

Cooperation ^{and} Progress Coordinate
Cooperation Our Greatest
Need.

Ladies and Gentlemen:

We have come together on
this occasion to discuss
some propositions which
demand serious thought
and study. They have
important bearing on
the success or failure
of our endeavors as
a race along both
professional and business
pursuits.

It matters not in

what the business ~~of~~
you may be engaged
or what profession may
be yours, the thing that
most concerns you is whether
or not you are making
a success. You are measured

by the ~~amount~~ of success
which attends your labors.

This is true in small in-
terprises, large ^{endeavors as well as} ~~enterprises~~, in
the professional world.
The business man is study-
ing how he can conserve and
concentrate energy. How
he can take the same

force and do twice
the amount of work
~~formerly done~~

About 28 years ago
the railroads of the
United States and
Canada got together
and in one day made
all the ^{main lines of their} roads the same width.

The next day any coach or
engine of any railroad
could run on any other
road. It was perhaps the
greatest lesson of cooperation
on a large scale that this

country had ever had:

The result of that one act
of cooperation has produced
ed the most remarkable
degree of progress traceable
to one act in the history
of our country.

The Negro Physician has
had to ~~must~~ fight against
much greater odds than
his white competitor.

Almost every city
of any size through-
out the country has
its hospital where
the white doctor
may go and practice
and study any and
all kinds of diseases
under the most favorable
conditions. The young
white doctor can attend

clinics, aid in any
~~and all operations when~~
conditions are so favorable
that it would be impossible ~~not~~
to learn. ~~even the way~~
~~to learn.~~
though a fool could
learn surgery.

Have such favorable con-
ditions always obtained
for the white physicians?
The ~~the~~ question answers
itself. No. What brought
about such an excellent
state of affairs? How
is it possible that such
progress obtains. The answer
is brief and direct. Cooperation

The absence of petty
jealousies, an ^{the} unenvious spirit
which ^{has made these conditions} ~~so~~ enables the soul
^{possible} and purpose of the big
hearted physician
that he forgets everything
which is a kind to bitterness
and sees the size of the
profession he is following.

A hospital is the Dr's
work shop in which
he is able to render his
best service. It is the ^{one}
place where every condition
is most favorable to the treatment
of all human ailments.

The very atmosphere is made to suit the nature of the disease. It is possible to change conditions quickly as the demands may require.

The trained nurses which is a part of every hospital play no small part in the assistance rendered to patients, and the mastery exercised over sickness and disease in hospitals.

We have made many new discoveries in the science of medicine, the serum

for the cure of the dreaded
disease of small pox, and
the almost fatal typhoid
and diphtheria. The open
air cure for tuberculosis.
Skill in surgery has develop-
ed to the extent the
application of the
knife to the human
body is as common
as it is to carve the
meat on the dinner table.

But the knowledge and
discoveries in the science
of medicine and the

skill in the use of
the surgeon's knife
would all come short
of the desired effect
if it was not for the
gentle, patient and faith-
ful service of the
Nurse, trained and
tutored to her high^{and}
exhausted station.

How many lives have
been saved because of the
constant and watchful
care of the faithful Nurse!
Medicine at the right time
the kind of food needed

given at the right time,
the room kept at the correct
temperature, fresh air as
needed and constant
supervision over the patient
so that all changes in
the patient's conditions
could be noted and
checked without delay.
These and a thousand
and one other things
done ^{in the sick room} by a well trained
nurse have been the
means of prolonging
human life.

1.

Mr. President, Ladies and Gentlemen

Those who have traveled extensively and have written at length on their observations tell us that one of the very marked differences between the Christian ^{and} Pagan nations of the world is in their institutions. They tell us that this is especially true with regard to hospitals, asylums for the blind, the insane, homes for the poor. In fact their ideas of charity have

not been developed.

Public education is unheard of and unknown save among the Christian nations of the world.

Ten years ago the idea of having a hospital for the colored people of Louisville had its origin in the minds of Dr. Merchant and a few of his associates.

