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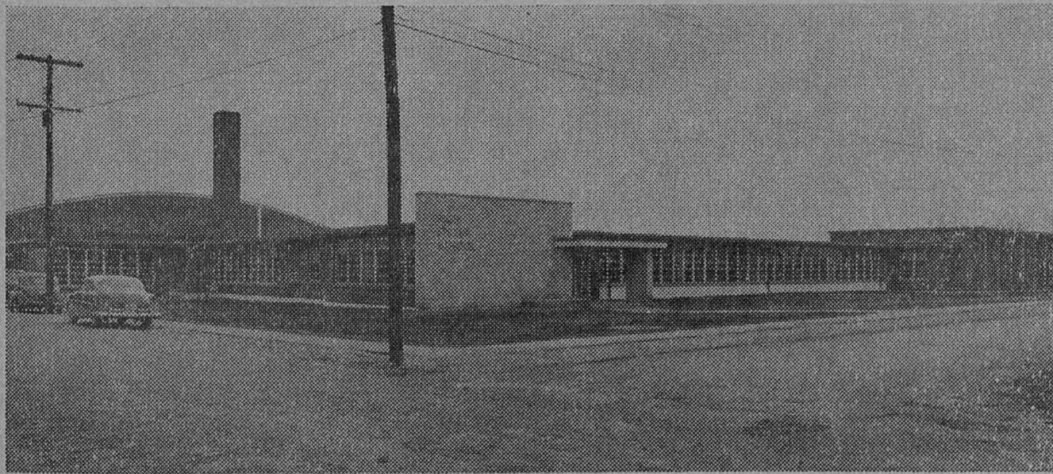


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The K. T. A. Journal

Vol. 3

November - December, 1955

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CONTENTS

THE K. T. A. JOURNAL	PAGE ONE
K. T. A. Officers for 1955-56	2
Editorial Comment	3
The Future of the K. T. A.	
Our Membership Campaign	
A Challenge to the Unbelievers	
The High Street School of Bowling Green	5
The 1955 Resolution of the K. T. A.	5
The K. T. A. President's Letter	7
Education For Life	7
With Apologies to None	8
K. T. A. Kullings	10
Flesch Found A Willing Audience	11
State Department of Education Communication	13
Integration in Kentucky Schools	14
Report on the N. E. A. Convention	16
The 1955 A. T. A. Meeting in Texas	17
The 1955 Report of K. T. A. Legislative Committee	18
Faith In Leaders and Education	19
K. T. A. Honor Roll	20

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PLAN TO ATTEND THE 80th CONVENTION
of the
KENTUCKY TEACHERS ASSOCIATION APRIL 11, 12, 13, 1956
Louisville, Kentucky

Editorial Comment

THE FUTURE OF THE KENTUCKY TEACHERS ASSOCIATION

The Kentucky Teachers Association is making definite plans for its 80th Annual Convention in Louisville, Kentucky, on April 11, 12, 13, 1956. This will be a historic gathering of the Negro teachers of Kentucky because at that time the question of whether or not we should merge with the Kentucky Education Association will be the main topic of discussion.

At present we feel there is much need for the organization to safeguard the interest of Negro teachers as integration progresses in the State of Kentucky. There are situations which may need local counsel, and there are problems which involve teachers' plans that rightfully deserve the attention of the Kentucky Teachers Association. The KTA Board of Directors and other officers have pledged their support to the teachers in any sort of an emergency that might arise and will call upon the general association to cooperate with them in any procedures that they might recommend.

The Kentucky Teachers Association was organized in 1877, and for 80 years it has been the main agent in sponsoring equal educational opportunities for the Negro youth of Kentucky and in promoting the general welfare of Negro teachers. The KTA sponsored the opening of the Kentucky State College of Frankfort, Kentucky, cooperated in the establishment of the West Kentucky Vocational Training School and has done all possible to support the program at Lincoln Institute of Kentucky. The KTA worked for some years to promote equal salaries for Negro and white teachers. The KTA has sponsored better buildings for Negro children and sought for them the type of equipment and facilities equal to those furnished any other children in Kentucky. The KTA also cooperated with the Kentucky Education Association in seeking legislation that might promote teacher tenure. The KTA also cooperated with the KEA in supporting the recent Minimum Foundation Program in Kentucky that was adopted by the last general assembly. We had a Negro member on the policy-making committee of the Minimum Foundation Program which we conceived to represent our organization and the Negro institutions of Kentucky.

Thus the KTA has a historical record that is permeated with educational achievements for the Negro child and the Negro teacher of Kentucky. This should be a sufficient cause to have any merger of the KTA and the KEA take place with the understanding that the Negro child and the Negro teacher will not be neglected as the process of integration materializes.

We believe that there should be at least one representative on the Board of Directors of the KEA in case of a merger. We further believe that any talent among the teachers of the KTA should be given due recognition by the KEA in case of a merger of these two state educational organizations.

Pursuant to this idea, the KTA directors have suggested to the KEA directors that there be a joint committee from these organizations to discuss any suggestions concerning a merger.

Ultimately, there is no doubt that there should be one education association in Kentucky with both Negro and white members, and we believe this to be a desirable goal. In working toward this goal, we are doing careful thinking and trying to do everything possible to insure a respectable status of the Negro teacher in a combined association.

Finally, we want all Negro teachers to be active, participating members of the Kentucky Education Association in the case of a merger and not "fringe" members.

OUR MEMBERSHIP CAMPAIGN

We have been informed through the newspapers and through other channels that the Kentucky Education Association is now accepting Negro memberships. The organization reports that its constitution has never confined its membership to white teachers only. However, it was the policy of the KEA officials to forward all Negro membership fees received by it to the Kentucky Teachers Association. This is the first year in which the organization has openly solicited Negro memberships.

