

The K. N. E. A. Journal

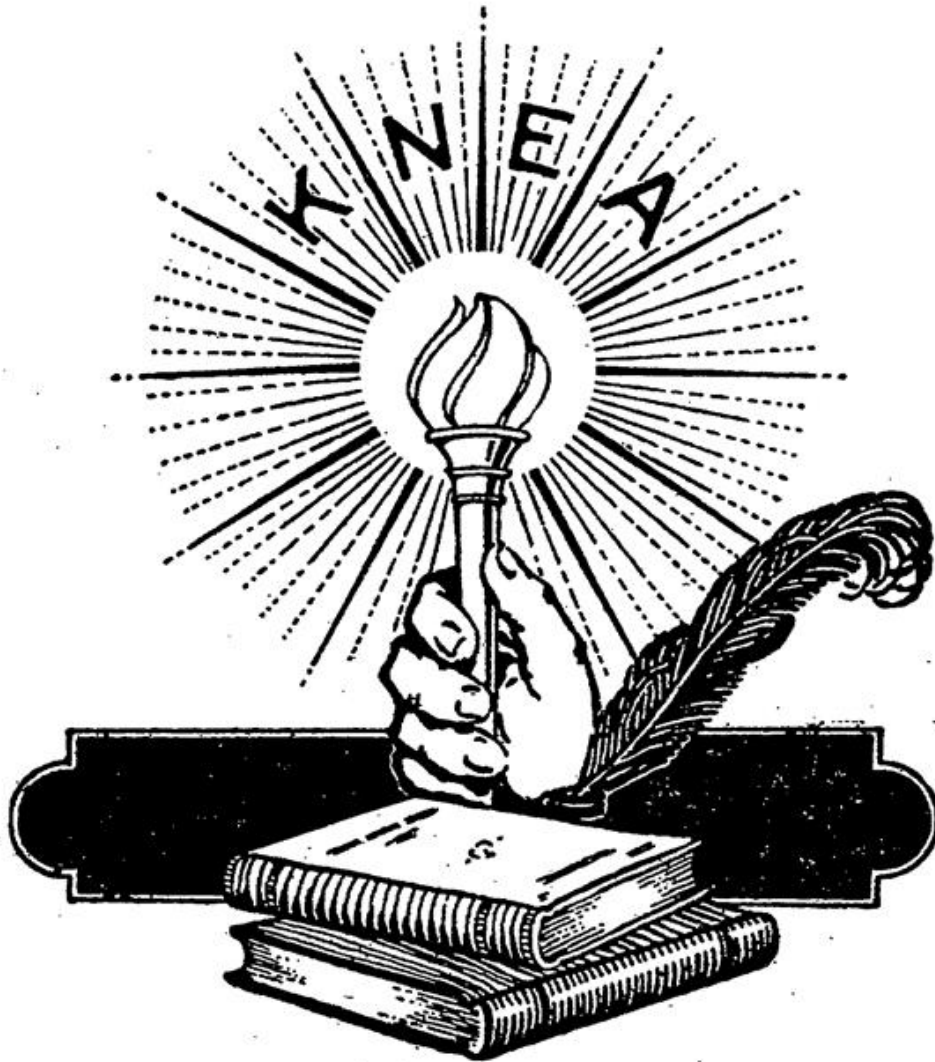
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KY. OFFICIAL ORGAN OF
NEGRO EDUCATIONAL ASSN.

Vol. XIII

January-February, 1943

No. 2



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The K. N. E. A. Journal

Official Organ of the Kentucky Negro Education Association

Vol. XIII

January-February, 1943

No. 2

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Louisville, Kentucky

W. H. Perry, Jr., Executive Secretary, Louisville, Managing Editor

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

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Editorial Comment

JUVENILE DELINQUENCY

The delinquency of juveniles is claiming the attention of the public, particularly of parents, teachers and social workers. Educational journals, periodicals and newspapers are giving space to discussion of its causes and possible remedies. All too frequently one agency passes responsibility for the condition to another. The homes blame the schools or the gang for the child's truancy and delinquency; the schools say the courts should take more vigorous action, particularly against parents; the courts feel the real solutions of the problems do not lie in their hands. Social workers have no panacea for the ills.

This suggests that juvenile delinquency, itself a serious problem, should be considered an aspect of a further problem, and that its roots may lie in economic conditions and broken and unhappy homes, producing poorly adjusted juvenile personalities. Three articles in this issue, representing the careful thought of educational and social workers, approach the situation from this angle. Although the statistics given deal with Louisville, the principles illustrated and discussed doubtless find application in every school and community.

HONORARY MEMBERSHIP

At the 1942 K.N.E.A. Convention, 132 teachers and principals enrolled as honorary members of the association. This meant the voluntary paying of a membership fee of \$1.50, instead of the constitutional fee of \$1.00. It showed the personal and professional interest of these persons in making it financially possible for the K.N.E.A. to expand its program.

Through the years our organization has done well on limited income. It has met its overhead expenses, brought outstanding speakers to its sessions, published the Journal regularly, contributed financially to movements planned to improve the status of teachers, and occasionally granted scholarships to worthy applicants.

The Board of Directors voted that funds raised through the payment of the additional fifty cents be used to foster the equalization of salaries in the state. There are other needs that justify an increased membership fee. Speakers' expenses have increased, due to increased travel rates; cost of place of meeting has increased 33% in two years; our scholarship fund should be increased to make it more serviceable; cost of publication of the Journal has increased; continued development of the program is dependent on the availability of reasonable funds.

The substantial revenue that formerly came from the annual exhibitions sponsored by Louisville teachers at the armory no longer comes to us. Our only source of revenue now, except for advertise-

ments, is membership fees. It is heartening to realize that ten per cent of our membership voluntarily paid the \$1.50 fee last year. This year many are sending in their fees on that basis. All teachers are asked to consider seriously the advantage to the association of their voluntary enrollment as honorary members, and to act to the advantage of the association.

1943 CONVENTION PROGRAM

It will be a policy of the K.N.E.A. this year to continue the development of its departments. The programs of the departmental and general sessions at the 1943 Convention will be the result of the united efforts of departmental and group leaders. K.N.E.A. officials have for a long time faced the problem of trying to provide, with limited funds, speakers suitable to each of the seventeen departments of the association. With the endorsement of the Board of Directors and District Presidents of the Association, the Departmental Chairmen met in Louisville to plan details of their April programs.

By unanimous agreement, the departments represented, organized themselves into four groups, each with a common interest. Through such arrangement, it became possible for each group to expect the services of a well selected speaker. During the convention, after a group has listened to and discussed a general problem with the speaker, departmental sessions will be held, making possible application of the general ideas in the separate departments. Each department will thus continue its identity and develop its individual program.

The next issue of the K.N.E.A. Journal will contain detailed programs of all departmental and general sessions.

CONTRIBUTIONS APPRECIATED

Attention is directed to the articles contributed for this issue of the Journal by individuals whose interests lie in varied fields. Three educators and social workers have given points of view on the current problem of juvenile delinquency; a graduate student in education has made extracts from a recently completed thesis to give interesting fact concerning the late George Washington Carver; a departmental chairman has contributed practical suggestions for teachers interested in guidance.

All these articles should prove interesting to Journal readers. The Journal columns are open to teachers of the state who wish to present articles which may have interest or value to others.

Put the K.N.E.A. dates, April 14-17, on your calendar. Plan to attend!

HEADS MUNICIPAL COLLEGE



Dr. BERTRAM W. DOYLE

Local and state educators welcome to his new post as dean of the Louisville Municipal College, Dr. Bertram W. Doyle, who prior to coming to Louisville,

was secretary of the Board of Education of the C. M. E. Church.

Dean Doyle was born in Alabama, the son of a Methodist minister. He completed his elementary and high school work in the state of Texas, and received his Bachelor of Arts degree at Ohio Wesleyan, after which he did further study at the University of Chicago, where he was awarded the Master of Arts and Ph. D. Degrees.

He has taught in the states of Texas, South Carolina, North Carolina, Georgia and Tennessee, and has also served as minister in South Carolina and Tennessee.

