

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

Vol. XV

February-March, 1944

No. 3



ATTORNEY CHARLES W. ANDERSON, JR.
Representative, Kentucky State Legislature

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The K. N. E. A. Journal

Official Organ of the Kentucky Negro Education Association

Vol. XV

February-March, 1944

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H. E. Goodloe, Danville, President of K. N. E. A.

BOARD OF DIRECTORS

A. F. Gibson, Pineville

W. W. Maddox, Paducah

Victor K. Perry, Louisville

Whitney M. Young, Lincoln Ridge

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4—Russell Stone, Bloomfield.....	Fourth District Association
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6—Whitney M. Young, Lincoln Ridge.....	Blue Grass Dist. Ass'n.
7—H. R. Merry, Covington.....	Northern District Association
8—William Gilbert, Wheelwright.....	Eastern District Association
9—A. F. Gibson, Pineville.....	Upper Cumberland Dist. Ass'n.

Editorial Comment

THE APRIL CONVENTION

The Board of Directors acted deliberately in deciding that our Annual Convention should be held this year. They were aware difficulties of transportation and of housing were to be faced. They were convinced, however, that the teachers of the state are making valuable contributions to the success of our war effort and to preparation for the post-war era; they share the conviction of the War Manpower Commission that teaching is an essential industry. They believe the Annual Convention will stimulate thoughtful consideration of the problems to be faced and give a comprehensive understanding of the educational situation in the state.

In harmony with the spirit of the times, stress has been put on group and departmental meetings, with the expectation that techniques adequate to meet the present demands will be worked out. Extensive displays and exhibitions, the spelling contest, and activities necessitating extra transportation have been postponed for the duration.

ONE OF THE FINEST THINGS OF THIS GENERATION

An outstanding American jurist, upon learning that the Kentucky House of Representatives had passed House Bill No. 245, the Anderson Act, referred to it as, "one of the finest things of this generation." This bill provides that the Day Law, which prohibits instruction of Negro and white students in the same classes, should be amended to permit instruction to be given any student, regardless of race, in the graduate and professional schools of the University of Kentucky, the University of Louisville, and the Southern Baptist Theological Seminary. The amendment would not affect the status quo in elementary or high schools, or in the state teachers colleges.

Should this Act pass the Senate, opportunities on the graduate and professional levels within the state in engineering, medicine, law, pharmacy, education and the ministry would be open to all citizens of the state. The Anderson-Mayer Act—a logical corollary of existing conditions, but no solution of the underlying problem—paying the tuition of colored graduate students from Kentucky in institutions located in other states, would become inoperative and funds thus used would be retained for expenditure within the Commonwealth.

Graduate classes, composed of selected students of both races, would be excellent places to demonstrate that the same mutual respect, cooperation and understanding between racial groups may exist in Kentucky institutions as is common in institutions in other states where Negro and white students now study and work side by

side. This contribution to racial goodwill and democracy would be an appropriate pattern for the solution of many problems, some of them on an international scale, which must be faced before the peace to follow the present war may be considered won.

Acceptance of Representative Anderson's bill by the Senate, and its endorsement by the governor, would permit withdrawal of the suit filed against the University of Kentucky, and now pending, to permit a Negro youth to enter its School of Engineering. It would be a willing and realistic recognition of Kentucky's part of the principle recognized in the Supreme Court's decision in the Gaines vs. State of Missouri case, that equality of educational opportunity must be provided at state expense for all citizens of the state. Experience has shown that equality of educational opportunity on the graduate level will not be provided in separate institutions; the expense of equipment and instruction are too great, particularly in fields in which the number of colored students is small.

Admission of colored students to graduate schools of the state should aid, rather than hinder the development of our undergraduate state schools. Greater capital outlay for buildings and equipment, higher salaries for instructors, and enriched curricula in these schools are necessary for the development of students qualified to enter the advanced schools.

The Anderson bill is planned to bring about these things. As this comment is written, the bill is awaiting action by the Senate. Its passage there is hoped for. Whether it passes now or not, the favorable action of the House on this significant legislation, sponsored by the only colored Representative in the Legislature, is truly "one of the finest things of the generation." It is a long step in the right direction.

"AND POLITICS THE —EST IN KENTUCKY"

The Legislative Program of the K. N. E. A., presented at length in previous issues of the Journal, has determined policies pursued by the organization during the year. The Board of Directors has met frequently to plan necessary actions. President Goodloe has visited several of the District Associations and sent representatives to others. In every instance the program has been interpreted to the membership, and the Association program integrated into that of the District Association.

Increased aid to Kentucky State College, West Kentucky State Vocational Training School, an appropriation for the establishment of a boarding high school at Lincoln Institute, and appointment of a colored assistant in the State Department of Education were the objectives especially sought. Association officials appeared before the Legislative Council, the Governor and other state officials in the interest of these projects. Commitments on all were secured, and the appropriations necessary for the schools were included in the budget.

That the budget has had "rough passage" is well known to all who read the newspapers. At the present writing the financial gains

expected for Negro education have been lost by rejection of the budget. The K. N. E. A. membership hopes any budget finally adopted will make adequate provision for these schools. Association officials have some appreciation for the writer whose poem ends, "And politics the —est in Kentucky."

THE 1944 ELECTION

There are three candidates for the presidency of the K. N. E. A., Mr. W. O. Nuckolls, Providence; Mrs. Lucy Harth Smith, Lexington; Mr. William R. Cummings, Pikeville. Each has been active for many years in our association. Mr. Nuckolls has served for some time as chairman of the Principals' Conference and has developed it into a strong unit. He has been endorsed by the Second District Association.

