

PROCEEDINGS
OF THE
**Kentucky Negro
Educational Association**
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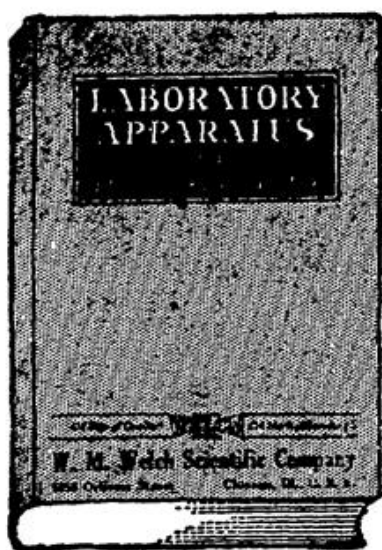
Louisville, Kentucky
April 22-23-24-25, 1925

Forty-Ninth Annual Session

1925

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General Program

PROCEEDINGS OF K. N. E. A., APRIL 22-25, 1925.

WEDNESDAY NIGHT

The K. N. E. A. met in its opening session at 8:30 P. M. at Jones Temple. The following program was rendered:

Music—Glee Club, K. N. I. I.....Miss Iola Jordan, Director.

Invocation—Dean Kirk Smith.....Lincoln Institute.

Welcome Address on behalf of Louisville Teachers—Prof. A. E. Meyzeek, President Louisville Teachers' Association.

Welcome Address on behalf of the Citizens of Louisville—Mrs. Essie Dortch-Mack, Louisville, Ky.

Response—Mrs. Myrtle Phillips.....Paducah, Kentucky.

Music—Glee Club, K. N. I. I., Frankfort, Kentucky.

Annual Address—"The Teacher as a Nation Builder"—Prof. E. E. Reed, Tulsa, Oklahoma.

Music—Glee Club, K. N. I. I., Frankfort, Kentucky.

Address—"A Program in Education,"—Prof. W. W. Sanders, Charleston, W. Va.

Announcements—President.

Music—Glee Club, K. N. I. I. Frankfort, Kentucky.

Benediction—Rev. Lawrence.

THURSDAY, 10:30 A. M.

Music—Girl's Glee Club—C. H. S., Louisville, Kentucky.

Invocation—Rev. Reed—Louisville, Kentucky.

Music—Boys' Glee Club—C. H. S., Louisville, Kentucky.

Address—Mr. Hest, Dept. of Education, Louisville, Kentucky.

Vocal Solo—Rev. Homer Nutter, Louisville, Kentucky.

Address—Dr. McHenry Rhoads, State Supt. of Schools, Frankfort, Kentucky.

Vocal Solo—Mr. Robert Bivens, Louisville, Kentucky.

Address—"Economic Progress of the Negro,"—I. Willis Cole
Louisville Kentucky.

President of the Louisville Business Men's Association.
Announcements.

It was moved and seconded that the election of officers be a special order Friday at 4 P. M. (Carried).

Selection by—Sextette.

Dismission.

THURSDAY NIGHT

Solo—Mrs. Georgia Ware.

Invocation—Dr. Robert Mitchell, Lexington, Kentucky.

Vocal Solo—Prof. Britt, Louisville, Kentucky.

Legislative Report—Dr. Jas. Bond, Chairman, State Inter-racial Committee, Louisville, Kentucky.

It was moved and seconded that this report be presented to the public and then the press throughout the State of Kentucky. (Carried).

Solo—Miss Earline Good, Louisville, Kentucky.

Address—Dr. Jas. E. Sheppard-Durham, N. C., Pres. N. C. State Teachers' Association.

Announcements.

Committee on Nomination of Officers:

W. H. Bond

Mrs. M. R. Phillips

C. W. A. David

Mrs. V. R. Jones

J. H. Ward

G. W. Parks

C. B. Nuckolls, Sec'y.

W. H. Humphrey, Chairman.

Introduction of Mr. G. W. Pearson, of Durham, North Carolina.

Trio—Directed by Mrs. Geo. Clement.

Dismission—Rev. Parrish.

FRIDAY MORNING

The K. N. E. A. met at 10:30 A. M. at Quinn Chapel.

Music—"America."

Invocation—Dr. W. H. Sheppard, Louisville, Kentucky.

Music—"Bless Be the Tie."

Solo—Mrs. Lane, Louisville, Kentucky.

Address—Dr. F. L. McVey, Lexington, Ky., Pres. Univ. of Ky.

Violin Duett—

Address—"Improved Methods in Reading"—Prof. W. H. Fouse, Supervisor of Schools, Lexington, Ky.

Announcements.

Dismission.

FRIDAY AFTERNOON

The K. N. E. A. met in session after Industrial Program and proceeded to the election of officers at 4:30 P. M.

It was moved and seconded that the ballots be distributed and the roll called for election. The motion was tabled. After the roll call, the election of officers was held. It was moved and seconded that each candidate for Presidency receive one

nominating speech and one second. (Carried). It was also moved and seconded that the nominating speeches be five (5) minutes and the second be five (5) minutes long. (Carried)

REPORT OF THE NOMINATING COMMITTEE

Officers as Follows: For President:

- (1) Mrs. T. L. Anderson, Frankfort, Ky.
- (2) D. H. Anderson, Paducah, Ky.
- (3) P. W. L. Jones, Frankfort, Ky.
- (4) E. B. Davis, Georgetown, Ky.

First Vice President:

- (1) Mrs. Fannie H. White, Lexington, Ky.

Second Vice President:

- (1) Mrs. Nora H. Ward, Newport, Ky.

Secretary:

- (1) A. S. Wilson, Louisville, Ky.

Assistant Secretary:

- (1) Miss L. V. Rannels, Winchester, Ky.

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- (1) J. R. Ray, Louisville, Ky.

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- (1) W. J. Callery, Little Rock, Ky.

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- Prof. F. M. Wood, Frankfort, Ky.

Committee:

W. H. Bond

Mrs. M. R. Phillips

C. W. H. Davis

C. B. Nuckolls, Sec'y.

Mrs. V. K. Jones

J. H. Ward

G. W. Parks

W. H. Humphrey, Chairman.

It was moved and seconded that all officers except the President be elected by acclamation. (Carried).

Tellers:

J. Ashton Hayes

Chas. Bland

W. H. Humphrey

D. H. Anderson

P. W. L. Jones

E. B. Davis

The nominating speeches endorsing the candidacy for president of Prof. P. W. L. Jones, was made by Rev. Hill and Prof. Bland. The speakers for Prof. Anderson were: Prof. J. W. Bell and Mrs. Copeland. The speakers for Prof. E. B. Davis, were Prof. W. S. Blanton and Prof. F. M. Wood. Prof. Anderson then declined.

The tellers reported the results of the election as follows: Number votes cast:—601.

For Davis—369

For Jones—232

Majority for Davis—137.

FRIDAY NIGHT

The session opened at 8:30 P. M.

Music—Male Quartette—Simmons University, Louisville, Ky.

Invocation Dr. C. H. Parrish, Louisville, Ky.

Address—“The Christian Approach in Race Relations”....Bishop Geo. Clement, Louisville, Ky.

Piano Solo—“Rigoletta” (Listz)—Miss Ethel Moberly, Simmons University, Louisville, Ky.

Music—Male Quartette—Simmons University, Louisville, Ky.

Address—Dean Lucy Slowe, Howard University, Washington, D. C.

Presentation of medal to the winner of the Oratorical Contest held by K. N. E. A. The medal was presented to the winner, Mr. Crowe of Owensboro, by President E. E. Reed.

Prof. E. B. Davis, the newly elected president, was introduced and then he read to the Association the Declaration of Principles which were then adopted.

Announcements.

Quartette—W. K. I. College, Paducah, Ky.

Dismission.

SATURDAY MORNING

The session opened at 9:30 A. M. with Prof. F. M. Wood presiding.

Community singing—Directed by Miss R. L. Carpenter, Bowling Green, Ky.

Invocation—Dean Estill, Frankfort, Ky.

Music—America—

Introduction of Prof. Joseph Cotter—Prof. F. M. Wood.

Introduction of Mr. Robert E. Wood—Prof. Joseph Cotter.

Address—“Landmarks”—Mr. Robert E. Wood, National Security League, Louisville, Ky.

Address—“Object of the Parent-Teacher Association”—Prof. Nathan Hill, New Albany, Ind.

Awarding of prizes and explanation of financial conditions of the K. N. E. A. by Secretary A. S. Wilson. The report of the Committee on Resolution was read and adopted. The resolu-

tions read by Prof. Meyzeek on the W. K. I. College were also adopted. A special resolution indorsing the work of President W. J. Hale of the Tennessee State Normal School was also read and adopted.

It was moved and seconded that Prof. A. S. Wilson be allowed \$75.00 for expenses as a delegate to the next session of the National Association of Teachers in Colored Schools to be held in Durham, N. C., July 29, 30 and 31, 1925. The motion was carried.

Mrs. Essie Dortch—Mack, President of the P. T. A. was given permission to appoint a committee of five (5) to co-operate with the white P. T. A., this committee to be approved by the President of the K. N. E. A.

President E. B. Davis then made remarks appealing for co-operation during his administration.

President Davis then asked the consent of those present to appoint a committee of three to revise the constitution, at the suggestion of Prof. A. E. Meyseek. This permission was granted.

Prof. Meyzeek next introduced a motion to the effect that the convention appoint a committee to draft suitable resolutions and purchase a token in appreciation of the work done by Prof. E. E. Reed in the K. N. E. A. This motion was carried and a committee consisting of Prof. Meyzeek, Chairman, A. S. Wilson, and Mrs. L. B. Sneed was appointed. Benediction was then announced by Rev. Orton and the 1925 session was officially adjourned.

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Departmental Programs

PRINCIPALS' CONFERENCE

April 22, 1925—2:30 P. M.

The first session of the Principals' Conference opened and the following program was rendered:

J. W. Bell, Louisville.....Chairman
Music Conference
Prayer.

Address—Prof. J. W. Bell, Chairman.

Addresses—Importance of Principals Working Democratically and Co-operatively with Patrons and Teachers—Prof. G. W. Parks, Lebanon, Ky., Prof. J. P. Giffey, Lancaster, Ky.

Address—A Program of Studies for Small High Schools—Prof. Mark Goodman, State High School Supervisor.