He holds membership in the following organizations: Kappa Alpha Psi Fraternity, Phi Beta Kappa Fraternity, American Sociological Society, American Statistical Society. Dean Doyle is married and is the father of five children—four girls and a boy.

Summary Of Joint Meeting—Departmental Chairmen With Board Of Directors, K. N. E. A.

A joint meeting of the Departmental Chairmen and Board of Directors of the K.N.E.A. was held in Louisville on Saturday, December 12, principally to make plans for the program of the April convention of the organization. Those present were President H. E. Goodloe, Director Whitney M. Young, Vice-President T. J. Long, Secretary W. H. Perry, Jr., and the following departmental chairmen: Mr. E. T. Buford (High School and College); Mrs. Jewell R. Jackson (English); Mrs. Ouida W. Evans (Art); Mr. A. C. Randall (Library); Mr. W. O. Nuckolls (Principals'); Mrs. Gertrude Sledd (Science); Mr. G. W. Jackson (Social Studies); Mr. W. H. Craig (Guidance); Miss Anorma Beard (Youth Council); Mrs. Beatrice Willis (Primary); Mrs. Mayme Morris (Elementary). Mr. L. J. Harper, chairman of the program committee of the science department, and Mr. Blyden Jackson, president of the Louisville Association of Teachers in Colored Schools, were also present and took part in the discussions.

President Goodloe made a brief, but timely address, urging alertness to opportunities to advance the educational interests of teachers and pupils. He then asked the secretary, Mr. W. H. Perry, Jr., to lead discussion relative to the program of the April sessions. The secretary stated the policy would be to continue the development of departments, and expressed the hope that at the end of the meeting, or shortly thereafter, those present would outline the departmental and general programs of the April convention, integrating them with the general theme, EDUCATION FOR VICTORY. Discussion centered around the following proposals and questions which had been submitted in advance to those who attended the meeting:

Proposal I. There are seventeen departments in our association. It is not financially possible to provide a desirable speaker for each of them each year. If, however, the several departments were to assemble themselves together into a few groups with common interests, it might be possible to secure a strong speaker for each group. Each group might also discuss general problems faced by the several departments, and then separate into "departmental conferences" which already exist, for consideration and application of the ideas to their specific teaching fields.

A suggested grouping of departments, according to probable common interests, follows:

Group 1

High School and College Department
Principals' Conference
Librarians' Conference
Adult Education Department
Art Teachers Conference (Section 1)
Music Department (Section 1)

Group 2

Elementary Education Department
Primary Teachers' Department
Art Teachers' Conference (Section 2)
Music Department (Section 2)

Group 3

Social Science Teachers' Conference
Science Teachers' Conference
English Teachers' Conference
Foreign Language Teachers' Conference

Group 4

Guidance Workers' Conference
Youth Council
Vocational Education Department
Rural School Department

Group 5

Physical Education Department

Question 1. (a) Should the several departments of the K.N.E.A. be so grouped, according to common interests, as to facilitate the pre-

sentation of outstanding speakers, and the consideration of common problems, **each group retaining its autonomy?**

(b) What grouping is suitable?

Proposal II. The workshop idea is popular with many educators. In the workshop, thorough consideration is given to some major educational problem through the thorough, purposeful, cooperative action of all members of the group. Obviously, the experience is valuable to each member as well as to the group. A workshop, conducted by a qualified educator, and with an interested personnel, would furnish a splendid opportunity for the functional approach to some educational problems.

Question 2. Does any group represented here wish to conduct a workshop during the April convention?

Proposal III. The general theme of the April convention is, **EDUCATION FOR VICTORY.**

Question: 3. In harmony with this: (a) what subject do you suggest for deliberation by your department; (b) by your group; (c) what speaker do you recommend for your group?

Proposal IV. The addresses at the general sessions should generalize and integrate as far as is practicable the ideas which will probably be developed in detail in the departmental sessions.

Question 4. (a) What broad themes do you suggest for the addresses on the general programs?

(b) What persons do you suggest as well qualified to make addresses of the nature indicated?

The above questions are only suggestive. It is hoped that the conference will give the secretary a definite conception of the nature of the program you desire, and a "skeleton" of the organization you plan with your group and department.

Those present gave thoughtful consideration to the questions above, and to others suggested by them.

The following decisions were made:

1. The grouping of departments as suggested above was approved unanimously, except that the Physical Education Department was assigned to Group III, as most of the Physical Education instructors were thought to teach subjects in that group.
2. Emphasis was put on the fact that no department or conference loses its independence or opportunity to develop its own program through the grouping. The grouping is intended to strengthen the work of the separate departments.
3. Each group should select a leader, to (1) take the initiative in contacting the other chairmen within the group, and direct the selection of a theme for group consideration; and (2) to keep the K.N.E.A. secretary advised of the plans and decisions of the group.
4. The units of each group should agree among themselves as to the subject for group discussion, and the related subjects for consideration by the departments and conferences which con-

stitute the group. All subjects should be in harmony with the theme, **EDUCATION FOR VICTORY**.

5. Two and a half hours should be scheduled for each group discussion, the time to be divided between whole group and unit (departmental or conference) discussions.
6. The times of meeting of the various groups should be so scheduled that members of any group may visit other groups while they are in session.

Departmental and Conference chairmen should (1) send their suggestions for the group program, and (2) the program of their particular department or conference to the group leader no later than **January 15, 1943**, in order that he may send it to the K.N.E.A. secretary shortly thereafter. It is important that the program be planned early, so desirable speakers may be arranged for.

Suggestions and advice to your group leader, or to the K. N. E. A. secretary, as the program develops will be appreciated.

SYMPOSIUM: JUVENILE DELINQUENCY

The three articles which follow, dealing with juvenile delinquency among Negroes, summarize addresses made at an open meeting arranged for consideration of the subject, and sponsored by the Committee on Resources and Information, Louisville Urban League, and Child Welfare Division, Council of Social Agencies. The meeting, presided over by Mr. C. H. Parrish, chairman of the Committee on Resources and Information, was an inter-racial gathering, attended by educators and representatives of active social agencies. The facts and points of view expressed in the articles will doubtless be of interest to educators of the state.

Some Facts About School Attendance And Juvenile Delinquency Among Negroes

Dr. Ernest Greenwood, Statistician, Council of Social Agencies

Dependable figures whereby to judge the extent of juvenile misbehavior among Negroes in the Louisville area are few. Those that were readily available to this writer fall into three types.

I.

The Number and Rate of Cases Involving Legal Actions by the Louisville Board of Education to Correct Absences, for the School Years from 1937-38 to 1941-42.

| School Years | Whites | | Negroes | |
|--------------|--------------------------|----------------------------------|--------------------------|----------------------------------|
| | Number of Notices Served | Rate per 1,000 School Population | Number of Notices Served | Rate per 1,000 School Population |
| 1937-38 | 737 | 18.0 | 184 | 26.0 |
| 1938-39 | 798 | 20.0 | 423 | 59.5 |
| 1939-40 | 828 | 21.3 | 423 | 60.4 |
| 1940-41 | 1,056 | 26.9 | 417 | 60.0 |
| 1941-42 | 1,156 | 29.7 | 457 | 65.0 |

The figures reveal a gradually rising rate over the last five years

for both races. The increase was underway years before the outbreak of the war and the war appears not to have appreciably accelerated this rise. Hence the growth of chronic absenteeism cannot be attributed to the world crisis. The figures further show the Negroes to have a much higher incidence of legal actions for repeated school absences. During the years 1938 through 1940 the Negro rate was almost three times and during the years 1940 through 1941 it was slightly more than double the White rate. These ratios would indicate that the gap between the racial rates is closing, not because the Negro curve is declining to meet that of the Whites, but because the White curve is inclining to meet that of the Negroes.

II.