Mrs. Smith was for several years chairman of the Elementary Teachers Department, is an enthusiastic advocate of the teaching of Negro History, has attended the American Teachers Association frequently and the K. N. E. A. regularly. She is also president of the State Federation of Women's Clubs.

Mr. Cummings is a former president of the Eastern District Association; during his administration the merger of the Ashland and Hazard Districts was accomplished. He is former Boys' Director of Neighborhood House, Newark, N. J., and the holder of the first K. N. E. A. Achievement Key awarded by Lincoln Institute for outstanding work in education in the state.

Candidates for the Board of Directors are the present incumbents, Messrs. Whitney M. Young, Lincoln Ridge; Mr. A. F. Gibson, Pineville; Mr. Victor K. Perry, Louisville; also Mr. C. B. Nuckolls, Ashland; Mr. E. M. Whiteside, Sr., Paducah; Mrs. Mayme Morris, Louisville.

The election will be held Friday, April 14. The voting booth, located in Quinn Chapel, will be open from 8:00 A. M. to 5:00 P. M. Presentation of membership card is necessary to secure a ballot.

K. N. E. A. PRESIDENTIAL CANDIDATES: ANNOUNCEMENTS AND PLATFORMS

Booker T. Washington School
Lexington, Kentucky

Dear Friends and Co-Workers:

The war has brought us into closer contact with community, state, national and international problems. As teachers on the home front we must work to solve the present problems and build toward a long range program for every Kentucky child. I very keenly feel the pressing need of our times and shall appreciate your support in giving me an opportunity, as president of the Kentucky Negro Education Association to serve you.

I have a simple election platform, and if these objectives do not cover your needs, we beg you to list and send them to us to be included in our platform.

1. Vocational schools for delinquent elementary pupils.
2. More vocational courses in our high schools.

3. The same facilities for rural and city schools.
4. Provision by the state for the same educational services for all people (professional and graduate work).
5. Salary adjustments.
6. Negro History taught in all schools.
7. Increased support for our Negro State College and Vocational Schools.
8. Guidance programs in all schools.
9. A dissemination of Economic Education to serve the masses.
10. Negro participation in our post war peace program.

Your votes will be appreciated.

Very truly yours,

Lucy Harth Smith

Perry A. Cline High School
Pikeville, Kentucky
February 26, 1944

Dear Fellow-Workers:

Following up the urgent insistence of well-wishing friends, I wish to announce my candidacy for the presidency of the K. N. E. A. Having followed the destinies of our organization for the past fifteen years, having become aware of the ever increasing progressiveness of its leaders and members, this candidate has the honest conviction that today, as never before, our organization, through the year round conscientious efforts of every member, should be the vital institution for securing for myself and the thousands of fellow Kentuckians, directly or indirectly entrusted to its care, their rightful chance to equal social efficiency.

True progress is necessarily slow. Much praise should be given to the past administrations and particularly to the splendid strides of the present, for their accomplishments. However, before the K. N. E. A. shall ever reach its maximum efficiency, a revitalization of its value to the educational progress of Kentucky must come to pass.

With the unselfish help of every progressive member, whether officer, urban or rural teacher, the K. N. E. A. could work out the following program of revitalization:

A. A closer relationship should exist between the districts and the State Associations.

1. A definite program or set of guiding principles should be worked out by the state and district presidents.

2. Members of each district should have voice through local set-ups as to nature of the same.

B. The present plan of reorganization of the K. N. E. A. departments should be endorsed. Further revision should be made as the occasion warrants.

1. The district organization should have full consideration in the revising of same.

C. The Superintendent of Public Instruction has promised equal salaries, but that promise needs to be kept before him until it becomes

a reality in every city or rural community in Kentucky.

D. At all times our organization should sponsor or support movements that would bring further improvements in our secondary and elementary schools until equal opportunity for our group is reached.

1. An assistant supervisor of Negro Schools should be appointed.

E. Inequalities in opportunities in higher education for Negroes in Kentucky should be abolished.

1. Our organization should work as a vital unit for its abolition.

2. Systematized lobbying should be initiated.

F. Vocational education, so far so badly neglected, should be endorsed as a part of the Post War Program. All possible cooperation should be given our state vocational institution.

WHAT HAVE YOU GAINED FROM ATTENDING THE K.N.E.A.?

WHAT HAVE YOU CONTRIBUTED TO ITS PROGRESS?

Let us work together for the K. N. E. A.'s maximum value. If you are in favor of the program, I solicit your vote. If not, I admire and respect your judgment.

Yours for a revitalized K. N. E. A.

William R. Cummings.

Rosenwald High School
Providence, Kentucky
February 25, 1944

To Members of the K. N. E. A.:

I hereby make announcement of my candidacy for president of the Kentucky Negro Education Association, that my name may officially appear on the ballot for the election which shall be held during our next meeting of the K. N. E. A. in April.

Several of my friends and supporters, who are some of the state's leading educators, have urged that I enter my name in the list as one who expects to be the K. N. E. A.'s next president. I shall, with the assistance of persons who have already helped shape the policies of our association for several years in the past, make definite statements of what we would like to see our association put into action, in the next issue of the K. N. E. A. Journal.

Very respectfully yours,

W. O. Nuckolls

Rosenwald High School
Providence, Kentucky
March 9, 1944

Dear Co-Worker:

Since a president of the Kentucky Negro Education Association is to be elected at the annual meeting in April, I am taking this opportunity to ask you, the members of our association, first to give my record of service in the State as Principal and teacher, as President of the Second District Education Association for several years; as Chairman of the K. N. E. A. Principals' Conference and member of the Legislative Committee for several years, consideration, and

then I ask you to give me a chance to serve you as your next President by voting for me.

