

PROCEEDINGS OF THE PRINCIPALS'
AND SUPERVISORS' CONFERENCE

OF THE

**Kentucky Negro
Educational Association**

INCORPORATED

LOUISVILLE, KENTUCKY

April 25-26, 1919



PROGRAM AND PROCEEDINGS
OF THE
Principals' and Supervisors' Conference

HELD UNDER AUSPICES

Kentucky
Negro Educational
Association

Louisville, April 25-26, 1919



H. C. RUSSELL, President K. N. E. A.
A. O. GUTHRIE, Chairman Principals' Conference.
E. E. REED, Secretary K. N. E. A.
W. H. PERRY, Chairman Local Committee.

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PROGRAMME

Friday, 10:00 A. M., At Western Branch Library

Prof. A. O. Guthrie, Chairman, Presiding.

10:00 A. M.—15-Minute Talks:

“A Co-ordinated School System for Kentucky,” W. H. Mayo, Principal, Frankfort.

“Making the Best of Present High School Facilities,” W. H. Fouse, Principal, Lexington.

“Improving Our Facilities for Teacher Training,” G. P. Russell, President, Kentucky Normal, Frankfort.

“Making the Best of Present Rural School Facilities,” F. C. Button, State Supervisor, Frankfort.

“Outlook for Higher Education,” C. H. Parrish, President, State University, Louisville.

Meetings of Committees until 12:30.

Afternoon Session--1:30

Prof. E. B. Davis, Presiding.

1:30 P. M.—Committee Meetings.

2:30 P. M.—“A System of Standardized Schools for Kentucky,” State Superintendent V. O. Gilbert, Frankfort.
General Discussion by Members.

3:15 P. M.—“Smith-Hughes Act as Applied to Kentucky Schools,” Superintendent O. L. Reid, Louisville Public Schools.
General Discussion by Members.

3:45 P. M.—General Discussion, “The Salary Question,” led by G. W. Saffel, Principad, Shelbyville.

4:15 P. M.—“What the County Industrial Supervisors Are Doing for Rural Education in Kentucky,” Mrs. T. L. Anderson, State Supervisor, Frankfort.

Discussion in Three-Minute Talks by Supervisors.

4:45 P. M.—Committee Conferences.

Evening Session At Central High School

7:30 P. M.—Committee Conferences.

8:15 P. M.—A. O. Guthrie, Chairman, Presiding.

Talks Not to Exceed 10 Minutes:

“A Building Program for the Year,” F. M. Wood, State Director of Rosenwald Fund, Paris.

“Patriotism in the Schools,” G. W. Bell, Principal, Earl- ington.

“The Colored Woman in Reconstruction,” Mrs. L. B. Snead, Louisville.

“An Educational Program for the Year,” H. C. Russell, President K. N. E. A.

Address:—“Some Big Problems of Reconstruction,” Dr. Lewis B. Moore, Howard University, Washington, D. C.

Saturday Session, At Central High School

W. H. Perry, Principal, Louisville, Presiding.

8:30 A. M.—Round Table Discussion of Reconstruction Problems, led by Dr. L. B. Moore, Howard University.

9:00 A. M.—“The School Garden, Its Value,” C. T. Cook, Principal, Bourbon County Training School, Little Rock.

9:10 A. M.—“An Athletic League for Kentucky Schools,” W. B. Matthews, Principal, Louisville.

9:20 A. M.—“The Boys’ Work Program for the Year,” C. L. Harris, State Secretary, Y. M. C. A.

9:35 A. M.—Addresses:

Dr. James Dillard, President, Jeans and Slater Funds.

Dr. E. C. Sage, Gen. Education Board, New York City.

Reports of Committees.

Declarations of the Conference. (A summary of Resolutions, etc.)

E. E. Reed, Secretary, K. N. E. A.

W. D. Tardif, Principal, Stanford.

G. W. Adams, Principal, Mt. Sterling.

M. J. Sleet, Principal, Cleaton.

Mrs. R. D. Roman, Supervisor, Eminence.