Business Session:

April 23, 1925—8:30 A. M.

Address—Improving Teachers in the Service—Pres. D. H. Anderson, Paducah, Ky., Prof. G. H. Brown, Louisville, Ky.

Address—Construction of the Public School to Democracy—Prof. S. L. Barker, Owensboro, Ky., Prof. W. E. Newsome, Cynthiana, Ky.

Address—Importance of Thorough Training in English—Mrs. Nora Ross, Madisonville, Ky., Prof. J. W. Waddell, Elkton, Ky.

General Discussion.

Business Session.

April 24, 1925—8:30 A. M.

Address—Keeping the Public Informed on What the Schools are Actually Doing—Prof. E. S. Taylor, Winchester, Ky., Prof. F. A. Taylor, Henderson, Ky.

Address—The Use of Tests to Determine How and When to Apply Instruction—Prof. D. E. Carmon, LaGrange, Ky.

General DiscussionDepartment

Business Session.

HIGH SCHOOL AND COLLEGE DEPARTMENTS
W. S. Blanton, Chairman. Miss V. Elizabeth Haskins, Sec'y.

April 24, 1925.

The meeting opened at 9:00 with Prof. Blanton in the chair. Prayer was offered by Prof. Blanton. The theme problems of the High School was opened by a very able presentation of "Creating Sentiment for Higher Education," by Prof. Cladwell of Nicholasville, Prof. Bonner being absent. Prof. G. W. Parks gave some inspiring remarks on "Parents Follow Child's Interest." Remarks by S. W. Roberts on "Athletics Help," followed by timely and instructive remarks on "Athletics Secondary, Literary work First," by Prof. Blanton.

"Problems of the Curriculum that justify the Existence of a High School," was presented in a clear, comprehensive manner by Prof. G. P. Russell. A motion was made and carried to put Prof. Russell's paper on file. "The one big Needed in our Present High School Curriculum," by Prof. C. B. Nuckolls was well received and Prof. Nuckolls showed a thorough knowledge of his subject. "The Need of Correlation of our High Schools," by Dean Osborne was very interesting. "Problems of the One, Two, and Three Teachers High School," was to have been discussed by Prof. Poston. Prof. Poston said that a pamphlet, Kentucky High Schools, obtainable at Frankfort, contained all he wished to say. In place of his discussion he read an inspiring original poem. The meeting adjourned at 10:30 A. M.

April 25, 1925.

The meeting opened at 9:00 o'clock with Dean J. S. Estill in the chair.

Mrs. Weston of Paducah, gave an interesting and comprehensive discussion of "Problems and Projects in High School Recitation." At this point, Prof. Blanton asked that questions for discussion be reserved until the close of the program.

Miss Apperline Hayes presented a well developed paper on the "Educational Value of Latin." Educational Tests and Measurements, by Prof. C. H. Parrish, Jr., showed a comprehensive knowledge of the subject at hand. "Modern Methods and Results on High School and College Mathematics" was to have been opened by Prof. J. O. Blanton. Prof. Blanton was absent but the subject was well handled by Prof. J. S. Estill of Frankfort, Ky.

"The Amount of English Expected of High School Students," was well handled by Prof. James Bond of Frankfort, Ky., followed by Miss Elizabeth Haskins of Bowling Green, Ky. Owing to the lateness of the hour, the last topic for discus-

sion was omitted. A motion was made and carried to re-elect the same officers for the ensuing year. Meeting adjourned at 10:45 A. M.

GRAMMAR SCHOOL DEPARTMENT

April 23, 1925—8:30 A. M.

Mrs. L. E. Jackson, Chairman.

The session was opened and the program rendered as printed:

Devotionals.

RemarksChairman.

Remarks: Grammar School the Educational Key—Mrs. E. B. Delaney, Covington, Kentucky.

Demonstration: Writing—Miss Pearl B. Roberts, Lincoln School.

Discussion.

April 24, 1925—8:30 A. M.

The session was opened and the following program was rendered:

Teaching of Geography in the Grammar Schools—Prof. W. I. Rutledge, Henderson, Ky.

Address: Some Present Day Needs—Prof. Clyde Liggin, Louisville Normal School.

Demonstration: Silent Readings—Miss Ernestine Wilson, Western School.

General Discussion.

Election of Officers.

Adjournment.

THE RURAL SCHOOL DEPARTMENT

Mrs. T. L. Anderson, Chm. Miss Gertrude W. Wilhite, Sec'y.
April 23, 1925.

The meeting of the Rural School Department was opened by reading five verses of the 13th Chapter of 1 Corinthians, after which the Lord's Prayer was repeated in concert followed by quotations. The program was then carried out as printed.

Business SessionDepartment.

Symposium: Theme: Socializing Industrial Work in Rural Districts.

Cooking: Mrs. Katherine Gowdy, Springfield, Ky.

Rug Making: Miss Wilson, Jeffersontown, Ky.

Handicraft: Miss Margaret Holland, Adairville, Ky.

Address: Teaching Penmanship in the One-Room School—Mrs. Ada Diggs, Campbellsville, Ky.

Address: Teaching Children How to Study History—Mrs. Anna Bean, Versailles, Ky.

Address: Safeguarding Good English During the Industrial Period—Miss M. A. Colbert, Shelbyville, Ky.

April 24, 1925.

The meeting was opened and the following program was rendered:

Symposium: The Rural School Teacher, as a County Builder:

1—The Story Telling Hour, Miss Minnis, Versailles, Ky.

3—Activity in Games, Miss Wilhoite, Christian Co.

3—The Industrial Hour—Miss Hattie Bruce, Pleasureville, Ky.

4—The Parent-Teacher Meeting, Mrs. J. W. Bowles, Shelby County.

5—The Graduation Day, Prof. W. S. Miller.

Address: The Relation of these activities in County Building—Mrs. T. L. Anderson, Chairman Department. Discussion.

Address: The Use of Tests to Determine How and When to Apply Instruction—Prof. D. E. Carmon, La Grange, Ky.

General DiscussionDepartment.
Business Session.

PRIMARY DEPARTMENT

April 23, 1925—8:30 A. M.

Mrs. M. E. Williams-Walker, Chairman.

The session was opened as usual and the following program rendered:

Opening Remarks—Mrs. M. E. Walker, Chairman.

Election of Officers for year 1925-26.

Demonstration: How to Teach Rapid Reading—Mrs. Fanny B. Gyunn, Richmond, Ky.

Address: Play Grounds—Mrs. Rebecca Tilley, Finchville, Ky.

Address: An Unusual Lesson Third Grade Arithmetic—Miss Laura Chinn, Louisville, Ky.

Demonstration: Characteristics of a Good System in Teaching Reading—Mrs. Emma B. Horton, Ashland, Ky.

April 24, 1925—8:30 A. M.

The session was opened as usual and the program was carried out as printed:

Address: Primary Home Economics—Miss Roberta P. Walker, Cincinnati, Ohio.

Address: Bible Reading in the Primary Grades—Dr. Robert Mitchell, Lexington, Ky.

Address: Teaching Writing in the Primary Grades—Miss Carrie B. Pate, Louisville, Ky.

DiscussionDepartment.

COMMERCIAL DEPARTMENT

April 23, 1925—8:30 A. M.

Prof. W. H. Fouse, Chairman.

The Commercial Department opened the session as usual and rendered the following program:

Address: Penmanship, Spelling and English as Related to Business—Prof. G. W. Adams, Paris, Ky., Mrs. L. E. Jackson, Bowling Green, Ky., Prof. J. B. Cooper, Mayfield, Ky.

Address: Banking and Insurance in High Schools—Prof. J. M. Sleet, Lexington, Ky., Miss Alice Arnold, Lexington, Ky., Mr. Ovan Haskins, Hopkinsville, Ky.

Business Session.

April 24, 1925—8:30 A. M.

The session was opened as usual and the following program was rendered:

Address: Opening for Negroes in Business—Dr. Taylor, Versailles, Ky., Mr. R. H. Hogan, Lexington, Ky., Prof. G. W. Saffell, Shelbyville, Ky., Prof. H. C. Russell, Louisville, Ky.

Address: The Small High School and Business Education—Miss M. S. Brown, Paducah, Ky., Prof. P. Moore, Hopkinsville, Ky., G. H. Brown, Louisville, Ky., Prof. W. O. Nuckolls, Providence, Ky.

Business Session.

SOCIAL SERVICE DEPARTMENT

C. B. Nuckolls, Chairman.

The program was well attended, excellent speakers appeared and prominent subjects of vital social interest to the social uplift and welfare work of Negroes were discussed.

The following program was rendered:

Thursday, April 23, 8:30 A. M.—Room 203 Central High School.

Prof. C. B. Nuckolls, Chairman.

MusicDepartment

Invocation.....Dr. J. J. Brown, Campbellsville, Ky.

Opening Address.....Prof. C. B. Nuckolls, Chairman.

Address: "Social Welfare Work among Negroes in Cities"—Mr. Clinton B. Swift, Associated Charities, Louisville, Ky.

Address: "Social Welfare Work Among Negro Rural Communities"—Mrs. Brook Bean, Maud, Ky.

Discussion: Mrs. Rebecca Tilley, Finchville, Ky.

Mrs. Belle Bowman, Bardstown, Ky.

Mrs. Lula Perry, Almo, Ky.

Address: "How Does the Teaching of Modern Farming Aid in the Development of Social Conditions of Negro Rural Communities?"

—Prof. William Black, Frankfort, Ky.

Discussion: Mr. Frank Buckner, Campbellsville, Ky.

Address: "The Need of Better Housing Conditions Among Negroes in Communities"—Mr. G. W. Durham, Campbellsville, Ky.

Discussion: Prof. Howard Buckner, Winchester, Ky.

Business Session.

SOCIAL SERVICE DEPARTMENT

Friday, April 24, 8:30 A. M.—Room 203 Central High School.

Prof. C. B. Nuckolls, Chairman.

MusicDepartment
Invocation.

Opening Address: "The Teacher as a Social and Moral Leader"—Pres. G. P. Russell, Frankfort, Ky.

Address: "The Training of Delinquent and Neglected Groups of Negro Children for Society"—Mrs. Bessie Allen, Louisville, Ky.

Paper—Mrs. Ella Robinson, Louisville, Ky.

