

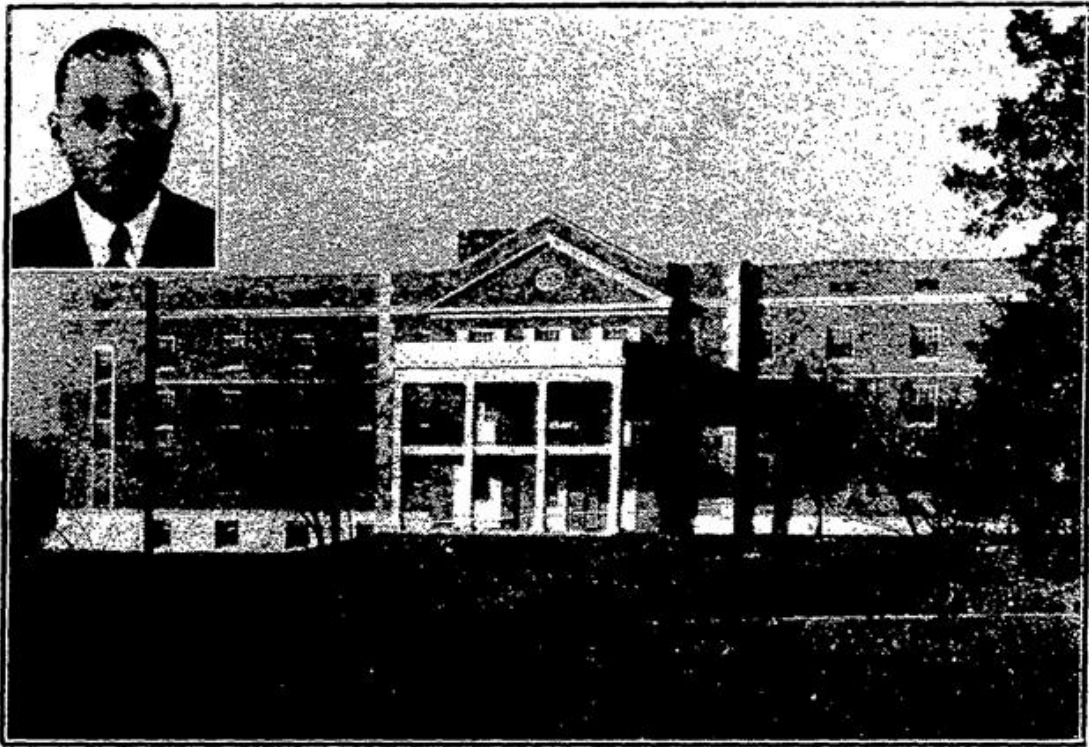


Volume X

January-February 1940

No. 2

HISTORICAL SURVEY NUMBER



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The K. N. E. A. Journal

Official Organ of the Kentucky Negro Education Association

Vol. X

January-February, 1940

No. 2

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4. The privilege of voting and participating in the business affairs of the Association.
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R. B. ATWOOD, President

Editorial Comment

GLANCING BACKWARD AND LOOKING FORWARD

This issue of the K. N. E. A. Journal reviews the history of the Negro in Kentucky, particularly in the field of education. The editor of the Journal dedicates this issue of the Journal to those Negro leaders in Kentucky who have contributed to the unusual progress made by the Negroes in Kentucky.

Pres. R. B. Atwood of Kentucky State College has reviewed the legislative enactments of the Kentucky General Assembly as they pertain to the education of the Negro. It is to be noted in this article that gradually the white population of Kentucky has come to recognize the obligation to the Negro as a citizen of the community. Kentucky now leads the southern states in providing educational facilities for its colored children and recently has gone on record as recognizing its obligation to provide equal educational opportunities for every Kentucky child regardless of race or creed.

Prof. G. W. Jackson of Louisville has given a historical sketch of the Negro in Kentucky along lines other than in the field of education. He has pointed out their progress in business, in civic life, in the field of religion, and along many other lines. His article indicates that the Negro has made rapid progress in every phase of Kentucky life and that moreover, he has contributed nationally to the fame of Kentucky.

An article by J. W. Dobbs, "The Negro in America," reviews the history of the Negro in the United States and vividly outlines their progress. Concluding, he points out that the Negro today only seeks mainly those rights which are guaranteed him as a citizen by the Constitution of the United States.

Other poems, editorials and articles in this issue of the Journal help to emphasize the present tendency on the part of the white population in Kentucky and elsewhere to give to the Negro child and to the Negro teacher those opportunities which rightfully belong to them. We pause to glance backward at the progress which we have made, but take pride, renewed energy, enthusiasm and optimism as we look forward to the future. We rejoice that America in this time of world strife is at home as well as abroad bringing into a fuller realization the fact that democracy means "a government of the people, for the people, and by the people," a government in which each citizen has an equal opportunity to develop his talents and ability.

SUPERINTENDENT L. C. CURRY

Recently, there appeared in the retogravure section of the Louisville Courier-Journal an account of the public school system at Bowling Green. Among the pictures which appeared was that of Superintendent L. C. Curry and the paragraph following:

"Mainspring of the Park City school organization is L. C. Curry, superintendent, who maintains contact with teachers as well as principals. The system pays Negro teachers at the same rate as white teachers. New construction has been without Federal aid, the treasury has plenty of cash for current expenses, educational standards have been raised by added laboratory equipment. With it all Bowling Green's \$1.10 school tax rate is the lowest for any Kentucky city of the third class, 23 cents below the average rate."

Pursuant to this the K. N. E. A. wishes to congratulate Superintendent Curry and the Board of Education of Bowling Green for this splendid report. Elsewhere in the Journal is a report concerning the public schools of Bowling Green under the title, "Superintendent Sponsors Democratic Ideals."

EQUAL SALARIES

In the Louisville Times of November 24, there appeared the following editorial under the caption, "Equal Qualifications Deserve Equal Pay Regardless of Teachers' Color."

"The Maryland case will revive discussion of equal pay for teachers of equal qualifications in Louisville public schools.

It cannot be maintained that Negro school children must be prepared for their tussle for bread and meat under teachers inferior to those under whom white children are prepared, when taxpayers foot both bills.

Therefore it is the duty of school authorities to procure competent Negro teachers.

No law can successfully direct a school government to deal justly as between teachers of two colors if qualifications of individuals are decided and declared arbitrarily.

The best basis of decision as to qualifications is the preparedness record of the individual.

Undoubtedly two teachers equally prepared so far as education is concerned might be widely different in capacity.

That would not be true of 100 Negro teachers and 100 white teachers.

Negroes as well educated as whites, and accepted as teachers, are entitled to pay, in public schools upon a basis of preparation, if that rule applies to white teachers, without discrimination as to color, and without subterfuge."

THE PROPOSED K. N. E. A. MEMBERSHIP FEE

Recently, President S. L. Barker and the secretary-treasurer of the K. N. E. A. had a conference relative to the financial status of the K. N. E. A. It was decided that the teachers of Kentucky be allowed to vote on an amendment to raise the membership fee from \$1.00 to \$1.50. This fee is similar to that of the K. E. A. and realizing that we are seeking equal educational opportunities and equality of opportunity in general, it is logical that we assume the same obligation as other teachers in Kentucky. Moreover, the increasing demands made upon the treasury to finance departmental programs of the K. N. E. A. and to increase the number of K. N. E. A. Journals each year would make imperative the increasing of the membership fee. Our financial record indicates for the year ending 1939 that the K. N. E. A. received \$1,456.00 in membership fees and had expenditures totaling \$2,242.32. This expenditure was made possible mainly by entertainments sponsored by the secretary-treasurer to make extra money for the organization. The K. N. E. A. should get on a safe basis through its membership fees and the only solution lies in the increased membership fee.

The president of the K. N. E. A. and directors on December 16, 1939, decided that it would be a good idea if school officials would ask their teachers to volunteer to pay a \$1.50 membership fee for this year. We realize that this matter must be voted on officially at the next K. N. E. A. convention, but we are thinking that there might be some teachers who are interested enough to volunteer an extra fifty cents to help the association. These teachers would receive an enrollment card designated "Honor Member," and the names of such teachers would appear in our next Annual Proceedings. This extra donation is, of course, optional to teachers, but we wish that it would be stressed in order that we might be able to carry on some of the activities that have been planned. For example the K. N. E. A. voted last year to raise \$5,000.00 for the purpose of removing inequalities in the education of Negro and white children in Kentucky.

We hope that teachers will come to the next annual meeting prepared to amend the constitution so that the membership fee might be an official one for 1940-41.

Under any circumstances principals and school officials are urged to send in their membership fees as soon as possible. Our honor roll indicates the schools that have already enrolled up to this time. It is hoped that we shall exceed our membership of 1939 and that no less than 1,600 teachers will enroll in the 1939-40 convention.

No colored teacher in Kentucky should fail to have a membership in the Kentucky Negro Education Association.

KNOXVILLE JOINS BOWLING GREEN

In the December 14th, 1939, issue of the Louisville Times there appeared the following article:

Knoxville today was believed to be the first city in Dixie to pay Negro school teachers the same salary as white instructors for the same work.

Negro teachers will draw salaries equal to those of white teachers where they show equal preparation effective as of December 1. The city school board adopted unanimously a resolution to this effect after hearing a petition from the Negro Teachers' League for Equalization. The petition had been presented repeatedly for several years.

Negro teachers' pay had been approximately 10 per cent lower than white teachers."

OUR FRONT COVER PAGE

The new dormitory for women at the Kentucky State College was completed on schedule in December of this year at a cost of \$105,504. This was the first of the three buildings under construction on the campus to be finished. The others are a power plant to accommodate the increased number of buildings and a dining hall and kitchen to take care of the increased enrollment of the last few years. The building program was financed by the Public Works Administration, the sale of bonds, and appropriations of the state legislature, and will be completed during the first half of 1940.

When furnished the new dormitory will provide accommodations for approximately 94 students and an apartment for the faculty director. Absolutely fireproof throughout, the structure has every modern convenience for the health, comfort, and social education of the residents.