Music Directed by Prof. G. M. McClelland, Mrs. M. E. Steward, Prof. P. F. Frazier.

Committees of the Conference

On Standardizing Normal Schools

A. E. Meyzeek, G. P. Russell, D. H. Anderson, Kirk Smith, W. H. Fouse, E. S. Taylor, G. H. Brown, F. M. Wood, Miss Carrye Warren, Mrs. L. B. Snead.

On Standardizing City and Rural High Schools.

W. H. Mayo, C. T. Cook, E. Poston, W. H. Humphrey, E. B. Davis, J. W. Bate, W. B. Matthews, C. W. Davis, J. E. Bean.

On Improvement in Rural and Agricultural Education.

W. J. Callery, Mrs. T. L. Anderson, C. B. Nuckols, W. C. Davis, Mrs. A. L. Garvin, James Garvin, G. W. Adams, G. T. Halliburton, Monroe Ford, H. A. Laine, William Whitney, Mrs. J. H. Ingram, J. E. Bush, Miss D. M. Douthett, Miss S. P. Lewis, B. H. Larke.

On Higher Education in Kentucky.

C. H. Parrish, G. M. McClelland, H. R. Wooton, P. T. Frazier, L. E. Posey, J. S. Hathaway, W. H. Humphrey, Mrs. E. B. Fuller.

On Teachers' Salaries.

H. F. Jones, G. W. Saffel, A. O. Guthrie, J. B. Caulder, R. D. Grant, Mrs. W. L. Bowman, J. H. Lyons, G. W. Robinson, Miss L. N. Duvalle, D. G. Rose, Ethelbert McClaskey, A. L. Poole, Mrs. Rebecca Tilley, J. H. Moberley.

On Standardizing Teachers' Institutes.

J. W. Bell, E. E. Reed, P. Moore, J. S. Cotter, W. H. Fouse.

FOREWORD

In the absence of a regular session of the K. N. E. A. for 1919, due to loss of time by the influenza epidemic, the Board of Directors of the Association called a Conference of Principals and Supervisors of the State to meet at Louisville, April 25 and 26, to consider pressing school problems which we feel should be brought before the people of Kentucky, and especially those who are to be in legal control of school legislation in the years immediately ahead of us.

Reforms are going on in all branches of our government, and there are no more certain needs for reform than in our schools. The pressing needs of our schools have so attracted our National Government that the National Department of Education is issuing regular monthly school bulletins in which these needs are definitely pointed out. Re-adjustment of schedules to meet our after-war needs; re-organization of courses of study to assist our returning soldiers; re-adjustment of salary schedules to meet the pressing economic demands; the adaptation of rural and industrial schools to new material conditions; and a closer co-ordination of our entire school system are some problems which demand our attention.

In the reports adopted by the K. N. E. A. Conference are some of the ideals which the Negro teachers of Kentucky want read into our school laws. We heartily commend them to all who have the interest of Negro education at heart.

A summary of the work of the Conference might briefly be stated as follows:

1. We want our high schools standardized, and such schools as meet the demands as laid down by the State Course of Study in curriculum, credits, equipment, and teaching force to be placed on the State's list of accredited schools.

2. We want our State Normal Schools placed on the College Normal basis.

3. We want better pay for our teachers, and a single system for all teachers doing the same grade of work in a system.

4. We want the rural school term lengthened, and better facilities provided the work of these schools.

5. We want a better standard for higher education for the Negro in Kentucky. At present the State supports no school beyond the secondary grade for Negro education.

6. We want our Teachers' Institutes combined into larger units, with a better method of employing and paying competent instructors.

Among the addresses of the Conference, special notice is due the

series of round table discussions led by Dr. L. B. Moore, Dean of Howard University, Washington, D. C. In his addresses he dealt largely with the problems of the New Reconstruction in Education. As a result of his discussions the Conference voted to inaugurate a campaign to wipe out adult illiteracy in the State among our people. This campaign is to begin October first, 1919.

