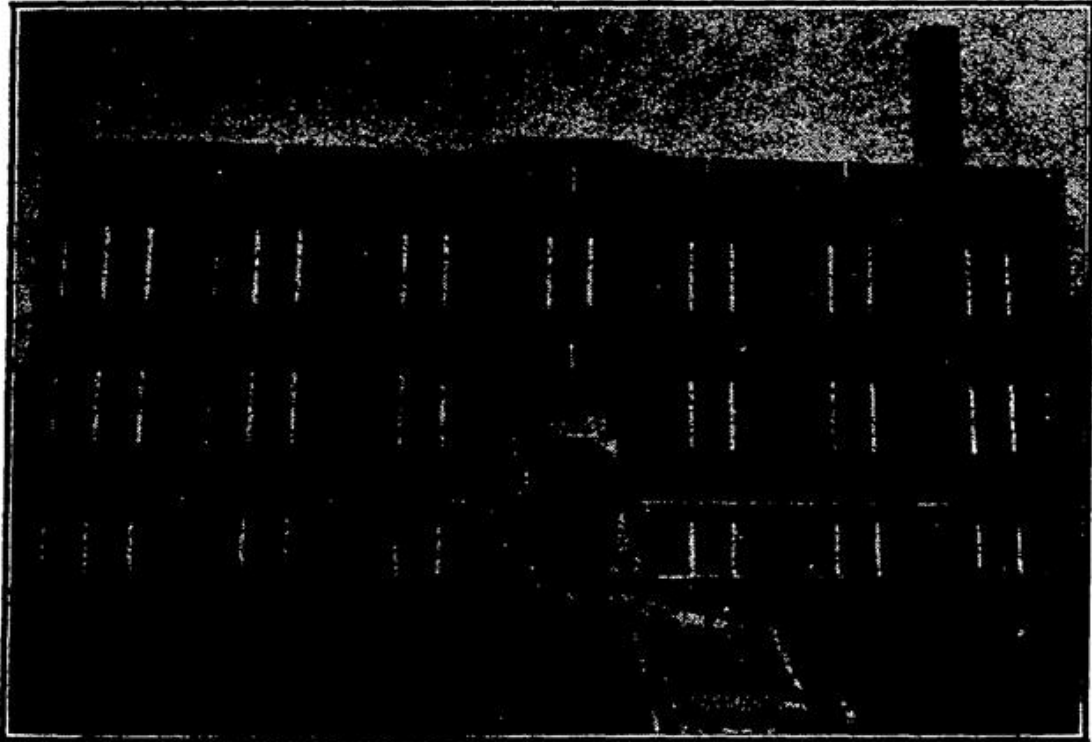


Volume 9

January-February, 1938

No. 1



## THE DOUGLASS HIGH SCHOOL

A Recently Constructed Building of Modern Design for the  
Colored Youth of Henderson, Ky.

K. H. MEADE, Principal

C. E. DUDLEY, Supt.

*"An Equal Educational Opportunity for Every Kentucky Child"*



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# The K. N. E. A. Journal

Official Organ of the Kentucky Negro Education Association

Vol. IX

January-February, 1938

No. 1

Published by the Kentucky Negro Education Association  
Editorial Office at 1925 W. Madison Street  
Louisville, Kentucky

Atwood S. Wilson, Executive Secretary, Louisville, Managing Editor.  
W. H. Fouse, Lexington, President of K. N. E. A.

## BOARD OF DIRECTORS

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

**PRICE 50 CENTS PER YEAR OR 15 CENTS PER COPY**

Membership in the K. N. E. A. (One Dollar) includes subscription to  
the Journal

Rates for Advertising space mailed on request

Present Circulation, 2,000 Copies. 1937 K. N. E. A. Membership 1,420

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**Kentucky State Supervisor**



# *Editorial Comment*

## **THE DOUGLASS HIGH SCHOOL**

The Douglass High School, of Henderson, Ky., pictured on the outside cover of this Journal, was erected in 1932 and is one of the most modern and outstanding schools in the state. The building is located on a high terrace on the corner of Alvasia and Clay streets. It has a commanding appearance and serves as a beacon light to the community.

