

The N.E.A. Journal

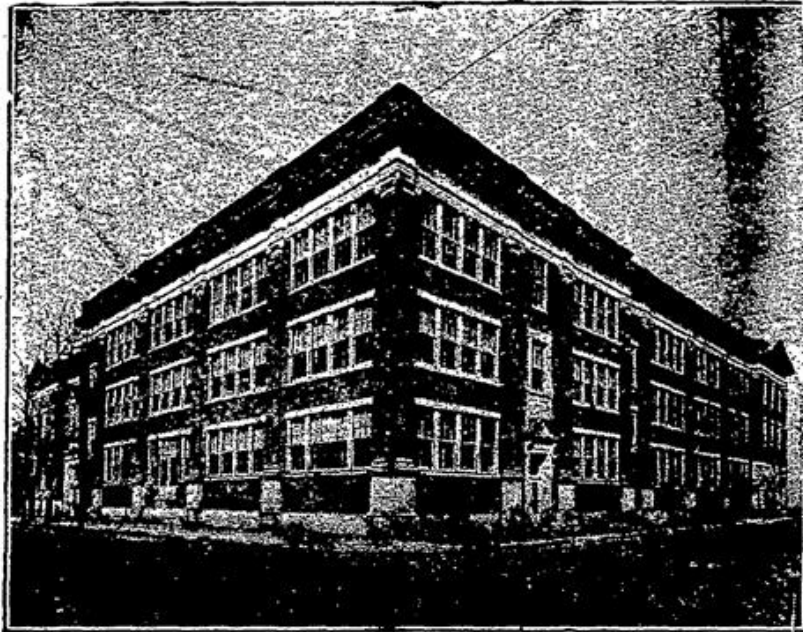
1877

OFFICIAL ORGAN OF
KY. NEGRO EDUCATIONAL ASSN.

VOL. XVIII

December, 1945 - January, 1946

No. 2



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The K. N. E. A. Journal

Official Organ of the Kentucky Negro Education Association

VOL. XVII

December, 1945 - January, 1946

No. 2

Published by the Kentucky Negro Education Association

Editorial Office at 2230 West Chestnut Street

Louisville 11, Kentucky

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

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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 of advertising mailed on request.

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- 4—W. H. Craig: Guidance Workers' Conference, Youth Council, Vocational Education Department, Rural School Department.

Editorial Comment

RACE RELATIONS; AN OPPORTUNITY

Educators, through the field of race relations, have an opportunity to strengthen the position of the United States as a leader in world affairs. Our nation is challenged to become as effective a force for peace as she was in war. America, "the arsenal of democracy," made vital contributions to the victory of allied arms through use of her natural, human and spiritual resources. Our statesmen advocated, as the basis for dealings within nations and among nations, the principles of democracy and christianity.

Their practice is imperative if every citizen is to make a reasonable contribution to progress, and if dissatisfaction, hatreds and wars are to be avoided. Scientific knowledge has made it possible for all the culture and wealth developed during the ages, even civilization itself, to be destroyed in an instant. There is urgent demand for a world leadership that can direct thinking in terms of practical idealism. This is an obligation of American diplomatic leadership. But our leaders cannot speak convincingly in international affairs concerning democratic and christian practices until the American people themselves develop strong convictions and customs consistent with them. There is an obvious inconsistency between American ideals as expressed in the Constitution, and practice in the area of race relations. This seriously impairs America's opportunity for leadership among the nations, whose complex problems include many of a racial nature. America's gross inconsistencies furnished useful propaganda material for the Germans and Japanese during the recent war.

Experience during recent years has furnished abundant evidence that mixed racial groups can work together efficiently and with mutual respect and understanding. Despite traditional conservative attitudes, there has been evident a consistent and easily recognizable tendency for members of the majority group to disregard racial lines in business, labor and many public associations. The time seems to be at last "ripe" for educational policy makers to establish programs planned to foster and develop such normal and natural inter-minglings.

Thoughtful, forward-looking Negroes in America see local race relations in national and international perspective. They believe that tolerance of un-democratic practices is a dis-service to our country; not only the interests of the Negro group, but those of the nation are affected favorably by insistence upon the ideals to which America gives lip service. They not only appeal to the courts to secure con-

formity to established law, but seek to mold public opinion and to develop the possibilities inherent in education. The opportunity for the educator is obvious.

The schools of America were our first line of defense in time of war. They have the opportunity to stand in the front line of attack on world problems through the establishment, nationally and internationally, of good will.

K. N. E. A. ANNOUNCEMENTS

As this issue of the Journal goes to press, the secretary is conferring with departmental and group chairmen in the arranging of the program for the April Convention, in order that the ideas and wishes of the classroom teachers themselves may be the basis for the program. The central theme is: "Meeting the needs of Kentucky's youth." * * * * *

Membership cards and badges are being mailed teachers along with their receipts for enrollment fees. These should not be lost. The card is necessary for identification when voting and for admission to the evening general sessions. The badge admits teachers to special movies as guests of the management of the Lyric and Palace Theatres.

* * * * *

THE SPELLING CONTEST will be resumed this year, under the direction of Mr. Theodore R. Rowan, teacher of English at Louisville's Jackson Street Junior High School. Mr. Rowan succeeds Mr. A. L. Garvin, who resigned as director of the contest due to the pressure of other duties.

* * * * *

An art exhibit, featuring the work of the schools of the state, has been planned. Schools desiring to send work will please notify the secretary, so arrangements for its display may be made. Other departments desiring to present exhibits are invited to do so, and to give advance notice of the intention to the secretary.

* * * * *

The annual election of officers will be held on Friday, April 12, 1946. The names of all persons who seek elective office at the convention must be submitted for the purpose to the chairman of the Nominating Committee, or to the secretary of the Association, by March 11, 1946.

* * * * *

Payment of HONOR MEMBERSHIP FEES of two dollars per year will help the Association in its plans, particularly in the development of its departmental and group programs. Association officials are finding it difficult to secure educational leaders of the calibre desired as speakers at group and departmental sessions with the present financial limitations.

* * * * *

President Lucy Harth Smith has announced the personnel of the following committees, to report at the April convention.

CONVENTION COMMITTEES

Legislative Committee

Mr. M. J. Sleet, Chairman.

(Address: West Kentucky Vocational Training School, Paducah, Kentucky.)

President R. B. Atwood, Frankfort, Kentucky.