On the first floor is a foyer running from the front to the rear of the building and providing from the large bay windows at the rear a view of the city of Frankfort. The lounge doors at the back of the building open on a convenient concrete patio which will be provided with porch furniture where the girls may sit in the afternoon sun away from the campus road which runs in front of the building. Adjoining the lounge is the serving room and a modern kitchen for the convenience of the residents of the dormitory when entertaining and where meals for patients in the infirmary may be prepared.

A private lounge opening upon a sun deck enclosed by an ornamental iron railing is located on the second floor. Off of this lounge a reading room has been included to encourage study. Also on this floor for the convenience of the residents are the pressing

and drying room and the beauty parlor. The former is provided with six electrical outlets and hot and cold water, while the latter is already equipped with two of the latest type of hairdryers and shampoo facilities.

On the third floor there is located a six-bed infirmary equipped with individual bed lights and signals for the nurse in charge, private bath for patients, and an adjoining room for the nurse. Patients from the infirmary may take advantage of the porch roof to obtain the benefit of the sun's rays shielded from observation from below by the concrete wall surrounding the roof. A dimming arrangement on the lights makes it possible to adjust them to the desirable intensity in various parts of the infirmary.

The student rooms are designed to accommodate two occupants have composition tile floors, two closets, one window, and electrical baseboard outlets besides an attractive diffused lighting feature. The walls are white with cream woodwork and dark brown stained doors with safety-catch locks. The same color scheme is used in the halls and lounges except that the floors are terrazzo instead of composition.

On each floor of the building are lavatory facilities, both tubs and showers, and accommodations for light laundry work all finished with beige tile walls and terrazzo floors. Other features of the dormitory are: a large club room with composition block tile floor and a storage room in the basement, ice water in the drinking fountains on all floors the year around, and an automatic elevator connecting all floors.

The new dormitory to be seen from U. S. highway 60 rising impressively above the lower campus is a definite contribution to the beauty of the college environment.

THE AMERICAN TEACHERS' ASSOCIATION

The new Executive Secretary of the American Teachers' Association is Pres. H. Council Trenholm of the Alabama State Teachers' College at Montgomery, Alabama. This association is undergoing a reorganization and plans are being made to continue the publication of the bulletin—the official organ of that association. The membership fee has been reduced from \$1.50 to \$1.00 per year in order that more teachers may participate in the national problems of teachers in the Colored Schools.

The K. N. E. A. has continuously affiliated with this organization, and again this year pledges its support. To this end Executive Secretary Trenholm has been invited to be guest speaker on Friday, April 19th, at the General Session. Immediately after this session an opportunity will be given our Kentucky teachers to enroll in the American Teachers' Association. The 37th Annual Meeting is in Pine Bluff, Arkansas July 23-26, 1940.

Pres. Barker seeks the cooperation of all Colored Teachers in Kentucky for the American Teachers' Association.

Financing Schools For Negro Children From State School Funds In Kentucky

R. B. Atwood

Viewed from the standpoint of the long continued reluctance of public authorities in Kentucky to provide free public schools for white children of the state, the progress that has been made and the financial support that has been given to public schools for Negroes in Kentucky is little short of remarkable. For years little or no thought was given to the idea of public state support for schools. The early pioneers in Kentucky saw little need to transfer their churches and schools as established institutions to their new homes. Consequently the little formal education undertaken was done under private auspices together with some few sporadic efforts to establish public schools supported by the counties.¹ This latter effort proved to be ineffective and education in the state early came to be regarded as a private responsibility and no concern of the Commonwealth.² Kentucky's first constitution was accordingly innocent of any provision for state support of public education. The ideal of free schools was slow to develop and nearly a half century would pass in which several futile and abortive attempts would be made to establish a

public system of schools only to be frustrated before any definite state action was taken.³

At long last on February 16, 1838, greatly stimulated by an unexpected grant to the state of well over a million dollars from the undivided surplus in the federal treasury, the legislature established what passed as a common school system. The old antipathy towards public education was not yet dead, however, as was evidenced by the fact that the legislature, pressed by the panic of 1837, used part of the money originally intended for the schools for other purposes. There followed a period of stress and strain for the newly established school system during which the legislature was especially niggardly in its support of the schools. The system languished and struggled with feeble life and doubtful success until it was rescued by the untiring efforts of Robert J. Breckinridge who came to the state superintendency in 1847. It was during the six years of his administration that the system was fully established and state taxation for school purposes was initiated, thus making the schools actually free.⁴ Much of the progress that was now made would be lost

¹Thomas D. Clark, "A History of Kentucky." New York: Prentice-Hall, 1937, pp. 305-306.

²Ellwood P. Cubberly, "Public Education in the United States." Boston: Houghton Mifflin, 1934, pp. 22-23.

³Barksdale Hamlett, "History of Education in Kentucky." Frankfort, Kentucky: Department of Education, 1853, p. 8.

⁴Robert J. Breckinridge, "Superintendent's Report." Frankfort, Kentucky: Department of Education 1850 p. 3.

during the Civil War and it may be said that at the end of that struggle, though legal provisions had been made for public instruction of white children, in reality the school system in so far as it was public was little more than a name.

First State Efforts to Educate The Negroes

Against this background of general public indifference to the support of education by the state even for white children until after the Civil War one can best and most fully appreciate what has been done in Kentucky since the war to educate Negroes. Previous to the liberation of the Negroes in the state none of the public efforts at education were extended to the Negroes as it had not been considered good policy to provide for their education. Here and there a few kind-hearted masters or more often mistresses had given permission for private instruction for their Negroes and an occasional free Negro acquired an education by one means or another. These cases, however, were highly exceptional. Only after the Thirteenth Amendment had been added to the Constitution of the United States freeing the Negroes in Kentucky was any consideration given to the question of establishing schools for Negro children. The number of colored school children in the state at this time has been estimated to have been about 40,000.

They did not have to wait long before the legislature undertook to do something for them. The Thirteenth Amendment went into effect on December 18, 1865, and in the following February the legislature made its first attempt to provide schools for colored children. On February 16, 1866, the legislature passed a law providing that all taxes derived from a five cents levy on property of Negroes and Mulattoes be set aside to be divided equally for taking care of Negro paupers and the education of Negro children. The funds provided by the collection of taxes for a people so recently freed from slavery and having title to very little property would necessarily be very meager. The amount collected for the first year was \$5,656.01, only one-half of which could be used for the benefit of schools, the other half being set aside for the support of colored paupers. The state per capita for each colored child was six cents while that for the white child was for the same year eighty cents.⁵

The law of 1866 was permitted to operate only one year before it was completely repealed and replaced with another enacted on March 9, 1867. In addition to the property tax the new law levied a capitation tax of two dollars on every male Negro over the age of eighteen and provided that the entire sum be used for schools and paupers.⁶ An essential difference, however, was that the new

⁵Daniel Stevenson, "Superintendent's Report." Frankfort, Kentucky; Department of Education, 1866, pp. 15-23.

⁶"Acts of Kentucky General Assembly." Frankfort, Kentucky: Secretary of State, 1867, pp. 95-96.

law provided for education first and that the residue be put in the pauper fund. In the very next year this law was so changed as to destroy all possibility of any appreciable amount of state aid being given to Negro schools. The new law provided that no part of the funds authorized to be raised for the benefit of Negroes and Mulattoes should be applied to school purposes except whatever excess there might be after providing for the Negro paupers in each county.⁷ It further provided that the money already collected under the act of 1867 be spent in accordance with this amending provision. This amendment had the effect of almost completely nullifying the development of colored schools, so far as state action was concerned, for in most counties there was no money left for education after the needs of paupers were served. This was certainly the case in Franklin county and may be assumed to have been equally true in most of the other counties of the state as there must have been large numbers of paupers among the newly emancipated Negroes.⁸ It must be remembered that the institution of slavery did not develop initiative and independence among the Negroes, but rather the opposites, dependence and the lack of initiative. There is some evidence

to show that the pauper provision in the law encouraged idleness and knowing that the money would not go to their schools colored people used every subterfuge to dodge paying the tax.⁹ Moreover, the law was not mandatory.

Summarizing the situation after the passage of the law of 1867 and the amendment of 1868 we discern a school system with practically no promise for the future. In the first place no money was left for education after paupers were cared for; colored people used every subterfuge to avoid paying the tax; idleness among Negroes tended to grow to large proportions in counties where the pauper fund was liberally administered; and the law failed to make obligatory that the trustees establish schools for colored children. In 1870 the legislature repealed all these acts and levied upon Negroes the same taxes as upon white people, and made no provisions for colored schools.

Thus after five years of freedom, each effort of the state toward providing schools for Negroes had met with defeat. In each attempt the state had followed the policy that Negro citizens should support their own schools, and what was more, care for their own paupers. Each attempt had failed miserably to accomplish the desired goal.

⁷"Ibid.," 1868, p. 4.

⁸Z. F. Smith, "Superintendent's Report," Frankfort, Kentucky: Department of Education, 1869, pp. 71-72.

⁹"Ibid.," pp. 69-73.

Nothing more of any significance in regard to colored schools was done until 1874 under the administration of Superintendent H. A. M. Henderson. According to all available records which the writer has been able to examine no state provisions for schools were made for colored children between the years 1870 and 1874. Henderson had very definite ideas on the whole problem of state support for Negro schools; he would (1) provide schools for Negro children so that the Negro may learn to vote intelligently; (2) keep the schools separate; and (3) let Negroes finance their own schools by taxing them and using all their taxes for support of their schools. This plan, fallacious as it was, was adopted in the law of 1874.¹⁰

This law established a uniform system of common schools for colored children of the commonwealth. It set up a colored school fund which consisted of a tax of forty-five cents on each one hundred dollars in value of taxable property owned or held by colored peo-

ple, a capitation tax of one dollar on each colored male over twenty-one years of age, all taxes levied on dogs owned by colored people, all state taxes on deeds, suits or any license fees collected from colored persons, all fines, penalties or forfeitures imposed upon and collected from colored people, and all gifts or grants from any source whatsoever. Provision was made for three colored trustees to each school district, appointed by the county commissioner. Authority was given to the county commissioners to certify teachers and to the state superintendent the power to organize separate county institutes and a state teachers' association. In the State Board of Education was vested the control of the whole system. The entire set-up, with the exception of financial provisions was the same as that for the white school system.

