

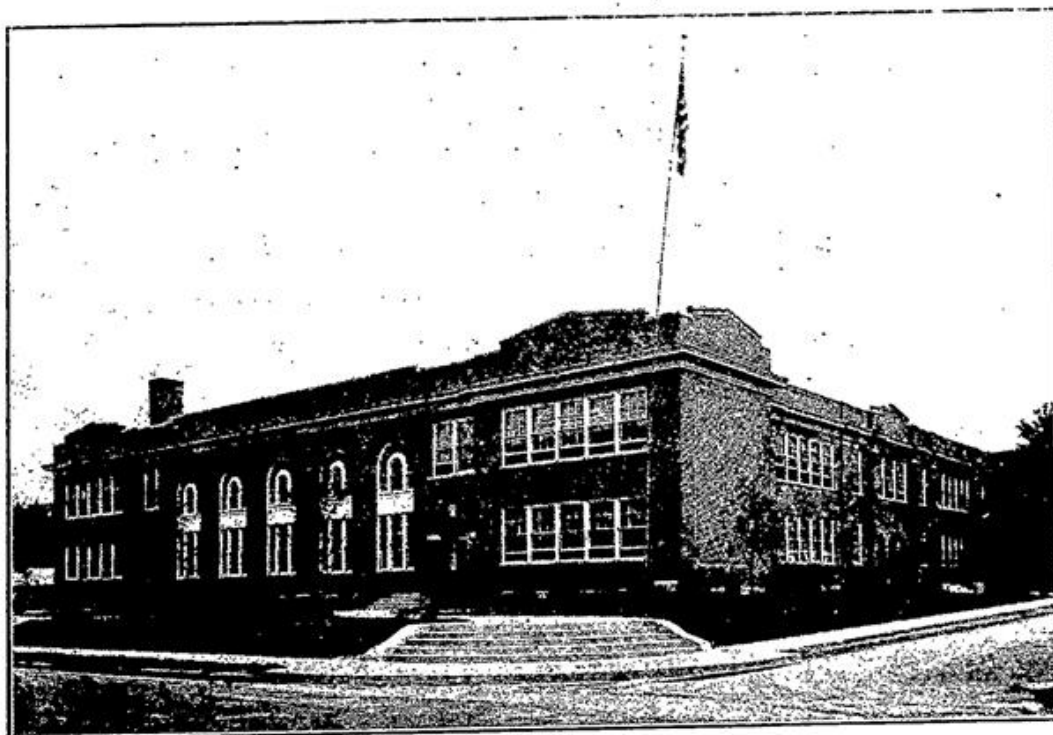
The **K. N. E. A.**
Journal
1877
OFFICIAL ORGAN OF
KY. NEGRO EDUCATIONAL ASSN.

Volume I

February, 1931

Number 3

ROSENWALD SCHOOL DAY ISSUE



The Mayo-Underwood School

FRANKFORT, KENTUCKY

One of Our New Rosenwald Buildings

"An Equal Educational Opportunity for Every Kentucky Child"

K-E-N-T-U-C-K-Y C-E-N-T-R-A-L
Life and Accident
Insurance Company

ANCHORAGE, KENTUCKY

**Over One Million Three Hundred Thousand Dollars Paid To
Policyholders and Beneficiaries in 1929**

AS FOLLOWS:

128,351 Weekly Indemnity Claims for	\$1,016,855.43
2,600 Death and Dismemberment Claims	307,499.07
128,351 Weekly Indemnity Claims for	\$1,016,855.42

**Over Ten Million Dollars Paid to Policyholders and Beneficiaries
Since Organization**

LOUISVILLE DISTRICT OFFICE:

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District Offices in all principal Cities of Kentucky, Indiana, Ohio,
West Virginia, Pennsylvania and Michigan

ANNOUNCEMENT OF OPENING

OF

Louisville Municipal College for Negroes

**New and Complete Equipment in
BIOLOGY, CHEMISTRY, and PHYSICS
LIBRARIES and LABORATORIES**

Well Trained Faculty Members

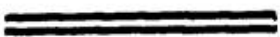
Standard College Courses

Regular College Requirements for Admission



Registration Days:

February 9th-10th



Rufus E. Clement, A. M., B. D., Ph. D.

DEAN AND REGISTRAR

Seventh and Kentucky Streets

Louisville, Kentucky

The K. N. E. A. Journal

Official Organ of the Kentucky Negro Educational Association

Volume I

February, 1931

Number 3

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Editorial Comment

REDUCED RAILROAD RATES

Each teacher who wishes to attend the annual K. N. E. A. meeting in Louisville, April 15 to 18, 1931, should secure from the Secretary a railroad identification certificate in order that she might get the usual rates. Tickets are to be sold April 13, 14, 15, inclusive, with final limit April 19. Tickets will be validated by the regular ticket agents of the Louisville Terminal Lines over which such tickets read before return journey is commenced. Please note that reduced rates cannot be secured without an identification certificate designed for the 55th Annual Session of the K. N. E. A.

THE 1931 DOLLAR

Because of the fact that teachers who enroll in the K. N. E. A. are receiving the K. N. E. A. Journal without additional cost, at present, the 1931 K. N. E. A. dollar has a much larger purchasing power. Under the circumstances, no teacher should fail to enroll at a very early date.

When you cooperate with the K. N. E. A. through your annual enrollment you make it possible for an organization of Negro teachers to exist in Kentucky. The problems of Negro children require the combined strength of all the teachers, thereby making a strong organization indispensable. Thus, every teacher should feel that the payment of the annual dollar to the K. N. E. A. treasurer is a professional obligation.

SECTIONAL MEETINGS

The various departments of the K. N. E. A. will have meetings on Thursday afternoon, April 16 and Friday morning, April 17. By having sectional meetings in the afternoon it is felt that every teacher will have an opportunity to attend the department of her choice. An effort will also be made to have on each of the sectional programs an outstanding educator who might be considered as a specialist in the particular field. The department sessions should prove directly beneficial to every classroom teacher, one of the chief objectives of them being that of increased skill in the various phases of classroom procedure.

WHY ENROLL IN THE K. N. E. A.?

Often the new teacher does not see clearly sufficient reasons for enrolling in the K. N. E. A. Again, the older teacher who has been consistently enrolling in the K. N. E. A. grows lax in the matter with no apparent thought of the results. In order that both the new and the

old teacher should feel strongly an obligation to enroll, five reasons are set forth showing why every teacher should be a member of the Kentucky Negro Educational Association:

1. It is an organization in which teachers join in a united effort to grow professionally.

2. The organization expresses the ideals of the teacher in a definite concrete manner.

3. The Kentucky Negro Educational Association is pledged to use its efforts to increase public interest in support of the education of the Negro child.

4. The Association publishes the K. N. E. A. Journal, a bi-monthly magazine devoted to matters pertaining to the education of Negro youth. It contains articles prepared by some of the best educators in the country.

5. The Kentucky Negro Educational Association is pledged to the interests of teachers and children in rural communities, and seeks to secure educational opportunities for the child who lives in the most remote community. If you are interested in these objectives, you are invited to become a member, and to use your influence in securing other members.

ROSENWALD SCHOOLS

Elsewhere in this Journal is found a picture of one of our Rosenwald schools. The building referred to is located at Providence, Kentucky and is typical of the Rosenwald school buildings which are rapidly being built throughout Kentucky, replacing the dilapidated structures which formerly housed our boys and girls. The school at Providence is a ten-room building, steam heated, and electric lighted. The school is now an accredited high school with seven teachers, including the grade teachers. There is also connected with the school plant, a beautiful cottage, which serves as the principal's home.

The principal of this school is W. O. Nuckolls, who has labored in this community a number of years. He is a graduate of the Kentucky State Industrial College and afterward studied at Hampton Institute, Tennessee State College, and the University of Cincinnati, recently graduating from the latter institution with a B. S. degree in education. Prof. Nuckolls is president of the Second Congressional Teachers Association and is one of Kentucky's progressive Negro educators. Other Rosenwald school buildings are mentioned in this publication and other principals are meeting the requirements for making their high school accredited, but the Webster County and Rosenwald city high school at Providence, along with its progressive principal, deserves special mention.

INTELLIGENCE AT LAST

One of the most intelligent announcements appearing lately is the one made by the noted Horace Mann School of New York City to disregard the so-called "intelligence tests." "I. Q." tests—signifying

"intelligence quotients" are now very new. They reached their full flower and leaf when the army was being assembled. And so several hundred thousands of young Americans have met them and have some opinion of what they are all about.

In the Horace Mann School it has been decided to discontinue the practice of dividing children into the slow, the normal and the advanced types. Although this school is connected with Teachers' College of Columbia University and the emphasis on the psychological features of education has been in vogue for many years at this institution, the school has discontinued the intelligence quotient.

First of all the instructors declare the test measures only a small segment of the brain. And, second, on this unfair classification there grow up intellectual snobbery, bad competition among teachers, undue pressure among parents and other undesirable by-products.

Rather, it is emphasized, that if a boy is not good at one subject he is likely to be an adept at something else. It is the province of the school to remedy defects and to supply the needed instruction.

