


*The* **K. N. E. A.**  
**Journal**  
1877  
OFFICIAL ORGAN OF  
KY. NEGRO EDUCATIONAL ASSN.

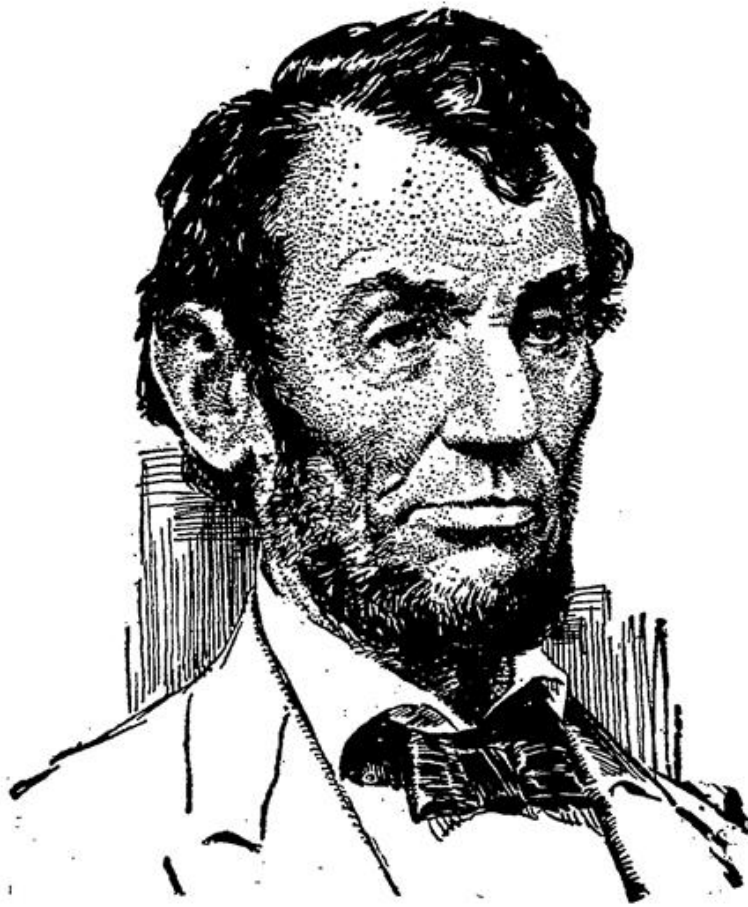


Volume II

January, 1932

Number 2

*Rosenwald-Lincoln Day Issue*



*"An Equal Educational Opportunity for Every Kentucky Child"*

**KENTUCKY CENTRAL**

**Life and Accident  
Insurance Company**

HOME OFFICE: ANCHORAGE, KY.

OVER ONE MILLION ONE HUNDRED THOUSAND DOLLARS  
PAID TO POLICYHOLDERS AND BENEFICIARIES IN 1930

AS FOLLOWS:

110,267 Weekly Indemnity Claims for.....	\$882,177.01
2,146 Death and Dismemberment and Claims for..	<u>258,493.83</u>
TOTAL PAID TO POLICYHOLDERS, 1930 .....	\$1,140,670.84

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OVER 29 YEARS OF FAITHFUL SERVICE TO OUR POLICY-  
HOLDERS.

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District Offices in all the principal Cities of Ken-  
tucky, Ohio, Indiana, West Virginia, Michigan and  
Pennsylvania

# **Louisville Municipal College**

## **FOR NEGROES**

**Fully Accredited Four-Year College**

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**Strong Faculty**

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

---

**New Students Register at Beginning of Second Semester—  
February 1st**

**No Students Registered in Regular Day Classes After Feb. 6th**  
**EVENING CLASSES** **SUMMER SESSION**

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**For Information Address,**

**THE DEAN**

# The K. N. E. A. Journal

Official Organ of the Kentucky Negro Educational Association

Vol. II.

December, 1931-January, 1932

No. 2

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# *Editorial Comments*

## **K. N. E. A. LOYALTY**

The ardent supporters of the K. N. E. A. are requested at this season to show their loyalty to the organization by sending their annual fees of one dollar each for 1932 enrollment. As explained in the last issue of the Journal, the K. N. E. A. is without funds to pay for its publications and clerical work. Our only solution to the problem is to have the principals of our schools urge their respective teachers to enroll several months earlier than usual. Individuals all over the state are requested to take seriously this appeal and mail at once their dollars to the K. N. E. A. Secretary, A. S. Wilson, 1925 W. Madison Street, Louisville, Ky. Nearly one hundred teachers have already responded to this call and it is hoped that at least five hundred will immediately follow the example which has been set. The Board of Directors of the K. N. E. A., at a recent meeting in Louisville, added their sanction to this special request and join the secretary in making this special plea.

\* \* \* \* \*

## **ROSENWALD**

This issue of the Journal makes a special feature of Rosenwald Day. One of the chief objectives in the annual observance of Rosenwald Day in Kentucky is to keep before friends of education the great service being done by Julius Rosenwald for Negro education. It is fitting that Kentucky show annually its gratitude to this great benefactor of the Negro race through a special issue of the K. N. E. A. Journal. The K. N. E. A. takes pleasure in calling general attention to a recent award made Mr. Rosenwald.

For unselfish, helpful service to his city, state, and nation, Julius Rosenwald was made the recipient of the first of three merit awards sponsored by the Rotary Club of Chicago. The award was created by the club to give recognition to distinguished service by Chicago citizens.

The award was in shape of an engrossed scroll for Mr. Rosenwald personally and a bronze plaque to be placed in the Museum of Science and Industry in Jackson park and a perpetual memorial to his achievements. The plaque bears the following inscription:

"For his personal integrity and responsibility of power in the social and industrial order. For his constant effort in the creation of opportunity for all, regardless of race, creed, color or accident of birth. For his endowments and participation in service to all fields of local and national education, and including farm colonization in oppressed regions abroad, Negro schools, housing betterments, hospitals, universities. For his faith in the permanence and progress of truth to inspire mankind in the achievement of the highest ideals, and the most effective service to society."

## ILLITERACY

The statistics of illiteracy presented as a result of the Fifteenth Census show that there is a steady decrease in the Negro illiterates of the United States, in the population ten years of age and over. In 1900 the percentage of illiteracy was 44.5; dropping to 30.4 in 1910, and 22.9 in 1920. As a result of the tabulation of the returns taken as of April 1, 1930, the total Negro population ten years of age and over is shown at 9,292,556 with 1,513,892 illiterates, or a percentage of 16.3, a decline of 6.6 per cent. In 1920 the total was 8,053,225, with 1,842,161 illiterates or 22.9 per cent. On April 1, 1930 there were 98,723,047 persons 10 years of age and over in the population of the United States, of which number 4,283,753, or 4.3 per cent, were returned as illiterate, that is, not able to read and write, either in English or in any other language. Of the total, 2,407,218 were white, 1,513,892 were Negroes, and 362,643 were of other races.

\* \* \* \* \*

## OUR STATE SCHOOLS

Elsewhere in this Journal will be found an outline of the program of the K. N. E. A. legislative committee for 1932. It will be noted that an effort is being made to have the two state schools placed on a permanent financial basis, similar to the other institutions for white persons in Kentucky. The latter institutions receive a definite amount each month from the inheritance tax and road tax funds. State schools for Negroes desire a similar consideration and it is believed that our legislators will join hands with others in authority to insure such an adjustment. In addition to the above desire concerning our state institutions, the Negro teachers and friends of education are anxious that our state institutions be removed from politics. The white normal schools of Kentucky and the University of Kentucky are not affected by changes in the state administration and there is no reason for our colored schools to figure so prominently in a political way. We can not do effective work in educating the Negro youth of our state until the presidents of our state institutions for Negroes feel unhindered and unmolested by political influence in the pursuit of their duties toward raising these institutions to the proper standard and toward maintaining the proper type of educational program. We speaking the sentiment of the vast majority of the Negro teachers of Kentucky, request the Governor and all those concerned to remove our state schools from politics and allow us to continue the progress which we are making under the efficient leadership which we now have.