President H. C. Russell, Paducah, Kentucky.

Miss Maude E. Brown, Louisville, Kentucky.

Mr. Whitney M. Young, Lincoln Ridge, Kentucky.

Mr. W. L. Shobe, Lynch, Kentucky.

Mr. H. R. Merry, Covington, Kentucky.

Mr. H. B. Kirkwood, Henderson, Kentucky.

Mr. J. A. Matthews, Benham, Kentucky.

Mr. C. B. Nuckolls, Ashland, Kentucky.

Representative Charles W. Anderson, Louisville, Kentucky.

Mr. A. F. Gibson, Pineville, Kentucky.

Miss Harriet LaForrest, Louisville, Kentucky.

Mr. W. H. Story, Jr., Henderson, Kentucky.

Dr. G. D. Wilson, Louisville, Kentucky.

C. L. Timberlake, Morganfield, Kentucky.

Nominating Committee

Miss Mary E. Fishback, Chairman.

(Address: 2316 West Chestnut St., Louisville, Kentucky.)

Mrs. Cornelia J. Weston, Hopkinsville, Kentucky.

Mr. William T. Gilbert, Wheelwright, Kentucky.

Mr. James B. Brown, Frankfort, Kentucky.

Mrs. M. J. Egester, Paducah, Kentucky.

Mr. E. T. Buford, Bowling Green, Kentucky.

Mr. H. S. Osborne, Middlesboro, Kentucky.

Mrs. Jewell R. Jackson, Covington, Kentucky.

Mr. Russell Stone, Bloomfield, Kentucky.

Resolutions Committee

Dean J. T. Williams, Chairman.

(Address: Kentucky State College, Frankfort, Kentucky.)

Mrs. Theda Van Lowe, Lexington, Kentucky.

Mr. Elijah W. Bates, Campbellsville, Kentucky.

Mr. E. W. Whiteside, Paducah, Kentucky.

Mr. H. E. Goodloe, Danville, Kentucky.

Mr. R. L. Dowery, Franklin, Kentucky.

Mr. G. W. Adams, Winchester, Kentucky.

Mr. S. L. Barker, Owensboro, Kentucky.

Miss Amelia Sawyer, Louisville, Kentucky.

Mr. George W. Parks, Jenkins, Kentucky.

DAY-TIME SESSIONS SCHEDULED FOR MADISON JUNIOR HIGH

The day-time sessions of the 1946 K. N. E. A. Convention will be held in the beautiful Madison Street Junior High School, Eighteenth and Madison Streets, which has been made available through the courtesy of the Louisville Board of Education. The building is conveniently located, being on the Eighteenth Street bus line, and one square from the Walnut Street and the Chestnut Street buses.

Its gymnasium provides a place suitable for large group meetings, with nearby classrooms in which may be held conferences of members of departments, and of committees. The set-up should prove economical of the time of those in attendance, and should contribute to the convenience of any wishing to visit the meetings of several departments. The meetings and addresses may proceed in quiet settings. Clerical facilities may be utilized as needed. Arrangements are being made to provide hot lunches, sandwiches, and soft drinks in the school lunch room.

The evening sessions will be held, as heretofore, at Quinn Chapel A. M. E. Church, 912 West Chestnut Street.

THE PRESIDENT'S MESSAGE

(Mrs. Lucy Harth Smith, President, K.N.E.A.)

The annual meeting of the Kentucky Negro Education Association will be held April 10-13 in Louisville. After a lapse of two years we should be eager and anxious to use every minute of our time for the improvement of teaching and the conditions under which we work. Many outstanding educational problems are awaiting solution and we who are peacetime warriors can best solve them.

The atomic bomb and its possible consequences have forced us to see that the principle of "The Brotherhood of Man" offers the best solution for future living. I think the classroom is the best place to teach and practice this great ideal, for it is there that we can train our children to combat ignorance, greed, selfishness and prejudice.

The Negro soldier has now become a member of our student body. With his experience with world citizens, combined with our experience as educators, we ought to be able to open new doors of opportunity and make the world a better place in which to live. President R. B. Atwood is now a member of the Kentucky Committee for Distribution of Surplus War Material. We request every Kentucky teacher to keep in touch with this committee, to let their needs be known.

While we in Kentucky can vote for our governing officials, there are those in various parts of the country who are not permitted to vote because of poll tax requirements. We can help those citizens by getting into direct contact with those who can help. Every teacher should write Senator Alben Barkley, and request that he

fight for the bill, and that he use his influence to bring the poll tax bill up in the present Congressional session. Also, write Senator W. E. Stanfill, and solicit his influence in its behalf. Urge all organizations with which you are connected to do the same thing.

At our April meeting we plan to bring to you individuals who can give to us inspiration and information as well. As a member agency of the Committee for Kentucky you are assisting to raise Kentucky's rating among the states of the union. We urge every teacher to assist the committee in its work.

DEL REY RESTAURANT SPONSORS HOME ECONOMICS EXHIBIT AND CONTEST

An exhibit of products prepared by home economics classes of Kentucky High Schools will be a feature of the 1946 K.N.E.A. convention.

Types of exhibits which may be entered, and regulations of the contest may be secured from the office of the K.N.E.A. secretary.

Several cash prizes are offered for the best exhibits. The judges, tentatively selected, are: the head of the home economics department, Kentucky State College; a representative of the University of Louisville; the president of the Louisville Housewives League. Standards for judging the entries have been set up by the home economics classes of Kentucky State College, under the direction of Mrs. Grace S. Morton, head of the department.

Mr. Robert B. Lewis, well known columnist and socio-civic worker, and former production manager for the Kentucky Macaroni Company, is the proprietor of the Del-Rey Restaurant, which will sponsor the exhibit. He will give demonstrations on "The Miracles of Macaroni" in the Del-Rey Experimental Kitchen, and will have as dinner guests, the teachers of the prize winning pupils.

The contest is directed by Prof. M. J. Strong, formerly principal of the Campbellsville High School.

THE KENTUCKY COMMISSION ON NEGRO AFFAIRS

by Alvantus F. Gibson

(Mr. Gibson, a director of the K.N.E.A., and formerly chairman of its legislative committee, is on leave of absence from his duties as Principal of the Roland Hayes High School, Pineville, Kentucky, in order that he may continue his graduate study in the city of Detroit.)