Commitments for Dependency and Delinquency to the Louisville and Jefferson County Children's Home from 1935 through 1941.

| Years | Total | | Whites | | Negroes | |
|-------|--------|---------|--------|---------|---------|---------|
| | Number | Percent | Number | Percent | Number | Percent |
| 1935 | 262 | 100 | 192 | 73.3 | 70 | 26.7 |
| 1936 | 223 | 100 | 139 | 62.3 | 84 | 37.7 |
| 1937 | 207 | 100 | 154 | 74.4 | 53 | 25.6 |
| 1938 | 278 | 100 | 175 | 62.9 | 103 | 37.1 |
| 1939 | 225 | 100 | 155 | 68.9 | 70 | 31.1 |
| 1940 | 268 | 100 | 185 | 69.0 | 83 | 31.0 |
| 1941 | 287 | 100 | 208 | 72.5 | 79 | 27.5 |
| Total | 1,750 | 100 | 1,208 | 69.0 | 542 | 31.0 |

Over a period of seven years from 1935 through 1941 commitments numbered 1750, or an average of 250 annually. The percentage of Negro commitments to total commitments varied from year to year from a low of 26% in 1937 to a high of 38% in 1936. Viewing the entire period as a whole, the percentage of Negro commitments to total was 31%. In 1940 the Negro population of Jefferson County was 13% and of Louisville 15%. Thus Negroes are contributing double their normal share of commitments.

Commitments to the Home are for two causes, dependency and delinquency. Over the seven year period the ratio of delinquency commitments to total commitments was 24% for Whites and 44% for Negroes. Thus the delinquency ratio for Negroes was on the whole double that of the Whites.

III.

The Number and Rate of Formal Delinquency Charges Brought to the Jefferson County Juvenile Court during the Court Years 1937-1938 through 1940-41.

| Court Years | Number of Charges | Rate per 1,000 Juveniles | Number of Charges | Rate per 1,000 Juveniles |
|-------------|-------------------|--------------------------|-------------------|--------------------------|
| 1937-38 | 737 | 11.4 | 400 | 41.0 |
| 1938-39 | 728 | 11.4 | 430 | 43.6 |
| 1939-40 | 750 | 12.1 | 311 | 32.0 |
| 1940-41 | 636 | 9.9 | 316 | 32.6 |

It is interesting to note that the formal delinquency rates for both Whites and Negroes are declining and that the decline is relatively greater for Negroes. Thus for Whites the 1940-41 rate is 87% what the rate was in 1937-38, while for Negroes the 1940-41 rate is only 80% of the 1937-38 rate. Here too, as in the case of legal actions for absences, the gap between the races is closing; this time because the Negro curve is declining to meet that of the Whites. But the Negro rate is still very high. As of the end of the four year period it was three times that of the Whites.

Some Observations On The Causes Of Juvenile Delinquencies

L. B. Jett, Supervisor

Ridgewood Division, Louisville and Jefferson County Children's Home

Mr. Chairman:

We are discussing a problem, the solution to which lies much deeper than the suppression of the many anti-social acts of the children involved. We could put on a campaign and perhaps cause 90% of these outbreaks to subside, but unless we get at the roots of the evil, the problem will still be with us. These outbreaks are the result of a built-up potential caused by all the forces of our social, our economic, and our educational systems playing upon the child. It is not left to the child what these forces shall be; yet, he is made a victim of them and must react to them. Perhaps it would be more nearly correct to refer to juvenile delinquency as a defect in our social structure, and blame ourselves rather than our children.

Inadequacy and Instability Of Parents

We have on our campus now 88 children sent out by the Juvenile Court, ranging in age from 10 to 17 years; in grade place-

ment from third to ninth; almost equally divided as to delinquent and dependent commitments. In fact, there are 45 delinquent commitments and 43 dependent. In studying their records we find much delinquency in the records of those committed as dependents, and so much dependency in the records of those committed as delinquent that there is not any appreciable difference in them. Their deportment on the campus is about the same.

The parents of these children seem so completely lacking in understanding the needs of their children, and so void of qualities that would develop stability in them, that I do not wonder at the delinquencies of the children. In so many instances the bad example of the parents so outweighs the good advice they attempt to give that their words fall flat as empty patter. The average grade level of the fathers of these 88 children is a little less than 3rd grade; that of the mothers, a little more than

3rd grade. It is interesting to note that invariably the children from the homes of the higher educational levels offer more to build on. Without exception, they show more readiness to grasp higher ideals and more readiness to conform to higher standard of living, once they have overcome the confusion and instability which caused their commitment.

Out of these 80 odd homes, not counting those in which both parents are dead, 64 are broken. In many instances, one or both parents are living in common-law situations, with the child or children shuttled back and forth between these homes. The parents don't seem to understand why the children leave home and get into trouble. They say they give them everything they want, nice clothes, spending money, etc. They don't seem to realize that what they are doing, at most, is simply bribing the child to accept their wrong doing. They don't seem to know that their children have friends with whom they wish to stand high; they don't seem to know that the children have pride which they are wounding every day. They should know that children have a way of asking most piercing questions about each other's parents and homes, as do also, well-wishing adults. A case in point occurred on our campus recently. A mother came out to visit her son, a boy sixteen years old, in the 8th grade, of good appearance, and very popular on the campus. While the mother was being registered, an uninformed adult asked the

boy if the young man with his mother was his brother. The boy blushed, dropped his head, and plainly showing his embarrassment said, "No." A few days later his teacher sent him into the office with the complaint that for several days he had been doing poor school work. In the meantime he had gotten into some other mischief on the campus. Since the Superintendent wanted to talk with some other children, and as I was about to leave with them, I took the boy along. He made such a fine impression that the Superintendent became interested in him and began to ask questions about his ambitions and possibilities of attaining them. When he asked if his parents were living, and if they were together, I noticed the same confusion and embarrassment in the boy, and he said "Yes." The facts are that the parents were separated several years ago and the boy has spent much of his time living with one then the other. Our records show many other instances where children, in the Juvenile Court on delinquency charges, are confused and embarrassed when their parents are confronted by the court on situations like this. And these parents can't understand why their children leave home and get into trouble. I wouldn't insult your intelligence by asking you why. In a chemical laboratory the chemist can pretty well predict what the outcome will be if he mixes chemicals in a definite way. This is not so with human behavior. We have not been able to reduce it to formulae like that. We know

if an individual is subjected to stress, tension and confusion; if he is denied affection and made to feel insecure in the home or school, he will rebel, but the direction in which his rebellion will lead is unpredictable. He may go out and steal a car and kill himself or someone else; he may rob his school or some other school, or he may do any of the hundreds of other things that Juveniles do.

Retardation in School as a Factor

In the records of every child committed to Ridgewood as a delinquent we find truancy. We have children committed from several other states and the same is true in their cases. The usual story is: I didn't like school, couldn't get the work, got to staying away, fell in with a group of bad boys and got into trouble. By hasty conclusion we might blame truancy as the cause of delinquency, but if we examine the situation more closely we will find that truancy is the effect of another cause more fundamental. The child becomes truant because he is unable to get the satisfaction out of his school work that he has a right to expect. He is unable to do so because of one reason or another he has become retarded, and receives only humiliation and embarrassment from his efforts. We instinctively avoid situations of this sort. It would be highly desirable to clear our streets of the scores of children of school age and force them to attend, but many of these children are facing real embarrassing problems in school, and it would not be fair to them to force them to

attend without making it possible for them to achieve satisfactory results. I mean results satisfying and inspiring to the child as well as those that will enable society to perpetuate those finer qualities of its citizenry and make progress toward a higher level. Our children who are allowed to grow up in crime and ignorance are going to perpetuate the kind of homes, and the kind of parents who bring children into the world to perpetuate the juvenile delinquency problem.