## IN MEMORIAM

JULIUS ROSENWALD

Died January 6, 1932

Philanthropist and Benefactor of the Negro Race

## Our 1932 Convention Program

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At a meeting of the K. N. E. A. Board of Directors in Louisville on Saturday, December 5, 1931, a tentative outline of the 1932 convention program was approved. The K. N. E. A. is to meet in Louisville, Kentucky, April 13 to 16, 1932, at the Central High School building, and the C. M. E. Church or Quinn Chapel. The first session will be the Principals' Conference, at 3:00 P. M. on the opening day, Wednesday, April 13. This program is to be under the supervision of Prof. R. D. Roman, of Shelbyville. The evening program will be preceded by a musical and contest of Kentucky high school musical organizations, this part of the program ending at 8:30 P. M. After the usual welcome and response to welcome, there will be an address by an outstanding woman of our race on an educational topic.

The Thursday morning program will include a special educational address by Dr. W. A. Cook, of the University of Cincinnati, and a report of the activities of the K. N. E. A. Legislative Committee. There will also be discussed other matters of vital interest to the K. N. E. A. On the afternoon of Thursday, April 14, there will be sectional meetings of the various departments of the K. N. E. A. The Thursday evening program will include music by our state colleges and probably a debate between the West Kentucky Industrial College and Kentucky State

Industrial College on a subject of educational interest to all Kentucky teachers. Following this feature, there will be a special address by Dr. W. Y. Bell, of Gammon Theological Seminary, of Atlanta, Georgia.

On Friday, April 15, there will be sectional meetings of the various departments of the K. N. E. A., chief among which will be a session of the Elementary Education Department in which the annual state spelling contest will be the main feature. There will also be a special entertainment for the visiting teachers at a local theatre. On the afternoon of the same day, there will be a Fourth General Session of the K. N. E. A., in which Mr. J. H. Richmond, the new Superintendent of Instruction will be invited to make an address. There will also be a prominent educator of our race on this program. The Friday night program will be at the Jefferson County Armory, this program to include a pageant by the pupils of the colored schools of Louisville and to be followed by a general social for all the teachers.

The Saturday morning session will be given over to one main address, reports of committees, and such business as might come before the general group. President Anderson and the secretary of the K. N. E. A. desire every head of a department to arrange up-to-date sessions and have plans to make this year's convention program one of the best in the history of the K. N. E. A.

## Special K. N. E. A. Announcements

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As indicated elsewhere in this Journal, each county or city system is invited to enter a state spelling contest. Already, several counties and systems have stated that they would have a representative at Louisville for the final contest on April 15.

\* \* \* \*

The Board of Directors of the K. N. E. A. have decided not to feature a "State Oratorical Contest" for 1931-32 because of the fact that too few Congressional Districts have taken part in the last two years.

\* \* \* \*

On Friday, April 15, 1932, the K. N. E. A. will feature a Pageant and Athletic Exhibit, followed by a social. Prof. J. S. Cotter of Louisville, has offered prizes for a walking contest in which the various schools of the city would have entries. It is probable that the educational pageant that will make up part two of the program, will feature the celebration of the Bi-centennial of George Washington.

\* \* \* \*

The Board of Directors of the K. N. E. A., after a careful study of the situation, have decided not to offer prizes for Literary and Industrial Exhibits at the 1932 convention. This decision was reached (1) because of a lack of funds due to the bank closing with the entire treasury of the K. N. E. A., (2) because too few schools had exhibits last year and (3) because some schools have declined to bring exhibits this year on account of the extra expense of

transportation. Any school which would display an exhibit even though prizes are not offered is asked to advise the secretary of the K. N. E. A. at once, so that space may be planned for same. It is probable that some commercial exhibits will be featured that will be of educational value to the teachers. A health exhibit will also be featured by the Louisville Public schools. Exhibits will be displayed in the Central High School gymnasium as heretofore.

\* \* \* \*

The various committees of the K. N. E. A. as outlined recently by President Anderson, are requested to plan meetings at the 1932 convention and to make a report of their activities of the year to the general association.

\* \* \* \*

A conference of French and Latin teachers in the various high schools and colleges of the state will be called to meet at a place and time to be announced in the general program.

\* \* \* \*

Prof. E. Poston and several others have been added to the K. N. E. A. legislative committee. Revised lists of all committees will appear in the next Journal.

\* \* \* \*

While the president of the K. N. E. A. is elected annually, it is customary for a president to serve two years. It is therefore probable that the election of officers will not be a major feature of the 1932 session, this being the end of President Anderson's first year. All other officers, including the



present secretary-treasurer, will be candidates for re-election. The latter announcement met the approval of the K. N. E. A. directors and president of the K. N. E. A. at a meeting in Louisville on Saturday, December 5, 1931.

\* \* \* \*

The Music Department of the K. N. E. A. will feature a contest among the various quartets of high schools in the state. Those schools which plan to bring a music organization for this program which is planned for Wednesday, April 13, are requested to write Miss R. L. Carpenter or the K. N. E. A. secretary concerning their coming. Details will then be sent you about the type of song, etc.

#### **OUR CRIPPLED CHILDREN**

The problem of the crippled child is an extensive one, involving the interests and necessitating the co-operation of many agencies. Briefly, it may be sub-divided under the four headings of:

1. Locating the crippled child.
2. Furnishing corrective treatment for the crippled child.
3. Educating the crippled child.
4. Placing the crippled child in his proper place in the community.

The first of these needs calls for surveys and publicity to find the crippled child, prove to his parents the need for his examination, and reveal to the public the number of crippled children in each community.

The second calls for efficient hospitals, surgical, and after-care facilities, to give the crippled child as normal a body as possible.

The third calls for recognition on the part of the public and educational agencies of the need of

the crippled child for a specialized type of education, which cannot be gained through the regular public school system designed for normal children. It further calls for the establishment of special facilities within reach of all physically handicapped children in the State.

The fourth calls for the provision of vocational training and psychological study of every crippled child, with a view of making him a producer instead of a dependent.

In Kentucky the work for crippled children has progressed along the first two lines among white children, same being sponsored by the Kentucky Crippled Children Commission. However, there are a few colored children who are being cared for in the Red Cross Sanitarium at Louisville. Dr. W. T. Merchant, who is quite interested in this phase of work, has suggested to the K. N. E. A. the possibilities of a more extensive program along this line.

Last year the various teachers of colored schools in Kentucky were asked to co-operate in the matter of locating the crippled child. A few responses were received, but in the main, the request was not followed up. The K. N. E. A. secretary, therefore, suggests that teachers take a serious attitude in this matter and report to him the name of any colored crippled child, his address, and the nature of his affliction. A program similar to the one outlined above could be started. For detailed information as to the possibilities of educating our colored crippled children, it is suggested that you communicate with Dr. W. T. Merchant, Red Cross Sanitarium, Louisville, Kentucky.—The Editor.

# Our Annual Spelling Contest Announced

The Sixth Annual State Spelling Contest will be held at the K. N. E. A. convention on Friday, April 15, at 9:30 a. m., under the auspices of the Elementary Education Department of which Mrs. Lucy H. Smith is chairman. While this feature will not be on the general program it will nevertheless be an attractive feature of the meeting. An effort will be made to have the Courier-Journal and Louisville Times donate the prizes at the final contest. The K. N. E. A. will also conduct an elimination contest in Louisville and Jefferson County during March to select the local winner. In all contests an effort will be made to award larger prizes than heretofore. All counties and cities are urged to plan elimination contests at once. Below is a list of the rules to govern the final contest at Louisville. They may also be used in elimination contest throughout the State.