It might well be said of the Conference that it was a rather introspective meeting; each teacher was busy giving himself a sort of self-examination, and each one expressed a willingness to sacrifice self if necessary for the good of the larger whole.

The meeting was entirely representative of the Kentucky teaching folk. Teachers, principals, and supervisors of all sections of the State were present. Practically all participants on the program were present at the roll call, and addressed themselves to the subjects assigned them.

The meeting was highly satisfactory to all present, and if those who are to direct the educational affairs of the State in an official way will give ear to the desires of the Negro teachers of the State as expressed in our reports, we will feel that we have made some educational history that will be felt for good in the State and Nation.

E. E. REED,
Secretary, K. N. E. A.

AN EDUCATIONAL PROGRAM FOR 1920

Address by H. C. Russell, President K. N. E. A., before Conference of Principals, April 26, 1919.

“Whatever you would bring into the life of a people must first be brought into the schools,” wrote Alexander Humboldt. Though America has not always consciously followed this course of development, her experience in the World War is bringing her to a clearer recognition of its wisdom. Whence are to come that body of thrifty, patriotic Americans of unhyphenated type so much talked of in recent history? Whence is to come that new citizenship, physically fit and mentally efficient? Whence is to come that broader human conception before which false barriers of race, religion, and sectionalism in America shall be broken down? Whence is to come that economic independence and social freedom about which idealists

dream? To each and all, if there is an answer, it is found in public education.

Not from legislatures or courts of justice can we expect the answer; We cannot look to socialistic theories or Bolshevistic propaganda as the media through which eventual democracy is to come. These may awaken thought and hasten the day, but neither legislation nor revolution can insure social justice until a people have come through the evolutionary process of education. Any improvement, therefore, that may be wrought through this conference, either in the content or the method of education in our State should be regarded as a real contribution to democratic statesmanship in its best conception.

Rural Education.

Superintendent Joiner of North Carolina, says, "The rural schools are sadly deficient in the chief essentials of efficient schools—terms, teachers, buildings, equipment, supervision, organization and administration, and courses of instruction. This condition of rural education creates a national emergency and demands the fullest cooperation of community, state and nation."

As in all emergencies, extraordinary efforts are needed to meet this one. The rural center can do a great deal to improve her own condition as well as that of the children and community by keeping abreast with the present social service wave that is sweeping through the world, and insisting, in season and out of season, upon full cooperation of the home, the church, public officials, and the tax payers that every child shall have the advantage of a good common school education under a decently paid teacher.

Normal Schools.

Throughout the United States Bureau of Education Bulletins 38 and 39, on Negro Education, the word Normal is placed in quotations, suggesting the modifying words "so called." The fact is that of a hundred normal schools among us, not ten give the proper number of years, have either the course of study or the necessary faculty to merit the title Normal. They would more appropriately be called unnormal or abnormal schools. The colored schools have greatly cheapened this word, and now it needs redemption. The department of superintendence of K. N. E. A. in 1919 session passed the following resolution:

"We believe that a minimum of two years of professional training following a four years course in an accredited high school course should be adopted as a standard to insure that we have bet-

ter teachers for American schools." This has long been the requirement in standard normal schools throughout the United States. It is difficult to see why it requires six years above the eighth grade to prepare a young white woman for a higher normal diploma or a life certificate to teach in Kentucky schools, while a young colored woman may secure the same privileges in four years. The most obvious conclusion is that the colored children suffer the consequences, and the race is to that extent retarded in its educational progress.

Let us go on record that we consider it a prime necessity that after two years hence all schools graduating students with a Normal diploma shall require the completion of a course that extends at least six years above the eighth grade, and that the content of such course shall be largely professional. When our State Normal school has extended its time to six years, and maintains a course of study to comport with the standard normal schools of our State and Nation; when it maintains the American standard rather than the Negro standard, then the question of its setting the standard for accrediting our high schools may be considered. Until extensions in time, curriculum, equipment and faculty are made, the idea of accepting our State Normal School as our State standard should not be considered.