Address: Housing Conditions of Negroes in Cities—Mrs. Frances Davis, Louisville, Ky., Mr. J. M. Ragland, Louisville, Ky.

Business Session.

C. B. Nuckolls was re-elected Chairman for 1926.

DEPARTMENTS OF INDUSTRIAL EDUCATION

April 24, 1925.

Dear Bro. President and Co-Workers:

The Home Economics and Manual Training Department having combined, find the interest has increased 75 per cent. We had two very interesting sessions, Thursday and Friday morning at 8:30 A. M. Room 208 Central High School.

The addresses were practical, well planned, and helpful. We were all pleased with the splendid cooperation of the two Chairmen. The most vital thing before our section was our continued effort in trying to get some person of renown on the General Program to address the Public on Industrial Education. We feel some recognition should be given these departments.

The following officers were appointed for the year 1925-1926:

Mrs. Betty Webb Davis, Georgetown, Ky.—Chairman

“Home Economics.”

Mr. Ernest J. Hooper, Winchester, Ky.—Chairman Manual Training.

Miss Lillie M. Goodloe, Georgetown, Ky.—Secretary of Section.

A committee of eight were appointed to meet the Board of Directors and take up the matter of having a committee appointed from the Industrial Education Department to arrange in a more systematic way the exhibits and have them tagged with the name of the article, school, grade, age and Instructor. We find a more pleasing arrangement can be made as an exhibit and also better for the judges. We ask a consideration in this matter for the good of the K. N. E. A.

Prof. W. L. G. King, Chairman of Manual Training.

Miss E. A. Mundy, Chairman of Home Economics.

Miss Alberta E. Barry, Secretary.

April 23, 1925.

The session was opened and the following program was rendered:

Address: The Best Use of the Ninety Minutes Period—Miss A. E. Barry—Louisville, Kentucky.

Address: Home Making a Phase of Citizenship—Miss Sue M. Wadsworth, Ashland, Kentucky.

Address: The Aim of Industrial Arts in the Public Schools—Prof. Wm. E. Lee, Louisville, Kentucky.

Address: Try-Out in Manual Training for the Junior High School.

Address: Planning an Attractive Exhibit—Mrs. Edith C. Adams, Paris, Kentucky.

April 24, 1925.

The session was opened as usual and the following program rendered:

Address: Miss Wilhelmina Green, Bowling Green, Ky.

Address: Is the Value of Vocational Education Generally Recognized in the Public Schools?—Miss Lillie M. Goodloe, Georgetown, Ky.

Address: Food Planning and Menu Building—Miss Ethel McGee, Frankfort, Ky.

Address: The Industrial Language—Mr. G. L. Bullock, Louisville, Kentucky.

Address: A Thorough Industrial Training Needed in the Home—Mrs. Louise T. Evans, Paris, Ky.

Address: Something Necessary in the Training of Industrial Teachers—Mr. George C. Cordery, Lincoln Ridge, Kentucky.

Business Session.

MUSIC DEPARTMENT

Thursday, April 23—8:30 A. M.

Miss Emma Minnis, Chairman.

Room, Central High School Chapel

Chorus—Pupils of Eighth Grade, Under Direction of Miss M. E. Maxwell, Louisville, Ky.

Address: The Development of the Orchestra in the Public School—Mr. Jay W. Fay, Supervisor of Music in Louisville, Ky.

Louisville Public Schools.

Discussion—Department.

Demonstration with the Orchestra—Miss Goldie Hammond, Supervisor of Music, Louisville, Ky.

Chorus—Eighth Grade Western School, Louisville, Ky.

Friday, April 24—8:30 A. M.

Chorus..... Parkland School

Paper: Making Group Teaching on Piano Possible in the Rural School—Mrs. Jennie R. Alexander, Jefferson-town, Ky.

DiscussionDepartment

Demonstration—Pupils of the Jeffersontown School.

Address: The Work of the State Association of Negro Musicians as an Aid to Public School Music—Miss R. L. Carpenter, Bowling Green, Ky.

Chorus—Parkland School, Miss Jessie Carter, Principal.

Business Session.

COME TO

Louisville, Kentucky, April, 1926

50th Anniversary Session

OF THE

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7 Percent Dividend Paid Semi-Annually

We Buy a Home for You. Your Payments are Less than Rent.

The Standard Building & Loan Assn.

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Capital, \$500,000.00

\$5 a month grows to \$1000 in a short time at compound interest

The Parkway Building & Loan Assn.

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Capital \$300,000.00

7% Interest on All Stock. Come in or Call for Information.

All Of The Above Organizations Are Incorporated and Operate Under The Supervision of the State Banking Dept. of Ky.

SECRETARY'S REPORT

To the officers and members of the Kentucky Negro Educational Association:

I submit herewith my report as Secretary of the K. N. E. A. for the year ending April 30, 1925.

RECEIPTS

1. Balance 1924 meeting as per report in Minutes	\$ 356.28
2. Ads in 1924 Proceedings.....	94.00
3. Ads in 1925 Bulletins.....	27.00
4. Ad on back of Programs.....	7.50
5. Enrollment Fees	1240.00
6. State Music Association	5.00
7. Gift—Mr. L. N. Taylor.....	10.00
8. Net Receipts of Armory.....	257.77
	1998.05

PAYMENTS

CHECK

NO.

1. Margaret Hayes—Clerical Work.....	\$ 5.88
0. Tax on bank deposit.....	.35
2. Donation—N. A. T. C. S.....	10.00
3. President's Postage	5.00
4. Postage for 1924 Proceedings.....	30.00
5. Lee L. Brown—Envelopes.....	13.60
6. Brown's Letter Shop—Printing.....	12.00
7. C. W. Milligan—Deposit on Armory	25.00
8. Times-Journal Co.—1924 Proceedings	152.19
9. Postage Jan. Bulletin.....	22.00
10. I. Willis Cole Pub. Co. Jan. Bulletin.	64.00
11. G. H. Baird—Advertising.....	3.50
12. R. E. Williams—R. R. Certificates....	9.50
13. St. Louis Button Co.—Badges.....	34.89
14. Postage March Buletin and Organizer	23.50
15. I. Willis Cole Pub. Co.—March Bulletin, etc.	65.50
16. Postage for April Post Cards.....	12.00
17. I. Willis Cole Pub. Co.—April Post Cards	22.50
18. Times Journal Co.—Membership Cards	12.00
19. Wilson's Multigraph Service.....	4.75
20. Geneva Ellis—Stenographer.....	30.00
21. Louisville News—Printing and Publicity	20.00

22. I. Willis Cole Pub Co.—Programs....	60.00
23. Brown's Letter Shop—Printing, etc...	34.80
24. Exhibit Expense and Prizes.....	100.00
25. W. W. Sanders—Speaker.....	30.34
26. Dr. James E. Sheppard—Speaker.....	62.00
27. C. B. Nuckolls—Org. Fee, etc.....	7.00
28. Mrs. L. B. Fouse—Director's Ex- pense	5.00
29. Mrs. M. J. Egester—Director's Ex- pense	12.30
30. F. M. Wood—Director's Expense.....	15.00
31. President's Office Expense.....	45.00
32. P. Moore—Director's Expense.....	12.00
33. E. S. Taylor—Organizer's Expense..	2.49
34. P. W. L. Jones—Contest Medals, etc.	10.16
35. L. V. Rannels—Ass't. Sec. Expense....	14.85
36. E. E. Reed—President's Expense....	60.00
37. Miss Lucy D. Slowe—Speaker's Ex- pense	65.05
38. President's Board, etc.....	15.00
39. Secretary's office expenses, clerk hire, etc.	96.24
40. Palace Theater—Picture for Teachers	25.00
41. Nathan Hill—P. T. A. Speaker.....	3.00
42. Secretary's Percentage on Fees.....	223.20
43. I. Willis Cole—Publicity.....	10.00
44. C. W. Miligan—Bal. on Armory.....	75.00
45. Miss M. S. Brown—Organizer's Ex- pense	2.50
46. Mrs. O. B. Matthews—Speaker's Board	6.00
47. Mrs. A. C. McIntyre—Speaker's Board	2.50
48. Miss Lucy D. Slowe—Speaker's Fee..	25.00
Total Paid Out.....	1597.59
Balance in Bank	400.46
	<hr/>
Total Receipts	1998.05

Respectfully Submitted,

A. S. WILSON, Sec., K. N. E. A.

N. B. The Louisville Convention and Publicity League paid \$68.00 for K. N. E. A. Meeting Places: Quinn Chapel and Jones' Temple.

Lincoln Institute of Kentucky

Lincoln Ridge, Ky.

Deeply religious, but non-sectarian.

Gives four and six year courses of thorough Normal training, fitting for common and high school state certificates.

Graduates are accepted on their record at the best Negro colleges and northern state universities.

Thorough training given in Carpentry, Mechanical and Electrical Engineering, Scientific Agriculture, Household Economics and Music.

The Institute has a domain of 440 acres, beautifully situated, solid brick and stone buildings with modern systems of heat, water, light, sewage and plumbing.

Normal graduates are eagerly sought as teachers. One County School Superintendent recently asked the Institute to supply all the colored schools in his county with teachers

Graduates from the six-year Normal course automatically receive State High School teachers' certificates.

Students are carefully safeguarded. Parents can be sure that their children are cared for.

The U. S. Bureau for Education says, "An effectively managed school, —with good equipment and considerable endowment—Emphasis is placed on development of character." The secretary of the Phelps-Stokes Fund calls it one of the "outstanding schools, and its location and work strategic."

One hundred and fifty-three graduates from full courses, are making a notable record. Not one is bringing dishonor upon the Institute. A department head who spent some weeks in the field last summer reported that wherever he found Lincoln Institute graduates he found them working in the churches.

The Institute encourages athletics. Teams in baseball, football and tennis are organized, and inter school games are played annually.

Faculty of 17 members, Model School for practice teaching of students.

One hundred and fifty-six dollars pay all necessary expenses for a school year of thirty-six weeks, except clothes. Much of this can be earned at the Institute.

Location—22 miles east of Louisville on the Louisville and Nashville Railroad and the Louisville and Interurban Railway. Nine miles west of Shelbyville.

For information write REV. A. EUGENE THOMSON, Principal, or REV. KIRKE SMITH, Dean.