When some fourteen months ago, Governor Simeon Willis, of the Commonwealth of Kentucky, appointed the Kentucky Commission on Negro Affairs, he rendered a service in the field of race relations that no other chief executive of the state has even approached. The appointment of this commission did not stem from political expediency, but emanated from the desire to lay before the citizens of the Commonwealth, in the most intelligent, forceful

and efficient manner the social, educational and economic status of its Negro citizens. A further evidence of this great desire is witnessed in the personnel of the commission, it being composed of an equal number of appointees from each race, each having the intelligence, training and ability to find the facts and the courage to present them as found.

We have read and studied the report of the commission. It is clear, concise, and truly revolutionary, especially when viewed in the light of the status quo. The governor is to be congratulated on the creation of this study group, and the members thereof should receive public acclaim for the magnificent service they have rendered. The role played by both races in its membership is an example of the attempt to approach the ideal which should be practiced in every true democracy.

Space will not permit a detailed discussion of the study phases of the report. However, the K. N. E. A. should feel that since the commission has incorporated within its report the most important aspects of its legislative program for 1946, plus many long range educational changes necessary for the improvement of Negro education, Kentucky has at least become conscious of the existing inequalities and inadequacies, and is able, ready and willing to meet the issue squarely and to set its house in order.

As chairman of the Legislative Committee of the K. N. E. A. for the last two years, I believe I voice the sentiment of the entire membership when I say that it seems that our efforts have not been in vain, because our requests have already been acceded to, partly, by the direct action of our Governor and the Superintendent of Public Instruction, and, likewise, other of our recommendations have been broadened and amplified by the Commission on Negro Affairs.

There will doubtless be some among us who will say that these changes are too radical, and impossible of attainment. We must remember, however, that these are momentous times, that events of world-wide influence come hurrying along at a pace that leaves mankind breathless and confused. We realize fully that not all these things can be accomplished in the framework of our present legislative, administrative and judicial set-up. But the opportunity is here, the challenge is for us to use our intelligence, our ingenuity in finding or creating the ways and means necessary to reach our objectives.

The General Assembly of Kentucky is now in session, and as citizens and educators, it is our duty to inform the members of this august body that we are placing upon them the specific responsibilities for using all legal methods necessary to help correct the existing conditions, and to pave the way for future further constructive action. It is our solemn duty to inform them, and to keep them informed of our wishes and our determination. We must ever keep before the citizens of Kentucky that "the whole is the parts, and the parts are the whole; what benefits the whole benefits

the parts, what benefits the parts benefits the whole." We must ever keep before our citizens that these long overdue changes are the warp and woof of not only local patterns, but new world patterns.

Yes, such changes will surely impose new duties and responsibilities. But they are the sort no honorable citizen would wish to escape. Never before has the moral obligation to be intelligent and unselfish been so great; never has there been such need for the fundamental Christian virtues. By ignorance, suspicion and greed, we may all lose. We must work in our communities to spread confidence, good will and intelligence among all the people, setting our influence against the divisive forces that would array one class or group against another. We must by all means keep our professional house in order, and give to our united organizations and our educational association the strength, vitality and voice needed to cope with the gigantic task before us.

Our Governor Willis, his Kentucky Commission on Negro Affairs, and our own K. N. E. A., having gone this far will not waver in their zeal to see their efforts bear fruit. It is then a first duty of every person worthy of the honored name of educator, or citizen, to support them in their task of making a living, working, dynamic democracy. There are many adjustments to be made, many difficult problems yet to be worked out, old scores to be forgotten, personalities to be harmonized, sacrifices to be asked and made, and new relationships to be established. But, considering the nature of the times, the long overdue reforms, the requests and recommendations of the Commission are modest, reasonable and within the power of the citizens of the Commonwealth to accomplish, if we all work at the task in the spirit, "Love thy neighbor as thyself."

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FOR INFORMATION WRITE

Harvey C. Russell, President

THE TEACHER WHO LEARNS ABOUT POLIO

by John W. Chenault, M. D.

Medical Director, Tuskegee Institute, Alabama and Director of
Orthopedic Surgery, Infantile Paralysis Center

In 1944 there was an epidemic of "polio" or infantile paralysis in Kentucky. It was not state wide but was concentrated in certain localities, particularly in Jefferson County which had no fewer than 264 cases out of the 756 in the state as a whole. Teachers, one or more of whose pupils were victims of that epidemic, have not forgotten it. But what about the teachers in other parts of the state? Do they know any more about infantile paralysis than they did a year ago? Do they understand that until the scientists have found some way to prevent this disease, it will in all probability come again to Kentucky, and that next time it may be in their own county?

It is well for teachers to be prepared for such an emergency, since every outbreak of infantile paralysis is an emergency. Though they cannot take the place of doctor or nurse, there is useful work for teachers to do.

When it becomes known that a case of infantile paralysis has been reported, people become frightened. They are afraid for their children; this is natural. But often they have mistaken ideas about "polio," ideas which cause them needless alarm. They want to protect their children, but do not always know what to do or where to go to find out. This adds to their distress. Children, seeing their elders frightened, are frightened too, without knowing exactly why.

Perhaps the mothers want to take children out of school, even though the Health Officer may not have ordered it; or perhaps they come to the teacher for advice, as she is an influential person in the community. In one way or another she is sure at such a time to be in close touch with many parents, and if she has informed herself about the disease, she may be of real help and comfort to anxious mothers. She will know, too, how to quiet the children's fears.

Although "polio" can be a painful and crippling disease, it is not always as serious as many people think. Fully half of those who contract it recover completely with proper treatment and are none the worse off for their experience. Others are left with some slight weakness. Only a few, perhaps 15 or 20 out of every 100 suffer any serious permanent crippling. Then, again, when an epidemic of infantile paralysis does occur, comparatively few members of that community become infected—probably not more than one in a 1000. The percentage of children will be higher, as they are more susceptible than adults; perhaps one child in 300 will come down with the disease. Sometimes the rate is higher. But it must be remembered that the one child who "catches" it has better than an even chance to get well. These are reassuring thoughts to parents.

When a child does not completely recover, but is left with some

paralysis, the paralysis may prove to be only temporary. It may quite likely yield to treatment. Sometimes treatment must go on for a long time in order completely to overcome the weakness of the muscles. Because progress is slow there is always danger that parents will grow disheartened or skeptical, and want to take their children out of the hospital or convalescent home too soon, or that they may get tired of taking them to the clinic. The teacher cannot too strongly urge the parents not to give up. Courage and will to get well count for a great deal in infantile paralysis. This is true for the patient also, provided he is old enough to understand.