The purposes for which the institution was founded are several, but at that time only one motive was eminent. Many of our people were sick and needed

a place where special attention could be given to them. In the homes of these patients conditions were such that quiet and fresh air could not be obtained. Cleanliness was an unknown element, patients were allowed to eat too much, and that too of food which was entirely against the recovery of the sick.

With such conditions meeting our colored physicians in their daily practice what

was to be done?

The public hospitals were practically closed against the Negro people. If a patient of a Colored doctor was taken to the public hospital the Colored doctor could no longer attend the patient. With conditions like these facing the future of Negro physicians our sagacious Dr. Merchant set to work to meet them not by whining, fault finding or begging but by founding an hospital in

which Colored patients could
be treated by Colored doctors,
and nursed by Colored
nurses.

Up to that time, the
opportunities of the
Negro Dr. had been
sounded by limitations.

There are chances, of prolong-
ing life in a hospital,
for overcoming certain dis-
eases, for staying the hand
of death, which are much
superior to those not only
in our ordinary homes
but even in the best

organized ~~homes~~
and well appointed
~~families~~ - homes.

It matters not how
well your homes may
be equipped or how
much money you
may have you will
not receive as good
attention in your
homes when sick
as can be given
you in a hospital.

In our modern cities
many of the richest
people, when sick, always

go to the hospital. It is
now the custom to
equip the hospitals with
a first class and upto
date maternity ward
where mothers may
go and be delivered.
Many of the children
of the wealthiest families
in our large cities
are born in hospitals.

~~But~~ It was not only that
the sick among Negroes
might receive better treat-
ment that the Red Cross
Sanitarium was founded.

but that Negro Drs. might
have an opportunity to
practice under any and
all conditions and a chance
and be both proficient and
efficient along all lines
of medical science and practice.

We learn to do by doing
and this is very true of
Negro Drs. in surgery. If
a surgical operation is
to be performed the hospital
is the place to perform it. If
you have no Negro hospital
the Negro Dr. can never learn
to do by doing.

Let us look facts in the face and meet conditions as they are. As a race we are more and more dependent upon our own doctors for service and advice. By many of the specialists, and most skilled physicians of the white race we are not wanted as patients. In many cities we are being informed by signs that we are not wanted and will not be received. Now, what is left for us to do? We have

the same disease, our
bodies are made up of the
same or similar organs.

Our bodies yield to the same
treatment. In fact, we must
have the same medicine, ^{and}
the same skill is required
to cure our ailments. ^{Since} we are
dependent upon our own
doctors, we must join our
own efforts to make condi-
tions as favorable for
them as for our white doctors.

What may an institution
like The Red Cross Sanitarium
accomplish for us as a
people? It may serve as ^a place
where suffering may be relieved;
where Negro physicians may
learn to practice and become

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The Art of Questioning.

The method of questioning is of highest value ~~to~~ in Primary and Intermediate schools. Hence it is of great importance that the teacher should possess ability to question well. Whoever can question well can teach well. Natural endowments, accurate scholarship, professional knowledge and experience, are required for excellence in this method of instruction. Learning, energy, enthusiasm,

Knowledge of the theory and practice of teaching, will prove comparatively ineffective without this Socratic qualification; ability to question, which is the rare attainment, the master art of the teacher's calling.

Skill in the art of questioning is to be acquired just as skill in any other art is acquired, by long and patient practice; one learns to do by doing; one learns to question by questioning.

3.

Teaching and learning are based on the two fundamental processes, apprehension - the process of taking anything into the mind; and retention - the effect which the material when apprehended, has upon the mind itself. These two processes are mutually dependent; there can be no retention without clear apprehension; and, on the other hand, every new apprehension modifies mind, and so has its effect in interpreting

new experiences. The teacher should, therefore, bear in mind that the two conditions of learning are, on the one hand, Proper presentation of material and on the other hand, Proper preparation of mind.

In the light of this principle, we may consider:

- I. The Objects of Questioning.
- II. The qualifications of the Questioner
- III. The form^{and} Matter of questions.
- IV. The form^{and} Matter of answers.