The building contains ten classrooms, a gymnasium, study hall, library, and administrative office. The rooms have up-to-date furnishings and the equipment of the school is up-to-date. The library contains approximately 1,600 volumes.

The school offers four different types of curricula and the student is permitted to choose the curriculum which seems best adapted to his ability and which is in line with his vocational desire. The present administration, under the general guidance of Prof. Kenneth Meade, the efficient principal of the school, has so handled affairs that the school has been raised from a class C school to that of class A, the school being given this rating both by the State Department of Education and the Southern Association of Colleges and Secondary Schools.

Douglass High School is the home of the founding of the Inter-State Athletic Conference, which conference includes schools of Southern Indiana and Western Kentucky. The Douglass High School has had the champion basketball team in the conference and has also had outstanding football teams in the conference. The Douglass High School of Henderson has taken a place among the leading Negro High Schools of Kentucky.

---

## **THE K. N. E. A. AND THE MERGER**

As the Journal goes to press, it would appear that there will be a merger of W. K. I. C. of Paducah and K. S. I. C. of Frankfort. In this issue there are arguments for and against the merger.

The K. N. E. A. Board of Directors, who represent the association took a neutral stand at its December meeting as shown by the minutes which are published herein. At the suggestion of the directors, the K. N. E. A. Legislative Committee expressed its attitude. The directors have not met again to officially express their attitudes.

Various members of the K. N. E. A. have expressed their views on this important question. The questionnaires sent out by the K. N. E. A. office show votes both pro and con. These returns have not yet come back in a sufficient quantity to be representative of the

state, but might come in by the time the K. N. E. A. directors meet in February. The K. N. E. A. Directors at its next meeting will discuss the question and review the information and attitudes sent to the office of the secretary. The K. N. E. A. which includes all the teachers of Kentucky is proceeding most cautiously in this matter because we should not like to enter any controversy that might hurt the organization or offend any teacher.

---

### **THE K. N. E. A. SPELLING BEE**

The K. N. E. A. Spelling Bee will be held in Louisville on Friday, April 15 at 10:00 A. M. The written contest will be held in the gymnasium of Central High School building. An announcement has been sent to the principals and K. N. E. A. organizers relative to the Spelling Contest. Any teacher who desires a copy of the words and the rules should write to the secretary-treasurer. After the county or local elimination contest has been held, please send the name of the winner, his age, grade and teacher to the secretary of the K. N. E. A.

Elsewhere in this Journal mention is being made of the birthday of Booker T. Washington, same to be celebrated Tuesday, April 5, 1938. It has been further suggested that this be known as K. N. E. A. night and that at the educational program sponsored, on this day in various local communities, there be charged a small fee or that a collection be taken. This collection, or donation, should be sent to the secretary-treasurer of the K. N. E. A. to go into what is to be known as the K. N. E. A. contest fund. It is the idea of the general association that the spelling contest prizes should be much larger than heretofore. The K. N. E. A. directors trust that each principal and organizer will look with favor upon this suggestion and do what is possible to encourage our children in a larger way to improve their English through essay contests, spelling contests, and oratorical contests. At various times the K. N. E. A. hopes to sponsor contests in all three of these fields.

---

### **THE HARRISON-FLETCHER BILL**

The National Educational Association is again sponsoring the Harrison-Fletcher Bill in the present Congress at Washington. This bill has the following two items among others:

#### **How Much**

(1) An initial appropriation of \$100,000,000 and an increase of \$50,000,000 each year until \$300,000,000 per year is provided.

#### **Appropriations to the States**

(2) Funds are appropriated to the States and Territories "to be used by them for the improvement of their public schools." The manner in which the funds received shall be used for the mainten-

ance of a program of public education is left wholly to the respective States.

The K. N. E. A. objects to item 2 as it is written. We object because our past experiences indicate that southern states have not divided federal money among Negroes and white children in the proportion that they make up the total population of the state. The Negro share is generally too small, and the white child's share includes a part of the Negro child's share.

