In addition an evening school has been opened in conjunction with regular day activities and many new volumes have been secured for the library.

The Southern Association has also given three public high schools in Kentucky an "A" rating. These are (1) Central High School of Louisville, W. B. Matthews, principal; (2) Dunbar High School of Lexington, W. H. Fouse, principal and (3) Lincoln-Grant High School of Covington, H. R. Merry, principal. Kentucky now has more accredited public high schools than any other state except North Carolina.

---

## Lincoln Institute Reorganized

Lincoln Institute continuing its program of reorganization has instituted the following changes believing that these changes will lead to greater efficiency:

President—Randle B. Truett,  
A. M.

Dean of Labor and Vocations—  
Prof. Whitney Young.

Dean of Women—Mrs. M. W.  
Morton.

Dairy and Farm Department—

Mr. H. P. Summers.

Grounds and Traffic—Mr. J. J.  
Ellington.

General Maintenance and Re-  
pairs—Mr. M. D. Parker.

Boarding Department—Mrs. M.  
W. Morton.

Home Economics Department—  
Miss Rachel Davis.

Power, Heat, Light Depart-  
ment—Mr. W. M. Young.

# Two Typical Teachers

By L. N. Taylor

## Column I.

1. Miss Q is employed as a rural teacher.
2. Miss Q is careless about her personal appearance.
3. Miss Q sometimes comes late.
4. Miss Q dismisses early when she can find an excuse for it.
5. Miss Q takes a day off occasionally.
6. Miss Q's school yard appears neglected.
7. Miss Q's pupils litter up their outbuildings.
8. Miss Q's pupils have no new games.
9. Miss Q's pupils are bad.
10. Miss Q's furniture is not tastefully arranged.
11. Miss Q draws the shades as in a bed room.
12. Miss Q's seats are loose, movable for sweeping.
13. Miss Q seats pupils promiscuously.
14. Miss Q still uses recitation benches.
15. Miss Q's pupils keep their desks in disorder and the floors dirty.
16. Miss Q's room is bare, with no decoration.
17. Miss Q drives nails in the walls.
18. Miss Q has "In and Out" cards.
19. Miss Q's school seldom sings.
20. Miss Q's school has no literary programs.
21. Miss Q gives all her time to classes.
22. Miss Q is ignorant of the aims in the course of study.
23. Miss Q teaches mainly from the books.
24. Miss Q teaches a book called **geography**.

## Column II.

1. Miss A is a rural school teacher.
2. Miss A is careful of her personal appearance.
3. Miss A always comes early.
4. Miss A teaches the legal hours every day.
5. Miss A can be depended upon to be on duty.
6. Miss A's school yard has plantings and walks.
7. Miss A's pupils keep their outbuildings clean.
8. Miss A teaches hers many new games.
9. Miss A's are good.
10. Miss A's furniture is properly arranged with no desks against walls.
11. Miss A wants good light. Her school room is a work shop.
12. Miss A's seats are fastened to their places with screws.
13. Miss A seats hers by grades.
14. Miss A does not.
15. Miss A's keep theirs in order and the floor clean around them.
16. Miss A's room has a few pictures, some plants, sash curtains and exhibit of pupil work.
17. Miss A uses clothes hooks, one for each pupil.
18. Miss A does not.
19. Miss A's pupils sing every day. They have school song books.
20. Miss A's school enjoys literary and musical programs.
21. Miss A gives much time to individuals.
22. Miss A is familiar with the course of study.
23. Miss A interests her pupils in the things about them.

25. Miss Q's pupils bound each state, name its capital, and give its principal river.
26. Miss Q's pupils are taught how inferior other peoples are.
27. Miss Q has he pupils recite reading word by word.
28. Miss Q starts beginners with print.
29. Miss Q does no organized pre-primer work.
30. Miss Q's pupils try to read two books the first year.
31. Miss Q's pupils stick two years in the first grade.
32. Miss Q believes in the spelling book regime.
33. Miss Q teaches the rules of punctuation.
34. Miss Q has her pupils do much written work.
35. Miss Q knows what form of solution her pupils use in arithmetic.
36. Miss Q teaches the names of the bones.
37. Miss Q accepts the school's water supply.
38. Miss Q uses no screens.
39. Miss Q has no school newspaper.
40. Miss Q does not prepare for each class; too much work; too much expense to buy the books she teaches.
41. Miss Q teaches from books and talks much.
42. Miss Q has no bulletin board.
43. Miss Q has the same kind of opening exercise every day.
44. Miss Q dreads the Superintendent or Supervisor.
45. Miss Q couldn't attend the teachers' meeting.
46. Miss Q never calls in the parents to see their children at work.
47. Miss Q thinks her dissatisfied patrons are trouble makers.
24. Miss A teaches her pupils **geography**, the interesting world about them.
25. Miss A's pupils learn how the people of each country look, dress, eat and work.
26. Miss A's pupils are taught how worthy other races and nations are.
27. Miss A has her pupils recite reading by sentences.
28. Miss A starts them with script.
29. Miss A knows how and does it.
30. Miss A's pupils read many books the first year.
31. Miss A's pupils earn their promotion.
32. Miss A knows a better way.
33. Miss A teaches the habit of strictly correct written work.
34. Miss A has hers do only what she see is done correctly, or done over correctly.
35. Miss A knows the process of thought her pupils follow.
36. Miss A teaches the practice of health habits.
37. Miss A has her school's water tested for bacterial content.
38. Miss A has a screened inclosure for lunches.
39. Miss A's pupils report news every week.
40. Miss A has the books and prepares for each recitation and assignment of lesson.
41. Miss A and her pupils bring interesting materials of learning every day.
42. Miss A uses one to advantage.
43. Miss A prepares for interesting opening exercises, does her best teaching then.
44. Miss A welcomes them.
45. Miss A was there.
46. Miss A arranges for parents' day at school.

48. The trustee defends Miss Q.
49. Miss Q will go to college for the necessary credits if she gets a school for next year.
50. Miss Quack depends upon being recommended by her trustee kin.
47. Miss A patrons are not dissatisfied.
48. The children appreciate Miss A.
49. Miss A will go to college to train for better teaching.
50. Superintendents and board of education seek the services of Miss Alert.

## The Children's Charter

President Hoover's White House Conference on Child Health and Protection, recognizing the rights of the child as the first rights of citizenship, pledges itself to these aims for the Children of America.

For every child spiritual and moral training to help him to stand firm under the pressure of life.

II For every child understanding and the guarding of his personality as his most precious right.

III For every child a home and that love and security which a home provides; and for that child who must receive foster care, the nearest substitute for his own home.

IV. For every child full preparation for his birth, his mother receiving prenatal, natal, and postnatal care; and the establishment of such protective measures as will make child-bearing safer.

V For every child health protection from birth through adolescence, including; periodical health examinations and, where needed, care of specialists and hospital treatment; regular dental examinations and care of the teeth; protective and preventive measures against communicable diseases; the insuring of pure food, pure milk, and pure water.

VI For every child from birth through adolescence, promotion of health, including health instruction and a health program, wholesome physical and mental recreation, with teachers and leaders adequately trained.

VII For every child a dwelling place safe, sanitary, and wholesome, with reasonable provisions for privacy, free from conditions which tend to thwart his development; and a home environment harmonious and enriching.

VIII For every child a school which is safe from hazards, sanitary, properly equipped, lighted, and ventilated. For younger children nursery schools and kindergartens to supplement home care.

IX For every child a community which recognizes and plans for his needs, protects him against physical dangers, moral hazards, and disease; provides him with safe and wholesome places for play and recreation; and makes provision for his cultural and social needs.