All of which is a great relief to many of us who have been suspecting these mental yardsticks.

—An editorial from the Louisville Herald-Post.

MR. L. N. TAYLOR

Mr. L. N. Taylor, Kentucky Rural School Agent, is vitally interested in Negro education. He is a hearty supporter of the program of the K. N. E. A. He endorses the K. N. E. A. Journal. You will find evidence of this cooperation when you read the splendid suggestions he outlines in this publication.

MAYO-UNDERWOOD HIGH SCHOOL

Erected 1893

BOARD OF EDUCATION

H. V. McChesney, Pres.	C. Coy Wells, Sec'y	
Mrs. J. L. Oliver	L. F. Johnson	T. P. Rogers
R. S. Howell	Mrs. F. D. Clark	F. J. Sutterlin

Abraham Lincoln



1. What was President Lincoln's greatest service to the government. Ans. He kept the United States from being divided into separate countries, as Europe is.
2. What was Mr. Lincoln's greatest humanitarian service? Ans. He freed the people from the distress of slavery.
3. To whom did he give freedom? Ans. He gave the blessings of freedom to three million people then in slavery and to many millions of their descendants.
4. Was he trying to befriend us, to serve us? Ans. Yes, as truly as those then living.
5. Who is greatest in the kingdom of heaven? Ans. He who serves best.
6. Why do we come to school? Ans. We are free from slavery, but we must learn the lessons of scholarship and be free from ignorance, we must learn the lessons of health and be free from disease, and we must learn the lessons of love and be free from selfishness. Ignorance, disease and selfishness are as bad as slavery.

Funds Aiding Our Colored Schools

I The Julius Rosenwald Fund

1. For construction of school buildings
 - a. Schoolhouses, \$400 to \$9,000
 - b. Vocational buildings (shops), \$300 to \$1,600
 - c. Teacherages (homes), \$450 to \$1,375
2. For transportation of pupils
 - a. Purchase of buses, \$300
 - b. Operation of buses, aided three years, 1-2, 1-3, and 1-4
3. For school libraries
 - a. Elementary, one-third cost and the freight
 - b. High school, one-third cost and the freight
4. For vocational equipment, one-third
 - a. Home economics
 - b. Shop.
5. For term extension

II The John F. Slater Fund

1. For county training schools
 - a. For salaries
 - b. For equipment
2. For high schools not county training schools
 - a. For salaries
 - b. For equipment

III The Anna T. Jeanes Foundation

1. For salaries of supervising teachers in counties having ten or more colored schools

2. For salary of a county supervisor who serves all the schools, both white and colored.

IV The General Education Board

This foundation aids state administration of the other funds and promotes higher education.

NOTE: These funds are referred to as **aiding**. They are used in cooperation with public school funds, and are paid out by the public school authorities.

QUESTIONS: Is it to be expected or desired that philanthropic funds should continue permanently to be used especially for colored schools, and that there should be permanently a state agent for colored schools, or a special supervisor for colored schools? Or is it to be expected and desired that these special services give way as fast as the colored schools are taken fully into the general program of administration and supervision along with the other schools? Is it not desirable that county training schools graduate into fully accredited high schools, that Jeanes supervision graduate into fully accredited high schools, that Jeanes supervision graduate into a standard democratic supervision service, and that state administration of colored schools gradually merge into a general program of administration that observes no color line? Can these funds work to a better end than to remove the need for them?

Our Rosenwald Buildings

This year's program will break all our former records.

Counties Receiving Less Than \$2,400

Year	Bldgs.	Rooms	Aid
1915-20	31	82	\$ 16,700
1920-21	12	28	9,800
1921-22	11	29	9,100
1922-23	20	26	11,200
1923-24	16	30	9,140
1924-25	6	6	2,400
1925-26	7	21	5,900
1926-27	13	18	5,800
1927-28	4	7	1,600
1928-29	11	40	9,475
1929-30	15	57	37,000
July to Dec.	6	32	13,700
Totals			\$131,815
T'chages			1,800
			\$133,615

Counties Receiving \$2,400 or More

County	Bldgs.	Rooms	Aid
Adair	5	8	\$ 2,400
Boyle	1	7	2,775
Breckinridge	3	6	2,600
Calloway	2	7	3,000
Christian	6	10	3,400
Fayette	6	16	4,900
Franklin	3	24	4,340
Fulton	5	10	3,100
Graves	4	12	3,500
Green	6	6	2,900
Hardin	3	9	2,450
Jefferson	7	22	5,900
Jassamine	1	6	3,900
Knox	1	6	2,600
Logan	9	18	5,100
Madison	4	12	3,250
Mason	3	20	26,600
Montgomery	2	16	4,200
Muhlenberg	3	13	5,150
Scott	7	7	2,600
Shelby	6	6	2,800
Webster	3	9	2,700

Totals 22 Co. .90 250 \$100,165

County	Bldgs.	Rooms	Aid
Allen	1	1	\$ 500
Ballard	4	5	1,350
Bath	3	7	1,800
Bell	1	8	500
Bourbon	3	5	1,800
Breathitt	1	2	800
Carroll	1	2	700
Clark	3	4	1,100
Crittenden	1	1	400
Daviess	2	2	800
Fleming	1	5	1,400
Floyd	1	2	700
Gallatin	1	1	400
Garrard	2	3	1,200
Grant	1	1	400
Greenup	1	1	200
Harlan	1	4	800
Harrison	1	1	400
Hart	1	1	400
Henderson	1	4	500
Henry	3	6	1,500
Laurel	1	3	1,000
Lawrence	1	1	400
Lincoln	1	4	200
McCracken	4	4	1,200
Mercer	2	8	1,300
Nelson	1	6	1,500
Ohio	1	2	700
Oldham	1	3	1,000
Owen	1	1	400
Perry	2	5	1,450
Powell	2	2	800
Taylor	1	4	200
Union	1	2	750
Warren	3	4	1,300
Washington	2	5	1,600
Wayne	2	4	1,200
Woodford	2	2	800

Totals 38 Co. .62 126 \$ 33,450

G.Tot. 60 Co.152 276 \$133,615

SOME TRANSPORTATION FACTS—LAST YEAR'S FIGURES

School buses were used in fifty counties. They hauled 14,487 children to school at an average cost of \$19.50 per child. These fifteen counties transported more than any others:

County	Pupils	Cost	Cost Per Pupil
Mason	1,821	\$32,776	\$18.00
Fayette	1,294	25,199	19.47
Warren	1,080	15,410	14.27
Jefferson	913	27,601	30.23
Daviess	789	24,382	30.90
Henderson	766	16,383	21.39
Woodford	692	12,915	18.66
Grant	552	14,915	27.03
Harrison	538	8,403	15.62
Bourbon	463	5,025	10.85
Franklin	406	4,505	11.09
Boone	355	6,720	18.93
Ballard	350	5,234	14.95
Muhlenberg	303	3,635	12.00
Boyle	225	5,522	24.54

More than thirteen thousand of these are white children, but some of them are colored in every county of this list except Henderson and Ballard.

COUNTIES NOW BEING AIDED ON TRANSPORTATION (COLORED)

County	Pupils Hauled	Buses	Routes	Miles Run Daily
Bourbon	80	2	2	48
Boyle	18	1	1	20
Breckinridge	69	2	2	58
Clark	40	2	2	53
Daviess	82	4	4	158
Fayette	90	3	5	110
Harrison	15	2	2	44
Jefferson	95	3	3	95
Knox	100	2	3	54
Lincoln	59	1	2	60
Mason	31	1	1	68
Muhlenberg	70	1	2	34
Wayne	56	1	2	80
Woodford	78	6	6	156
Totals, 14 Counties	883	31	37	1,038

A number of other counties are transporting children without aid, bringing the total of colored children now being transported to above one thousand. Knox and Wayne built new schools this year and bought buses, bringing all the colored children together to consolidated schools and started high schools. Other counties will be doing this. Unfortunately, some parents object to their children having the advantage of transportation to large consolidated schools and thus delay the progress of their own people.

How to Get Aid From the J. R. F.

Do not build a school house or buy a library and then ask for aid. First write to L. N. Taylor, State Department of Education, Frankfort, Kentucky, and get information as to how to proceed. This applies to aid for all purposes, including the purchase or operation of a school bus. There is a form of application to be signed by the city or county superintendent, for the Fund aids public school authorities, not private individuals.

With the aid of the world's best architects, the Fund has worked out a number of school building plans. These are given freely for construction of schools for either white or colored children, though aid on construction is given only for colored schools. If some other building plan is used, the plan must be sent with the application for aid. After the application is approved the house may be built with full assurance that the money will be sent as soon as the building is finished according to the plan. The aid will not be promised unless there is a satisfactory school ground of as much as two acres.

Mr. Rosenwald believes in large schools, in consolidation of rural schools with transportation of children to school. So after the first of next July he will not give aid on any building designed for less than a three-teacher school. The Fund will aid on school buildings and on the purchase of school buses and on the operation of buses. It aids for three years on

a bus route. But it must be a good bus and it must haul children to a good school of at least three teachers.