Table I has been constructed to show the general effectiveness of the separate school system during the period in which it operated 1874-1882. A study

TABLE I.
Pupil Census, State Revenue and State Per Capita For White and Colored Children 1874-1882 Inclusive*

Year	—Children—		—State Revenue—		—State Per Capita—	
	White	Colored	White	Colored	White	Colored
1874-75	437,100	37,414	\$ 861,755	\$18,789	\$1.90	\$0.50
1875-76	448,142	50,602	1,057,513	32,976	1.90	.30
1876-77	459,395	53,126	960,640	50,737	1.90	.55
1877-78	407,323	59,839	826,427	48,913	1.65	.52
1878-79	476,807	62,837	805,976	49,670	1.60	.50
1879-80	478,554	66,564	690,400	49,770	1.25	.48
1880-81	483,404	70,234	853,112	45,471	1.45	.58
1881-82	488,815	74,432	721,787	26,007	1.40	.50

*Data obtained from State Superintendent's Reports.

¹⁰"Acts of Kentucky General Assembly." Frankfort, Kentucky Secretary of State, 1873-74, p. 63.

of the data presented in this table reveals that the amount of money which the state's colored school system was able to make available to each colored child over the eight year period, 1874-1882, ranged from \$0.30 to \$0.58, while the amount made available for each white child ranged from \$1.25 to \$1.90. The colored system during the first fifteen years of its existence compares favorably with the white system during the first fifteen years of its existence that is, the period from 1838 to 1852, but falls far short of reaching the white system during the period under consideration, namely 1874-1882.

It is remarkable, however, how rapidly schools for colored children were established under the impetus of the law of 1874. By the close of the first year after the law became effective, 452 districts in 93 counties reported schools, and in 1882, 844 districts in 110 counties had established schools. Evidence is available to show that these schools received aid from private sources and from tuition fees to supplement the funds made available from the state and local districts from public funds.

The colored people themselves always showed a keen interest in the development of their schools and this was especially true after the enactment of the law of 1874. Over and over they expressed their desire to the state school authorities through the medium of their developing press and through well written resolutions passed in their var-

ious meetings. During the month of August, 1876 Superintendent Henderson called in Frankfort a convention of colored teachers and trustees. Thus a permanent State Association of Colored Teachers was organized. This organization working with those persons in the State who were interested in the improvement of the schools for Negroes, would see the fruits of its efforts to improve the colored school system when the law of 1882 was enacted. This law merged the white and colored systems and the state per capita for the colored child was raised immediately from \$0.48 to \$1.65. Moreover, a law of April 24, 1883, provided for the submission to the voters of the state the proposition to repeal the entire law of 1874 establishing a colored school system and to levy an additional tax of two cents for school purposes and to make the per capita and school age for white and colored the same. The proposition received the approval of the people, and in 1891, a period of twenty-five years, the idea of financing schools for colored children from the general state school fund had so taken a hold upon the minds of the people that they adopted it as a policy and incorporated it into the constitutional laws.

Present Status of Negro Education in Kentucky

While much progress has been made in our educational system under our last constitution, equality of educational opportunity is not yet realized by Negroes in Kentucky.¹¹ There

¹¹An enlightening account of this subject is Leonard M. Meece's "Negro Education in Kentucky," in "Bureau of School Service." Lexington, Kentucky University of Kentucky, March, 1938, Vol. X, No. 3.

are yet many unjust discriminations against the race in the face of provisions to the contrary incorporated in the state's constitution forty-seven years ago. Local school boards receive from the state the same per capita fund for a Negro and a white child, but there is no provision requiring this money to be expended in the same manner. Nor does the state law seem to control the manner in which strictly local school funds are expended and in the state the local funds constitute the major portion of school monies. Traditional practices are frequently at variance with the democratic policy set up by the constitution.

Progress toward equality has continued to be made and when the status of Negro education in Kentucky is compared to that of other southern states, it appears that Kentucky may be justly proud.

It should be stated here that the Negro child is not alone in being denied equal advantages for schooling at public expense in Kentucky.¹² Thousands of white children residing in the poorer school districts are suffering to an extent comparable to that of Negro children. This is due to the poverty of some districts and to the people's unwillingness thus far to amend the constitution or inability to enact an equalization law that circumvents provisions of the constitution providing that state school funds be prorated to the districts on the pupil census

basis. The drive to eliminate these inequalities continued to be waged in nearly every biennial session of the legislature, and instances of some progress can be cited so far as the Negro is concerned.

The Law of 1936

Enactment of a law by the legislature in 1936,¹³ requiring independent school districts to provide schools for Negroes as well as for whites, removed what many educators felt to be the last legal discrimination against Negro education, except that which appears to be inherent in the dual system itself. Under this law each school district in the state is required by law to provide at least a twelve grade school for all children who reside within the district. This was not the case prior to the legislation of 1936.

Effects of Sparsity of Negro Population in Some Districts

Maintenance of twelve grades of school service for Negro children in districts where the Negro population is sparse has become a problem of serious proportions in Kentucky.¹⁴ In 61 of the state's 120 counties there is an average of only 70 colored pupil children per county or one child in every five square miles. In 28 of these counties there are only 16 colored children per county. This situation presents a serious problem relative to elementary schools for colored children and a more difficult one for high school service. Each decennial

¹²W. C. Bell, "Superintendent's Report." Frankfort, Kentucky; Department of Education, 1929. Part I, pp. 12-18.

¹³"Acts of Kentucky General Assembly." Frankfort, Kentucky: Secretary of State, 1936.

¹⁴James H. Richmond, "Report of Kentucky Educational Commission." Frankfort, Kentucky; October, 1933.

census report since 1900 has shown a steady decline in Kentucky's Negro population in absolute numbers and since 1910 a steady migration from rural to urban centers within the state.

School boards are reluctant to provide for such small numbers on account of the high cost per pupil. In a most definite way this situation may be said to be a genuine test of the state's adopted policy of maintaining the expensive dual system of schools for the two races. What effect, if any, this situation will have upon the policy of separation of the schools for the two races it is of course impossible to predict. A recent study by the Department of Education revealed that for at least 700 Negro children in the state no school service was provided.

The Law of 1938

School boards, under a law enacted in 1938,¹⁵ were authorized not only to pay tuition fees and provide pupils daily transportation to nearby districts for high school service through the twelfth grade where such service is not provided within the district, but also to transport pupils to and from a school located in another district and pay their tuition fees and their maintenance while attending there. The maximum sum allowed for maintenance is ten dollars per month. The maintenance fees

may be paid to the school attended or to a private individual with whom the pupils may room and board. Enactment of this piece of legislation enabling the payment of maintenance fees marks the first time such legislation has been enacted by the state, and it demonstrates not only the effort the state is putting forth to equalize educational opportunity for the colored child, but also the exact extent which the state is willing to go in order to maintain its policy of separate schools for the races.

Equalities and Inequalities That Now Exist

There is no discrimination against the Negro child in Kentucky with respect to the length of school term maintained. Because of the fact that a majority of the Negro school population lives in the wealthier districts of the state, the term of school for the average Negro child is longer than that for the average white child. There is but little difference in the amount of training of white and Negro teachers in Kentucky. The typical elementary teacher, white or Negro has had approximately three years of college training, and the typical high school teacher is a college graduate.

There are, however, inequalities in housing facilities and equipment, salaries paid for instructional service, and training facilities for Negro teachers.

¹⁵"Acts of Kentucky General Assembly." Frankfort, Kentucky; Secretary of State, 1938, A-21.

Almost every comparison shows that Negro schools in Kentucky are less adequately housed and equipped than are the white schools. Discrimination in salaries paid Negro teachers has almost disappeared in county districts, but still exists in a majority of the independent districts. Most of the colored schools are in the independent districts.

State Supported Higher Education for Negroes

Until 1938 the state maintained a senior college at Frankfort and a junior college at Paducah for Negroes. Both of these institutions trained teachers, and, in addition, the one at Frankfort is the land grant college, becoming such in 1893. The two colleges serve approximately 6 per cent of the total college population of the state institution, while five higher institutions for white persons serve 94 per cent of the college population.

In 1938 the legislature consolidated the entire college program in the Frankfort school, and initiated a vocational program on the sub-college level of Paducah.¹⁶ The history of both of these schools is marked with rank discrimination in the receipt of funds at

the hands of the legislature. They have frequently been the victims of corrupt politics and loose management. During the past decade, however, the college at Frankfort, somewhat relieved of the above condition, has become accredited and now appears to be about to enter an era of worthwhile services to the Negro youth of the State.

In addition to maintaining the above named institutions, the state for the past two years has provided small scholarships to Negro persons to enable them to pursue in universities outside the state courses not available to them within the state because of their being prohibited from attending the state university. While these scholarships are small, they in its obligations to its Negro citizens, which no doubt in time it will provide in full.

Progress comes slowly in a democracy. Yet it is little short of remarkable that the same state which about seventy years ago refused to accept any financial responsibility for Negro schools is today contributing toward the expense of their education on the graduate level.

¹⁶"Acts of Kentucky General Assembly." Senate Bill No. 7. Frankfort, Kentucky; 1938.

NOTICE

Kentucky State Alumni will hold their annual banquet and business meeting Friday, April 19th at the Y. W. C. A., 528 South 6th Street at 4 P. M. All persons who will take part please communicate with Mrs. Henrietta Butler, 538 South 18th Street, Louisville, Ky., Chairman of the banquet committee, not later than the first of March.

The K. N. E. A.

(Dedicated to the teachers of Kentucky)

By E. POSTON

How well I remember the old Association,
Way back in the Nineties we'd meet day by day
In some certain city in friendly relation,
Not dreaming we'd change it to K. N. E. A.

President F. H. Williams, Reed Mayo, and Russell,
F. M. Wood, J. E. Wood, Blanton, and Joe Ray.
And others who were noted for hurry and hustle
Said, "Let's change the name now to K. N. E. A."

So they changed the name and made Louisville headquarters
For meeting each April in battle array.
And to the tune of five hundred the brave sons and daughters
Marched up and enrolled in the K. N. E. A.

F. M. Wood as President rose to the occasion
Some said he couldn't but he did, by the way!
He presided with dignity, tact and persuasion
And the number increased in the K. N. E. A.