This is a time that the Kentucky Educational Problem needs as President of our Association a leader who has experienced the Negroes' school problems and who is known and has the ear and confidence of the leaders of Kentucky.

If the Negro in Kentucky ever expects to get more consideration, equal advantages in Educational Opportunities it is now time to get in on the ground floor with the new trends and new steps in the growth and support of schools in Kentucky which these war conditions and post war conditions will inevitably bring.

Should I be elected as your President, I am sure (with your support) our Association shall continue its fine service and take hold and work out, to our advantage, some new problems which will arise concerning what I shall mention in my platform.

I have striven for the past thirty-two years, in the capacity already mentioned, to raise the Christian, social and educational standard. I have never been satisfied with less. If I become your President, I shall work for the same goal. My Junior College education at Kentucky State College, my Summer School work at Tennessee State College and Hampton Institute and Bachelor of Science Degree in Education and work on Master's Degree in the University of Cincinnati, and other experiences already mentioned and your support and counsel are tools with which I shall expect to serve.

With your help I shall hope to bring about the following:

1. Continuance of the work so effectively planned by the past Administration.

2. Eradication of all phases of differentials in the support of all the schools in the state.

3. Negro representation in the State Superintendent's Educational Planning Programs, with the other Superintendents, Principals and Supervisors of the state.

4. A K. N. E. A. Committee to study the use that is being made of our educational opportunities in our schools and make recommendations at our annual meetings.

5. A K. N. E. A. Committee on Higher and Special Training that the teaching force of Kentucky may unite upon to help influence greater support for these Institutions by concerted appeal to the lawmakers and officials of the state.

6. K. N. E. A. membership fee that will enable the Secretary-Treasurer not only to make reports of the Association's activities but that the Association may secure more specialized leaders for the annual programs and be able to take some steps or make some contacts during the year that might be of benefit to the K. N. E. A. Program.

7. Some plan for better grade and High School advantages for our rural pupils.

8. A closer co-ordination of the District Associations' aims and Programs with the State Association's Programs and aims.

Very respectfully yours,

W. O. Nuckolls,

BOARD OF DIRECTORS

That the directors of the K.N.E. A. are not merely honorary officers has been illustrated clearly during the last two years. The curtailed sessions of 1943, and responsibility for advancing the legislative program of our organization brought the present board face to face with many difficult issues. They met frequently, during the vacation period as well as during the school term, considered all issues thoroughly, decided on plans of action, and executed them.

The K. N. E. A. membership may be counted on in this year's election to select from teachers of the state those who have the interest, the experience and will find the time necessary to determine and inaugurate the policies that will advance the interests of the K.N.E.A.

MR. WHITESIDE

Elsewhere in this issue the name of Mr. E. W. Whiteside of Paducah appears as a candidate for membership on the Board of Directors.

Mr. W. W. Maddox of the same city, and now a member of the Board of Directors, will not seek reelection and it is he that Mr. Whiteside hopes to succeed, and in so doing continue to give Western Kentucky a representative on the board.

Mr. Whiteside is principal of Lincoln High School of Paducah, a position he has held with credit to himself and the profession for the past seventeen years. During this time he has increased the efficiency of Lincoln until today it is recognized and rated as one of the largest, best and most completely organized high schools in the state.

He received his A. B. Degree from Lincoln University of Chester County, Pa., and his Master's Degree in Education from Penn State College of Pa.

While Mr. Whiteside has never sought or held an elective office in the K. N. E. A., no one in the profession has been more active in attendance and in contributing those efforts that have gone so far in keeping the Association alive. Few, if any, sessions have been held without his active presence, and the roster has always shown Lincoln with a 100 per cent enrollment of its teachers. He has served as President and Organizer of the First District Teachers' Association, and during his tenure of office in both positions he urged 100 per cent cooperation with the K.N. E. A.

Mr. Whiteside will bring to the Board of Directors an experience that will be of inestimable value to our organization. He has served as secretary of the State Vocational Guidance Conference and as a member of the Committee on Equal Educational Opportunities in Higher Education for Negroes of Kentucky. Locally he is chairman of the Colored U. S. O., chairman of the Red Cross War Drive and has served as chairman of the Community Chest Drive. He is a member of

the Masonic Lodge and an active member of the Washington Street Baptist Church of Paducah.

—Contributed

CHARLES W. ANDERSON, JR.

A Record of Achievement and Progress

On January 7, 1936, Charles W. Anderson, Jr., young attorney, became the first Negro to take the oath of office as a member of the Kentucky Legislature, and the first Negro legislator in the South since the Reconstruction Era. Within 33 days after taking oath of office he successfully sponsored a bill known as the Anderson-Mayer State Aid Act which now requires the State of Kentucky to appropriate the sum of \$17,500.00 as a fund to assist Negro boys and girls to pursue courses of study in higher education not provided for within the State. In the 1937 session of the Kentucky Legislature he successfully sponsored a bill providing high school education for Negro boys and girls denied such in rural counties, requiring each county to provide a sum of \$100.00 per student for tuition or transportation wherever there are no high school facilities for Negro students to adjoining counties where high school facilities are available. He fought for the repeal of and won the fight to abolish Kentucky's 18 year old Public Hanging Law. He successfully sponsored a bill permitting public school teachers of Kentucky to marry after they have had five years teaching experience. He fought for the passage of a law to prohibit discrimination against the colored working man and woman on public building projects, and introduced in the Kentucky Legislature the first bill in the United States providing minimum wages and hours for DOMESTIC SERVANTS. He supported a bill for \$30.00 per month for Old Age Pensions. He vigorously fought and defeated a bill to make Negroes in Kentucky ride behind a glass partition on buses, as well as another bill which sought to create a Public Whipping Post in misdemeanor cases. In 1939, he was victorious in his fight for improved train service for the Negro traveling public and successfully brought about the first air-conditioned coaches for Negro passengers on trains in Kentucky. He successfully led the fight that stopped discrimination by the Yellow Cab Company against Negroes at Railroad and Bus stations in Louisville. He has been instrumental in leading many other fights for the progress and advancement of his Race in Kentucky.

