


The KCTA Journal
 1953
 OFFICIAL ORGAN OF
 KY. TEACHERS ASSOCIATION INC.

VOL. I

DECEMBER, 1953 - JANUARY, 1954

NO. 2



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 Paducah, Kentucky



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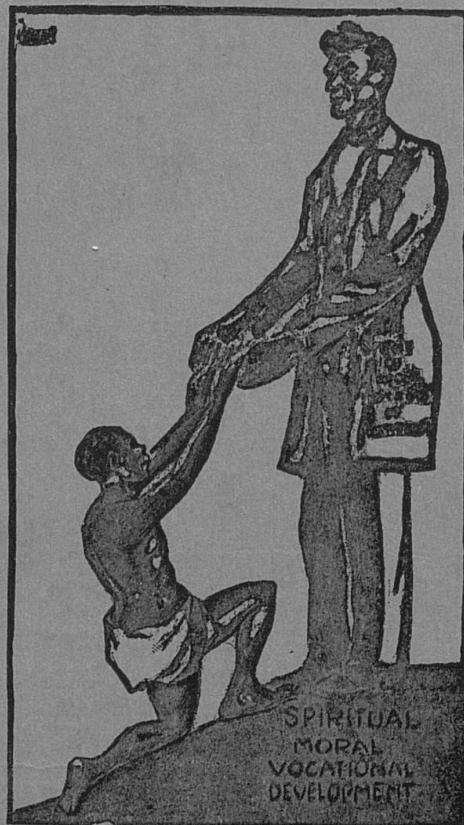
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The K. T. A. Journal

Vol. 1

December 1953 — January 1954

No. 2

Published by the Kentucky Teachers' Association
Editorial Office at 1925 W. Madison Street
Louisville, Kentucky

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Published Bimonthly during the school year October, December, February
and April

PRICE \$2.00 PER YEAR OR 50 CENTS PER COPY

Membership in the K. T. A. (Three Dollars) includes subscription to the
Journal

Rates for Advertising space mailed on request

Present Circulation, 2,000 Copies

1953 K. T. A. Membership 1400

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Editorial Comments

DEMOCRACY EN-ROUTE

This December, 1953, issue of the K.T.A. Journal includes articles that outline the development of a general tendency to eliminate racial segregation in the United States and describes the general movement toward integration. In the fields of religion, education, athletics and housing there is evidence of distinct progress.

History has revealed that in general, segregation produces inequality and the loss is generally on the side of the Negro. Segregation has produced inferior Negro schools, poorer housing and mainly manual jobs of the domestic and personal service type for the Negro. In addition, there is the stigma of separation and a psychological consolation to some of the majority race to feel superior to the minority race — solely because of a lesser population ratio and the color of skin.

We note, with encouragement, that the Negro is now being judged in many areas because of his ability, integrity and personality. This is especially true in athletics. It is hoped that industry will soon follow the example of the major leagues in baseball. We hope for the day when there will be no need for any special agency to help secure people jobs in America because of their race.

The United States has to be a world example for fair play, justice, and equality of opportunity — regardless of race, creed or color. The K.T.A. commends those of our citizenry who are helping to keep "Democracy-En-Route".

THE LOYALTY OF THE NEGRO

As teachers of Negro youth in Kentucky, it is worthwhile that we occasionally remind them of the loyalty record of their race as revealed in a perusal of history.

There has been no record of a major kidnapping and never a murder of a child held for ransom. It was a Negro who discovered the body of the Lindberg baby. The recent cases that have alarmed our country seem not to involve Negroes. The record, on the other hand, indicates that where Negroes have been employed to care for children, that they have given them attention of a parental type. Their loyalty and general care of the children entrusted to them is a matter of record.

It is to be noted that in industry Negroes have not revealed secret information to a foreign country. Treason has not been the crime of a Negro.

Records also indicate that no person of color has attempted to assassinate or has assassinated a president of our country. On the other hand Negroes have had long and enviable records as trusted messengers in our nation's capitol.

As bank messengers, entrusted with large sums of money, the Negro has performed above the average.

Major crimes such as bank robberies involving killing, train hold-ups, etc., might also be listed as areas in which Negroes have had little or no activity.

In all wars, despite segregation and inequalities of opportunity, the Negro has served well. Records show honors bestowed upon them for bravery in protecting the lives of their commanding officers.

Our youth should be urged to maintain this record. Let us teach our future citizens to be loyal and trusted Americans. **Our record should be maintained.**

FUTURE TEACHERS OF AMERICA

Is there a F. T. A. Chapter in your high school or college? F. T. A. at Kentucky State College is interested in planning ways for this group to work more effectively in our state association. If there is a chapter in your school, write the secretary and give your reaction to this tentative plan.

At the December 12 meeting the Board of Directors gave the "go ahead" signal to the Kentucky State group. Meetings will be planned for the April Convention. Student membership fees will also be set. May we hear about the F.T.A. in your school?

K.T.A. MEMBERSHIPS

The Regular Membership Fee of the K.T.A. is \$3.00 per year. Many teachers have sent this fee for 1953-54. Those who have not done so should give their fees to their principals to send it in a group. Superintendents, in the case of county schools, should make out one check covering the county memberships or teachers may send their fees directly as individuals.

We also have an Honor Membership Fee which is \$4.00 per year. This extra dollar has been ear-marked for a scholarship loan fund for Kentucky youth and also to finance recommendations of the K.T.A. Legislative Committee. About 50% of fees already sent in have been Honor Membership Fees. The membership fee of the K.E.A. is \$6.00 per teacher. Many states have fees ranging from \$10.00 to \$14.00 per year. It is hoped that Kentucky teachers will see the wisdom of a greater financial support of their State Association. **Please support your profession — it supports you!**

Those who are friends of education and those of allied professions such as the ministers, social workers, workers in youth centers, and so forth are cordially invited to enroll as Associate members. This membership fee is \$1.50 per year. Ministers who are religious educational instructors or those directing nursery schools and librarians may enroll in the K.T.A. as Active members. Our membership goal this year is 1,500, an increase of 100 over our 1953 enrollment.