In the language of football Wood "kicked off to Russell,"
Who took up the cross in the heat of the day
And kept things agoing in hurry and hustle
Till Reed took the reins of the K. N. E. A.

As secretary, Reed gave us honest endeavor
And reached every teacher in Kentucky some way
As men came and went seemed he'd go on forever
Like Tennyson's brook through the K. N. E. A.

So young A. S. Wilson became secretary,
And years he's served and worked day by day,
He just keeps on serving, he never grows weary
Of paying his vows to the K. N. E. A.

E. E. Reed was succeeded by Edw. B. Davis
Then A. E. Meyzeek got into the fray;
We saw him elected. We all heard him say this:
"Keep politics out of the K. N. E. A."

The chair was filled next by a U. B. F. brother,
Congenial Bill Humphrey, who in his own way
Was strictly impartial for he knew no other
Course to pursue with the K. N. E. A.

The battle then shifted to Western Kentucky,
With Anderson and Timberlake still in the fray,
D. H. knocked the plum. Then was the lucky
New president of the K. N. E. A.

Next President Atwood did the best he could
Then Blanton essayed to rule well in the "House,"
In nineteen thirty-seven the honor was given
To a kid whom we called Willie Fouse.

Well our "little Willie" just knocked the thing silly
He put on a program didactic and stout
Gave time and his money, it really seems funny
Though a kid, he put the Great Giant Ignorance to rout.

Well, lest we forget, let us stop here and mention
Our women so loyal, so tidy and gay,
Who in home economics forces attention
And make up the sunshine of the K. N. E. A.

Some said that woman rule simply meant ruin,
And if given the suffrage equality they
Would "hog" everything and start trouble a-brewing,
But they've never proved such to the K. N. E. A.

They outnumber us two to one in our meetings,
A majority that's able to rule in full sway,
Yet they have been modest accepting with greetings
Whatever is left at the K. N. E. A.

Then three cheers for the women of old Kentucky,
Who have borne oh so much in a painstaking way.
For your presence here we count ourselves lucky,
For you are the sunshine of the K. N. E. A.

Not homesick. But some-day my barque will be driven
Across death's dark stream to my home o'er the way.
My prayer is to meet you all somewhere in heaven
My dear loving teachers, my K. N. E. A.

NEGRO PROGRESS EXPOSITION

Plans are being completed for the 65 Years of Negro Progress Exposition to be held in Detroit, Michigan, during May and June, 1940. Dr. George W. Baber is general chairman, and Eddie Tolam is executive director of the Exposition. It will present an inventory and evaluation of the Negro's achievements, and honor many persons who have helped in the progress of the race.

The Negro In Kentucky

By G. W. Jackson

By the 1930 census 226,040, or 7.8 per cent of Kentucky's 2,614,589 population were Negroes. They live for the most part in the inner Bluegrass area, of which Lexington is the center, and in the better farming section of the Pennyriple around Hopkinsville. The Negroes of Kentucky form an integral part of the life of the State, are proud of their native or adopted home, and have, considering their numerical, economic, and cultural strength, contributed no little to its history and development.

In spite of scant and documentary evidence, the Negro played his part along with the other pioneers who laid the foundation of our Commonwealth. When Christopher Gist came to Kentucky in 1751 to search our lands for the Ohio Company, his only attendant was a Negro servant. Their report of a vast expanse of country richly timbered and watered brought scores of settlers to Kentucky. About fifteen years later a party of five persons exploring southern Kentucky included a mulatto slave. The first Christmas party in Kentucky would have ended in dismal failure but for the fiddling of Cato Watts, a Negro servant who had come to Louisville with one of the families in the George Rogers Clark expedition. In accounts of Indian raids slaves are reported as loyal and daring. In the battle of Little Mountain which the pioneers

fought with the Wyandotte Indians in 1782, the bravery of Colonel William Estill's slave Monk, inspired the pioneer warriors as nothing else in the battle did. He was an expert in making gunpowder and such an interesting preacher that the whites and blacks from Shelby and surrounding counties flocked to his meetings.

A few pioneers, coming mainly from Virginia and North Carolina, brought their slaves with them into Kentucky. While the number of slaves grew by natural increase and by immigration into the State of slave-owning whites, yet the lukewarm attitude of the early Kentuckians toward slavery is revealed in the first constitution of the State (1792), which prohibited commerce in slaves and authorized the legislature to compel slave-owners to treat their slaves humanly. Resentment to radical outside interference changed this sentiment so much that in the next half century Kentucky became decidedly pro-slavery and the third State constitution (1850) provided for the continuance of slavery. In 1790 there were 61,193 whites in the State, 12,430 slaves and 114 free Negroes. By 1860 there were 919,434 white people, 225,483 slaves and 10,684 free Negroes. Thus the increase from 20 to 24 per cent during the slave period was noticeably slight, while there was a positively relative decrease of

slaves during the last three decades of slavery in Kentucky. This was partly because of the profitable traffic with sections of the Deep South where cotton, cane, rice and other crops dependent on slave labor were raised. Another factor, very probably, was the Underground Railroad. Despite the reputedly mild and patriarchal character of slavery in Kentucky, Negroes in large numbers took advantage of the opportunity offered by this shrewdly managed scheme to gain their freedom.

Since Kentucky was not in rebellion against the Union the Emancipation Proclamation did not free the slaves in this State. That was affected by the Thirteenth Amendment, issued December 18, 1865. The following February the State legislature passed a civil rights act repealing the old slave code.

The Kentucky Negro has done "his bit" in the wars of the nation. By enlistments and re-enlistments, 23,700 Negroes took part in the Civil War,—and a far greater number than that furnished by the District of Columbia and any other of the twenty-two States which fought on the Union side. Hundreds saw service in the Spanish-American War. Of the 84,172 Kentuckians who served in the World War, 12,584 were Negroes. Constituting less than ten per cent of the State's population, the Negroes furnished over 14 per cent of its World War soldiers.

Speaking of the Negro, Bishop Atticus G. Haygood says, "Their religion is their most

striking and important, their strongest and most formative characteristic. They are more remarkable here than anywhere else; their religion has had more to do in shaping their better character in this country than any other influence." Negro Baptists were the first to organize in Kentucky by establishing the African Baptist Church in Lexington in 1790—two years before Kentucky was admitted into the Union. Religious life among the Negroes of Kentucky has felt the effects of changing conditions. Controversial denominationalism has given place to liberalism; modern ideas have slowed up church accessions, and the depression has affected unfavorably church finances. The approximate Negro church census in the State is as follows: Episcopalians 350; Presbyterians 1,400; Catholics 2,500; Methodist Episcopal 6,600; Colored Methodist Episcopal 7,700; African Methodist Episcopal 11,000; Baptists 90,000; other denominations 12,000. Thus over 50 per cent of the Negroes are church members.

Under the slogan, "Equal opportunities for all the children," Kentucky is providing better facilities for her colored as well as for her white children—modern buildings, expanded curricula, and better prepared and better paid teachers. The attendance is 67.6 per cent of the 58,192 enrolled in Negro schools. The number of high school graduates going to college has increased. The state offers normal and industrial training in

two institutions; the West Kentucky Vocational Training School at Paducah and the Kentucky State College at Frankfort, the latter having been accredited and given an "A" rating by the University of Kentucky and the Southern Association of Colleges and Secondary Schools. The city of Louisville maintains the Louisville Municipal College, which is on the "A" list of approved four-year liberal arts colleges and the Southern Association of Colleges and Secondary Schools.

In one institution only, Berea College, have Negroes in Kentucky been permitted to attend school with whites. But this practice was discontinued in 1904 when the law prohibiting "mixed schools" was passed. A division of property and endowment was effected and Lincoln Institute modeled on Berea was established in Shelby county.

Since no State institution granting master's and doctor's degrees admits Negroes, the Anderson-Mayer Act, passed in 1935, requires the State to defray the expenses of Negro students who attend institutions outside of the State to secure these degrees.

Perhaps the oldest and best organized body of public school teachers in the United States among Negroes is the Kentucky Negro Education Association. Its initial enrollment in 1877 of forty-five teachers has grown to nearly 1500 out of a possible 1615, due in recent years to the efficient work of its secretary, Atwood S. Wilson. Several of the outstanding educators of

the State have been presidents of this organization, notably John H. Jackson, first president of the Kentucky State College; J. M. Maxwell, early high school principal at Louisville; W. H. Perry, Sr., principal of one of the largest Negro elementary schools in the South; W. J. Simmons, for many years president of Simmons University; W. H. Humphrey, outstanding fraternal leader and principal of the John G. Fee High School at Maysville; A. E. Meyzeek, veteran school principal and civic leader; H. C. Russell, supervisor of Negro N. Y. A. work in Kentucky; R. B. Atwood, president of Kentucky State College at present; D. H. Anderson, former president of West Kentucky Industrial College, and F. M. Wood, supervisor of Negro Schools, Baltimore, Maryland. Other ex-presidents of the K. N. E. A. are Miss Marie S. Brown, Professors Henry Sherley, C. C. Monroe, J. S. Hathway, W. H. Mayo, Robert Mitchell, C. H. Parrish, J. E. Wood, F. L. Williams, E. E. Reed, Edward B. Davis, W. S. Blanton, W. H. Fouse and S. L. Barker.

The 1615 teachers in Negro schools have done the major part of the work of reducing the illiteracy of the colored people of Kentucky from 27.6 to 15.4 in the last twenty years.

In politics the Kentucky Negro has been traditionally Republican, but in recent years, he has supported the Democratic party. In Louisville, Lexington, Hopkinsville and Paducah, the Negro vote is often a decis-

ive factor. The number of Negro voters in the State is estimated to be from 100,000 to 150,000. Phil Brown, for many years Kentucky's outstanding Negro in politics, was appointed Commissioner of Conciliation in the Federal Department of Labor in 1921 and served in that capacity until 1923. In 1940 Charles W. Anderson, Jr., the first Negro elected to the Kentucky General Assembly will begin his third term as a member of that body.

In the "white collar" class the last census lists 727 Negro clergymen, 39 college presidents, 37 dentists, 25 lawyers, 240 musicians, 129 physicians, 1,615 teachers, and 86 trained nurses.