TREASURER'S REPORT

To the officers and members of the Kentucky Negro Educational Association :

My report corresponds in detail with that of the Secretary, all checks as listed having been signed by me and all deposits made in the First Standard Bank. The Balance \$400.46 for the year ending April 30, 1925 is O. K. The expenditures as listed were approved by the K. N. E. A. Board of Directors at the meeting April 24, 1925.

Signed :

J. R. RAY, Treasurer.

REPORT ON FIFTH ANNUAL PHYSICAL EXHIBITION AT THE LOUISVILLE ARMORY, SAT, APRIL 25, 1925.

RECEIPTS

1. Sale of Tickets at Windows.....	\$ 366.80
2. Advance Sale of Tickets.....	225.15
3. Entry fees from teams.....	18.50
4. Refreshment Privilege	10.00

EXPENDITURES

1. Music—B. T. W. Band.....	55.00
2. Chairs, Janitors, etc.	35.00
3. Drayage and Marking Floor.....	7.00
4. Door Men and Ticket Clerks.....	6.50
5. Expenses: Directors of Meet.....	30.50
6. Blanks and Pistol Rental.....	2.00
7. Medals and Engraving	58.24
8. Pennants for Meet.....	4.50
9. Pianist for aesthetics.....	2.00
10. Lexington Track Team.....	14.10
11. Bowling Green Track Team.....	16.40
12. Owensboro Track Team.....	12.30
13. Wilberforce Track Team.....	27.24
14. Lodging and Food for Teams.....	9.80
15. Ads in local papers.....	17.00
16. Programs, Placards, and Tickets.....	49.00
17. Commission for tickets sold.....	6.60
18. Stenographer and Clerk.....	9.50

Total Expenditures.....	362.68
Balance for K. N. E. A.....	257.77

Total Receipts	620.45	620.45
Approximate Attendance	3,500	
(Complimentary Tickets	600)	

RESOLUTIONS ADOPTED AT THE 1925 SESSION OF
THE K. N. E. A.

(1) Since it is practically impossible for a person to be engaged in one occupation seven months during the year and then secure another position of consequence during the remaining five months, it is evident that the yearly wages is represent our rural teachers are working for the paltry sum ranging all the way from \$280.00 a year to \$525.00, and

Since these same teachers are called upon to live and appear as leaders, thereby making their expenditures more than the ordinary laborer who receives much more money for an easier service,

Now, therefore, be it resolved, that the Department of Education and members of the Legislature who are friendly to education, be and is hereby called upon to exert and bend every energy to secure more money and better houses for the rural teachers.

(2) Since it is impossible for any man who has not lived with our race nor even been a part of them, to know our real condition, it would be impossible for him to sympathize with our conditions or needs, and

Since other States have a colored Representative in the Department of Education which has proven very successful to the development of Negro schools of the States here referred to,

Now, therefore, be it resolved, that the Department of Education and the Legislature is herein called upon to replace a Negro in the Department of Education of Kentucky.

Since it appears and is true that West Kentucky Industrial College, one of our State Normals at Paducah, Kentucky, has never had financial help in any way commensurate with the work it is doing, and

Since at the last Legislature this institution was given the paltry sum of \$10,500.00 on the condition that it raise a similar amount before this \$10,500.00 becomes due and payable,

Now, therefore, be it resolved that the teachers of the State of Kentucky give their unstinted support to the President of this institution in raising the said \$10,500.00 and in every way possible also, give to this institution both help and co-operation in its further development.

Be it further resolved that a copy of these resolutions be forwarded to the Superintendent of Public Instruction and that the committee on legislation with the encouragement and backing of this Association, use every honorable means to see that the import of these resolutions is enacted into law at the coming Legislature.

PROF. A. E. MEYZEEK, Chairman of Committee.

REPORT OF THE COMMITTEE ON RESOLUTIONS

Louisville, Kentucky,

April 25, 1925.

We the committee on Resolutions beg leave to submit the following report:

(1) Whereas, the 1925 session of the K. N. E. A. has been one of the most largely attended, and one of the most inspiring in the history of the Association.

(2) And whereas, many agencies have contributed to the success of this session, among them being the courtesies of the Pastors and officers of Quinn Chapel and Jones Temple as well as the Negro business institutions which have extended a cordial welcome and every assistance including the Race newspapers which so ably assisted in keeping the works of the K. N. E. A. before the people.

(3) And whereas, through the untiring efforts of our efficient secretary, Prof. A. S. Wilson, we have realized a larger enrollment and interest in the Association.

(4) And whereas, our able and beloved outgoing president, Prof. E. E. Reed, has through his matchless executive ability and strong forceful character has advanced the Association to its present magnitude.

(5) And whereas, he has been called to labor in a new field, and realizing that in him Kentucky had one of the most efficient school men of the Race, and in view of the many constructive programs for education he has been instrumental in fostering. Therefore be it resolved that:

(1) We, the members and officers of the K. N. E. A. go on record as most heartily expressing our appreciation for the genuine hospitality which has been extended to us by all the churches and business institutions and citizens of Louisville, Kentucky, who have contributed in the slightest degree to the success of this splendid session, and be it further resolved, that we extend to our secretary, Prof. A. S. Wilson and other officers of the present administration our high appreciation for their relentless effort in bringing about the present results of which the State is proud.

(2) Be it further resolved that we, the officers and members of the K. N. E. A. extend to Prof. E. E. Reed our highest appreciation for the long years of service he has rendered, and the efforts he has put forth which have resulted in many constructive things for education in Kentucky, and that we bid him God speed in his new field but regret that Kentucky teachers and the children of Kentucky have lost one of their great set champions in the cause of Education.

J. H. WARD, Chairman of Committee.

SPECIAL RESOLUTION

Whereas our sister state, Tennessee, has in eight years developed one of the largest schools among our group with the largest Summer School in the world through the efforts of President W. J. Hale;

Be it resolved, That the K. N. E. A. commend and congratulate President Hale and his splendid program which has caused the General Board of Education, New York, and the State of Tennessee to appropriate \$500,000 for the benefit and further development of the A. & I. State Normal School, Nashville, Tennessee, as visioned by President W. J. Hale.

Signed by the following committee:

W. H. Fouse, W. S. Blanton, E. E. Reed, E. B. Davis, J. A. Hayes.

We Appreciate Your Business

START AN ACCOUNT WITH

THE

First Standard Bank

AND KEEP IT GROWING

ON THE CORNER

SIXTH AND WALNUT STS.

Louisville, Kentucky

DECLARATION OF PRINCIPLES

The most significant and momentous process at work in society today is the awakening of the civilized world to the inherent rights of the child. Among these rights none are more important than that of education, for "education is life." Our boys and girls must be prepared for the duties and responsibilities of life, must come out of school with the elements of high character, with vigorous bodies and healthy minds with the greatest quantity of intellectual power, with an intense love for the good and true.

Infinitely above all other influences for this proper training of children is the school and the personality of the teacher; so we the Negro teachers of Kentucky subscribe to the following Declarations of Principles:

CHARACTER BUILDING

Any educational system which trains only the intellectual faculties and takes no pains to cultivate the spiritual, to ground youth in virtue, to fix great basic principles of moral conduct in the heart is utterly defective. "Character-building must always be recognized as the most important function of the public school." It is a universally accepted fact that the molding of the mind, heart and character of the child lies mostly with the school teacher; hence the conclusion is inevitable that the christianity of education and therefore of our civilization and country must largely depend on the christianity of our schools; and it would be rather difficult to expect more christianity in the lives of our people than is to be found in the schools which have such a large and essential share in the shaping and molding of them.

Schools must assign a larger place to the instruction in morals, calculated to make our boys and girls honest, upright and clean as well as intelligent members of the body politic. Ethical instruction must enter into the daily class work, into every variety of recitation, and into the question of management and discipline and especially be illustrated by the character, example and every day life of the teacher.

TRAINED TEACHERS.

Trained teachers who thoroughly understand their vocation, who are fruitful in initiative to interest children and arouse their ambition are the crying need of our schools. The greater number of our boys and girls have but a short time in school to prepare them for their life's work; soon, too soon they go to shop, farm and factory with such education as they can get during a few short years; therefore it is essentially necessary that they be taught by the best known methods, by the best minds—

teachers of ripe scholarship, high culture, profound attainments, intellectual powers and moral courage; teachers who can inculcate and engender in their boys and girls the fundamental principles of thrift and industry, self-respect, civic pride and racial solidarity. The profession needs conscientious and consecrated teachers—not intellectual autocrats—from whom the youths can receive the proper perception, the correct vision, the true perspective of life's relations and that training which will develop good sense, unfold the intellect, strengthen character and purify the soul.

COURSE OF STUDY.

We favor a practical, well-balanced, flexible course of study, a course so pliant that it can be adjusted to meet the needs of children whose conditions and environments are varied and whose mental capacities and requirements are correspondingly different. We believe that children should be encouraged to find their natural tendency of mind and also be encouraged to elect and pursue those studies adapted for the proficiency in, and and pursue those studies adapted for the proficiency in, and the attainment of, the vocation for which they are best fitted, for that school functions best that aims to fit pupils, as far as possible, for the lives which they are likely to lead.

HIGH SCHOOLS.

A high school education should be within the reach of every child. We believe that the educational program of our state should include a four year, standard high school for our race wherever practical.

PHYSICAL TRAINING.

We would emphasize the importance of some form of physical education in the schools. The valuable results obtained by those nations which have paid especial attention to the cultivation of the body are well known. The narrow chests and undeveloped frames of our boys and girls are in sad contrast to the physical perfection of the children of Japan and other countries where physical culture, calisthenics and athletics are part of the daily program. The body should be a fit abiding place for the soul, and good health and physical strength are the inalienable rights of every child.

INDUSTRIAL TRAINING.

Vocational training, that training of the hand, the brain and the eye to work in unison, must be closely associated with cultural training in the production of useful and successful men and women of the future. The wide-spread introduction of scientific knowledge and scientific methods into all the industrial processes of the day, makes it imperatively necessary that the

great mass of our children who leave school at an early age, if they are not to be launched unprepared into an exacting world, must acquire such training in the public schools as will give them at least some elementary knowledge of the facts and forces with which they will be brought face to face and with which they must contend, as soon as the doors of the school closes up on them. Schools wherein pupils can be taught trades and the fundamental requisites for entrance into shops and factories as skilled workmen must become important and necessary departments of our educational system.