Because of his outstanding work, the Kentucky Negro Educational Association awarded him the Lincoln Institute key for 1938-39 for making the greatest contribution toward the advancement of the Colored people in Kentucky. In 1941 he was honored by the citizens of Chicago in recognition of his work in a southern Legislature. Mr. Anderson has served five terms as State Representative from the old 58th District (now abolished) and the present 42nd Legislative District, for a total of nine years. He is a practicing attorney with law offices at 602 W. Walnut Street, a graduate of Kentucky State Col-

lege, Willberforce University and Howard University School of Law; a member of Quinn Chapel A.M.E. Church, American Legislators Association, American Academy of Political Science; President National Negro Bar Association; a member of the Executive Committee of the Louisville & Jefferson County Republican Organization; NAACP National Legal Committee; Vice Chairman, National Negro Republican Organization.

Miss Odessa Teagarden, staff correspondent of the Louisville Times recently wrote of Anderson as follows:

As Anderson votes, so votes the House. That's opinion from the gallery in the House of Representatives. It's the spectators' way of knowing in advance whether or not a bill or resolution will be defeated by that division of the State's General Assembly.

And the strange part of this speculative business is that the gallery is correct most of the time. Whether it's coincidental, mere guessing or has some basis doesn't matter. It's still the gallery's guide, even though the Jefferson County representative turned in a surprise not long ago with the only dissenting vote on a bill and thereby almost shattered the onlookers' oft repeated phrase, "As Anderson votes, so votes the House."

First on the roll, and he's never surrendered that spot during his nine years as a State legislator, Charles W. Anderson, Jr., a Louisville attorney, is the only Negro legislator in the South.

When a roll call is about to be taken, gallery observers lean forward in their seats. "What are you looking for down there?" I inquired of one who sat near me.

"I'm looking to see if Anderson's present," he informed me. "He votes first, you know."

That first vote was cast and the man leaned back in his seat as did many of the others in the gallery. As far as they were concerned the voting was over. "He votes 'No,'" my informant observed. "So there goes another resolution. You'll see. It happens every time." And it did.

Anderson, who is seated in the rear row of the right wing of the House, has had an eye on the gallery too. "I've watched them as they've watched me," he said. "You know, I can't see those folks from where I sit. But when a vote is being taken, I observe the tops of their heads as they lean forward."

The Representative said that of the first nine bills voted on during the present session he had voted with the majority—rather than the majority had voted with him—with one exception: that in which he cast a lone negative vote. The same majority holds, he said, with his vote on resolutions.

But Anderson doesn't regard it as coincidental. "I study the bills carefully," he said, "and have been here for a comparatively long time. My vote in many instances therefore is a cue for others who might be a little undecided.

"Realizing that fact, Senator A. B. Chandler, during his State

administration, once sent me a note requesting that I vote for a measure in which he was interested. He had been informed, he told me, that I would oppose the bill; and he asked me to vote for it since mine, the first vote cast, might be an influencing factor for others, resulting in defeat of the bill."

WHO'S WHO IN THE CONVENTION PROGRAM

Mrs. Anna Vivian Brown (she was Miss Anna Vivian Brown until her recent marriage to Elmer W. Brown, Cleveland mural artist), who will address the Wednesday evening general session, is a graduate of Oberlin College (1938), holds the degree Master of Arts in Race Relations from New York University, and in 1939 was elected to Alpha Kappa Delta, National Honorary Sociological Fraternity. In 1937 she had studied in South India at Women's Christian College, and had also traveled around the world, visiting Japan and Italy.

Mrs. Brown has served as resident head of Senior Women's House, West Virginia State College; Assistant Executive Secretary of the Phyllis Wheatley Y. W. C. A., Cleveland; Program Director, Emergency Child Care, Karamu House, Cleveland; is now on the staff of University Settlement in Cleveland, and a member of Delta Sigma Theta Sorority. She is well qualified to discuss the subject, "Colored Peoples, Prepare for Peace!"

Dr. William H. Gray, Jr., President of the Florida Normal and Industrial Institute, holds the distinction of being the youngest college president with a PhD. degree. Graduate of Bluefield State College with the B. S. degree, he received the M. S. degree at the University of Pennsylvania, and in 1942 was awarded the PhD. degree in Education by the same institution. While a member of the faculty of Southern University he was the director of the Extension Division, and Principal of the Demonstration School. He was awarded a plaque by the State Teachers Association of Louisiana for outstanding service to youth. This dynamic speaker will address the Thursday evening session. Dr. Gray is a member of the Alpha Phi Alpha Fraternity.

Dr. Bertram W. Doyle, Dean of the Louisville Municipal College, is so well known as to need no introduction to the K. N. E. A. Formerly secretary of the Board of Education of the C. M. E. Church, he is serving his second year as Dean of the Louisville Municipal College. Born in Alabama, the son of a Methodist minister, recipient of the Bachelor of Arts degree from Ohio Wesleyan University and of the Master of Arts and Doctor of Philosophy degrees from the University of Chicago, he has had wide experience in Texas, South Carolina, North Carolina, Georgia and Tennessee, in which states he has served as minister and teacher.