X For every child an education which, through the discovery and development of his individual abilities, prepares him for life; and through training and vocational guidance prepares him for a living which will yield him the maximum of satisfaction.

XI For every child such teach-

ing and training as will prepare him for successful parenthood, homemaking, and the rights of citizenship; and, for parents, supplementary training to fit them to deal wisely with the problems of parenthood.

XII For every child education for safety and protection against accidents to which modern conditions subject him—those to which he is directly exposed and those which, through loss or maiming of his parents, affect him indirectly.

XIII For every child who is blind, deaf, crippled, or otherwise physically handicapped, and for the child who is mentally handicapped, such measures as will early discover and diagnose his handicap, provide care and treatment, and so train him that he may become an asset to society rather than a liability. Expenses of these services should be borne publicly where they cannot be privately met.

XIV For every child who is in conflict with society the right to be dealt with intelligently as society's charge, not society's outcast; with the home, the school, the church, the court and the institution when needed, shaped to return him whenever possible to the normal stream of life.

XV For every child the right to grow up in a family with an adequate standard of living and the security of a stable income as the surest safeguard against social handicaps.

XVI For every child protection against labor that stunts growth, either physical or mental, that limits education, that deprives children of the right of comradeship, of play, and of joy.

XVII For every rural child as satisfactory schooling and health services as for the city child, and an extension to rural families of social, recreational, and cultural facilities.

XVIII To supplement the home and the school in the training of youth, and to return to them those interests of which modern life tends to cheat children, every stimulation and encouragement should be given to the extension and development of the voluntary youth organizations.

XIX To make everywhere available these minimum protections of the health and welfare of children, there should be a district, county, or community organization for health, education, and welfare, with full-time officials, coordinating with a state-wide program which will be responsive to a nation-wide service of general information, statistics, and scientific research. This should include:

(a) Trained, full-time public health officials, with public health nurses, sanitary inspection, and laboratory workers.

(b) Available hospital beds.

(c) Full-time public welfare service for the relief, aid, and guidance of children in special need due to poverty, misfortune, or behavior difficulties, and for the protection of children from abuse, neglect, exploitation, or moral hazard.

For every child these rights, regardless of race, or color, or situation, wherever he may live under the protection of the American flag.

## Former Negro Slave Is Honored At 93

---

Some people frowned on literate Negro slaves but Isaac Lane learned his letters by peeping over white folks' shoulders, studied by torchlight, became a bishop, founded a college on \$240 capital and now he's celebrating his ninety-eighth anniversary with the Nation's acclaim.

Messages came from far and wide, but none expressed greater esteem than that of the white and Negro neighbors of the plowboy in bondage who practiced reading at the end of corn rows, rose to religious leadership of his race in the South, established Lane College in Jackson fifty-two years ago and has lived to see it worth half a million dollars.

He has relinquished control of the school to the younger hands of his son F. J. Lane, Ph. D., and lives in retirement on the edge of the campus. Of course he reflects on the bygone days—that's natural of men 98 years old—but there's still a keen eye trained on the passing parade of years.

One of his birthday visitors was the Rev. W. A. Swift, editor of the Methodist Herald. To him the bishop related many reminiscences of slave days and the popular prejudice of some sections against education for Negroes in ante-bellum days.

In the Jackson community there was a law against Negroes even possessing books, to say nothing of trying to read them, he said, and the luckless slave caught with

so much as a pencil stood a mighty good chance of a thrashing.

Despite the perils of learning, Isaac Lane had ideas of his own about such things, so when the white people weren't looking, he would slip behind them and spell out the words they were reading.

The only thing he ever stole in his life was an alphabet and he's proud of that theft to this day. Later he got hold of an old spelling book and carried it hidden under his hat.

Then came emancipation and Isaac Lane didn't have to hide to read. Years later citizens of Jackson began hearing reports now and then of a Negro by that name attracting multitudes with his scholarly preaching.

The Negro Methodist Episcopal Church elected him a bishop in Augusta, Georgia, fifty-nine years ago over his protestations that he did not want the office. He was assigned to territory that included Texas, Oklahoma and Louisiana, most of which he covered on horseback. His salary was about \$200 a year.

In 1880 he bought four acres in Jackson for \$240, all the money he had, and thereon he started Lane College. The school now has seven modern buildings on a sixteen-acre campus and has been endowed by the General Education Board of New York and the Education Board of the Methodist Episcopal Church, South.—From November 27th issue of Courier-Journal and Louisville Times.



# Research Extracts On Negro Education

By Atwood S. Wilson

## 1. Number of Negro Teachers.

"(1) In 1929-30, there were 46,047 teachers in the Negro elementary schools in seventeen Southern States and the District of Columbia. Of this number, 6,246 were men, and 39,801 were women.

(2) The average pupil-teacher ratio in Negro elementary schools was 47.1, while the corresponding ratio for white schools was only 34.3. (3) In order to equalize the pupil-teacher ratio of the Negro schools with that of the whites in the same community, 17 Southern States and the District of Columbia, it would require 17,190 Negro teachers in addition to the 46,047 now employed.

## 2. Training of Negro Teachers.

"(1) The average training of the urban white teacher is three years or more of college or near college graduation, while that of the urban Negro teacher is approximately two years of collegiate or normal school training. (2) The average training of the white rural teacher is approximately five years beyond the eighth grade, while that of the average Negro rural teacher is approximately three and a half years beyond the eighth grade. (3) The amount of training of rural teachers varies with the type of school, increasing as one goes from the one-teacher school to the consolidated--and three-teacher-village schools. This fact is true of both the white and Negro teacher, but a higher correlation between type of school and amount of training is found in the case of Negro teacher than in the case of white."

3. Salary of Teachers. "(1) The amount of salary of rural teachers in various types of schools varies definitely with the amount of training; the teacher in the one-teacher schools receive the highest . . . Not a single Negro teaching group receives an average salary equal to any white teaching group, although the training is equal in amount. (2) It was found that in cases where Negro teachers had less training than the white teachers their salaries were not based upon the ratio of the training of one to the other. For example, the average Negro rural teacher possesses 70 per cent as much training as the white teacher, but receives only 41 per cent as much salary."

## 4. Monetary Value and Quality of Buildings.

"(1) The average per capita value of school property for Negroes in each of the seven states considered (Alabama, Arkansas, Maryland, North Carolina, South Carolina, Tennessee, Virginia) is far below the per capita value for the whites; and in turn that of the whites, in each case except one is below the average for the United States as a whole. The proportion that the value for the Negro is of that of the white in the same state ranges from 16 per cent in South Carolina to 53 per cent in Tennessee."

## 5. Physical Equipment.

"(1) The number of classrooms provided is not sufficient to care for the present Negro school enrollment. On the basis of 40 pupils per room in seven states, the number of additional classrooms needed ranges

from 151 or 4 per cent of the number available in Virginia, to 2,171 or 56 per cent of the existing number in Georgia. On the basis of the average number of pupils (34) per classroom in the white schools, the number of additional classrooms needed in the Negro schools ranges from 822 or 22 per cent of the present provisions in Virginia, to 2,238 or 84 per cent of the existing provisions in Georgia.

**6. Agencies for Administering Negro Elementary Schools.** As with other public elementary schools, Negro elementary schools are administered by the state. These schools utilize the usual state educational machinery, and, in addition, other special machinery. Combined, this organization consists of boards of education, commissioners of education, state agents for Negro schools, county boards of education, county superintendents, city boards of education, city superintendents, Jeanes teachers, agents of certain types of philanthropic boards, and 'key' Negroes. (The last two are unofficial).