Any such accrediting will be based on a false and farcial foundation. The same may be applied to other schools in the State having similar courses.

Higher Education.

Kentucky ranks first among the southern states in public education for Negroes, but in facilities for collegiate and professional education the State does not rank well. Our attention must turn to this condition and a united effort be put forth to build up in the State at least one standard college to which we may send those of our youths who may wish to complete their education at home. Kentucky must have a college of high rank.

League on Physical Education.

Our recent experience in raising an army has revealed with startling clearness the need of physical education. The report of the Provost Marshal General states that of the men examined for the army in 1917, 34.21% were disqualified for military service because of physical defects and that during 1918, 39.21% were disqualified. The war college estimates that of this number defects of one half

could easily have been eliminated by adequate physical education in the schools.

To promote physical education especially in our high schools it would seem wise that this conference take steps to form a league on Physical education. This association could arrange for inter-scholastic athletic contests during the school sessions, and for an annual field day exhibition at the sessions of the K. N. E. A. For this line of work we have two efficient allies in the Play Ground and Recreation Association of America, and the Boys' Work Department of the Y. M. C. A. Let us hope that the physical education of our youths shall not be neglected.

Institutes.

It is hoped that this conference will study thoroughly the Teachers Institute situation in the State. Where counties are too small to employ a high class instructor, the county board should either defray the expenses of teachers to other counties or else supplement the teachers fees so that \$50 shall be the minimum salary offered an instructor. Some form of certification or evidence of professional qualification should be required for instructors. A bureau of Institutes under the State Department of Education would furnish the most efficient administration for an institute system.

Salary Question.

A factory manager recently said to me "Teachers have taught every body else how to make money, but they have never learned to get any for themselves." To this way of thinking, the teachers should organize for their economic welfare as other workers have done. Though we are not ready to take the methods of organized labor to obtain a living salary, we are convinced that the solution of the salary question must come from within rather from the outside. We must organize the sentiment of the community, and then through duly appointed channels bring before the voters and legislators our needs and our deserts. Traditionally, teachers have been ready and willing to serve the public in all useful efforts of a volunteer order; they are the most gullible of all Americans in working for the public good, yet they are the most modest of all in their personal demands. The present emergency demands at least a temporary change in attitude. Teachers are coming to believe that

"The fault, dear Brutus, lies not in our stars,
But in ourselves that we are underlings."

Social Welfare.

The School as a Social Center: Our fathers tell us, and some among us know something of the old time spelling matches, singing contests, school concerts, the largely attended night schools that were so dear to the hearts of a generation now passing from us. We are beginning to see the educational and social value of this form of social center. The necessities of war time have taught us anew the possibilities of community organization with the school house as the center. Then too, the passing of the saloon removes the most popular as well as the most undesirable opportunity in our social centers, having a vacancy and offering an opportunity in our social system that calls for the best welfare statesmanship. The school plant, if it will bring together mothers, fathers, children, friends, saint and sinner for the enjoyment of social and recreational programs, will go a long way in solving a great community problem.

One rural school in my knowledge holds open house on a certain Sunday afternoon in the month, to which go citizens of all ages to look upon the neatly kept plant, hear music by the children and teachers, and have a generally social time with friend and neighbor. In the cities the school ground will ere long be open twelve months in the year for the children of the district to play and learn under paid supervisors. These are the merest suggestions of the social possibilities of the school.

The day of social service has arrived. Those community movements—the playground, the vacation school, the day nursery, the social center,—which until recently were called the fads of cranks, are now the recognized agencies of social welfare and civic advancement. When a social movement worth while is conceived, the question is not, "Where can we get the money?" First, convince the community of the real service to be rendered, and the money will be forthcoming. More and more we are learning to think in terms of Service, not in terms of money altogether.

Back to School and Stay in School.