The availability of Negro labor has been a favorable factor in the State's industrial development. Most of this labor is of course, unskilled and semi-skilled. An authority on industrial problems says, "The Negro is a tractable, dependable worker who applies himself to the job and works faithfully and constantly. There are many local instances where Negroes have been on a company's pay roll for ten, twenty, and thirty years."

According to the 1930 census, while 80.2 per cent of the Negro men in the United States were gainfully employed, 78.4 per cent of the Negro men in Kentucky were so employed; while 36.2 per cent of the colored women of the State were gainfully employed against 38.9 in the nation. There were 22,590 engaged in some kind of agricul-

ture; 589 were carpenters; 317 were masons; 252 were plasterers; 144 machinists; 451 auto repairers; 92 were tailors; 266 cleaners and pressers; 73 shoemakers, 241 painters; 786 barbers; 2,226 chauffeurs; 2,315 janitors; 1,473 porters, and 128 mail carriers.

Hundreds of industrious Negroes have become property owners and substantial and respected citizens of their communities. Considering their economic condition, Kentucky Negroes own a fair proportion of valuable and comfortable homes. The Federal Housing Administration has completed a low-cost housing project for Negroes in Louisville, College Court, and a larger project is under construction.

Before the depression there was some evidence that Kentucky Negroes were becoming business conscious. They were putting more interest, money, and energy into their small business enterprises; and having shared in the better wages of the immediate post-war period, they were both willing and able to invest generously in larger business ventures. The most outstanding results of their efforts are two large insurance companies in Louisville, the Mammoth Life and Accident Insurance Company and the Domestic Life and Accident Insurance Company, and two creditable banks, the First Standard and Mutual Standard, both located in Louisville, but having stockholders and depositors in all parts of the State. The insurance companies survived the

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depression, but other Negro business lapsed into its characteristic condition of smallness and mediocrity. Throughout the State restaurants, groceries, beauty parlors, undertaking establishments, barber shops, drug stores, hauling and moving businesses, taxicab service, real estate offices, dressmaking, cleaning and pressing, upholstering, sign painting, billiard rooms are operated on a small scale because of meager capital, scant patronage, and lack of business training and experience on the part of the promoters. The exceptions are in the minority.

Negro newspapers having the largest circulation in and out of the State are the American Baptist, the Kentucky Reporter, the Louisville Defender and the Louisville Leader.

Quite a few Negroes born in Kentucky have attained prominence. Bishop Alexander Walters, born in Bardstown, became a nationally recognized leader in church, civic, and political affairs. Allen Allensworth, born in Louisville, was a chaplain in the United States Army. Colonel Charles Young, born in Maysville, graduated from the United States Military Academy and at the time of his death was the highest ranking Negro officer in the United States Army. Isaac Murphy, famous jockey, and Isaac Hathaway, excellent sculptor were born in Lexington. H. C. Russell, native of Bloomfield, serves as Negro Specialist in the United States Office of Education. Stephen Bishop discovered most of the

wonders in Mammoth Cave. Dr. C. H. Parrish, born in Lexington achieved national leadership in his church and the race. Phil Brown of Hopkinsville, served as Special Assistant in the Federal Department of Labor. The Cotters, father and son, attained distinction as poets. Shelby Davidson invented two attachments for the calculating machines used in the United States Post Office Department. Ernest Hogan, a Bowling Green boy, was one of the school of showmen who initiated jazz music in this country. Matilda Dunbar, mother of Paul Lawrence Dunbar, was born in Meade county. C. W. Anderson, Jr., first Negro State legislator, was born in Frankfort. Stephen Collins Foster's songs made the "Old Kentucky Home" famous. But slave life on the estate of the owner, Judge Rowan, inspired the most popular of these songs. And as the spirit of the Negro life gave essence and appeal to Foster's immortal songs, so Negro life is part of the warp and woof of the life and history of Kentucky.

Sympathetic contacts of whites and blacks on interracial committees, improved educational facilities for the colored people, the decreasing number of discriminatory measures introduced in the State legislature, frequent liberal editorials in leading white newspapers, the increasing number of white people who are interested in the general welfare of all elements of the State's popula-

tion and in the good name of the Commonwealth, the infrequency of racial conflicts, and the gradual elevation of the Negro's standard of living may be offered as auguries of better days ahead for the quarter million Negroes in Kentucky.

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The Negro In America

(A. C. B. S. Radio Address on Jan. 1, 1939)

By John Wesley Dobbs, Atlanta, Ga.

To the twelve million Negroes of America this day has a higher significance—to us it is Emancipation Day. On January 1, 1863, in the city of Washington, President Lincoln signed the Emancipation Proclamation which freed three and a half million slaves. Today their descendants pause to commemorate that historic event with profound gratitude to God and to Abraham Lincoln.

We Have Been in America a Long Time

We first came to the New World with the early explorers. Black seamen were with Columbus in 1492. Alonzo Pietro, a Negro, was in charge of the pilot house on one of the three ships of the crew, the Nina. They were with Balboa in 1513; Cortez in Mexico in 1518. Estiveneco, a Negro, led the expedition of 1537 which opened up the region now known as Arizona and New Mexico. A Negro member of the DeSoto expedition of 1540 remained in this country and became the second settler of what is now the State of Alabama. The twenty slaves who landed at Jamestown, Virginia in 1619, arrived a year ahead of the Pilgrim fathers at Plymouth Rock. For the next 240 years Negroes were forcibly brought to America against their will.

We Have Helped to Build America

The sweat from the brow of our forbears fell in railroad cuts, cotton fields, rice planta-

tions, in the forests and along the mountain sides. Negro labor became efficient and dependable by the way in which it helped to build America.

We Have Bled and Died for American Democracy

The first man to fall in the Boston Massacre of 1770 was Crispus Attucks, a Negro, who died for American ideals six years before the signing of the Declaration of Independence. Peter Salem was another to distinguish himself at the Battle of Bunker Hill. Five thousand Negroes saw service in the Continental Army under General Washington.

In the Civil War, 200,000 fought in the Federal Army for their own freedom and the preservation of the Union. Three million slaves made crops by day and protected homes by night, of their Masters who were fighting to keep them in bondage. Such loyalty and devotion have never been surpassed by any people in any period of history. In the World War, 380,000 were enrolled — 200,000 of whom saw service in France. The Negro has fought valiantly in every American War and has yet to produce a traitor to the Flag.

We Have Been Free But 76 Years Today

In this short time, our race has accumulated two billion dollars worth of property, including 22,000,000 acres of farm land, an aggregate area larger than the five states of Maine,

Vermont, New Hampshire, Rhode Island and Connecticut.

We Adopted the Religion of America

In the midst of slavery, the Negro accepted from his Master the Christian Religion with the faith of a child. Today he counts over 40,000 churches with a membership of five and a half million souls.

We Have Made Progress in Education

In 1860, 90 per cent could neither read nor write. By 1930 this illiteracy was reduced to 16 percent. Today 2500 are finishing American colleges annually. Considering this achievement, we can not give too much credit to the White Christian Missionaries who went South following the Civil War to help educate the Negro. Their task was one of sacrifice and consecration. The memory of these good people should never be forgotten.

In turn, Negro men and women became teachers themselves. Quite a few, like Booker T. Washington, rose above tremendous obstacles to become useful educators. J. B. Watson, reared on a Texas farm, and unable to finish high school until 25, worked four more years, entered Brown University at 29 and graduated at 33. Today he is the honored President of the State College for Negroes of Arkansas.

Professor Fletcher Henderson, father of the famous band leader, has been teaching continuously for 58 years at Cuthbert, Georgia. Professor George H. Green, Douglas High School, Lexington, Missouri, has been

teaching continuously for 59 years. During the past 52 years he has not been tardy or absent a single day from his post of duty. Mrs. Charlotte Stevens, of Dunbar High School, Little Rock, Arkansas, 67 years. These are but examples of many others. In South Carolina alone there are 14 Negro teachers with more than 50 years of service.

Today many white people of the South, where most of the Negroes live, are seriously interested in his education. Accredited High Schools and Colleges are being rapidly equipped and financed from public funds. The results are both encouraging and gratifying.

What Does the Negro Want and Deserve?

Over the doorway of the Nation's Supreme Court Building in Washington, D. C., are engraved four words, "Equal Justice Under Law." This beautiful American ideal is what the Negroes want to see operative and effective from the Atlantic to the Pacific and from the Great Lakes to the Gulf — nothing more or less. They want equal rights and protection in the courts, in the streets and on the farms; they want equal opportunity to work at every honorable trade and profession — equal opportunity to cast a ballot in all elections, everywhere. These fundamental rights and privileges, guaranteed by the Federal Constitution and its Amendments constitute the aims, the hopes and the desires of the Negroes of America today and tomorrow.

Right Of Negro To Enter University Of Kentucky Recognized

By Committee

At the call of Dr. Frank L. McVey, President of the University of Kentucky, members of the committee appointed by Governor Chandler to study the problems of giving an equal educational opportunity to Negroes of Kentucky, will meet Friday in the legislative chambers at Frankfort to go over the State situation and to present to Governor Johnson such recommendations as will be necessary to accomplish this objective.

The meeting is an outcome of the conference held with the governor last spring in which it was pointed out that in view of the recent opinion by the Supreme Court it was the duty of the State of Kentucky to provide for its Negro citizens the same educational opportunities that are available for white people.

The legislative committee of the Kentucky Negro Education Association, with the cooperation of representatives of other civic and educational groups in the State, informed the governor that the inequalities in educational opportunity were keenly felt by the State's Negro population. Although appreciative of the appropriations made by the State during the past few years to take care of tuition fees for out of state study, the committee informed the governor that this was no adequate substitute for the lack of

sufficient educational facilities for the Negro population and that more inclusive plans should be devised for discharging the State's obligation to all its citizens. Much discussion centered around the probable attendance of Negroes at the University of Kentucky where certain courses are offered white residents and are not available for Negroes in the State. When the committee met Friday, November 23, this and other pertinent questions growing out of the laws and traditions of the State of Kentucky were studied by the committee for the purpose of charting a course which will eliminate the educational inequalities.