Since the two processes, apperception and retention, are reciprocal, the one necessarily implying the other, it is not easy to classify the object of questioning as belonging definitely to one process rather than to another. Let us, therefore, consider the object of questioning (1) as it is concerned with the Presentation of Material or Testing of Retention: (2) as it is concerned with preparation of Mind or the Training of apperception.

#6.

One cannot intelligently assign a new lesson without discovering the pupils' knowledge of the old lesson.

For the new lesson must have some logical connection with ~~that~~ what was previously taught: ~~it~~ it can be interpreted only by what has been retained from former lessons, and, so it is impossible effectively to aid the ^{pupil} ~~teacher~~ to assimilate the new with the old, unless ^{there is knowledge of} ~~it is known~~ what the old ~~is~~ ^{type place} and ~~how~~ it ^{occupies} stands in the ^{pupil's} ~~teacher's~~ mind.

He, therefore, must question to discover the pupils' knowledge. But care must be exercised lest we ask questions which are too easy, and which may fail to excite any interest. Besides asking questions which are too easy, sometimes too many questions are asked about the same thing. ~~Illustrate as 2.~~

He must also avoid making the other error of asking questions too difficult.

The question phoned not present material beyond the child's power to assimilate. This error is perhaps even more common than that of asking questions too easy. Learning is a process of interpretation, that is, the knowledge acquired yesterday must be used to interpret what is presented today. There is learning only when there is bringing to bear past experiences upon the new material.

If this material is ^{in advance} ~~above~~ of the pupil's knowledge, how is it possible that there can be assimilation? If A, B, C are related ideas in a certain topic and the pupil is in possession of A but not of B, it is worse than useless to present C to him; his mind cannot be brought into relation with C. In our schools too much rote work is done. The teacher should seek by questions to find out not only

what the ~~learner~~^{pupil} knows
 but how he knows it.
 Whether the process has
 been simply mechanical—
 mere memory work, or wheth-
 er what he knows has
 been assimilated—his
 mind power developed.
 Every thoughtful teacher
 bases his questions on
 this maxim: From the
 known to the related
 unknown. When
 this ^{is} done there will
 be real assimilation.
 The asking of questions

by some teachers has for its purpose to find out only what the student knows. If the object of questioning ends there the teacher ~~would~~ miss the mark, for how the student acquired the information is by far more important than what he has learned. In pursuing this method the teacher tests the known in the student's mind, and the power developed in acquiring it.

By the correct method or art of questioning we are able to fix knowledge in the student's mind.

Retention is greatly increased by frequent repetition. This is a part of the Art of questioning.

The teacher should note, however, that it is mental activity in the act of learning that is to be repeated, and not the impression on the mind. Observe, please, that it is the lack of self activity and repetition

of self-activity of the mind should be the purpose of the questioner, and not to impress the repetition of the memory act or the mechanical impression.

Self-activity is to be awakened and guided chiefly by the method of interrogation. The teacher makes a preparatory analysis of the subject; he presents the result of this analysis point by point; by skillful questioning he guides the

mind of the child is
discriminating, that
is, in working analytically.
he further guides it
in identifying, that is,
in working synthetically.

This method of question-
ing should be continued
until an analytic and
a synthetic habit of
mind is formed by
the student. What is
needed in the class
room on the part of our
students is independent
thinking. Use this art of

questioning judiciously
and develop your greatest
need.

By the art of questioning
vague ideas may be made
definite, misapprehensions
removed, and new knowl-
edge imparted. Never
do for a student what
he can do for himself.
What he acquires by the
exercise of his own
powers will remain
with him in ~~the~~ more
enlarged and more ac-
curate knowledge, or

at least in increased
power of apperception.

So frame your question
that it will not tell the
student what you want
him to tell you. Telling
is not teaching. Certainly,
telling the right thing at
the right time and in
the right way, is teaching.

It is one of the best charac-
teristics of a good teacher
to know ^{exactly} when and what
to tell, as well as when
and what to elicit by
questioning.

The person who ~~has~~ gained the greatest reputation as a teacher by the art of questioning was Socrates. Make him your teacher, study his art.

The art of questioning may be used to cultivate the power of expression. How can this be done? Not by teaching words alone, nor ~~objects~~ alone, but by teaching words and things, by making ideas of things clear and definite, and then

by fixing and defining them in words.