**7. The State Agent for Negro Schools.** Seventeen states provide agents for Negro schools. These officers are doing very valuable work in bringing about a more democratic control of Negro education at all levels—especially the secondary and elementary. In the separate-education states the significant sub-divisions are the county and the city. The county sub-division is administered by a board of education which may or may not be the final authority for all educational activity. In the county-states, Negro elementary education suffers largely because

of the lack of existence of the real county unit and no Negro representation on county boards of education. Proposed methods of assuring representation of the Negro constituency are: provision of all Negro boards of education, provision of mixed-board (according to legal stipulation), and provision of completely representative boards. There are arguments and evidence for and against all these methods; but, before concluding which is the best method, far more evidence is needed than now obtains.

**8. Agents of Philanthropic Boards, and 'Key' Negroes.** To complete the picture of the controlling agencies of Negro elementary education one must add the influence of agents of philanthropic boards interested in Negro education, and 'key' Negroes. Both of these are unofficial, but exert profound influence upon Negro elementary education. Their advice and recommendations are sought at every stage in public education for Negroes. Both advice and recommendations in a majority of instances have been very constructive. Jeanes teachers are teachers who in reality are assistant county superintendents, supported by an endowment fund created by Miss Anna T. Jeanes.

**9. Total Current Expenditures.** From two to eight as much money per capita is spent for current costs for elementary and secondary schools for whites as for Negroes. Of the seven states for which data were available, not one spent as much per capita for current costs for Negro children enrolled in elementary schools as for whites. The range in the expenditure for the elementary schools

for the item was from 16 per cent as much for Negroes as for whites in Alabama to 84 per cent as much in Maryland—inclusive of Baltimore.

10. **Salaries.** In each of the eight states for which data describing salaries were available, the salaries paid white elementary school teachers far exceed those paid Negro elementary school teachers. In South Carolina Negro elementary school teachers were paid only 33 per cent as much as white elementary school teachers. The corresponding per cent for Maryland—inclusive of Baltimore—was 75 per cent. These percentages describe the range in the differences disclosed, for eight states.

11. **The Rosenwald Fund.** For the year ended June 30, 1932, the Julius Rosenwald Fund co-operated in the construction of 62 completed building projects for Negro schools—42 schools, 5 teachers' homes, and 15 vocational buildings—located in Alabama (3), Arkansas (4), Florida (5), Georgia (6), Kentucky (1), Louisiana (3), Maryland (2), Mississippi (7), Missouri (1), North Carolina (5), Oklahoma (3), South Carolina (3), Tennessee (4), Texas (10), and Virginia (5). The total cost of those completed projects is \$760,689, the Negroes contribut-

ing \$42,859 (5.64%), the white friends \$32,746 (4.31%), the public school authorities \$594,142 (78.10%), and the Julius Rosenwald Fund \$90,942 (11.95%).

12. **Rosenwald Activities in Kentucky.** The Rosenwald Fund had, by 1932, aided with 158 buildings in Kentucky, same accomodating 18,900 pupils and 402 teachers. These buildings cost \$1,081,710, the Negroes giving 8.21 per cent, the white friends giving 1.24 per cent, the public giving 78.48 per cent and the Rosenwald Fund giving 12.07 per cent. The Rosenwald Fund had also provided in Kentucky, by 1932, 109 libraries accommodating 84 schools, the total cost of these libraries being \$13,277.46, one-third of the latter amount, \$4,425.82 was donated by the Rosenwald Fund. By 1932, it had aided 15 counties in Kentucky in the matter of school transportation. This accommodated 846 pupils and 18 schools. The total cost being \$57,457.77, of which amount \$16,706.57 was given by the Rosenwald Fund.

Note: Some of the above extracts can be found in the year book of the "Journal of Negro Education," Vol. I. July, 1932 and some are compiled from reports of the Rosenwald Fund.

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## ANNOUNCEMENT

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Prof. W. M. Bright of the Louisville Municipal College is interested in the organization of a special department of the Science Teachers in Kentucky. Persons interested in science or health are invited to attend the sessions planned and to bring ideas relative to the organization of a Science Teachers Conference to meet annully during the K. N. E. A. convention.

## Louisville Teachers Organize L. A. T. C. S.

The Louisville Association of Teachers in Colored Schools was organized October 28, 1932, after a series of preliminary meetings had demonstrated a desire for such an organization. The objectives set forth in the constitution are:

(1) to elevate the teaching profession

(2) to advance the cause of education among all the people of Louisville

(3) to lend its support to civic movements that tend toward the betterment of the community, and

(4) to foster such movements as pertain to the welfare of teachers in Louisville.

The following officers, representing a cross section of the schools of the city were selected: President, Dean R. E. Clement; Vice-President, Miss Maud E. Brown; Secretary, Mr. W. H. Perry, Jr.; Asst.-Sec'y., Miss Beatrice Carmichael; Treasurer, Miss Pauline Pollard; Members at Large on Executive Committee, Mr. A. S. Wilson and Miss Mabel Coleman.

An invitation to the National Association of Teachers in Colored Schools to meet in Louisville during July, 1933, has been extended. This group will bring to Louisville much that is inspirational as well

as educational. The program Committee of which Mr. G. H. Brown is chairman, has already announced interesting programs for bi-monthly meetings during the school year.

At the first meeting following organization Supt. Frederick Archer addressed the teachers. In discussing "Values in Education" Supt. Archer stated that teachers should respect the personality of pupils . . . students would then return this courtesy to teachers in a larger way. At subsequent meetings in 1933 Dr. C. A. Rubado, Dr. E. C. Blom and Mr. E. A. Jonas are to make addresses.

February, 1933

Dear fellow Teachers:

If you remember, our K. N. E. A. pledged Five Hundred Dollars to the Survey Commission, headed by Doctor James H. Richmond, Superintendent of Public Instructions.

On behalf of the Association and even the teachers individually, I am asking you to pay your fees of One Dollar at once from which we expect to pay this Five Hundred Dollars at the very earliest moment.

Your very truly,  
D. H. Anderson, President

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### *Have You Enrolled for 1933?*

IF NOT—DO SO NOW! SEND ONE DOLLAR

to

A. S. WILSON, Secretary of K. N. E. A.

1925 Madison Street

Louisville, Ky.

## K. N. E. A. Kullings

Prof. W. B. Edwards is now the superintendent of the colored school at Earlington, Kentucky. He is the successor to Prof. T. R. Dailey, who is now at West Kentucky Industrial College.

\* \* \* \*

Prof. William E. Lee is now the principal of the new colored school at Madisonville, Kentucky. Superintendent Harper Gatton of that city is president of the K. N. E. A. and probably will succeed State Superintendent James H. Richmond in his office, the latter having already been elected to the presidency of the State Normal School at Murray, Ky.

\* \* \* \*

Dr. William A. Cook of the University of Cincinnati, whose article on "School Discipline" appeared in the November issue of the K. N. E. A. Journal, wrote the Secretary of the K. N. E. A. as follows:

"I wish to thank you for the two copies of your Journal including the article sent you some months ago. I was remarking to my secretary that the printing was of a high standard of accuracy, and compares very favorably with the best educational journals from that standpoint. The recollection of your body of teachers and their fine singing in the convention last spring will go with me for a long time."

\* \* \* \*

The Kentucky Inter-racial Commission observed its annual meeting at the Trinity Methodist Church in Louisville on November 18th and 19th. Dr. Charles S. Johnson, Director of Social Science

at Fisk University, delivered the main address. Mr. Thomas Bond of Louisville was in charge of the meeting.

\* \* \* \*

The Southern Association of Colleges and Secondary Schools list four Negro colleges as Class A: Atlanta University, Fisk University, Hampton Institute, and Talldega College.