In addition to Dr. Frank L. McVey, who is chairman of the committee, those expected at the conference include: Dr. Paul A. Garrett, president of Western State Teachers' College, Bowling Green; Dr. H. L. Donovan, president of Eastern State Teachers' College, Richmond; Dr. James H. Richmond, president of Murray State Teachers' College, Murray; Dr. Raymond A. Kent, president of the University of Louisville, Louisville; Honorable Harry W. Peters, superintendent of public instruction, Frankfort; Prof. R. E. Jagers, department of education, Frankfort; Honorable J. A. Thomas, executive secretary of Louisville Urban League; Dean David A. Lane Jr., Louisville

Municipal College, Louisville;
Prof. A. E. Mayseek, Jackson
Junior High School, Louisville;
Attorney C. W. Anderson, Lou-
isville; Prof. R. B. Atwood,
Kentucky State College, Frank-

fort; Prof. W. H. Fouse, Lex-
ington; Prof. S. L. Baker,
Owensboro; Prof. W. H. Hum-
phrey, John G. Fee High School,
Maysville.

The Present Thanksgiving

1.

November with its cold, bleak
days,

Is now with us once more,
The time for thanking feasts
and plays

With memories of yore,
But we deplore those bygone
times

We never more will see
For Thanksgiving in the present
Isn't what it used to be.

2.

The turkey strutted sadly round
For many days before,
The ducks would gather on the
ground,

The wind would greatly roar,
The chickens got together and
Declared "We'd better flee,"
But Thanksgiving in the present
Isn't what it used to be.

3.

The students used to hurry back
To be with parents dear,
And were right glad to hear
the quack

Of the ducks so loud and clear.
But now that has all passed
away,

The football they must see,
For Thanksgiving in the present
Isn't what it used to be.

4.

The old folks used to go to
church
Then back at home to dine
Now they start out for an eager
search

For the football field—their
shrine.

They, too, have lost the Pilgrim
plan

To be thankful as can be,
For Thanksgiving in the present
Isn't what it used to be.

5.

Some mothers who with tender
care

Cook a delicious dinner,
Must wait until the field is bare
And hear who is the winner,
Before the meal is served, and
then

Their sons they barely see,
For Thanksgiving in the present
Isn't what it used to be.

6.

Then onward to the dance they
wing

And stay 'till break of day.
Thanksgiving's over, to the King
No reverence did they pray,
No family union in the homes,
No bending of the knee,
For the present day Thanksgiving
Isn't what it used to be.

7.

Dear Lord, I pray, as time
moves on,

We'll pause a while to think
Before our days are almost gone,
Before we reach the brink,
That those who plan these func-
tions may

With serious thoughts agree
To make Thanksgiving nowadays
Just what it used to be.

MARIE S. BROWN,

Ex-President of the K. N. E. A.

Superintendent Sponsors Democratic Ideals



SUPT. L. C. CURRY

Bowling Green Public Schools

L. C. Curry, Superintendent of the Bowling Green City Schools, is the fourth person to fill this position since the schools were organized 57 years ago. Mr. Curry is a product of the public schools of Kentucky, a graduate of Western Kentucky State Teachers' College and of the University of Kentucky.

At the present time there are enrolled 2,500 pupils, 500 of which are Negro boys and girls. The salary schedule provides the same salary for white and Negro teachers and for elementary and high school teachers with the same training and ex-

perience. There has been a gradual increase in school population since the schools were organized. Several new buildings have been constructed to take care of the increase in enrollment. All of this has been done without Federal aid. Standards have been raised by adding new courses and new equipment. Both the white and Negro high schools have the highest accreditation given by the state. The present tax rate in Bowling Green is \$1.10, 96c for current expenses and 14c for sinking fund. The school property is appraised at \$900,000.00. The schools provide a retirement system for all employees of the Board. Employees may retire at age 60, but must retire at age of 70. School boy patrols are a well established aid to the 2500 enrolled in white and Negro schools. Approximately 85 per cent of the high school graduates continue their education in colleges and universities after high school graduation. This percentage has been maintained for the past ten years. With these physical facilities there cannot be a great school without great teachers. The present faculty consists of 82 cultured men and women of high character, devoted to the profession of teaching. They are attempting to train the boys and girls to think clearly about social problems and to be tolerant of other people's opinions. They have a

philosophy of education which accepts the principle that learning takes place where there is purposeful activity."

This report of the Bowling Green public school system by Superintendent Curry emphasizes a growing tendency in Kentucky to give all boys and

girls and all teachers regardless of race equal opportunities. The Kentucky Education Association through its superintendents is more and more energetic in bringing to a fuller realization its slogan, "An Equal Opportunity for Every Kentucky Child."

TEACH SCHOOL

I WRITE no poem men's hearts
to thrill,

No song I sing to lift men's
souls;

To battle front, no soldiers lead;
In halls of state I boast no skill;
I just teach school.

I just teach school. But poet's
thrill,

And singer's joy and soldier's
fire

And statesman's power—all—all
are mine;

For in this little group where
still

I just teach school

Are poets, soldiers, statesmen—
all.

I see them in the speaking eye,
In face aglow with purpose
strong,

In straightened bodies, tense
and tall,

When I teach school.

And they, uplifted, gaze intent
On cherished heights they soon
shall reach.

And mine the hands that led
them on!

And I inspired — therefore con-
tent,

I still teach school.

—Author Unknown.

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Kentucky State Supervisor

The Teaching Of A Science Unit

By C. E. Nichols

State Street High School, Bowling Green, Ky.

After the physics class of State Street High School had just completed the unit—Our Water System — they seemed somewhat deeply concerned about another unit of work. They were discussing possible phases, when a boy spoke up and said, "I saw my father run an electric wire from our kitchen to our garage and put a light in it, so I would suggest that we learn all about that light." This statement created much interest among them and after considerable thought by teacher and pupils the unit mentioned in the title was selected.

They did not seem at all concerned about marks, but a profound knowledge about electricity, heat and light in the simplest way possible. They set about to devise plans by which they could best discuss the unit in a way that should develop better understandings of, and abilities to use the physical and industrial applications of the principles of physics intelligently. It required eight weeks to complete it, and it was a very nice job.

The pupils collected all of the material they could concerning electricity, heat and energy from various physics textbooks, and carefully noted great experiments about the subject that had been worked out in both chemistry and physics since both at the present time are turned toward the generaliza-

tion idea. After a week of reading and discussing different phases concerning the problem from the standpoint of terms, relationships, and experiments, they decided to use for the main example — The Home of Mr. Johnson in a Rural District. It is a few miles from the city and very interesting to study.

Visits were made on various days (permission from Principal and Mr. Johnson) by the class and the plant was studied from rules that they thought were sufficient to give them a good working knowledge of every day life.

Here a farm lighting plant was selected as a familiar and useful application of the principles of physics worthy to study. This was treated as a complicated device for the conversion of stored energy into forms useful in daily life. The gasoline engine was treated as a device for converting the stored energy of the gasoline into heat, and the heat into mechanical energy for turning the electric generator. The generator was treated as a device for converting the mechanical energy into electrical energy. The storage cells were treated as devices for converting electrical energy into chemical energy and chemical energy into electrical energy. Various household and farm machines were treated as machines for converting electrical energy taken from the power

plant or the storage cells into useful forms of energy. The electric lamp was considered as a means for converting electricity into heat and light, two other forms of energy; the electric iron as a means of converting electrical energy into heat.

Friction in machines, necessity for lubrication, and the heat developed in moving parts of machines were used as a means of building up the notion that energy is not lost or destroyed but merely changed into other forms, some of which are not directly useful for the human purpose for which the machine is built. It was possible to trace the energy stored in the gasoline to the crude oil, the crude oil to prehistoric primitive organisms, and the stored chemical energy of these organisms to the radiant energy of the sun.

As we visited and studied the home, the pupils saw that the radiant energy given off from electric lamps in the different rooms came from radiant energy released from the sun ages ago. By the pupils trying to find out all they could about electricity, heat and light; they went one step farther and found that the sun is the chief source of energy for the earth.

The following ways were strictly adhered to in working out the above unit.

1. Through careful and thoughtful planning on the part of pupil and teacher (teacher in background) this unit was formed. It created a great deal of interest.

2. Detailed outlines of the unit were worked out by the pupils, these were pooled, from

which a general one was finally submitted which served as the best method for retaining facts.

3. In collecting materials the names of scientists that bore on the work of this unit were selected and each associated with an achievement credited to him.

4. The pupils studied all facts of the outline with a great degree of interest.

5. They made a list of the most difficult scientific terms and recalled their meanings.

6. They listed all of the important appliances or pieces of apparatus or machinery mentioned in the study of the unit and associated with each the important scientific principle which made it possible.

7. A socialized discussion of the unit followed in which all the major points were brought out clearly.

8. A test was given over the unit which showed a marked improvement over another test which covered practically the same work but not in unit form.

A close follow-up of some of the pupils showed me the practical knowledge gained by them. One girl stated her experience with an electric iron, while a boy had learned enough about electric wire, batteries, etc., to put in an electric bell at home, still another had run an extra wire from his radio to his bedroom and had attached to it another loud speaker, so he could hear the radio while still in bed.

This unit seemed to have created more interest, better attention and a deeper sense of judgment on the part of the pupils than I expected.

K. N. E. A. Kullings

The K. N. E. A. wishes all teachers, principals, school officials and friends of education a Prosperous New Year.

* * * *

John W. Brooker is the new state superintendent of public instruction. The K. N. E. A. officers congratulate Supt. Brooker upon his election to that office and pledges to him their sincere cooperation.

* * * *

Mrs. Lucy Harth-Smith, chairman of the Elementary Education Department of the K. N. E. A., recently appeared on the program of the Association for the Study of Negro Life and History at Baton Rouge, La.

* * * *

Prof. W. M. Thomas, formerly at Lawrenceburg, is now principal of the Knob City High School at Russellville. Mr. Geo. Edwards is the athletic director of that school. This corrects an error in the item in our last K. N. E. A. Newsette and Journal.

* * * *

Pres. R. B. Atwood recently attended the meeting of the presidents of land grant colleges at Washington, D. C., which met on November 10 and 11.