There are fundamental needs which every individual must have to make him happy and stable, aside from food, shelter and clothing. One needs to feel that he is not only a cog in the machinery, but that he is an important cog. He wants to feel that he is accomplishing something worthwhile, and he needs recognition from his fellows for his accomplishments. A boy joins a gang, steals and robs because he gets the praise and admiration of his fellows, and wins recognition which he could not get otherwise. We find children who have been moved along in school until they are as much as two to three grades above their ability to do satisfactory work. Here seems to be the reason children say they "couldn't get the work, didn't like school and just stayed away." Time and again I have seen distress in the face of children when I tell them they will have to attend school at Ridgewood. They eagerly offer to work at any task all day rather than go to school. Several years ago we became so con-

cerned about this wide gap between the child's grade placement and his actual ability to perform in a satisfactory way, that our school was reorganized so that children could be placed in groups without the designation of grade; in groups where it was possible for them to achieve success.

When a child is committed to Ridgewood he is given a thorough testing by our department of psychology to determine just what his general capacity for learning academic subjects is; his special interest and aptitudes; his actual achievement level in the various tool subjects; and his total grade score. Our medical department gives him a thorough examination for any physical defects he may have, and efforts are made immediately to correct any found. Our social service department gathers all available data on the family background, and causes for commitment, and the psychiatrist begins at once to correct any emotional disturbances found. With this composite picture of the child he is placed in school where it is felt he is best suited. With a very few exceptions, test results a year later have been quite gratifying.

Let us take one of the girls on our campus as an example: We shall call her Mary. Mary has been on the campus less than a year. She was a truancy problem in the public schools and was classified as 7th grade. She has several sisters; her mother is dead. At first she started staying away from school, then away from home overnight and

visiting places of ill repute. She fought her father and sisters who insisted on her attending school and began staying away from home for several days at a time. She was large for her 14 years of age and made a good appearance. Mary was committed to Ridgewood as a dependent. Our psychologist found that she had a total grade score of 5.1 and in some basic subjects her achievement was below 5th grade level. Our medical department found that she was very frail and verging closely to childhood tuberculosis. When she entered she was bitterly opposed to school and used various ruses to escape. Finding this useless, she fell in line. She has made several garments for herself in the sewing classes and takes great pride in displaying them. Insistently she has tried to get into the band, but the doctor has not given permission for this. We have an understanding that when she reaches a certain weight this may be allowed. It is interesting to notice how she watches the scales to see when she will have put on the required weight. Mary is outstanding as a waitress; has a flare for beauty culture and is much in demand when social activities are planned. By the student body she was elected secretary of the Sunday School, and in general, she is very popular on the campus. A few days ago she came to me and said her social worker had told her that she may be going home pretty soon but that she did not want to return home now, and would like to be allowed to remain at Ridgewood until

she could at least finish the eighth grade. A year ago she fought her father and sisters and used every means at her command to avoid school. Now she is begging for an opportunity to remain in school until she can at least finish the eighth grade. Let us see what has happened. On our campus she counts for something: she is accomplishing something worthwhile and is getting recognition for her work. Her experiences are happy and satisfying. Efforts spent in working with her have been made at reclaiming and redirecting a child that has gotten off to a bad start. It seems to me it would have been wiser and more certain of success had more time and effort been spent in preventing the trouble from developing. If our elementary schools, or at least some of them, could be organized in such a way as to make adequate provisions for the slow, underprivileged, retarded children much would be done in preventing delinquencies.

Lack of Adequate Supervised Recreation

During the summer months our playgrounds do much in providing supervised recreation for the children, but during the other seasons I wonder if adequate provision is made, both in places of recreation, and in personnel. The long hours between the time school lets out in the afternoon and begins in the morning furnish ample time for children to get into mischief. This is especially true in these times when both parents often leave the home to work and do not return until long after the children are home from school. Under these conditions it seems imperative that some agency or agencies assume a greater responsibility in the training and supervision of children. However, I do not believe any agency can satisfactorily take the place of the home. It seems to me that if some means of supplementing the income in the homes where the mother goes out to work could be found, and the mothers required to remain in the homes, it would pay good dividends.

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TWELFTH ANNUAL MUSICALE

QUINN CHAPEL — FRIDAY, APRIL 16

FEATURING CARMA SHAW FREEMAN

OF CLEVELAND, OHIO

Juvenile Delinquency Among Negroes; The Visiting Teacher's Experience With These Problems

Hortense Broaddus Perry

Visiting Teacher, Louisville Public Schools

Need for the visiting teacher came about in a response to the needs recognized jointly in the fields of education and social work. Educators, recognizing the extent to which the child is influenced by factors outside the school, felt that the teacher should study the child in the light of his social background. It was felt that the isolation between the school and the home should be broken down; that the school should get connection with the home in order that there might be a better understanding of the child.

It was in the "getting connection" that the visiting teacher emerges as an aid in interpreting the home life of the child to the teacher and his school life to the parent. The visiting teacher has come to be looked upon as a friend and as such, she is welcomed in the home. The parent feels that the visiting teacher's object is one of helpfulness rather than one of law enforcement or punishment. She visits the home to prevent and adjust school difficulties. The visiting teacher, therefore, is vitally concerned with the problem of delinquency, which has its beginning in maladjusted childhood.

Among the causes found to contribute most frequently to delinquency among school children is the home. Many of the delinquencies of youth have been

traced to maladjustments and conflicts in the home. Hypocrisy, jealousy, and antagonism between parents often cause delinquency in their children. The broken home, where the entire job of rearing children has been forced upon one parent, is usually conducive to delinquency.

The home in which there is a working mother with no one to properly supervise the activities of the child is also a contributing factor in delinquency. In a survey made in 1938 in one of the Louisville schools it was disclosed that out of 579 children interviewed, 282 had mothers who were employed outside the home. Delinquents in this group numbered 73, in comparison with 22 delinquents in the group in which mothers were at home during the day. Of the 73 delinquents in the first group, 21 were habitual truants while there were only 5 habitual truants in the other group.

Now, with more and more women leaving the home to take up defense work, the problem of delinquency is becoming more alarming. Parents leave early and return late, leaving their children unsupervised from morning until night.

Another factor leading to delinquency is failure to secure the satisfaction of success in the classroom. This is often due to a lack of understanding between

the teacher and the child. The retarded child is often the problem child and as such should be given due consideration if he is expected to find and adjust himself. Add to the above mentioned factors poor housing, with its subsequent air and light, crowded sleeping conditions and lack of privacy; add inadequacy of supervised recreation, poverty, lack of religious training, and ignorance on the part of the parents, and one will have some idea of the complexity of this problem.

Truancy has aptly been called the kindergarten of crime. Truancy and other behavior difficulties arising in the school very often mark the beginning of careers in delinquency. So that is why we, as visiting teachers, are so diligent in our efforts to correct the evil before it becomes a habit. But the prevention of delinquency must be thought of not as a thing set apart, but rather as an inseparable part of the

larger enterprise of child welfare. This problem is not the job of the visiting teacher, the educator, or the social worker alone, but also of the community, the social agencies and the courts.

Dr. Paul Hanley Furfey, of the Catholic University of America, states, "The study of childhood is the key to the future. Vast social problems which will not yield to the efforts of reformers nor to the enactments of legislators, can be cured by turning our attention to the coming generation and starting them on the road of life aright. This needs patient, careful study. It needs insight and sympathy. It needs hard work. But it is worth it, a thousand times worth it, and the future shall be our reward. The present century is often called the 'Century of the Child.' If the present generation can merit this title, it will be to our everlasting glory. For with the child lies our hope."

Some Innovations In Guidance

W. H. Craig

Social Studies And Science Instructor

Lincoln-Grant School

Covington, Kentucky

Within the past ten years, great strides have been taken in that phase of education known today as guidance or student personnel service. Evidence of this is discovered when an examination is made of the vast amount of literature now appearing in our professional journals, by the organization of courses in counseling, student person-

nel administration, social investigation, and group guidance in our leading colleges and universities, by the development of new experimental schools and workshops for improved instruction under careful supervision and direction, by the appointment of state directors of guidance, by the selection of hundreds of counselors in our high

schools and colleges, by recent state regulations governing the certification of school counselors, and by the very recently created department of Occupational Information and Guidance Service in the U. S. Office of Education, Washington, D. C.