\* \* \* \*

Supt. H. W. Peters is one of the Kentucky county superintendents who shows an unusual interest in the K. N. E. A. Each year in November he urges every teacher in Christian County to enroll. Already the entire county group, the largest colored county in Kentucky, has enrolled 100%. Mrs. M. L. Copeland is the colored supervisor of this county and is planning to have an interesting program for county teachers at the K. N. E. A. Christian County, now on the Honor Roll of the K. N. E. A., is to be congratulated.

\* \* \* \*

Prof. H. E. Goodloe, was the first principal to send in his faculty enrollment for 1933. The teachers of the Knob City High school have received their Certificate of Honor for 100% membership in the K. N. E. A. Prof. Goodloe reports things going well in his school and in his letter stressed appreciation of the K. N. E. A. Journal and the work of Secretary Wilson.

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Supt. H. F. Monahan of the Bracken County schools was the first county superintendent to enroll his colored teachers 100%

in the K. N. E. A. for 1933. Other county superintendents will co-operate, urging the colored teachers to enroll in the K. N. E. A. while the white teachers enroll in the K. E. A.

\* \* \* \*

Mrs. Blanche Ellicott of Greenville made a splendid report to the National Red Cross concerning the work of the Muhlenberg County Chapter. In this county, there was 100% annual and junior memberships for the colored schools. The Jeannes' teacher of this county distributes cut out garments to sewing clubs and schools, gives the instructions and later collects the garments. In December, the sewing club membership was 162. There were 230 hours given in production and 187 garments completed. Mr. L. N. Taylor at Frankfort complimented this extraordinary report sent in from Muhlenberg county.

\* \* \* \*

Supt. Noah Loy has enrolled the teachers of Adair County 100%. Supt. Loy takes a personal interest in the annual enrollment of his colored teachers. The K. N. E. A. greatly appreciates this special interest on the part of Supt. Loy.

\* \* \* \*

Atwood S. Wilson, Secretary-Treasurer of the K. N. E. A., was

awarded the Silver Beaver for fifteen years of distinguished service in the Boy Scouts of America. The award was made by the National Court of Honor and is the third to be given any colored man in the United States. The medal was awarded at a public meeting in Louisville on January 11, 1933.

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EXTRACT FROM A LETTER TO  
MR. L. N. TAYLOR

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"The Chamber of Commerce and Lions Club of Bardstown provided beautiful Christmas trees this year, one for each school in Nelson County and where ever electricity was convenient—they were beautifully lighted with colored lights and each child in the district was given a treat and the most needy were given provisions and clothing.

Many of the white citizens went from district to district with me and were delighted with the christmas carols. Happiness reigned supreme everywhere. Everywhere we went the children joyfully repeated,

"The time to be happy is now,  
The place to be happy is here  
The way to be happy is to  
Make others happy."

—Mrs. A. B. Bowman,  
Nelson County Training School.

## ***Thirteenth Annual Physical Exhibit***

**LOUISVILLE ARMORY**

**Sixth and Walnut Streets**

***Saturday Night, April 22, 1933***

**"A HEALTH REVUE"**

**Music**

**ADMISSION, 35c**

**Gymnastics**

**Advance Sale, 25c**

**Part of Proceeds for the K. N. E. A. Scholarship Fund**

# Special K. N. E. A. Announcements 57th Annual Convention At Louisville, April 19-22, 1933

## Spelling Bee Planned

The Secretary of the K. N. E. A. has now prepared a list of words for distribution to those interested in the 1933 K. N. E. A. Spelling Bee. The contest will be conducted under the same plans as heretofore, viz. each county or city system of schools should have its local contest and send the winner to Louisville to compete in the finals on Friday afternoon, April 21st during the annual convention. The rules will be the same as those for 1932 and prizes will be given by the Louisville Courier-Journal and Times. At least ten prizes will be given, the first being no less than ten dollars. Send your entry to the secretary as soon as possible. The contest is to be directed by Prof. G. H. Brown, Vice-President of the K. N. E. A. and will be under the auspices of the elementary school department of the K. N. E. A. of which Mrs. L. H. Smith is Chairman. Only pupils in the eighth grade or below are eligible.

Those who desire all the rules or spelling lists should write the secretary of the K. N. E. A. The rules may, however, be found in February 1932 issue of the K. N. E. A. Journal.

\* \* \* \*

## Sectional Programs In Afternoons

The heads of the various departments of the K. N. E. A. are already arranging their programs. On them will be some speakers from other states and special music. This year, the departmental programs will be so attractive

that they have been arranged for Thursday and Friday afternoons of April 20th and 21st at 2:30 P. M. during the K. N. E. A. convention.

Larger places will be found for each department and the place and program for each announced in the March K. N. E. A. Journal which will be a program number.

\* \* \* \*

## Special Pictures For Visitors

Teachers who attend the 1933 meeting of the K. N. E. A. will be well entertained. As a treat to the visiting teachers, there will be two free pictures to enrolled teachers. On Thursday, April 20th from 10 to 12 A. M., a picture will be run at the Grand Theatre and on Friday, April 21st from 10 to 12 A. M., a picture will be run at the Lyric Theatre. Both theatres have first run pictures and for the teachers, will select matter for the program both educational and entertaining.

\* \* \* \*

## Armory Program On Saturday Night

The K. N. E. A. Secretary is arranging for the 13th Annual Exhibition at the Louisville Armory for Saturday, April 22, 1933. On this evening from 7:00 P. M. to 12 midnight, there will be a program, both instructive and entertaining. At 10 P. M., a selected orchestra will furnish dance music for two hours. The exact nature of the program from 7 to 10 P. M. has not yet been determined but will probably be along the line of pageantry. The Secretary of the K. N. E. A. will

appreciate your suggestions or criticisms of past entertainments. All will recall the 1932 Pageant, "Romantic George Washington." This year, we hope to produce as good or better program. The admission fee will be 30c, the lowest in the history of K. N. E. A. exhibitions. School pupils, not participating, will pay 20c. The K. N. E. A. desires the patronage of all.

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#### **N. A. T. C. S. Invited To Louisville**

The National Association of Teachers in Colored Schools will probably meet in Louisville during July, 1933. This organization represents the 50,000 teachers in the colored schools of America. The 1933 president of the N. A. T. C. S. is F. M. Wood, Director of Negro Education in Baltimore. Since Prof. Wood is a Kentuckian and an ex-president of the K. N. E. A., we should make the coming session of the N. A. T. C. S. one of its best.

To do this the K. N. E. A. must co-operate with the Louisville teachers in entertaining the national organization and making provision for its meeting. Plans will be discussed at the April meeting of the K. N. E. A.

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#### **Present Secretary Of K. N. E. A. For Re-Election**

A number of persons have asked if Atwood S. Wilson would seek to continue as Secretary-Treasurer of the K. N. E. A. Many have written him letters of appreciation regarding his ten years of service to the K. N. E. A. and urging him to continue. They have stated that the Secretary of the K. N. E. A. should be in Louisville just

as the Secretary of the K. E. A. "The very nature of the necessary arrangements for a successful annual session requires this." Others have stated that there is no need of changing secretaries when the work is being done efficiently. "The Secretary of the K. E. A. has served them over fifteen years and the K. N. E. A. secretaryship is now at the place where experience is vital to the highest welfare of the organization."

The present Secretary of the K. N. E. A. has been appointed by Superintendent James H. Richmond to aid in the work of the Survey Commission. This relationship permits the K. N. E. A. to give a desirable type of co-operation to the State Department of Education.

The N. A. T. C. S. has requested the present Secretary of the K. N. E. A. to take a special interest in its proposed 1933 convention which will probably meet in Louisville.

