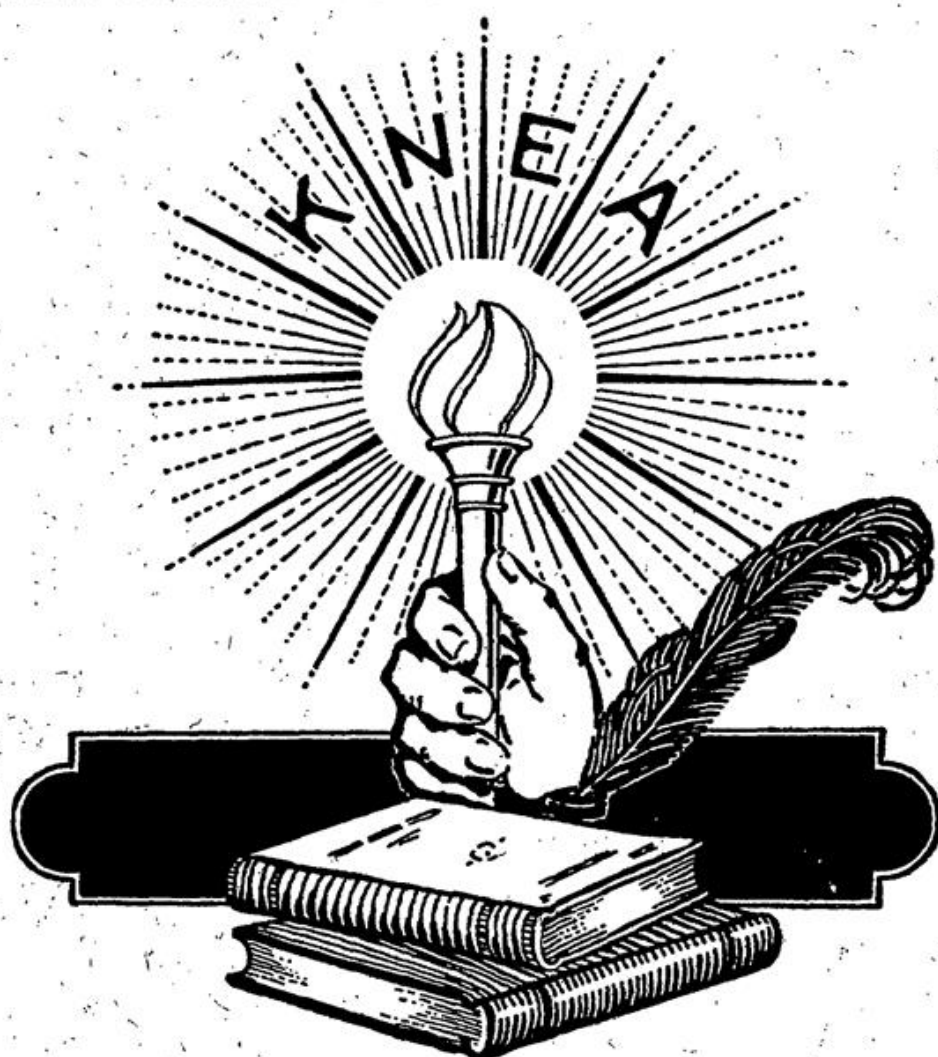


Vol. XIV

May-June, 1943

No. 3

1943 PLANNING CONFERENCE REPORT



"An Equal Educational Opportunity for Every Kentucky Child"

The Kentucky State College

FRANKFORT, KENTUCKY

Special War Emergency Program designed for those students who
desire to finish the standard four year college work in
two and two-thirds years

Three Summer Sessions: Beginning May 10, June 14, July 19

COURSES

Arts and Sciences

Agriculture — Home Economics

Business Administration — Engineering
Education

Well Trained Faculty

Adequate Library and Laboratory Facilities

Comfortable, Modern Dormitories

Full Program of Student Activities

Standard Class A Four Year College

Accredited by the

Southern Association of Colleges

and Secondary Schools

FOR ALL INFORMATION WRITE TO

R. B. ATWOOD, President

The K. N. E. A. Journal

Official Organ of the Kentucky Negro Education Association

Vol. XIV

May-June, 1943

No. 3

Published by the Kentucky Negro Education Association
Editorial Office at 2230 West Chestnut Street
Louisville, Kentucky

W. H. Perry, Jr., Executive Secretary, Louisville, Managing Editor
H. E. Goodloe, Danville, President of K. N. E. A.

BOARD OF DIRECTORS

A. F. Gibson, Pineville
Victor K. Perry, Louisville
W. W. Maddox, Paducah
Whitney M. Young, Lincoln Ridge
Published bimonthly during the school year: October, December,
February and April

PRICE 50 CENTS PER YEAR OR 15 CENTS PER COPY

Membership in the K. N. E. A. includes subscription to the Journal
Rates for Advertising space mailed on request
Present Circulation, 2,000 copies. 1942 K. N. E. A. Membership, 1380

CONTENTS

K. N. E. A. Officers.....	2
Editorial Comment	3
Minutes of 1943 Planning Conference.....	5
Address of President Goodloe.....	6
Financial Report of Secretary-Treasurer.....	8
Report of Legislative Committee.....	10
Address of Hon. William H. Hastie.....	14
Educational Factors and War Manpower.....	19
Lincoln Key Awarded	20
Home Economics Conference at K. S. C.....	21
K. N. E. A. Kullings	23-24

K. N. E. A. OFFICERS FOR 1942-1943

H. E. Goodloe, President	Danville
Grace S. Morton, First Vice-President	Frankfort
T. J. Long, Second Vice-President	Louisville
W. H. Perry, Jr., Secretary-Treasurer.....	Louisville
L. V. Ranel, Assistant Secretary	Winchester

BOARD OF DIRECTORS

H. E. Goodloe, President	Danville
W. W. Maddox (Term Expires 1943)	Paducah
Whitney M. Young (Term Expires 1943)	Lincoln Ridge
A. F. Gibson (Term Expires 1944)	Louisville
Victor K. Perry (Term Expires 1944)	Louisville

DEPARTMENTAL AND CONFERENCE CHAIRMEN

Edward T. Buford, High School & College Dept.....	Bowling Green
Mayme Morris, Elementary Education Department	Louisville
M. L. Copeland, Rural School Department.....	Hopkinsville
R. L. Carpenter, Music Department.....	Louisville
Whitney M. Young, Vocational Education Dept.....	Lincoln Ridge
W. O. Nuckolls, Principals' Conference	Providence
Beatrice Willis, Primary Teachers' Department.....	Louisville
Anorma Beard, Youth Council	Louisville
Ouida Evans, Art Teachers' Conference.....	Louisville
G. W. Jackson, Social Science Teachers' Conference.....	Louisville
Gertrude Sledd, Science Teachers' Conference.....	Danville
Jewell R. Jackson, English Teachers' Conference.....	Covington
A. C. Randall, Librarians' Conference	Lynch
F. L. Baker, Physical Education Department	Lexington
W. H. Craig, Guidance Workers' Conference	Covington
A. J. Richards, Foreign Language Teachers' Conference....	Frankfort
William D. Johnson, Adult Education Department.....	Louisville