NORMAL SCHOOLS.

We disapprove any means or methods to subjugate our Normal schools to the control of partisan politics. We declare for freedom of thought and action on the part of all connected with the schools so that without fear or favor they may teach, conserve and make secure those basic principles of cleanliness, honesty, faith and confidence, so essential to race progress.

The executive and administrative officers of these schools should not be selected as reward for political service or favoritism so warped and manipulated as to be pawns for the machination and strategy of any political party or faction. We believe that the Negroes of the state should have some voice in the selection of the president, the management of affairs and the formation of the policies of the K. N. & I. I., and that an intelligent and worthy representative Negro—one who has no official or financial relation with the institution—should be appointed to the membership of the Board of Trustees.

HIGHER EDUCATION.

We fondly hope and fervently pray that Kentucky will eventually and soon provide a "STATE COLLEGE" or a "KENTUCKY UNIVERSITY" for our race, so that the sons and daughters of Kentucky Negroes may be fully trained and educated on Kentucky soil, that they may build their homes, rear their families, establish their business, practice their professions in the state and thus give back to the Commonwealth their great contribution of law-abiding, intelligent and industrious citizenship.

EDWARD B. DAVIS, Georgetown, Ky.

STATE PARENT-TEACHER ASSOCIATION

The State Parent-Teacher Association met at Louisville, Ky., April 23, 1925 at 8:30 A. M. in the Quinn Chapel Church of that city. The meeting was called to order by Mrs. J. Etta Taylor, the president. The meeting was further opened by singing "I Couldn't Hear Nobody Pray." After a concert prayer, "Swing Low Sweet Chariot" was sung. The president then made her annual address in which she outlined the progress of the work being done.

Mrs. Bertha Callery, President of the Louisville Kindergarten Mothers' Club, then made an interesting address on "Child Development." The subject was further discussed by Mrs. Essie Mack of Louisville and Mrs. Fannie White of Lexington.

Prof. G. W. Parks of Lebanon was next introduced. He spoke regarding the work of Parent-Teacher organizations and urged continued activity.

Delegates representing the following associations then made reports of the work being done by their respective organizations: Lincoln School, Louisville; Dawson School, Jefferson County; Patterson School, Lexington; Jeffersontown School, Jefferson County; and City School, Mammoth Cave. After the enrollment of delegates, the first session was adjourned.

The second session of the meeting was held on Friday at the same place. Mrs. Taylor, the president, opened this meeting by singing "My Country 'Tis of Thee." Miss Anna T. Rhodes, the state organizer, then made her report. Following this, Mrs. Findley was introduced in the place of Mrs. Hans Mueller who was absent. She outlined the work of the Kentucky Parent-Teacher Association and among other suggestions she recommended that this association have a board of five advisors, said committee to co-operate in its work with the Kentucky P. T. A. It was later moved and seconded that Mrs. Findley's recommendation be indorsed and referred to the K. N. E. A. for final action.

The following officers were then elected:

1. Mrs. Essie Mack, Louisville, President.
2. Mrs. Ora Glass, Henderson, Vice-President.
3. Mrs. Etta Taylor, Harrods Creek, State Organizer.
4. Mrs. Emma J. Blanton, Frankfort, Secretary.
5. Executive Board:

Mrs. Hattie Watkins, La Grange; Mrs. Rosa Green, Henderson; Mrs. Rosa Dix, Henderson; Mrs. Frances Weathers, Frankfort; Mrs. Bertha Callery, Louisville; Mrs. C. H. Bradshaw, Cynthiana; Mrs. Zemmie Branford, Mammoth Cave; Mrs. Mary Hunt, Owensboro; Mrs. Mary Davis, Finchville; and Mrs. L. L. Shelbourne, Russellville.

The meeting then adjourned showing a final registration of fifty delegates. (See the Parent-Teacher Enrollment).

Mrs. J. Etta Taylor, President
Mrs. Emma J. Blanton, Secretary.

(Reprinted from Louisville Leader)

K. N. E. A. CLOSES GREATEST SESSION

The forty-ninth session of the Kentucky Negro Educational Association has just closed one of the best sessions in its history.

Outstanding addresses were delivered by Mr. W. W. Sanders, Dr. James E. Sheppard, Bishop George C. Clements, Miss Lucy D. Slowe and other notable educators.

Exhibits were far above the average this year and much favorable comment was heard regarding the high type of work exhibited. Over seventy prizes were awarded by competent judges.

The Parent-Teacher Department of the K. N. E. A. was well attended and had a splendid program. Mrs. Essie Dortch-Mack of Louisville was elected head of this department, Mrs. Etta Taylor having resigned. Other departments were well attended and had successful sessions.

The fifth annual physical exhibition held at the Armory on Saturday, April 25, was a big success. The Phyllis Wheatley School won the Louisville Graded Schools Championship pennant. In the high school events, Lincoln Institute and Simmons University tied for the trophy. About 3,800 attended this feature of the meeting.

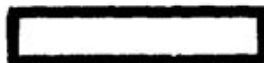
The K. N. E. A. closed in better shape than ever, having enrolled 1240 members and having a good balance in its treasury. The secretary, A. S. Wilson, was designated to represent the K. N. E. A. at the meeting of the National Association of Teachers in Colored Schools to be held in Durham, North Carolina, July 28, 29 and 30, 1925. Secretary Wilson in his report at the closing session mentioned new plans to be introduced in the K. N. E. A. for 1926 and predicted for the next session a K. N. E. A. bigger than any in its history.

The Election of Officers.

The election of officers was perhaps the greatest feature of the session. It was a spirited affair, and brought about a feeling that bordered on personal. Long before the hour of the election Friday afternoon at 4 o'clock the large Quinn Chapel auditorium was taxed to capacity time that of any other business session of the K. N. E. A. All available standing space was taken by those who came to witness the most hotly contested battle for K. N. E. A. leadership in the history of the organization. For several weeks the campaign managers of the three prominent candidates had been preaching the outstanding qualifications of each and predicting victory, but naming the choice

of the teachers was regarded by many as mere guess work up to the count of the last vote. When President Reed called for nominations for president the large audience was in for the most eloquent speech-making. Prof. J. W. Bell nominated Prof. D. H. Anderson, President of the West Kentucky Normal School at Paducah; Dr. J. Acton Hill nominated Prof. P. W. L. Jones, Dean of the State Normal School at Frankfort, and Prof. W. S. Blanton nominated Prof. E. B. Davis, Principal of Schools at Georgetown. Second speeches were made by Mrs. Mamie L. Copeland, Prof. Chas. R. Bland and Prof. F. M. Wood for Prof. Anderson, Jones and Davis, respectively. Prof. Woods' speech on matters which brought the Jones leaders to their feet, causing a stir in the audience. President Reed had little trouble in handling the situation, however, and after this speech the voting was begun. The results showed Prof. Davis elected president over Prof. Jones by a nice majority. The count being 369 to 232. Prof. Anderson thanked his friends and supporters and got out of the race before the voting.

Other officers, including A. S. Wilson, the Secretary, and J. R. Ray, Treasurer, were re-elected. Miss Nora H. Ward of Newport was elected to the office of Second Vice President and Mrs. Fannie H. White of Lexington was elevated to the office of First Vice President. Prof. E. E. Reed, the retiring president, was greatly praised for his excellent service to the K. N. E. A. and was presented with a gold pin and given a special vote of thanks for his long and faithful service to Kentucky teachers.



JOIN THE	
NATIONAL ASSOCIATION OF TEACHERS IN COLORED SCHOOLS	
\$1.50 Pays for Both Membership and The Bulletin	
(The Bulletin is Published Monthly in the Interest of Negro Education in America)	
Next Annual Meeting, Hot Springs, Ark., July 29, 1926	
C. J. Calloway, Secretary Tuskegee, Ala.	R. S. Crossley, President Dover, Delaware
A. S. Wilson, Ky. Representative.	

ATTENTION!

FELLOW TEACHERS AND MEMBERS OF THE K.
N. E. A.:

This publication is costing several hundred dollars. Are you reading it carefully? Please do so.

Patronize those who advertise in this journal.

Read the financial report on page 19 and see what goes with your money. Notice that it is paid out by check only and that no money is wasted. The Directors must O. K. every expenditure.

Please read the Legislative Report on page 33. Help remedy the conditions outlined. Place a copy of this report in the hands of your legislator and make it possible for the K. N. E. A. to get definite results. This excellent study of our conditions was a big task for Dr. James Bond. Shall we not use it?

See the Declaration of Principles on page 26 and learn the program suggested by our new President, E. B. Davis of Georgetown.

Don't fail to read the speech of W. W. Sanders on page 40. This alone is worth your dollar membership fee. This speech was taken by Negro Girls from the Commercial Department of the Louisville Central High School. They worked hard under the direction of their teacher, Miss C. V. Harris, to prepare for every Kentucky teacher, this message from the president of our National Colored Teachers' Association. **STUDY THIS SPEECH AND PUT OVER THE PROGRAM SUGGESTED.** Then join the National Association of Teachers' in Colored School of which Mr. Sanders speaks. (Send \$1.50 to C. J. Callo-way, Secretary, Tuskegee, Institute, Ala. This pays for membership and The Bulletin).

Boost the K. N. E. A. Enroll now for 1926. Help put over an educational program for the Negro Youth of Kentucky.

A. S. WILSON, Secretary K. N. E. A.
2518 Magazine Street
Louisville, Ky.

(Reprinted from Courier-Journal of April 26, 1925)

**K. N. E. A. REPORT URGES BETTER NEGRO EDUCATION
Deplores Health Conditions In Which Infant Mortality Is
Twenty Times That of White Children. Asks
Training For Teachers.**

“Kentucky is facing a crisis in her intellectual life. In this crisis no group of citizens is more vitally concerned than the group represented by the Kentucky Negro Educational Association.” Thus began the report of the Legislative Committee at the last meeting of the K. N. E. A. A year has passed and this statement which opened the last report is truer today than a year ago. Kentucky is facing a crisis and no group of citizens is more vitally concerned than the group represented by the Kentucky Negro Educational Association. A brief survey of actual conditions as concerns the negro will reveal the crisis and emphasize the necessity of finding the right way in which to confront this crisis.