During the past ten years much has been written and more said about vocational guidance of youth. So rapidly and so satisfactorily has this movement progressed that now the factories and great industries have adopted the methods of the vocational expert in the employment and promotion of the workers. This is the psychological phase of guidance which only experts are prepared to handle. Guidance has, however, a broader, more general aspect which all teachers may promote. Any one who reclaims for the school a boy or girl who has left for the inevitable blind alley job, or who causes to stay

in school one who is on the verge of dropping out is to that extent a vocational counselor of youth. The school forces of the State can address themselves to no more important duty than that of keeping our youths in school and helping them to find their better selves. I believe that a State-wide intensive campaign about the last two weeks in August or early in September conducted somewhat on the order of the famous whirl-wind campaigns of 1908 or on the order of the wartime three minute men campaigns will be greatly effective in reclaiming many wanderers. Such a campaign on adult illiteracy should also be considered for the near future.

Keeping Up Morale.

Truly, the lure of wartime prosperity has appreciably lowered the morale of the teaching profession, but we are a long way from being a demoralized band. As firmly as I believe in the economic laws of supply and demand and the spiritual law of compensation do I believe that as we teachers awaken the public consciousness to our large social value—a job that we must perform for ourselves,—just as surely do I believe that the public will pay for the service as generously as it does for other public services.

Let not the morale of our educational army in Kentucky become low or our interest lax, for the future of a great people is in our hands. Believe as of old, that the school is the basic institution of human freedom; that education in a democracy is the chief function of the government. Believe, also, that an enlightened public opinion rather than see the structure of the nation crumble away at its very foundation, will very soon answer our demands for a living salary and provide larger facilities for our welfare and that of the children.

COMMITTEE REPORTS

Report of the Committee on Teachers' Salaries.

Mr. Chairman and Members of the Conference of Educators Assembled:

We, your Committee on Teachers' Salaries beg leave to report as follows: That the best interests of the school will be conserved when we have a body of competent, wide awake, and contented teachers. That no one can long remain in this class unless he is paid sufficient salary to meet the pressing needs of life, and enough to take his mind off the care for the future of himself and his dependents.

1. We, therefore, ask for better pay for the Kentucky teacher.
2. It is our opinion that this better pay should come to all teachers on a standardized basis; that is, all teachers in a system doing the same grade of work should receive the same pay.
3. We pledge ourselves to co-operate with the K. E. A. and friends of education who are now working to solve this problem.
4. We suggest that in each community the teachers be organized for the purpose of educating public opinion to the end that sufficient funds be provided for this purpose.
5. It is our belief that this can be done best if directed from a central head; hence the President and Secretary of the K. N. E. A. are directed to provide ways and means to form and keep in touch with this organization by sending plans and receiving reports at stated times to and from heads of local organizations.

H. F. JONES, Chairman,
A. O. GUTHRIE, Secretary,
REBECCA J. TILLEY,
A. L. POOLE.

Committee.

Report of Committee on Standardizing City and Rural High Schools of Kentucky.

“Over the Top” is the slogan of the hour, and the Principals of the Negro Schools of Kentucky, inspired by this slogan, hereby

Resolve, That both Rural and City High Schools shall go “Over the Top” in the efficient preparation of their students for entrance into the freshman year of the Standard Colleges of our State and Country. To this end we ask that the principals of the State organize their schools in absolute conformity to the law as laid down by the State Board of Education. We also ask that the State Supervisor of High Schools, acting through the State Department of Education, visit our Rural and City High Schools, and investigate the schools as to course of study, credits, equipment, and teaching force. When our schools meet the requirements in these departments, we ask that they be placed upon the list of accredited schools of the State.

Resolved, further, That we favor an organization and association of these properly accredited Negro High Schools for mutual co-operation, benefit and protection. As patriotic and loyal citizens of the Commonwealth of Kentucky, we unitedly and earnestly implore the State Legislature, and the Regents of the Kentucky Normal and Industrial Institute to raise this institution to a Normal College standard in order that it may hold the same relation to the Negro High Schools of the State that Kentucky University holds to the White

High Schools of the State; and, that the management of this institution shall admit to its regular Normal Course only such students as have completed a four-year course in an accredited high school.