He holds memberships in the Kappa Alpha Psi Fraternity, Phi Beta Kappa Fraternity, American Sociological Society and American Statistical Society. Dean Doyle is well known as a sociologist, and will discuss, at Thursday evening's session, with comments, Myrdall's recent significant study on the Negro, published as "An American Dilemma."

Mrs. Geneva Howard Bell, A. B., University of Cincinnati and M. A. Indiana University, formerly critic teacher, Kentucky State College, is now a teacher in the public schools of Louisville, and qualified by both preparation and experience to present a practical point of view to the department she will address.

Mr. Robert E. Black, Executive Secretary of the Louisville Urban League, formerly holder of a similar position in Dayton, Ohio, is thoroughly familiar with and interested in the economic problems faced by Negro youth.

KENTUCKY CONGRESS OF COLORED PARENTS AND TEACHERS

The Kentucky Congress of Colored Parents and Teachers will hold a one day meeting at Kentucky State College, Frankfort, on Tuesday, April 11. The theme of the meeting will be, "Helping Our Neighbors at Home and Abroad." Delegates are asked to arrive on April 10 and stay on the campus. Lodging will be free and meals will be furnished for 35c each, or three for \$1.00. Mrs. Myrena Hall, Route 9, Frankfort, is chairman of the Committee on Arrangements. Mrs. Patsie E. Sloan, President of the Kentucky Congress, urges all state Parent-Teacher Associations to send membership fees, scholarship loan, Founders Day, Infantile Paralysis and War Fund contributions to the proper office.

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THE AMERICAN TEACHERS ASSOCIATION

THE BULLETIN, official organ of the American Teachers Association, edited by the Executive Secretary, Dr. H. Council Trenholm, has resumed publication after an interruption of fifteen months, and will be issued at least four times during the year 1944. The January-March issue states that the regular annual meetings have been held each year. The last official convention was held at Institute, West Virginia, in 1941. Because of the National Emergency and the necessity for cooperation with the Office of Defense Transportation, special conferences of national and state organizational representatives and A. T. A. members were held at Louisville in August, 1942, and in Richmond in August, 1943, with quite a representative leadership attendance and with significant achievements. There were no business sessions and no Delegate Assembly and no election of officers.

A meeting of the Delegate Assembly or a regular convention is now anticipated for the summer of 1944 at a centrally located and conveniently accessible point. Business will be officially dispatched and officers elected. The date will probably be at the usual period in the last days of July.

WHAT CAN BE DONE IN ALGEBRA?

A Study of the Relation between the Table, Verbal Statement, Formula and Equation, and the Graph

William N. Jackson

William Grant High School, Covington, Kentucky

I. INTRODUCTION

In a class in high school algebra a study of the relationships between the table, graph, verbal statement and the equation and the formula would provide a basis for pupils to learn how to make valid generalizations from a set of data. A study of each of these forms involves functional thinking, i. e. understanding the relationship between variables¹. Failure to show the similarities existing between these functional forms deprives the pupil of several useful generalizations that are applicable in his thinking even outside a class in mathematics.

In our thinking we frequently come to conclusions or make generalizations after discussing a few particular cases of the point at issue. Consider three following reasoning situations:

1. "The beans have burned again.—Electric stoves are just no good!"

2. "Margaret used the CURE ALL tonic when she had this ailment.—Anybody who has this ailment should use the CURE ALL tonic."

3. "No marriage licenses were issued to Negroes last week. Last week was the first week for the enforcement of the new law requiring blood tests of applicants before the issuance of marriage licenses.—Negroes are afraid to have blood tests taken."

¹The Seventh Year Book: National Council of Teachers of Mathematics, The Teaching of Algebra, p. 55.

These situations illustrate an incorrect use of a thinking process. However, this particular thinking process is basic in the logic of algebra and geometry.

It is my belief that a critical study of the methods for reaching conclusions in induction would tend to help pupils become more cautious in the use of unqualified generalized statements. It might also result in the pupils' becoming more aware of the need for considering a sufficient number of representative samples before drawing conclusions like those in the illustrations cited. My belief is based on the assumption that teachers will be willing to consider the potentialities of certain materials not usually included in the conventional courses of algebra.

Much of the present material in algebra means very little to the pupil either because he has had no part in assembling the data, and formulating generalizations (axioms), or because the problem situations are too artificial. Hence, there is a definite need for more purposeful experimentation toward discovering and using more meaningful teaching material for algebra. The material might be collected by the class during a class experiment or a demonstration experiment performed by the teacher.

This paper is to formulate certain procedures that may help pupils acquire a general view of the functional forms previously mentioned. The following material does not represent an organized unit. However, there are certain suggested activities from which one may make selections appropriate for a particular situation. These suggestions are designed to demonstrate by example certain ideas involving Data and Function expressed in "Mathematics in General Education."²

II. OBJECTIVES INVOLVED IN INTERPRETATION OF DATA

The ability to think clearly is one of the basic needs of every individual. Young people need especially to develop more and more effective methods for solving their various daily problems. Realizing that there are many other needs that may be fulfilled by courses in mathematics, our main objective will be that of "development of effective methods of thinking,"³ using the previously mentioned functional forms. This work involves several phases of thinking, including interpretation of data.

An analysis of behaviors involved in interpretation of data may include the following abilities:

1. Ability to perceive relationships in data evidenced by:
 - 1.1 An understanding of the meaning of symbols employed.
 - 1.2 Ability to find the value of a variable when the other variable (or variables) is known.