HEALTH

Health conditions among the negroes of the State are deplorable. The Bureau of Vital Statistics of the State Board of Health reports that for the last five years the death rate among negroes of Kentucky has exceeded the birth rate and that this death rate as compared with the death rate of white people is out of proportion, the death rate of negro babies in many cases being more than twice as great as the death rate among white babies, though negroes constitute only one-tenth of the population. Investigation shows that living conditions among many negroes are lamentably poor and that there is crying need for proper hospital facilities and health supervision. In many places little or no provisions are made for negroes in hospitals supported by public funds and where colored physicians and colored nurses are allowed to render professional services to their patients in these hospitals.

EDUCATION

Another serious phase of the crisis confronting the negro is his lack of educational facilities. A careful consideration of the condition of the Kentucky negro along this line must create a feeling of alarm and drive the colored people of all classes and conditions into an offensive and defensive campaign to meet this threatening crisis.

It is deplorable that proposed bond issue was so complicated with other issues as to lose the support of the majority of the votes of the State.

While the public school fund of Kentucky is distributed on a pro rata basis without regard to race, we find that in numer-

ous places local taxes are levied and collected from taxpayers of one race for the benefit of the schools for that race to the exclusion of the other race and that in some places the negro schools are supported solely by the taxation from property owned by negroes.

We consider this an undemocratic, unwise and unjust provision of law that authorizes discrimination in the levying of taxes for schools, drawing this discrimination along race lines. The race line is not drawn in either the levy or distribution of State school funds. The race line is not authorized to be drawn in any other State taxation for any purpose whatever. It is not allowed to be drawn in Kentucky in any local taxation for purposes other than schools. But local taxation for schools is authorized by law to be levied in many districts for one race to the exclusion of the other.

LEVIES SEPARATE

The law does not allow a county board of education to levy separately on white and colored, or for the benefit of one race to the exclusion of the other. It does not allow the local school tax in the city of the first class to be levied along the race line, nor does it allow it in a city of the second class. In all of these units of local school tax and administration the levies as provided by law must be uniform and the benefits are supposed to be uniformly distributed, subject, of course, to the integrity of the officials administering the funds.

We have, however, one city, Hopkinsville, of the third class in which separate levies and separate boards take care of local city school interests. That invidious distinction is justified by that local city board of education for white schools on claim that they are governed in the matter by a special charter under former Constitution of the State.

Local school taxation in cities of the fourth class is levied under provision of Chapter 14, Acts of 1920. In three-fourths of these cities of the fourth class the general provisions of this chapter prevail and a uniform levy of taxation is made for all schools of these respective cities without drawing the race line

MAINTAIN TWO BOARDS

The same board in each of these particular cities administer both white and colored schools somewhat as the city board does in the city of Louisville, but there are a few cities of the fourth class, namely, Earlington, Franklin, Hickman, Murray, Barbourville, Princeton and Shelbyville, in which the white board causes the levy of a tax for the benefit of the white school, this tax applying to white taxpayers and corporations, and in each of these cities there is a colored board of education levying a school tax on colored taxpayers for the benefit of the colored schools.

This is authorized in Section 18 Chapter 14, Acts of 1920. The City Council has discretion as to whether or no the City Board of Education may draw the race line in school tax and administration. In the cities named, the City Council has exercised its discretion in favor of drawing the race line in local school taxation. This is in our judgment an unfortunate, unjust and undemocratic solution of the local school problem.

But this is not all. There are 250 independent graded school districts in communities smaller than cities of the fourth class in which the local school tax is levied upon whites to the exclusion of the negroes, and for the benefit of the whites to the exclusion of the negroes. These districts include practically all of our cities of the fifth and sixth classes. They include seventy of our county seat towns.

PART OF RURAL SYSTEM

As a result of this fact the negro schools in these towns are considered as a part of the rural school system, and are maintained, when maintained at all, by county boards of education made up of rural citizens, who do not like to divide their meager resources for maintaining rural schools and give a portion of them to the maintenance of a school for the colored children in the county seat town, or other independent district within the confines of the county. You understand, of course, that the county district does not include the independent graded school district or the city district, but includes only the outlying rural sections of the county. You can understand the feeling on the part of the rural school boards that it is an injustice to them to have to maintain a colored school for the town districts, and you can justify in some measure their withholding support from these schools which ought to be maintained by taxation of districts in which they are situated.

The correcting of these unfortunate discriminations in local school taxation ought to be accomplished easily by legislation favorable to the fundamental principles of justice and democracy.

LEADERS UNTRAINED

When we approach the question of the training of leadership for negroes in Kentucky we find a still more alarming situation. While other Southern States are vying with each other in their efforts to improve the leadership of their negro population. Kentucky's policy seems to be to do as little as possible for the training of leadership and the higher education of her colored citizens.

For instance, the Fifty-third General Assembly of Missouri, recently adjourned, gave Lincoln University \$224,700 for maintenance and upkeep, and \$175,000 for an administrative building,

making a total of approximately \$350,000. In addition to this generous sum the Legislature appropriated \$55,000 for an industrial home for negro girls, \$6,000 for the Industrial Commission and \$25,000 for the building of a unit to accommodate negroes suffering from tuberculosis under the direction of competent negro physicians and nurses. North Carolina leads the South in her programme for the higher education of negroes, having appropriated in the last four years \$2,200,000 for the higher institutions of learning for negroes—four normal schools and the Agricultural and Technical College, the total expenditure for the four-year period ending in 1925 being approximately \$15,000,000 of public funds on the negro schools of North Carolina—while in Kentucky the largest appropriation ever given to the State Normal at Frankfort for any year was \$40,000 and largest appropriation to the Industrial School at Paducah being \$21,000.

DEGREE IS REQUIRED

Another phase of the educational crisis confronting us is that while the State laws require a college training and a degree for principals of our high schools, the State has made no provision whatever by which these requirements may be met and as a result our young people are forced to go out of the State to secure preparation or the State itself is forced to the other alternative of bringing into the State teachers trained elsewhere to man our schools.

Either course is disastrous and demoralizing, for when young people are sent out of the State as we are sending them out at the rate of more than 1,000 a year involving a financial outlay of more than \$300,000 annually, many of them form new contacts and become productive citizens of other States, and thereby create a constant drain upon the resources of the State and cause a loss of a large number of the finest type of our negro manhood and womanhood. While, on the other hand, we are forced to supply teachers for our institutions of learning with men and women who are not Kentuckians and who know little about the peculiar needs and conditions of the Kentucky negro.

Another phase of the educational problem is that the demand for teachers in our common schools is much greater than the supply. for the product turned out by our two State Normal Schools falls far short of the need, nor do our private institutions, though making a distinct contribution to the educational life of the State, supply this shortage.

NEGROES NEED COLLEGES

Another outstanding phase of this educational crisis is the need of the colored people of the State of Kentucky for higher

institutions of learning, such as colleges and universities. By all the laws of justice and fair play and by every dictate of wise statesmanship, the State should furnish these institutions. From time immemorial the negroes of the State have been taxed to support the University of Kentucky and the University of Louisville without any provision whatsoever for participation in the opportunities for training which these institutions provide. Dr. Thomas Jackson Woofter, a white man, says in his book "Basis of Racial Adjustment" when writing about community morality: "Any community which votes bonds supported by the taxation of all the people for public facilities where the negroes are denied their proportionate share is as much a highway robber as the highwayman who holds you up with a bludgeon and takes the money out of your pocket:"

This is exactly what the State of Kentucky has been doing at the University of Kentucky and at the University of Louisville. There is probably no high court in the land that would sustain laws like these if the question was ever brought before it squarely and upon its merit. The better way, however, would seem to be to adjust such matters without resort to the courts by a mutual agreement between the groups involved whereby Kentucky would maintain a University and teachers' college for colored people on the same basis and with the same standards it maintains for white people and the University of Louisville would do the same. Certainly this proposition is the only just and fair one, and while all these improvements may not come at once, if the first steps are not taken the succeeding steps will never be taken. As teachers we must deal with ideals. And it is well to remember that peace and good will between the races so necessary to the welfare of both will come only through the removal of the causes of irritation and friction.

Another serious phase of the crisis which is confronting the negroes of Kentucky, educationally, is the use of our State institutions to further political ends: No schools save these negro schools are the football of political parties and no children suffer the evil consequences of this political bucaneeing save the negro children. Both our State Institutions and our young people are at the mercy of both dominant political parties and designing politicians. Partly because of these conditions we have lost in three decades, 50,000 or 18 per cent of the negro population.

Another outstanding need, a need so plain and evident that it is inconceivable that it has not been supplied long since, is a State institution for the care of feeble-minded negro children. To state this need is sufficient and it is inconceivable that the Christian conscience of the State of Kentucky will longer al-

low the deplorable situation in this regard to continue.

In view of these outstanding and evident needs, we your committee recommend the following:

First, that these needs as outlined above along health and educational lines and an institution for feeble-minded colored children be regarded as the first and most important phases of a constructive programme for the improvement of the colored people of the State.

Second, that in each case where legislation is required to correct the abuses that the K. N. E. A. through its legislative committee co-operate with the Inter-racial Commission, women's federated clubs, N. A. A. C. P., and other sympathetic organizations along the following lines.

(a) That in view of the alarming health situation that confronts the negroes of Kentucky, we urge the K. N. E. A. through its legislative committee to co-operate with the Inter-racial Commission in securing from the State Board of Health, a bureau for colored people as a department of the State Board of Health under the direction of a competent negro physician, and further that every possible effort be made to secure better housing conditions and larger hospital facilities for our people throughout the State.

(b) That we request the Legislative Committee to confer with the Board of Regents and presidents of our State institutions as to their outstanding and immediate needs as well as a constructive programme extending through the years and to co-operate as far as possible with these authorities in presenting this programme to the General Assembly.

(c) That we urge the colored people without regard to political affiliation to support candidates to the next General Assembly pledged to the carrying out of this programme.

TO TEST CANDIDATES

(d) That the Legislative Committee be instructed to devise plans by which every candidate to the next General Assembly shall be put on record before the election as to his attitude to the foregoing programme.

(e) That the same course be pursued with announced and receptive candidates for office in the coming State election as well as in the election for representatives and United States Senators.

(f) That the Legislative Committee be authorized to provide a sub-committee on legislation to wait upon the members of the General Assembly during the coming session with a view of carrying out the above named programme.