Since the Kentucky Teachers Association is planning a program for the current year, making a contract for the use of Central High School building, closing contracts for exhibits, preparing the publication of the **Journal**, getting prizes for the annual spelling contest, etc., we most seriously urge each Negro teacher to enroll in the KTA for the school year of 1955-56.

One of the main projects of the organization is to be the employment of legal counsel to aid Negro teachers who may meet any difficulty as a result of integration.

Since the program of integration is in the early stage, we feel the necessity of having a budget adequate to handle the many problems that may arise with its progress. For this year we have set our membership goal to be 1500. This is 100 more than we had in 1955. **We are looking forward to your membership!** It may be of interest to some to know that some white teachers have joined our organization, and we hope that others will join and lend their support to the efforts of this association.

We urge each teacher to pay his \$4.00 membership fee to his principal or to mail it directly to the Secretary-Treasurer of the Kentucky Teachers Association. The membership drive is on. **Let us reach the goal of 1500 members!**

A CHALLENGE TO THE UNBELIEVERS

During August, 1955, Gloria Lockerman, a Negro girl 12 years of age, won \$16,000 for her outstanding ability as a speller. This award was made to her on a television program titled "The \$64,000 Question". Previously, Gloria had made an outstanding record in the national spelling contest and might well be termed as a champion. Before the final contest, Gloria received a great ovation when she spelled "antidisestablishmentarianism". Gloria also spelled the words in the sentence "The belligerent astigmatic anthropologist annihilated innumerable chrysanthemums". There are those who make public their boasts that the Negro is inferior in subjects that require reflective thinking. The example of Gloria Lockerman, George Washington Carver, Ernest J. Wilkins, Jr., famous mathematician, Dr. Charles R. Drew, who discovered blood plasma, and many other Negroes, tend to disprove such a statement or theory.

It is true that the Negro child ranks low in many kinds of intelligence and achievement tests but this has been proved over and over again by statistics that the I.Q. and test scores are mainly products of environment rather than characteristics of native ability.

It would be so helpful as we proceed into the program of integration if our white teachers would emphasize the achievements of the Negro in various fields of endeavor. In Kentucky we might well refer to the record as a basketball player of John Liveious, a graduate of Central High School of Louisville, who was the high point man and selected as the most valuable player on the team that represented Kentucky in the All-Star game between Kentucky and Indiana basketball teams during 1955. This was the first time in the long series that Kentucky won from Indiana and the victory seems to have been sparked mainly by the participation of two Negro players.

We might well refer to the 1955 World Series baseball champions, the Brooklyn Dodgers, who have on their team the best catcher in the National League and an outstanding player, Roy Campanella; Jackie Robinson, famed all-around player and former batting champion of the National League; Don Newcombe, who leads all the pitchers in the National League in the percentage of games won; and Junior Gilliam and Sandy Amoras, other Negroes who made up the champion Brooklyn Dodgers team of 1955.

It would be most helpful if our white friends would mention the achievements of the Negro to the children and thus create in them attitudes of appreciation for a race that has made more progress in 80 years than any other race that has ever dwelled upon the earth, according to historical records.

Let us challenge the "unbelievers"!

THE HIGH STREET SCHOOL OF BOWLING GREEN, KENTUCKY

On the outside cover of this issue of the KTA Journal there is a photograph of a new high school which is at present serving the Negro students of Bowling Green.

The school building was dedicated during March of 1955, and a tour of its interior reveals equipment of the finest type in this modern, new and well constructed building.

The building has administrative suites, a gymnasium-auditorium, shower rooms, an up-to-date cafeteria, industrial arts shops, home economics rooms, and classrooms to accommodate pupils from one through twelve. The building is of modern design and the furniture has been carefully selected to meet the age groups and interest of the pupils at various educational levels.

They entered the new plant approximately on the 72nd anniversary of Old State Street School. State Street School was organized January 29, 1883, under Professor W. B. Wiley as superintendent, and W. B. Ferguson, principal.

The succeeding superintendents have been Mr. Taylor, Mr. T. C. Cherry, and the present superintendent, Dr. L. C. Curry. The other principals have been Messrs. C. C. Parker, Samuel Austin, C. T. Cooke, E. E. Reed, and the present principal, Dr. E. T. Buford, who has served since October 6, 1924. Superintendent Curry has been the administrative head of the city system since 1937.

The principal of this modern and up-to-date school is now the president of the Kentucky Teachers Association.

THE 1955 RESOLUTIONS OF THE KENTUCKY TEACHERS ASSOCIATION

Introduction

The Kentucky Teachers Association is very much interested in the complex problems that now face the state of Kentucky, especially as it affects education.

The problems of raising enough money to make the minimum foundation program workable, the inadequate teacher retirement system, and the re-organization of the educational program to comply with the Supreme Court decision of May 17, are only a few of the complex problems the citizens of Kentucky must face in the very near future.

We, your Committee on Resolutions, believe that sincere efforts should be made by the Kentucky Teachers Association to lead in establishing understanding, and better human relationship so essential in laying the foundation for solving these complex problems that now confront Kentuckians.

For that reason the following recommendations are submitted:

1. That the K.T.A. support and exert every effort that is within the power of the organization to secure, in 1956,

legislation to the amount needed to adequately finance the Minimum Foundation Program.

2. To lend its support and exert every effort to secure, in 1956, legislative appropriation to place into effect by July 1, 1956, the Teacher Retirement Law as amended in 1954.
3. To urge necessary appropriation to meet the needs of the State's institutions of higher education and vocational schools, especially Kentucky State College, West Kentucky Vocational School, and Lincoln Institute.
4. That the laws now dealing with segregation in public education be officially abolished during the next session of the Kentucky legislature.
5. That in reorganizing the educational system to meet the mandates of the Supreme Court the following principles be used as basic:
 - A. That each community begin a study of the problem of integration as it effects that locality.
 - B. That all groups of the locality be represented in the study, and that

the discussions be open and frank.