It has been said that definite thought means definite expression. Vague expression means equally vague thought.

No act of thinking is complete till its products have been set forth in words. The manner in which this is done marks the character of thinking and the effectiveness of the teaching.

Every lesson, in all stages of learning, is given to awaken the self-activity

of the child, to cause thinking. It is only by questioning that we can determine the matter and manner of his thinking; it is only by questioning that we can determine whether the final step in the thinking process has been taken, since that step is the act of expression itself.

The value of interrogation as compared with continuous explanation is manifest. A prevailing fault in primary and secondary schools is that the teacher

talks too much and the pupils too little. It is easier for the teacher to think and talk than to get the pupil to think and talk. To suppose that clear thinking and talking on the part of the teacher ensures clear thought and ability to express the thought on the part of the student is erroneous. The value of any lesson may be determined by the amount of correct expression it brings forth.

from the pupils.

From the relation between thought and language it may be laid down as a sound principle that direct and clear expression is preceded by clear thinking, and that the effort to speak with directness and precision reacts on the thinking process and contributes to clearness of thought.

As knowing aids doing, and doing reacts on knowing, so thinking aids speaking, and speaking

reacts on thinking.

What course, then, should the wise teacher follow? As far as possible, in all stages of learning, he should make every lesson a lesson in correct expression. By clear and correct language in his explanations and suggestions, and by clearly and definitely expressed questions, he stimulates the pupil to a similar clearness and distinctness of thought + speech.

Already, I have referred to asking questions in such a way as to excite interest. As you will know all instruction must be based on the interest of the pupil.

Inspire a pupil, by your question, with confidence in his ability to do a thing and it is already half done; all his energies will be aroused to action; all his ideas bearing on the subject will be brought to the front,

and used by the quickened mind in solving the problem.

By asking questions in this manner we create within the student an investigation ~~or~~ train of mind and he unconsciously adopts a method or law of self-education. He instinctively begins to ask himself questions and goes to the bottom of difficult lessons.

Do you want the attention of your class or of any indi-

individual in your class?²
Ply him with questions.
A series of logical questions
secures continuity of attention
and consequent unity of
thought. Questioning is
the only means by which
we can know that such
attention is maintained.

There is another side to
this important subject besides
the pupil or answerer of questions.
It is the questioner. There
are certain qualifications
which the questioner or
the teacher must possess

to make it ^{at} all interesting
and instruction to the pupil.

The teacher must have
~~thought~~ a thorough knowledge
of the subject he is teaching.
No teacher can teach what
he does not know. In
fact the broader and
more thorough a teacher's
scholarship is, the better
he will be able to teach
even in the elementary school.
He will be more fertile in
illustration, and all skilled
devices of the teacher's art;
he will be able to impart

some education value
even to the simplest lesson.

He can simplify the art of
questioning to suit the class.

But the successful ques-
tioner does not depend
upon his previous knowledge
of any subject to be taught.
He prepares a new each
lesson before going before
his class. The questioner
should be well versed
in psychology. He must
know the child's mind
and how it works.
Let the teacher know

and remember that in the exercise of his highest function he is a questioner of mind.

In conclusion let me speak briefly of the matter and form of questions.

Questions should be perfectly definite, precise, not ambiguous - sample of silly unanswerable questions -

Let all questions be logical. To lead to the habit of connected ~~and~~ thinking questions should have continuity.

Questions should be adapted to the capacity of the class. They should not include the answer; they should not be answered by one word. Unanswerable questions should never be given.

Questions should always be couched in the very best language.

The form of questions should be varied so as to avoid monotony.

Monotony destroys interest.

Every teacher should ask questions in his own language.

This demands thinking and freshness of thought awakens interest. Questions should be addressed to the class, the answer given by the individual.

Questions should not be repeated ~~to the~~ unless the teacher is at fault.

Good questioning secures good answering, in other words good

31.

teaching secures good results. Thoughtful questions lead to definite thinking and expression. Individual answering should be the rule and class answering the exception. There should be no place in the school room for the student who knows but cannot tell.

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How to Improve Scholarship in the High School?