The writer's experiences in teaching in colleges, in public schools, in social service, and in guidance over a period of years has convinced him that guidance is more than just a counseling service, and it is more than just a point of view. It is easy to accept the point of view of individualization in education, and the process of diagnosis; but it has not been as easy to put the point of view into practice, since diagnosis involves clinical techniques, objective and subjective analysis by trained diagnosticians, and a psychological synthesis of all of the facts secured.

The complexity of student problems necessitates a variety of diagnostic techniques as well as the diagnosis of many different individual abilities and qualifications. The techniques of guidance must be adapted to the educational level and to the individuality of the student. Research in the field of guidance seems to indicate that the range of differences between students within an educational level is usually much greater than the significant differences between students of different educational levels. Problems of scholastic failure, social adjustment, and vocational indecision are as frequently found among college students as high school students. Certainly a scientific diagnosis

of all these problems is a job for the guidance specialist. It is too much to expect that even the best classroom teacher will become a good diagnostitian; yet to counsel without this kind of diagnosis is dangerous.

Objective testing, as a diagnostic technique is being used more and more widely, although there is still a considerable amount of controversy among educators concerning the use of standardized tests in educational procedures. Our point of view is that such objective measures are indispensable instruments in the diagnosis of individual abilities, but that it must be recognized that the tests available for guidance purposes are many and are highly variable in quality. Many are poorly standardized and do not measure what they purport to measure. On the other hand, many have been carefully validated, and recommended for use after years of painstaking efforts and research in improving their use to others.

Those tests used by the guidance director or classroom teacher for general guidance should be used with extreme caution, and only after careful study of the technical literature describing on whom the tests were standardized, how many cases involved, the geographical and chronological location of the cases, and those data concerning the actual validity and reliability of the measuring devices. When these precautions are taken, when tests are selected very carefully and administered under standard conditions, and when the results are used to

supplement other data, peculiar to social investigation, such tests are not only invaluable but indispensable in a counseling or guidance program. The use of tests in this manner is consistent with the clinical approach to student counseling and group guidance.

Diagnosing individual qualifications is not the only function of the guidance specialist. The most accurate information obtainable about the case under study is of little value until a good job of counseling has been done. The real worth of a guidance program must be evaluated in terms of the actual benefit to the student, and not in terms of the satisfactions of the counselor's ego. Therefore, the acid test of the guidance service is the thoroughness and the effectiveness of the counseling process.

Clinical guidance or counseling is not just information getting and advice giving; it is not just giving the benefit of wider experience and greater maturity; nor is it just taking a kindly attitude toward the problems of the subject under study or consideration; it is all of these. Clinical counseling also involves objective thinking, an objective analysis and synthesis of all known facts, a diagnosis, a consideration of alternative solutions, and an impartial but personal interpretation of the significance of all the facts.

Good guidance has often been referred to as an art and not a science; however, this writer is convinced that it is both. It is true that the dynamics of good

counseling and guidance rest in the relationship between the counselor and the counselee; this then is the art of counseling. However, in addition to this wholesome relationship there must be an objective and clinical interpretation which comes from specialized training and experience, this is the science of counseling. Certainly good counseling and guidance is both an art and a science.

The writer, in conclusion, wishes to recommend three sources of information for the guidance specialist, the school administrator, and the classroom teacher, that are almost indispensable if we would improve our guidance programs:

Cox and Duff; *Guidance by the Classroom Teacher*, Prentice-Hall '38.

Fraizer, E. F.: *Negro Youth at the Crossways*, American Council on Education '40.

Youth Commission: *Youth and the Future*, American Council on Education '41.

Quoting Henry Van Dyke's admirable expression of the spirit of work we all should say:

Let me but do my work from
day to day,

In field or forest, at the desk or
loom,

In roaring market place or trans-
quil room;

Let me but find it in my heart
to say,

When vagrant wishes beckon me
astray,

"This is my work; my blessing,
not my doom;

Of all who live, I am the one by
whom

This work can best be done in
the right way."

George Washington Carver

Lucy Harth Smith

Principal of Booker T. Washington School

Lexington, Kentucky

George Washington Carver, who passed away Tuesday, January 5, 1943 at Tuskegee Institute, Tuskegee, Alabama was the outstanding example of one who amidst handicaps of membership in a minority group, slavery, poverty, poor health and a few blood relations climbed to heights of world wide fame through his communion with God, love for mankind, and his search for Truth.

He was born on the farm of Moses Carver in Missouri near Diamond Grove, which is located in the southwestern part of the state in Newton County. Carver was born about 1864 to two slaves, Moses and Mary Carver, who followed the usual custom of taking the names of their master's family. When George was born his mother lived in a little one room log shanty while his father, who belonged to another slave owner, lived on a different plantation. Carver grew up an orphan boy. While he was still an infant, his father fell from an ox team and was killed. One night when the infant was six weeks old a band of night raiders came to the little shanty home and seized the mother and tiny babe. The child became ill and the raiders took him from his mother and gave him to strangers to care for. When Moses Carver, the master, discovered what had happened to his slaves he sent a rescuing party

to buy their release. They found that the mother had disappeared, and that George was suffering with whooping cough.

In order to secure George's release, his master purchased him with a race horse valued at three hundred dollars. The Carvers adopted the boy, and at a later date named him George Washington, because he was honest and truthful.

He was a frail, weak child, so Mrs. Carver taught him to do all types of house work, such as cooking, sewing, taking care of fires, and bringing water from the spring. He became a first-class cook and learned to sew and mend clothes. This early training prepared the boy to earn his way through college by doing what would have been considered woman's work.

Whenever he could, George would steal away into the woods to play and to enjoy out-of-door life. He listened to the birds and tried to imitate their calls. He kept his pockets filled with bugs to the horror of Mrs. Carver. He had an instinctive love for flowers and gathered rare specimens from the woods and fields. He set up his own little botanical garden in the brush and became expert in growing plants and protecting them from insects and diseases. He cared for all the potted flowers belonging to the neighbors and won for himself the name of "The Plant Doc-

tor." Later on in life he learned to paint the flowers which he had studied so carefully. Ever after he wore a flower in his button-hole. When, for any reason, a real flower was not available, he made one of his own.

During these years he was building his scientific ground. The natural and permanent features of his environment together with his God given talents were moulding his character. He learned to do whatever he did, well. The out-of-doors served as his earliest school. His frail constitution was a blessing in disguise, for it enabled him to spend much time in his first laboratory—God's great out-of-doors.

In a speech he was heard to say, "Do not discourage the children from playing in the dirt. It is in the dirt that they learn about nature. Do not be afraid that they will soil their clothes."

Mrs. Carver had recognized George's unusual love for learning. She encouraged him to study and gave him his first book, a blue-backed speller from which he got his earliest education. He mastered his letters from this book and soon learned every word by heart. Later Mrs. Carver gave him a Bible, large portions of which he committed to memory.

Although the Carvers were interested in George's getting an education, they could not afford to send him to school. When he was ten years of age, he heard of a little Negro school eight miles away, at Neosho, Missouri. He obtained permission from Mr.

Carver to attend the school. He left the only home he had ever known and went to Neosho. His early days there were difficult ones. He had no money, no friends, and no place where he could spend the night. Finally, he reached an old horse barn, in which he slept for several nights. He was able to find odd jobs. Friendly Negroes permitted him to lodge in their cabins until he met a Mr. Watkins, who welcomed him into his home and permitted him to attend school. In speaking of this experience Carver says: "Indeed, Mr. and Mrs. Watkins allowed me to stay in their home in exchange for the work I could do and they treated me as if I were a member of their family."

The school was a typical country school of that day, an old log cabin, poorly ventilated, poorly equipped, and crudely constructed. The teacher was poorly prepared for the work he was doing, yet in this seemingly poor environment this lover of learning was inspired. Though he studied from books he kept close to the soil. Carver mastered all that the school had to offer within one year, and his thirst for knowledge led him to set out once more in search of education.

As he was walking along the road a mule team came along, bound for Fort Scott, Kansas. The boy asked permission to ride with the people and they kindly permitted him to go with them. The trip was a tiresome one lasting several days. Upon reaching Fort Scott, George found a job working in a kitchen as a helper and dishwasher. Mrs.