When treatment fails to bring back power, sometimes the orthopedic surgeon by muscle transplants or other means can help the patient, or enable him to walk by means of well-fitted braces. There are many things that can be done. It does not do to give up.

All these treatments and this equipment are expensive, but thanks to the National Foundation for Infantile Paralysis no patient, whatever his age, race, creed or color, need go without the medical care he needs because he cannot pay the bills. There is a Kentucky Chapter of the National Foundation situated at 724 Marion E. Taylor Building, Louisville. Mr. M. C. Browder is the Executive Secretary, and he can be called on for advice or assistance. Financial assistance is made possible through the generosity of the American people in contributing each year to the March of Dimes, which in 1946 will be held January 14 to 31. How much aid can be given to the people of Kentucky depends in large degree on the people of Kentucky themselves.

It is important for parents to know that treatment in the first days of the illness may oftentimes prevent unnecessary crippling. When infantile paralysis is in the neighborhood, a child who is only slightly sick should be put to bed at once in a room by himself. He may seem to have simply a cold, or a sore throat or headache, perhaps an upset stomach, but these are often the first symptoms of "polio," and a doctor should be called without delay. Later the patient may develop a stiff neck or back; he may be nervous and irritable, or very tired. His hands may tremble. He may be terrified if he finds he cannot move his arms or his legs. The mother who can calm his fears, and bring about a relaxed attitude, may aid in his recovery. Since there is no known drug or medicine which has any effect on infantile paralysis, it is useless and may be harmful to give the child any medicine not recommended by the physician.

There is no way of preventing infantile paralysis, but there are some precautions that can be taken when it is known to be about. The disease can certainly be passed from one person to another, though we do not yet know exactly how. And it can be passed on by people who have such a light case that they do not even know they have it, but are going about as usual. This is what makes it very difficult to protect any child. It is wise, however, when there is an outbreak of infantile paralysis to keep children from meeting

new groups of people, and thus run the extra risk of meeting one of these "carriers." It is wise also to keep them from becoming overtired or suddenly chilled, as this seems to produce a worse case of the disease. President Roosevelt came down with a serious attack two days after he had plunged into the icy waters of Maine on a hot day. Two more precautions are to keep flies away from food, as they may carry the virus, and to always wash hands before handling or eating food, and after the toilet. These are habits in which the teacher is frequently training her pupils, but there is a special urgency in emphasizing them when infantile paralysis is epidemic. She will understand this when she learns that the virus is always found in the stools of patients and often in those of persons who have been in contact with him.

Altogether, the teacher who has grasped the main facts about infantile paralysis, who does not let herself be carried away by the general alarm during an epidemic, and who knows her local and state resources, may be a tower of strength in her community, calming exaggerated fears and replacing heresay statements with correct information.

NOTE: Pamphlets on infantile paralysis may be secured on request to the National Foundation for Infantile Paralysis, 120 Broadway, New York 5, N. Y. Science teachers in high school are invited to send for the Unit on Poliomyelitis.

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THE REPORT OF THE KENTUCKY COMMISSION ON NEGRO AFFAIRS

(Publication of the report of the Commission, which completed its work on November 1, 1945, is begun in this issue of the Journal, and will be continued in succeeding issues).

The Kentucky Commission on Negro Affairs was created by an executive order of Governor Simeon Willis on September 21, 1944. It was instructed "to obtain and to study all the facts and conditions relating to the economic, educational, housing, health, and other needs for the betterment of Negro citizens of Kentucky." Both races are equally represented in the appointed membership of the Commission.

The executive order further stated that "the Commission shall provide its own necessary expenses and shall make its own organizations . . . appoint such committees and sub-committees as may be needed . . . that its jurisdiction shall provide its own necessary expenses and shall extend throughout the Commonwealth . . ." and all departments of the government were requested to cooperate fully with the commission.

During its first meeting, the Commission elected the following officers: J. M. Tydings, Chairman, William H. Perry, Jr., Co-chairman, and Robert E. Black, Secretary.

Committees on Education, Economics, Housing, and Social Welfare, Health, and Civil Affairs were appointed. Each of these recommended the members of their sub-committees. The membership of these committees, and sub-committees were selected on the basis of the connection of each member with professional organizations, or employment in the type of work related to the various committee assignments. Everyone served as a public spirited citizen, without compensation of any kind.

The Negro members of the Commission were requested to obtain from their respective professional organizations recommendations as to the problems which the Commission should study. It was decided that it was not practical for the Commission to attempt to compile a comprehensive report of all facts relating to the status of the Negro people of Kentucky. Therefore, only the most important problems were studied. The organization and the approach of the Commission to its work indicates that its chief objective is to be a channel through which the Negro people of Kentucky may work for improvement of their status as citizens of the Commonwealth.

The changes in the social and economic life of the nation, as affected by the end of the war economy, obviously indicates the need of a permanent state Commission on Negro Affairs. The reports of the Commission will be continually in need of revision to support an intelligent approach to the improvement of interracial relations.

The experience of the present Commission should prove valuable to the Governor and Legislature. In the first place, the Commis-

sioners, being busy men, do not have adequate time, and have had no funds for the travel essential to making studies. Clerical services were available only as could be spared by busy offices. It is therefore recommended that the Kentucky Commission on Negro Affairs be permanently established by an act of Legislation with an appropriation of not less than \$7,500.00 per year to be used for the employment of a full time Research Secretary and such clerical assistance as may be needed, and to defray traveling expenses. It is essential to continue the bi-racial organization of the Commission with a membership comprised of people actually engaged in education, health, social services, civil affairs, and associated in labor, management, and professional organizations. The services of the State Printing Department should be made available to the Commission for publishing its bulletins and reports.

Foreword

The Negro People: Any progress which the State of Kentucky shall make is dependent, not only on an intelligent use of its natural resources but primarily upon the quality of its human resources, and the full employment of the skills of every citizen.

The interdependence of peoples and government is practical democracy. The state's government is dependent upon a responsible citizenry, and every citizen is dependent upon a responsible government for "liberty and the pursuit of happiness."

Public taxation for public services is justified to the end that it enables each individual citizen to become an asset to life in our democracy. Therefore, equal opportunities for every citizen in every section of the State, and of every race and creed, is an essential public policy.