## Rules for Spelling Contest

1. All pupils of the eight grade or lower grades in the state of Kentucky are eligible. Each pupil must represent an educational unit, that is, a city system or county system. Local contests should be held to choose these entries.

2. A list of suggestive words is being published by the secretary of the K. N. E. A. to help prepare pupils for the contest.

3. The words used in the final contest will be from the list in the K. N. E. A. Journal followed by any fifth to eighth grade words chosen from the State adopted spelling text. Final words will be

chosen from any spelling book necessary to choose the winner.

4. Three judges from the various sections of Kentucky will have complete charge of the contest. Their decision on all questions will be final.

5. Every speller in a contest receives a new word and has one trial on it. No word is given a second time until the contest has been reduced to two contestants.

6. Spellers must drop out after misspelling one word (or two or more words, if so decided by the judges at the time of the contest, the number of entries to determine this).

7. Contestants may request that a word be pronounced or defined before attempting to spell it. It is suggested that each contestant pronounce a word before attempting to spell it.

8. Any question relating to the spelling of a word shall be referred to the judges immediately. All protests must be made to the judges before a new word is given.

9. The county or school sending an entry to the contest will be responsible for the expenses of the pupil to and from Louisville.

10. At least three major prizes will be awarded the spellers in the final match at Louisville.

## Suggestive Words for Spelling Bee

abscess	accompanying
absolutely	accomplished
abundance	accordance
academy	accordingly
acceptable	accordion
acceptance	accuracy
accidentally	achieve
accommodate	acknowledgment

acquaintance	ammunition	assistance	breathe
activities	amusement	association	brilliance
actually	analysis	assortment	Britain
additional	ancestor	assurance	browse
addressed	ancient	athlete	buffalo
adjective	angel	attendance	bugle
administrator	angle	attitude	bulletin
admirable	anniversary	attorneys	bureau
admission	announcement	attractive	burglar
admittance	ante bellum	auction	business
admitted	antecedent	audible	
advancement	antedate	authority	calendar
advantageous	ante meridian	automobile	campaign
advertisement	anticipate	auxiliary	camphor
advisable	antidote	available	canaries
affectionately	antipathy	avenue	cancellation
affidavit	antiseptic	audience	candidacy
agency	antitoxin	auditorium	candidate
agreeable	anxiety	ought	cantaloupe
agriculturally	anxious	aviator	canyon
airplane	Apollo		capable
aisle	apologize	bachelor	capacity
alcohol	apostrophe	baggage	capitalize
alfalfa	apparatus	ballot	capitol
algebra	apparel	banana	capsize
alien	apparently	bandage	Caribbean
allegiance	appearance	bankruptcy	carnival
alleys	appease	banquet	carton
allotment	applause	barbarian	cartoon
allowed	application	bass	catalogue
all right	appointment	baste	catarrh
allusion	appreciation	battalion	cautious
almanac	approach	battery	cavalry
almond	approval	bazaar	cavities
alphabet	approximately	beginning	celebration
already	aqueduct	behavior	celestial
altar	architecture	belief	cemetery
alteration	arctic	believed	censure
altogether	argument	believing	century
alumnus	armory	benefit	cereal
always	arrangement	bicycle	ceremony
amateur	arrival	biscuit	certificate
ambiguous	artificial	blizzard	chameleon
ambition	asbestos	bookkeeper	chamois
ambitious	ascertain	booster	changeable
ambulance	asparagus	borne	chapel
amendment	assembly	Bostonian	characteristic
American	assigned	boundaries	chauffeur
amiable	assignment	bouquet	Chautauqua

chemistry	comprehension	crucial	discontinuing
chloroform	compromise	curiosity	discourage
choir	compulsory	currant	discovery
chorus	comrade	current	discussion
Christian	concert	custodian	disease
cigarette	concise	customary	disguise
cinnamon	conclusion	cylinder	disgusted
circulation	condemn		displease
circumstantial	condense	decease	disposition
citizen	condition	deceit	dissatisfy
civics	confectionery	decisive	dissipate
civilian	conference	declension	distinguish
civilization	confidential	decoration	distribution
cleanliness	confirmation	dedicate	dominion
cleanse	confusion	definitely	dormitory
client	congestion	delicious	doubtfully
clothe	congratulation	deliveries	dramatize
clumsy	conscientious	democracy	duchess
coarse	conscious	demonstrated	dungeon
cocoanut	consequently	department	duplicate
coercion	conservatory	descendant	during
college	considerable	description	
collegian	conspicuous	desert	easiest
collision	constitution	designer	eclipse
cologne	consultation	despise	economically
colonel	contagious	dessert	economize
colonial	contemplated	destination	ecstasy
colonize	continually	destructive	education
column	contract	detective	efficiency
combination	contrary	determine	Egyptian
comedian	convenience	development	elaborate
comfortable	convertible	device	election
commencement	convincing	devise	electrically
commercial	cooperative	diameter	electrician
commissioner	cordially	diary	electricity
committee	corollary	dictionary	elementary
commodities	corporation	dietitian	eligible
communication	corps	digestible	ellipse
community	corpse	dimension	embarrass
companies	correspondence	dining	embroidery
companion	council	diphtheria	emergency
comparatively	counsel	diploma	emigrant
compelled	counterfeit	directories	emphasize
complaint	coupon	dirigible	employee
completely	courageous	disagreeable	emptying
completion	courtesies	disappearance	enamel
complexion	criminally	disappointment	enforce
compliment	criticism	disaster	enormous
composure	crocheting	discipline	enterprise

entertain  
enthusiasm  
enthusiastic  
envelop  
envelope  
equality  
equally  
equipment  
erosion  
especial  
essential  
established  
estimating  
European  
evidence  
examination  
examiner  
exceedingly  
excellence  
excelsior  
exceptionally  
excitable  
excitement  
exclusively  
excursion  
executive  
exercising  
exhaust  
exhibition  
existence  
existing  
experience  
explanation  
exposition  
exposure  
expression  
exquisite  
extension  
extraordinary  
extremely

facial  
facilities  
facility  
factories  
faculty  
faithfully  
families  
familiar

famine  
famous  
farthest  
fascinating  
fashionable  
favorable  
feasible  
feature  
February  
federation  
feign  
feminine  
fiction  
filing  
financial  
foliage  
forcible  
foreign  
forefather  
foreground  
forehead  
foremost  
forerunner  
foresee  
foretell  
forethought  
forewarn  
forfeit  
forgery  
forlorn  
formally  
formerly  
formula  
forsworn  
fortieth  
fortify  
fortress  
fortunate  
forwarding  
fourscore  
fourteenth  
fourth  
fracture  
fragile  
freight  
fundamentally  
furniture  
further  
futile

galvanize  
garage  
generally  
generous  
genius  
genuine  
geometry  
gesture  
glacial  
glimpse  
gorgeous  
government  
governor  
gradually  
graduation  
grammar  
grateful  
gratitude  
greasiest  
guarantee  
guardian  
guidance  
gymnasium  
gymnastics

handiest  
handkerchief  
handsome  
harass  
harmonize  
hastily  
hauling  
Hawaiian  
height  
herald  
heroine  
higher  
historian  
hitched  
hitching  
hoeing  
honest  
honor  
honorable  
hopeful  
hoping  
hopped  
horrible  
hosiery

hospital  
humble  
humorous  
hurriedly  
husband  
hustled  
hustling  
hygiene  
hygienic  
hyphen  
hypnotic  
hypnotize  
hypocrite

icicle  
ignorance  
ignorant  
illegible  
illustrate  
illustration  
imagine  
imaginary  
imitate  
immediate  
immediately  
immense  
immigrant  
impartial  
importance  
impossible  
impression  
improbable  
incense  
incidentally  
incline  
inclining  
inconvenience  
increase  
indeed  
indefinite  
independence  
independent  
indispensable  
individual  
inducement  
industrious  
influence  
influential  
information