Carver's early training served him well, for he did all kinds of housework while attending school in Kansas. He remained at Fort Scott for about seven years working and studying day and night. He opened a laundry and gained the patronage as well as the good will of the people of the community.

His next educational adventure was at Minneapolis, Kansas, where he completed high school. In spite of hardships George had been unusually fortunate in finding friends to help and encourage him in his ambitions. He had traveled as far as Kansas in his quest for an education. Now that he was ready to enter college, he was forced to journey farther west. George knew that all southern colleges were closed to him because of his race. He heard of a college in Iowa and he wrote to this northern university and on the strength of his qualifications was granted a scholarship. On his arrival he was refused admission because he was a Negro. Later he was accepted at Simpson College, Indianola, Iowa. With the help of his knowledge of laundry work he spent two successful years there.

At the end of his junior year he decided to transfer to the Iowa State College at Ames. He studied agriculture at the State College and was placed in charge of the green-houses, where he made a thorough study of plant life, specializing in bacterial laboratory work in botany. At this stage he was relieved of the most menial work, for he had earned enough money to pay his current expenses by taking care of the

greenhouses. Once again he had an opportunity to study his beloved flowers and to paint them.

In 1894 he received a Bachelor of Science degree in agriculture. Because of his unusual scholarship he was appointed to the faculty at Ames. He was given charge of the bacteriological laboratory and the department of systematic botany. During this time he also pursued an advanced course in science and agriculture and received his Master's Degree in Agriculture in 1896. Later, in 1928, he was awarded the Doctor of Science degree by Simpson College.

George Washington Carver was especially successful as a teacher at Iowa State College. His sympathetic attitude together with his scientific understanding made him a teacher seldom encountered in the classroom. While a member of the faculty of Iowa State College, word of Carver's work and worth was broadcast. Booker T. Washington learned of him and later visited him and invited Carver to join the faculty at Tuskegee Institute. Doctor Carver realized that this was a great opportunity to serve his own people in the South and accepted Doctor Washington's invitation. This has been his home ever since. He became director of the newly created department of agriculture.

Carver did not find a well-equipped laboratory at Tuskegee but a rather desolate, almost barren place, with little or no equipment for his work.

The Agriculture Department was organized at Tuskegee Institute in the year 1897 and George

Washington Carver was made its director. He was likewise instructor in Scientific Agriculture and Dairy Science.

The most unusual and interesting characteristic of this very unique scientist was his attitude toward his Creator. He believed in God as the giver of "every good and perfect gift." Dr. Carver never sought to take any of the honor for himself, he gave all the honor and credit to God.

George Washington Carver's greatest contribution to education was in the field of agriculture. He taught the truths he discovered in his own laboratories. He called his laboratory "God's Little Workshop." No books were used but his discoveries came as a result of prayer and guidance. Three hundred and one combinations are the result of George Washington Carver's experimental work with the peanut. There is no complete list to be found of his discoveries. The sweet potato has yielded about one hundred and fifty by-products. He discovered that raw cotton could be used to reinforce asphalt roads. From the red clay of Alabama soil he discovered brilliant paints; blue, purple and red. Carver made starch gums and dextrans from cotton stalks; he made veneer from the palmetto root and a synthetic marble from palmetto and green wood shavings. From corn stalk he made a fiber and rope and from the dandelion and tomato vines he produced dyes. He made frames and canvasses for his own paintings out of agricultural wastes and his colors from clays, peanuts, and cattle

dung. Many useful products were discovered from the pecan including axle grease, condiments, coffee, flour, ink, insulating board, library paste, milk, mock coconut, plastics, preserved ginger, starch, and seventy dyes for silk and cotton from shells. He discovered the food value in many common weeds.

In April 1942 the writer had the opportunity to have a personal visit with Dr. George Washington Carver and his assistant, Austin W. Curtis at Tuskegee Institute. Dr. Carver graciously granted her a wealth of information and materials. He invited the writer to visit the museum and requested that his assistants serve her in gathering her material. She marvelled at the unique, one-man museum with its remarkable collection of artistic productions wrought by the hands of George Washington Carver. In one room devoted to the display of laces the writer counted over two hundred pieces of the finest and most delicate needle lace work that she had ever seen. These were designed and made by George Washington Carver.

There is an art room whose walls are covered with George Washington Carver's framed paintings in oil, charcoal, water color, vegetable color, and original clay paint. There were Christmas cards, china paintings, and pen and pencil sketches. Here was also the painting of the peaches done with his fingers, destined to go to the Luxembourg gallery in Paris at his death.

His experiments have netted

the Southern business men two hundred million dollars worth of new cash business annually.

Dr. Carver was an unusual christian character. Professionally he was an artistic weaver of laces, rugs, mats. He was a cook, concert musician, designer, farmer, philosopher, painter, scientist, singer, taxidermist, teacher and writer.

In the course of his eventful life he was awarded honors both at home and abroad.

Few men have been granted the privilege of seeing their dreams take form in reality as did George Washington Carver, but few men have dreamed so unselfishly.

He was a scholar who devoted his life to search for knowledge, in woods and fields, in log cabin schoolhouses, in college halls, and in his own laboratory. He was a teacher who made the lives of the poor richer, because he shared with them all that he learned. He was a humanitarian who lived for others and gave away all that he acquired because it was first freely given to him. He was a Christian who loved his Creator as a father and saw all men as brothers.

(Editor's Note—This article is based on a thesis presented by Mrs. Smith in partial fulfillment of the requirements for the Master of Education degree at the University of Cincinnati.)

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K. N. E. A. Announcements

CONVENTION DATES

Dates of the 1943 convention are April 14-17. The annual report of President Goodloe will be made at the opening session Wednesday evening, April 14. General sessions of the convention will be held at Quinn Chapel.

NOMINATIONS

Those who desire to have their names submitted to the Nominating Committee must send them to the secretary of the K.N.E.A. or to the chairman of the Nominating Committee by March 16.

MEMBERSHIP CARD

Members should bring their membership cards and badges to the K.N.E.A. meeting. The card is necessary for identification before voting.

TWELFTH ANNUAL MUSICALE

The twelfth annual musicale will be held on Friday, April 16, at Quinn Chapel. Mrs. Carma Shaw Freeman, of Cleveland, Ohio, former popular member of the Kentucky State College double quartette will be the guest artist on the occasion.

NO SPELLING BEE

There will be no spelling bee this year, due to transportation difficulties. Also, the Courier-Journal and Louisville Times, sponsors of such contests in the state, have withdrawn their financial support until the end of the war.

Prof. George W. Adams, principal of the Oliver Street High School, Winchester, has announced his candidacy for the presidency of the K. N. E. A. at this year's election.

Names of candidates for the 1943 Lincoln Institute Key Award should be sent Mr. Whitney M. Young, Director, Lincoln Institute, Lincoln Ridge, Kentucky. The award is given annually, to the person recognized by the judges as having made the most significant contribution to education in the state during the year.

The Proposed Constitution Of The K. N. E. A.

(TO BE VOTED UPON FRIDAY, APRIL 16, 1943)

Mr. R. L. Dowery, chairman of the special committee which prepared the proposed constitution voted on last year asks that the following one be voted on at the next convention. It differs from last year's in the amount of the membership fee proposed.

ARTICLE I

Name

The organization shall be called the Kentucky Negro Education Association (Incorporated.)

ARTICLE II

Objectives

The objectives of this association shall be to elevate the teaching profession and advance the cause of education among all the people of Kentucky, but especially the Negro population.

ARTICLE III

Membership

SECTION 1: Any person actively engaged in school work in Kentucky, teacher, librarian, principal, or supervisor may become an active member of this organization by paying the annual fee. Past presidents of this association shall also be active members by paying the annual fee.

SECTION 2: Ministers, past officers, or any person interested in education may become an associate member by paying annually (\$1.00) one dollar.

SECTION 3: Only active members of this association shall have the right to vote or hold office.