WM. H. MAYO, Chairman,
J. W. BATE, Secretary,
E. B. DAVIS,
W. B. MATTHEWS,
W. S. BLANTON,
W. H. HUMPHREY,
C. T. COOK,
Committee.

Report of Committee on Teachers' Institutes.

We recognize the necessity of raising the standard of the Colored Teachers' Institutes throughout the State in order that the work may be made more practically and vigorously effective. In view of the fact that many teachers in the rural colored schools have had little or no Normal training, the grade of work in our institutes should be calculated to supply this need.

To raise the standard of our institutes we therefore recommend:

1. A greater interest on the part of our County Superintendents in our institutes.

2. That better equipment and apparatus be provided for institute work.

3. That more efficient instructors be employed. To this end we suggest that no one be employed as institute instructor who has not engaged in actual school work during the two years preceding the year in which he does institute work. That all institute instructors shall have had at least five years experience as teachers. That all institute instructors hold some form of certificate as an institute instructor—this form of certification to be determined by the State Department of Education.

4. That all instructors receive a uniform minimum salary of fifty dollars for such work.

5. That the program of institute work should be more practical so as to be more professionally effective.

J. W. BELL, Chairman,
W. H. FOUSE, Secretary,
J. S. COTTER,
R. M. SMALL,
E. E. REED,
Committee.

Report of Committee on Higher Education.

We, your Committee on Higher Education, beg leave to submit the following report:

Whereas, our race in Kentucky must have leaders, it being a necessity of nature, and whereas the best leadership must be trained, must be in itself in advance of those who follow, we conclude that the training for leadership is a peculiar duty of our State. We, therefore, insist on the best possible advantages along these lines in our State, so that our leadership or those aspiring to leadership may find at home the requisites within easy reach.

Resolved, therefore, That we insist on the drill of the Common school and the academy as college preparation, and Normal training of at least two years above the academic as requisites for teaching. We also insist on professional training after four years in college.

Your committee urges standardization in the schools in Kentucky that there be no overlapping, to-wit:

That the requirement for entrance into the first year academic be the completion of arithmetic, grammar, geography, elementary United States history, and other grammar school subjects.

That the four years academic course be completed before entrance into the two years Normal course or into the freshman year of college. All of which we most respectfully submit.

C. H. PARRISH, Chairman,
G. W. McCLELLAN,
W. H. HUMPHREY,
P. T. FRAZER,

Committee.

Report of Committee on Standardizing Normal Schools.

The Committee on Standardizing Normal Schools, desires at this time to make a partial report. Appreciating the labor involved in making a detailed study of the work actually accomplished in our teachers' training schools, together with a survey of the modern requirements of Normal Schools of standard efficiency, we can therefore at this time only outline the work that lies before us.

We believe it is just and right that the training for efficiency of the teaching force of the State should be provided for both white and colored alike. In order to stimulate our teachers and insure a higher quality of work, we insist that the standard of efficiency of the Eastern and Western Normal Schools (white) under the supervision of State Inspector, be applied with equal exactness to the two State Normal schools (colored) to the end that organized democratic educa-

tion should not be influenced or modified by the race question. We ask no quarter but insist upon the same acid test of excellence. Sound education is a prerequisite of sound teaching.

We recommend that this conference go on record as insisting upon a four years secondary education, of standard efficiency as the required preparation for two years professional teachers' training course, i. e., that six years above the eighth grade be required for a Normal diploma. This will act as a stimulus to the persevering and deserving and increase the efficiency of our schools.

We recommend that a commission be appointed to survey the work of Normal Schools of recognized merit to the end that a suggestive course of study be mapped out; and that this commission be empowered to represent the educational interest of the race before the legislature.