ingenious	joyfully	magician	mischievous
ingenuous	judgment	magnificent	mischievous
initial	judicial	mahogany	miserable
injure	justified	Maine	misery
injurious	justifying	maintain	misfortune
inquiries	juvenile	maintenance	misinform
inquiry		majority	misjudge
install	kernel	manageable	mislead
institute	khaki	management	misplace
institution	kindergarten	manager	misprint
instruction	knew	manual	misrepresent
instructor	knowledge	marriage	missionary
instrument	knuckle	martyr	misspell
insurance		masculine	misstep
intelligence	laboratory	massacre	mistake
intelligible	later	materially	mistress
intention	lavatory	mathematician	mistrust
interest	league	maturity	misunderstand
interesting	lecture	measure	misuse
interfere	legislation	mechanically	moccasin
interrupt	legible	mechanician	modern
introduce	legislature	medal	modify
inventory	leisure	meddle	moisture
investigation	length	medicine	molasses
invincible	lettuce	melodeon	monkeys
invisible	librarian	melodies	mortgage
invitation	libraries	memorandum	mosquito
invoice	library	mentally	mountain
involved	license	mention	mountaineer
irregular	licorice	merchandise	murmur
irresistible	lieutenant	merciful	muscle
irrigate	listen	mercifully	museum
irrigation	literary	merely	musician
island	literature	merit	mustache
isle	local	metal	mutual
issued	loose	meter	muzzle
issuing	lose	mettle	mysterious
isthmus	loss	military	mythology
Italian	lovable	millionaire	
itemize	lovely	mince	naphtha
its	loving	miner	narcissus
itself	lovingly	miniature	nationally
	luncheon	minature	naturalize
janitor	luxuries	minimum	naturally
jealous	luxury	minister	necessarily
jewelry		minor	necessity
jobber	machinery	minus	neighbor
journal	madam	minute	neither
journeys	magazine	mischance	nephew

nervous	outrageous	pleasant	promiscuous
neutrality	oxygen	pneumonia	pronunciation
niece		politically	prophecy
nineteen	pacific	politician	prophecy
ninety	palatial	politics	proposition
ninth	pamphlet	popular	prosecute
noisier	pantheon	population	prospective
noisiest	parallel	possession	prosperity
Norwegian	paralyze	possibility	prosperous
notary	Parisian	postscript	protege
notice	Parliament	potential	protein
noticeable	partial	poultry	provincial
notified	particularly	practical	psychology
notifying	passion	practically	punctuality
nuisance	patronize	practice	punctuation
numerous	pavilion	practise	puncture
nursery	peaceable	prairie	pergatory
	peacefully	precaution	purser
obedient	peculiar	precede	
objection	pedestrian	precious	quantities
obligation	penalize	precise	quantity
observatory	perceive	predict	questionnaire
obstacle	percentage	predominate	
occasional	percolator	preferred	racial
occasionally	performance	preferring	raspberry
occupation	perfume	prejudice	readily
occupied	permanent	preliminary	reasonable
occupying	permissible	premium	rebellion
occurred	permitting	prepaid	receipt
occurrence	perpetual	preparation	received
occurring	persecute	preparatory	receiving
odor	persevere	prescribe	recipe
official	Persia	prescription	recognize
omission	Persian	presidency	recommendation
omitting	personality	president	recreation
onion	personally	presumptuous	reference
opera	perspective	previous	referring
operation	perspiration	priest	regardless
opinion	persuasion	principally	registering
opportunity	pharmacy	principle	registration
opposite	phenomenon	privilege	regretting
optician	Philippines	probable	regularly
orchestra	phonetic	procedure	rehearse
orchid	phonograph	proceed	relation
ordinance	phosphorus	prodigy	reliability
ordinary	photograph	professional	relieved
organization	physically	professionally	religious
organize	physician	profession	remembrance
original	planning	professor	remittance

repetition	shoeing	studying	terrible
representative	shriek	sturdier	territory
reputation	siege	sturdiest	testimony
requirement	sieve	subscription	their
reservoir	signature	submitted	theme
resign	similarly	submitting	therefore
resource	sincerely	substantial	thief
respectable	sirloin	substitute	thoroughly
respectfully	skeleton	succeeded	though
respectively	sleeve	success	thoughtful
responsibility	sleigh	successful	thoughtfully
restaurant	slippery	successfully	threw
reunion	society	suddenly	through
revolutionary	solemn	sufficient	Thursday
rheumatism	soliciting	suggestion	timothy
rhythm	sophomore	summarize	toeing
ridiculous	sorrowful	superficial	together
righteous	sorrowfully	superintendent	tomato
romantic	source	supersede	too
route	sovereign	supervise	total
Russian	spear	supervisor	tough
	special	supplant	toward
sacrifice	specifically	suppress	traceable
sacrilegious	specification	supreme	tragedian
salable	specified	surgeon	tragedy
sandwich	specifying	surgery	transferred
satisfactorily	specimen	surplus	transferring
satisfying	spinach	surrender	transit
Saturday	squeeze	surround	translate
scenery	statement	survey	treason
schedule	stationary	survive	treasurer
scheme	stationery	survivor	treasury
scholar	statue	susceptible	triangle
science	statute	suspense	trough
scientific	steak	suspension	truthfully
scissors	stepping	suspicion	Tuesday
secretary	sterilize	suspicious	twelfth
semester	stomach	syllable	twentieth
senior	stopping	symathize	typify
sensible	straighten	symphony	tyranny
sentiment	straightening	symptom	
separate	stratagem	syrup	umbrella
serenade	strategy		unanimous
serene	strawberries	tariff	undoubtedly
sergeant	strength	tatting	unfortunate
serial	tenuous	telegraph	unfortunately
serviceable	structure	temperature	universally
servitude	struggle	temporarily	university
shepherd	studying	temporary	unnatural



unnecessary	vegetation	warrant	wonder
unpleasant	ventilation	wear	wonderful
until	Venus	weather	worried
unusually	vermilion	Wednesday	worrying
urge	vicinity	weight	wrapped
utility	village	weird	wrapping
utilize	villian	welcome	wreck
	visible	where	wrinkle
vacancy	vocabulary	whether	writer
vacuum	volunteer	which	writing
valise		wholesale	written
valleys	waist	wholly	wrong
valuable	wander	whose	yacht
variety	ware	witness	Yankee
vegetable	warn	women	yield

## Legislative Committee Meets

Louisville, Kentucky,

December 5, 1931.

The Legislature Committee of the K. N. E. A. met on the above date in Louisville, Kentucky and after a careful study of the problems affecting all the youth of Kentucky and especially the education of Negro children, set forth the following major objectives, these objectives to be the working basis of the K. N. E. A. Legislative Committee for 1932 and to be our recommendations to the legislative committee of the Kentucky Education Association.

(1) That we indorse a law to strengthen the county administration law by giving the county superintendents of schools, with the approval of the County Board of Education, increased authority in the administration of the school laws of the county, it being understood the sub-district trustee and the visitor be retained with most of his present duties except that of the recommendation of teachers in the local school.

(2) That we indorse a law providing for a higher standard of qualifications for all elementary and high school teachers, and the placing of the issuance of all teachers' certificates be in the hands of the State Board of Education, said law to be drawn after a careful study of the whole problem of teacher training and certification.

(3) That we indorse a law providing for the general introduction of free text books purchased by the State of Kentucky, provided that the statutes now creating our state school funds remain unchanged for this purpose and further provided that our present school funds be kept intact.

(4) That the state legislature of Kentucky be petitioned to provide some means of placing our Negro state schools on permanent financial basis for maintenance. Under provisions of Article 4010 of Carrolls Kentucky Statutes the annual revenue of the State of Kentucky is

distributed to various institutions, boards, etc. Each State supported institution for white people is given by this statute a definite percentage for their support and erection of buildings, but the State supported institutions for colored people are not provided for likewise. It is recommended that the Legislative Committee present to the 1932 General Assembly legislation which will make the State supported educational institutions for colored people beneficiaries of the State's revenue on the same basis as the other institutions.