PRESIDENTS OF K. N. E. A. DISTRICT EDUCATIONAL ASSOCIATIONS (K. N. E. A. ORGANIZERS)

1—M. O. Strauss, Paducah.....	First District Association
2—Helen Nuckolls, Providence.....	Second District Association
3—A. L. Poole, Bowling Green.....	Third District Association
4—Russell Stone, Bloomfield.....	Fourth District Association
5—Mayme Morris, Louisville.....	Fifth District Association
6—Whitney M. Young, Lincoln Ridge.....	Bluegrass District Ass'n.
7—H. R. Merry, Covington	Northern District Association
8—William Gilbert, Wheelwright.....	Eastern District Association
9—A. F. Gibson, Pineville.....	Upper Cumberland Dist. Ass'n.

Editorial Comment

WAR-TIME PLANNING CONFERENCE

War conditions, and cancellation of the scheduled meeting of the K.E.A. raised the question as to whether the K.N.E.A. should hold its sixty-seventh session scheduled for April 14-17 this year. After careful consideration, the annual convention was cancelled when the vote of President Goodloe broke the tie that existed between the directors on the question. The association officers thereupon unanimously agreed that a War-Time Planning Conference, open to all the membership, be held on Friday, April 16, to be preceded by the annual musicale on Thursday evening, and followed by a public program on Friday evening.

The wisdom of the decision was evident, in the spirit and enthusiasm of those in attendance, the definiteness of decisions reached, the active participation of members from many parts of the state, and the resumption of the payment of membership fees, which had greatly slackened when many teachers assumed there would be no K.N.E.A. session. Transactions of the Planning Conference became valid when they were later approved by the directors. The address of President Goodloe and the report of the Legislative Committee, both of which are printed in this issue of the Journal, indicate the areas of interest considered by those in attendance at the Conference, and merit thoughtful reading.

L. N. TAYLOR PLANS RETIREMENT

The end of the fiscal year will bring with it retirement of one of Kentucky's outstanding educators, Mr. L. N. Taylor, Director of Rural Education, State Department of Education. Mr. Taylor has labored persistently and sincerely to develop educational opportunities and facilities, particularly among the underprivileged youths of the state. He has met with much success in his efforts, with the result that many schools have gradually met the requirements necessary for accrediting.

Mr. Taylor has taken great interest in the peculiar problems presented in many counties by Negro youth, who, prevented by law from attending the nearest school, are too few in number to warrant the establishment of a separate school, and too far from a Negro consolidated school to make transportation practical. His continued attack on this problem is expected to reach fruition in the establishment of one or two boarding high schools for Negroes in the near future.

In recognition of his long and useful service to education in Ken-

tucky, and particularly of his fair and impartial dealings with Negro schools, the K. N. E. A. presented him a 17 jewel watch. The presentation was made by President R. B. Atwood, of Kentucky State College, at a public evening session of the association. The K. N. E. A. regrets the departure of this splendid character from the field of active service, and wishes for him a peaceful and happy retirement period. (See also Lincoln Key Awarded to Retiring Educator).

THE BOARD OF DIRECTORS

Our association has not escaped the effects of the war. The recent Planning Conference was an effort to solve problems presented or made acute by the war emergency. Emergency situations have necessitated the making of important decisions by the Board of Directors. It has met the issues squarely, sometimes with conflicting opinions, but always with a view to the present and future best interests of the association.

The Board met on the campus of Kentucky State College, in Frankfort, on Saturday, May 8, approved all recommendations made at the Planning Conference, made a special study of the report of the Legislative Committee, and formulated plans for making its recommendations effective. The hope was expressed that each District Association would interest its membership in working for the same objectives. The president and secretary were present at the Frankfort meeting of the directors.

Upon the Board of Directors rests the constitutional requirement "to represent and act for the association in all matters requiring immediate attention when the association is not in session."

THE WEST KENTUCKY VOCATIONAL TRAINING SCHOOL

PADUCAH, KENTUCKY

Offers to promising young men and women
on the high school level, the following courses

AUTO MECHANICS

CABINET MAKING

CARPENTRY

CHEF COOKERY

ELEC. ENGINEERING

MASONRY

PLUMBING

TAILORING

BEAUTY CULTURE

HOME ECONOMICS

HOME MAKING

BARBERING

M. H. GRIFFIN, President

MINUTES OF THE K. N. E. A. PLANNING CONFERENCE

APRIL 15, 1943

Morning Session

The Sixty-seventh meeting of the Kentucky Negro Education Association opened in Beecher Terrace at 10:00 A. M. on this date. The meeting was a special War-time Planning Conference, called by the Board of Directors in lieu of the Annual Convention, cancelled by vote of the Board of Directors due to war conditions. Prayer was offered by Prof. W. S. Blanton, of Winchester. Musical selections were well rendered by the Glee Clubs of the Georgia G. Moore School, directed by Misses Mabel Coleman and Mina Hughes.

Mr. Marshall J. Murphree, who had served for twenty-three years in Rhodesia was presented and made a brief, but very interesting talk. Mr. Blyden Jackson, president of the Louisville Association of Teachers in Colored Schools, delivered a cordial welcome to the delegates.

Mr. H. E. Goodloe, president, made a short address, proposing eight pertinent questions for consideration by the membership during the Conference. (See address, published in this issue of Journal). Following a brief discussion, the questions raised were referred by motion (Messrs. Barker, Dowery) to the Legislative Committee.

The report of the Secretary-Treasurer, Mr. W. H. Perry, Jr., was made, and upon motion, referred to the Board of Directors.

Prof. Blanton raised the question as to whether a quorum was present, and if so, whether the K. N. E. A. was not in annual session. Prof. C. B. Nuckolls commented that the matter of a quorum is unimportant, as this is a Planning Conference, and we are to act, subject to approval by the directors. Upon motion by Mr. M. J. Sleet, seconded by Mr. C. B. Nuckolls, it was agreed that the Conference "proceed as outlined." The motion was carried by an almost unanimous vote.

Prof. W. H. Fouse raised the question as to whether the K.N.E.A. should or should not meet a year from now, and suggested that there should be an expression from those present as to the procedure that should be followed. Prof. Fouse's motion that it be the consensus of opinion that we not have a meeting until two years from now was lost through its failure to receive a second. Mr. Sleet pointed out that the decision constitutionally remains with the Board of Directors.

The Conference adjourned at 12:08 P. M. for a short recess to allow committees to prepare their reports.