- C. That the principles of democracy be kept in mind in order that some of the embarrassing problems that now confront this country as a world leader will not be further aggravated.
 - D. That in the election of teachers, their qualifications, experience, and meritorious service be considered the guiding principles.
 - E. That the welfare of every boy and girl be considered in the light of a greater America and as better world citizens.
 - F. That teachers already employed, will have priority over any new teachers, if they are qualified by experience and training to fill the positions efficiently.
6. In order that teachers may receive proper guidance, the K.T.A. recommends that the Board of Directors make a study of the wisdom of seeking Social Security for Teachers.
7. That the Kentucky Teachers Association be represented on the State Conference that will bring the educational needs of Kentucky to the attention of the White House Conference in Washington, D. C.
8. Teacher Certification — The K.T.A. recommends that the following be considered for the improvement of instruction:
- A. That not less than a four-year program in college accredited by the National Council for Accreditation of Teacher Education, and that the program of preparation should include an adequate general or liberal arts education and professional education. The professional education program should incorporate carefully planned laboratory experiences, including supervised student teaching.
 - B. That State financial policies should encourage the employment of fully certified teachers.

9. The K.T.A. recommends that each local community develop inter-racial leadership that will provide wholesome discussions of the problem of integration. By so doing local Boards of Education could be guided by such deliberations in formulating policies for the best interest of all concerned.
10. That the Research Committee be authorized to keep in touch with all bills pertaining to federal aid to education in order that guidance be given to Members of the K.T.A.
11. Since the Kentucky Negro Education Association recently changed its official name to Kentucky Teachers' Association Incorporated, be it resolved that any Teacher, Supervisor, or Superintendent in Kentucky Schools may become an active member of this association by paying the annual dues. This association is opened to all regardless of race, color or creed.
- Also the K.T.A. joins with the NAACP in supporting amendments that would wipe out any segregation that may be included in the bills.
12. Finally, the K.T.A. tenders its deep appreciation to President A. R. Lasley, Mrs. Anita W. Robinson, and Consultant A. S. Wilson for the very efficient program planned and brought to a successful conclusion.

Respectfully submitted,
H. E. Goodloe, Chairman

IN MEMORIAM

Mrs. Lucy Harth-Smith

Lexington, Kentucky

Prin., B. T. Washington School

Past-President of K. T. A.

Leader in Negro History

THE KTA PRESIDENT'S LETTER

October, 1955

Dear Co-Workers,

I should like, first of all, to express my sincerest gratitude to each of you for the confidence which you have imposed in me by electing me as your president. I shall try and do my best to prove worthy of your confidence.

No one can deny that we are entering and even now have launched out into the most critical period in the history of education for the youth of Kentucky and the nation. What we do now will determine the future course of education for generations to come. It is essential that all forces work together for the greatest good to all pupils, teachers, administrators, parents and citizens obtainable within the framework of democracy.

It is our studied opinion that the challenge is clearly presented: Do we desire first class citizenship status for all peoples and are we willing to work to that end? Therefore, we are urging everyone who is connected with or interested in the attainment of full educational benefits to all

students to join forces with all others who are working toward this common end. This we feel can best be achieved for the present at least, by your enrolling in the KTA 100%.

It shall be our purpose to utilize all sources and personnel who have been so valuable in making the previous administrations of our education association the potent factor which it has been in the field of education in our state and nation. Let us resolve to relinquish none of the advantages or services which we have hitherto enjoyed but, by sane, positive leadership, enhance the status of administrators, teachers and students in all fields of activity.

We consider it very fortunate to have an efficient staff of officers, and directors and consultant with which to work. We shall rely greatly upon their judgment and long years of experience to guide the destiny of our KTA through this momentous year.

Yours for Education,
E. T. Buford, President

EDUCATION FOR LIFE

(By Whitney M. Young)

"Give the world the best that you have
And the best will come back to you."

Many of us today are more concerned about the frills of education than we are about the solid matter. Some have the idea that a large school with a large enrollment, or even a greatly diversified curriculum, spells good education. Not even highly trained teachers make a good school. More and more, we are coming to see that much of what has been considered education is really nothing but a waste of time and energy.

What is needed today more than anything else are schools which believe in a comprehensive type of training. A school with many exploratory courses in the practical arts; a school where young people will find an opportunity to explore

their natural aptitudes and capabilities. Less than 20% of our high school graduates will ever complete college. No matter how ambitious to do so they may be they are lacking in finance and basic training now being demanded by first rate colleges.

The great need at this time is for young people who have taken specialized courses. The temptation to try to build one's prestige on the fact that you may have had so many years of higher mathematics or a foreign language or a smattering of science, has practically wrecked the whole system. Many young people are lured into educational blind alleys from which they never escape. They go through life groping in the dark but never finding the peace or the necessary finance to give their family security.

(Continued at bottom of Page Eight)

With Apologies To None

When I am introduced as a teacher, I am usually asked what I teach.

When I say "First Grade", I generally hear a very flat "Oh."

I have never been certain whether it is an expression of pity, sympathy, disgust, or perhaps disinterest. Always I wish I had the time to explain to them like this:

Yes, I teach the first grade.

Where else would a handsome and very young man put his arms around me and ask, "Do you know that I love you?"

Where else could I tie so many hair ribbons and belts and daily get to see a style show of pretty dresses and shirts?

Where else could I wear the same dress day after day and be told each time that it is pretty?

Where else could I walk up and down aisles and have warm little hands touch me?

Where else could I have the privilege of wiggling loose teeth and receive the promise that I may pull them when they are loose enough?