The Fund will aid in the purchase of libraries for colored schools, large or small. A library is a necessity in any kind of a school. There are elementary libraries for elementary schools and high school libraries for high schools. The books have been selected by the world's best library authorities. The first library aided when bought in large numbers costs \$120. The Fund gives \$40 of this amount and pays the freight, leaving \$80 to be paid by the school and its friends and the board of education. Generally the board pays \$40 and the school \$40, but some boards pay \$80. Sometimes two schools join together to get a library and divide it. That is all right for little schools.

One or more libraries have been aided in the following counties last year and this, several in some of the counties: Adair, Allen, Bell, Breckinridge, Bourbon, Boyle, Caldwell, Calloway, Clark, Carroll, Crittenden, Franklin, Hardin, Harlan, Harrison, Henderson, Henry, Hopkins, Jessamine, Logan, McCracken, Madison, Mason, Montgomery, Muhlenberg, Nelson, Owen, Perry, Scott, Shelby, Todd, Trigg, Wayne, Webster and Woodford. If your school has no library, take my advice and get one.

L. N. T.

Colored High Schools, Rating of 1929-30

(A complete list of accredited and approved high schools)

ACCREDITED

County	School and Control
Bourbon	Paris, Cy.
Boyle	Danville, Cy.
Christian	Hopkinsville, Cy.
Clark	Winchester, Cy.
Daviess	Owensboro, Cy.
Fayette	Lexington, Cy.
Fayette	Douglass, Co.
Franklin	K. S. I. C., State
Graves	Mayfield, Cy.
Henderson	Henderson, Cy
Hopkins	Earlington, Cy.
Jefferson	Louisville, Cy.
Jefferson	Catholic, Church
Jefferson	Simmons, Church
Kenton	Covington, Cy.
Madison	Richmond, Cy.
McCracken	Paducah, Cy.
McCracken	W. K. I. C., State
Scott	Georgetown, Cy.
Shelby	Lincoln Inst., Private
Warren	Bowling Green, Cy.
Webster	Providence, Cy.

Graduates from accredited schools may enter accredited colleges without examination if their transcripts cover the required credits.

FOUR-YEAR APPROVE UNACCREDITED

County	School and Control
Bell	Middlesboro, Cy.
Bell	Pineville, Cy.
Bourbon	Little Rock, Co.
Breckinridge	Hardinsburg, Co.
Caldwell	Princeton, Cy.
Fleming	Flemingsburg, Co.
Franklin	Frankfort, Cy.
Hardin	Elizabethtown, Cy.
Harlan	Lynch, Dist.
Hopkins	Madisonville, Cy.
Laurel	London, Co.
Logan	Russellville, Cy.
Mercer	Harrodsburg, Cy.
Montgomery	Mont. County, Co.

Montgomery	.....Mt. Sterling, Cy.
Muhlenberg	.....Central City, Co.
Muhlenberg	.....Greenville, Co.
Nelson	.....Bardstown, Cy.
Pulaski	.....Somerset, Cy.
Trigg	.....Cadiz, Co.
Woodford	.....Versailles, Cy.

Accredited high schools and colleges may accept transcripts from four-year approved unaccredited schools for not more than three years, twelve units.

PART-COURSE APPROVED

Adair	.....Columbia (2-year), Co.
Allen	.....Scottsville (2-year), Cy.
Anderson	.....Lawrenceburg (2-year), Cy.
Barren	.....Glasgow (2-year), Co.
Boyd	.....Ashland (3-year), Cy.
Calloway	.....Murray (2-year), Cy.
Fulton	.....Hickman (2-year), Cy.
Garrard	.....Lancaster (2-year), Co.
Harlan	.....Harlan (2-year), Cy.
Harrison	.....Cynthiana (3-year), Cy.
Henderson	.....Corydon (2-year), Co.
Henry	.....Eminence (2-year), Co.
Jassamine	.....Nicholasville (3-year), Cy.
Lincoln	.....Stanford (2-year), Cy.
Logan	.....Adairville (2-year), Co.
Marion	.....Lebanon (2-year), Cy.
Mason	.....Maysville (3-year), Cy.
Meade	.....Brandenburg (2-year), Co.
Nicholas	.....Carlisle (2-year), Co.
Ohio	.....Beaver Dam (2-year), Co.
Oldham	.....LaGrange (2-year), Co.
Owen	.....New Liberty (2-year), Co.
Shelby	.....Shelbyville (2-year), Cy.
Simpson	.....Franklin (3-year), Cy.
Todd	.....Elkton (3-year), Co.
Washington	.....Springfield (3-year), Co.

Accredited high schools and colleges may accept transcripts from part-course approved high schools for not more than three years (12 units) from those approved for three years and for not more than two years (8 units) from those approved for two years.

Do You Know These Things?

POPULATION

1. The proportion of colored population in the United States has reduced since 1800 from over 20 per cent to under 10 per cent.
2. The number of colored children in school age in Kentucky is reducing.
3. We now have only 58,000, which is only 8.4 per cent of the 690,000 white and colored. Fifty per cent of the colored children live in cities, while only 30 per cent of the white children live in cities.
5. Christian county has a larger proportion of colored school census than any other county, and Lexington a larger proportion than any other city.

SCHOOL TERM

6. The term of school is generally longer in the cities than in rural communities.
7. The school term for colored children averages eight months and two weeks, because more than half of these children are in cities and counties having nine or ten months of school.

TEACHERS

8. We have 1,450 teachers in our schools.
9. They are paid salaries of more than \$1,200,000.
10. That is an average of almost \$830 a year, more than \$97.50 a month.
11. More of our teachers are becoming college graduates.

12. New teachers employed in high schools ought to be senior college graduates.
13. New teachers employed in elementary schools ought to have two years of college.

HIGH SCHOOLS

14. Last term we had twenty-two accredited high schools, nineteen of them being public schools.
15. Five more high schools have been accredited already this year.
16. These five are at Frankfort, Nicholasville, Mt. Sterling, Lynch, and Greenville.

TRANSPORTATION

17. One thousand children are being transported to colored schools in Kentucky.
18. They are carried in forty cars traveling twelve hundred miles every day.
19. As more consolidated schools are built more children will be transported to school.

LIBRARIES

20. Only two other states have as many school libraries aided by the J. R. F. as Kentucky has.
21. There are eighty of these libraries in fifty counties.
22. We still have seventy counties that do not have such libraries.
23. J. R. F. means Julius Rosenwald Fund.

Building Day Projects

For the Building Day program to be a real success it must lead to some definite improvement. This improvement should be something for which the school and its friends will work together. Some suggested improvements are listed below, and one of them or some other definite need of your school should be selected. Don't be afraid of a big project, for people love to do big worth-while things. The first of these projects was suggested by Mr. S. L. Smith, Director of the Julius Rosenwald Fund. Select at the meeting the improvement project to be done, and appoint committees that will work for results. If your project requires cooperation of the board of education, appoint a committee to get that cooperation. Try some students on that committee. They are interested, and are generally effective. The teacher or principal should thoughtfully consider in advance the project to be selected, and who should present it to the meeting.

SUGGESTED SCHOOL IMPROVEMENTS

1. Painting the schoolhouse, inside and outside.
2. Needed repair of building or outbuildings.
3. Making needed walks and driveways.

4. Beautifying the grounds with trees, shrubs, lawn, hedges, walks, parking space, and play areas.
5. Purchasing additional ground or ground for a new building.
6. An elementary library (with aid from the Rosenwald Fund).
7. A high school library (with aid).
8. Pictures for the school, including large framed picture of Mr. Rosenwald (3.00).
9. A blackboard mounted with chalk trough.
10. A fuel house convenient to the school room.
11. Equipping a home economics room or a shop room (with aid).
12. Building a home economics room or a shop (with aid).
13. A consolidated school and transportation (with aid).
14. A new school bus (with aid).
15. A new school building (with aid)

Note:—For aid on aided projects write to me before making any purchases or contracts. Very liberal aid is given on libraries, school buses, transportation, home economics equipment, shop equipment, and on consolidated school buildings. L. N. T.

Suggested Program School Building Day

Thursday Afternoon, February 12,
1931

1. Meeting called to order by principal or teacher.
2. A song.
3. Statement by the teacher of the purposes of the meeting.
4. Lincoln—a talk by a selected citizen or superintendent.
5. Lincoln—questions and answers by a class (see page 5).
6. Special music by appointed students.
7. Funds aiding our schools (page 6.)
8. Our Rosenwald Buildings (page 7).
9. Transportation and libraries (pages 8 and 9).
10. A patriotic song by the school.
11. Another class recites (page 12).
12. Music.

13. School improvement projects proposed (page 13).
14. A project is selected.
15. Committees are appointed.
16. Music.
17. Adjournment.

Suggestions to the teacher:

1. Vary from this program as you think desirable.
2. Get a good attendance of patrons.
3. Begin your program on time, and lose no time.
4. Item 5 may carry on like a regular class, selected students answering the questions.
5. Item 11 is similar, the answers only being given on page 12.
6. Plan your program in detail well in advance, and train the participating students to perform like artists.