Following the brief recess, the Conference resumed its deliberations. Prof. G. H. Adams, of Winchester, raised a question as to the status of the present meeting. Mrs. Jewell R. Jackson, Covington, analyzed the situation as a Planning Conference. President R. B. Atwood asked whether the Board of Directors has the power to set aside an annual meeting, provided for in the Constitution. There was discussion on this point by Messrs. J. Bryant Cooper, H. C. Russell,

and W. P. Offutt, all of Louisville, and Mr. C. B. Nuckolls, of Ashland. All agreed that the best possible use should be made of the day available to us. Upon motion (Messrs. W. P. Offutt, Jr., J. Bryant Cooper) the Conference recessed until 2:00 P. M.

Afternoon Session

The afternoon session was opened with prayer by Reverend L. A. Haynes, of Greater St. James Church, and music by the glee club of the Virginia Avenue School. The report of the Legislative Committee was made by Mr. H. C. Russell, and included several recommendations on federal and state matters affecting the education of state youth. (See the report, published in this issue of the Journal). Following discussion, the report was endorsed upon motion (Messrs. Fouse, Barker).

President Goodloe urged that copies of this report be sent all schools, and that teachers of the state contact their representatives with a view to securing the enactment of the recommendations into laws. Prof. C. B. Nuckolls urged strongly that efforts be made, before the legislature meets, to keep our program before both teachers and legislators.

Additional musical numbers were rendered by the Virginia Avenue School Glee Club. Prof. W. H. Fouse spoke of the movement in some Kentucky areas to prepare pupils in junior colleges, and suggested that the movement be extended. The report of the Committee on Resolutions was made by the chairman, Mrs. Lucy Harth Smith, and upon motion (Pres. Atwood, Mr. J. B. Cooper) was approved.

There was general discussion for the good of the organization, following which President Goodloe thanked the committees and the members present for their services. Whereupon the Conference adjourned.

H. E. Goodloe, President
W. H. Perry, Jr., Secretary

SOME PROBLEMS FACING THE KENTUCKY NEGRO EDUCATION ASSOCIATION

By H. E. Goodloe

Since our last meeting, there are many things that have transpired which have caused this body to curtail its session and to meet as we are now doing at present. My sole interest is to formulate a program that will improve the status of the teachers of Kentucky and to help plan a program for the boys and girls of Kentucky that will enable all to have equal educational opportunities and equal opportunities for earning a livelihood. Since this is a Planning Conference, I am presenting a set of questions to the Legislative and Resolutions Committees for their consideration in mapping out a program for the consideration of this body. If said groups believe that the questions are food for thought; then it is recommended that they take such actions as they deem wise in mapping out their particular programs.

The questions are as follows:

1. The Eubanks Case comes up for trial May 5. What stand will the Kentucky Negro Education Association take in this matter? Is it of sufficient importance that we formulate plans for active support of the case or go on record as being silent in the matter?

2. The question is now before the leaders of Kentucky as to what to do with our Schools of Reform. One group thinks that it would be best to put said schools under the supervision of the State Department of Education. The question of the betterment of Negro boys and girls is involved. What action if any should this body take?

3. The Governor of Kentucky is being urged to call a Special Session of the Legislature for the purpose of coming to the aid of the teachers of Kentucky in this World Crisis. Should this group take some action in the matter? Do you believe that we should petition the Governor or do you think we should send a Committee to see him? What should be done in this matter?

4. The questions of lengthening school terms and raising the salaries of teachers to meet present day needs are now being considered. In most of the Independent School Districts of Kentucky there exists a double salary schedule in which Negro teachers are paid less than white teachers. What steps can the K.N.E.A. take to let local boards of education know we are taking a fearless stand against this?

5. There is a movement on foot to change our method of selecting the State Superintendent of Schools. Some educators think that it is best to have said officer appointed by the State Board of Education. What action should this body take in the matter?

6. There is a bill pending in Congress whereby the schools of Kentucky will be aided by nine million dollars if said bill is successful in passing. Under present arrangements, the states have supervision over the distribution of the funds. Will there be a double salary schedule in the distribution? Is this group interested?

7. The state officials of Kentucky are to be elected this year. Is the Kentucky Negro Education Association interested? To me it seems of vital importance. How shall we proceed to get the best possible results?

8. What is the role of the K.N.E.A. in this present World Crisis? With Negro boys in the thick of the fight for democracy, I am wondering if there is something that can be done by this organization? It may be in the form of buying War Bonds or donation to the Red Cross or something that this group may think best.

With these eight questions for your consideration, I shall close my remarks in order that the above and other things might be considered. My only interest is that this meeting be closed in a way that the teaching profession of Kentucky will be raised to a higher standard by us having met here.

**FINANCIAL REPORT OF SECRETARY-TREASURER
KENTUCKY NEGRO EDUCATION ASSOCIATION**

May 1, 1942 — May 1, 1943

To the Board of Directors and Members of the K. N. E. A.:

I herewith submit the financial report of the Kentucky Negro Education Association.

RECEIPTS FROM MAY 1, 1942 TO MAY 1, 1943

(Deposited in the Liberty National Bank & Trust Co., Louisville, Ky.)

Balance Forward as per Report of May 1, 1942.....	\$ 726.36
Domestic Life & Accident Ins. Co (Ad. 1942 Program).....	5.00
Refund, Miss A. M. Lauderdale (ATA entertainment).....	1.80
Advertisements in K.N.E.A. Journal:	
Domestic Life and Accident Insurance Co.....	18.00
Lincoln Institute	24.00
Kentucky Central Life and Accident Insurance Company..	40.00
Special Ads in K.N.E.A. Convention Program:	
The Golden Keys (Mr. S. Wilson, Business Manager)....	4.00
The Louisville Defender	2.00
Lyric Drug Company	2.00
White Printing Company	2.00
Queen Beauty Shop	2.00
1942 Membership Fees at \$1.00 each.....	1.00
1943 Membership Fees at \$1.00 each.....	1,092.00
1943 Honor Membership Fees at \$1.50.....	60.00
Donation, Louisville Convention & Publicity League.....	50.00
Net Receipts, K.N.E.A. Musicale.....	43.50
Net Receipts, K.N.E.A. Public Meeting (April 16).....	72.25
BALANCE FORWARD AND TOTAL RECEIPTS.....	\$ 2,145.91

EXPENDITURES

1942

May 20	Koehler Stamp and Stationery Co. (Seal).....	5.50
	J. D. Stewart, Transportation, Auditor's Meeting..	7.12
	P. L. Guthrie, Transportation, Auditor's Meeting..	8.40
	Whitney M. Young, Transport. Director's meet..	1.10
	H. E. Goodloe, Transportation, Directors Meeting	3.44
	M. J. Sleet, Transportation, Auditor's Meeting...	14.05
	E. A. Rogers, Janitor Service, Director's Meeting.	1.50
	Office Expense Fund	25.00
May 22	David Roth's Sons, Loving Cup, G. H. Brown....	15.63
June 6	Office Rent (May - June).....	8.00
24	M. M. McClendon, clerical service.....	10.00
July 31	American Teachers' Association (Membership fee)	25.00
Aug. 17	Office Rent (July, August, September).....	12.00
	Miss A. M. Lauderdale (entertainment, A.T.A.)..	20.00
26	H. E. Goodloe, expense, delegate. A.T.A.....	10.00
	J. A. Phelps, janitor service, A.T.A.....	2.00