* * * *

The teachers of Adair County Schools have been enrolled in the K. N. E. A. for the year 1939-40 by Supt. Marshall.

* * * *

The poem, "My Ambition," which appeared in the K. N. E.

A. Journal of November, 1939, was written by Mr. George L. Bullock, a teacher in the trade department of Central High School. This poem was selected for publication in the World Fair Anthology, and is found on page 98 of Vol. 2 of this 1939 edition.

* * * *

Mr. Leonard Owens, formerly of Cadiz, is the new principal at Lawrenceburg. Rev. William Holloway is now the principal at Cadiz.

* * * *

S. L. Barker, president of the K. N. E. A., was a representative of the K. N. E. A. on the governor's committee on higher education for Negroes which met at Frankfort on November 23.

* * * *

Mrs. Nell G. McNamara, superintendent of Montgomery county schools has sent in the enrollment fees of teachers in that county 100 per cent.

* * * *

Pres. R. B. Atwood of K. S. C. and Dean David A. Lane, Jr., of L. M. C., were among those attending the Negro branch of the Southern Association of Colleges and Secondary Schools which met in Durham, N. C., December 7-8, 1939.

* * * *

Supt. P. D. Fancher of Union county has enrolled the teachers of that county 100 per cent in the K. N. E. A.

* * * *

Whitney M. Young, president

of the Bluegrass District Teachers' Association, has reported three successful and interesting meetings of that organization.

* * * *

Supt. N. T. Hooks of Christian County recently sent in the enrollment fees of the teachers of that county 100 per cent in the K. N. E. A.

* * * *

Twenty-nine states have retirement systems for teachers. Twenty-seven states now have permanent tenure laws. These are among the goals that have been adopted by the K. N. E. A. to improve the security of teachers in Kentucky.

* * * *

Other superintendents who have enrolled their teachers 100 per cent in the K. N. E. A. are H. C. Spalding of Marion county and H. L. Foster of Franklin county. Miss C. D. Murray has enrolled the teachers of Carlisle.

* * * *

Mr. Robert K. Salyers, state director of the NYA, has expressed appreciation to the K. N. E. A. for featuring NYA work in Kentucky in the October-November issue of the K. N. E. A. Journal.

* * * *

The Board of Directors of the K. N. E. A. met in Louisville on December 16 to outline plans for the 1940 convention in Louisville, April 17 to 20, and to recommend a program of activities of the association. These recommendations appear in this issue of the Journal.

* * * *

Elkton's colored school sys-

tem received a gift of \$250.00 from Associate Justice J. C. McReynolds of the Supreme Court and a former resident of the Todd County capital, for the purpose of providing a playground for colored children.

* * * *

Mr. W. R. Cummings has reported a successful three-day meeting of the Eastern Kentucky District Teachers' Association at Flemingsburg, Nov. 9-11.

* * * *

Mr. C. L. Harris, teacher at the Southgate Street School in Newport, attended the Eighth Biennial Congress of the World Federation of Educational Associations which met in Rio De Janeiro, Brazil, August 6-11, 1939. Mr. Harris will write a summary of this convention and it will be published in a subsequent issue of the K. N. E. A. Journal.

* * * *

H. C. Russell, State NYA Supervisor of Negro Activities in Kentucky, has reported splendid progress in the various Kentucky schools he has visited. Recently he issued a special bulletin describing the various projects in Kentucky for Negro Youth. These projects are also described in one of a series of articles being run in the local newspapers of Louisville.

* * * *

Miss Dorothy Maynor, of Norfolk, Virginia, and a graduate of Hampton Institute, made a triumphant debut as soprano in Town Hall, New York City, November 19, before a house that had been sold out two weeks in advance.

TENTATIVE OUTLINE OF 1940 K. N. E. A. CONVENTION

April 17, 18, 19, 20

LOUISVILLE, KENTUCKY

1877—Sixty-Fourth Annual Session—1940

CENTRAL THEME: "Democracy in Education"

Wednesday, April 17

- 9:00 A.M. Registration of teachers at headquarters, Quinn Chapel, 912 West Chestnut Street, Louisville, Kentucky.
- 10:00 A.M. Visitation to Louisville Schools in session.
- 3:00 P.M. Fourth Annual Student Musicale at Quinn Chapel. All teachers invited to this program.
- 7:00 P.M. Music Recital—Presenting local artists at Quinn Chapel.
- 8:15 P.M. First General Session of K. N. E. A. Addresses by President S. L. Barker and Mrs. Crystal Byrd Fausett, Philadelphia Legislator, or Miss Jane Bolin, Judge in Court of Domestic Relations, New York City.

Thursday, April 18

- 9:30 A.M. Second General Session of K. N. E. A. at Quinn Chapel. Business Session.
- 10:45 A.M. Address—Dr. J. W. Brooker, State Superintendent, State Department of Education, Frankfort.
- 11:15 A.M. Free picture to enrolled teacher at Lyric Theater.
- 2:30 P.M. Sectional Meetings of K. N. E. A. at Central High School Building.
- 5:00 P.M. Principals' Conference and Banquet—Phyllis Wheatley Branch, Y. W. C. A., 528 S. Sixth Street.
- 7:00 P.M. Music Recital—State Artists.
- 8:15 P.M. Third General Session—Address by Langston Hughes, poet, dramatist, and novelist.

Friday, April 19

- 9:00 A.M. Sectional Meetings of K. N. E. A. at Central High School building.
- 10:30 A.M. Spelling Bee in Elementary Education Department, at Quinn Chapel, G. H. Brown, Director.
- 1:00 P.M. Luncheon Meeting—Ex-Presidents of K. N. E. A.—W. H. Perry, Sr., Chairman.
- 2:00 P.M. Band Concert—Kentucky School for Blind at Quinn Chapel.
- 2:30 P.M. Fourth General Session at Quinn Chapel—Address by H. Council Trenholm, Executive Secretary of the American Teachers' Association. Special Reports: Legislative Committee, Resolutions Committee, Secretary-Treasurer's Financial Report, Auditing Committee.

Saturday, April 20

- 9:30 A.M. Business Session of K. N. E. A. at Central High School Gymnasium.
- 7:00 P.M. Twentieth Annual Exhibition at Armory—Pageant of Negro Music.

K. N. E. A. Announcements

A prize is being offered for two pennants. A \$10.00 prize for the Jeanes Pennant and a \$5.00 prize for the Randolph-Dillard pennant. For particulars please write Mrs. M. L. Copeland, Box 153, Hopkinsville, Ky. Period closes at K. N. E. A. where prizes will be awarded. Junior and Senior High Schools are eligible. Pennants must convey the spirit of these persons and attitudes of all concerned.

Daily Expense

Teachers may secure room and board at the K. N. E. A. meeting for \$1.75 per day. For sleeping in homes, the rate is \$1.00 per night. Two meals are approximately 75c per day.

Membership Cards

Be sure to bring your membership card to the K. N. E. A. meeting. It has the following uses: (1) permits you to have a seat in the middle section at Quinn Chapel; (2) permits you to see a picture free at the Lyric Theater; (3) permits you to vote; (4) permits you to get reduced admission to the Friday night musicale. **BE SURE TO BRING YOUR MEMBERSHIP CARD WITH YOU.**

Badges

The K. N. E. A. Secretary is sending out badges along with membership cards. Be sure to bring the badge to the Convention with you. Wear your badge at the meeting and show both your loyalty to the K. N. E. A. and to the teaching profession.

The Ninth Annual Musicale

The Ninth Annual Musicale

will be held on Friday, April 19. This program will be held at Quinn Chapel. Watch for the final announcement of the program. A fee will be charged non-members of the K. N. E. A. A membership card will admit a K. N. E. A. member free up to the value of 25c.

Nominations

Those who desire to have their names submitted to the Nominating Committee must send their names by March 18 to the secretary or to Prof. W. E. Newsom of Cynthiana. This year the terms of two directors will expire and they or some other persons will be elected. Other officers, as now listed, will probably be candidates for re-election. The Nominating Committee will make its report on Thursday morning, April 18. Voting will take place on Friday, April 19, at Quinn Chapel. Voting will be by ballot from 8 a. m. to 5 p. m.

The Spelling Bee

The Annual Spelling Bee of the K. N. E. A. will be held Friday, April 19, at 10 a. m. in the Elementary Education Department. Names of entries must be sent to the secretary of the K. N. E. A. as soon as possible before April 1. Send name, grade, and school system the pupil is to represent. Rules of the Spelling Contest and a suggested list of spelling words may be secured by writing the secretary of the K. N. E. A. Prior to the oral spelling contest, there will be a written

elimination contest in accordance with the rules that have been published, same to be held in Quinn Chapel S. S. room starting at 9 a. m. on Friday, April 19. The first prize in the Spelling Contest will probably be \$25.00 same to be donated by the Louisville Courier-Journal. Other prizes will be scaled accordingly.

Annual Exhibition

The Twentieth Annual Exhibition of the K. N. E. A. will be held at the Armory on Saturday, April 20. There will be a pageant in which over 1000 will participate. The usual social hours at the Armory will close the 64th Convention of K. N. E. A.

Notify Necrology Committee

Any one knowing of a teacher who has died since our 1939 convention is requested to send the name of the teacher to Mr. Amos Lasley at Hodgenville, Kentucky, who is chairman of our Necrology Committee.

* * * *

The Lincoln Institute Key Award will be made at the 1940 Convention of the K. N. E. A. Each year Lincoln Institute awards a key of achievement for that educator or other person in Kentucky who makes the greatest contribution to the education of the Negro in Kentucky. The award is to cover the period from April 1, 1939 to April 1, 1940. Persons who desire to submit names of candidates should write Whitney M. Young, Director of Lincoln Institute, for details regarding the filing

of recommendations for this award.