ARTICLE IV

Officers

SECTION 1: The elective officers of this association shall be the President, First Vice-President, Second Vice-President, Secretary-Treasurer, Assistant Secretary, and Historian.

SECTION 2: (a) The Board of Directors shall be composed of the Presidents of the District Teachers' Associations, provided that they are active members of the Kentucky Negro Education Association.

(b) The Vice Presidents of these associations shall serve as the District Organizers of the K. N. E. A. provided they are active members of the Kentucky Negro Education Association.

SECTION 3: LENGTH OF TERM:

(a) The President shall serve one term of two years and is not eligible to succeed himself at the end of his term, unless he receives a two-thirds majority vote of the association, and further provided that this is a recommendation of the Board of Directors.

(b) The First and Second Vice-Presidents shall serve one term of two years and they are not eligible to succeed themselves in that same capacity.

(c) The Secretary-Treasurer shall be elected to serve a term of one year, and if satisfaction is given at the end of this year, at the next election, the term shall be for three years, this recommendation to be made by the Board of Directors.

(d) The Assistant Secretary shall be elected to serve one term of two years.

(e) The Historian shall be elected every two years.

(f) The length of term of the Board of Directors shall be governed by the constitutions of the various District Teachers' Associations.

ARTICLE V

Meetings

This association shall meet annually at some time and place as the Association or the Board of Directors acting for the Association shall determine.

ARTICLE VI

Departments

SECTION 1: A sufficient number (twenty or more) of members of this association engaged in the same kind of educational work may organize a department or conference, but with approval of the Board of Directors. Each department or conference may elect its own officers, adopt its own rules and regulations and shall be given time for its meetings at each annual convention of the Association. An appropriation not to exceed (\$25.00) twenty-five dollars for guest speakers in four different departments or conferences shall be made each year until each department or conference has been served.

ARTICLE VII

Duties of Officers

SECTION 1: At each annual session the President and Secretary-Treasurer shall make an itemized report of their associational work.

SECTION 2: The Board of Directors of this Association shall consist of the following: President of the Association, who shall be chairman of the Board, and the Presidents of the District Teachers' Associations, who are regularly enrolled members of the Association. The Board of Directors shall hold its meetings annually with the sessions of the Association. Special meetings shall be at the call of the President. The Board shall pass upon all bills presented for payment or that may have been paid by the Secretary-Treasurer for incidental expenses during the year.

SECTION 3: The Secretary-Treasurer shall collect all fees for the Association and immediately deposit same in a designated bank to the account of the Kentucky Negro Education Association.

The Secretary-Treasurer shall, as ordered by the association, publish the minutes, including the main addresses and papers delivered at the annual meeting, and give one copy to each member. He shall be responsible for working up the association excepting the program, and for the faithful performance of duty, shall receive from (1 to 25) one to twenty-five percent as the Board of Directors may determine, of the membership fees collected by him. The Secretary-Treasurer shall give bond for two thousand dollars (\$2,000) through a bonding company to insure faithful performance of duty. Funds shall be paid out only on the order of the Association or Board of Directors. An educational journal may be published with the secretary-treasurer, or

some member of the Association designated by the Association or Board of Directors as managing editor, but the general control of this publication shall be left to the directors.

ARTICLE VIII

Regulations

SECTION 1: Fifty members of this Association shall constitute a quorum.

SECTION 2: Roberts' Rules of Order shall be the parliamentary guide on all points not in conflict with this constitution or Articles of Incorporation.

ARTICLE IX

Elections

SECTION 1: At each annual session the President shall appoint a committee consisting of members from each of the District Associations of Kentucky, whose duty it shall be to nominate active members for the various elective offices of the association.

SECTION 2: The election of Officers of this association shall be by ballot unless otherwise ordered by this association.

SECTION 3: (a) On the day set for the election, voting shall be by secret ballot, and ballot boxes shall be open from 8:00 A. M. to 5:00 P. M. on said day. The ballots used shall be furnished the voters by the secretary of the Association at the time the voter registers his or her presence at the meeting. The membership card of each active member shall be stamped accordingly by the secretary or his representative.

(b) The ballots shall be counted by three tellers, appointed by the President of the Association and a personal representative of each candidate. Where the president is up for re-election, the first vice-president shall appoint the tellers. The candidate receiving the highest vote shall be declared elected.

(c) In case of a tie, the Board of Directors shall make the final selection from the candidates receiving the highest votes.

(d) The results of the election shall be announced to the general association as soon as possible.

ARTICLE X

Association Year

The Association year shall begin May 1 and end April 30th of the following year.

ARTICLE XI

Presidential Authority

The President of the K. N. E. A. shall have the power to appoint an associative member of the Association to membership on the legislative committee of the K. N. E. A. provided that said person has shown a special interest in the education of the Negro in Kentucky, and provided also that no less than three members approve the appointment. This legislative committee member shall have the privilege of any

active member of the K. N. E. A.; except that he will be ineligible to hold office or the chairmanship of any committee. Such members of the legislative committee must not exceed in number one-third of the total membership on a legislative committee appointed by any president for any year.

ARTICLE XII

Retired Teachers

Retired teachers (those officially with honor by the Board of Education) or teachers having taught for thirty years or more in public or private school shall have the privilege of an active member of the K. N. E. A. except that he or she shall not hold office or the chairmanship of any committee. A teacher holding office in the K. N. E. A., and retired before the expiration of his term shall be eligible to serve until the next convention of the K. N. E. A., provided the teacher is retired with honor.

ARTICLE XIII

Powers Of Board Of Directors

The Board of Directors shall have the power to represent and act for the Association in all matters requiring immediate attention where the association is not in session.

BY-LAWS

1. Any member may become a life member by paying the life fee of (\$15.00) fifteen dollars.
2. The District Associations are as follows: First, Second, Third, Fourth, Fifth (Louisville and Jefferson County,) Eastern Kentucky, Bluegrass, Upper Cumberland and Northern Kentucky.
3. The annual membership fee shall be one dollar to be paid to the secretary-treasurer of the K. N. E. A.
4. All members who are not present at the annual meeting must pay the membership fee not later than thirty days after the annual meeting or their names will be dropped. Such members shall not be eligible to active membership until arrears of the previous meetings are paid in full.
5. The departments of this association are Kindergarten-Primary, Elementary, High School and College, Rural, Music, Vocational Education, Physical Education, and Adult Education. The following subject conferences shall be recognized by the association: English, Social Science, Librarian and Teacher-Librarians, and Romance Languages.
6. At each annual session the president except as otherwise ordered, shall appoint the following regular committees: auditing, resolutions, nominating, necrology, and legislative. These committees shall report at each annual session. Special committees may be appointed as conditions demand.
7. This constitution of this association may be amended or altered at any annual meeting by a two-thirds vote of the members pres-

ent: provided that the amendment or alteration has been proposed in writing and publicized among the members at least thirty days before the meeting.

8. This constitution shall take effect immediately upon adoption. All acts in conflict with this constitution are hereby repealed.

K. N. E. A. Kullings

"Negroes and The War," an official publication of the Office of War Information, has been prepared to celebrate the achievements of Negro Americans in many fields and to recognize their important contributions, in all fields, to the fighting of the war. Copies may be secured, free of cost, from the Division of Public Inquiries, Office of War Information, Washington, D. C.

Mr. J. A. Thomas, for fourteen years Executive Secretary of the Louisville Urban League has accepted an appointment as Director of Industrial Relations, National Urban League. He was accompanied to New York by his wife, Mrs. Constance Thomas, former Youths' Work Secretary, Phyllis Wheatley Branch Y. W. C. A., Louisville.

Miss Arnita M. Young, recent KSC graduate, became the bride of Lieutenant William M. Farrow, of Chicago, Illinois, on Jan-

uary 18. Lieutenant Farrow is a former KSC athlete, and graduate. Following the honeymoon, Lieut. Farrow assumed his duties at the Tuskegee Air Field, and Mrs. Farrow returned to the Western High School, at Owensboro, where she is an instructor.

Louisville Municipal College has lost to the military service Mr. Thomas D. Jarrett, instructor in English, and by resignation, Mr. George F. Robinson, instructor in history.