Sept. 1	W. K. Stewart Co. (Stencils).....	3.50
8	Scholarship Loan, Miss Sallie C. Elliott.....	50.00
	I. Willis Cole Pub. Co., letter heads & envelopes..	17.50
18	J. E. Riddell, Post Master, Postage.....	2.35
26	H. E. Goodloe, Expense, Director's Meeting.....	3.72
	Whitney M. Young, Expense Director's Meeting..	1.20
28	M. M. McClendon, clerical service.....	18.30
Oct. 5	Minnie W. Howland, postage, A.T.A. housing...	.62
10	J. E. Riddell, Postmaster, postage.....	4.95
26	Cole Publishing Co. (printing on letter heads)....	1.75
30	M. M. McClendon, clerical service.....	17.55
Nov. 10	Koehler Stamp and Stationery Co., rubber stamp.	1.40
19	Braitling Engraving Co., cuts, Journal.....	12.50
Dec. 12	W. O. Nuckolls, meeting, Dept. Chrm. & Brd. D.	10.50
	W. H. Craig, meeting Dept. Chrm. & Brd. D.....	7.80
	A. C. Randall, meeting, Dept. Chrm. & Brd. D...	10.65
	Mrs. Gertrude Sledd, meeting, Dept. Chrm. & Brd. D	4.69
	E. T. Buford, meeting, Dept. Chrm. & Brd. D...	4.91
	H. E. Goodloe, meeting, Dept. Chrm. & Brd. D...	4.69
	Mrs. J.R. Jackson, meeting, Dept. Chrm. & Brd. D.	7.80
	Whitney M. Young, meeting, Dept. Chrm. & Board D.	3.00
Dec. 31	Louisville Paper Co., envelopes.....	10.30
1943		
Jan. 9	J. E. Riddell, postmaster, postage, Journals.....	14.67
21	Office Expense Fund.....	26.00
25	Avery Insurance Agency, treasurer's bond.....	5.00
Feb. 1	Times-Journal Publishing Co. (Journals).....	130.00
Mar. 5	Louisville Paper Co., envelopes for Journals.....	12.12
8	J. E. Riddell, postmaster, postage, Journals.....	16.46
15	Postage, departmental chairmen.....	9.50
19	White Printing Co., 5500 envelopes, 4500 memo cards	25.38
26	J.M. Riddell, P.M., postal cards, notices sp. ssn...	13.50
31	Times-Journal Publishing Co., Journals.....	118.00
Apr. 1	Office Rent (October - March).....	24.00
3	Carma Shaw Freeman, part on contract, musicale..	20.00
10	E. B. Ramsey, pre-convention clerical service.....	22.50
	C. M. Marchbanks, stenographic & clerical service, (November - April).....	48.00
12	J. E. Riddell, P. M., 400 postal cards for enrlmnt..	4.00
	J. E. Riddell, P. M., postage, membership cards....	4.50
13	J. E. Riddell, P. M., postage programs & post cards	19.00
	White Printing Company, convention programs....	50.00
	St. Louis Button Co., convention badges.....	39.10
17	H. E. Goodloe, President, office exp. & transprtn...	13.90
	A. F. Gibson, Director, office exp. & transprtn...	11.50
	E. B. Ramsey, clerical service during convention..	7.50
	Quinn Chapel, rent, two evenings.....	30.00
	Quinn Chapel, use of organ for practice.....	5.00

Quinn Chapel, window breakage.....	4.75
Beecher Terrace, rental and janitor service.....	10.00
Shackleton Piano, rental and hauling piano.....	8.00
Office rent, April	4.00
Mrs. Courtney Young, lodging, Mrs. Freeman....	4.00
Southern Bell Tel. & Tel. Co., Tel. & Long Dist...	16.02
W. H. Hastie, Speaker's expense.....	75.00
David Roth's Sons, watch (gift, L.N. Taylor).....	45.00
W. H. Perry, Jr., Sec'y. (25% fees collected).....	288.25
L. C. Brown, collection of ads.....	5.00

Total Expenditures.....\$1,498.07

Balance Forward and Total Receipts.....\$2,145.91

Total Expenditures

\$1,498.07

Balance Forward May 1, 1943.....\$ 647.84

W. H. PERRY, Jr., Secretary-Treasurer

**REPORT OF THE LEGISLATIVE COMMITTEE
KENTUCKY NEGRO EDUCATION ASSOCIATION**

Louisville, Kentucky

April 16, 1943

To The K. N. E. A., Assembled:

The members of the Legislative Committee desire to report as follows:

1. **FEDERAL RELATIONS:** The members of the Kentucky Negro Education Association patriotically meeting in a curtailed session, so ordered because of the pressing necessity of a war-time economy, desire, first, to declare our unswerving loyalty and support to the Government of the United States in the war, and to pledge our full cooperation in the great task of bringing the war to a speedy and just conclusion. In consonance with these purposes we respectfully urge upon the President and Congress of the United States to adopt those measures which will solidify the home front as well as the battle front for the maximum prosecution of the war and the preservation of the democratic spirit.

In the nation at large, as well as in the state, there are vital issues with reference to public education which stand in need of solution. At the present moment the need for Federal Aid to reduce glaring inequalities of educational opportunity among and within the states is a burning national problem. Therefore, in view of the fact that a bill is now before Congress providing for this type of aid to the public schools of the various states, the same known as the Thomas-Hill Bill, S. 637; and in recognition of certain guarantees which the bill carries for the protection of the rights of minority groups;

1. The Kentucky Negro Education Association wishes, and hereby, does register its approval of Bill S. 637, and requests the President

of the United States and the members of Congress to enact the bill into law, provided, that the proper machinery for fair and equitable administration of its provisions are set up in the enactment.

As a further war-time measure, the members of the Kentucky Negro Education Association wish to call attention to the distressing inequalities which exist in facilities for skillful and technical war-work training as between white and colored students in Kentucky. Numerous public high schools are provided with elaborate machines, tools and other equipment for this training, but due to certain state laws, and to the failure of school boards to provide equipment for Negro schools, the Negro youths and workers are denied this training, even though it is provided by the Federal Government at public expense.

2. Therefore, it is the sense of the Kentucky Negro Education Association that Federal regulations should be invoked to guarantee an equitable distribution of training facilities in every case when Federal funds are employed, and if such regulations do not exist, it should be the duty of Congress to pass such legislation as will guarantee this equality of opportunity.