The K. N. E. A. has more than \$1,000 in the closed bank and the present secretary under whose term of office that amount was raised, is desirous of returning to the treasury this amount. The K. N. E. A. needs now the closest supervision of its financial affairs and must have a guaranteed income of at least \$1,500 per year to publish its Journal and carry on its activities.

Four ex-presidents of the K. N. E. A. have asked the present secretary to continue in the work for the good of the organization.

Because of the above reasons and especially because it is felt that the teachers of Kentucky appreciate the services of the secretary as expressed in a motion



at the 1932 convention in which he was thanked for his splendid service, and further, willing to give a continued loyal service, the name of Atwood S. Wilson will appear on the 1933 K. N. E. A. ballots as candidate to succeed himself. In advance, he thanks the members of the K. N. E. A. for their endorsement. Teachers should think on and weigh carefully the foregoing reasons which caused the present secretary to be willing to continue his service in the K. N. E. A.

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#### Several Announce For K. N. E. A. Presidency

Since this is the second year of President D. H. Anderson, there is much speculation as to who will be candidates for the office. The present secretary has been approached, but declined, feeling that the high honor should go to some one else at least for the present. There will be several to run and among them, W. J. Callery of Paris, and at present historian of the K. N. E. A.; J. Bryant Cooper of Mayfield and formerly K. N. E. A. organizer for the first district and president of that association.

Prof. L. W. Gee is now superintendent of city schools in Hopkinsville. Mrs. F. M. Postell is the principal of Attucks High School and Prof. Roselle Leavelle is principal of the Booker Washington School. We trust that Supt. Gee will urge the enrollment of city teachers so as to make all of Christian County 100%.

#### CALLERY FOR PRESIDENT OF K. N. E. A.

Bourbon County Teachers Association in January session, unanimously adopted a resolution in favor of Professor William J. Callery, principal of the Bourbon County Training School, and Smith-Hughes Agricultural teacher for Bourbon County, for the presidency of the Kentucky Negro Educational Association at the coming session in April.

For ten years Professor Callery has been Historian of the K. N. E. A. and most of that time chairman of the committee on elections. It is observed by Mr. Callery's friends that not in forty years have the rural teachers of Kentucky had a representative as president, and that the work of their candidate as agricultural worker and rural high school principal merit for him the highest honor in the gift of the association.

In addition to being a bachelor of science in agriculture from Kentucky State Industrial College, Mr. Callery has studied agriculture at Hampton Institute and the University of Kentucky. The services of a leader in rural life and agricultural education is much needed at this time in our educational life in this state, say his friends. The announcement from Bourbon County has elicited voluntary support and much commendation from all sections of the state, both urban and rural.

—Bourbon County Friends.

# Tentative Program for 1933 Convention

## Central Theme:

"Special Problems in the Education of the Negro."

### Wednesday, April 19, 1933

- 9:00 A. M. Registration of teachers, K. N. E. A. headquarters, Quinn Chapel Church, Chestnut Street between Ninth and Tenth, Louisville, Kentucky.
- 10:00 A. M. Observation of Louisville Public School classes at work.
- 12:00 Noon Visitation to Louisville Municipal College at Seventh and Kentucky Streets and other places of educational interest.
- 3:00 P. M. Principals' Conference,—A program to which all teachers are invited. Quinn Chapel Main Auditorium.
- 7:15 P.M. Music Hours of State Music Association, R. L. Carpenter, Directress.
- 8:15 P. M. First General Session of 1933 Convention at Quinn Chapel.
- 8:25 P. M. Welcome Address—Miss Maude Brown, Vice President of Louisville Association of Teachers in Colored Schools.
- 8:35 P. M. Response to Welcome—Mrs. M. L. Copeland, Supervisor of Christian County Schools, Hopkinsville, Kentucky.
- 8:45 P. M. Address—D. H. Anderson, President of K. N. E. A.
- 9:15 P. M. Address—Miss Nannie Burroughs, Washington, D. C.  
(Tentative)
- 10:00 P. M. Report of Legislative Committee, S. L. Barker, Chairman.

### Thursday, April 20, 1933

- 9:00 A. M. Demonstrations—Louisville Public Schools. Programs to be announced.
- 10:00 A. M. Special Picture—Grand Theatre, Sixth and Walnut Streets. Free to teachers enrolled in the K. N. E. A. for 1933.
- 2:30 P. M. Sectional Meetings of the various departments of the K. N. E. A. (See list of departments that are to meet). Miss Eva Mitchell of Hampton Institute and other notables will appear on these programs.
- 7:15 P. M. Music Hour. Directed by Miss R. L. Carpenter. Operetta probably at Central High School Auditorium.
- 8:15 P. M. Second General Session of K. N. E. A. at Quinn Chapel.
- 8:30 P. M. Address—Dr. R. R. Wright, President of Wilberforce University or Major R. R. Moton, Tuskegee Institute, Alabama (Tentative)
- 9:15 P. M. Address—Prof. F. M. Wood, Supervisor of Colored Schools Baltimore, Maryland and President of National Association of Teachers in Colored Schools.
- 10:00 P. M. Report of Nomination Committee.

### Friday, April 21, 1933

- 8:30 A. M. Election of officers. Voting begins at K. N. E. A. headquarters.

- 9:30 A. M. Special Session of Principals Conference and Visiting Teachers, Main Auditorium of Quinn Chapel. Special address by Dr. James Tippett, Columbia University.
- 11:00 A. M. Special Picture—Lyric Theatre, 604 W. Walnut Street. Free to teachers enrolled in the K. N. E. A.
- 2:30 P. M. Sectional Meetings of the various departments of the K. N. E. A. continued from Thursday.
- 3:30 P. M. State Spelling Contest—Auspices of the Elementary School Department. Mrs. L. H. Smith, Chairman.
- 8:00 P. M. Third General Session of K. N. E. A. at Quinn Chapel.
- 8:30 P. M. Second Annual Musical featuring Mrs. Odell Stone Gray, Soprano, Chicago, Illinois. This musicale is free to members of the K. N. E. A. on presentation of Membership cards. All others a 25 cents fee.

#### Saturday, April 22, 1933

- 9:00 A. M. Opening of fourth general session of K. N. E. A. at Quinn Chapel. Business,—reports of committees, officers, etc.
- 11:00 A. M. Annual Report of Secretary-Treasurer.
- 12:00 A. M. Adjournment of final session.
- 7:00 P. M. Thirteenth Annual Exhibition at the Armory, Sixth and Walnut Streets, Louisville, Kentucky.
- 8:00 P. M. "A HEALTH REVUE"—Musical and dancing pageant featuring health as an objective in education. Sponsored by the Louisville Public Schools.
- 10:00 P. M. Special Orchestra Music—Social hours.
- 12:00 P. M. Final Adjournment of K. N. E. A.

#### Departmental Sessions

- Athletic—Chestnut Street Y. M. C. A.—H. A. Kean, Chairman.
- Elementary Education—Quinn Chapel, Mrs. L. H. Smith, Chairman.
- Foreign Language—Room 201 Central High School, Miss A. M. Emanuel, Chairman.
- High School and College—Sunday school room of Quinn Chapel, President R. B. Atwood, Chairman.
- Music—Central High School Chapel, Miss R. L. Carpenter, Chairman.
- Primary—Western Branch Library—Mrs. Blanche Elliott, Chairman.
- Principals' Conference—Quinn Chapel (Wed. P. M. and Fri. A. M.). W. H. Fouse, Chairman.
- Rural Education—Central High School Gymnasium—Mrs. T. L. Anderson and Mrs. M. L. Copeand, Chairmen, Thurs. and Fri. afternoons.
- (combined sessions of Rural and Jeanes Teachers Conference respectively).
- \*Science Teachers' Conference—Room 202 Central High School, Prof. W. M. Bright, Chairman.
- Vocational Education—Room 104 Central High School, Prof. Whitney Young, Chairman.