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

2518 Magazine Street, Louisville, Ky.

REPORT OF SCHOOL BUILDING DAY—February 12, 1931

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 was undertaken?.....

Number of students present.....Number of visitors present.....

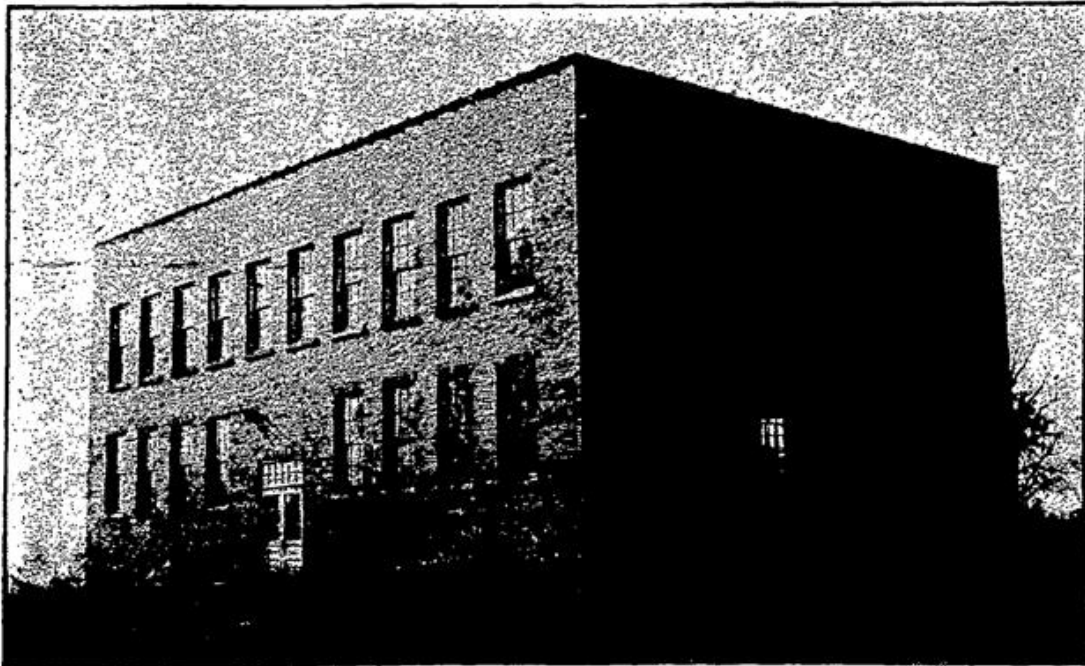
Had you a P.-T.-A. already?..... Was one organized at this meeting?.....

.....
Teacher or Principal

February, 1931

.....
Address

**Webster County Training
and
Rosenwald City High School**



W. O. Nuckolls, Principal

PROVIDENCE, KENTUCKY

This is one of the typical Rosenwald Schools being erected in various places in the State, through the cooperation of colored citizens with the local school boards.

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

The Problem of Guidance in Education

By Marguerite Parks

Central High School, Louisville.

One of the newer trends in education is the guidance movement. We hear a great deal of guidance programs, school counselors, personnel records, individual differences in students, reorganization of curricula to meet these differences, etc. It is time we were weighing and considering the value of this new trend in education and finding out how a program of guidance will function best for the Colored youth of Kentucky.

It is said that Goethe, a great German poet and philosopher laid down three axioms as a test for the value of all undertakings. They are these: What does it propose doing? Is it worth doing? Has it been done well? I can think of no better test for any educational program than these three questions satisfactorily answered. Inasmuch as a satisfactory answer to all three of the questions would take us far beyond the limits of this article, we shall attempt to answer only the first question—What does Guidance propose doing?

In the first place, the term Guidance includes both vocational and educational guidance. Dr. John M. Brewer, of Harvard, defines guidance as "Helping the child to help himself." It is impossible to separate vocational and educational guidance into two units for they are so closely related that a consideration of either necessitates a study of the other. The ideal of guidance is wholly

lost when it is interpreted to mean the direction or forcing of youth into certain narrow vocational channels. There is no science, the mastery of which will qualify any person to pass arbitrary judgment upon which youth shall become artisans and which shall become professional men, etc. The term guidance then will include vocational and educational guidance and in addition those aspects of health and social guidance which pertain to education.

A study has been made recently (February, 1930) to determine what purposes of guidance are regarded as most important by High School principals. Questionnaires were sent to two hundred and seventy-seven high schools scattered throughout the United States and the ranks assigned the various purposes of guidance were found to be as follows:

Rank I—Discovery and development of the interest, attitudes, ideals, and aptitudes, of students.

Rank II—Selection of suitable curricular and extra curricular experiences in high school.

Rank III—Adaptation of student—such as obtaining full release of abilities, etc.

Rank IV—Stimulation of life career motive.

This study shows that emphasis is being placed upon the social and curricular aspects of guidance but that the vocational aspect is not to be neglected.

The primary aim of a guidance program should be to make students more largely and intelligently self directive. Such an aim will,

of course, be most fully realized where the school organization provides for guidance and where a trained director of guidance usually called a counselor gives his time to the promotion of the guidance program. Given the counselor, there are several other factors necessary to the success of the program. We may have trained, expert counselors in a school or a community but if there is no provision for try-out and exploratory courses, for vocational or technical courses, special provision for retarded pupils and exceptional pupils, flexible programs; articulation from unit to unit and within units of the school system, special training for the physically and mentally handicapped and extra curricular activities—if provision is not made for all of this, the school counselor will not be able to secure an adjustment for the child that will best develop his interests, powers, abilities, etc.

Although guidance is not included as such in many schools throughout our state, every teacher from the first grade up through the high school can and usually does render some service as adviser or counselor to her students. Outside the parent, the teacher comes into closer contact with the student than any other adult and thus he occupies a unique relationship for rendering this highly important service. What we need is more guidance and more effective guidance, especially at the secondary level of education.

The following suggestions are offered for the promotion of a guidance program:

1. The group adviser or teacher may assist students in planning

their school work, in making a wise choice of curricular and extra curricular subjects. This should not be a hit or miss process but in accord with the individual abilities and interests of the student.

2. Information should be given to each high school boy and girl regarding courses of study offered in his city and a further knowledge of the names of colleges and trade schools elsewhere and the training necessary for certain vocations.

3. Lectures and talks by specialists on numerous subjects which have a bearing on success in any vocation, e. g., Health.

4. Provision for specific health instruction to individual students before it is too late to help them.

5. Provision for individual interviews and case studies to determine the interests and aptitudes of individual students.

6. Keeping of cumulative records. These records should include as many of the following as possible: (a) record from the last school; (b) educational achievement, the usual report card; (c) general academic ability or intelligence; (d) questionnaire on health, family, school interests, educational and vocational plans; (e) record of employment; (f) guidance card—a record of interviews.

Counseling without such records is inevitably the crudest kind of guess work and no two persons would advise alike.

Reviewing these six suggestions for the promotion of a guidance program we see that the first essential is to know the individual student. In order to do this, we

must establish all the facts possible regarding his characteristics, training, aptitudes, and ambitions. With these facts before us, the next step is to bring him to an investigative and studious frame of mind. This is done by means of the interview. When these two steps have been taken, the student may be led to a solution of his own problem and to a choice of his own making. The wisdom of this choice will be measured by his experience, age, and the thoroughness of his counsel.

In this very brief way we have attempted to show what guidance proposes doing. We shall have to let the reader decide. Is it worth doing? Has it been done well? The next generation will answer.

K. N. E. A. KULLINGS

Superintendents Noah Loy, of Adair County, and H. W. Peters, of Christian County, have set splendid examples by enrolling their colored teachers 100 per cent in the K. N. E. A. for 1931.

* * * *

Prof. W. Chastin Jackson, of Beaver Dam, was the first Kentucky principal to enroll his teachers 100 per cent for 1931. He also sent the fees of the other Ohio county teachers.

* * * *

The officers of the Athletic department recently had a conference at Louisville, Kentucky. Plans were made for the Eleventh Annual Physical Exhibition at the K. N. E. A. meeting on Friday, April 17, 1931. Nine events were scheduled for the track meet, in-

cluding junior high school, senior high school, and open events. The exhibition will be held at the Louisville Armory.

* * * *

Rufus E. Clement, Ph. D., is to be dean of the Louisville Municipal College for Negroes. Dr. Clement received his degree at Northwestern University and has been the dean of Livingstone College for five years. He is the son of Bishop George C. Clement, of Louisville. The K. N. E. A. wishes him much success in his new position.

* * * *

A report of the Federal Bureau of Education as to the future educational careers of each 1,000 children who go to school for the first time was published recently by the Victory Life Insurance Company. It is shown elsewhere in this Journal.

* * * *

Mrs. Emma Bennett of Jefferson County, is now the new director of the Industrial Education Department of the K. N. E. A., having been duly elected to this office at the last annual session. Mrs. Bennett is planning an attractive program for the 1931 meeting which should prove of interest to all those interested in vocational education.

* * * *

Miss Daisy Hutchison is now in charge of the school at New Liberty, Kentucky, at which place the junior high school program is being inaugurated. She is also sponsoring a study club consisting of teachers of Owen and adjoining counties.