* * * *

The Board of Directors at a recent meeting approved a proposed amendment for the K. N. E. A. Constitution. Official notice is hereby given to the members of the K. N. E. A. so that they might vote on this amendment at the 1940 Convention. The proposed amendment follows: That Article X, Section 3 should be changed to read as follows: "The Board of Directors shall consist of seven members of the Association, the president of the K. N. E. A. who shall be the chairman ex-officio and six other members representing the various sections of Kentucky. The six areas (see page 44) are as follows: (1) Western Area (counties now included in the First and Second District Teachers' Association); (2) Mid-Western area (those counties now included in the Third and Fourth District Teachers' Association); (3) the Jefferson County Area (Louisville and Jefferson County Teachers' Associations); (4) the Bluegrass Area (those counties included in the Bluegrass District Teachers' Association); (5) the Northern Area (Kenton, Campbell and other counties in the Northern District Teachers' Association); and (6) Eastern Area (those counties now included in the Eastern Kentucky District Teachers' Association and the Upper Cumberland District Teachers' Association). These directors shall be so elected that the term of two of them

shall expire annually.

The necessary traveling expenses of the members of the Board of Directors to and from the annual convention shall be defrayed by the Association."

This amendment shall be effective as soon as it is approved by the General Association. In carrying out the provisions of this amendment, the Board of Directors of the K. N. E. A. shall have the power to elect two additional members of the Board of Directors representing districts not represented following the election at the 1940 convention. At the 1941 convention four new directors shall be elected representing the districts not then represented with the provision that the two directors who receive the highest number of votes serve for a per-

iod of three years and those two receiving a lesser number of votes shall serve for a period of two years. Thereafter two directors shall be elected annually.

The Board of Directors of the K. N. E. A. recommended the following proposed amendment changing the Constitution: That Article V, Section 1 be revised to read as follows: "The annual membership fee for active members shall be \$1.50 per year to be paid to the secretary-treasurer at, or before, the time of the regular meeting or as otherwise provided. This membership fee shall include subscription to the K. N. E. A. Journal. Associate members shall pay an annual fee of \$1.00."

YOUTH COUNCIL PLANS CONFERENCE

Eunice Singleton, Sponsor

Edwyna Offutt, President

It is very gratifying to know that there are many branches of the Youth Council of the K. N. E. A. functioning throughout the state. To date fifteen organizations are recognized by the state body. We wish to extend our congratulations to those who have enlisted in the army which is functioning, in the main, to help the students to intelligently view, analyze and solve the problems that are of great import to the youth of today.

We wish to make a plea that every high school that has not, up to the present time, organized a youth council, will see the possible value to be derived from such an organization and

organize at a very early date.

The most common problem presented in the state conference was that of a lack of recreational facilities in our smaller communities. We hope that the gymnasiums of these communities have been opened as a means of wholesome social outlet, as a health measure and to encourage the worthy use of leisure time. This year we are expecting to hear that the council of your school has done some constructive work.

The success of our Youth Council of the K. N. E. A. is based not only on the timeliness of our addresses and discussions but on the richness of the participation of delegates and members of the organization.

THE 1940 K. N. E. A. HONOR ROLL
(100% Enrollment to January 15, 1940)

<i>School</i>	<i>Principal or Official</i>	<i>City</i>
Lexington Public ----	H. H. Hill, Superintendent -----	Lexington
McCracken County ---	Miles Meredith, Superintendent ----	Paducah
Greenville Training --	George C. Wakefield, Principal --	Greenville
Bath County -----	W. W. Horton, Superintendent --	Owingsville
Adair County -----	C. W. Marshall, Superintendent ----	Columbia
Clark County -----	William G. Conkwright, Supt. ---	Winchester
Montgomery County -	Mrs. Nell G. McNamara, Supt. --	Mt. Sterling
Union County -----	P. D. Fancher, Superintendent --	Morganfield
Christian County ----	N. T. Hooks, Superintendent ----	Hopkinsville
Carlisle City -----	Miss C. D. Murray, Principal -----	Carlisle
Marion County -----	Hugh C. Spalding, Superintendent--	Lebanon
Simpson County -----	Herbert L. Foster, Superintendent -	Franklin
Muhlenberg County --	Robert H. Shaver, Superintendent -	Greenville
Monticello City.....	Mrs. J. D. Hawkins, Principal....	Monticello
Hart County.....	J. C. Cave, Superintendent....	Munfordville
Lynch City	W. L. Shobe, Principal.....	Lynch
Jefferson County ...	O. J. Stivers, Superintendent.....	Louisville

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K. N. E. A. DIRECTORS ADOPT FIVE-POINT PROGRAM

The Directors of the K. N. E. A. met in Louisville on Saturday, December 16, 1939, and after approving a budget for the year 1939-40, which appears elsewhere in this Journal, a five-point program was endorsed for the year 1939-40. This program follows:

(1) The sponsoring of a retirement act that will include principals as well as teachers, similar to that act which was submitted to the General Assembly of Kentucky in 1938.

(2) A permanent tenure law to make sure a teacher's position after a period of probation.

(3) A larger appropriation by the State Legislature to carry out the provisions of the Anderson Mayer Act.

(4) A Negro on the State Department of Education and a Negro Assistant Supervisor of Smith-Hughes vocational work in Kentucky.

(5) The removal of inequalities in buildings for children and equipment; also removal of discrimination in the salary schedules of independent districts as they affect white and colored teachers.

The first four of these items will be taken up as part of the Legislative Committee's program for this year. Prof. A. E. Meyzeek is chairman of this committee as shown on page 2 of this Journal. The Directors suggested that the Research Committee cooperate with the Legislative Committee to the extent possible, but that the Research Committee undertake as a special objective the fifth point in the program adopted. This committee plans to study transportation and consolidation in order that the mileage in the case of transportation for

Negro children might be better known. The Directors of the K. N. E. A. recommended that transportation which exceeds more than twenty miles for a child be discontinued and that efforts be made to have the State Department of Education cooperate in this. The Research Committee also plans to take photographs of various school buildings in securing data to bring out inequalities in providing educational facilities for the colored children in Kentucky.

The Board of Directors, in addition to adopting this five-point program, went on record as approving the splendid work being done by Mr. H. C. Russell, State NYA Supervisor of Negro Activities in Kentucky.

A tentative program for the 1940 Convention was also adopted. This outline appears elsewhere in this issue of the Journal. It is to be noted that we are attempting to bring to the next convention such outstanding persons as Mrs. Crystal Byrd Faussett of Pennsylvania, Miss Jane Bolin, woman judge of New York City, Langston Hughes, noted poet and author, Pres. F. D. Patterson of Tuskegee Institute, President Steward Nelson of Dillard University, H. Council Trenholm, executive secretary of the American Teachers' Association and Supt.-elect J. W. Brooker, of the State Department of Education at Frankfort. In addition to this, there will be outstanding educators to appear on the departmental programs. A new feature of the 1940 convention will be a luncheon session of all the living ex-presidents of the K. N. E. A. The present directors of the K. N. E. A. will also be invited.

Budget For The K. N. E. A. For 1939-40

I. Estimated Income:

1. Membership Fees, 1,600 at \$1.00 -----	\$1,600.00
2. Donations (extra 50c from 1,000 teachers) -----	500.00
3. Advertisements in 3 journals and programs -----	250.00
4. Net receipts of Annual Musicale -----	50.00
5. Net receipts from K. N. E. A. exhibition -----	250.00
6. Donation, Louisville Convention and Publicity League -----	50.00

Total Estimated Income ----- \$2,700.00

II. Estimated Expenditures:

1. K. N. E. A. Journals and Programs ----	\$ 600.00
2. Clerical Hire for year -----	200.00
3. Clerical Hire during convention -----	50.00
4. Stationery, office supplies, mimeographing -----	150.00
5. Salary of secretary for year (25% of fees) -----	400.00
6. For speakers on general program -----	200.00
*7. For speakers and all expenses of departmental sessions -----	200.00
8. For expenses of directors' meetings, president's expenses, publicity, and expenses of legislative committee -----	100.00
9. Committee on inequalities in education --	500.00

Total Estimated Expenditures ----- \$2,400.00

Total Estimated Balance for K. N. E. A. Treasury \$ 300.00

*This \$200.00 is yet to be prorated among departments and a definite amount which can be used for departments during 1939-40 for speakers and any other expense.

The following recommendations are made in the distribution of this \$200.00:

Principals' Conference (Banquet) -----	\$ 34.00
Art Department (Exhibit) -----	20.00
Music Department (Stamps, etc.) -----	20.00
Youth Council -----	20.00
Vocational Education Department -----	20.00
Librarians' Conference -----	20.00
Guidance Workers' Conference -----	20.00
Adult Education -----	10.00
Social Service Department -----	4.00
Foreign Language Department -----	4.00
Primary Department -----	4.00
High School and College Department -----	4.00

Athletic Department -----	4.00
Science Department (Exhibit) -----	4.00
Rural Education Department -----	4.00
English Teachers' Department -----	4.00
Elementary Education Department -----	4.00

Total -----	\$200.00

All departments who have allotments less than \$10.00 should secure speakers who will have no fee or expenses.

S. L. BARKER, President of K. N. E. A.

Lincoln Institute Key Award

(RULES AND REGULATIONS)

1. For outstanding achievement in education, an annual award shall be presented to the member of the Kentucky Negro Educational Association adjudged to have made the most valuable contribution to the cause of education in Kentucky during the year preceding the annual convention of the association.

2. A candidate in order to be eligible to receive the above award must be nominated by the district chairman of the association presiding in the district in which the candidate is employed.

3. A typewritten description of the candidate's contribution to the cause of education with an affidavit of certification attached thereto shall be in the hands of each judge not later than thirty days prior to the date of the annual convention.

4. The Executive Committee of the Board of Trustees of Lincoln Institute will invite one official from the Department of Education, an officer of the Kentucky Negro Educational Association,

and will appoint one of its members to serve as judges.

5. The Executive committee of the Board of Trustees of Lincoln Institute shall announce the names of the judges and advertise the contest in the K. N. E. A. Journal at least sixty days before the annual convention.

6. The award shall be made by the President of the Kentucky Negro Educational Association during one of the principal meetings of the annual convention of the association to which the public is invited.

7. The President shall publicly read the opinion of the judges describing the contribution they have adjudged the most valuable.

8. The opinion of the judges shall be final, and in case of a tie two awards will be made.

9. All expenses pertaining to the award shall be borne by Lincoln Institute of Kentucky at Lincoln Ridge, Kentucky, and such expenditures as may be involved will be subject to the approval of the business manager of said institution.

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