# Our Colored Schools

L. N. Taylor

One-twelfth of the school children of Kentucky belong in our colored schools. It is the policy of our people to provide an efficient system of schools throughout the State, without discrimination as to rich or poor, white or colored, rural or urban. We provide separate schools for the colored. Our policy is segregation without discrimination.

Our colored population is not increasing in proportion with the white. The number of colored children of school age is scarcely holding its own. In rural communities it is decreasing. The trend of migration is away from farm tenantry to urban industrial life. Colored children now constitute less than six per cent of our rural school population and only sixteen per cent of our city school population.

Continued migration from rural communities to urban centers of population has led to the abandonment of many rural colored schools. It has led to the consolidation of schools and the transportation of students to consolidated centers. The service is better and the expense less than to maintain separate schools for a widely scattered population.

The integrity of service in the schools of any district depends upon the superintendent and board of education of that district. School authorities generally undertake to carry on their colored schools with the same integrity with which they carry on their white schools. They give the same length of term to all. They provide the same type of school build-

ings for all. They employ equally trained teachers, and pay them equally well. An exception is found, however, in the case of graded school districts in small towns, which devote their entire revenue to their white schools and impose upon the county boards the obligation to maintain the colored schools in these graded school districts. It is commendable of county boards of education that they meet this unfair obligation with the best possible spirit, though it be at the expense of rural tax payers, rural teachers, and rural schools.

Fourteen hundred and fifty teachers are employed in our colored public schools; two hundred and fifty of them are high school teachers, fifty give part time to high school, and eleven hundred and fifty work in the elementary schools.

These teachers have taken advantage of the facilities that State has provided for their professional training. They are an earnest group of men and women building a strong foundation for the progress of the colored race in Kentucky. They maintain their own educational association and they are constantly seeking those things that will contribute to their own growth and the growth of the children they teach.

Our most outstanding progress in the last few years has been in the development of a standard high school service in the construction of new and modern school buildings, in the equipment of these schools, and in the development of a standard college

service. Within the last six years our high school service for colored has increased from eight accredited schools to thirty-seven, with an equal number in the progress of development. We have about five thousand children attending colored high schools, more than four thousand of them being in standard accredited schools.

The development of the high school service and of a standard college service had to come along together. Standard high schools are necessary to qualify students for college and standard colleges are necessary to train teachers for the high schools. We now have a fully accredited standard senior State college at Frankfort and an accredited senior municipal college at Louisville. We have in addition a two year State college at Paducah and a two year private college at Lincoln Ridge. Kentucky never had a standard accredited college for colored students until last year (1931).

We do not look forward to the creation of more elementary schools, but rather to more consolidated schools with transportation. We do not look forward to the establishment of more high schools, but rather to larger and better schools with wider cooperation. We do not look forward to more colleges, but we do look forward to a more liberal support and better facilities for the colleges that we now have.

Kentucky Progress Magazine,  
August, 1932.

## JULIUS ROSENWALD FUND

By S. L. Smith

The Julius Rosenwald Fund has co-operated with officials and communities of 883 counties in fifteen southern states in erecting and equipping 5,357 modern school houses for Negroes, costing approximately \$30,000,000, and having a pupil capacity of more than 663,000.

In Kentucky the Fund has given aid in the construction and equipment of 158 buildings in 64 counties, costing \$1,081,710, the pupil capacity being 18,090.

In keeping with the general understanding of the officers six years ago that we would continue until 5,000 buildings had been erected, the Fund discontinued its scheduled program of aid for school house construction June 30, 1932. While the State of Kentucky will likely need to build more Negro schools to complete its program, it seems of greatest importance at the present time to stress improvements in (1) existing buildings, (2) better teaching equipment, (3) the school grounds, (4) education of teachers, and (5) school and county organization for education, health, constructive welfare, and library service.

In these times of budget balancing and reductions of public incomes, it behooves those interested in the spiritual values to use their talents and efforts to have legislative bodies and officials provide constructive retrenchments, discriminating between (1) expenditures which create wealth (education, health, welfare, etc.) and (2) those which destroy wealth.

It is the policy of the Julius Rosenwald Fund, as well as the General Education Board, and the Jeanes and Slater Funds, to co-operate with state and county school officials and communities in such ways as they may be stimulatingly helpful in their educational programs.



**Dr. James H. Dillard**

**Mr. Julius Rosenwald**

Mr. Rosenwald created and organized one of the most remarkable great philanthropies of all time and dedicated it to "the well being of mankind."

Dr. James Hardy Dillard is a world statesman in education, and as president of the Anne T. Jeanes Foundation and of the John F. Slater Fund for many years has rendered needed service and incidentally won great renown."

## PURPOSES OF THE ROSENWALD SCHOOL DAY MEETING

1. To bring the people of the community together at the school-house for the purpose of getting better acquainted with each other through informal intermingling, and to get more intimately acquainted with the school and its needs.
2. To receive reports which show the development of the Negro schools.
3. To get acquainted with the special agencies that are at work in the State to advance the people and improve the Negro schools.
4. To study the needs of the school and devise ways and means for supplying these needs.
5. To express appreciation to the school authorities and to all other agencies for their financial assistance and co-operation.

## AN EDITORIAL

By L. N. Taylor

This is a special issue of The Journal. A section of it is devoted to the Rosenwald School Building Day program, and material for that day's use. It is suggested that the principals and teachers of schools use the material throughout this issue of the Journal, and especially the material devoted to the special section in preparing a program for the meeting.

The suggested program offered is only an outline of parts that may appear on any program. The teachers may develop from this issue of the Journal a program that is far better than the suggested program. A program may

be worked out that will acquaint the pupils in advance, and the citizens in the meeting, with practically the entire content of this issue of the Journal.

The Julius Rosenwald Fund no longer aids on school buildings, transportation, salaries for term extension, and for libraries, other than high school libraries. It has aided on all of these enterprises until all of these movements are well under way. We now have transportation of colored children in a large proportion of our counties, and Rosenwald school buildings in nearly all of them. We have libraries in a large number of our colored schools, libraries that the Julius Rosenwald Fund helped to purchase.

The officers of the Julius Rosenwald Fund know that our high school program needs further encouragement, and is, for the time being, continuing to aid on the purchase of high school libraries. Prompt advantage should be taken of this continued aid while the opportunity is ours. If there is not a good library in your high school, apply for it at once.

## ROSENWALD FUND ACTIVITIES IN KENTUCKY

Note the report of the Rosenwald Fund Activities in Kentucky, ending July 1, 1932 in the article, "Research Extracts on Negro Education," found elsewhere in this Journal. A report of the activities in all Southern States may be secured by requesting same from the Rosenwald Headquarters, Cotton States Building, Nashville, Tennessee.

## The Story of Julius Rosenwald

Julius Rosenwald was born August 12, 1862, at Springfield, Illinois, the city which had been the home of Abraham Lincoln. Like the other boys in Springfield, he attended the public schools and on Saturdays, and vacations earned his spending money by working at odd jobs.

Mr. Rosenwald at seventeen entered business in New York City, where he remained for five years. In 1895 Mr. Rosenwald bought an interest in Sears, Roebuck and Company. Since that time he had been engaged in building up this mail-order house. Due to his leadership Sears, Roebuck and Company is now doing approximately one hundred and sixty times the business that it did in 1896. Mr. Rosenwald believed that permanent and successful foundations for business operations were to be found in making each transaction of mutual advantage to all concerned. In other words, the customers and employees must benefit as well as the company and stockholders. Soon after Mr. Rosenwald's entry into the company, he initiated the policy of "your-money-back-if-not-satisfied."