Where else could I eat a soiled piece of candy from a grimy little hand and not become ill? (I have to eat it because he watches to see that I do.)

Where else would the future look as bright as it does amid an energetic group to whom nothing is impossible?

Where else could I guide the first letter formations of chubby little hands that may some day write a book or an important document?

Where else could I forget my own aches and pains because so many cut fingers, scratched knees, bumped heads and broken hearts that need care?

Where else could I forget taxes and even the "state of the Nation" because Stevie isn't grasping reading as he should and other methods must be tried?

Where else could I stay so young as with a group whose attention span is so short that I must always keep a "Bag of Tricks" up my sleeve?

Where else could I feel so close to my Maker as I do each year when because of something I have done, little children learn to read?

Yes, I do teach first grade, Mr. and Mrs. America, And I love it!

Josephine Lemmons,
Primary Teacher,
Shelby County, Ind.

(Continued from Page Seven)

There are many things which Negro youth may study today that would guarantee them a future. I am thinking of such opportunities as starting a small business, therefore getting a mastery of small business economics. There is need for first class beauty shops, barber shops, restaurants, car-washing centers, auto mechanics, radio repairmen, television repairmen, trained dairymen, trained farm supervisors, plumbers, electricians, nurses, apartment managers, dressmakers, cateresses, small store operators, filling station attendants, carpenters and many other types of employment which the 70% of our high school pupils could easily master and make a decent independent

living.

We must free ourselves from the folly of attending school just to be attending school. The schools must be changed from play centers to work centers. We have too long gambled with the future of our young people. Parents, teachers and friends of education must be vitally interested in the education of the masses. Only by having a common front can we successfully meet the standards which are necessary for giving our young people a sound education.

"He who always does his best, his best will better grow,
But he who always shirks his work, he lets the better go."



"Why Didn't Someone Tell Us!"

K. T. A. Kullings

Mrs. M. B. Crawford, a teacher at Central High School of Louisville, Kentucky, was a guest faculty member at the University of Louisville during the summer of 1955. She conducted a workshop featuring the contributions of the Negro to American culture.

Joseph K. Hurd, Jr., of Pueblo, Colorado, was elected as president of the Boys' Senate at the American Legion's 10th Annual Boys' Nation in Washington, D.C., during the summer of 1955. Hurd is the first Negro boy to be so highly honored. This youth received special congratulations from Senator Gordon Allot of Denver, Colorado.

John Liveious, a graduate of Central High School, was a player on the Kentucky team during the All-Star game between Kentucky and Indiana during June of 1955. Liveious was the high point man of the game, scoring a total of 26 points. He was chosen most valuable player when Kentucky defeated Indiana in Louisville at the 2nd All-Star High School game of the series.

Dr. Ray Bixler, a professor at the University of Louisville, is the first white member of our KTA.

Julius Price, a graduate of the Central High School of Louisville, was nominated by Senator Earle Clements as a candidate for the West Point Military Academy. This appointment was the culmination of the efforts of Professor C. L. Timberlake, President of West Kentucky Vocational School of Paducah, Kentucky.

The repairing and refurnishing of Artelia Anderson Hall (Boys' Dormitory) are fast nearing completion at W.K.V.T.S.

Most of the instructors attended summer school at the University of Louisville. Miss Osceola A. Dawson, Registrar, attended the World Convention of the Disciples of Christ in Toronto, Canada.

The West Kentucky Vocational School opened its 18th term with an increased enrollment. Added to the staff are four new teachers: Mrs. Ruth McDaniel, Lexington; Mrs. Freda Troutman, Louisville; Mrs. Ersena Harris, Gary, Indiana; and Mr. T. M. Miller, North Carolina.

Lincoln Institute is now entering upon its 43rd year of operation. The enrollment to date is 560. Several new teachers were added to the staff: Mr. William Taylor, Social Science; Miss Ida E. Storr, Commerce; Miss Katherine M. Bennett, Music; and Mr. Walter Gilliard, Physical Education.

We are highly pleased over the fact that so many young people are particularly interested in the vocational phase of our work. The nursing class is the largest in its history. Basic engineering and agriculture are breaking all records.

New assistant principals in the city of Louisville are Mr. Austin Edwards at the DuValle Junior High School and Mr. Wiley Daniel at the Jackson Junior High School.

Kentucky State College's enrollment of 480 students this year is 10 per cent over last year's, college officials said. The students include two from Africa and one from Japan. Six white students are attending the Negro college's evening classes.

Mesdames Anita W. Robinson and Lena Warders, two Louisville teachers, were guest instructors in education in Texas Southern University at Houston, Texas, during the summer term of 1955.

Atwood S. Wilson, principal of Central High School and Mr. Robert Lawery, dean of Central High School, and Mrs. Eunice S. Wilson, mathematics teacher of Madison Junior High School in Louisville, did graduate work beyond the Master's degree at the University of Colorado during the summer of 1955.

(Continued at the bottom of Page Eleven)

FLESCH FOUND A WILLING AUDIENCE

(By Ray H. Bixler*)

Now that the furor has subsided, it might be well for educators to seek an explanation for the wide spread and enthusiastic response to **WHY JOHNNY CAN'T READ**. Why did such an obvious hoax — with its distortions, half-truths and untruths receive such acclaim?

Normally such a response occurs when people are disturbed about an issue but have been unable to formulate an adequate solution to the problems involved. At such times they tend to gasp at straws. The response to Senator McCarthy's gyrations is illustrative. In all likelihood, dissatisfaction with our schools was responsible for the reaction to Flesch's book in much the same way as the fear of Com-

munist provided McCarthy with a fertile field of activity.