Any teacher, superintendent, educational officer, whether white or Negro may become an active member of the K.T.A. Our name has been changed so as to include persons of all races. Each enrollment helps to finance the K. T. A. Journal, the annual convention program, and also supports legislation that will be conducive to the general welfare of the teachers of Kentucky.

N. E. A. AND YOU

While attending the National Association of Secretaries of State Associations, it was forcibly and urgently made clear to the members that progress in our profession will be achieved only through a strong program of unified action. This type of action is more clearly expressed in the first three goals of the N.E.A. Centennial Action Program which are (1) an active democratic local education association in every community; (2) a stronger and more effective state education association in every state and (3) a larger and more effective National Education Association.

There are relatively few local units of our organization in Kentucky. The establishment of such units must become one of the big goals for K. T. A. With this in mind, district representatives and the Board of Directors took steps to get such a program underway when they met in Louisville on December 12. Do you have a local unit in your county or town?

K.T.A. is proud of its membership for 1952-53. To increase it in 1953-54 makes stronger our program for the improvement of education in Kentucky and in the services we can render our members. Enroll early this year in our state organization.

Do you belong to N.E.A.? Notable progress has been made in recent years in uniting the teaching profession behind such tasks as research, public relations, federal legislation, workshops for leaders, travel service and international services. This has been accomplished through our National Education Association. Additional progress in these and other services depends upon the readiness of greater numbers of teachers to join in the attack upon current educational problems. It is your privilege and to your best professional interest to belong to the N.E.A.

Many of our Kentucky counties and independent districts at this time collect unified dues — a single fee covering local, state and national. Even if your district doesn't have the unified fee, you can enroll in your professional organization through the state secretary's office.

Francis Bacon said, "I hold every man a debtor to his profession". Are you meeting your obligation? Join today — K.T.A. and N.E.A. These are your professional organizations — they need you, you need them.

West Kentucky Vocational School Reports Progress

Appearing on the cover page of this issue of the Journal is the picture of the new dormitory for women at West Kentucky Vocational Training School at Paducah, Kentucky. President C. L. Timberlake and Business Manager M. J. Sleet are to be congratulated for the excellent work they are doing at the institution.

They have already prepared their budget request to be presented to the state legislature for 1954-56. A total of \$292,321.85 is being requested for salaries and wages, instructional supplies and equipment, insurance, needed operating equipment and operating cost. A legislative request of \$1,034,500.00 is to be presented to the Kentucky Building Commission for such needed services as installation of a heating, a plumbing, and a water system in some of the buildings, rewiring of all buildings to eliminate fire hazards, installation of fire-fighting equipment, building of sidewalks, purchasing of 8 lots adjoining school campus, general repairing of some buildings, landscaping new girls' dormitory and trimming trees on the entire campus, building a new trades building.

Such monies as are requested are to cover necessary operational expenses and needed improvements. These requests are deserving of the support of the Kentucky Teachers' Association and all citizens interested in an adequate program of education for Kentucky Youth.

THANKS FOR YOUR KINDNESS

When the Board of Directors, Department Heads and District representatives met in Louisville on December 12, Mrs. Julia Russell and members of her Foods Class at Central High School served delicious refreshments to the group. Our thanks and appreciation are again expressed to Mrs. Russell and her girls. They helped make our meeting quite a successful one.

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Negroes in "White" Colleges

(By Lyman T. Johnson)

Since Negroes have been attending northern, eastern and western colleges for years, this discussion will have reference to colleges in the south. It is concerned more particularly with southern colleges supported in the main or in part by public funds and which were formerly closed to Negroes. There will be, however, some allusions to private and church colleges in the south which hitherto have excluded Negroes.

In order that our social order may endure, certain fundamental principles of a democracy must be restated, clarified and adhered to by the body politic. One of these concepts is that every one will be taxed, Negroes none the less. Every article that is sold bears some kind of tax. The last purchaser pays the tax. This is true regardless as to who may be the instrumentality through whom the revenue is relayed to the state that the state may be able to perform its functions. One of these functions is education. So when we speak of publicly supported "white" colleges we should immediately recognize a misnomer. These colleges belong to the people. They are "our" colleges.

Every citizen should be alert to see that he receives due value for his contribution toward the maintenance of the state. Now, to be sure, most of our southern "white" colleges are not the equal of the colleges of the other sections of our country. But they do represent the best our southern states can (or do) afford. Some of them do make creditable attempts at serious and worthwhile education. With these facts given, it behooves every Negro to be exposed to the best kind of training available to him if he would attempt to measure shoulders in adult life with other Americans in a vicious, competitive society. Without doubt, most of our Negro colleges have limited resources and curtailed facilities. These limitations must

of necessity reflect themselves in the variety and depth of educational offerings extended to the students. This is to disparage, not in the least, a single one of our Negro colleges which have done a glorious work over the years. (Two of them have helped make me what I am.) But when the "white" colleges exclude Negro students, these students are deprived of the opportunity of choosing the masters at whose feet they may study. We cannot longer permit this right to choose among the colleges to be abridged. Whether motivated by geography, culture, economics or any other factor, the student in a dynamic, progressive, free society must be accorded this right. In this connection is it regrettable that white students were denied the opportunity of studying at the feet of George Washington Carver at Tuskegee Institute.

However, a new day is dawning. Negroes are now attending "white" colleges in Maryland, West Virginia, Missouri, Arkansas, Kentucky, Oklahoma, Texas, Virginia, North Carolina, Tennessee and Louisiana. In the near future we shall observe the same situation in South Carolina, Georgia, Alabama, Mississippi and Florida. It will soon be so commonplace we shall take it as a matter of course. But to make the transition will require courage, faith, industry and persistence. This will be required of Negroes and whites alike.