A list of Mr. Rosenwald's gifts indicate the range of his interests. Schools, hospitals, clinics, and dental services have benefited. He gave three million dollars for an industrial museum in Chicago, six millions to aid Jewish colonization upon farms in Russia, half a million to local charities, and three millions to the University of Chicago, besides establishing the Julius Rosenwald Fund with thirty-five

million dollars dedicated to the "well-being of man kind."

In all Mr. Rosenwald's benefactions he emphasized the desirability of contributing only where the interests and enthusiasm of others is sufficient to warrant their contributing an equal or larger amount. This characteristic is particularly evident in his program for establishing the Rosenwald schools for Negro children in the rural districts in the South.

The William E. Harman Awards for Distinguished Achievement in Race Relations presented Mr. Rosenwald in 1927 with a special gold medal in recognition of the national importance of his work in behalf of Negroes.

Mr. Rosenwald passed into the Great Beyond January 6, 1932, in his seventieth year. "He was buried the day after his death. At his request the ceremony was simple. Rabbi Mann read the fifteenth, twenty-third, twenty-fourth, and ninetieth Psalms, which were Mr. Rosenwald's favorites, and had a short prayer. Six limousines followed the hearse to the cemetery. At his request only his immediate family and household servants attended the funeral. In keeping with his wishes, all offices and business enterprises with which he was connected went on uninterrupted. There were no flowers except a modest wreath on the casket. Thus ended the earthly career of one of the Nation's most beloved and greatest benefactors. He exemplified the finest spirit and principles taught by the prophets and apostles in both the Old and New Testaments."



# JULIUS ROSENWALD

By R. R. Moton

In the passing of Julius Rosenwald the Negro race in America loses one of its staunchest friends and most practical helpers. Very human in all his reactions to life, Mr. Rosenwald was anything but a sentimentalist. It was a fortunate day for black people when Booker Washington and Julius Rosenwald met and trusted each other. It was the hard common sense in each that appealed to the other. Their genius in spite of Mr. Rosenwald's modest disclaimers lay along the same lines. The clear insight and the direct intuition that created Sears, Roebuck and Company, as it operates today, was of the same type and character which has extended the influence of Tuskegee Institute to all quarters of the globe.

In the way of constructive statesmanship, the development of Tuskegee Institute and the extension of the Rosenwald school building program are the most considerable achievements in behalf of the Negro race since emancipation. Dr. Washington invited Julius Rosenwald to become a member of the Tuskegee Board of Trustees a short time before the World War began. From that day on Tuskegee Institute has been indebted as much to the sage counsels of this American merchant magnate as to his truly munificent gifts. It was in the method of his giving that Mr. Rosenwald's constructive statesmanship was most manifest. His purpose always extended beyond individuals and beyond single institutions; he thought in terms of movements. He was more concerned to improve the public school facilities for all Negro chil-

dren than for the development of any single institution, not excepting Tuskegee Institute. And he was as much interested in inducing others to give as he was in his own giving. To him his gifts were like an investment in business. He wanted to see them yield a return in gifts which his donations could secure from others. Thus it was that the gift of between three and four millions of dollars from Julius Rosenwald, secured from Negroes, whites and state governments, additional contributions of nearly eighteen million dollars for the building up of public school facilities for more than 600,000 children. Here also was manifest the statesmanship of Booker Washington. To be instrumental in securing through Julius Rosenwald a gift of four million dollars for the development of five thousand schools for Negro children is a vastly greater achievement than to have secured even a like sum for Tuskegee Institute. Such is statesmanship at its best.

But the most significant influence of Julius Rosenwald on behalf of the Negro was not in the intrinsic value of the investments in Negro education, but in the spiritual achievement of winning the cooperation of black people and white people, of private citizens and public officials, of philanthropists and wage earners, northerners and southerners, men and women, old people and young people, in a common enterprise that had as its first project the advancement of the Negro race and as its ultimate purpose the destruction of all barriers of class, condition, color and creed which

hinder the co-operation of all members of the human family in the common enterprise of establishing the kingdom of Heaven on earth among men.

Whatever his creed, Julius Rosenwald was what we like to call "Christian" in his spirit, far more so than many who credit themselves with that designation. One does not hear of Christians establishing Young Men's Hebrew Associations.

Julius Rosenwald will rank with Abraham Lincoln and Booker Washington as a benefactor of the Negro race. Wherever heaven is it must be in the company of great souls like these.

—R. R. Moton,

(From The Tuskegee Messenger,  
February, 1932)

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#### A TRIBUTE TO DR. JAMES

##### HARDY DILLARD

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Retired from the Presidency of the Jeanes and Slater Funds, July 1, 1931.

Who, in the administration of the Jeanes Fund, 1907-1931, and the Slater Fund, 1911-1931, illumined dark areas of the South;

Who, by the contagion of his cultured and liberal spirit, has awakened to expression a like spirit in students, teachers, and school administrators;

Who, by his example, has taught us to love justice and sincerity and to hate idleness and pretense;

Who has found delight in the simple things of life and joy in helping those in greatest need.

Upon his voluntary retirement from active service, full of years and of honors, July 1, 1931, we

desire to record this expression of our affection for him as a generous friend, our gratitude for his wise counsel, and our joy in the continued inspiration of his personal interest.

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#### A TRIBUTE TO MR. BEVERLY C. CALDWELL

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Retired as Field Director of the Jeanes and Slater Funds, July 1, 1931.

Field Director of the Jeanes Fund, 1911-1931, and of the Slater Fund, 1915-1931;

Tireless companion on journeys in the back country in the interest of Negro children and their education;

Keen observer and student of nature and of man, whose valuable gifts, range of knowledge, delightful humor, charm of conversation, and grace of manner have made light of hardships, stimulated our thinking, and refreshed our spirits;

Author of "How I Starved in Cameron," "Cuttin' Shines with Ike," and a host of other inimitable stories.

Upon his voluntary retirement from active service, July 1, 1931, we desire to record this expression of our affection for him as a generous friend and colleague, with whom to share an experience has always been to heighten the joy and the significance of it.

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#### ON THE HONOR ROLL

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The teachers of the Bond-Washington School at Elizabethtown have enrolled 100 per cent in the K. N. E. A. for 1933. Prof. R. L. Dowery is the principal.

## Rosenwald School Building Summary

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The first school in this construction program was built as an experiment in 1913 near Tuskegee Institute, Alabama. It was a one-teacher frame building erected at a cost of \$942. Of this amount the Negroes contributed \$282 (30 per cent), local white citizens \$360 (38 per cent) and Mr. Rosenwald gave \$300 (32 per cent). From this modest beginning the work of schoolhouse construction has had a steady growth, reaching by July 1, 1932, a total of 5,357 completed buildings erected by aid of the Fund, located in 883 counties of 15 southern states, costing \$28,408,520, the Negroes contributing \$4,725,871 (16.64 per cent) white friends \$1,211,975 (4.27 per cent), the public school authorities \$18,105,805 (63.73 per cent), and the Julius Rosenwald Fund \$4,364,869 (15.36 per cent). The cost of these buildings is equivalent to the total value of all Negro public schools in the states in 1920. The normal pupil capacity of these buildings is 663,615, which is ample to house comfortably more than two-fifths of the rural Negro children enrolled in school last year, or one-third of all Negro children between the ages of 5 and 20 years enrolled in both rural and urban schools, private and public, in these 15 states.