(5) Finally, it is recommended that the Legislative Committee request the 1932 General Assembly to increase the amounts of money usually appropriated to the Negro State Colleges on the ground that said amounts which have been received are most inadequate for the work which said institutions are called upon to perform, and has been inadequate over a prolonged period of years.

#### LEGISLATIVE COMMITTEE OF K. N. E. A.

S. L. Barker, Owensboro, Chairman  
D. H. Anderson, Paducah, Pres., K. N. E. A.  
A. S. Wilson, Louisville, Secy., K. N. E. A.  
R. B. Atwood, Frankfort  
E. T. Buford, Bowling Green  
W. S. Blanton, Frankfort  
W. L. Boman, Bardstown  
M. J. Sleet, Owensboro  
T. M. Bond, Louisville  
R. L. Dowery, Elizabethtown.

#### THE SUCCESSFUL TEACHER

Many teachers never wake up enough to realize that they are failures, or perhaps they do not know what constitutes successful teaching. The following attitudes and conditions indicate failures:

Do you dislike children and find them irritating and stupid?

Do you continually lose patience with them?

Are the children disobedient and impudent?

Are they idle and inattentive?

Is there general confusion and disorder in your room throughout the day?

Do you continually scold your pupils?

Do you call them up to recite the lesson you assigned them on the previous day and "keep them in after school" to prepare it because it is unlearned?

Do you fail to plan your work definitely?

Do you find that you do not know what topics are to be discussed until you take the book from some pupil after the class has been called?

Do you leave the schoolroom with a sense of utter weariness and futility, too tired even to think of plans for the next day?

If you answer many of the above questions in the affirmative you are not a successful teacher. It is up to you to right about face and improve your technique. If you cannot change conditions you should change occupations.

## Negro Growth Rate Increases

Racial classification of the United States population was recently announced by the Census Bureau, showing marked gain in Negro growth rate and a slight loss in white growth rate.

During the last decade, the Negroes increased by 13.6 per cent as compared with 6.5 per cent in the ten years previous. The white race increased by 14.8 per cent as compared with 16 per cent the decade before.

Comparative figures were given as follows:

Color or Race	Jan. 1, 1920	Apr. 1, 1930
White .....	94,820,915	108,864,207
Negro .....	10,463,131	11,891,143
Mexican .....	700,541	1,422,533
Indian .....	244,437	332,397
Chinese .....	61,639	74,954
Japanese .....	111,010	138,834
Filipino .....	5,603	45,208
Hindu .....	2,507	3,130
Korean .....	1,224	1,860
All other.....	154	780

Even when adjustment was made for the approximately 700,000 Mexican population counted as "white" in 1920, the percentage of increase for the white population was but 15.7 per cent in 1930.

The Census Bureau said the white decline obviously was due to the falling of the birth rate and the restriction of immigration.

Nearly two-thirds of the entire Negro increase took place in the North, and the Census Bureau assumed that large numbers of Southern Negroes immigrated northward. However, the Negroes in the Southern States increased by 5 per cent.

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### SIXTY CENTS BUYS ONE DAY'S EDUCATION FOR CITY CHILD

Sixty cents buys one day's education for a child in the average city public school.

This fact is disclosed by the figures presented in "Per Capita Costs in City Schools," a biennial study prepared by the Office of Education, Department of the Interior. Statistics from a representative group of American cities show that the total average annual cost per child for teacher's service for nine months, for heat, janitor service, and, in most instances, school supplies, books, and library facilities, is \$108.87.

Since instruction costs, which include teachers' salaries, books, and the library, make up three fourths of total school costs, the city child gets the service of trained teachers and useful textbooks for approximately 47 cents per day or 8 cents per hour.

## K. N. E. A. Kullings

Supt. H. W. Peters, of Christian County, has reported a one hundred per cent enrollment for his colored teachers in the K. N. E. A. for 1932. This is the largest county of colored teachers in Kentucky and sets an example for the counties in the matter of advance enrollment in the K. N. E. A.

\* \* \* \*

Mr. C. W. Merriweather, of Hopkinsville, was the first individual to enroll in the K. N. E. A. for 1932. It is hoped that many others will follow his example.

\* \* \* \*

Supt. G. Louis Hume, of Taylorsville, reports that the teachers of Spencer County have voted to immediately enroll one hundred per cent in the K. N. E. A.

\* \* \* \*

News for the Fourth District, of which Prof. R. L. Dowery is Organizer, states that Mrs. Mary C. Henry, who has been a teacher at Hardinsburg for seventeen years, recently passed away. She is succeeded by Mrs. George C. Williams. Mrs. M. A. Hamilton, who formerly taught at Elizabethtown, is now at the Western High School at Paris. The Fourth District teachers are now planning a one hundred per cent enrollment in the K. N. E. A.

\* \* \* \*

The first ten states in Negro population are: Georgia, 1,071,125; Mississippi, 1,009,718; Alabama, 944,834; North Carolina, 918,647; Texas, 845,964; South Carolina, 793,681; Louisiana 776,326; Virginia, 650,165; Ar-

kansas, 478,463; and Tennessee, 477,646.

\* \* \* \*

According to The Crisis, 1,980 Negroes received degrees or diplomas during the collegiate year 1930-31, out of a total of 18,500 students enrolled in the colleges throughout the nation.

\* \* \* \*

In 1931 more than 2,000,000 colored students were in Southern schools with 125,000 of them in high schools and more than 13,000 in colleges, universities and teachers' colleges.

\* \* \* \*

Prof. W. M. Lee, a graduate of Hampton Institute, is now principal of the Colored High School at Madisonville.

\* \* \* \*

Prof. P. Moore is now principal of the Western High School at Paris.

\* \* \* \*

Many of our prominent Negro educators from all over the State were in Louisville on Saturday, December 4, attending various committees of the K. N. E. A. Among the committees to meet were the "Legislative," "Co-operation with K. E. A.," and "Research" committees.

\* \* \* \*

The Western Kentucky Principals held a conference at Earlington on November 28, 1931. A very splendid program was arranged and well executed. Prof. E. T. Buford of Bowling Green is president and Prof. G. R. Dailey of Earlington, is secretary of the organization.

# The Challenge of Physical and Health Education

By Gladys M. Jameison

A. B., Howard University; M. A.,  
Columbia University. Associate  
Professor of Physical Edu-  
cation, K. S. I. C.

Objectives of the American  
Physical Education Association,  
1931:

1. A medical examination for every school child.
2. Health habits that endure.
3. A class period in physical education every day.
4. A gymnasium and playground for every school.
5. The physical education teacher.
6. The athletic coach a member of the faculty.
7. A graded and scientific curriculum in physical education.
8. Standardized physical achievement tests.
9. Positive credit for physical education work.
10. Education for leisure.
11. An Intramural program in athletics.
12. A varsity program that stresses sportsmanship and ethical conduct.
13. Opportunities for scouting and campcraft.
14. Equipped and supervised summer playgrounds.
15. Provision for wholesome adult recreation.

In the foregoing list of objectives are embodied the fundamental and cardinal principles, aims, and standards of Physical and Health Education.

They were formulated by the most outstanding educators in the

field in an attempt to standardize and give solidarity to a group which heretofore has been variously dubbed "physical culture teacher," "physical training instructor", "Athletic coach," "gymnastic director," "leader of calisthenics," and so on, with little or no regard for the true status of the profession.

For many years the monastic ideal of medieval Europe permeated the Western world even to the shores of Colonial America to the extent that games and exercises of all kinds were rigidly frowned upon with disapproval. At Princeton University as late as a hundred years ago students were expelled for playing ball of any sort!