(g) We urge that the negro teachers of the State organize the forces at their command among our own people, each in his

own locality for a concerted and continued effort to improve the condition of the negro along the lines of health, education and the development of character and good citizenship.

(h) That a State-wide appeal for inter-racial justice and fairplay be made to the thousands of white friends of the State who perhaps in a larger degree than the white people of any other State in the South believe in justice and fair play and sympathize with the negro in his laudable ambition to improve his condition along lines herein suggested. We believe that such an appeal will not be made in vain.

(i) That the committee secure for this report the widest kind of publicity in the weekly and daily papers and in other ways decided upon by the committee.

(j) We urge that every effort possible be put forth to wrest our State institutions from political control of whatever party or race and that our State institutions be placed upon the same plane as the white institutions and that they and our young people be unhandicapped in his regard as the whites are unhandicapped.

In closing this report we, your committee, beg leave to state with all the earnestness and sincerity of which we are capable, that it is our conviction that the correction of the abuses and inequalities complained of in the foregoing report, is very largely in the hands of the colored teachers of the State.

“The fault is not in our stars, but ourselves, that we are underlings.” A group of citizens and voters in a given community or State holding potentially the balance of power at an election need not long complain of such discriminations as we herein set forth. The remedy is at hand. It is the intelligent, untrammelled, non-partisan, unpurchaseable use of the ballot. As brave, progressive, loyal American citizens, let us use it.

Committee on Legislation,
James Bond, Chairman.
A. E. Meyzeek
J. W. Bell
C. L. Timelake
H. C. Russell.

AN EDUCATIONAL PROGRAM

(Speech Delivered by Mr. W. W. Sanders, President N. A. T. C. S.
April 22, 1925)

Mr. President, fellow teachers—I am sure that some of you feel now rather like the one in the story that's told when the minister had preached long and had earnestly called his congregation's attention to the characters of the Bible. He had spoken of the minor prophets and then he began to call all the prophets by name, until at last he came to one and said, "Brothers and sisters, what shall I do with Amos?" Then one old brother who sat in the rear of the church said, "Parson, Amos may have my seat, I am going out." Now if any one of you feel like going out it will be perfectly alright. (Laughter)

I bring to you, fellow teachers, the greetings of the teachers of Negro Schools of America. I bring to you these greetings because they are interested in the same problems in which you are interested. They have the same difficulties that confront you. They have the same blessings which have been yours and are yours, and the sorrows that bear heavily upon your shoulders burden them also. And they are therefore in full sympathy with all you do and all that you undertake.

I bring to you the greetings of the 40,000 men and women who are the poorest paid public servants in the world today, and yet who are not complaining because of poor compensation, and give back effective and efficient service, but men and women who feel that even though they are not compensated in proportion to the intelligence and service which they render, they nevertheless, will give the best they have to the boys and girls who come to them day by day.

In order that there may be developed in America a greater citizenship that may stand second to none and that shall make a contribution to the citizenship that shall not be forgotten by the unborn generation, we the teachers of the Negro Schools of America have a wonderful task before us and a tremendous problem to solve. We have a deal to accomplish. The question is, will we face our task with firmness and fidelity and will we accept the responsibility which comes with it, uncomplaining, but glad that we may serve America, that we may serve the Negro in America and thru the Negro in America that we may serve the people in the world, and help to make up this world which God himself paid so dearly.

I want to talk to you tonight something about "A Program of Education." I recently had the pleasure of visiting a number of cities in your state. During the past two years I have visited every state in the South except Louisiana and Florida. I have seen the work that is being done in Negro schools. I have seen the building

program that is being carried on through the cooperation of patrons and of Negroes and whites. I have seen the tremendous advances being made in business settlements, and I want to say to you tonight that the outlook is gratifying. We stand face to face with the most encouraging situation that we have ever faced in America.

I was in Virginia just a few months ago and visited the cities of Portsmouth, Norfolk and Richmond. In Norfolk, Virginia I had the pleasure of standing face to face with 900 Negro boys and girls in high school and 950 boys and girls in the Junior high school, making 1850 Negro boys and girls in one city pursuing and looking forward to a high school education. In the city of Richmond it was my pleasure to see gathered together some 700 Negro boys and girls in a high school building that cost something over \$250,000 whereas, a few years ago it was impossible to secure property or any building program for Negro Schools.

Just a few days ago, a commissioner from Europe and England decided to come to America and study especially the program for education being put over in the state of North Carolina. For it is said that Great Britain is anxious to see what North Carolina is doing. She is interested to see if there is something in their program that she may use in her program.

In my own state of West Virginia, and West Virginia my friends is insignificant because we do not have anybody there. A very true saying is that after the creator had made all of the world he found that he had something left and so in that section called the Appalachian region he made West Virginia. Another way that West Virginia has expressed it is, that West Virginia is the most northern of the northern states, it is the most eastern of the eastern states, it is farther south than the most southern city. But after all she is a darn good state for the shape she is in. (Applause)

The little state of West Virginia with its Negro population of 87,000 and with a school population of 23,000 boys and girls taught by 803 Negro teachers last year is supporting two Negro institutions, one of which is a college, one of which is an institution of the state. And the Governor speaking before the legislature said that West Virginia Collegiate Institute is going to be the biggest institution for Negro Youths in America supported by public taxes. It gives support to Bluefield Institute and partial support to Storer College at Harpers Ferry a Private Denominational School. Besides these institutions the state supports by local taxation 21 high schools and nine of the 21 are standard first class four year schools. Four are schools offering 16 units of work and the graduates of those schools are accredited in all of the leading universities. So you can see that that little state is attempting to put over an educational program for the Negro Youth. It is endeavoring to give them a square deal be-

cause there is no separation, because of salaries, because of school terms. The only separation comes in teaching persons of color in the same school building with persons without color. That is the only distinction made by law in that little state.

In Mississippi the other day—you want to believe that Mississippi is a bad place. When I left Washington, D. C. I asked for a Pullman reservation to Vicksburg. The young man looked at me and said, "Do you mean to tell me you want a reservation to Vicksburg." What about it? "Nothing, I thought you were an intelligent man." I don't know about that but I want a reservation. And he said, "Mr., you are going to a bad place." However, he gave it to me and I went to Vicksburg and addressed the Mississippi State Association of Negro Schools and I found them gathered together in a building that cost over \$125,000. A wonderful advancement here in Mississippi where a few years ago there was not a high school in the whole state. Very few communities in the whole state receive sufficient funds to run the schools for an appreciable length of time. And now in Vicksburg and in Meridian and in other cities of the state, the local people are coming forth and offering funds with which to construct buildings in which to teach boys and girls.

The citizens of this country must have equal opportunity to improve themselves if they are to preserve the liberties and rights of American citizens and it is being discovered more and more, day by day, that you can not develop one class of citizens and leave the other class behind.

For it is just beginning to penetrate into the hearts and minds of the citizens of America that very true expression of Booker T. Washington: "You cannot keep a man down in the ditch, unless you get down there with him and stay with him."

The American people of this country are beginning to see that they cannot keep the Negro of this country down and reserve the rights and liberties of this great government of ours, for we must all go up together or we must all go down together. That is an admission that is as true as life itself. You cannot educate one class of people and leave the other class uneducated.

If you will take a visit with me through this great country of ours and look at that country and its people and look at its developments, its productivity, its wealth, the happiness of its people, where will we find this happiness, this prosperity? Will we find it in those sections of the country where education has been neglected or will we find it in those sections of the country where the community has given its best for the education of all the citizens of that community.

Let us see, if we will go to Florida for instance, we will find that the per capita of wealth of the people of Florida is less than \$20 and let us go to New England. In Florida its public school system for

Negroes is at a very low ebb, the public school system for white people also is at a very low ebb. Let us go to Massachusetts where the laying of a levy of \$1.25 on a thousand dollars of the valuation of taxable property can be raised and a sufficient amount of funds to conduct and supply schools for ten months in the year and pay their teachers a maximum salary and supply all of the equipment necessary for schools. Whereas, in Florida the per capita is more than \$2.39 on the hundred dollars of taxable property. They cannot raise a sufficient amount of funds to run their schools for 5 months, pay their teachers good salaries and they cannot purchase any equipment for Negro schools. Why is it then that Florida who has been basking in the sunshine all these years with its natural advantages, with its climatic condition, with its rich soil, fertile lands, with its large rivers turning out fish—why is it that Florida so naturally situated with wealth and prosperity is so poor whereas, in Massachusetts, a bleak and cold country with winter lasting most of the year, where there are not natural resources, how is it that in that bleak climate property is so valuable and in Florida property is so unvaluable. The proposition is this: Massachusetts has continued from time to time, from generation to generation, to give to the boys and girls culture, refinement, industrial education and she has developed a thrifty business that stands now in good stead and proves the means through which she may carry on all her public institutions. But Florida on the other hand has always provided a poor school system; and ignorance has been a curse to her soil, a blind to a country, a blind to any community and therefore if a community should rise it is necessary that it give to all its citizens the opportunity to improve the mind, to educate the heart and hand and live so as to produce a well rounded citizen. And so Ladies and Gentlemen, we cannot neglect this element in our education as we must put on a program of propaganda. There are some things that have come down to you from the war, we learned that word during the war. We must as teachers put on a program to tax payers of America that unless the Negro is educated in this country, America is doomed. It is true no nation with a tenth of its population, with a tenth of its citizenship can long afford to neglect that tenth and to allow that tenth to go in ignorance because that tenth will so influence the great mass itself until sooner or later the whole will be contaminated. I often illustrate something that happened to me and my place in Charleston, W. Va. I live in the section of the city known as South Hill. I had a white neighbor, he did not like me. His wife did not like me very well. Whenever I began to plant flowers she would call the policeman and when I would cut the weeds on the outside of my fence she would say I was interfering with her lot. She was continually sore and not to have any fuss I ignored what she said and did. She did

not like that very well. An so we got along because I had decided in my own home not to have any quarrels. One day I looked out and saw on my neighbor's door the sign "Small Pox". I went back and said to my wife, "Do you know the Wigmans have small pox? We must do something for those folks." And so I called the Health Department and said, "Have you taken any of them to the pest house yet? I am right here next door to them what can I do?" They said, "You can help to provide some food for them and report anything to us about them." I was very attentive to them because I was afraid the small pox would get into my house. I was determined to keep the small pox in that house. (Applause and Laughter)

Another thing happened to me, another one of my neighbors just didn't like me. He just didn't want me in the neighborhood. I hadn't done anything to him but he didn't like me. He happened to be a white person too. One day my little girl went out and came in and said, "Don't you know Thompson's house is on fire!" I ran out and turned on the alarm, poured water on the fire and worked as hard as a fireman. Some one came to me and said, "Why are you working so hard, why are you trying to put out this fire. you know how this fellow has treated you?" I said, "I don't care how he has treated me, don't you see those sparks falling on my house?" (Applause and laughter)

Don't you know that is the way it is in America, we are living side by side. The ignorance from the Negro will create sparks that will fall on the white man's house and burn it down. (Applause) The thing to do is to give Negro youths, the Negro boy and girl, the opportunity so that there will be no sparks to set his house afire. To save himself, he must teach the Negro youth, provide for him equal facilities, favorable instructions that he can develop into the same type of citizenship with ideals of American institutions, with ideals of manhood, with ideals relative to himself to enable him to become a great citizen in this great democracy of ours. That is the program that we must put over. Another thing that we must put over and I must say this with hesitancy because of the splendid address your President has made and I agree with him, is the fact that we have Negro education and we are going to have Negro education and the last idea is the biggest idea in the world. The fact is we have Negroes who do not believe in their race. I don't believe it is right. I wish it was not so. I wish I did not have to think of myself as a black man, a brown man, a white man, a yellow man or any other kind of man. I wish when I look at myself I wouldn't have to think of my color but it isn't that way yet; I hope to see it but I am not going to live to see it.