²Mathematics in General Education, Commission on Secondary School Curriculum, Appleton-Century, 1940.

³Evaluation in The Eight Year Study, Tentative Report, Chapter 1.

- 1.3 Ability to perceive the relationship between two calculated values of dependent variables when the independent variable is increased or decreased by
 - 1.3-1 doubling, halving, etc.
 - 1.3-2 adding or subtracting a definite amount.
 - 1.3-3 a certain per cent.
- 1.4 Ability to relate steepness of slope in line graphs to rate of change.
- 1.5 Ability to relate like characteristics in different types of data.
2. Ability to recognize the limitations of data ⁴ as evidenced by:
 - 2.1 Ability to recognize and use the kinds of data appropriate for particular situations.
 - 2.2 Ability to extrapolate
 - 2.2-1 Predicting values of dependent variables when the independent variable is greater than the largest independent variable listed in a given table of data. (The use of caution in predictions is a desirable purpose.)
 - 2.2-2 Predicting values of the dependent variable when the independent variable lies beyond a given graph as plotted.
 - 2.3 Ability to interpolate
 - 2.3-1 Finding values of the dependent variable in a given table or graph when an intermediate value of the independent variable is given
 - 2.4 Recognition of the domain of data
 - 2.4-1 Ability to decide "how far one can go" in using a certain relation, e. g. knowledge of the fact that negatives have no meaning in a formula which gives the cost for a certain article.
3. Use of experimentation to discover relationships as evidenced by:
 - 3.1 Recognition of necessity for accurate measurement in securing reliable data.
 - 3.2 Recognition of necessity for representative sampling before making general statements.
 - 3.3 Ability to fit data (approximately) to a curve.

III. CRITERIA FOR SELECTION OF MATERIAL

The selection of material for the unit should be based on some of the following criteria:

1. Is the material significant to the economic and social life of the individual?
2. Is the material significant in understanding the relation of mathematics to science and other fields of knowledge?
3. Is the material significant to the students in understanding and appreciating their natural environment?

⁴Evaluation in the Eight Year Study, Tentative Report, Chapter II, page 2.

4. Does the material provide opportunities for expression and communication?

4.1 Possibilities for interpretation of data.

For example:

Interpolation (computation of intermediate values)

Extrapolation (extension of the curve which best fits the known data)

4.2 Possibilities for revealing functional relationships.

For example:

Dependence

Variables

5. Does the material provide opportunities for computation?

For example:

Rounding of numbers

Accurate arithmetic work

Quantitative relationships, such as "constant rate of change"

6. Is the material plentiful and reasonably accessible?⁵

7. Is the material at the maturity level of the student?

IV. HOW TO SECURE DATA⁶

The class may secure data: (1) by experimentation; (2) from various community sources, e. g. from the Chamber of Commerce; National Safety Council; bus, railroad and airlines stations; telephone and telegraph companies, etc. (3) sources such as the U. S. Census and the World Almanac; or (4) by the teacher with explanation to the class of how the data were obtained.

If the work is to be concerned with a defining formula as $f=3y$, where f =feet and y =yards, the data may be given to the class or the class as a group may work out a table. The second method as listed above seems especially preferable, if the class is to participate fully in the study.

If the work deals with the empirical formula, method (1) seems preferable. However, the complexity of the experiment, the length of time required for its performance, and the size of the class are factors to be considered. These factors determine whether the experiment should be performed by class groups, by the teacher, or whether the data should be presented with proper explanations. During the year each of the methods should be tried in order to determine which will produce the greatest amount of pupil growth in desired abilities.

V. SUGGESTED ACTIVITIES

The group might begin with a tabulation of data on measured perimeters of sets of equilateral triangles or squares with progressively longer sides. Data showing the relation between the distance traveled by a car during the driver's reaction time and its velocity may be presented using the formula $d=1.5V$; where d is distance and v is velocity.

⁵Mathematics in General Education, p. 91

⁶Mathematics in General Education, p. 388; pp. 408-411.

A different beginning may be made with a tabulation of data on the cost of gasoline. Such a table would have the following form:

Gallons	0	1	2	3	4	g
Cost	0	.25	.50	.75	1.00	c

The class might discuss the table noting the constant differences in each row and the relation between the two differences. From this a general verbal statement might be derived such as: The cost of the gasoline in cents is always 25 times the number of gallons.

The matter of economy in expression could be brought into the discussion by agreement on certain symbols for cost and gallons. These symbols may be added at the end of the rows. Then the class may be able to state the formula $c=25g$. (result in cents)

The class may next be shown methods for stating this relationship graphically. The bar graph might first be used since the staircase arrangement might cause the class to see the possibility for the newer and simpler arrangement of drawing a line through the midpoint of the upper end of each bar. This experience may be used as a basis for understanding the usual method for drawing the line graph.

The concepts and skills necessary for an understanding of these relations can be developed by repetition, using different materials. Suggested materials might include first class mail postage tables, tables of wages, interest tables, experiments on the relation between the diameter and the circumference of circles.

The next stage, that of generalization, is most important. Here statements concerning the relations between the four functional forms are made. A general statement of the form of each formula, e. g. $y=ax$, is made with a differentiation between the meanings attached to y , x , and a .

The concept of ratio or slope may be used to show that the graph presents the same information as the constant differences of the table, the coefficient of the independent variable in the formula and the number used in the verbal statement.

The relation between the steepness of a graph and the coefficient of the independent variable may be shown by using a "group" of formulas, say for wages, with the corresponding tables and graphs.