Many Negroes will be apprehensive lest they may lose some vested interest in the present segregated arrangement. This solicitude must be allayed. I entertain a faith that in a truly democratic society humanity will recognize worth and will accord proper rewards for excellence in performance. Even at present illustrations like Roy Campanella and Junior Gilliam are becoming too numerous more than to mention them.

In the past it was logical for the white immunity to register reluctance at giving equal recognition to Negroes, who, in most cases, were products of admittedly inferior schools and colleges. We cannot even fancy now that we may continue to live beyond the tracks in inferior schools, homes and recreational surroundings and overcome the damage they work upon us by tapering off our education in a "white" college or university. The surest means of eradicating skepticism on the part of whites as to the worth of any individual is to provide for all individuals from the cradle to the grave equality of opportunity to develop their capacities freely and fully. To be rational, however, we must not expect entrance into "white" colleges—

or "white" anything — to remove all of our individual frailties. Some of our students will simply not qualify for college life. When they fail, in fair competition, to measure up to the standard, they will have to adjust to circumstances more in keeping with their abilities. That, too, is democracy.

We must, then, look courageously to the new day when all our youth will have a fair opportunity to develop without the fetter of racial designation. We seek a democratic way of life. Such a life is abundant with golden opportunities; but its obligations are equal in proportion. We are willing to pay the price of living in a free society and the greater the price we pay the more abundantly we shall live.

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Negro Women in Church Life

(By Mrs. Maude Brown-Porter)

More and more people are realizing the important place the church has in our lives today. If we could conceive of a town or a city without a church, I doubt seriously whether any of us would want to live there. We connect ourselves with a church because we desire that Christian fellowship that can be had only in public worship.

It is very gratifying to know that Negro women are taking an active part in the church, which is the greatest institution for good in the world today. For many years there were those who said that merely the housewife, the domestics, and the older women were active church members. Today, we find women of all ages and in all walks of life active members of the church. The business and professional women are realizing more and more that there is a great joy, satisfaction, and peace of mind which comes only by working actively with the church program. I am sure it would be interesting to know the exact number of our teachers in the commonwealth of Kentucky, who are not just members but active church workers in the various denominations making a definite contribution to the church program.

Women have always worked in the missionary society and the men think of that organization as belonging to the women. Today they are to be found on various boards, and they head many of the auxiliaries and special groups in the church. Many women now are on the trustee boards and make excellent trustees. At one time only men were superintendents of Sunday schools, but today hundreds of women serve as superintendents and direct large, progressive Sunday schools.

We can all remember when only men were used as ushers in the church. In many churches today the women have

almost taken over this phase of church work. Since women far outnumber the men in most churches, it is natural to see them in many key positions in the church work.

The National Council of Church Women has committed itself to integrating Negro women in its organization and church life. For years our church women in the north, east, and west worked with other church women in civic and church projects for the betterment of their communities.

About eight years ago the Louisville Council of Church Women by order of the National Council invited Negro church women from the various denominations to come into their council and become members of the board. These women were selected by the ministers of the various denominations, who selected one of the best to represent the denomination on the board. All members of the council were not pleased with the presence of Negro women but accepted them. At the election of officers, one Negro woman was elected as vice president. Christianity began to have its effect and a very fine Christian fellowship soon developed. Today our church women serve on all committees and share in the planning of special occasions, such as, World Community Day, May Fellowship, and the World Day of Prayer.

The speakers bureau is composed of women of both races. These speakers appear at various churches upon call with two or four speakers on the program. Always the group is interracial. These speakers have appeared in churches in all sections of Louisville.

The same situation exists in the Kentucky Council of Church Women. Here women of both races hold offices, meet and work on committees together for the good of all. State meetings are not held in any town or church where there

will be any embarrassment for any of the council members.

In the National Council of Church Women a large number of our church women from all states of the union take a very active part in the national program. In October the "National Assembly of United Church Women" was held at Atlantic City, New Jersey. Twelve years ago in December, 1941, a small group of Christian women met to discuss what they could accomplish, if they banded themselves together with a common purpose. Today that little group has grown to over a million members, and our women from the various denominations are well represented.

Negro women serve on the Executive Committee and Board of Managers. They also work with the Christian Social Relations, Christian World Relations, and Christian World Missions. Our own Mrs. Abbie Clement Jackson serves on the Board, and she was elected as one of the vice presidents when the National Council of Churches of Christ in America was set up and held this office with distinction for two years. At the meeting in Atlantic City, Mrs. Jackson was made chairman of the Educational Committee, which is one of the most important committees. At this same meeting Mrs. Charles S. Johnson, wife

of the distinguished president of Fisk University, was elected to her first term as one of the vice presidents. On the committee to welcome President Eisenhower was placed one of our church women, Mrs. Rossie T. Hollis of Oklahoma. Mrs. Rose Page Welch, a sweet singer, who has travelled as an ambassador of peace and good will went to India, China, Japan, Africa, and the Islands of the Sea, led groups in fervent singing and was soloist at several sessions. Many other women of our various denominations are serving with honor and credit to themselves on all committees.

It is important that more people be led to believe in the church and our women have committed themselves to the task. All church women are being awakened to the need of living in Christian fellowship with people of all nations. The church women have committed themselves to the task of helping to bring about peace. To do this we must have better homes, better schools, and stronger churches, not only in America, but in all countries of the world. There is a great message of Christianity to be carried through missionaries, teachers, and ministers. Our church women will be found doing their part in all church programs for a better way of life.

Fourth District Reports

The Annual Meeting was opened with the Vice President, Mr. J. V. Robinson, Elizabethtown, presiding. Mr. R. L. Livers, Principal of Bloomfield School and President of the District, extended greetings and delivered the President's Annual address. Following this general session, the various departments met and their discussions were on the theme: "Developing Moral and Spiritual Values".