A. E. MEYZEEK, Chairman,
W. H. FOUSE, Secretary,
D. H. ANDERSON,
E. S. TAYLOR,
G. H. BROWN,
L. B. SNEED,
K. SMITH,

Committee.

Report of Committee on Improvement of Rural Schools and Agricultural Education.

We, your Committee on Improvement of Rural Schools and Agricultural Education, make the following recommendations:

1. That since the present school term of Kentucky Rural schools is not conducive to the necessary educational advancement of rural life we recommend that Kentucky extend the term from six to eight months.

2. That the compulsory school law be more rigidly enforced and that it include children from the ages of 7 to 16.

3. In many instances teachers in rural schools are forced to try to teach more children than can be satisfactorily taught by one teacher, we recommend more and better prepared teachers with better salaries. In neighborhoods, where necessary, we recommend consolidation with transportation.

Since agriculture has been placed in the schools. We recommend that the State be divided into districts and efficient agricultural supervisors be employed to cover these districts. Along with this work we recommend a simplified course in bookkeeping.

That better school buildings, larger sites and apparatus are very necessary in the improvement of rural education.

That more rigid supervision be enforced to the extent that each teacher do his full duty and keep proper record of same.

Since athletics has done and is still doing much in stimulating an interest in increasing the attendance in city schools, and, whereas, it does much in the development of physical conditions of the individual, we heartily recommend its introduction into the rural schools.

To secure more efficiency and effective service of teachers, they should feel reasonably secure in their positions from time to time. We, therefore, recommend that action be taken whereby this condition may be obtained.

We further recommend, that the merit system in the selection of teachers be strictly adhered to.

W. J. CALLERY, Chairman,
T. L. ANDERSON, Sec'y.
C. B. NUCKOLLS,
G. W. ADAMS,
G. T. HALLIBURTON,
J. H. INGRAM,
D. M. DOUTHITT,
S. P. LEWIS,

Committee.

Business Conference

On motion the following business was transacted by the Conference:

1. That we inaugurate a campaign to abolish adult illiteracy in the State. The Conference empowered the President and Secretary of the K. N. E. A. to petition the State Department of Education to invite Dr. L. B. Moore, of Howard University, to come to Kentucky, October first, 1919, and organize the movement for the campaign in the State.

2. That we appoint a committee of two, who shall associate with themselves nine others, as a committee of eleven to confer with a committee of the National Association for the Advancement of Colored People to set a time and place for a conference which shall devise plans for the civic and economic advancement and justice of the Negro. The two members appointed on this committee were Prof. E. B. Davis, of Georgetown, and Prof. H. C. Russell, of Louisville.

3. That we appoint a committee to consider plans for holding a regular Principals and Supervisors' Conference on the day before the next regular meeting of the K. N. E. A. The members of this committee were Prof. W. H. Mayo, of Frankfort; Prof. W. H. Fouse, of Lexington, and Prof. A. O. Guthrie, of Owensboro.

4. That the Committee on Rural and City High Schools be continued as a standing committee with instructions to continue the work outlined by this committee in the conference of April, 1919.

5. That we ask the Legislature to abolish Institutes for the sake of Summer Schools unless the Institute can be put on better professional and financial basis.

6. The President and Secretary are appointed as a committee of the whole to appoint such other committees as are necessary to meet the educational needs of the schools during the absence of the K. N. E. A.

7. The following committee reports, as reported above, were adopted:

On standardizing Normal Schools.

On Standardizing City and Rural High Schools.

On Improvement in Rural and Agricultural Education.

On Higher Education in Kentucky.

On Teachers' Salaries.

On Standardizing Teachers' Institutes.

CONFERENCE

Places of Meeting.

1. West End City Library.
2. State University.
3. City High School.

Next Meeting K. N. E. A.

Louisville, Kentucky, April, 1920.

H. C. RUSSELL, President K. N. E. A.

E. E. REED, Secretary K. N. E. A.