Standing

1. Of Classes } each month.
 - (a) Highest
 - (b) Lowest

2. Standing

2. In Subjects

- (a) Highest
- (b) Lowest.

Compare Students' work.

" " Teachers' work.

Assignment of lessons

Too long or too short-

not in grammar schools

Fondling boys to keep them in school

Mr. President, Officers and Members of
the K.N.E.A., Ladies and Gentlemen:--

The history of human achievement is the story of the group. Primitive man made his first progress through crude organization into clans which met together, chose leaders, and waged war. The organized group is a basic factor of civilization.

In Ecclesiastical history, irrespective of religion or cult, we note from the earliest days to modern times, crusades and pilgrimages by means of which both clergy and laity have become more consecrated and more enlightened. In industry we mark an evolution from gild to the organized labor union of today.

And now in the complexity of our modern civilization we are so accustomed to this great group force that we are scarcely conscious of its significance. A convention is more than an assembly gathered together to deliberate within itself. It is a definite link in the chain of achievement attaining results both immediate and remote. From ancient days man

has realized the importance of environment even for an assembly. The religious devotees made pilgrimages to the Holy Land, the classicists journeyed to Athens and to Rome. Today a convention or an association may change its meeting place so as to distribute business or on the other hand it may find more obvious advantages in a permanent Mecca.

You have made this city your permanent Mecca. Louisville is a great convention city. People from all over this country and even from foreign lands representing almost every avocation have from time to time assembled in Louisville. While here their meetings have been both pleasant and profitable. It is my happy privilege tonight, to speak for the good people of this convention city and to bid you a most cordial welcome.

The vocation of the members of this Association is second to ^{that of} no other group working among men. I would compare you to contractors and builders but they use wood and stone, a material which ^{will eventually} must soon decay. ~~I~~

3.

I would compare you to the merchant with his unlimited stock of goods but that stock, too, will pass with time. I would compare your vocation to the sacred calling of the minister of the Gospel, but the child Jesus was 12 years old when He said, "Wist ye not that I must be about My Father's business?" The work of the teacher is much more vital and important, for it begins with the child in its tenderest years, molds throughout the formative period, and lays the foundation for right thinking and right living.

compel
^ The labor problems of our particular group the absence of many parents from home during the major portion of the day, leaving the children without proper guidance and protection. This condition brings added responsibility to the teacher. The conscientious teacher must of necessity bridge this gap and act as both parent and instructor. In many instances the teacher's knowledge of the children is more intimate than that of the parents. That teacher who measures up to his responsibility through influence and

~~and~~ contact shapes the thought and in a large measure, molds the destiny of the youth.

The product of the teacher's labor represents the very highest type of workmanship. It outlives every other production. It produces thought and "he who thinks rules."

And now on behalf of the citizens of Louisville, the great convention city, I wish to extend to you a warm and hearty welcome to our homes, our schools, our churches, our recreation centers, and to our city at large. May your stay in our midst be pleasant and in this the 51st assembly of the K. N. E. A., may your exchange of ideas be profitable, may your deliberations be filled with wisdom and your deductions so fraught with helpfulness that they may prove of mutual benefit to the Association and your individual work.

Again, I bid you welcome.

Welcome

Fellow citizens,
Ladies + gentle-
men. I arise in my
place to extend a
cordial welcome
to the delegates, friends
of this great meeting
and assure you
that with open arms
Atlanta extends to
you a hearty cordial-
ty. We are not in

responsible to the private
eager & opportunities
which this meeting
brings to us.

Our needs are
similar to those
situated as we are
in every section of
this country.

We are seekers after
light & truth. We
believe that this
great meeting will
be the means of

bringing more light
 & deeper truth to
 this community;
 therefore, ^{the} committee
 which I represent
 has accepted with
 a free, good will
 the duties entailed
 upon them.

It is possible to
 so converge the rays
 of the sunlight as to
 produce sufficient
~~the heat~~

heat to ⁴ ~~ignite~~ ^{the} ~~is~~
~~common substance~~
~~of nature~~. Likewise
I believe it is the plan
~~of this gr. movement~~ to so con-
~~centrate~~ the forces of christian-
ity represented in
every denomination to
such a point, that
the effects will act
as fire ^{on} the forces
of sin + Satan.