President R. B. Atwood, Kentucky State College, spoke in the afternoon concerning the Minimum Foundation Program. It was mainly on the basis of

his address that the Fourth District joined with other districts in supporting, wholeheartedly, the Minimum Foundation Program.

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Negroes and Integrated Sports

(By W. L. Kean)

Regardless of the outcome of the pending momentous supreme court decision on the legality of segregated schools as maintained in southern communities and definite trends pointing toward the complete collapse of the once vaunted "dual system," integration, once confined to specific isolated areas, of our American life, is here to stay. Like the proverbial snow ball it is gaining momentum as it rolls along. Particularly is this true in the area of sports, the first vintage point for an integrated democracy at work. Admittedly, there are many and varied forces constantly at work, each in its own way influencing thought and action toward this common goal and without which final and ultimate success is delayed.

So much has been written and spoken about the Negro in major league baseball that it would be difficult to find a single adolescent boy or girl who is not aware of the opportunities awaiting the skilled Negro performer in baseball, particularly, and in all realms of sports. To attempt to cover the 29 leagues and the more than 1,000 teams constituting organized baseball or even to point out the clubs holding contracts of Negro players would require for more time and space than that which is allotted. Nevertheless, it was a long wait from 1839 when Abner Doubleday of Cooperstown, N. Y., is supposed to have started the ball and base running combination which we now call baseball to 1947 when Branch Rickey called Jackie Robinson from the Montreal Club to the Brooklyn Dodgers to become the first Negro to play in the major leagues.

Robinson paved the way for hundreds of other boys of color, the most recent, James "Junior" Gilliam, a teammate, won the distinction of being the National League "1953 Rookie of the year" an honor Robinson himself once had. The full import of the signing of Robinson

was not at first felt. Incidents on and off the field, travel and hotel difficulties, anonymous letters and the like — all these made even the most enthusiastic supporter view with alarm this "noble experiment." Skeptics began to ponder the question, "Could integration work even in such a great and popular American sport as baseball?" It was pointed out that in the early athletic history after the civil war, many white and colored teams and individuals met on the field of sports. Then came a period of cessation of contracts until seldom did Negro and white teams play together, especially in baseball.

Was the Jackie Robinson episode to have a similar ending? One need but look at the roster of several major league clubs to find the answer. The New York Giants list Willie Mays sensation outfielder in '52, Monte Irvin, Henry "Hank" Thompson, Rube Gonzalez and Ray Noble.

The White Sox roster includes Bobby Boyd, Connie Johnson, Arestes "Minnie" Minose. The Cleveland Indians string along with Larry Doby, Luke Easter, Henry "Suitcase" Simpson, and Dave Hoskins. The Milwaukee Braves have George Crume, Bill Brutum and Jim Pendleton.

Even the world champion New York Yankees finally broke their color line, calling up their star outfielder Elston Howard and Vic Power from the Kansas City farm team of the American Association. Gabe Paul, general manager of the Cincinnati Reds, admitted his club would like to have Power, the 23-year-old American Association batting champion. "The time is ripe for the appearance of a top flight Negro player at Crosley field," Paul said, "and Power seems to be the man for the spot. To explore the achievements of Jackie Robinson, Don Newcomb, Satchel Paige,

Roy Campanella, and Joe Black at this time would add little to the fact that Negroes are integrated in the major leagues. That Negro players are being accepted generally is evidenced by a recent announcement that three southern ball clubs have signed eleven Negro players. Recently, James and Leander Tugerson signed by the Hot Springs (Arkansas) Bathers of the Cotton State League, were banned from playing in Mississippi, home of four of the eight teams in the league. A crowd of 15,000 Mississippi fans, however, who wanted to see Tugerson pitch, roundly booed when the game was forfeited to Jackson.

In the Piedmont League, the Portsmouth Merrimacs became the first Virginia club to hire Negroes, while in the class A South Atlantic League, a Florida team signed two Negro players. Larry Gilbert of Nashville Vols, Southern Association, has repeatedly announced his willingness to play Negro players. These acts are future evidence of the acceptance of Negro players.

But we need not confine our discussion to baseball for other major sports have integrated teams. The professional football leagues have for a long time used Negro players. Ink Williams and Fritz Pollard of Brown were selected on Walter Camp's All American 1916 team. John Shelbourne of Dartmouth, and Paul Robeson of Rutgers were the first Negro professional football players.

The weekly achievements of Bill Willis, Horace Gilliam, Len Ford, and Marian Motley, of the Cleveland Browns, are well-known. The San Francisco Rams depend heavily on Deacon Don Towler and Frank Younger while the 49'ers Joe Perry leads the league ground gainers. Our own Willie Carter, a former Central High and Tennessee State star broke into professional ball by way of the Cleveland Browns and is now with the Chicago Cardinals.

In basketball, suffice it to say, Don Barksdale, University of California

star, was the only Negro to make the American olympic team. The Negroes mastery in track and boxing is without parallel. They have held more records and championships in these sports than any other group.

What can our school administrators gleam from these facts? First, and foremost, that vocational opportunities for those skilled in sports await the successful performer in areas heretofore closed to him. Secondly, that practically everyone of the above named athletes gained experience, knowledge, and basic skills in his chosen activity while playing on a second team. Finally what has the integration done for the Negro player? It has brought him economic security. It has made him a home owner, it has brought him respect and admiration and has helped make of him a first class citizen.

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The Problem of College Selection

(By Mrs. Bettie L. Douglas)

The problem of college selection is one that confronts every high school student who wishes to continue his studies after graduation; and this problem therefore, becomes the concern of all teachers in the secondary schools. The teacher can offer to the student invaluable assistance through proper guidance in the selection of a college.