The student should be shown now how to use this type of formula. Finding values of the dependent variable when the independent variable is known involves the technique of substitution. The problem of finding the independent variable when the dependent variable is known involves the division axiom.

The advantages and disadvantages of each type of data can be discussed at this point, e. g. the table presents only limited data. The formula enables one to find either variable for any amount within the domain of the variables.⁷ Finding intermediate values and values outside the range of the graph or the table can only be approximated. The graph gives a clearer picture of the rate of change than does the other forms.

A further use of the formula can be discovered by changing the

⁷Mathematics in General Education, p. 52.

subject, i. e., the form can be "ready made" for use in finding the independent variable, given any value of the dependent variable.

All of the generalizations should be recorded by the student in an orderly manner. A notebook or pupil-made textbook with sections on assumptions or axioms, generalizations on the straight line graph, etc. is a suggested plan.

The significance of such empirical formulas as $c=2r$ and $W=Kl$ might be explored at this stage. Most pupils will already know the meaning of formula $c=Pi$ times r ; the problem will be that of understanding clearly the origin of Pi . A number of $\frac{1}{4}$ " or $\frac{1}{2}$ " thick wooden discs of different diameters might be used for this experiment. The diameter and the circumference of each could be measured using a heavy string and a ruler. The results obtained by various groups of pupils might be recorded as follows:

Greatest Distance	Distance Around Disc	
Across Disc	Group 1	Group 2
0	0	0
3"	9"	1.125"
6"	19 $\frac{1}{4}$ "	19.25"
9"	27 $\frac{1}{2}$ "	27.5"
12"	37"	37.675"

Using their experience from previous work, the class might generalize in this manner: The distance around the circle is always slightly more than three times the diameter. The use of the average may be shown here in deciding upon the value of the accepted constant, Pi .

From the generalization a tentative formula, $c=kd$, can be established. Then each set of measurements can be substituted in the formula in order to obtain values for k as:

$$c=kd$$

$$19.25=k.6$$

or $6k=19.25$

$$k=3.208$$

The average of the "k's" will give the value of Pi .

Using a similar method, data can be secured for a study of the forms: (2) $y=ax+b$, (3) $y=ax^2$, and (4) $y=ax^2+bx+c$.

Data for form (2) can be secured when the following types of problems are considered: (a) taxi fares where the total fare is a certain amount for any distance up to a specified mileage with an additional amount per additional fraction of a mile, (b) salaries in which the worker is paid a certain amount per day plus a commission on his sales, (c) parcel post rates, (d) long distance and telephone rates, (e) telegraph rates, (f) relations between temperature scales, (g) selling price of an article, ($S=c+rc$), (h) charts showing relation between blood pressure and age for work in curve fitting.

NOTE: This paper is a condensation of the original article of the same title which may be found in School, Science and Mathematics Magazine, February, 1942. A more detailed discussion on methods for the study of the forms: $y=ax+b$, $y=ax^2$ and $y=ax^2+bx+c$ and sample tests for evaluation are included in the original article.

OUTLINE OF PROGRAM OF 1944 K. N. E. A. CONVENTION

APRIL 12, 13, 14, 15

1877—SIXTY-EIGHTH ANNUAL SESSION—1944

CENTRAL THEME: "EDUCATION FOR VICTORY"

WEDNESDAY, APRIL 12, 1944

- 9:00 A. M. Registration of Teachers at headquarters, Quinn Chapel A. M. E. Church, 912 W. Chestnut Street, Louisville, Ky.
- 10:00 A. M. Visitation of Louisville schools in session.
- 3:00 P. M. Conference of Jeanes Supervisors, Western Branch Louisville Free Public Library, 10th and Chestnut Streets. Mrs. Mayme L. Copeland, State Jeanes Supervisor.
- 4:00 P. M. State Jeanes Spelling Bee. (Central High School Gym.)
- 8:15 P. M. First General Session of K. N. E. A. Addresses: President H. E. Goodloe, Danville, Ky.; and Mrs. Anna Vivian Brown, Cleveland, Ohio.

THURSDAY, APRIL 13, 1944

- 9:30 A. M. Second General Session of K. N. E. A. at Quinn Chapel. Committee Reports.
- 10:30 A. M. Address: Mr. John Fred Williams, State Superintendent of Public Instruction. (Tentative)
- 11:15 A. M. Free Picture to enrolled teachers at Palace Theatre, 13th and Walnut Streets, and Lyric Theatre, Sixth and Walnut Streets. Showing of membership badges necessary for admission.
- 11:15 A. M. Meeting of Group I (High School and College Department, Principals' Conference, Librarians' Conference, Adult Education Department) at Quinn Chapel A. M. E. Church. Address by Mr. Clarence R. Graham, Librarian, Louisville, Ky.
- 12:15 P. M. Sectional Meetings, Group I, at Quinn Chapel and Central High School.
- 2:00 P. M. Meeting of Group II (Elementary Education Department, Primary Teachers' Department, Elementary Art Teachers' Conference, Elementary Music Teachers' Department) at Quinn Chapel. Address by Mrs. Geneva Howard Bell, formerly a critic teacher, Kentucky State College.
- 3:00 P. M. Sectional Meetings, Group II, at Quinn Chapel and Central High School. Workshop, Dunbar School.
- 5:00 P. M. Principals' Banquet—Brock Building, 9th and Magazine Streets. (\$1.00 per plate).
- 8:15 P. M. Third General Session—Quinn Chapel. Addresses by Dr. B. W. Doyle, Dean Louisville Municipal College; Dr. William H. Gray, Jr., President, Florida Normal and Industrial Institute.