The good people
of this city have
never doubted for

5.

a moment the ultimate purpose of this great meeting and from its inception we have pulled together for this glorious opening which is here represented to day. Briefly, will you permit me to state to you some the good results which

60.
Remind me
growing out of this
great congress.

We need among
our own people
culture; we need
moral fortitude,
we need spiritual
revival. Will this
congress bring to us
any of these things?

I say yes.

We thro' the prac-

7
ties & dulling^g
of the course of this
meeting have de-
rived a certain a-
mount of culture &
refinement that
will leave no un-
certain impression
upon this community.
And now, you are
here in convention
assembled and
from the impressions

made upon my
heart, there is not
the shadow of
a doubt, but that
you have in store
words of wisdom
and advice that
shall produce
a spiritual revival
within the hearts of
all our young
people in this
city.

19.
In the great city of
New York, we have a
National Exchange,
through which the busi-
ness of the world is
reported. It hastens
the means of advancing
financial business
to higher efficiency

+ power.
Of the exchange
is needed in the bus-

^{10.}
this world to ~~promote~~
advance its useful-
ness, may not we
come to - gether, one
time in the history
of a great race,
from every religion
demonstration, to ex-
change commodi-
ties touching upon
moral, spiritual
& educational
questions?

There is nothing pro-
 ducing more good
 to a people than
 the free exchange
 of opinions. It makes
 men ^{brave} ~~brave~~, it makes
 brave men con-
 siderate, it makes
 wise men diliberate,
~~it makes~~

~~it~~ May not
 This new movement
 bring new life to

an old problem?
It is an opportunity to us to show ~~our~~
~~proficiency~~ to the
people of this country,
our proficiency
at self government,
and now Mr. P. in
in behalf of the citizens
of Atlanta
without reference
to race, the hour

13,

has come for the
local committee
which I represent
to turn over to you
the great meeting.

It has been our
purpose to provide
for every necessity
& amusement
appertaining to
your gr. meeting.
Before you &
in the presence

14.

may be over
some of the work
accomplished by
our committee.
Across the way
in the Ga. Bldg.
you will find
other arrangements
for the furthering
of the cause which
you represent; but
greater than these
& more lasting are
the preparations made

in the ^{15.} homes of our
people for the en-
tertainment of our
guests. In the hearts
of all the people of
this city, there ab-
ounds a welcome
to our guest + a de-
sire that Atlanta
may be the recipient
of all that is good,
great + pure.
Again we bid you
welcome.

**PAGE(S)
MISSING**

Without² Churches,
Schools & Homes.

Our Present Progress

Shall we not pat
ourselves on
the back and
take our own praise.

But do not be
satisfied. We must
get ready to climb
the Mts. Complete
satisfaction is most
dangerous.

B
We Need better
Homes, and Home
Life. Education
Business Experience
Lessons in Cooperation
& Economy & Thrift.
Learn how to look
ahead.

Learn that there
is more in life
than a good time
Contribute to the
building of Schools
Charitable institutions

4.
Churches. Give
for others, strive
to make the world
better because
you have lived
in it.

Learn that we
must have a hard
pull, along free
and a pull all
together to get
anywhere.

Must learn to have
opinions of your
own. Think &

5
then think again
Respect the opinions
of others. Work
with the other
race. Respect your
selves and command
the respect of others.

Our future is
in front of us
What shall we be?

Our opportunities
are at our finger
tips, it is up to
use them or lose them

**PAGE(S)
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We do not know enough
We do not think enough
or well enough.
We do not read enough
or well enough.
We do not write enough
or well enough.
We do not DO enough
or well enough.
We do not work enough
together well enough,
and We talk too much.

Are we not tired of being
ranked last in educa-
tion, in literacy, in
lawlessness, in prison
and penal standards,
in the pumpticity and

**PAGE(S)
MISSING**

aged beauty of our
homes, ~~of our homes~~
of our towns, of our
country houses and
communities, of our
churches and school
houses, in our treat-
ment of the under-
privileged, whether
of individual or race.