First of all the student should be guided in a thorough and realistic self-analysis and self-evaluation by the use of tests, interviews, conferences with parents, etc. We must aid our students in understanding themselves and in facing their own personal limitations as to the courses in which they are most likely to succeed.

Generally speaking, a student with an average less than 85% should not consider attending college as a full-time student. He might, however, take one or two college courses per semester at one of the local adult education centers until he earns sufficient credits to be admitted as a full-time student.

The second important question to be considered in the selection of a college is the cost of training. This perhaps must be the determining factor in the student's final choice. The teacher, with the assistance of the students, might compile figures of the approximate yearly expenses for the colleges and universities most often chosen by the high school graduates in their school. Seniors should be encouraged to study these figures carefully. Each student should ask himself frankly, "Can my parents afford this amount yearly for four years?"

Scholarships are available to superior students. However, these scholarships seldom cover more than a one-year period. In most instances, scholarships range from \$100.00 to \$300.00 per year. Often it is impossible for a student to attend school on a scholarship unless

his family is relatively able to keep him in school without such aid at all. Part-time jobs are meant to supplement the student's income rather than to take care of all his bills.

The Guidance Department of Central High School, Louisville, has compiled the approximate yearly expenses for several of the colleges and universities most often chosen by graduates of Central. Students are told that these figures are based on minimum costs and should be studied carefully. The weekly amounts needed by a student to cover his expenses are included in each estimate. These estimates might be of value to our Negro youth in Kentucky in helping them select a college and as source material in group guidance classes.

Fisk University, Naashville, Tenn.

Tuition per year	\$325.00
Incidentals	16.00
Room and Board	385.00
Books, Supplies, etc.	50.00
Spending Change	200.00
Coach Fare (2 round trips)	21.40
Total for year	\$997.40
\$27.70 per week needed for 36 weeks	

Howard University, Washington, D.C.

Tuition per year	\$171.00
Incidentals (Fee)	219.00
Room and Board	540.00
Books, Supplies, etc.	50.00
Spending Change	200.00
Coach Fare (2 round trips)	88.20
Total for year	\$1268.20
\$35.00 per week needed for 36 weeks	

Nazareth College, Louisville, Ky. Girls

Tuition per year	\$220.00
Books, Supplies	50.00
Lunch on Campus	90.00
Carfare, etc.	50.00
Total for year	\$410.00
\$11.40 per week needed for 36 weeks	

Hampton Institute, Institute, W. Va.	
Tuition per year	\$300.00
Incidentals	27.50
Room and Board	397.00
Books, Supplies, etc.	50.00
Spending Change	200.00
Coach Fare (2 round trips)	57.50
Total for year	\$1032.00
\$28.50 per week needed for 36 weeks	

Tuskegee Institute, Tuskegee, Ala.	
Tuition per year	\$300.00
Room and Board	405.00
Books, Supplies, etc.	50.00
Spending Change	200.00
Coach Fare (2 round trips)	58.88
Total for year	\$1013.88
\$28.00 per week needed for 36 weeks	

Tennessee A & I State University, Nashville, Tenn.	
Tuition per year	\$105.00
Maintenance Fee	105.00
Lab. Fees	15.00
Room and Board	350.00
Books, Supplies, etc.	50.00
Spending Change	200.00
Coach Fare (2 round trips)	21.40
Total for year	\$846.40
\$22.40 per week needed for 36 weeks	

Central State College, Wilberforce, Ohio	
Tuition per year	\$106.00
Registration Fee	26.00
Laundry	8.00
Medical Fee	9.00
Extra-curricula Fee	50.00
Books, Supplies, etc.	50.00
Room and Board	428.00
Spending Change	200.00
Coach Fare (2 round trips)	24.28
Total for year	\$901.28
\$25.00 per week needed for 36 weeks	

Indiana University, Bloomington, Ind.	
Tuition per year	\$345.00
Room and Board	590.00
Books, Supplies, etc.	50.00
Spending Change	200.00
Coach Fare (2 round trips)	17.50
Total for year	\$1202.50
\$33.00 per week needed for 36 weeks	

Kentucky State College, Frankfort, Ky.	
No Tuition	
Incidental Fee	60.00
Room and Board	315.00
Books, Supplies, etc.	50.00
Spending Change	200.00
Coach Fare (2 round trips)	6.90
Total for year	\$631.90
\$18.00 per week needed for 36 weeks	

University of Louisville, Louisville, Ky.	
Tuition for year	\$448.00
Books, Supplies, etc.	50.00
Lunch on Campus	90.00
Carfare, etc.	50.00
Total for year	\$638.00
\$17.70 per week needed for 36 weeks	

N.B.: Note that about \$20.00 per month or \$5.00 per week is allowed for incidentals such as show admissions, cleaning, club fees, supplies, etc. Some students might economize and be able to cut the weekly expenditure in half of the amount listed, thus making the weekly expenses about \$2.50 per week less than the above amounts.

It is the secondary teacher who can best help the high school student work out a realistic, workable plan in the selection of a college. Let us work earnestly and diligently with our students in preparing them for the highest degree of success possible in their college training.

Who learns and learns and acts not what he knows is one who plows and plows but never sows.

—North Carolina Education

PLAN TO PARTICIPATE

All-State Music Chorus

**Warner Lawson, Guest Conductor
(Howard University)**

Louisville, Ky. March 4, 5, 6, 1954

**Write: Miss R. L. Carpenter, Ass't.
Supv., Louisville Board of Educa-
tion, for details.**

K.T.A. Announcements

The theme of the 1954 K.T.A. Convention in Louisville will be "Better Schools for a Stronger America." Some suggested supporting topics for developing this theme in various departments are as follows: (1) The need of Moral and Spiritual values in Education. (2) Meeting the Vocational Needs of Negro Youth. (3) Better School Buildings, a need. (4) Adequate Health programs, a need, and, (5) Revised Guidance Programs, a need.