These self-evident truths and our democratic ideals admit the inclusion of ALL citizens in the services provided by the state. Therefore, equal opportunities are essential for Negro citizens in order that they may make their full contribution to the progress of Kentucky.

The spirit of Kentucky's motto: "United we stand and divided we fall," must be more honestly applied to race relations in our state and in America to make our democracy real and keep it from taking the road to revolution that so many other democracies have taken. It is essential to world peace that all races of men must learn to get along together. America has a great opportunity to demonstrate this for other nations. Kentucky can lead the way in the South.

Changing laws, applying efficiency and idealism is not enough. A lasting social and economic peace can only be built on moral foundations of honesty and unselfishness—where men of all races learn to work together through a common obedience to God and have a vision for their part in making their nation great.

The Negro Population: Fifty years from now there will be no Negroes in Kentucky, if the present rate of decline in the population ratio continues. Kentucky, once a "slave state," in 1890 had a

Negro population which was 50% greater than that of Missouri, Illinois, and Ohio combined. The number in any one of these states now far exceeds that of Kentucky. It has decreased from 14.4% of the State total in 1890 to 7.5% as shown by the 1940 U. S. Census.

Despite the fact that Kentucky is an agricultural state with 44% of her population residing on farms, Kentucky's Negroes are city and town dwellers. Over half are in the urban centers, a fourth in non-farm communities, and less than one-fifth live on farms.

The Problem: The sparsely settled and scattered Negro population in Kentucky and the traditional pattern of segregation for Negroes in schools and other public services has impoverished the services of the State to ALL its people. The second rate services which are provided Negroes, and in many instances the absence of any services at all, have impoverished the capacity of Negroes to serve the State. The high cost of segregation of Negro services is therefore a two-fold economic burden to the State.

The slave status of the Negro on the farm has changed only on the surface. The freedom of the Negro people is circumscribed by the vicious circle which discourages farm ownership and farm management opportunities for lack of adequate training in the science of agriculture.

The migration of Negro people from rural to urban centers in the "pursuit of happiness" and well-being they do not find in their present day rural life is at the root of all the problems of the Negro people. It is expensive and impractical to provide separate health, educational, welfare institutions, and other public services for the scattered few who remain on the farm.

Obviously, the need is for a more attractive and advantageous farm life for Negroes, as well as programs of aid for their adjustment and integration into city life. The removal of segregated barriers to the full enjoyment of the privileges and responsibilities of the democratic way of life is the greatest need of Negro people of Kentucky.

SECTION ON RECOMMENDATIONS

Recommendations of the Civil Affairs Committee

1. That the State Government require non-discriminations in state contracts and other public projects, with stipulation in bids also that Negro workers should constitute a proportion of skilled artisans on these projects.
2. The creation of a special commission, composed of members of the General Assembly, to develop anti-discrimination legislation for enactment during the forthcoming session of Legislature.
3. The enactment of appropriate legislation to repeal and abolish Kentucky's present "Jim Crow" laws on railroads operating in Kentucky.
4. The modification or repeal of the Day Law insofar as it relates to postgraduate education and in the professional schools by nullifying discriminatory practices which now deny Negroes educa-

tional opportunities which are provided within the State for other students. (See Section on Education)

Recommendations of Educational Committee

1. That aid for education be sought from the federal government in order to raise the level of educational opportunities within the State, and that the administration of such funds provide its fair apportionment to racial minorities, and that Negro personnel be employed in the distribution of such funds.
2. That, in order to stimulate improvement of conditions affecting Negro schools, all the schools of the county and independent school districts be accredited as a system of schools rather than separate schools.
3. That all differentials in teachers' salaries, due to race, or to subterfuges therefor, be eliminated immediately.
4. That the position of Assistant Supervisor of Negro Education, employing a Negro educator, be made permanent.
5. That adequate funds be provided for the expansion of West Kentucky Vocational School and Lincoln Institute as a more adequate boarding high school service for rural youth. That there be adopted the plan of centralized boarding high schools and/or consolidated schools for Negro high school pupils living in areas in which there is no high school service for them; and that such schools be located as near as possible to the homes of the pupils served; and that there be developed in each of these centers strong courses in agriculture and vocations.
6. That adequate funds for the physical development and equipment of West Kentucky Vocational Training School be provided, and that a strong program of vocational training be developed in it for the Western section of the State and at Lincoln Institute for the Eastern end of the State.
7. That there be appointed a Negro as member of the State Board of Education to interpret to that Board the special problems of Negro education.
8. That there be made available the funds necessary to provide educational opportunities equal to those provided at the University of Kentucky, at Kentucky State College, for Negro students in every area of instruction in which adequate enrollment can be expected, or may occur.
9. That the out-of-state scholarship plan be eliminated as soon as equality of educational opportunity exists within the State, but that during the remaining period of its operation, a maximum of \$350 per person per year, rather than the present \$175 be granted.
10. That any Negro qualified to pursue a course of instruction of graduate grade or on the professional level, which course is not available at the Kentucky State College, may pursue such course of instruction at any public educational institution in this State at which the course is offered. In such cases the provisions of K.R.S. 158.020 shall not apply.

Recommendations of the Committee on Economic Affairs

1. More technical training in schools for adults and within industries to develop skills of Negro workers.

2. Labor union officers should share with management the responsibility for obtaining white workers' approval of the employment of Negroes, and impart democratic standards and practices to the rank and file of their membership generally.

3. Employers are urged to give opportunities to Negroes from which custom has barred them: i.e., in sales personnel, on telephone switchboards, operators of street cars and busses, etc.

4. Inclusion of small farmers, tenant croppers and household workers of both races in provisions of the Social Security System.

5. Development of a system of written leases which include reimbursement for unexpended improvements of land and dwellings and acknowledgement of certain improved practices to stand in lieu of rent.

6. Rural housing improvement programs and community recreational activities for both races.

7. Acceptance of Negro farmers as members of farm organizations and cooperatives.

8. Legislative action necessary to designate Kentucky State College for Negroes as recipient of funds for agricultural education and experimentation received by the State from Federal sources, and provide such additional state funds as are necessary to support (1) a more adequate extension service and (2) an experimental substation and other facilities for organized research.

9. Broadening work among Negroes under Smith-Hughes vocational funds administered by the State Department of Education, including 4-H Club work.

10. A Household Workers' training institution which would become a center of education, information, and interpretation of proper standards to both employers and workers. Certificates of completion of courses from responsible institutions should guarantee competence and dependability of household workers and give such employment the dignity it deserves.