Although there are many reasons, some quite fantastic, why the public is dissatisfied with our schools, the most persistent complaint is the vague charge that the criminal is "progressive" education. This accusation persists in spite of the fact that the vast majority of teachers do not employ modern methods! One usually finds that neither the teacher nor the enlightened layman is conversant with educational theory; that both mouth a few clichés about the "whole child", but know little about optimal conditions of living.

A survey of many of the more popular journals in the field of education reveals an excess of platitudes and "breath taking

(Continued from Page Ten)

Mrs. Eleanor Gilliard was employed as librarian for the University of Kentucky during the summer.

Everett F. Morrow of New Jersey has been named to a top job in President Eisenhower's executive office. He is to receive a salary of about \$13,000 per year and is the first Negro to hold such a rank.

Negro players acquitted themselves with distinction in the World Series Baseball games of 1955 when the Brooklyn Dodgers of the National League played the New York Yankees of the American League. Most major league teams now have two or more Negro players. They are being rated as top players.

The Governor of the Commonwealth of Kentucky, Lawrence W. Wetherby, has proclaimed Tuesday, December 13, 1955, as JANE TODD CRAWFORD DAY IN KENTUCKY. Mrs. Crawford was the first person to have undergone an abdominal operation which was performed by Dr. Ephraim McDowell in December, 1809.

Teachers of Kentucky are urged to give recognition to this day by appropriate mention of same and seeking other details

of this important innovation in medical science.

At a recent conference in October, 1955, of the Southern Negro Teachers Associations one of the things decided was that we make a contribution of \$15,000.00 to the NAACP Legal Defense Fund to aid teachers in maintaining their jobs during the process of integration. The KTA has been asked to donate \$500.00 as its share of the above amount. Contributions from the teachers of Kentucky will be accepted by Mrs. Anita W. Robinson, Secretary-Treasurer, 1925 W. Madison Street, Louisville, Kentucky.

Lawrence Wetherby, Governor of Kentucky, has placed \$400,000 in the Teacher Pension Fund of Kentucky. Under the new plan, a teacher may receive retirement pay equal to 50 per cent each month of the amount received during the last five years of their monthly teaching salary.

About one hundred teachers have already sent in advance enrollments in the K.T.A. for 1955-56. The membership is \$4.00 per year. Our goal for this year is 1500 members.

illustrations" of this or that technique, but little or no theory or research. The content of education course has a similar ring. There is reason to suspect that Tinker (**Teaching Elementary Reading**, p. 8) is correct when he writes, "many schools are 50 years behind the currently defined needs."

Perhaps the real reason for criticism of our schools, lies not in their progressivism, but in their very lack of understanding of its basic tenets.

So long as the teacher believes that a collection of new teaching techniques ("gimmicks") is progressive so will the parent. And so long as modern education is so perceived by the layman will there continue to be vigorous criticism of it. Teaching techniques have little value in and of themselves. It is only as they are given meaning within a systematic theory which has evolved from research findings and philosophical exploration that techniques become truly effective. Such theory is available to the teacher.

It seems unlikely that educators can indefinitely justify the plea, "Forgive us what we do, for we have no idea why we are doing it."

Flesch found quite an audience of unforgiving, albeit naive, people.

*Department of Psychology, University of Louisville.

Member of K.T.A.

†See "A Response to Why Johnny Can't Read" (mimeographed 27pp.). Available from Author.

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TO ALL PERSONNEL KENTUCKY
TEACHERS ASSOCIATION:

A few days ago, your secretary, Mrs. Anita Robinson, invited me by letter to prepare an article on integration to be published in the October-November issue of the Kentucky Teachers Association Journal. To have declined this request would have been serving my ego quite unfairly, so I accepted the assignment. The article as of this date is incomplete, pending receipt of information from the many local school systems throughout the state. However, I am taking this opportunity to substitute this message instead, since there are a few thoughts I should like to express to a group of faithful public servants whom I have come to admire and appreciate most sincerely. Maybe Mrs. Robinson can find a little space to pass it along in the first issue, for which I shall be grateful.

Racial segregation in public education in Kentucky is without a doubt beginning to fade away as an unnecessary element in our public school program. To you, who have been embarrassed by its existence throughout the years, it may seem to be passing rather slowly, but to many friends of the cause it is passing at a rate far beyond that which was expected as this is written. The extent to which integration is being accepted and put into practice by the 224 local school systems throughout the state is not fully known at this time, except that which is reported by the Press. A complete and comprehensive report from each of the local school units is in process. It should be ready within the next month or so, and will reveal not only the present situation but future plans as well. It will include the thinking of the people in the local school districts concerning the plans for the teachers as well as those for the pupils.

Often, it is hard to understand why social progress is so slow and gradual. On the other hand, when people are truly enlightened on public issues, it is interest-

ing to know how fast change can take place. That's the basic principle. It is the power of education, our work, that eradicates the curse of ignorance from our social order, and brings man to his sense of balance. The few months since the Supreme Court decision has been a matter of less than one hours time when compared to the long years from the beginning of the Nation to the Emancipation Proclamation, or from 1868 when the Fourteenth Amendment was adopted to the present. Yet, since this decision was made, there probably has been greater advancement toward our eternal goal of life, liberty and the pursuit of happiness, than all of the years that have gone before. It has taught an impressive lesson in equal rights of the individual to the majority race with emphasis that likely could not have been otherwise. It has opened to the
(Continued at bottom of Page Fourteen)

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INTEGRATION IN KENTUCKY SCHOOLS

(By Robert S. Lawery)

In a very fine story appearing in September 18, 1955, edition of **The Courier Journal**, Allan M. Trout cites many interesting facts concerning integration in Kentucky schools up to this time.