Second Lieutenant Redford Rogers, former KSC football star, visited friends at KSC and Louisville while en route to his new duties at Fort Leonard Wood, Missouri.

Louisville teachers who have joined the military forces recently are Mr. Addison I. Ramsey, of Central High School, and Messrs. Charles T. Taylor and William Wasson, of Jackson Street Junior High.

N. Y. A. Offers Employment Opportunities For State Youth

The National Youth Administration has set up five War Production and Training Projects, each serving a number of counties in Kentucky. The United States Government has requested that high schools immediately make use of these projects for the mechanical training of senior high school boys and girls for war production. Machines play a tremendous part in the present war, and men must be trained

in the operation and care of machines on the front and at home.

Under the plan, high school seniors, 16 to 24 years of age, citizens of the United States, are eligible to apply for N. Y. A. War Production Training. Provision is made for eighty hours of work per month, of which half is learning time and half work experience, in which application in productive work is made of that which has been learned. By the time of completion of high school, the trainee is qualified to accept a war production job. There is no tuition charge—on the contrary, trainees are paid 22c per hour for shop training and 16c per hour for clerical training. Protection against accidents is offered by the United States Compensation Commission.

Placement is guaranteed at the close of the training period. Employment is given locally if openings in industry exist, otherwise trainees are transported at government expense to an area in which their services are needed. Since September, 1942, 1751 youths have been placed in war industries. The following advantages accrue from acceptance of the program by high schools and communities: (1) any youth trained on N. Y. A. will be placed in a war industry. If this cannot be done locally the youth may be placed in other areas where jobs are available; (2) both boys and girls are eligible for all types of training, including arc and acetylene welding, sheet metal, aircraft sheet metal, auto mechanics, woodwork, machine shop, power sewing (girls only); (3) the earning power of youth will be increased \$300 to \$500 a year as a result of training; (4) communities benefit from having their youth trained and employed at home rather than having unskilled youth and resorting to the importation of semi-skilled and skilled workers.

For the benefit of high school principals who may wish further information there is given the following list of NYA Project Managers and Counties served by each.

NYA PROJECT MANAGERS AND COUNTIES SERVED BY EACH

1. Jesse C. Harris, NYA Project Manager, Court House, Mayfield, Ky. (Ballard, Calloway, Carlisle, Fulton, Graves, Hickman, Livingston, McCracken, Marshall, Trigg, Lyon, Caldwell, Crittenden.)

2. Harry Curlin, NYA Project Manager, Armory Building, Bowling Green, Ky (Christian, Henderson, Hopkins, Union, Webster, Allen, Barren, Butler, Edmonson, Green, Hart, Logan, Metcalfe, Monroe, Simpson, Todd, Warren, Davies, McLean, Muhlenberg, Ohio.)

3. Ballard Morris, NYA Project Manager, 741 South Third Street, Louisville, Kentucky. (Bullitt, Breckinridge, Grayson, Hardin, Hancock, Larue, Meade, Nelson, Marion, Spencer, Taylor, Washington, Jefferson, Carroll, Henry, Oldham, Shelby, Trimble, Gallatin, Boone, Bracken, Campbell, Grant, Kenton, Pendleton, Robertson.)

4. Smith G. Ross, NYA Project Manager, London, Kentucky. (Adair, Casey, Clinton, Cumberland, Pulaski, Wayne, Russell, Bell, Clay, Jackson, Knox, Laurel, Lincoln, McCreary, Rockcastle, Whitley, Anderson, Bath, Bourbon, Boyle, Clark, Estill, Fayette, Franklin, Fleming, Garrard, Harrison, Jessamine, Madison, Mason, Mercer, Mont-

gomery, Nicholas, Owen, Powell, Scott, Woodford, Breathitt, Harlan, Knott, Lee, Leslie, Letcher, Owsley, Perry.)

5. S. Jack Gardner, NYA Project Manager, Ashland, Kentucky. (Floyd, Johnson, Martin, Pike, Boyd, Carter, Greenup, Lawrence, Lewis, Elliott, Magoffin, Morgan, Menifee, Rowan, Wolfe.)

K. N. E. A. Honor Roll 1943

| School | Principal | City |
|-----------------------|----------------------|--------------|
| * Dunbar High | P. L. Guthrie | Lexington |
| * Russell Junior High | W. T. Seals | Lexington |
| * Constitution | J. B. Caulder | Lexington |
| * Carver | Ada B. Withrow | Lexington |
| * B. T. Washington | Lucy H. Smith | Lexington |
| **Lincoln High | R. L. Dowery | Franklin |
| * Rosenwald High | Pearl M. Patton | Madisonville |
| * John G. Fee High | W. H. Humphrey | Maysville |
| | **Wallace E. Strader | Burlington |
| | **Lena B. Whitney | Chaplin |
| | * Clara Anderson | Cave City |

| County | Superintendent | County Seat |
|------------|----------------------|---------------|
| **Adair | C. W. Marshall | Columbia |
| **Clay | Baxter Bledsoe | Manchester |
| **Pike | C. H. Farley | Pikeville |
| **LaRue | Ada Lee Graham | Hodgenville |
| Bath | W. W. Roschi | Owensville |
| * Spencer | Everett Snider | Taylorsville |
| Madison | James B. Moore | Richmond |
| Christian | N. T. Hooks | Hopkinsville |
| * Union | T. V. Fortenbery | Morganfield |
| McCracken | Miles Meredith | Paducah |
| Marion | Mary Cyril Mudd | |
| Logan | J. H. Edwards(Treas) | Russellville |
| * Green | Nona Burress | |
| Montgomery | Nell Guy McNamara | Mt. Sterling |
| Clark | Wm. G. Conkwright | Winchester |
| Warren | Everett Witt | Bowling Green |
| * Simpson | Herbert Foster | Franklin |
| Ballard | W. W. Wallis | |

* 100% of teachers enrolled.

** 100% of teachers enrolled as honor members.

N. Y. A. Offers Opportunities To Kentucky Youth

(See page 29)

Office Of War Information

Office Of Price Administration

Recognition of the important role Negro teachers are playing in the fight against inflation is given in the recent issue of the *Herald*, official journal of the Georgia Teachers and Educational Association, devoted almost entirely to wartime consumer education.

Dr. Horace Mann Bond, editor of the *Herald*, declares that consumer education is vital to the future of the Negro people of America, as well as to winning the war. "This is a war," says Editor Bond, "where every consumer can, by the exercise of care, put that much less strain upon the productive energies of the nation."

Featured articles in the quarterly publication include "The Schools and the Economic Home Front," by J. E. Greene, educational representative in the Atlanta region for the Office of Price Administration; "Stretching the Food Dollar," by Rufie Lee Williams, Georgia OPA representative; "Teachers Handbook on Wartime Economic Program," by the staff of the Washington Educational Services branch; "The Role of the Schools on the Wartime Economic Front," and "Charting Wartime Consumer Education;" "Selected Bibliography on Wartime Consumer Problems"; and "The Negro in the People's Fight Against Inflation" by Doxey A. Wilkerson, OPA education specialist on leave as associate professor education of Howard University.

Only the concerted efforts of all Americans will suffice for victory in this "People's War," Mr. Wilkerson asserts. "Nowhere is this basic truth more apparent than in the fight against inflation on the Home Front," he declares. "It should be readily apparent that a low-income group like the Negro has a vital stake in the nation's fight to hold down the cost of living. It is no less true that the effective participation of 13,000,000 Negro consumers may prove decisive in the winning of that fight. Here is an area of civilian war service which is of the utmost concern to the Negro people. Here, likewise, is one of the most urgent wartime jobs for our schools."

Turning to the question "What does OPA wish the schools to do?" Mr. Greene answers, "It asks every school to consider carefully for itself how it can best contribute to the war effort . . . OPA does not ask the schools to assume extraneous and far-fetched tasks beyond the legitimate scope of their proper purposes. OPA does, however, challenge the schools to consider the wartime needs of the community which supports them and which they should serve."