(A) The Association would, therefore, further call the attention of local superintendents and boards of education to this denial of opportunity in their systems, and urge upon them their moral and patriotic duty to make such arrangements as will provide comparable opportunities for all the children under their jurisdiction.

(B) In order for the Association to become fully informed on the resources that are available within the state for training of Negroes in the skilled occupations, and the best methods of utilizing these facilities:

The Association respectfully requests the State Director of Vocational Education to conduct a study of War Training courses as they affect the Negro population throughout the state, and to make the findings known to the President of the K. N. E. A.

(C) The members of the K.N.E.A. have observed the work of Negro representatives in various governmental services, both of the war period and before, and it is their conviction that it is a sound and efficient policy to have minority representation in services that serve mixed groups. The Association, therefore, makes the following recommendation and urgently requests its consideration by the proper authorities in charge:

That a Negro person be employed full time by the State Division of Vocational Education, Department of Education, whose duty will be the promotion of war-training courses among Negroes in the State.

II. STATE RELATIONS: The history of the Kentucky Negro Education Association and of the public schools for Negroes in Kentucky has been one long record of pleas and struggles for equitable distribution of educational resources in the state. It is readily admitted that this quest has sometimes presented very difficult problems, but none that are impossible of solution under a democratic economy.

The year 1943 is no exception. The Association hereby calls attention to the following conditions which its members confidently seek to correct or improve through legislation and administrative channels of the State.

1. That in many of the universities to which Kentucky students must go for study, the legitimate expenses exceed the sums available under the Anderson-Mayer Law. And also, that no logical justification is found for the requirement of five years' residence in the state to qualify for benefits under that Act. It is therefore recommended:

(A) That the Anderson-Mayer Act be so amended that the maximum sum allowed an individual be increased from the present \$175.00 per school year to \$300.00 for any school year of 9 months.

(B) That the Anderson-Mayer Law be so amended that sufficient amount of money will be appropriated that those students who are aided under its provisions may receive the maximum amounts provided for in that law.

(C) That the present requirement of five years of residence in the state be reduced to two years of residence in the state.

2. In view of the impossibility of operating high schools in many districts to which pupils may be transported daily, there is need of legislation for the aid of a boarding high school service in the state. The Association recommends that these services be established at Lincoln Institute and West Kentucky Vocational Training School, and that an appropriation for this purpose be requested of the General Assembly.

3. In addition to purely legislative measures there are administrative regulations which can bring valuable aid toward the removal of discriminatory practices in the operation of the public schools, and can raise the morale and efficiency of many schools and school folk in the state. For these changes the Association looks to the State Board of Education and the State Department of Education which control the administrative functions of the state's public school system. In this category are the two following recommendations:

(A) That a study be made through the office of the State Director of Finance of the State Department of Education, of the status of salary equalization in the various school districts of the state.

(B) That appointment be made of a Negro person as an assistant in the Division of Negro Education, State Department of Education, whose duties, among others assigned him, will be to interpret educational issues and problems to Negro groups; to stimulate a maximum functioning and participation of Negro schools, school folk, and local communities in the educational responsibilities, opportunities and advantages in the state; and to interpret the Negro community to the Department of Education, to the mutual understanding and advantage of both parties.

4. The Association wishes to register its approval of the National Youth Administration as a youth training agency and to petition the Congress for its continuance. This position is based upon the fact that

the N. Y. A., being directly administered by the U. S. government, is not curtailed in its services to Negro youth in Kentucky and other southern states through the intervention of discriminatory state laws which deny participation of these youth. It is the view of the association that the Federal Government should not discontinue its direct training services until such time as the states remove discriminatory laws and practices which deny the Government's training services to Negro youth and workers.

5. Application of the Teacher Tenure Act to Principals and Administrators of Kentucky Public Schools:

The K.N.E.A. desires that the Kentucky Legislature be petitioned to amend the Teacher Tenure Act to include principals and administrators of public schools in the state.

6. Resolution: HIGHER EDUCATION: If there remains any doubt the United States Supreme Court, in the now famous Gaines Case of Missouri, made clear the responsibility of the state to provide equality of educational opportunity to all its citizens within the boundary of the state. In spite of this decision the highest court of the land handed down five years ago very little has been done or planned definitely to be done to remove inequalities in higher education that are known by all students of the question to exist.

Governor A. B. Chandler appointed an Advisory Committee to instruct him on what Kentucky should do as a result of the implications of the Gaines case. Governor Chandler became a United States Senator before the committee was ready to report. Governor Johnson asked the committee to continue its work and report to him. The committee made its report but subsequently, very little has been done, and there is in effect today no comprehensive plan for eliminating inequalities in higher education. This indifference and lack of attention to this whole question has contributed greatly to the lack of confidence in the minds of many people. Largely as a result of this indifference and do-nothing program, Charles Eubank filed application and court action for entrance into the Department of Civil Engineering of the University of Kentucky. The case is still pending in the courts.

In the meantime, the State Board of Education inaugurated at Kentucky State College a course in engineering which it claimed would answer for the course for which Eubank was suing. The course which has been established at Frankfort cannot possibly be equal to the one at the state university considering the meager sum of money available for developing it.

It is significant, however, that a pattern of action is being established in this state; namely, a Negro person will file suit to enter the state university; the state university will deny him the right of enter. The State Board of Education will meet and hastily set a make-shift program at the Frankfort College. These moves indicate the course which Kentucky is following and no doubt will follow in the near future. It is an unplanned and unchartered course; its path is filled

with pitfalls and, to say the least, it can have unfortunate consequences for the state and for the future of Negro education. What is needed is comprehensive planning by persons with broad knowledge and understanding, and a statesmanship displayed by the Executive Officers of the State.

RESOLUTION: In view of the present situation which exists it is recommended that the Kentucky Negro Education Association call upon the Governor and State Superintendent, preferable the candidates for these two offices, and insist that definite plans be worked out for eliminating inequalities in higher education, and that these plans be put into immediate effect.

Respectfully submitted,

THE LEGISLATIVE COMMITTEE:

H. C. Russell, Chairman

A. F. Gibson

M. J. Sleet

Joseph A. Carroll

NOTE: The above report of the Legislative Committee has been approved by the Board of Directors as an expression of the wishes of the K.N.E.A. Its recommendations have therefore been adopted as a major part of the program of the K.N.E.A. during the year.

Lessons Of The War For Educators

Hon. William H. Hastie

(Address delivered at K. N. E. A. Public Session April 16, 1943)

Members and Friends of the Kentucky Education Association:

If I could always have as good friends as Mrs. Young to introduce me, I would not have to worry about my reputation now or in the hereafter.