One needs only to glance at the reports of our present day athletic contests which are operated on a millions of dollars annual budget to realize that the pendulum has swung in the opposite direction. It is with a view to alleviating the extreme condition now existing that we address this paper.

I do not fully agree with those who would abolish college sports on a competitive basis. I am a firm believer in the varsity system, but not when every dollar that can be squeezed from a meager fund is allotted to the publicizing of the eleven, five or nine men of a football, basketball, or baseball team. It is true that the less successful athletes are unselfishly proud of their teams, and have seldom in the past asked for

more than was left over from the varsity, but the tide of public opinion began to turn. The boys and girls who could never make good athletes were regarded as worth while after all, and the wise administrators began to provide competent instructors in the various branches of physical education, dancing, calisthenics, apparatus work, tumbling, and pyramidbuilding, and the various athletic games.

From that splendid idea of activity for everybody, then the development of a first team came our present system of inter-class or inter-club activities on a competitive basis. It cannot sanely and logically be contended that only the football star is so important in the large scheme of life as to warrant the neglect or careless attention to his less proficient school mate.

The lessons that competition in athletics teach are necessary to all boys and girls, not to the few who make teams. The health attitudes and habits which are formed are just as essential for the scrub as for the All-American.

In short, whatever our schools offer by way of a physical education and athletic program can only be considered sound, worthy, and justifiable when measured by the objectives as outlined in this discussion. Otherwise, athletics for the few, and not the many defeat their own ends, fail to perpetuate the democratic ideal of equality, of opportunity, and finally, clearly, and mercilessly throw the spot-light of criticism on the commercial spirit that motivates the so-called amateur athletics. A word in passing should be said in regard to a suggested program

of activity for the school which hitherto has confined itself to supporting various school teams. First, by all means, a regular teaching period of at least one full length period per day should be devoted to supervised physical activity. In some instances, a school finds it impossible to employ a full time teacher for this work only. In such cases, someone who has done special work in physical education and is able, in addition, to teach an academic subject should be given this work.

Too much stress cannot be laid upon the necessity for trained leadership in this field. Too long has any and every active young teacher been told to take charge of physical education regardless of his or her complete ignorance of the work. The point to be remembered here is that it is a definite subject like mathematics, science, etc., and requires definite and specialized preparation. Certain courses in body structure, physiology of exercise, methods, practice teaching, first aid, etc., are among those that are absolutely indispensable to anyone who can be safely trusted with the health of the children in his care.

The foremost leaders in education recognize the necessity for recognition of physical education as a standard subject, for credit and towards graduation, of requiring of its teachers the same high standards as govern other subjects, of giving to it adequate time in the school day, of providing for it adequate equipment and facilities, of requiring some form of physical activity for every student, or providing

competitive athletics on the lower as well as the upper levels.

When this is done, our definition of perfect health as the

“abundance, soundness, and worthiness of life that enables us to live most and serve best” will have been achieved.

## Third District Teachers Meet

The Third Congressional District Teachers Association met in Russellville on October 30-31, 1931. A very instructive program was outlined and executed under the direction of H. E. Goodloe, of Russellville, who was president. A feature of the meeting was the organization of a district parent-teacher association, same being directed by Mrs. Essie D. Mack, the state president. There were enrolled, 112 teachers, almost all the teachers in the district and the greatest number in the history of the Association. New officers were elected as fol-

lows: Mrs. H. V. Taylor, President, Central City; Mrs. Nannie Sweatt, Vice-President, Russellville; Mrs. Iola Mcrow, Secretary, Elkton; Mrs. Electra Goodloe, Treasurer, Russellville.

As President and K. N. E. A. Organizer, Prof. Goodloe has done splendid work in his district. He now plans to co-operate with Mrs. H. V. Taylor, the new president, whom it is expected will be equally as active in meeting the needs of the teachers of her district. The K. N. E. A. seeks her co-operation and wishes her success in her new office.

**CUT OUT AND MAIL WITH ONE DOLLAR**

### 1932 ENROLLMENT BLANK

### KENTUCKY NEGRO EDUCATIONAL ASSOCIATION

A. S. Wilson, Sect'y, 1925 W. Madison, St., Louisville, Ky. Enclosed is One Dollar (\$1.00), my Enrollment Fee in the Kentucky Negro Educational Association for 1932, fifty cents of it being my subscription to the K. N. E. A. Journal.

Name: M.....

Street Address .....

City ..... Teaching County .....

Position .....

NOTE: Enroll Now! Send this blank to the Secretary or give it along with One Dollar to your principal or County Organizer.



**Dr. James H. Dillard**

**Mr. Julius Rosenwald**

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.

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



# Rosenwald-Lincoln Day Program

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Beginning one o'clock Friday Afternoon, February 12, 1932

Song—America—The School

Invocation

Song—We Thank Thee, O God—All

Statement—Purpose of the Meeting (Adopting Some School Improvement Project)—The Teacher

Address—The Public Service of Lincoln—The Superintendent

Music—Special.

An Appreciation of Lincoln the Man—The Preacher

Recitation—Living for Others—A Student

Rosenwald Fund Questions—The Teacher and a Class

Mr. Rosenwald's Contribution to Our Schools—A Selected Speaker

His Contribution to Community Life—Another Speaker

Recitation—The Bridge Builder—A Student

Whose Schools?—The Teacher and a Class

A Song—Everybody

The Needs of Our School and of the County—The Superintendent or a Leading Citizen

Discussion—By Men and Women Present

Our Project—To Be Nominated and Adopted

Be Happy—In Concert

Adjournment

NOTE—This program is merely suggestive. Each school will modify it with all freedom.

## COUNTIES AIDED ON BUILDINGS

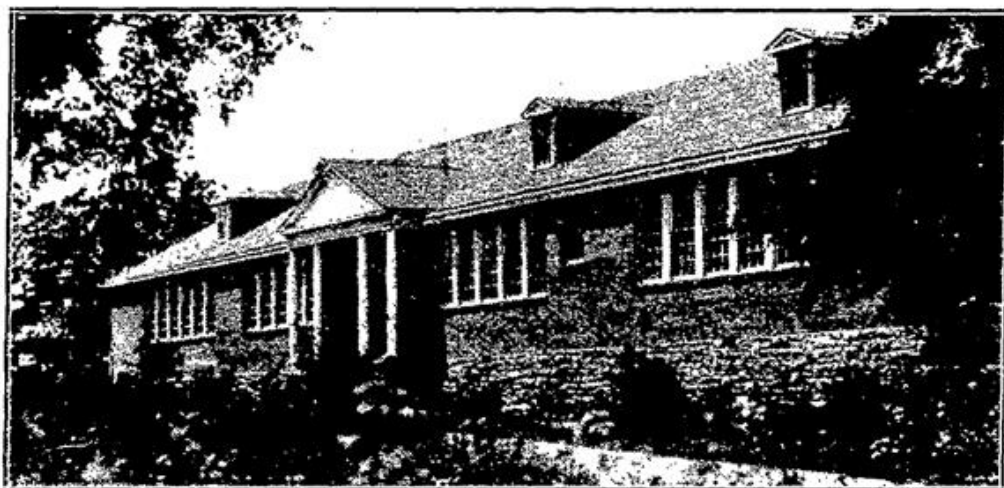
July 1, 1930 to June 30, 1931

This is the most outstanding form of Rosenwald philanthropy

County	School	Aid	Cost of Grounds Building and Equipment
Calloway	Murray	\$2,600	\$14,400
Christian	Hensleytown	400	3,250
Christian	Lafayette	400	2,950
Hardin	Elizabethtown	150	1,050
Hart	Horse Cave	700	5,700
Hopkins	Madisonville	8,100	39,600
Jessamine	Nicholasville	3,900	21,700
Knox	Rosenwald	2,600	10,750
Marion	Lebanon	3,900	18,400
Mercer	Harrodsburg	4,000	24,500
Muhlenberg	Drakesboro	3,350	15,700
Todd	Trenton	1,275	6,300
Wayne	Monticello	700	4,660
<b>Totals</b>	<b>13 schools</b>	<b>\$32,075</b>	<b>\$168,960</b>

Aid is now available on new buildings of three-teacher type and larger, also on vocational rooms added and on shops. Application must be made and the building plans approved by a representative of the Fund before contract for construction is made.