The Industrial Arts Department of Central High School of Louisville, Kentucky, will feature an exhibit of charts and projects from the various shops and industrial arts rooms. In addition there will be a "Live Exhibit," — students at work in the various industrial arts classrooms from 9 a.m. to 10 a.m. on Friday, April 23, 1954, during the K.T.A. Convention.

Members of the K.T.A. will be asked to vote on the proposed revision of the K.T.A. Constitution on Friday, April 23, 1954, which would increase the annual fee of active members from \$3.00 to \$4.00 and the annual fee of associate members from \$1.50 to \$2.00.

Mrs. Theda Van Lowe, Principal of the Douglas High School of Fayette County will be a candidate for first vice president of the K.T.A.

The Urban League of Louisville, Kentucky, along with the K.T.A. will sponsor a Vocational Guidance Institute on Tuesday, April 20, and Wednesday, April 21, 1953 — The time of the Annual Convention in Louisville. Mr. Charles Steele will send out the plans and a program of activities for this institute.

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K.T.A. Kullings

A feature of the recent celebration of the 175th Anniversary of the founding of Louisville was a testimonial honoring Mrs. Ellen L. Taylor, former teacher and principal of the Louisville Colored Normal School and the Dunbar School. Board of Education officials, educators, and friends termed her service as superior and also a distinct contribution to the progress of the Louisville Public Schools.

° * * *

A number of District associations of the K. T. A. made financial contributions to the expenses involved in promoting the Minimum Foundation Educational Program for Kentucky. These along with the Kentucky Teachers Association donated several hundred dollars.

° * * *

Mr. Joseph R. Ray, formerly a teacher in Kentucky and for many years the treasurer of the K.N.E.A., was promoted to a position as head of the Relations Service in the Housing and Home Finance Service of the U.S. at Washington, D.C. Mr. Ray, an experienced realtor, is to receive \$11,000 annual salary in this appointment by President Eisenhower. The K.T.A. congratulates Mr. Ray.

° * * *

The State Medical Association of Kentucky recently voted to accept Negroes in their membership. This means that qualified Negro physicians can practice in any hospital in Kentucky, a privilege heretofore denied them.

° * * *

The Rev. Felix Anderson, Pastor of Broadway Temple A.M. Zion Church of Louisville has been elected to the Kentucky State General Assembly. The K.T.A. congratulates him and predicts success for him as a legislator.

° * * *

Dr. Maurice F. Rabb, the first Negro

to train at the general hospital in Louisville, Kentucky, on November 16, 1953, became the first Negro doctor to be admitted to the Jefferson County Medical Society.

° * * *

In the KULLINGS of the last issue, it was reported that Mrs. Martha N. McCoy received a Bachelor of Library Science degree from Nazareth College. May we correct this information by reporting that Mrs. McCoy received a Master of Library Science degree and that she not only was the first Negro to receive this degree, but was the first person of any race to receive it. Again, our congratulations to Mrs. McCoy.

° * * *

Following the meeting of NASSTA (National Association of Secretaries of State Teachers Association) which was held in French Lick, Ind., November 15-18, the following state secretaries visited the K.T.A. office: Mr. Leslie J. White, Texas; Mr. S. W. Curtis, Florida; Mr. G. W. Brooks, Tennessee; Mr. W. E. Solomon, South Carolina and Mr. J. Rupert Picott, Virginia. Mr. Frank W. Smith, Arkansas, also attended the NASSTA meeting, but returned home by way of Indianapolis.

° * * *

Mrs. Juanita Lane, teacher at Dunbar School, Louisville, left on November 21 to join her husband, Lt. Col. David A. Lane, who is in Germany. Col. Lane is known to many Kentuckians as a Dean of the former Louisville Municipal College.

° * * *

The Louisville Bar Association has elected three Negro lawyers to membership. These are: Charles W. Anderson, former member of the Kentucky State Legislature, Harry S. McAlpin, former Assistant Commonwealth's Attorney, and Ralph W. Richards, 1951 law graduate of Howard University.

How is Your Mental Health?

Dr. Donald F. Moore, M.D., in charge of Neuropsychiatric Services at Nichols Veterans Hospital, addressed the Fifth District on the subject, "Mental Health in a Democracy". He gave the following chart of characteristics of the immature, neurotic, totalitarian individual

and of the mature, healthy, democratic person. How do you rate? Remember, maturity is a growth process — a goal toward which we can work. If you find a characteristic resembling of yourself on the left side, just start working on it. A mature person is a "jewel" in the profession of teaching.

IMMATURE CHARACTERISTICS

1. DEPENDENCE

Economic, Intellectual, Emotional

2. INTOLERANCE

Unwillingness or inability to accept the new, strange, different, or unfamiliar as equal or better. Tendency to consider that which one knows little about as being inferior.

3. FAILURE TO RECOGNIZE OWN WEAKNESSES

Tendency to avoid unpleasant facts
Inability to be objectively self-critical.

4. TENDENCY TO BELIEVE EMOTIONALLY

Prefer to believe those things which are most pleasing.

5. CONTINUES TO USE OLD SOLUTIONS FOR NEW PROBLEMS

Fails to see changes in the situation.

6. IMPATIENT OF PLANNING AND HARD WORK

Wants to arrive at goals in one step.
Lacks patience and persistence to work step by step towards a distant goal.

7. BELIEF IN DESTINY TO CONTROL OTHERS

Ascribes to himself or his group unusual powers or ability. Unwarranted feelings of superiority.

8. FEELINGS OF EMOTIONAL ISOLATION FROM OTHERS

Excessive desire for wealth. Excessive desire for power. Excessive fear of others.

9. PATHOLOGICAL CONTINUATION OF THE INFANTILE ATTITUDES

"The world owes me a living."

"Get. Get. Get."