General Announcements

Dr. W. T. Merchant, of Louisville, is awaiting the names of crippled colored children in Kentucky in order that some provisions might be made for them. The names are to be sent to the secretary of the K. N. E. A.

* * * *

Persons who desire to be candidates for the elective officers of the K. N. E. A. send their names to Miss M. S. Brown, 412 South Twelfth Street, Mayfield, Kentucky, who is chairman of the Nominating Committee. The names should be sent in before March 15, 1931 if they are to be printed on the official K. N. E. A. ballot to be used at the 1931 session.

* * * *

Heads of the various departments in the K. N. E. A. are requested to send to the secretary the matter for the sectional program of their respective departments.

Each district of Kentucky may have one representative in the State Declamatory Contest. The district organizers are therefore requested to correspond with the secretary relative to the persons to represent their respective district.

* * * *

Those who desire extra copies of the words to be used in the K. N. E. A. Spelling Bee may obtain them by writing to the secretary of the K. N. E. A.

* * * *

Schools not in Louisville who are to have entries in the K. N. E. A. track meet at the Louisville Armory on Friday, April 17th,

should correspond with Mr. J. Max Bond, Pythian Temple, Louisville, Kentucky in order to obtain the necessary entry blanks or any desirable information.

* * * *

The central theme at the 1931 K. N. E. A. convention will be "Guidance in Negro Education."

WHERE IS YOUR CHILD?

The report of the Federal Bureau of Education as to the future educational careers of each 1,000 children who go to school for the first time was published recently by the Victory Life Insurance Co. The report in part declares:

Out of one thousand children entering school—

1,000 will reach fifth grade

830 will reach sixth grade

710 will reach seventh grade

634 will reach eighth grade

343 will enter high school

246 will reach second year

181 will reach third year

150 will reach fourth year

139 will graduate from high school

72 will enter college

52 will become sophomores

31 will become juniors

23 will graduate from college.

These figures give everybody something to think about. They make it plain why college boys wear fancy pants and college girls take courses in cigarette smoking and birth control. They cannot help feeling themselves to be different from the average American boy and girl who stops school at the end of the eight grade.

Americans ought to be shocked

to learn that, despite millions spent under public and private auspices for schools and colleges, the problem of education has not been solved.

Compulsory education laws have not solved it.

Nobody likes the picture of 66 per cent of boys and girls out of school after the eight grade, (1) because they don't like school,

(2) because they "can't get along," (3) because they have to go to work, (4) because the public does not provide a high school.

This last "because" concerns many communities in the South where schools for Negroes are few, poor, and rarely beyond the elementary grades.

—The Afro-American.

Kentucky Faces the Problem of Training Colored Teachers

By R. B. ATWOOD

A. B. Fisk University; B. S. Iowa State College; President, Kentucky State Industrial College, Frankfort.

There is no educational question facing Kentucky today more imperative than that of providing adequate teacher training facilities for teachers in the Colored Public Schools of the state. The need of emphasizing this truth becomes more apparent when one thinks that there are hundreds, more likely thousands, of honest, well meaning citizens, who do not even know that such training is not already provided. Many splendid citizens of the state, who have in their hearts the desire to do the right thing, by all races, are not aware of the fact that there is not a single school for Colored people inside the boundary of the state that can qualify a Negro for the principalship of an approved Negro High School in the State; that Kentucky is forced to look to other states for the training of her Colored leaders



PRESIDENT R. B. ATWOOD

in public education. I say this with all seriousness and candor and without fear of successful contradiction.

From day to day I have come in contact with literally dozens of

fine, splendid Kentuckians in every walk of life who are not acquainted with this fact. Perhaps one would say that they should be. Certainly, it is not to our liking that they are not, but the fact remains as stated. I am a firm believer, that once this truth becomes generally known, the situation will be readily remedied.

Standing of Negro Teacher-Training Institutions

On September 20, 1930, the Department of Education, by authority of the Division of Certification, issued a statement setting forth the standing for certification purposes of Kentucky Negro-Teacher-Training Institutions; it follows:

"Kentucky Negro Teacher-Training Institutions—Their Standing For Certification Purpose.

(By authority of the Division of Certification)

SEPTEMBER 20, 1930

1. Kentucky State Industrial College, Frankfort

Two-year accredited junior college with a maximum of 67 semester hours accepted.

2. West Kentucky Industrial College, Paducah

Two-year junior college by legislative enactment with a maximum of 67 semester hours accepted.

3. Lincoln Institute, Lincoln Ridge

Two-year accredited junior college, B-grade, with a maximum of 50 semester hours accepted.

4. Simmons University, Louisville.

A two-year accredited junior college until July 1, 1929, with maximum of 67 semester hours accepted after July 1, 1929, a senior college, B-grade, with a maximum of 108 semester hours accepted.

Note—Information is given out that Simmons University has been taken over as a municipal institution by the city of Louisville and will not continue longer on rating indicated above. This information indicates that the Theological School, which does not train teachers for certificates will be continued."

Teachers Forced to Leave State

In order for a Kentucky High School to attain and maintain approval of its work, at least three-fourths of its teaching staff must have graduated from four-year standard colleges. Such graduation with 12 semester hours in education, entitles one to the Standard High School Certificate. Obviously, there is no school within the boundary of the state, where a Colored person may receive such training. What, then, does the Colored teacher do who desires to qualify for such positions? He is forced, at a sacrifice, to attend the University of Cincinnati, Fisk University, Tennessee State College, University of Indiana, Knoxville and several other institutions.

Governor Flem D. Sampson showed that he comprehended the situation, for in his message to the 1930 General Assembly he stated:

"Only two schools for the

training of Colored teachers are maintained by the state; one at Frankfort and the other at Paducah. . . . Since our school law requires the same standards of education for teachers in Colored schools as of the white, it is necessary to have at least one standard college for Colored people in the state, so that teachers may not be compelled to leave Kentucky to qualify themselves as principals and superintendents of High Schools."

Likewise the Board of Trustees, Kentucky State Industrial College, Frankfort, composed of W. C. Bell, State Superintendent of Public Instructions; J. M. Perkins, Frankfort; H. D. Martin, Shelbyville and Ezra Gillis, Lexington, showed their insight into the situation, when on June 13, 1930, they caused to be spread the following resolution upon their Minute Book:

"WHEREAS, the Board of Trustees of Kentucky State Industrial College for Colored Persons feels that the most urgent and important question confronting it concerning the welfare of the institution and the service that it should render the Colored race of Kentucky is that it should be so recognized that it may be entitled to recognition as one of institutions of standard college rank:

"THEREFORE, BE IT RESOLVED by the Board of Trustees of Kentucky State Industrial College for Colored Persons that President R. B. Atwood shall immediately notify his faculty that responsibility

is imposed upon him and them to plan all steps and reorganization necessary whereby the institution may become entitled to recognition as one of standard college rank."

Cost—Big Item

The one big item standing in the path of standardization of the work in the state teacher-training institutions for Colored is that of cost. Standardizing a college is not a weird, intangible, phantom-like something to be snatched out of nowhere; on the contrary it is a most practical undertaking. There are definite standards to be met, specific requirements which one must attain: thousands of books in the library, highly trained teachers, adequately equipped laboratories, strong business-like administration and control, systematic record keeping of students' marks and grades, as well as the schools' finances and comfortable, suitable buildings for carrying on the school's program. All of these are most definite and practical things and require expenditure of money. Four full years of college work in teacher-training could be standardized in the state institution at Frankfort in sixty days had the Board of Trustees and President the necessary funds available with which to do so.

Cost Not Excessive

The cost of operating teacher-training institutions for Colored in Kentucky, however, is by no means excessive when compared to (1) amounts being given to similar institutions in other states and (2) amounts being spent for similar institutions for white peo-

ple within the state. The following table shows amounts of money appropriated for the last biennium by several state legislatures to their Negro Land Grant Colleges, whose work is identical with the school maintained at Frankfort. This information was furnished by the Presidents of each college

Kentucky	\$190,000.00
Louisiana	249,000.00
Alabama	250,000.00
Virginia	338,000.00
Oklahoma	372,000.00
Mississippi	381,000.00
Texas	430,000.00
Missouri	556,500.00
West Virginia.....	625,000.00

When state supported schools for Negroes in Kentucky are compared to state supported schools for our group in other southern states, the picture becomes unpleasant to Kentuckians and they usually withdraw from the conversation, embarrassed. The past decade has witnessed most remarkable progress in these institutions in nearly every Southern state.