### A NEW ROSENWALD BUILDING



**The West Side School—Harrodsburg**

Dedications of Rosenwald Schools are booked for Madisonville on Friday, April 29; Harrodsburg on Saturday, April 30; and Maysville on Sunday, May 1. We are hoping that Mr. Edwin Embree, President of the Fund, and Mr. S. L. Smith, its Director for Southern Schools, will participate in these meetings.

## COUNTIES AIDED ON EXTENSION OF TERMS

July 1, 1930 to June 30, 1931

Counties	Schools	Term	Aid
Ballard	Bandana, Bethel, Kevil, Lovelaceville, Robinsontown, and Wickliffe	8 mo.	\$164.08
Boone	Beaver Lick, Burlington, and Walton	8 mo.	85.16
Bourbon	Amentsville, Brentsville, Centertown, Clintonville, Currentsville, Millersberg, and North Middletown	9 mo.	323.49
Grant	Dry Ridge	9 mo.	47.50
Knott	Breeding Creek and Yellow Creek	8 mo.	56.00
Madison	Concord and Middletown	8 mo.	113.81
Montgomery	County Training School	9 mo.	179.25
Muhlenberg	Drakesboro and Greenville	9 mo.	208.00
Nelson	Bardstown and Bloomfield	8-9 mo.	168.38
Oldham	Pewee Valley	9 mo.	41.25
Perry	Vicco	8 mo.	66.33
Shelby	Bagdad, Buck Creek, Chestnut Grove, Clarks, Lincoln, Scotts, and Waddy	8 mo.	204.34
Total			\$1,654.57

No new commitments are being made on aid for the extension of school terms.

## My Books and I

My books and I are good old  
pals—

The best that can be found.  
When lonely, blue, and all worn-  
out

I gather them around.  
They bring to me that simple joy  
That many kings would own,  
If they would be content—some-  
times—

With just my pals—alone.

They show me all the beauty in

All the things of life  
They give me consolation and  
Real peace in time of strife.  
My books mean all the world to  
me;  
Each is an honored friend.  
They've taught me love for God  
and man.  
I'll love them till the end.

MARY F. DIXON,

Bond-Washington High School,  
Elizabethtown, Kentucky.

## COUNTIES AIDED ON SCHOOL LIBRARIES

July 1, 1930, to June 30, 1931

The Julius Rosenwald Fund recognizes a library service as an essential part of a school, and is aiding liberally. Libraries should be bought while this aid is available.

County	School	Aid	Cost of Books
Allen	Scottsville	\$40.00	\$120.00
Bell	Middlesboro	30.00	90.00
Bourbon	Little Rock	80.00	240.00
Carroll	Carrollton	40.00	120.00
Christian	Hopkinsville	84.88	254.64
Clark	Winchester	90.94	272.82
Fayette	Lexington	100.00	300.00
Garrard	Lancaster	40.00	120.00
Hardin	Elizabethtown	40.00	120.00
Harlan	Harlan	40.00	120.00
Hopkins	Madisonville	40.00	120.00
Jefferson	Waverley Hills	40.00	120.00
Jessamine	Nicholasville	40.00	120.00
Marion	Lebanon	40.00	120.00
Mason	Maysville	80.00	240.00
Montgomery	Mt. Sterling	40.00	120.00
Muhlenberg	Greenville	40.00	120.00
Nelson	Bardstown	40.00	120.00
Perry	Hazard	80.00	240.00
Perry	Vicco	40.00	120.00
Scott	Georgetown	30.00	90.00
Shelby	Shelbyville	40.00	120.00
Wayne	Monticello	80.00	240.00
General	Librarian	84.65	84.65
Totals, 22 counties		\$1,300.47	\$3,732.11

Aid is given on elementary school libraries costing ninety dollars or more and on high school libraries costing \$120 or more. The aid is one-third the cost of the books, and in most cases covers the freight, too application must be made and approved before the books are bought.

If you do not have a good library, decide at the meeting to get one. Try to get cooperation with other schools in the county to organize a county library service, which is better than local school libraries if the superintendent will carry it on from his office.

## COUNTIES AIDED ON TRANSPORTATION

July 1, 1930 to June 30, 1931

The Julius Rosenwald Fund recognizes a library service as an essential and consistent part of a consolidated school service.

Counties	Schools	Children Taken	Buses Used	Miles Traveled	Aid
Bourbon	To Little Rock	80	2	48	\$210.00
Boyle	To Stony Point	18	1	20	75.00
Breckinridge	To Hardinsburg	69	2	88	833.33
Clark	To Howards Creek	40	2	53	154.15
Daviess	To Owensboro	80	4	158	918.33
Fayette	To Coletown	10	1	20	150.00
Fayette	To Douglass	30	1	40	202.50
Fayette	To Maddoxtown	50	1	50	333.33
Harrison	To Red Oak	15	2	440	266.67
Jefferson	To Jeffersontown	55	2	55	329.33
Jefferson	To Newburg	40	1	40	270.00
Knox	To Rosenwald	100	2	54	800.00
Lincoln	To Stanford	59	1	60	500.00
Mason	To Maysville	31	1	68	300.00
Muhlenberg	To Drakesboro	70	1	34	300.00
Wayne	To Monticello	56	1	80	500.00
Woodford	To Versailles	78	6	156	498.00
<b>Totals, 14 counties</b>		<b>881</b>	<b>31</b>	<b>1068</b>	<b>\$6,640.64</b>

Commitments of further aid on the purchase or operation of school buses of approved types are made to only one school in a county, and it must have a term of at least eight months and as many as four teachers with no salary less than sixty dollars a month.

Many transportation buses are being operated that are not being aided by the Fund.

### ROSENWALD FUND QUESTIONS

(Find the answers in this Journal)

1. Who created the J. R. Fund?
2. Who is President of the Fund?
3. Who is its Director for Southern Schools?
4. How many Kentucky schools got aid for buildings last year?
5. Which of these schools cost the most?
6. Which is nearest to us?
7. How much aid did all these schools get?
8. How many per cent was that of their cost?
9. How many schools got aid for libraries?

10. Which is better, a separate library for each school or a circulating library for the schools of a county?
11. What part of the cost of a library or set of libraries does the Fund pay?
12. How many Kentucky children is the Fund helping to transport to school?
13. Are any others being transported without this aid?
14. What per cent of the aid for buildings, libraries, transportation and term extension is for buildings?
15. For which of these purposes is aid being discontinued?
16. How many states get aid from the Fund for buildings?
17. Name ten of these states.
18. In what part of the U. S. are they?
19. What two great services did Abraham Lincoln render these states? (See your history).
20. How many schools has the Fund helped to build?
21. Who have co-operated to build these schools?
22. To whom does this school belong?
23. How many boards of education are there in Kentucky?
24. Why does it pay us to run good schools throughout the State?
25. What aid has the Fund given our newly accredited State College?

These questions with their answers may be given as a class recitation if the students are trained to answer them well.

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### LIVING FOR OTHERS

"Lord, let me live from day to day,  
 In such a self forgetful way  
 That even when I go to pray—  
 My prayers shall be for OTHERS.

Let self be crucified and slain,  
 So pride will never rise again;  
 Let me give Joy instead of pain—  
 Help me to live for OTHERS.

Others, Lord, yes OTHERS  
 Let this my motto be—  
 In living Lord for others  
 I will be more like Thee.