FRIDAY, APRIL 14, 1944

- 9:00 A. M. Fourth General Session at Quinn Chapel. Committee Reports. Business.
- 10:00 A. M. Meeting of Group III (Social Science Teachers' Conference, Science Teachers' Conference, Foreign Language Teachers' Conference, Physical Education Department) at Quinn Chapel. Address by Dr. William H. Gray, Jr.
- 11:00 A. M. Sectional Meetings, Group III, at Quinn Chapel and Central High School.
- 12:30 P. M. Meeting of Group IV (Guidance Workers' Conference, Youth Council, Vocational Education Department, Rural School Department) at Quinn Chapel. Address by Dr. George N. Redd, Fisk University.
- 1:30 P. M. Sectional Meetings, Group IV, at Quinn Chapel and Central High School.
- 3:00 P. M. Fifth General Session at Quinn Chapel. Address by Mr. Robert Black, Executive Secretary, Louisville Urban League, and Dr. William Pickens.
- 8:00 P. M. Thirteenth Annual Musicale at Quinn Chapel A. M. E Church.

SATURDAY, APRIL 15, 1944

- 9:30 A. M. Final Session of K. N. E. A. at Central High School Gymnasium. Reports of Departmental Chairman. Installation of new officers. (There will be a fee of 15 cents for non-members of K. N. E. A. on Wednesday and Thursday nights.).

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H. C. RUSSELL, President

K. N. E. A. HONOR ROLL 1944

(Continued from previous issue)

The following named school units have enrolled 100% in the Association by payment of the annual fee for 1944.

School	Prin. or Supt.	City
Bond Washington	J. V. Robinson	Elizabethtown
Glasgow Training	G. Brisco Houston	Glasgow
Rosenwald High	J. B. Clemmons	Harlan
Greenville Training	H. C. Mathis	Greenville
Lynch High	W. L. Shobe	Lynch
Lincoln High	R. L. Dowery	Franklin
Oliver Street	G. W. Adams	Winchester
Dunbar High	Mrs. R. Q. Lewis, Jr.	Cadiz
Dunbar High	F. I. Stiger	Mayfield
Durham High	A. R. Lasley	Campbellsville
John G. Fee High	W. H. Humphrey	Maysville
Rosenwald	Luther J. Buckner	Trenton
Drakesboro Community	Richard McReynolds	Drakesboro
Frederick Douglass	G. H. Brown	Louisville
Simmons University	Pres. M. B. Lanier	Louisville
Central City	Mabel W. Render	Central City
Perry A. Cline	W. R. Cummings	Pikeville
J. W. Million	L. G. Mimms	Earlington
Bannecker	C. H. Brown	Louisville
Ed Davis	B. G. Patterson	Georgetown
Bruce	Mittie H. Render	Beaver Dam
Roland Hayes High	A. F. Gibson	Pineville
S. C. Taylor	J. Bryant Cooper	Louisville
Charles Young	J. Bryant Cooper	Louisville
Lincoln	Mabel L. Coleman	Louisville
G. G. Moore	Mabel L. Coleman	Louisville
Milton	Hugh C. Jackson	
Lincoln Institute	Whitney M. Young	Lincoln Ridge
Palmer-Dunbar High	William T. Gilbert	Wheelwright
Richmond Valley	Joseph G. Fletcher	Richmond
Phyllis Wheatley	Carl J. Barbour	Louisville
Simmons High	William J. Christy	Versailles
Jackman High	E. B. McClasky	Columbia
West Ky. Voc. Tr.	Pres. H. C. Russell	Paducah
Parkland	C. A. Liggin	Louisville
Virginia Avenue	C. A. Liggin	Louisville
Western High	S. L. Barker	Owensboro
DuBois High	J. E. Bean	Mt. Sterling
Lincoln High	Houston P. Graves	
Benham	J. A. Matthews	Benham
Western High	Mrs. M. E. Kellis	Paris
B. T. Washington	William Snorton	Hopkinsville
Lincoln-Grant	H. R. Merry	Covington
Douglass High	W. H. Story	Henderson
Attucks High	Jacob H. Bronaugh	Hopkinsville

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Knob City
Midway

Charlton Fields
J. Polk Griffey
E. W. Bates

Maysville
Russellville
Midway

County

Superintendent

County Seat

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Campbellsville Mrs. A. J. Carroll, Lincoln Ridge

K. N. E. A. Kullings

Miss Mabel L. Coleman, well-known Louisville educator, is now serving as principal of the Lincoln and G. G. Moore Schools of that city. She is also working toward the Master's Degree at the University of Indiana.

* * * *

Prof. Benjamin S. Patterson is now the principal of the Ed Davis School of Georgetown. He succeeds Mrs. Betty Davis, widow of the widely known educator after whom the school was named.

* * * *

H. C. Russell, Jr., graduate of Kentucky State College, son of President H. C. Russell of West Kentucky State and Mrs. Julia Jones Russell was recently commissioned Ensign in the U. S. Coast Guard at graduation exercises at New London, Conn. Ensign Russell was the only color-

ed member of a class of one hundred seventy-seven, and one of the few Negro sailors to be advanced to the rank he now holds.

* * * *

Mrs. Sallie W. Stewart, President of the Frederick Douglass Memorial and Historical Association, Inc., announces the beginning of a drive to raise an endowment of \$100,000 to perpetuate the shrine, formerly the Douglass homestead, on Cedar Hill, Anacostia, Washington, D. C. 1945 marks the fiftieth year since the passing of the great Douglass.

* * * *

Announcement has been made of the marriage of Miss Eunice L. Hopwood, teacher of commercial subjects at Central High School, Louisville to Mr. William E. Thompson, on February 5, 1944.