Central Colored High School

NINTH AND CHESTNUT STREETS

LOUISVILLE, KY.

W. B. MATTHEWS
PRINCIPAL

The recent United War Work Campaign ¹⁹¹⁸ no provision was made for the budget for the Branch, ~~provided for the budget~~ ~~for the Central Association~~ but did not include the budget for the Branch, altho the colored people contributed liberally towards the fund. The United drive having been made with the understanding that no further campaigns would be waged by the organization included, the Branch finds itself unable to push on the annual campaign.

The Finance Committee has agreed upon the plan of putting the work of the P. W. C. before a number of its friends and well workers, with the hope that they will come to the rescue and assist in financing a work that is so ~~much~~ "needed and has ~~such~~ great future possibilities, even greater.

^{Greenlee}

The Phyllis Wheatley Branch of W. C. A. has just completed its first year's work as a Branch of the Central Association.

During this past year, the work has been financed by funds raised

The Branch is located at 1021 W. Madison St. in quarters provided by the Central Association.

Two Secretaries furnished by the National Board are in charge. Funds to finance the work for the past year, were secured thru a ten days campaign, ~~held last year,~~

Income from the residence and donations from various sources. Not only has

the Association done a work of inestimable value during the past year of war and strife, but it has also furnished office space, ~~uptime~~ for the Sec. of the

Housing Bureau, who works under the W. C. C. S.

Now that the war is over, the ^{is confronted with} ~~difficult~~ ^{problem of} keeping up the morale of the women & girls during this difficult transition period. To carry on this and other association work, means an increased budget for the ensuing year.

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The common cry today is for a chance. If given a chance we promise to make good. But there are more chances about us today than we are using. The trouble does not come from the fact that we are not using those we already have. The men who have made themselves known and felt in the History of the world had less chances than you and I have today. Fredrick Douglass tells the story of his own life thus: Yonder on the Western shores of Maryland as a slave boy he looked at the birds and they looked free, he watched the ships as they went to and fro up and down on the sea and they looked so free, he looked all about him and every thing appeared to be free but himself. He made up his mind that he would be free too. He got up and left there by night, went to Baltimore and on yonder to New Bedford, Mass. where he worked as a janitor of a Colored church. He went to night school, and to Sunday school, he became the Supt. of that Sunday School and then a local preacher. He says that on one occasion Wendell Phillips and William Lloyd Garrison came down to this little colored church and held a meeting against slavery. It is said that on this occasion Phillips had made one of his most scholarly speeches and Garrison had stirred the people to the highest degree of passion against slavery. After they had finished and they were about to close the meeting, Phillips asked if any one in the house wanted to say a word. No one had any thing to say. Finally some call out Douglass, Douglass. Then the whole house called for Douglass. Mr. Douglass said that he arose and came forward and when his eyes met that sea of faces all the hatred and abuses and disapproval he had ever had in his heart against slavery came to him and he stood an hour and delivered himself against that evil. When he was through he says that Mr. Garrison called to him and told him that he and Mr. Phillips

Our next speaker comes to us with a record of achievement in life not often made by persons of her years. Born at Tuskegee, Alabama, of parents who were then serving on the staff of the Institute, she removed to Cincinnati at an early age. There, she received most of her formal education, completing the requirements for the A.B. degree from the Univ. of Cincinnati in 1928. She spent the next year in the Law School of the University of Colorado, after which she matriculated in the Law College of the University of Cincinnati and was in 1930, the first Negro woman to receive the LL.B. degree from that university. In both schools she won signal honors.

After practicing law for a brief period in the city of Indianapolis, this brilliant young attorney suffered a severe illness which left her temporarily crippled. She resumed practice in Cincinnati where in spite of the effects of illness she overcame

in her profession
the handicaps of race and sex.
Eventually she regained the
use of her limbs.

During every period of her
career, she has ^{taken} an active part in the
civic affairs of her community.
She is an outstanding member
of the NAACP, and has
been since 1934 a trustee of
the combined Normal and
Industrial department of Wilber-
force University. She was appointed ^{to the post} assist-
ant ^{attorney general} in 1937 by
then Attorney General of Ohio,
who recognized in her the
qualities of heart and mind
which form ^{so} admirable an
equipment for high office. She now
serves her state in
this capacity with residence in Columbus.