The things that I want to say tonight can best be introduced by reminding you that recently we have been celebrating the birth of Thomas Jefferson. Of those who founded this nation, Jefferson had the greatest faith in the American people. That faith was based largely upon his belief in the potentialities of an educated and enlightened citizenry. He conceived of a truly democratic nation in which all power might be entrusted and entrusted safely to the people, because the people would from year to year and from generation to generation become more enlightened and understanding. Educated and informed they would conduct representative government with ever increasing skill. Today we should try to measure something of the progress we are making in education and enlightenment. The experience of the armed forces, the data that are available from the men in uniform, is one useful measure of that progress.

The armed forces are a statistician's delight, for they present millions of men in an organized and controlled community. Records

about these men are easily available for study and can be supplemented on command. Thus it is possible to make real evaluations of a cross section of the American people in a way that would be impossible in ordinary times.

For example (and this is not the principal thing I wish to discuss) the Army has given us a very real and interesting picture of the way in which Negroes have moved from one section of this country to another. We all realize that migration has occurred, but if we compare the Negro in this war with the Negro in the Army of the last war, we get a very interesting picture of that movement. In the last war, we found that four out of five Negro soldiers came from the South. In this war we find about two out of three from the South. And I should say here that when I speak of the South, for statistical purposes I will include so-called border states south of the Mason-Dixon Line—not only your own state, but Maryland, West Virginia, and the District of Columbia as well.

Much more important than the physical movement of our people has been the showing in the Army of movement in the sense of educational levels. I shall speak first of the length of time that people stay in school. Twenty-five years isn't very long ago, but I wonder if you are as surprised as I was to find that during the last war only one southern Negro soldier in thirty had continued in school as far as high school. Remember, those were the young men as now—from 18 to 35 or 40, and yet only one of them in thirty had gotten as far as the high school. The picture from the North was not very much better. There were seven Negro soldiers from the North in World War I who had not attended high school for every one who had such training.

When we take a comparable group of Negro soldiers in this war, we will find among southern Negroes, two men without high school training for every one who had enjoyed this advantage. Moreover, we find that in the North, we now have more of our soldiers with than without high school training.

It is a long step ahead from one-thirtieth to one-third. In this perspective we have come a long way in twenty-five years. This is substantial progress and I would be the last one to deny it. But very often (and this I think is particularly true of numbers of our white friends) people say, "Why is it the Negro isn't happy and satisfied when he is making progress of that sort? Education among Negroes is moving along. Why do Negroes complain? Why do they say situations are not as they should be?" It seems to me the answer is very simple. I try to explain it sometimes in a figure of speech. If you have a man all the way down, flat on his back, it is easy to keep him there; but if you let him begin to rise, get up on one knee, it is much harder to keep him there. That is one of the reasons that people make faster and faster progress as they move along. They will be passive so long as they are hopeless and feel they have no chance; but once they begin to advance they will not be satisfied to lag behind. They will in-

sist on marching shoulder to shoulder with other free men. In this field of education, as any other, it is, therefore, a healthy sign that the Negro finds consciousness of progress a stimulus for insistence on greater and faster progress until he can say that he has reached the full stature and status of a citizen in a land of democracy and equal opportunity.

Though we have moved forward in the educational field during the past twenty-five years, we do well to look at another side of the picture. Compare our present educational status with that of the white citizen. We would anticipate in this connection that the group which scores best would be the younger men. I shall, therefore, compare the young Negro of the age group 18 to 21 in the armed forces with the young white man of the same age group. I shall use for convenience the same measure as heretofore—opportunity to progress at least into the high school. Among the young white men of the North, we will find three who have had some high school training to every one who has not been able to get that far in school. Among whites in the South we find the proportion about equal—for every individual who has had the opportunity for training as far as high school, we will find one who has grammar school education or less. When we come to the Negro, we will find in the North two youths who have gone to high school for every one who has not; and in the South, three of our young men from 18 to 21 who have had to drop out of school before they got to high school for every one who has gotten to the high school level. To take the two extremes for comparison: of the Northern whites, three men get into high school for every one who does not. Of the Southern Negro, three never get as far as high school for the one who does.

This picture is perhaps best summarized by someone who has said that the educational level of the Negro today is just about what the educational level of the white man was in the last war. In other words, we are still just about twenty-five years behind in educational opportunity. It is equally important for us to never cease pointing out, as the illustrative figures I gave show, the tremendous lag between education in the South and education in the North. Remember this too—while I spoke of a number of men who have had grammar school education, that group includes a large number of youngsters 18-21, who have had no schooling or at most one, two, or three years in which they have gone to elementary school for two or three months in the year.

There is yet a long way to go. Your own association recognizes that fact in the portion of its program which supports Federal financial aid to the state educational systems. But it is not enough for you to meet once a year to adopt resolutions that you are in favor of this type of legislation. Teachers and other citizens alike have a very real obligation to make it known to their Representatives in Congress, to all people who have the status of political leaders in a representative type of government that this is a real issue in the community. I am

convinced that the reason this legislation has not yet been enacted is that Members of Congress do not feel that the people back home are really worked up about federal aid to education. When they do realize that in Louisville, in Lexington, in communities throughout the forty-eight states, the people are aroused to the real importance of Federal aid to state educational systems, we will get action.

There is something else that has been shown by studies of men who have gone into the Army. At the time men are inducted they are given certain classification tests (the nature and details of which I shall not attempt to describe). These classification tests have been designed with a view to measure aptitude, alertness, and general information; they are in a sense what we call "intelligence" tests, though I for one dislike that word. We would anticipate that these tests would rather generally reveal the educational level of the men; but a surprising and alarming thing has happened. The classification tests show that great numbers of men score much lower than would be predicted from their educational level. We find men who have completed grammar school, and who have attended high school, showing up in large numbers in the very lowest of the classification groups. This has been true, to an extent with the white soldier, but it has been true to an even greater extent of the Negro soldier. There may be several explanations of this. The method of administering those tests may be unfair to many men. As far as the Negro soldier is concerned, it is very significant and serious that the tests are prepared on the basis of the experiences of the "other side of the railroad tracks." The Negro has lived in a segregated community so long, that any test based on experience of the average soldier in a white community, given to a Negro from a different community, must be unfair in some measure.

But discounting all of this, we find a large number of our men, whose classification scores are much lower than the amount of education they have had would indicate. The trouble, I believe, is that our education stops as soon as we stop going to school. In one aspect this is because the Negro has so often found it impossible to get work in which he must use his brain. If he gets a job digging ditches or sweeping a store, he just doesn't get the opportunity for mental growth and development which occurs in tasks that require increasing and higher skills all the time. Moreover, we are reminded that the leisure time of the Negro has not often been devoted to things that make for the development of his mind. You know the story of the man whom the book salesman asked whether he wanted to buy a book. The reply was, "No, I already have a book." As a group we haven't been encouraged, and often haven't had the opportunity to continue after we finish our schooling to devote spare time to activities which make for continuing growth. The human mind is like the muscles of the body. If you don't use it, it becomes weak. Too many of our men in the armed services show that they have not grown mentally, but have gone backward since they left school.