11. The inclusion of courses in business practices in Negro schools and adult instruction in centers where the Negro population justifies such preparation under the supervision of the State Department of Vocational Education.

Recommendations of Health Committee

1. An educational program to combat the lack of information regarding health laws, and that provisions be made for courses in health education in the state supported schools, to be taught by qualified personnel and that adequate provision be made for the development of a physical fitness program in these institutions.

2. In order that the State may attract more Negro doctors, provisions should be made for professional post-graduate and in-service training in all tax-supported institutions for physicians, dentists, and nurses within the State.

3. Favorable consideration for the employment of Negro physicians, nurses, social workers, inspectors and other appropriate Negro personnel by county boards of health where the Negro population justifies such employment.

4. That Negroes be appointed to the governing boards of the tuberculosis sanatoria.

5. Negro professional workers be employed in official or voluntary agencies where such employment would contribute materially in the solution of health problems vitally affecting the Negro race.

6. A subsidy of \$25,000 per year for the Red Cross Hospital, Louisville, Kentucky, in order that immediate provision may be made for establishing a training school for nurses, and for the care of out-of-county indigent Negro patients.

7. The establishment of infirmaries, with facilities for an out-patient clinic and in-patient hospital treatment at each of the state educational institutions for training licensed mid-wives, and to be used also as a center for services to Negroes in rural areas similar to the work of the Kentucky Frontier Nurses in the mountains.

Recommendations of the Committee on Housing and Welfare

1. A home for dependent Negro children separate from delinquent children that they may escape the stigma attached to their being together, said State institution being adjacent to and sharing in the use of psychiatrists and other personnel employed at the Kentucky Home School, Lyndon, Kentucky.

2. Public schools at the expense of the State and County should be provided for dependent and delinquent Negro children with standards comparable to other tax supported schools.

3. Trained Negro personnel should be employed in the welfare agencies throughout the State.

4. A training program for Negro inmates should be instituted in all the State penal institutions.

5. That a study of the legal aspects of restricted covenants in titles to real estate be made to determine what form of legislation may be necessary to eliminate such practices in Kentucky.

Education For Negroes

A Segregated School System: Kentucky maintains a segregated school system for Negroes. It is an expensive system which greatly retards the quality of service which Kentucky has to offer all the children in the Commonwealth. There is no doubt but that this factor contributes much to Kentucky's low rank educationally in comparison with other states of the nation.

Kentuckians are divided on the issue of segregated schools. They are against segregation as a badge of inferiority, and some believe that mixed schools would be a means for bettering race relations, others feel that mixed schools would involve humiliation for Negro pupils and would result in the discrimination in the employment of Negro teachers. W. E. B. Dubois, a Negro writer, sums up the matter very clearly: ". . . theoretically, the Negro needs neith-

er segregated schools nor mixed schools. What he needs is more education. . .”

Poor Facilities: A survey of Negro schools in Kentucky reveals that educational facilities for Negroes, particularly in the rural areas, are scandalously poor. There is a great need for new school buildings and equipment, for higher standards of Negro teachers, and an educational program adaptable to present day economic and social changes. Gunnar Myrdal, the author of “An American Dilemma,” in a chapter on Negro schools writes: “Negroes are going to work in new occupations within the next generation. What is needed is an education which makes the Negro child adaptable to and moveable in the American culture at large. . . he needs not to be specialized but to be changeable. . . and he needs it more than the white child, because life will be more difficult for him.”

Adult Education: Specialized training is needed mainly in adult education for the Negro field is almost totally neglected in Kentucky. Although the Negro is generally expected to work with his hands, nothing is done to develop in Negroes the skills with which to do a good job. The increasing migration of Negroes in Kentucky to urban centers, without training in urban-type occupations is perhaps the greatest single contributing factor to the so called “Negro Problem” of the cities.

Effective Leadership Needed: The admitted need is for a more effective Negro teacher leadership, and a quality of leadership which gives itself without counting the cost. Negro teachers do not receive the type of training which would make their leadership effective, particularly in the aspects of rural community life. In such cases where there is a qualified Negro leadership, it is frustrated because Negro teachers are employed by white boards of education and to allay friction and safeguard their employment as teachers, make compromises which are expedient but not always agreeable to the Negro community.

However low the present standards of Negro education in Kentucky, there is a general trend toward improvement and there is no reason for a defeatist attitude.

The future becomes brighter for Negro education and inequalities will disappear as all Kentuckians allow their consciences, and not their fears, to dictate public policies in education.

Problem of Sparse and Scattered Rural Negro Population: The education of the Negro population is a part of the program of general education within the state; however, (1) the dual system of education required by law, (2) the decreasing number of Negroes and (3) their scattered locations give rise to special problems.

Almost one-fourth of the Negroes now in Kentucky live in Louisville and Jefferson County. The remainder, scattered throughout 119 counties, are more or less concentrated in the Inner Blue Grass Region and in the middle portion of the western neck of the state. Over two-thirds of the colored population lives in twenty-seven counties. The land area of these counties is but one-fourth of

the area of the state. For the one-third scattered thinly over the rest of the state, there are critical problems concerning adequate facilities for school and other social services.

Migration From Farms: During the last few years there has been a decrease in the acreage owned by Negroes due largely to the lack of interest in the farm on the part of heirs of old land owners who were attracted to urban centers and because of the need for more training and the development of skills in farming which would make it a more profitable business. This need for the proper training of skilled scientific farmers has not been met, because of the lack of finance on the part of individuals to attend schools and training centers outside the state where the proper training and techniques could be experienced and learned, and because of the inadequacy of many of the Negro institutions which are attempting to offer such training and create such experiences. The failure of these institutions to meet adequately the need is due not to their administrators but because funds contributed by the state and national governments are not distributed equitably.

The following factors seem responsible for the rapid decrease in the size of Kentucky's rural Negro population.

1. Lack of finance to carry out a comprehensive state wide extension program. The only extension services available to Negro farmers is offered by the University of Kentucky and not by the Kentucky State College for Negroes. Negroes are not admitted to the use of the University's experiment station. There is one Negro supervisor who employs two Negro farm agents, one serves Todd and Logan Counties and one is located in Warren County. There are two home demonstration agents, one serving Hickman and Fulton County and one serving Christian County. During the war, three food conservation agents were employed. They serve Jessamine, Fayette, Madison, Franklin, Scott, Shelby, and Daviess Counties.