University of Kentucky.....	\$6,036,327.49	
Total University.....		\$6,036,327.49
Eastern Normal (Richmond)....	1,689,685.19	
Morehead Normal.....	1,897,466.42	
Murray Normal.....	1,827,466.42	
Western Normal (Bowling Green)	2,471,558.69	
Total Normal Schools.....		7,886,176.72
<hr/>		
Total Institutions for white people		13,922,504.21
West Kentucky Ind. College.....	191,844.30	
Kentucky State Ind. College....	494,956.84	
Total for Colored.....		686,801.14
<hr/>		

These figures have very little meaning, unless one knows that all the teacher-training institu-

There are few exceptions to this statement, notably Kentucky. The 17 Negro Land Grant colleges in the South have a total property valuation of \$13,695,685.57; in the states of Florida, North Carolina, Virginia, West Virginia, Tennessee, South Carolina and Texas, each of these plants has a valuation of over a million dollars; Texas leads with a plant exceeding two million dollars in value. The plant of Kentucky's Land Grant College at Frankfort has a value of less than one-half million dollars, ranking as one of the lowest of the group.

Biennial Report of the Auditor of Public Accounts for 1928-29 furnishes a comparative statement of disbursements of state funds for five fiscal years, 1925-29 by various state institutions and departments, and is authority for the figures given below:

Amount of State Fund Disbursed by the State Institutions Offering Work Above High School Level for Five Fiscal Years, 1925-29

tions of the state are measured by the same yard stick; that the requirements for teachers in Col-

ored schools are the same as those in white schools. How then, could it be expected that the Boards of Trustees of the Colored schools could accomplish what the Boards in the white schools cannot do: standardize the work on insufficient funds?

The amounts spent by the state in standardizing schools for teacher-training in the white race is more than twenty times the amount spent by the state in schools where Colored teachers are trained. The white population of the state is only nine times that of Colored. The white school census of the state is twelve times that of Colored.

State Laws Unfavorable to Colored

Furthermore, the laws of the state providing for support of teacher-training institutions are unfavorable to the institutions operated for Colored people. Article 4019, Carrolls Kentucky Statutes for 1930 distributes the annual taxes for Kentucky as follows:

6-7-10% of the Ad Valorem tax support of the Common Schools
3-5-6% Ad Valorem tax for the use of the Sinking Fund.

6-7-10% of the Ad Valorem tax plus 50% of the Inheritance tax for the support and erection of buildings of the University of Kentucky.

2-1-3 of the Ad Valorem tax plus 12-½% of the Inheritance taxes for the support and erection of buildings of the Eastern State Normal School at Richmond.

2-19-30% of the Ad Valorem tax plus 25% of the Inheritance tax for the support and erection

of buildings for the Western Kentucky State Normal School at Bowling Green

2% of the Ad Valorem tax plus 6-1-4% of the Inheritance tax for the support and erection of buildings at the Murray State Normal School, at Murray

2% of the Ad Valorem tax plus 6-1-4% of the Inheritance tax for the support and erection of buildings for the Morehead State Normal School at Morehead

11-1-2% of the taxes on automobiles and gasoline for roads and highways.

The aggregate amount of all other state revenue realized from every other source, not mentioned or distributed above, shall be credited to the General Fund for the use of the ordinary (italics mine) expenses of the Government.

The taxes herein provided for the University of Kentucky and the Normal Schools shall be paid monthly when and as collected, to the treasurers of these institutions in the amount set forth in this section and shall be used by the University of Kentucky and the Normal Schools for their maintenance and support and when sufficient sums shall have been accumulated in the treasuries thereof, it may used for the erection of buildings and the purchase of land and equipment."

It is at once apparent that the two institutions for Colored people must secure their funds through direct appropriation each biennium from the amount set aside for the use of the ordinary expenses of the state, whereas, each state supported institution for white persons secures monthly

a definite percentage of certain taxes "as and when collected."

I trust that I will not be misunderstood. There is no argument against this procedure, *per se*. My contention is that the Colored institutions should be included likewise. I believe the method is good, only we would like to see it used in all instances. To any one who does not know what a tremendous task it is, I invite him to come with me for a day or so and attempt to secure appropriation from the state's general fund. There are approximately fifty departments, institutions and boards, who, biennially must secure appropriations for the operation and development of their work from the General Assembly. Each individual feels that his cause is the best and he attempts so to impress the General Assembly. The result is a grand race and mad scramble for funds and the Colored are usually the least successful.

In addition, each state institution maintained for white people is permitted by law to supplement its funds received from distribution of the annual taxes by special appropriations from the general fund. This, they do, and statistics will indicate, are rather successful.

There has been much talk concerning the lack of standards at our Colored institutions and the "political muddle and debauchery" in which certain Colored institutions seem to be entangled. The best way to prevent such an unfortunate situation is to amend the statutes so that the Colored colleges will receive an adequate allowance from the annual taxes

from the state, as and when collected. There is nothing at the present time which would help the cause of education for the Colored people more than this one act. I believe that this can be done without disturbing one iota the amounts which the institutions for white persons are receiving. I want it thoroughly understood that it is my opinion that even though they are getting twenty times as much as we, when their population is only nine times ours, still we know that they are not getting sufficient to do their work as well as it should be done. We want something added to ours but nothing subtracted from theirs. The fact is, the amount the state is appropriating for public education has not kept pace with the state's revenue. Kentucky ranks 18th among the roll of states in money spent for education, and forty-sixth in educational standing.

It is confidently hoped that another session of the General Assembly will bring about a change in many of these conditions. The day has passed when anything as just as the above is denied any group. Straight thinking and fair minded people need only to know the truth in order to set about putting the house in order.

AN EXHIBIT OF HEALTH EDUCATION MATERIALS

The teachers in Louisville and in Jefferson County Schools are preparing an exhibit of health education materials. The exhibit will contain devices used to stimulate interest in the keeping of health habits and in securing the correc-

tion of physical defects. There will be samples of work to show the integration of health and safety with other phases of school work, with reading, language, arithmetic, penmanship, history, geography, art, etc.

Miss Mary May Wyman, Supervisor of Health and Safety Education, Louisville Public Schools, is general chairman. She will be assisted by Miss Marguerite Collins, Director, Child Health Serv-

ice, Louisville Tuberculosis Association. Other members of the committee are: Mrs. Emma Bennett, Supervisor, Jefferson County Schools; Mrs. Ellen Taylor, Miss S. B. Alexander, Miss Ethel B. Matone, of the faculty of the Louisville Colored Normal School, together with students in the school and Miss Roberta T. Hansberry, Madison Street Colored Junior High School.

High Lights From the White House Conference of Child Health and Protection

By Mary May Wyman

Supervisor of Health and Safety Education, Louisville Public Schools

To be in Washington is an experience. To walk among the buildings concerned with the government of our people, to see the statues and pictures of the great in American life, or to stand at the Lincoln Memorial and look toward the Washington shaft illuminated by the last rays of the setting sun is an education in citizenship. To be in Washington and to have all these experiences with 3,000 people interested in child health is an inspiration that one has on rare occasions only. It was in this setting that the White House Conference was held.

Dr. Wilbur, on the last day of the conference, presented twenty fundamental principles on child health and protection. These principles are so clearly stated that they will be quoted fully in this article.

1. Every child is entitled to be

understood and all dealing with him should be based upon the fullest understanding of the child.

2. Every prospective mother should have suitable information, medical supervision during the prenatal period, competent care at confinement. Every mother should have postnatal medical supervision for herself and child.

3. Every child should receive periodical health examinations before and during the school period, including adolescence, by the family physician, or the school or other public physician, and such examination by specialists and such hospital care as its special needs may require.

4. Every child should have regular dental examination and care.

5. Every child should have instruction in the schools in health and in safety from accidents, and every teacher should be trained in health programs.

6. Every child should be protected from communicable diseases to which he might be exposed at home, in school or at play,

and protected from impure milk and food.

7. Every child should have proper sleeping rooms, diet, hours of sleep and play, and parents should receive expert information as to the needs of children of various ages as to these questions.

8. Every child should attend a school which has proper seating, lighting, ventilation and sanitation. For younger children, kindergartens and nursery schools should be provided to supplement home care.

9. The school should be so organized as to discover and develop the special abilities of each child, and should assist in vocational guidance, for children, like men, succeeded by the employment of their strongest qualities and their special interests.

10. Every child should have some form of religious, moral and character training.

11. Every child has a right to a place to play with adequate facilities therefore.

12. With the expanding domain of the community's responsibilities for children, there should be proper supervision and provision for recreation and entertainment.

13. Every child should be protected against labor that stunts growth either physical or mental, that limits education, that deprives children of the right of comradeship, of joy and play.

14. Every child who is blind, deaf, crippled, or otherwise handicapped should be given expert study and corrective treatment where there is the possibility of relief, and appropriate development of training. Children with

subnormal or abnormal mental conditions should receive adequate study, protection, training and proper care.

15. Every waif and orphan in need must be supported.

16. Every child is entitled to the feeling that he has a home. The extension of the services in the community should supplement and not supplant parents.

17. Children who habitually fail to meet normal standards of human behavior should be provided special care under the guidance of the school, the community health or welfare center or other agency for continued supervision or, if necessary, control.

18. When the child does not have these services, due to inadequate income of the family, then such services must be provided to him by the community. Obviously, the primary necessity in protection and development of children where poverty is an element in the problem is an adequate standard of living and security for the family within such groups.