MATURE CHARACTERISTICS

1. INDEPENDENCE

Economic, Emotional, Intellectual

2. TOLERANCE

Recognition and acceptance of individual differences. Recognition and acceptance that customs, habits, thinking, and behavior differing from one's own may be most appropriate for others.

3. ABILITY TO ACCEPT NEW OR UNPLEASANT FACTS.

4. ABILITY TO EVALUATE RATIONALLY

The ability to weigh factors with varying emotional qualities and arrive at intellectually sound conclusions.

5. CONTINUED ADAPTABILITY TO NEW SITUATIONS

The development of the ability to **compromise.**

6. PERSISTENCE AND WILLINGNESS TO WORK NOW

For **future** goals.

7. THE WILLINGNESS TO WORK UNDER AUTHORITY

The ability to cooperate with others.

8. DEVELOPMENT OF SYMPATHY FOR OTHERS

A willingness to share. A feeling of responsibility for others. A feeling of the "brotherhood of man".

9. DEVELOPMENT OF A PARENTAL ATTITUDE

A desire to be productive and constructive.

"How can I help?"

GETTING ATTITUDE

— Normal growth and development —

GIVING ATTITUDE

Doings in the District

"Better Human Relations" was the theme for the fifty-fifth annual session of the SECOND EDUCATIONAL DISTRICT ASSOCIATION when it met in Madisonville on Friday, October 16. Mrs. Pearl P. Arnett, President, presided. Principle addresses were made by President R. B. Atwood, Kentucky State College and Mrs. Minnie Hitch, Principal, Rosenwald Training School, Frankfort.

Mr. Frank B. Simpson, President of the THIRD EDUCATIONAL DISTRICT ASSOCIATION, reported an outstanding meeting of his district in the fall. This association was among the several that donated to the fund that promoted the Minimum Foundation Program.

Mrs. Clara Taylor succeeds Mr. E. O. David as BLUEGRASS PRESIDENT.

At the recent meeting of the BLUEGRASS DISTRICT, over 300 teachers were enrolled and a very successful meeting was reported. Mrs. Clara Taylor, Principal of Carver School, Lexington, was elected President. Other officers elected were Miss Clara Clellan, First Vice President, Mr. Norman Passmore, Second Vice President; Mrs. Peace, Secretary, and Mr. James Brown, Treasurer. Two persons from the State Department, Dr. Doran and Mr. Vickers, served on a panel at the afternoon session. This association also made a sizable contribution to the Minimum Foundation Program.

"Newer Trends and Techniques of Teaching in Various Subject Areas" was the theme of the UPPER CUMBERLAND DISTRICT TEACHERS' ASSOCIATION when it met in Benham on October 2. Mr. T. J. Harville, President, presided. Following departmental meetings on the theme for the convention, the principle address was given by Mr. J. Niel Armstrong, Prin-

icipal, Langston High School, Johnson City, Tennessee. This district also contributed to the Minimum Foundation Program.

Fifth District Elects Harper, President.

Mr. Louis J. Harper, Jr., Chairman of the Science Department at Central High School in Louisville was elected president of the FIFTH DISTRICT ASSOCIATION when it met on Friday, October 23, at Central High School in Louisville. Mr. Harper succeeds Mr. J. A. Carroll, Lincoln Institute.

More than five hundred teachers heard two outstanding speakers. The morning speaker was Dr. Donald F. Moore who spoke on "Mental Health in a Democracy". The feature address of the afternoon was an address by Dr. Mordecia Johnson, President of Howard University.

A highlight and challenging statement is the following quotation from Dr. Johnson's address:

"When Governor James Byrnes of South Carolina segregates Negroes, it is known the world over within 48 hours. Yet President Eisenhower put Governor Byrnes on the U. N. Human Rights Commission. The eyes of the world are on the treatment of the Negro in the United States, especially the Communist eyes.

You teachers are not only fighting for your liberties when you oppose segregation and discrimination, you are fighting to get the South to make a decision on the right side.

If it does not make the right decision, the United States may well lose its leadership in the free world."

The First and Northern Districts have not sent reports of their meetings to the editor.

K.T.A. HONOR ROLL

The following county systems and city schools have enrolled in the K. T. A. 100% up to December 1, 1953.

COUNTY	SUPERINTENDENT	COUNTY SEAT
Bullitt	W. O. Anderson	Sheperdsville
Lincoln	Joda Milbein	Stanford
Fulton	Bearl Darnell	Hickman
*Hickman	Dentis McDaniel	Clinton
*Christian	H. Barton Fiser	Hopkinsville
Owen	Howard C. Smith	Owenton
Harlan	James A. Cawood	Harlan
Pike	C. H. Farley	Pikeville
McCracken	Henry Chambers	Paducah
Lyon	Ernest Fiser	Eddyville
*Shelby	George Giles	Shelbyville
Henderson	Martin L. Roberts	Henderson
Bath	Bradley Sexton	Owingsville
Logan	R. B. Pipes	Russellville
Washington	Frank McWhorter	Springfield
Nelson	Charles W. Hart	Bardstown
Anderson	Mrs. Emma B. Ward	Lawrenceburg
Scott	M. L. Archer	Georgetown
Barren	Mitchell Davis	Glasgow
Trigg	Roy McDonald	Cadiz
Madison	W. E. Pearson	Richmond
SCHOOLS	CITY	PRINCIPAL
*Dunbar	Lexington	P. L. Guthrie
*Russell	Lexington	W. Taylor Seals
*Booker T. Washington	Lexington	Mrs. Lucy H. Smith
*Carver	Lexington	Mrs. Clara Taylor
*Constitution	Lexington	Mrs. Hattie Lockhart
Lincoln	Franklin	Hughland Gumm
*Lincoln Institute	Lincoln Ridge	W. M. Young, Dir.
Newburg (Jeff. Co.)	Buechel	Mrs. Agnes Duncan
*Rosenwald	Trenton	L. J. Buckner
Colored School	Central City	Mrs. Mabel W. Render
*Booker T. Washington	Hopkinsville	A. R. Lasley
*Banneker	Cynthiana	E. O. David
Oliver High	Winchester	G. W. Adams
*Community High	Drakesboro	H. C. Mathis

* Denotes honor membership

District representatives met with the Board of Directors of K.T.A. in Louisville on December 12. Plans were made for more effective participation by the districts and the local K.T.A. associations in the State organization of K.T.A.