We have got to put over a program of Negro education in America that will educate the Negro to believe in himself. We are the

only people in the world today that are being educated away from ourselves. All that we see in education around about us is a tendency to lead us away from ourselves and cause us to be ashamed of ourselves. Every time a black girl looks into the mirror she runs to the drug store to buy something to make her different, to make her white, to make her hair straight. She is ashamed of herself. In other words her education has taught her that she is a misfit in life, that the only way for her to make a success is to make herself what she is not.

We must put on a program that will teach the boys and girls that what they are is the greatest thing that God Almighty has ever made. (Applause) That when I stand on my feet in the presence of my people I am the best looking man ever born. (Applause) When this lady stands anywhere she is the best looking lady ever born, she is all God wanted her to be. She is rather in sympathy with the other fellow.

That is the program we must put over with the Negro youth. We are living in an ideal world. We are living in a world of realism. And so long as we educate the Negro away from himself, just so long will he be a dependent race. Until the Negro himself believes he is able to do these things and that he is able to sustain these institutions he will not enjoy independence. All we may state to the contrary, the fact still remains that whenever Ann goes down the street to a white drug store to buy a comb, she really believes that comb to be better than one bought in a Negro store.

A few years ago—I was a single man—I was going to visit a widow, she had two children. One of these children fell sick. I said, “Now, Madam, I believe I know what will be good for this child. Go down to the Gem Pharmacy and get a bottle of liquid ‘peptin-oid’ and in a few days the child will be well.” She looked at me and said, “Mr. Sanders, I will go down to the Gem Pharmacy the first thing tomorrow morning. I like to deal with my color but you know the Pottsville Drug Store’s medicine is just fresher than the Gem’s. The Gem Pharmacy was a Negro pharmacy. She believed what was in the white drug store was fresher than what the Negro had. She actually believed it. That was her education.

The Negro boys and girls are being taught in the home and in the school room every day of their lives, that the thing which they have in their hand is inferior to the thing which comes out of any other hand. The things handled by the Negro are equal to the things handled by anybody else. (Applause)

If those powers and possibilities are to be developed, we must put over that kind of program, if we are ever going to be a sustaining race. So long as we are begging to others, so long as we have to go crawling on our knees to the other people, so long as we are de-

pendent, just so long will we be slaves in America.

We have a mental slave complex today. We must be leaders to help abolish this mental slave complex. This isn't very sweet medicine but it is true. I believe that if we are to be men and women, we must put on in America that kind of program that causes us to think in terms of ourselves rather than in terms of the other fellow.

The third thing we must put in this program is the union of teachers in Negro schools in America, lined up in one great big program of education.

In Delaware, the children in the public schools attend school less than one-half the school term. In Massachusetts, the school attendance is less than 60 per cent. In my own state, every day the attendance in public schools is 87 per cent Negroes and about 84 per cent white people. In North Carolina, in the last few years the per cent has increased from less than 50 per cent to over 75 per cent, which is a brief period of years.

All over the country the teachers must put over a program to encourage boys and girls to go to school. They may not be as good as they should be but the boy that attends the poor school will be a better boy than the one who attends no school at all.

I remember back in my childhood days, we lived in a hamlet in the country way out in the pine hills. No railroad had ever thought of coming into that country. There was no use of a railroad. I never saw a train. There was a school five miles from us, taught three months every year. I remember my mother having me get up every morning at five o'clock, packing my little bucket and I started to that little log school house, with seats of hewn-out logs, with dirt floors, with no panes in the windows, with a great big fire place. The boys would go out into the woods with the teacher and cut logs for the fire. We had a jolly time. This was the only teacher that taught us everything that he knew. He taught us from Humphrey's Arithmetic, how to add, subtract, divide and multiply. He taught us up to complex fractions and then taught all that over again. He taught us going and coming, from the front to the back, and from the back to the front. I went to a poor school but I did know how to add, subtract and multiply. I say, if I go to a poor school I will be a better boy or girl than if I didn't go to school at all.

Let us therefore, encourage the Negro youth to take advantage of an opportunity for mental and moral development, for the development of character that will make men and women, who will stand the test. Now such a program as this is a program of the N. E. A. Every Negro teacher in America should belong to that association.

The other day I received a letter from Dr. Crabtree, inviting me to attend the great meeting of the N. E. A. in Cincinnati.

Now, let us discuss the program that the N. E. A. has put on. What has the N. E. A. done? The N. E. A. has put on a program of education in this country. Why is it that the school teacher is receiving more attention today than she has ever before? How is it that the teacher is receiving more salary today than ever before? Why have we longer school terms? Why, it is because the N. E. A. has put on a propaganda program. They are going to get that bill through Congress. The N. E. A. has kept the schools before the public in this country.

The white teachers of America are going to get what they want. Fellow teachers, the reason we haven't got anything is because we have attempted to get nothing, we have no program and we have asked for nothing. The things we have, have come to us "free gratis." Let us get together, let us organize, let us think out our problem, and let us put that program before the American people.

I believe the American people are just an dwant to do the right thing and will do it when they are convinced that it is the right thing to be done.

Let us put our program over through a united effort of all our teachers and we shall improve the conditions of the Negro schools throughout the country. Why is it on? It is on that the boys and girls back there in the most remote district of Smoky Hollow in America, may have an opportunity to develop into manhood and womanhood, may have equal opportunities with any other boy or girl in America. And so that we may develop character, manhood, into souls that are noble, souls that are pure, souls that have high ideals that will measure up to great ideals of Him, who brought into this world love of humanity.

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 Wood, Rev. J. E., 220 W. Walnut St., Danville, (Boyle).
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Wright, Mrs. Etta, 625 Saratoga St., Newport, (Campbell).

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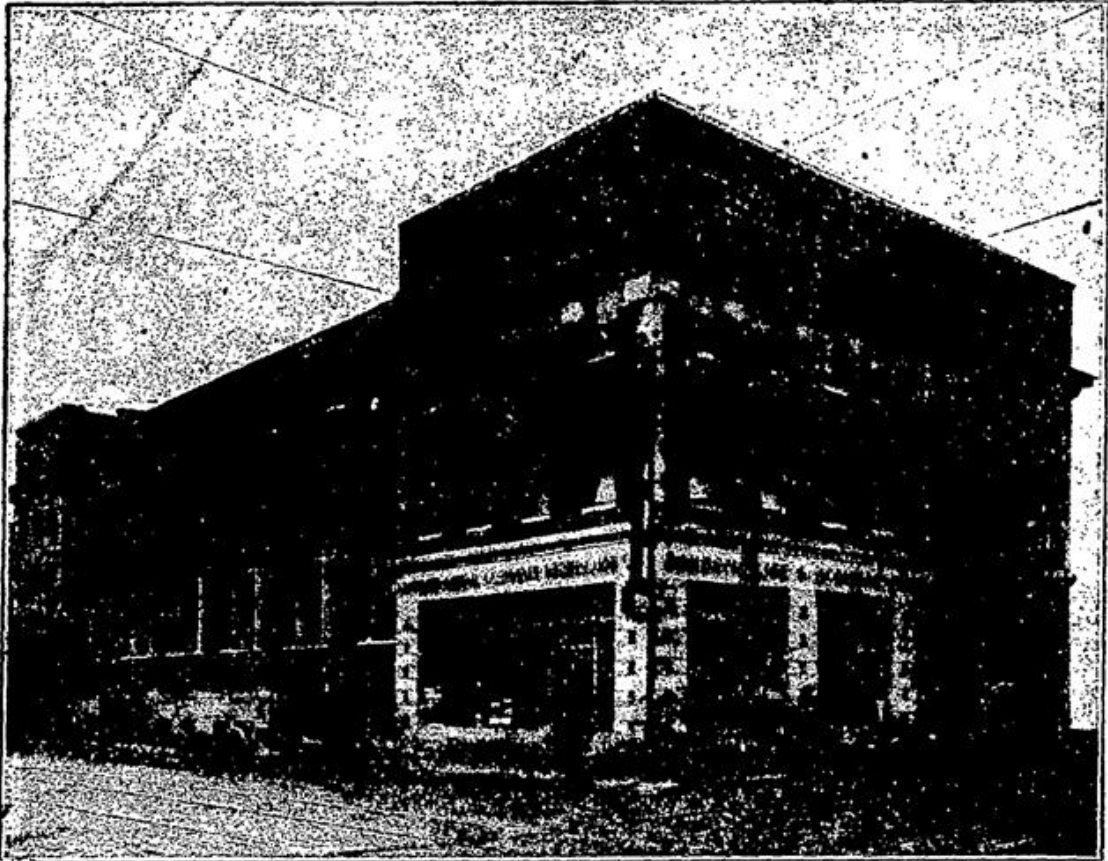
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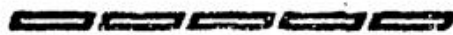
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