19. The rural child should have as satisfactory schooling, health protection and welfare facilities as the city child.

20. In order that these minimum protections of the health and welfare of children may be everywhere available, 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 services for the relief and aid of children in special need from poverty or misfortune, for the protection of children from abuse, neglect, exploitation or moral hazard. (d) The development of voluntary organizations for children for purposes of instruction, health and recreation through private effort and benefaction. When possible, existing agencies should be coordinated.

It is significant to note that special care was taken during the conference to note that "every child" included every child of all economic conditions, of all races, of all creeds and denominations in the whole of the United States and in all its out-lying territory.

Mention was made several different times in regard to vocational training. It was pointed out that a satisfactory health standard could be maintained only when there was sufficient family income to provide a decent living. To this end, vocational guidance should become a part of every school program. General and lo-

cal occupations should be studied, and opportunities for various occupations in the community as well as the abilities of the students should shape the course of study.

Industry, whether on the farm or in the city, must not rob children of their childhood. Child labor must wait on child welfare. Labor must not encroach on the precious years of schooling. Industry, however, can make a contribution to education, and industry must be permitted to make that contribution. Vocational efficiency is not only a great social need; it is a priceless individual blessing as well.

The words of Sallie W. Stewart, President of the National Association of Colored Women, "We believe that every phase of this conference will touch some of our people somewhat," expressed the view of all of us who are interested in the Negro race. It largely depends on us, the teachers and those interested in education, to extend the horizon of the colored boys and girls of Kentucky to secure for them better health and better opportunities.

Eleventh Annual Physical Exhibit

LOUISVILLE ARMORY

Sixth and Walnut Streets

Friday Night, April 17, 1931

A STATE-WIDE TRACK MEET

Calisthenics

Gymnastics

ADMISSION, 50c

Advance Sale, 35c

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

Athletics In Kentucky

By T. M. BOND

Editor of "The K. N. E. A. Athletic Voice"

To mention athletics in Kentucky is to mention the names and deeds of men who have pioneered in the physical development of the Negro boys and girls of this state. We, therefore, pause to pay tribute to the Blue Grass Athletic Association and to the men who have conducted the work of this organization, among whom are Professors E. E. Reed, of Winchester; G. W. Adams, of Paris; W. S. Blanton, of Frankfort, and J. L. Bean, of Versailles. They have gone earnestly about their tasks of awarding championship teams, perfecting eligibility rules, and insisting upon the employment of officials who were well up on the various sports. Professors Reed and Bean have done outstanding work in this regard.

The work of these men has aroused the imagination of the president and members of the Kentucky Athletic Association to the extent that the president, J. Max Bond, has aided in the organization of two new athletic associations, namely, The Western Kentucky Athletic Association and the Upper Cumberland Athletic Association. In the west Professors Buford, Goodloe, Bailey, Perkins, Caldwell and Thomas have taken a leading part. In the southeast, Professors Perkins, Williams, Shobe, Wood, and Carman have labored diligently to perfect their athletic association.

K. N. E. A.

The Kentucky Negro Athletic Association intends, through the co-operation of those athletic associations already organized, to foster a state wide program of athletics to include the following:

1. The choosing of all Kentucky's teams in football and basketball.

2. The promotion of inter-sectional games.

3. The awarding of Certificates of Membership annually to each eligible teams. These certificates will bear the seal of the K. N. E. A. but will be issued only on the consent of the secretaries of these already established athletic associations. A school to receive one of these must meet every requirement of the conference to which it belongs.

4. The sponsoring of an annual session of those interested in Kentucky athletics. In accordance with this, arrangements are being made to have outstanding athletic directors of both races appear on the program during the 1931 K. N. E. A. Convention, discussing such questions as schedule making, tournament planning, and modern trends and practices in physical education. Details of the 1931 program will be sent out by Mr. Montez Perkins, of Lynch, the secretary of this department.

THE COACHING SCHOOLS OF 1930

Last year the cry was "What about a school for coaches of the State?" That question has been

answered. Last summer, coaching schools were inaugurated at Frankfort for the eastern section and at Paducah for the western section. Though the two schools, under the direction of Coach H. A. Kean were everything to be looked for, the writer does not think they were attended as they might have been. Those that had the pleasure of attending and getting in touch with the versatile Coach Kean are still expressing thanks for the good received from helpful and practical outlines given in the coaching schools. Other states have exemplified enough civic pride to warrant the continuance of similar projects. Aside from civic pride is the fact that there is a definite need for new athletic knowledge from year to year. And have we ignored the fact that President Anderson at Paducah and President Atwood at Frankfort sacrificed time and money that these projects might benefit you? Let's show a little civic pride by attending and supporting any such schools in the future.

COACHING SCHOOL OR NOT FOR 1931

By H. A. Kean

The idea of the coaching school came from the fertile brain of Whitney Young at Lincoln Institute. Its worth and need were immediately seen by President Anderson at Paducah and President Atwood at Frankfort. Your humble servant, H. A. Kean, was commissioned by the Kentucky Athletic Association to confer with the presidents of these two State institutions concerning plans and

needs of providing such schools. This was done and in due time the opening of the coaching schools was announced. When the time of opening arrived, many who had stated their desire to attend were among the missing. We were pleased, however, with the large number attending at Frankfort. There were twenty-one enrolled at Frankfort and seventeen at Paducah. A very interesting part of the work during the short period of summer school took place at West Kentucky. We were petitioned to organize a class to instruct women in the art of coaching basketball. This class was very enthusiastic and enjoyed immensely. By the way of demonstration, a basketball game was given on the closing day of the school.

We have been asked, "What about this year?" My answer is: "I do not know." If the coaches themselves desire such a school, they will have to so declare themselves. This will indicate if they are really interested in the improvement of their knowledge of the various athletic sports.

The past summer while attending the Notre Dame School for Coaches I could not help but reflect on the above mentioned fact as I noticed coaches of Notre Dame, Army, Navy, Tulane, Stanford, Northwestern, and of a hundred other smaller colleges representing very strong athletic teams. These men were enthusiastically seeking new knowledge and exchanging ideas. Perhaps we would like to have a strong team; would like the Board of Education be proud of our team;

would like to be heralded as the champions of the State of Kentucky and perhaps the mythical champions of the United States; but are we willing to pay the price? Let us do away with petty feelings and work out our own salvation. There is not only fun and real pleasure, but there is fame in the offing if we can just catch the vision and work. Coaching School or not? It is yours to answer.

BOWLING GREEN WINS INTER-SECTIONAL CHAMPIONSHIP

The inimitable warriors of Bowling Green, coached by the versatile Nichols invited the victorious challengers from Danville, who up to the time of their meeting of Bowling Green, had run rough shod over all contestants, winning at a previous date the All Eastern Championship. They were, however, humbled by the lashing and pounding attack, backed by superior generalship of the Bowling Green Lion Tamers.

This victory, by virtue of the fact that Bowling Green has played a brand of football, very superior, characterized by clever plays, field generalship, fast and sure defensive and offensive football, makes Nichols' aggregation a high runner-up for national championship honors among Negro secondary schools.

Professional critics have verified the fact that the Bowling Green Lion Tamers present a typical example of what teams might do under certain restrictions which include a requirement that every

participating player meet a high scholastic standard before he is allowed to appear on the field for practice.

This intersectional contest not only established the right of Bowling Green to claim intersectional championship honors but placed it in line to be considered for state championship honors, the only remaining competitor being the Central Colored High School at Louisville.

NEWS BITS

Writes Prof. Young of Lincoln Institute, "All schools should make a special effort to have better equipped players, and thereby give more encouragement to players and add color to the game. A determined effort should be made to keep coaching schools operating." Prof Young's team ran up 198 points against 87 points of their opponents. This has a special meaning when Lincoln was successful in winning over such schools as Dunbar at Lexington and Danville. Although all of this certainly reflects favorably upon the brand of coaching in Young is noted for, much credit he states, should be given to the outstanding play of Sharp, left half; Guy, fullback; Miles, quarterback; Trigg, left tackle, and Thomas, right half.

Coach Cooper of Ashland tells us that Ashland is one of the best athletic towns in Kentucky. Both white and colored help support the team. Last year it was said the squad won the distinction of being the best equipped team in the state. Under the leadership of their present coach, J. H. Cooper,

Ashland has lost only three games out of eighteen games played in three years. Last season was a record one for the Ashlanders. Anderson, halfback of Ashland, a wonderful broken field runner and a regular triple threat man on anybody's team; Bartram, fullback and hardest hitter on the team, it being hard to stop him; Thomas, end, and especially good at smearing plays behind the line before they get started.

Prof. Perkins, of Lynch, reminds us of his group of players. They had a great season and expect to be heard from on the second year of their football playing. The Lynch Flyers were successful in all games played. They won over every foe met in 1930.

Prof. Woods in the southeast, has started a well functioning athletic association. To the untiring efforts of Prof. Perkins and the efforts of Prof. William Woods, of Harlan, is due the credit of such progress.

In the next issue of the K. N. E. A. Journal there will appear an article, "The value of Athletics to our Schools." by Mr. Henry S. Wilson, Louisville.

OLD MAN GRUMPY SAYS

Maybe you're right and maybe I am wrong, but it appears to me that the year of depression, just passed, should have taught our athletic instructors something. Maybe within the next 100 years they will learn how to properly fill out a questionnaire: the first 100 years are the hardest.