He points out that all factors considered Kentucky has made a stumbling but substantial start toward ending segregation of white and Negro pupils in the public school system. He states that only 12 out of 182 districts with Negro children have taken the first actual step toward integration. (There are no Negro children of school age in 42 districts.) Though this may appear as a small beginning, the author believes that there prevails a definite will to end segregation, if not this term, certainly at the beginning in 1956; if not by one method, then by another.

Mr. Trout explains that there have been no incidents, no hysteria, thus far in desegregated classrooms and that the official weight of public education at all levels is squarely behind desegregation. This power, he asserts, springs from such responsible agencies as the State Depart-

(Continued from Page Thirteen)

ment of Education, Kentucky Education Association, Kentucky School Boards Association, and the Kentucky Association of School Administrators. (There could be added to this list the Kentucky Teachers Association and the State PTA Executive Committee.)

Walton-Verona in Boone County and Barbourville have desegregated at all levels. Ten Negro pupils have been admitted to Carlisle High; six Negro pupils are attending one elementary school and five each are enrolled at Monticello High and Wayne County High, all in Wayne County. The Floyd County Board of Education has desegregated every school in the system except at Wheelwright and Weeksbury. These two exceptions are being studied with the idea of desegregation as soon as possible. In Owensboro 50 Negro boys participate in the ROTC unit of the white high school. In addition, 15 Negro students have enrolled at Senior High and Tech High for courses not offered at Western High, the Negro school. One Negro student has been admitted to the second grade at Combs School in

(Continued from Page Thirteen)

minority race, a challenge for a higher standard of life and a chance for a place in the sun.

I can very well understand that there will cease to be a separate function of Negro education in the State Department of Education in the future. In fact, that concept has been developing over a period of years. The last study of the functions of the State Department of Education, made by competent outside authority, recommended that the Division of Negro Education be discontinued as a separate division and the work be merged with the Division of Supervision. This was officially done in 1949 and the Division of Negro Education, intensively active for nearly 40 years following its creation in 1911, was dissolved since the services it performed were essentially the same as the Division of Supervision.

PAGE FOURTEEN

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From this year on, as I see it, each separate area in the Department will extend its services to all people, regardless of race. That is the way it should be. A separate function isn't needed any longer and from all probability, all records, reports, and general statistics, will make no distinction as to race, anymore than it makes to religion at the present time. With the development of the Foundation Program of Education for all children, there are many fine things in the making.

You can be assured that I shall keep my interest alive in the welfare and advancement of your race. There are many other members of the staff of the Department of Education who feel the same way.

With kindest regards and best personal wishes to all of you, I am,

Very sincerely yours,
Sam B. Taylor, Assistant Director
Division of Supervision

THE K. T. A. JOURNAL

Perry County. Vocational schools operated by the state have been desegregated as well as the Kentucky School for the blind at Louisville. The Ashland Board of Education is admitting Negro students to Ashland Junior College; Negro students are also attending Paducah Junior college. In Tram, Floyd County, five white pupils have been attending a Negro school. In Dawson Springs one Negro family objected to sending two of its children to an integrated school and asked the Board of Education to continue sending the youngsters to a Negro grade school in the county outside the city.

All in all Mr. Trout has found that the general attitude is one of calm acceptance of desegregation. A group of football players, when asked how they felt about Negroes coming out for the team, indicated that they did not care about the color of their skin as long as their jerseys were red. No one has been hurt by these moves. As a matter of fact, it appears that what has been done was the natural thing to do. The Negro student moving into a desegregated atmosphere achieves a new status toward which his race has been contending for years — the right to grow and develop as a first class American citizen.

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REPORT ON N. E. A. CONVENTION

(By C. B. Nuckolls, KTA Director,
Ashland, Kentucky)

It gives me pleasure as your delegate to the Representative Assembly of the 93rd Annual Meeting and the Thirty-fourth Meeting of the Representative Assembly of the National Education Association of the United States held in Chicago, Illinois, July 3-8 inclusive, to submit to you my brief report of that meeting.

The theme of the Convention was "America's Main Power Educated Man Power." The central theme was "An Adequate Supply of Competent Teachers for all American Schools."

Among the outstanding speakers and addresses were Miss Maurine Walker, President of NEA, Adlai Stevenson, former candidate for the presidency of the United States, Harold Stassen, special assistant to the president, and Dr. William G. Carr, executive secretary of the NEA.

About 150 Kentuckians were in attendance at the convention who had an opportunity to attend 170 meetings, to hear 900 speakers to mingle and make contacts with 15,000 members of the organized teaching profession and to know the great work of the NEA. The Kentucky delegation was headed by Dr. J. Marvin Dodson, Executive Secretary, Kentucky Education Association, Louisville; Dr. E. T. Buford, President, Kentucky Teachers Association, and Principal, State Street High School, Bowling Green, Kentucky; Mrs. Anita W. Robinson, Secretary-Treasurer of the Kentucky Teachers Association, Louisville; Miss Lillian Lehman, Consultant for Professional Services; Dr. N. B. McMillian, Director of Research and Information of the Kentucky Education Association, Louisville; Mrs. Willie Ray, NEA Worker for Kentucky Superintendent of the City Schools, Shelbyville; and Dr. Lyman Ginger, University of Kentucky, were other members of the delegation.