2. Lack of agricultural leadership in many counties.

3. Lack of organizations through which agricultural information might be disseminated. The encouragement of Negro youth to participate in 4-H Club work is almost totally lacking; of 2,807 boys in high schools, (Negro boys) 210 are receiving agriculture training, and most of these boys do not live on farms. They have neither land or livestock for practical projects.

4. Passing of the traditional Negro fair, which afforded an opportunity for Negroes to exhibit their products.

5. Consolidation of high schools in the county with independent districts without giving due consideration to the economic needs of rural youth.

6. The general lack of appreciation of the value of land and the desire for independence. During the past two decades, the total worth of farms operated by Negroes has reduced from \$36,072,178 in 1920 to \$9,876,638 in 1940. This is a great economic loss to the Negroes, and is the result of a lack of confidence

in security on the farm, and a desire to exchange farm tenantry slavery for the more attractive urban centers.

7. A lack of training in cooperative buying and selling. Negroes are not generally admitted to participation in Farm Bureau Cooperatives, a very practical source of education on the newest farm practices, as well as of financial advantage to the farmer.

The loss of land involves the loss of the rural school, the rural church, and individual freedom. In a segregated school system it is now almost impossible to provide equal educational opportunities for the scattered rural Negro youth of Kentucky.

Elementary Schools

Population Problem: In 1944-45 there were 25,962 Negro children enrolled in the elementary schools of Kentucky. There are some significant facts that should be borne in mind with regard to this enrollment. Ten counties enrolled 47 per cent of the Negro elementary school pupils of the state. In twenty (20) counties there were 62.5 per cent of the Negro elementary school pupils in the state.

Thirty per cent of the Negro elementary school pupils were in three counties—Jefferson, Christian, and Fayette. Twelve counties of the state reported that there were no Negro elementary school pupils enrolled. Forty-three counties reported fewer than fifty pupils per county and only 7.7 per cent of all the Negro elementary school pupils of the state were enrolled in one-half of the counties with the lowest enrollment. Five counties had fewer than ten pupils each enrolled in the elementary schools. This plainly shows that the Negro families are living in a few centers of the state. This condition makes the education of the Negro somewhat complicated, particularly in those counties in which Negro populations are scattered.

Attendance Record: Ten thousand Negro children of school age failed to enroll in any of the public schools of the state during the year 1942-43. Four thousand Negro pupils dropped out of school before the close of the term and did not return to or enter another school during the year. Only 60 per cent of the Negro children in the first grade and 76 per cent in the second grade completed the year's work. In the year 1942-43, thirty-six (36) out of every hundred Negro children who had entered the first grade seven years before were graduated into the eighth grade, while at the same time thirty-three (33) out of every hundred white children who had entered the first grade seven years before were graduated into the eighth grade.

Theoretically, continuation of the tendency of the Negro population to move to urban centers might help to simplify somewhat the educational program of the Negroes within the state, but it creates the possibility of serious social and economic problems, because of the congestion of a large number of Negroes in restricted areas.

Comparisons: The percentage of Negro pupils in the elementary schools compared to Negro population is almost identical with the percentage of the white children in schools compared to the white population. Studies by the State Department of Education reveal that the length of the school term for elementary pupils of both races is approximately the same; that the training of teachers for Negro elementary schools as compared with white elementary schools is about the same; that the percentage of Negro pupils passing from one grade to another in the elementary school is almost identical with the percentage of white children passing from one grade to another in the elementary schools of the state. There is a difference in the value of school equipment and school houses for Negro and white pupils. The white pupils enjoy a distinct advantage in this one respect. (Contrast) the typical elementary school for Negro pupils is a poorly constructed frame building, poorly located, reached by dirt roads which make approach difficult during rainy weather. Frequently, principals and teachers serve as their own janitors. Commonly, one teacher teaches several or all grades.

The arguments that are now advanced for the improvement of educational opportunities for white children in the state can be very well applied to the Negro schools. We are not providing the type of education for Negro and white children that is best calculated to guarantee a happier citizenship in the future.

Secondary Schools

Lack of Pupils For Rating: There are in Kentucky sixty-seven (67) Negro high schools, including three on the junior high school level. During the school year 1944-45, there were in them 465 teachers and 8,450 pupils. The sixty-seven (67) schools were rated as follows: "A" (Emergency)—5; "B"—13; "B" (Emergency)—22; "B" (Temporary)—4; six schools with the tenth grade were given an emergency rating; the five remaining schools were given an approved rating. Schools given emergency ratings lacked sufficient pupils to qualify fully; those rated "Temporary" can be brought up to an acceptable standard; those rated "B-Emergency" must be brought up to a much higher standard before they can be accredited. Obviously, lack of enough pupils to meet standard requirements is the principal factor in the poor rating of high schools for Negro pupils.

Mr. L. N. Taylor, State Supervisor of Negro Education for over a quarter of a century, stated in 1940-41: "Only thirteen of our 120 county school districts have pupils enough to maintain the lowest class of four year high school. Only forty-one of our counties, city and rural together, have enough for a four year high school on other than emergency substandard basis.

This is true even if given perfect cooperation of city and county districts and transportation of all rural high school pupils. And of these forty-one, only sixteen can hope to qualify for class "A." This leaves seventy-nine counties, no one of which has colored pupils enough available in its elementary schools to recruit and maintain a four year high school up to minimum class "B" high

school standards. With substandard short term elementary schools in some of our counties and want of adequate transportation to high schools, even more counties must fail to qualify. Beside this, the colored school population continues to reduce in rural areas."

It is significant that there were high schools for Negroes in only sixty-two of Kentucky's 120 counties. Thirty-one per cent of all the Negro high school pupils of the state are enrolled in the following ten counties: Jefferson, Fayette, Harlan, McCracken, Christian, Daviess, Hopkins, Simpson, Warren and Madison.

Scattered Distribution of Negro High School Pupils

As an illustration of the paucity of Negro population in certain sections of the state we find 20 counties with but 79 Negro pupils. As a comparison in Negro high schools we find 7 pupils in McLean County to 2,671 in Jefferson County. As an indication of the scattered distribution of Negro high school pupils, 80 counties report a total enrollment of 1,727 Negro pupils and 58 counties have no high schools for Negro pupils within their borders.