Our nature is to grumble, but let us pause a moment to commend the improvement shown in

the team of Bowling Green, Ashland, and other places. They do say down Louisville way that the Ashland team was mighty tough. Bowling Green authorities sing the praises of their team to grumpy loud and long, but on the eve of the paper going to press no record of their achievement have come to the "Athletic Voice."

Why won't the coaches or the principals write to the publicity man? Do they think all the favor is for the news writer? It would'n't hurt to send in a bit of news especially when there will be a lot of argument in the spring about "My Team Not Being Represented." If a fellow writes that he knows nothing about he is doomed: if he doesn't write he is cursed and discussed.

THE 1931 TRACK MEET

At the Louisville Armory on Friday, April 17 there will be held the Eleventh Annual Physical Exhibition of the K. N. E. A. Junior high school events will include a 50-yard dash, a 60-yard dash, and a running high jump; senior high school events will include a 75-yard dash, a 440-yard dash, a running high jump, and an 880-yard relay race; open events will include a 220-yard dash and one-mile run. The various coaches of the state are urged to start now to prepare for these events. High school teams are limited to six men. For details and entry blanks coaches and principals should write Mr. J. Max Bond at Louisville.

Charles S. Morris 1931 K. N. E. A. Speaker

At the suggestion of Miss M. S. Brown of Mayfield, Kentucky, the K. N. E. A. has secured as one of its major speakers on the program for 1931, Charles Satchell Morris, Jr. He has accepted our invitation to the 1931 meeting and will speak on Friday, April 17. Prof. Morris is a famous orator and educator and, at present, is dean of the college of liberal art

mic circles. During his high school days in New York, he won the State oratorical contest over 120 white contestants. The daily press referred to him as "a native-born Cuban." He also won the Chicago essay contest and numerous scholastic honors.

He is a graduate of the University of Chicago where he held a scholarship, the holder of a master of arts degree from Columbia University at which institution he prosecuted more advanced studies toward the Ph. D. He is a former National Executive Secretary for French War orphans, member of the National Security League and on several occasions was retained by the Republican National Committee to deliver addresses in the interest of candidates.

Professor Morris held the chair of English at Virginia State College, Petersburg. He held a similar post and was head of the Department of Speech at Tennessee State College, Nashville. Prof. Morris is the eldest son of the Rev. Dr. Charles Satchell Morris, Sr., formerly pastor of the Abyssinian Baptist Church, New York City, and of the Fifth Street Baptist Church, Richmond and also served as secretary to the late Frederick Douglass.

No teacher in Kentucky should fail to hear Charles Satchell Morris, Jr. at the K. N. E. A. meeting this April at Louisville.



CHARLES SACHELL MORRIS

at the Virginia Seminary, Lynchburg, Virginia.

Professor Morris has enjoyed a distinguished career, both on the American platform and in acade-

The Colored Schools of Lexington

By W. H. Fouse

Principal of Dunbar High School

Lexington has three strictly elementary schools, one partly elementary and partly junior high and one strictly high school and the upper third of the junior high school grades. The last named school, Dunbar, has a total enrollment of 341 of which the ninth grades have 111 and the senior high school grades 230. Constitution elementary school has an enrollment of 465, Booker T. Washington, 478; Patterson has an enrollment of 372; the junior high school has about 400. Lexington with a total population of about 60,00 has a Negro population of nearly 12,000 and a school enrollment of nearly 2100.

Dunbar High School was erected in 1923 at an initial cost of \$175,000. Three major improvements have been made since then. They are, first—a balcony was added four years ago at a cost of \$1,500; followed two years ago with a complete library at a cost of \$1,100 and last spring an athletic field was purchased at a cost of \$10,000.

Dunbar offers a standard four year course of secondary education, ranking as an "A" class high school on the accredited list of the State.

Among the extra-curricular activities Dunbar offers the following: first, the "Banking" project which is in the hands of the senior class. This work has been operating in Dunbar for the past 15 years. Since its beginning this department has handled over \$11,000 without one cent being

out of balance.

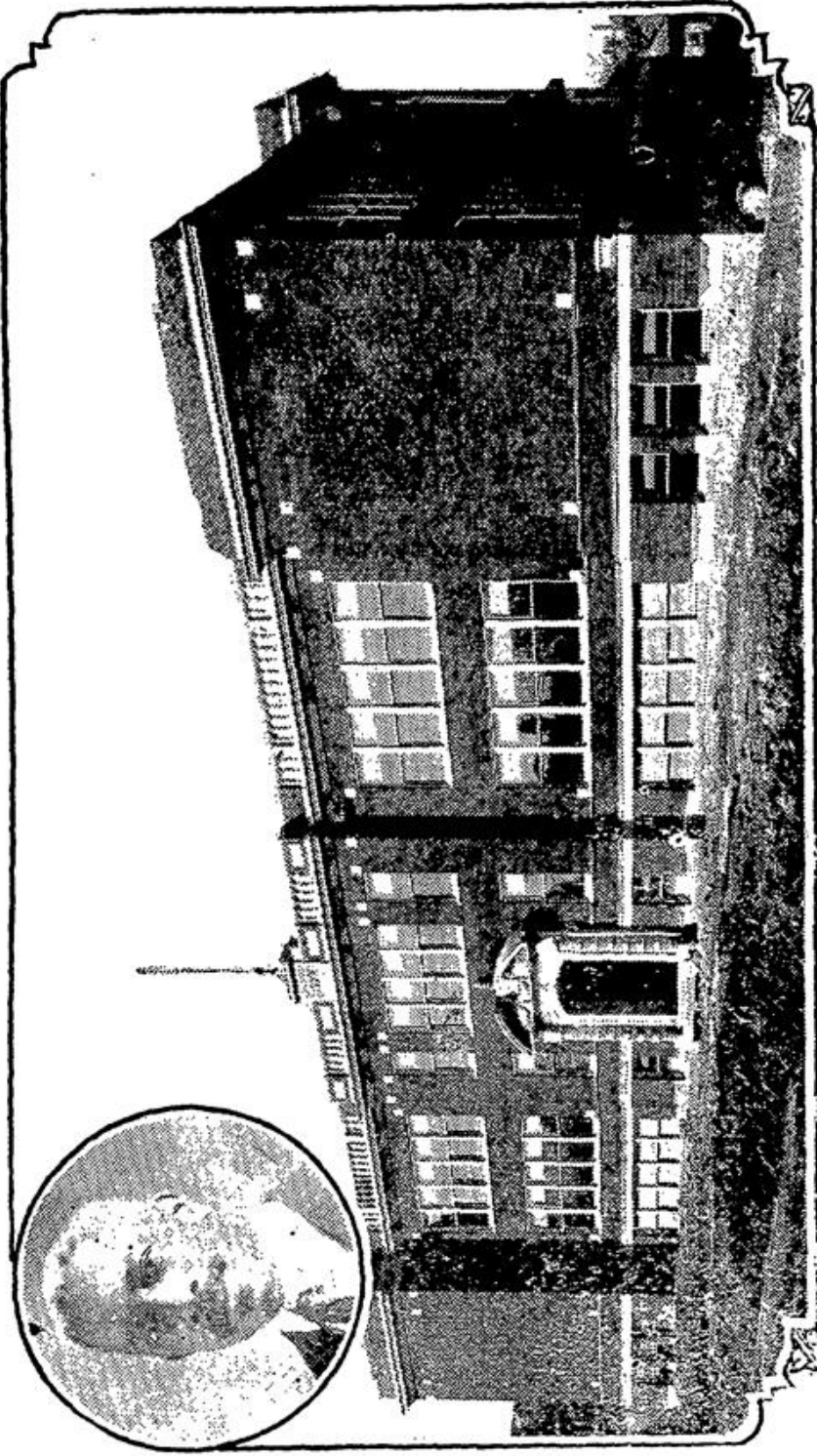
The "Insurance" project is the second activity that characterizes the work of Dunbar. This project is in the hands of the juniors and it has proven not only educative along practical lines, but it has so linked up the coordinate interests of the school with those of the individual student.

Student self-government is allowed in a limited way through a "Junior Republic" whose officers are elected by the student body and are the same as those who have the affairs of the city in their hands. Dunbar has a flourishing "Hi-V" as well as a fine group of Girl Reserves. The following clubs are sponsored by the various teachers: Le Circle de Francais; Y. C. T.; Progressive Literary; Good English; D. R. C.; Dramatic Club, and John Burroughs Club.

Along the line of athletics, Dunbar has for the past ten years had both football and basket ball teams, the latter for both boys and girls.

This school has, from the beginning, taken part in Bluegrass Oratorical Contest events which have annually occurred in this section for the past fourteen years and has won some six of the fourteen Robert's prizes that have been awarded during this time.

The outstanding feature of Dunbar this year, so far as the teachers are concerned is the extension course that is being offered by the University of Cincinnati to a class of 63 members with two hours collegiate or two hours of graduate credit.



The Dunbar High School, Lexington, Ky.

W. H. FOUSE, Principal

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