This indicates for one thing the crying need for a real program of

adult education in our communities. I would like to suggest that our parent-teacher associations can and should get to the point where the parent and the teacher don't meet solely to talk about little Mary or little Johnny, but where they get together for their own education as members of the community. Remember, that it is very probable when this war is over people will have shorter work hours, more leisure, and probably somewhat greater earning capacity than before. We will have time and opportunity for an adult educational program such as we have not had in the years gone by. We should plan not only for formal adult education, but for the growth of forums and public discussion, the stimulation of public interest in the intellectual.

Mrs. Young said in her introduction something about prejudice being based on ignorance. That is certainly true. It is true of our domestic prejudices, it is true of our prejudice against foreign peoples. The people against whom we have prejudice are the people about whom we know very little. We often speak of the spirit of isolation in America. I think that is nothing more than a reflection of our ignorance of other people. We feel that we must be apart from them, since in our ignorance we assume that we have nothing in common with them and their affairs. We have our domestic isolation as well as international. We have the isolation of the white and the black sides of the railroad tracks. We have our isolation of small groups in our own Negro community, knowing nothing and perhaps caring less about each other. But this war is going to stimulate in our soldiers and sailors a greater desire to get acquainted with other people. They are going to places now that heretofore have only been dots on the map. They are coming back with a very deep realization that the world is a small place in which every man is kin to every other man. Out of that type of experience, we can build a continuing adult education program. We can begin building it today because with brothers and fathers and cousins and friends going to the strange places of the world our interest in the world and its peoples is stimulated as it has not been stimulated before. If those interested in education miss this opportunity to bring people to the study of subjects which are very real and vital to them today, I believe they will have lost the golden opportunity to begin a great work of community betterment.

I hope that in saying these things I have not sounded visionary. I don't believe they are visionary. I believe that the possibilities of growth and development in America during this war and immediately afterwards are greater than we can imagine. I see the possibility in two, three, or five years making progress in public enlightenment such as in normal times we could not make in fifty years. But it is up to you and to me, to everyone of us, to labor and labor unceasingly in order that America may become as speedily as possible the enlightened nation that we want it to be. It is only through such enlightenment that democracy can be made real among us.

Some Educational Factors In Light Of War Manpower

J. L. Gordon, Interviewer-in-Charge

War Manpower Commission, Negro Division, Louisville Office
United States Employment Service

The United States Employment Service since being designated as a very important part of the War Manpower Commission, has concerned itself principally and almost solely with the vast problem of recruiting competent and best qualified industrial workers to man the production lines, for the purpose of turning out the best possible war equipment to be used by the fighting men in the fields, who are doing the best possible job of carrying on a fight, allegedly to again make the world safe for Democracy.

Since manpower is our job, we of the Employment Service are necessarily concerned with all the factors and sources, all of the institutions and institutional systems which contribute in any way to the manpower picture. It follows therefore, that we must be greatly concerned with the school and what ever other educational systems there may be, since therein lies the basic source of training and the building of competent manpower. This concern prompted us to accept the invitation to contribute to the K. N. E. A. Journal this brief discussion of some Educational Factors, in terms of present wartime situations.

To begin with, let us point out that the War Manpower Commission is setting aside certain occupations as essential activities to the success of the War effort, has established the teaching profession as an essential activity, and has now in line with labor stabilization made teachers subject only to separation by authorized release or by selective service call. The logic of this can be seen when we consider that manpower will win or lose this war, and that the strength or weakness of manpower is initiated in the school.

We can look deeper into the logic of this move, if we consider the loss of manpower by the armed forces because of rejections on the basis of illiteracy. Selective service records show that in one state alone (whose illiteracy rate is lower than that of Kentucky) out of the first 50,600 men inducted for military service 4000 were rejected because of "insufficient literacy."

We can therefore establish a direct connection between good educational systems, good teachers in sufficient numbers and well equipped fighting men. This applies not only to the fighting men, but also to the working man in this great war effort. There are very few places in war industry for illiterates, regardless of how unskilled the job itself might be.

Going further into the essentiality of the school in the war effort, we quote B. F. Allbright, Supervisor of War Production Training, U. S. E. S. for Arkansas, "The school's part in the all-out war effort calls for shifted emphasis in teaching. Besides general literacy aspects,

schools will now give special attention to war needs. They will aid directly in training War Workers through Vocational Education, and through adaptation of industrial arts to war needs." Mr. Allbright further states, that chemistry, mathematics, mechanics, radio, electricity, typing, shorthand, and other vocational subjects must be and will be given added emphasis.

As everything else of a material value, education has gone to war, taking with it all its component parts, including school systems, teachers, and teacher responsibilities.

Principally because my office has had several letters within recent months from teachers throughout Kentucky, seeking to get employment even as unskilled laborers in war production industries in this area, at the expense of their profession, because of the "big money" that is supposed to be available, I do not think that the importance of the school system and the teaching profession can be over-emphasized, particularly since there is in evidence a national shortage of competent teachers.

According to February, 1943 issue of the Manpower Review, during 1941 and 1942 the U.S. Office of Education surveyed 45 state Departments of Education to determine the possible shortage or surplus of teachers, for the coming year. The result showed that American Schools faced an estimated shortage of 50,000 teachers in the fields of industrial arts, commercial subjects, agriculture, science, music, and athletic coaching.

Such a situation is by no means a matter to be taken lightly. The various state units of the United States Employment Service are even now reviving or establishing their teacher placement units to help eliminate the necessity for employing incompetent or poorly qualified teachers in the school systems of the nation.

Officially then, may we advise all qualified teachers who have jobs in the profession, to remain on these jobs and perform efficiently the essential war job of educating America. For therein lies the salvation of true democracy.

LINCOLN KEY AWARDED RETIRING EDUCATOR

The Lincoln Key, awarded annually, during the K.N.E.A. Convention, to a Kentucky educator, whose achievement during the year has been considered outstanding, was presented to Mr. L. N. Taylor, who retires soon as the Supervisor of Rural Education in Kentucky. The presentation was made at the Friday evening public session of the Association by Attorney C. W. Anderson, Louisville, member of the State Legislature.

Mr. Taylor manifested his surprise and genuine appreciation of the signal honor. Those who have been similarly honored in past years are: Attorney C. W. Anderson, Messrs. Lyle Hawkins, W. R. Cummings, R. B. Atwood, and A. S. Wilson.

Home Economics Conference At KSC

The conference of home economics and agriculture teachers, held at Kentucky State College February 19 and 20, was well attended by a large number of teachers of the state. Mrs. Grace Sullivan Morton, vice-president of the K. N. E. A., and Dr. J. J. Mark, of the college faculty, directed the discussion. In the brief articles that follow, Mrs. Neely and Mrs. Davis comment on the "high points" which were considered.