According to the latest report from NEA 125 teachers from Kentucky have enrolled in NEA for this year. Virginia Teachers Association is leading the list with nearly 600 members. Have you joined yet?

Goals for the Centennial Action Program of the United Teaching Profession, 1951-57

The Centennial Action Program, un-animously adopted by the 1951 NEA Representative Assembly, is a challenge to the teaching profession to make the most of itself. Its goals are

1. An active democratic local education association in every community.
2. A stronger and more effective state education association in every state.
3. A larger and more effective National Education Association.
4. Unified dues — a single fee covering local, state, national, and world services — collected by the local.
5. 100% membership enrollment in local, state, and national professional organizations.
6. Unified committees — the chairmen of local and state committees serving as consultants to central national committees.
7. A Future Teachers of America Chapter in every institution preparing teachers.
8. A professionally prepared and competent person in every school position.
9. A strong, adequately staffed state department of education in each state and a more adequate federal education agency.
10. An adequate professional salary for all members.
11. For all educational personnel — professional security guaranteed by tenure legislation, sabbatical and sick leave, and an adequate retirement income for old age.
12. Reasonable class size and equitable distribution of the teaching load.
13. Units of school administration large enough to provide efficient and adequate elementary and secondary educational opportunities.
14. Adequate educational opportunity for every child and youth.
15. Equalization and expansion of educational opportunity including needed state and national financing.

16. A safe, healthful, and wholesome community environment for every child and youth.

17. Adequately informed lay support of public education.

18. An able, public-spirited board of education in every community.

19. An effective world organization of the teaching profession.

20. A more effective United Nations Educational, Scientific, and Cultural Organization.

21. More effective cooperation between adult, higher, secondary, and elementary education with increasing participation by college and university personnel in the work of the united profession.

A Salute to Special Education

Teachers of Special Education in the Louisville Public Schools with the leadership of Mrs. Katherine E. Taylor, Speech Therapist, sponsored a program on November 24th to acquaint parents, citizens, and senior high school students of the many sources and services now available through Special Education in Louisville and the state.

The one-day program opened with registration and "coffee hour" at Beecher Terrace Auditorium. Visitation of various special education classes was highlighted by demonstrations in the teaching of sight-saving, deaf-oral, developmental and crippled children's classes. The day's events were culminated in the afternoon at Douglas School with a public session.

About two hundred students and teachers from Lexington, Winchester, Cynthiana, Richmond and Louisville participated in this unique, worthwhile and challenging "look" at Special Education.

WATCH THOSE MANNERISMS

(A reprint from N.E.A. Journal,
November, 1953)

It was the first rainy day in the fall. Indoor recess brought the query, "May we play school?" That seemed a good idea, so Miss Clements said, "Yes," and sat down to listen.

"Johnny, is what you're doing absolutely necessary?" asked Susan, the seven-year-old "teacher," placing her left hand on her hip, palm up, and tilting her head to one side like an inquisitive robin.

"Now, Frankie, you may read next," Susan directed. As Frankie read, the youthful leader tapped her pencil impatiently and leafed thru the pages to see how much more of the story there was to read.

Before Frankie finished, Miss Clements saw her counterpart reach up and pull off an imaginary earring. Then, as the earring was methodically screwed and unscrewed, Susan's eyes drifted about the group. Three pairs of eyes were intently fixed on the hands that were so busily engaged with the earring.

"Watch your book," commanded the young teacher. Could that have been an edge in her voice?

An angry flush suffused Miss Clements' face. Susan was deliberately making fun of her! Miss Clements stood and was about to speak sharply when she suddenly realized that Susan was not being impudent — she was just an observant child playing Miss Clements, typical teacher to the best of her ability.

"I hope the rest of them are not so conscious of every little thing I do," Miss Clements thought as she sank back in her chair. She reached for the little bell on her desk, ready to give the short, quick taps which announced recess was over.

As she did so, her eyes were still in the play-school group. Innocently, in anticipation, Tommy beat out the rhythm of the usual tattoo with his fingers

on his idle book. She withdrew her hand from the bell as if it had been red hot.

"So help me," she murmured to herself grimly, "I'll get rid of these stupid mannerisms or die in the attempt. If Robert Burns had known a few youngsters like Susan and Tommy, it never would have entered his head to write, "Oh wad some power the giffie gie us. ."

—DAISY M. JONES, director of elementary education, School City of Richmond, Indiana.

The Impending Supreme Court Decision

(By Atwood S. Wilson)

The thinking citizens of America are waiting with some apprehension the decision regarding school segregation which is to be handed down in December, 1953, or during the year 1954. The court may decide that segregation is illegal according to the fourteenth amendment of our constitution. It is also possible that they might render some other decision, since there are cases which involve various angles of the question concerning the legality of segregating the Negro school child in certain states. The fundamental issue in this case involves the legality of segregation as such. The schools seem to be the best medium for such a decision. In a subsequent issue of the K.T.A. Journal, a full report of the Supreme Court decision will be given along with the implications of their decision.

Teachers should look forward to this report and in the main be planning and thinking of procedures that might follow in whatever decision the Supreme Court might make.

The K.T.A. hopes that each state of America will abide by the ruling of the U. S. Supreme Court which has the ultimate responsibility of deciding upon and enforcing whatever interpretation they make of our constitution.

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