To June 30, 1932, the Fund has given one-third the cost of 1,189 school libraries in 995 Negro schools located in 567 counties of 15 southern states, costing \$146,936.70. Of this number 994 are for elementary schools and 245 for high schools. While the main

value of these libraries has been to create reading habits, broaden the horizon, and increase the pleasures of the pupils and teachers, they have, also, as a by-product, enabled many schools to meet standards of the state high school accrediting agencies, as well as the Southern Association for Colleges and Secondary Schools.

The Fund has given aid on 270 school busses at 159 schools in 128 counties of 15 southern states, transporting more than 10,000 Negro pupils to consolidated high schools a distance of 8,000 miles daily, costing over a three-year period \$440,000, the Fund's share being 142,253 (32 per cent). The importance of this project has been so well demonstrated in the three-year period that the public school authorities seem willing to take over the entire expenses of operation without further aid from the Fund.

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### IT ISN'T EASY

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To Apologize. To begin again. To admit error. To be unselfish. To face a sneer. To be considerate. To endure success. To keep on trying. To profit by mistakes. To forgive and forget. To think and then act. To keep out of the rut. To make the best of little. To shoulder deserved blame. To subdue and angry temper. To maintain a high standard. To recognize the silver lining—but it always pays in the end.—Jerome P. Fleishman.

## Care of Buildings and Grounds

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**1. Repairing and Repainting.** Labor and materials are now cheap. A coat of paint properly applied will make the school building look as good as new. One gallon of mixed paint will cover from 200 to 250 square feet of surface, two coats. Paint the inside of the building. Use dark color below the level of the children's eyes and light colors above, light buff or cream. As a general thing the board of education will furnish the paint if the work is done without charge.

**2. Furniture and Equipment.** Mutilated and broken furniture can be renovated and repaired at a reasonable cost. Scarred desk tops can be smoothed off with a plane and re-stained. Often incidental funds are used to purchase window shades. Properly painted walls, comfortable seats, modern desks, and libraries are much more important than shades, especially if the building is properly orientated.

**3. Sanitary Facilities.** The sanitary facilities of the school need attention. Cheap materials and poor plans were used in the construction of some of the earlier toilets. Whatever the fault, they should be made modern. Plans may be obtained from the State Board of Health, Louisville, Kentucky.

Pure drinking water and hygienic drinking facilities are of paramount importance in the school.

**4. School Grounds.** It matters not how old and unsightly or how new and attractive the school may

be, something may be done to make the "lay-out" more pleasing. It takes landscaping to fill this want and complete the picture. This will include the grading of the grounds, fixing recreation areas, the laying out of walks and driveways, and the planting of shrubs, trees, and flowers.

Such a program can best be carried out by enlisting the cooperation and help of the entire community. It may be desirable to get a time for a community work or Arbor Day observance.

The preparation should reach a climax in the assembling of trees, shrubs, and flowers, and planting of these in the presence of the children and with their aid. In this way the entire community will feel a pride of ownership in the school plant to the end that it may become a community center of beauty and charm and a place to which children, teachers, and parents will love to come and commune together, to the betterment and happiness of all.

**5. Libraries and Teaching Equipment.** Every school should have a library for the elementary as well as the high school grades. Recreational books are needed, especially for the primary and elementary grades. The Rosenwald Fund still aids on the purchase of high school libraries.

Other teaching equipment is needed. This is true in home economics and shop work. It is equally true in the other classes. Some money can be spent wisely for teaching equipment every year.

**SCHOOLS AIDED BY THE JOHN F. SLATER FUND**  
1931-32

The counties listed below and the schools indicated were aided by the Slater Fund. They show the amount of public school funds used for these schools and the amounts given from other sources not including the Slater aid.

County	School	Public Funds	Other Funds
Adair	Columbia	\$ 1,600.00	\$ .00
Bourbon	Little Rock	3,457.00	900.00
Boyd	Ashland	7,519.00	.00
Breckinridge	Hardinsburg	3,192.00	493.00
Caldwell	Princeton	6,432.50	.00
Calloway	Murray	17,107.00	3,720.00
Franklin	Frankfort	15,218.84	.00
Hardin	Elizabethtown	5,197.50	290.00
Hopkins	Madisonville	43,946.50	.00
Jessamine	Nicholasville	19,060.00	3,940.00
Knox	Barbourville	10,250.00	2,800.00
Logan	Adairville	2,800.00	.00
Marion	Lebanon	17,515.00	3,940.00
Mason	Maysville	75,285.00	35,000.00
Mercer	Harrodsburg	23,220.00	4,000.00
Montgomery	County High School	5,722.33	1,541.67
Muhlenberg	Greenville	4,211.25	240.50
Nelson	Bardstown	2,736.50	.00
Todd	Elkton	2,190.00	.00
Trigg	Cadiz	3,242.50	.00
Washington	Springfield	3,120.00	.00

**PLAN TO ATTEND THE**

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

Louisville, Kentucky, April 19-22, 1933

**NOTE THE ATTRACTIVE PROGRAM**

# Suggestive Program

SCHOOL BUILDING DAY, MARCH 3, 1933.

1. Song—America—By the School.
2. Prayer—By local minister.
3. Purposes of the meeting—By the principal.
4. The story of Julius Rosenwald—By selected speaker.
5. Song—By the School.
6. Rosenwald School Building—By teacher or citizen.
7. Summary of school libraries—By a school girl.
8. Summary of school bus transportation—By school boy.
9. Song—By the School.
10. Why learn agriculture at school?—By a school boy.
11. Why learn home economics at school?—By a school girl.
12. Care of building and improvement of grounds—By a teacher.
13. Song—By the School.
14. Talk—By a colored citizen.
15. Talk—By a white citizen.
16. Needs of the school, and plans proposed for supplying these needs.—By the principal.
17. Action by the meeting on principal's suggestions.
18. Adjournment.

**REPORT OF ROSENWALD BUILDING DAY — MARCH 3, 1933**

(The teacher or principal of every school observing School Building Day is asked to mail to me at Frankfort this report and information as to your school.

L. N. TAYLOR)

**The School**

Its name..... County.....Number of teachers.....  
 Enrollment ..... Ave. Att. this session.....Grades taught .....

**The Building and Grounds**

Building good?.....grounds attractive?.....With trees, shrubs?.....  
 And with walks?..... Good outbuildings?.....Consolidation needed?.....  
 How many schools can be combined?..... New building needed?.....

**The Meeting**

What school improvement project is undertaken? If high school library is the project, write for aid.  
 Number of students present.....Number of visitors present.....  
 Had you a P.-T.-A. already?.....If not, was one organized at this meeting?.....

.....  
 Teacher or Principal

March....., 1933  
 Address

# 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**

## Lincoln Institute of Kentucky

LINCOLN RIDGE, KENTUCKY

Accredited Junior College.

Accredited "A" class high school.

Teacher Training Courses approved for certification by Kentucky Department of Education.

Vocational training in Agriculture, Engineering, Woodworking, Home Economics and Stenography.

Well-Trained Faculty.

For information write RANDLE BOND TRUETT, President



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**Over One Million Dollars Paid to Policy-  
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<b>Weekly Indemnity Claims (Weekly Dept.)</b>	<b>\$746,789.87</b>
<b>Death &amp; Dismemberment Claims &amp; other Payments to policyholders</b>	<b>255,068.08</b>
<b>TOTAL, paid to policyholders, 1931</b>	<b>\$1,001,857.95</b>

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**OVER TWELVE MILLION DOLLARS PAID TO POLICY-  
HOLDERS AND BENEFICIARIES SINCE ORGANIZATION**

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