Vocation Education Conference Stresses Urgent Need Of Victory Gardens

Mrs. L. A. Blanche Neely, Lincoln Institute

The rationing of some foods has brought home to us the true realization that there is too great a demand on the present production of food, poultry and livestock. This is a challenge to every American to relieve the pressure and help avert a crisis by more home production and processing.

This demand for increased production may be better realized by comparison of previous production and consumption with present needs:

1. Germany now occupies one half of Russia's productive land.
2. 45% to 90% of our people are now affected by malnutrition. The results of which are bad tonsils, scurvy, rickets, etc. Scurvy alone has taken more lives than all the weapons of war.
3. Last year American canneries produced 270,000,000 cases of canned fruits, juices and vegetables, 250,000,000 cases the previous year, 140,000,000 cases to lend lease and 125,000,000 cases for home consumption.

This year and three years after the war the demands will be even greater. Our responsibility to help keep America physically fit through a well balanced diet and to avoid a famine in the fighting and conquered territories, is to redouble our present production and processing of foodstuffs.

These facts are a challenge to us as educators and teachers, through the schools, to impress upon the people of the communities their responsibility to keep their families and other families from becoming hungry.

The following suggestions were given at the conference that met February 19-20 at Kentucky State College:

1. Use every available foot of ground to produce foodstuffs. (Food is more essential than flowers during wartime.)
2. Practice canning and drying of all foodstuffs.
3. Increase production of poultry, eggs and livestock.

The War Production and Processing program is helping to make some of these things possible by setting up in the different communi-

ties free home canneries. People will be instructed and helped with all of their canning problems by establishing free production and processing courses.

Let us see that every usable space of ground is producing the much needed food. In this way, every man, woman and child not in industry can do his bit to help in our war effort.

Our slogan should be: "I shall do my part so well that I can be sure that those men at the front and we at home shall not go hungry or lose our lives because I have shirked my duty."

High Points Of Home Economics Meeting

Mrs. Robin Hamilton Davis

Montgomery County Training School

Mt. Sterling, Kentucky

Food is both an offensive and defensive weapon in the war. Due to the increasing demands of our armed forces, people of allied nations and conquered countries, our food production this year must be the greatest in history. The demand for increased production and the cruel shortage of labor on the farms have challenged farm women and girls and their city sisters to perform a task critically essential and as necessary for the winning of the war as any feminine auxiliary launched.

The home economics teacher has the unique opportunity to help homemakers, both rural and urban to conserve and process all surplus foods so that their own nutritional needs will be provided for and some foods can be released to our fighting men and allies. It is not only profitable to produce our own food, but it is our patriotic duty to do so. Therefore let us urge every family to cultivate any tillable plot of land available in order to produce as much as possible of their own foods. Let us show how to conserve all surplus foods by canning, drying and other means of processing so there will be no food waste. May we, as teachers do our work so well that no one will go hungry. Food is no less a weapon than guns.

K. N. E. A. Kullings

Kentucky State College was host to the Fourth Region Conference of the American Teachers Association, comprising the states of Kentucky, Tennessee, Ohio, Indiana, and West Virginia, on May 7-8. A number of educational leaders were present: President Goodloe presided at the opening public session. Mrs. M. J. Hitch, Mr. Theodore E. Dailey, President R. B. Atwood, Mr. Whitney M. Young, Prof. W. H. Fouse, and Dean J. T. Williams were on sectional programs. The Lincoln Institute and Mayo-Underwood High School Choral Clubs furnished music for the occasion. Miss Lillian Pollard, of Lincoln Institute, accompanied by Mrs. Clarice J. Michaels, of KSC, rendered musical selections at the luncheon on Saturday afternoon. Mr. D. K. Cherry, of Knoxville College, is the Regional Vice-President.

There are two recent additions to the faculty of Louisville Municipal College. Miss W. A. Carter, M. A., Atlanta University, is an instructor in history. Mr. Howard Barksdale, M. A., Fisk University, formerly dean of Florida Normal and Agricultural Institute, has accepted a position as instructor in English.

Prof. A. F. Gibson, principal of Roland Hayes High School, Pineville, and president of the Upper Cumberland District Association, was recently awarded the Master's Degree in Education by Indiana University.

Captain David A. Lane, Jr., formerly dean of Louisville Municipal College, resigned from the Board of Directors because his military duties will keep him out of the state indefinitely. Captain Lane is stationed at Fort Huachuca, Arizona, where he is popular with officers and enlisted men. Prof. A. F. Gibson, principal of the Pineville High School, has been appointed to complete his term, which expires in 1944.

Dr. George L. Evans, Director of Finance of the State Department of Education for the past several years, and a former high school principal and Superintendent of County Schools of Mason County, has announced his candidacy for the office of State Superintendent of Public Instruction. Dr. Evans has the backing of the powerful school lobby of the state. It is pointed out by those of both races who have had close contact with him for many years that he will give to all Kentucky schools an efficient, progressive and equitable administration.

Mr. Victor Kent Perry was released from the army while a student of surveying in the School of Engineering at Virginia State College, and has returned to his duties at Central High School, Louisville. During Mr. Perry's military service his place on the Board of Directors was filled by Prof. E. T. Buford, principal of State Street High School, Bowling Green.

Two honored and revered past presidents of the association have passed away recently. Miss Marie Spratt Brown, the only woman ever to serve as president of the K.N.E.A., and who served in this office from 1898-1900, died in Evansville, Indiana, and was buried from the Episcopal Church of Our Merciful Saviour, Louisville, on April 23rd.

Dr. F. M. Wood, Supervisor of Secondary Schools, Baltimore, died at Johns Hopkins Hospital on May 8. The late Dr. Wood

served as president of the K.N.E.A. from 1909-1917, was at one time principal of the high school at Paris, and for two years president of Ky. State Industrial College. He was in Louisville last August as a delegate to the American Teachers' Association Conference. The K.N.E.A. sent floral designs to the funerals of each of these veterans as an indication of its high regard for their valuable services and loyalty to our association and to education.

The Domestic Life And Accident Insurance Co.

STRENGTH — SERVICE — SECURITY

21 Years of Satisfactory Service

OVER \$2,000,000 PAID TO POLICYHOLDERS
OVER 500,000 POLICYHOLDERS RESERVE
OVER 200,000 SURPLUS TO POLICYHOLDERS

Has Purchased \$150,000 War Bonds
All Claims Paid Promptly And Cheerfully

**Insure In THE DOMESTIC and Help Make Jobs for
Your Sons and Daughters**

HOME OFFICE - LOUISVILLE, KY.

W. L. SANDERS, President
R. D. TERRY, Secretary
C. W. SNYDER, M. D.,
Medical Director

J. E. SMITH, Vice President
and Agency Director
CLARENCE YOUNG,
Treasurer