We are happy to report that the representative assembly delegates from the Kentucky Teachers Association did an

outstanding job in representing the KTA. We were made happy on Tuesday morning, July 5, at the Kentucky breakfast held in one of the most beautiful and spacious parlors of the Conrad Hilton Hotel to see our very efficient Secretary-Treasurer, Mrs. Anita Robinson, given high honors by the Kentucky delegation by being seated at the speakers' table. She was honored along with other speakers and did an excellent job in briefing the program and fine work of the KTA. She was also honored to be one of the participants with name and office of Secretary-Treasurer printed in the Convention Program under Section 7, NEA Service through publication Wednesday, July 6, 2:00 P.M., Astoria Ballroom, Conrad Hilton Hotel. Serving with her on that very fine program was Dr. Lyman Ginger, member of the NEA executive committee, University of Kentucky, Lexington, Kentucky. Mrs. Robinson made an outstanding contribution for Kentucky. I am sure we are all proud of her exceptional executive ability and excellent work which has led the KTA to the ranks of a great association. We were also proud of our very great and outstanding president, Dr. E. T. Buford, who was given high recognition on our Kentucky delegation where he was honored to speak before the group at one of its most important sessions. He spoke out of the depths of his heart. His speech was full of wisdom and wholesome advice and instruction on Kentucky education. At the conclusion of his address which was highly received judging from the storm of applause, he was again honored to represent Kentucky in the representative session of all the presidents of state associations in America. He left no stones unturned in expressing in his usual and tactful manner which held the great audience of presidents and state workers spellbound. At the same time a different assembly room our own Mrs. Anita Robinson, Secretary-Treasurer, spoke to a vast audience of Secretary-Treasurers of (Continued at bottom of Page Seventeen)

THE 1955 A. T. A. CONVENTION IN TEXAS

(By Anita W. Robinson)

The Fifty-Second Convention of the American Teachers Association met in Houston, Texas, at Texas Southern University July 24, 25 and 26, 1955. Approximately 350 delegates from the Association's membership of 19,000 teachers and administrators in twenty-seven states and the District of Columbia had registered by the end of the convention.

The first public session of the Convention was divided into three parts. Part I was a memorial service to the members of the Association who died during the past year. Part II of the session comprised greetings and words of welcome from several educational associations and agencies. Attorney Thurgood Marshall, Chief Legal Counsel NAACP Legal Defense and Educational Fund, gave the main address for the afternoon. He addressed himself to the topic, "What the Two Supreme Court Decisions Say and Require of Officials, of Communities, and Citizens." Mr. Marshall advised that the NAACP stands willing to work with local

(Continued from Page Sixteen)

every state. Our president spoke at a joint committee of NEA and American Teachers' Association, Palmer House Grand Ballroom, Mrs. Mary L. Williams, Garnet High School, Charleston, West Virginia, presiding. H. Council Trenholm, president, Alabama State College, Montgomery, Alabama, serving as recorder on the subject, "How to Perfect the Changeover from Segregation to Integration." He presented the plan that will be used in his community.

In the business session of the Kentucky group it was unanimously voted to urge all Kentuckians to take life membership in the NEA and all district associations and the state associations to put on a drive for membership in their respective associations. The group went on record unanimously endorsing Dr. Lyman Ginger, member of the executive committee of the NEA as First Vice-President of the NEA

school boards which adopt in good faith the following five-point program of desegregation:

1. No assignment of pupils to schools on basis of race;
2. The decision that segregation will be discontinued as soon as possible;
3. The adoption of concrete steps for desegregation;
4. A step by step plan for desegregation; and,
5. The decision that desegregation will be completed by September, 1956.

The program of the Convention on Monday included two activities of special interest. The first activity was a symposium on "Current Issues in Teacher Organizations." In the evening an address was given by Dr. John W. Davis, Past President of the American Teachers Association. Dr. Davis spoke on the topic, "Supporting Our Democratic Faith." In closing, he offered three specific suggestions for Negro teachers: (1) The establishment of a National Teachers Placement Bureau; (2) The establishment of a fin-

at the 1956 Annual Convention of the Association which will be held in Portland, Oregon. New officers for 1955-56 are John Lester Buford, Superintendent of Schools, Mt. Vernon, Illinois, President; Miss Martha Shull, Thomas Jefferson High School, Portland, Oregon, Vice-President.

The writer wishes to express his appreciation and deepest gratitude to the dear old KTA of which he has been a member for more than 35 years for making it possible for him to attend this great convention, an opportunity which only comes once in a life-time. I wish to commend the president and secretary-treasurer who also were delegates who represented us in an outstanding way.

In conclusion, may I frankly say, all three of us were busy every minute on the job and believe me, they knew we were there. "They had to take their hats off to Kentucky!"

ancial aid fund; and, (3) The adoption of an abiding faith in the principles of democracy, undergirded by the conviction that they must fight, petition, and sue. "There is no progress without pain!"

On behalf of the ATA, Dr. Howard H. Long, Treasurer, presented to the NAACP, through Dr. Davis, a check for \$2,000. This amount brings to \$21,000 the Association's contribution to the Education and Legal Defense Fund of the NAACP.

On Tuesday, the election of officers was held and departmental discussion groups. The closing affair of the meeting was the banquet on Tuesday evening. Dr. Horace Mann Bond, President of Lincoln University, Pennsylvania, was the speaker.

At the banquet, the resolutions committee reported, and the resolutions were unanimously accepted. Important are the

following recommendations made and accepted by the ATA delegates:

1. Increased membership and contributions to support The Legal Defense and Education Fund of NAACP by citizens and teachers and state associations . . . and the continuation of the ten percent contributions by ATA.

2. Continuing and widening effort to implement the integration of all ethnic groups into single all inclusive organizations with teacher organizations taking the lead.

3. All teachers to give their membership and interest support to ATA as a special teacher organization serving a special and urgent need.

The 1956 ATA meeting is planned for Atlanta, Georgia.