A Limited Curriculum: The curricula in the Negro high schools are limited and the opportunities afforded Negro pupils in the high schools are not on a par with the opportunities afforded white pupils in the state, and Negro and white pupils in Kentucky do not share as rich educational opportunities as their brothers in other states around them.

For example, Mr. L. N. Taylor described the high school offerings for Negroes in Home Economics as follows:

"One field of training is an exception to this rule. That is Home Economics. Of the 4,060 girls in grades 9-12 this year (1942-43), 2,436, exactly sixty (60) per cent, are being given training in this field. Yet it will have to be admitted that in some of the schools this service is characterized by inadequacy of equipment, absence of supplies, want of curriculum, and resultant casting about for something to do to keep up appearances."

Curricular Offerings: It is axiomatic that the curriculum offerings in the many small Negro high schools of Kentucky are so limited that no adequate program of secondary education can be provided for Negro pupils. In many districts, courses like typing, shorthand, and various vocations available to white students in their home towns, are not available to Negro students in their home towns. The limited number of vocational courses taught in Negro high schools utilize inadequate equipment and facilities. Science courses for the most part, are taught with little or no laboratory facilities being provided. Agricultural training is limited, and more theoretical than practical. Library facilities are inferior in the Negro schools

Logical Consequence of Small Enrollments: These limitations on curricula offerings are a logical consequence of the small high school enrollments. The roots of the condition are in the legal requirements that necessitate a special educational set-up for Negro

pupils. The State has the obligation to provide for equality of educational opportunity. It is advisable that there be made a careful analysis of the curriculum offering in Negro high schools to determine to what extent they are helping the Negro to meet the very serious, social, moral and intellectual problems he faces. Such a study should take into consideration immediate needs, assured future needs, and provide for training in new fields in which the Negroes show interest.

(To be continued in next issue)

LINCOLN KEY AWARD PLANNED

Award of the Lincoln Key, annually presented by Lincoln Institute to the individual of the state who, during the year, is considered to have made the most outstanding contribution to educational progress within the state, will be made during the April K.N.E.A. Convention. Interest centers on this event, which is looked forward to as a high honor. No award was made last year, due to wartime limitations on the meeting. The 1944 award was made to retiring supervisor of Negro Education, L. N. Taylor, who was closing a quarter of a century of sincere and constructive work at that post.

K. N. E. A. ANNUAL SESSION

Louisville, April 10-13, 1946

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KULLINGS

Prof. M. J. Strong, on military leave of absence from principalship of Dunham High School, Campbellsville, is completing work on his Master's degree at the University of Cincinnati, after having spent thirty months in the U. S. Navy, in the Pacific area. Mr. Strong is conducting a special home economics exhibit planned for the April Convention.

* * * * *

The October, 1945 issue of the Negro History Bulletin contains an article, "We Went to Camp This Summer," which describes a project developed largely through the leadership of Mrs. Lucy Harth Smith, who directed raising of the funds necessary for its establishment. Mrs. Theda Van Lowe was secretary of the organization. A camp was conducted last summer for an eight weeks period at a site near Lexington. Eighty children were entertained.

* * * * *

The United States Office of Education has published a 71 page pamphlet, "Post War Education of Negroes," which presents the educational implications of army data and experience with Negro veterans and war workers. It summarizes the report of a conference sponsored by the U. S. Office of Education, and was printed through a grant by the Julius Rosenwald Fund. Copies may be secured from the Office of Education, Washington 25, D. C.

* * * * *

Mrs. Lucy Harth Smith attended the meeting of the Education Policies Commission of the N. E.

A., held at Peabody College, Nashville, on January 11, at which were discussed reports from the London, England, meeting. The overseas conference had considered the part education may play in international relationships.

* * * * *

Resolutions adopted by the Conference of Deans of Southern Graduate Schools, based on the findings of five regional meetings, held during 1945, and attended by deans of southern white and Negro colleges, are presented in a recently issued publication. The resolutions recognized the inadequacy of graduate programs now offered Negroes in the south, and the great improvements made in recent years, urged that compensation for Negro instructors be made the equivalent of that for white instructors of equal attainments as measured on the basis of preparation and actual competence; favored out-of-state scholarship aid as a temporary expedient, and the development of strong regional graduate schools. They commended the quality of educational leadership evidenced by the Negro educators who attended the meetings, urged the securing of more factual material, and the working out of some plan of accreditation of graduate work. The resolutions suggested that important progress can now be made on the foundation of mutual acquaintance and respect which the meetings made possible.

The annual better speech contest, initiated the Blue Grass Principals Conference, was held in Stanford, Kentucky, in December. Prof. Chenault, local prin-

cipal, and Miss Alice Samuels, of Mayo-Underwood High School, Frankfort, sponsor of the activity, gave successful direction to the contest.

K. N. E. A. HONOR ROLL

The following school units have enrolled in the Association 100% since the last issue of the Journal.

County or Independent District	Superintendent or Principal
Ballard County	V. W. Wallis
Benham High	J. A. Matthews
Boone County	Wallace E. Strader
Central High School	A. S. Wilson
Dunham High, Jenkins	G. W. Parks
Fayette County	D. Y. Dunn
Green Hill School (Lee County)	
Harlan County	J. A. Matthews
Hickman High	Dentis McDaniel
Lincoln High and Elementary	E. W. Whiteside
Nelson County	
S. C. Taylor, Louisville	J. Bryant Cooper
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Warren County	Everett Witt
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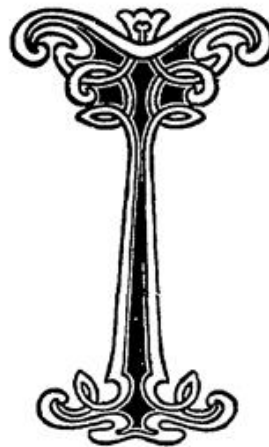
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Miss Callie Green, Carter County, Kentucky.
Mrs. L. E. Embry, Green Hill, Lee County, Kentucky.
Prof. Wallace E. Strader, Burlington, Kentucky.
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Mrs. Jewell Barnett, Greensburg, Kentucky.
Mrs. Florida Blackburn, Greensburg, Kentucky.
Miss Anna D. Calhoun, Greensburg, Kentucky.
Mrs. Ada Conley, Greensburg, Kentucky.
Mrs. Letty Curry, Greensburg, Kentucky.
Mrs. Edna Goldar, Greensburg, Kentucky.
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