Thus members of the
KK&A and friends of
education I take great
pleasure in presenting to
you an individual of
promise and fulfillment as
paradoxical as that may sound
a person of culture and
charm, a woman of character
and of courage. Assistant State
Attorney - ~~also~~ Assistant of

Mrs. Annie Letcher was a sweet, quiet, unobtrusive little woman whose face radiated sunshine ** whose eyes caressed with the love-light that beamed forth from them; her very voice thrilled with a warmth of cordiality and friendliness.

When I came into your midst a stranger, a little more than ten years ago, one of the pleasant memories that still lingers with me is that of the sincerity and sweetness of the welcome that Mrs. Letcher extended to me. A welcome that fast grew into a friendship that through contact and interest lasted throughout the years and made me love her more and more. The outstanding characteristic of her friendship was sincerity.

As a woman in the home and community she was beautiful and noble in character, modest and unassuming to the point of humility. Filled with the grace of God and a love for her fellowmen, that marked her as one of God's chosen spirits as she went about from place to place with her heart on her lips, her soul within her eyes, serving those among whom she moved.

Mrs. Letcher loved and believed in her church. She regarded its covenant as a vow between herself and her God, which she kept with religious fervor. In every service she was faithful and dependable, obstacles were no discouragement for her soul seemed possessed with patience, she believed that prayer backed up by honest endeavor, was the key by which the door of greater opportunity would be opened; she loved and honored her pastor and regarded each member as a personal friend. She was loyal through and through. While a woman of few words, her voice was never silent in the house of God, nor were her purse strings closed in the support thereof.

Of Mrs. Letcher it may truly be said that she lived in deeds, not years, in thoughts not breaths, in feelings not in figures on a dial, she counted time by heart throbs thus typifying the saying:

"He most lives who thinks most, feels the noblest, acts the best."

And though our beloved sister has passed into the great beyond and joined the saints innumerable, the influence of her life still remains as a memorial unto her and an example for those left behind for truly "her works do follow her."

"The flower of sweet smell is shy and lowly"-- Then may this flower be cast with loving thoughts to her sainted memory.

Louisville Public Schools

Louisville, Ky.

OFFICE OF THE PRINCIPAL

Some one has said that the school virtues are (1) regularity, (2) punctuality, (3) Silence, (4) industry, (5) neatness (6) accuracy, (7) obedience. When a person has learned these qualities he has learned the essential lessons of morality. The person who puts into practice all these virtues has had some where in his life a good teacher, whether that teacher was the mother by the fireside or the minister in the pulpit or the teacher at the desk. Some one of these three agents did the work, for it is a well recognized fact that these three agents stand preeminently as the most potent factors for teaching morality.

Some of these virtues, in a certain race variety of people charging that they are without many of these essential moral qualities, to which charges I for one plead guilty but not without some good reasons. In thus pleading guilty I would make the charge broad enough to include all races when placed under the same conditions. Teach all races the virtues I have named above and then surround them with similar conditions or environments and provide them with similar chances in life and in every case similar results would be obtained.

Let us take up the matter of regularity, the Negro schools compare favorably with other schools in regularity when similar conditions obtained.

THE MORAL ELEMENT IN EDUCATION.

This subject appeals to me as being one of vital importance to all good citizens because of its far reaching influence in every department of our social and civic life. Looking at it from whatever view point one may it will be clearly seen that the moral element will not only enter into our educational equations but will be found to be an important factor in any equation we attempt to solve.

It is too large to be applied to the education of one group of people or to one race of the human family. By whatever yard stick we measure the deeds, achievements or misdeeds of one we should measure the accomplishments of the other races.

~~The Object of all education is to make better citizens, and this~~
can only be done when the highest degree of morality has been injected into our educational plans. It is impossible to make a person reliable who has not been taught the principles of honesty, truthfulness, punctuality, silence, industry, neatness, accuracy and obedience.

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