THE 1955 REPORT OF K. T. A. LEGISLATIVE COMMITTEE

We, the members of the Legislative Committee of the Kentucky Teachers Association beg leave to submit the following report:

The Legislative Committee has continued to operate under the philosophy that the work it does must be governed by the Association's wishes as expressed in official resolutions. During the year

1954-55, your Legislative Committee has not been active in view of the fact that the State Legislature was not in session at all and the United States Congress was in session only a portion of the time. Naturally, most of the legislative work of the Committee is within rather than without the State. In view of the current education situation and the fact that the Legisla-

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ture will come into regular session next January, 1956, the following are recommended for the favorable action by the Association, and if approved, will constitute the program of action for the Legislative Committee

1. That the Kentucky Teachers Association lend its support and exert its efforts to secure, in 1956, legislative appropriations (\$20,000,000 more annually than presently appropriated) adequate to place the Minimum Foundation Program into full operation by July 1, 1956.

2. That the Kentucky Teachers Association lend its support and exert its efforts to secure, in 1956, legislative appropriation to place into effect on July 1, 1956, the Teachers Retirement Law as amended in 1954.

3. That the Kentucky Teachers Association lend its support and exert its efforts to secure, in 1956, legislative appropriations adequate to meet the needs of the State's institutions of higher education and vocational schools, most especially

does it lend its efforts and support in behalf of Kentucky State College, West Kentucky Vocational School, and Lincoln Institute.

4. That the Kentucky Teachers Association calls for and supports legislation repealing all state laws requiring segregation of the races in the public schools.

5. That the Kentucky Teachers Association advocates genuine "Two-Way" street integration that includes pupils, teachers, supervisors, administrators, and board members without any evasion whatsoever.

6. That the Kentucky Teachers Association advocates and will lend its assistance to the establishment of a pool of qualified teacher personnel, said pool to be kept in the State Department of Education and to be made available to all school boards in search of qualified personnel. The Kentucky Teachers Association requests the State Board of Education to refuse issuance of an Emergency Certificate to any-

(Continued on Page Twenty)

Lincoln Institute

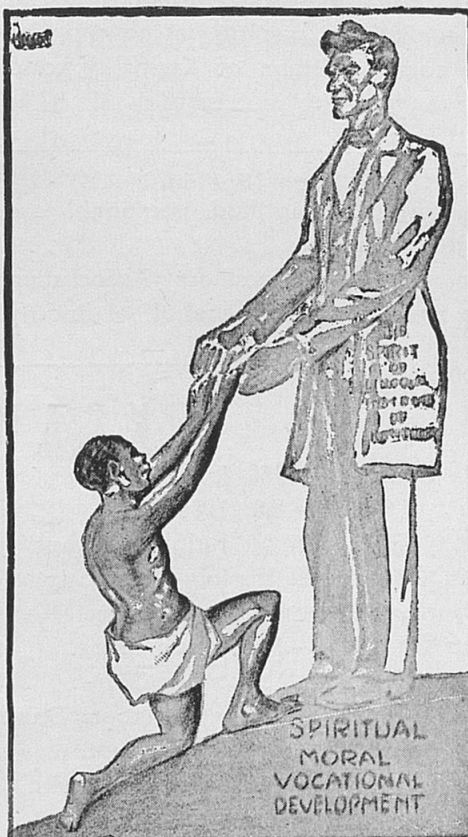
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FAITH IN LEADERS AND EDUCATION

(By Verne P. Horne, Superintendent
Johnson County Schools)

The people of Kentucky, both white and Negro, have waited many years for the kind of educational program which will guarantee every child, regardless of race, creed or color, a trained, well-paid teacher, who would have adequate teaching material and a functional and satisfactory place in which to teach. Our faith in leaders, education and the future of our state will help provide the unity and cooperation necessary to make this hope a reality. I am encouraged and inspired by the educational philosophy expressed by some white and Negro school people with whom I have been in contact in recent months. I am convinced it is a healthy sign and will result in educational progress and an improved professional attitude.

Many educational leaders in Kentucky are patiently pointing the way to a satisfactory solution to the plan of integration presented by the United States Supreme Court decision — a plan is now under way in some sections of Kentucky, and will move forward successfully if it is

based upon sound principles, good will and mutual interest. We must remember the people will make wise decisions if they are provided with the information, and sound counsel by those in whom they have faith, because of their conduct, ability and character.

Now is the time for quality of character and the Christian spirit to prevail, and a dismissal of petty grievances, both real and imaginary, and face up to our state and local educational responsibilities. We have the white and Negro leaders who are willing to accept the challenge.

Good planning, hard work, faith and sincerity on the part of a conscientious group of trained school people can point the way to attain the goal. The transition can be effective and uneventful if we utilize the leadership of all the interested white and Negro school people.

We can arrange for a meeting of minds to decide on a satisfactory and workable procedure on the state and local levels according to conditions in every instance. We have the faith, we need to demonstrate it by our work for the mutual benefit of all parties concerned.

(Continued from Page Nineteen)
one so long as qualified personnel are available in the pool.

7. The Kentucky Teachers Association pledges itself to work in behalf of finding

and supporting appropriate revenue measures that will produce funds adequate for supporting education in Kentucky properly and for general lifting of the educational standards in the State.

K. T. A. HONOR ROLL

(Schools enrolled 100% for 1955-56 up to
October 28, 1955)

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Bath County, Glenmore Hogge, Supt.
Hickman City, J. C. McClellan, Supt.
Trigg County, Roy McDonald, Supt.
McCracken County, Henry Chambers, Supt.
Mason County, Herbert Hune, Supt.
Franklin City, Hughland H. Gumm, Prin.
Hickman County, Dentis McDaniel, Supt.
Pike County, C. H. Farley, Supt.

Central City, Mrs. Mabel W. Render, Prin.
Oldham County, Alton Ross, Supt.
Owen County, H. C. Smith, Supt.
Bullitt County, W. O. Anderson, Supt.
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Drakesboro City, W. C. Mathin, Prin.

K.T.A. ENROLLMENT PLEDGES

Cumberland County, Owensboro City,
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