And, when my work on earth is done  
 And my new life in Heaven's begun;  
 May I forget the crown I won  
 While thinking still of—OTHERS."

ANON.

## Colored Public School Buildings Aided By the Julius Rosenwald Fund

State	Total Buildings	Pupil Capacity	Total Cost
Alabama	404	39,780	\$1,271,636
Arkansas	385	46,575	1,942,166
Florida	120	21,195	1,334,422
Georgia	255	35,910	1,308,030
Kentucky	157	17,640	1,034,710
Louisiana	432	51,030	1,715,215
Maryland	151	14,895	863,658
Mississippi	626	77,265	2,831,471
Missouri	3	810	225,459
North Carolina	808	112,410	5,070,356
Oklahoma	195	18,450	1,059,488
South Carolina	497	73,260	2,856,302
Tennessee	369	43,650	1,933,167
Texas	517	55,395	2,390,691
Virginia	376	41,985	1,811,060
<b>Totals</b>	<b>5295</b>	<b>650,250</b>	<b>\$27,647,831</b>

(From Julius Rosenwald Fund, Review for the Year by Edwin R.  
Embree, President of The Fund, 1931).

### Whose Schools?

1. Whose duty is it to educate the children of Kentucky?  
It is the duty of the State.
2. Who is the State?  
The State is everybody in the State, just as a class is everybody in the class.
3. Who makes all our school laws?  
The State does, the people of the State.
4. Do the people all get together and all write each law?  
No, we set up a special agency through which to write them.
5. What is the agency through which we make our laws?  
It is the legislature.
6. What are State laws?  
They are rules that we make for our general good.
7. Do the people, the State, have a special agency to do other things for our general good?  
We do.

8. What is the State's agency for carrying on our schools?  
Boards of education are special agencies for carrying on our schools.
9. How many boards of education have we?  
We now have one State board of education, 120 county boards, 67 city boards, 196 graded district boards and seven college boards.
10. Are these 391 boards enough?  
They are too many. One for the State at large and one for each county would be better. A hand with too many fingers works awkwardly.
11. Do our schools belong to these boards?  
Each school belongs to all the people of the State, just as the court house belongs to the people of the county.
12. Did all of us pay for our schools?  
The wealth of the State is taxed to build and run our schools. All who work help create the wealth, and those who have it pay the taxes.
13. Do people throughout Kentucky pay money to help run this school?  
Yes, we do, everywhere in Kentucky.
14. Do people who have no children pay?  
They do.
15. Why do people who don't know us pay money to run our schools?  
They do it because we all need to have everybody be a good honest, healthy, unselfish citizen.
16. Does it pay to run good schools in all parts of the State?  
It does. Other people will not be safe unless we are honest, and we cannot be healthy or happy unless they are.
17. Are elementary schools provided for all the children in Kentucky?  
Our laws require that elementary schools be kept in walking distance of all the children or that they be transported to school.
18. Are high schools provided for all the children in Kentucky?  
Our laws require that high schools be maintained in all the counties or the children transported to high schools in other counties.
19. Are colleges provided for all the people of Kentucky?  
They are. The State maintains five colleges for white people and two for colored people.
20. Are our colleges accredited?  
Yes, our State College at Frankfort has been accredited this year for the first time in history as a standard four-year college. It is accredited by the State College Accrediting Committee and by the Southern Association.



## ROSENWALD PASSES AWAY BUT CONTINUES TO LIVE THROUGH HIS WORK

(Article from Louisville Times)

Julius Rosenwald, shortly before his death Wednesday, January 6, 1932 called his five children to his bedside and charged them with the task of carrying on his philanthropies.

Edwin R. Embree, president of the Julius Rosenwald Fund, in making this disclosure, said that more than \$10,000,000 would be expended in completing the benevolent projects of one of the world's most generous philanthropists.

Embree said the late chairman of Sears, Roebuck & Co. left practically his entire estate to his children, who recently formed the Rosenwald Family Association in preparation for the trust.

Among the sums set aside by the will, Embree said, were:

A sum of \$250,000 to Beirut University, in Syria; an additional bequest to the Julius Rosenwald Fund, endowed in 1917 with stock

valued at \$30,000,000, but reduced by gifts and market losses to about \$6,000,000; an additional gift to the Museum of Science and Industry here to supplement a previous \$5,000,000 gift; half of the sum remaining to be paid toward colonization of Jews in Russian Crimea, toward which he pledged \$5,000,000; Mr. Rosenwald's share of two-fifths of the University of Chicago's \$5,000,000 dormitory program.

Embree said he asked his children to continue his offer of \$500,000 to the National Academy of Sciences, conditional upon the raising of \$5,000,000, and an offer of \$1,000,000 he made to the City of Berlin several months ago for a children's dental clinic, if Berlin provides for its maintenance.

Lessing J. Rosenwald, his eldest son, said he may succeed his father as chairman of the board of Sears, Roebuck & Co.

**Patronize Those Who Advertise**

**in the**

**K. N. E. A.**

**J-O-U-R-N-A-L**

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## Addenda

### THE BRIDGE BUILDER

An old man going on a lone highway  
Came at evening—cold and gray  
To a chasm vast and deep and wide.  
The old man crossed in the twilight dim  
The sullen stream had no fear for him;  
But he turned when safe on the other side—  
And built a bridge to span the tide.

“Old man,” said a fellow pilgrim near,  
“You are wasting your strength with building here;  
Your journey will end with the ending day,  
You never again will pass this way;  
You have crossed the chasm, deep and wide—  
Why build this bridge at EVENTIDE?.

The builder lifted his old gray head;  
“Good friend, in the path I have come,” he said,  
There follows after me today  
A youth whose feet must pass this way.  
This chasm that has been as naught to me  
To that fair haired youth may a pit-fall be;  
He too must cross in the twilight dim—  
Good friend, I’m building this bridge for him.”

ANON.

## A WORKING SUGGESTION TO THE MEETING

By Mr. S. L. Smith, Director of the J. R. Fund

The Fund has co-operated with fifteen southern states in building more than 5,000 schools in which 15,000 teachers are employed. The projecting of plans and building these schools represent an unusually fine co-operation of: (1) local school officials, (2) the Negroes themselves, (3) local white friends, (4) state departments of education, (5) the Julius Rosenwald Fund, and (6) not infrequently the Jeanes and Slater Funds and the General Education Board.

Since 4,000 of these schools have been in use more than three years, no doubt many of them are in need of repairs and repainting to prolong the lives of the buildings and keep up their functional uses by interior painting and equipment. I am sure several have been materially improved from time to time, but a great many are now in immediate need of attention.

It would seem to be good from the standpoint of economy and educational practices to undertake a carefully prepared and well timed campaign over a period of years to improve the physical conditions of these buildings, including the beautifying of the grounds. This might well be started on the Rosenwald School Day and continued indefinitely. The State Supervisor of School Buildings (J. W. Brooker, Frankfort,) can be most helpful in preparing suggestions for improvements and no doubt would be willing to assist you in carrying on this phase of the work.

**Repair and Repaint** every school built more than three years back. Make careful survey with the superintendent, with estimate of costs. Get the advice of the building agent as to any extensive changes.

---

### BE HAPPY

(Recite in Concert three times, the teacher first, then the school with him, then **everybody**, with heavy emphasis as indicated.)

The time to be happy is **now**.

The place to be happy is **here**.

The way to be happy is to make **others** happy.

Mr. Taylor wants you to be trained to recite this motto when he visits you.

---

**START NOW PLANNING YOUR ROSENWALD-LINCOLN DAY PROGRAM. BE SURE TO MAIL IN PROMPTLY THE REPORT ON THE NEXT PAGE.**

—The Editor.

**REPORT OF ROSENWALD-LINCOLN DAY—February 12, 1932**

(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 as undertaken? If 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  
.....  
Address

February ....., 1932

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