The K. N. E. A. will only be satisfied to sponsor this bill when there is added to Item 2, the following sentence:

"In southern states where separate schools are maintained for Negro children, federal funds should be allotted to the colored schools in an amount which is directly proportional to the per cent of the Negro population of the state to the total population of the state."

Unless some feature of this type is added to the bill, the K. N. E. A. and all other Negro organizations should use their influence to defeat the bill.

---

#### THE SUPERINTENDENTS' BILL

"The Legislative Committee of the Kentucky Negro Education Association, desires to be registered emphatically against the proposed County Superintendent Elective Bill. This bill is decidedly a step backward, in that it would plunge our school system again in politics in which favoritism, instead of meritism would rule in appointment of teachers. We heartily join with you and your organization in any way that may seem proper to defeat this obnoxious bill."

Prof. A. E. Meyzeek, Chairman of the K. N. E. A. Legislative Committee, has sent this statement to the Secretary of the K. E. A. and others and thrown the influence of the K. N. E. A. against the bill. These organizations have worked together to help defeat the bill.

---

*—“If we are to hope that this spirit of positive cooperation will grow and that the Negro problem will be recognized to be individual and not racial, the chief instrumentality ready to our hands is education. This does not mean education of the Negro alone—it means education of all the people. Adequate educational facilities for any group should not be advocated primarily on the grounds of justice for that group, but rather for the reason that only as education is adequate can the group make its proper contribution to American life.*

*Harold L. Ickes, Secretary of the Interior.*

---

(From address delivered at the National Conference on Fundamental Problems in the Education of Negroes. Washington, D. C., May 9-12, 1934 )

# Outline of the 1938 K. N. E. A. Convention

Central Theme: "New Frontiers in the Training of the Negro Child."

## Suggested Subjects and Speakers

April 13, 8:00 P. M.—Vice Pres. H. E. Goodloe, Presiding.

"Needs in the Education of Negro Youth in Kentucky"—Pres. W. H. Fouse.

"Improving the Economic Status of the Negro by Utilizing our Purchasing Power"—I. J. K. Wells, Supervisor of West Virginia Colored Schools.

\* \* \*

Thurs., April 14, 10:00 A. M.—Pres. W. H. Fouse, Presiding.

"The Character Education Needed Today"—Dr. Zenos E. Scott, Superintendent of Louisville Schools.

Secretary's Financial Report.

Reports of Committees: Legislative, Resolutions and Necrology.

Thurs., April 14, 8:00 P. M.—Pres. W. H. Fouse, Presiding.

"Facts to Teach Negro Children"—Dr. Kelly Miller, Washington, D. C.

"Teaching the Rural Child"—Miss Mable Carney, Head of Rural Education, Columbia University, New York.

\* \* \*

Fri., April 15, 2:30 P. M.—Pres. W. H. Fouse, Presiding.

"Enriching the Personality of Our Youth"—Dean David A. Lane, Jr., Louisville Municipal College.

"Problems of the Adolescent"—Dean L. A. Pechstein, The University of Cincinnati.

Reports of Departmental Chairmen.

Fri., April 15, 8:00 P. M.—Sixth Annual Musicale.

\* \* \*

Sat., April 16, 9:00 A. M.—Final Business Session of K. N. E. A.

Sat., April 16, 7:00 P. M.—18th Annual Exhibition, "Pageant of Peace."

\* \* \*

## Suggested Departmental Subjects

1. **Elementary Education Department—**
  - (a) "How to Deal Effectively with the Delinquent Negro Child."
  - (b) "Better Health as an Aid in Personality Development."
2. **High School and College Department—**

"Better Living Standards for Personality Improvement."
3. **Rural Education Department—**

"Improving the Environment of the Rural Child."
4. **Music Department—**

"Teaching to Set Up Attitudes of Appreciation."
5. **Principals' Conference—**

"A Mental Hygiene Program for Our Youth."
6. **Guidance Workers' Conference—**

"An Ethical Guidance Program for Our Youth."



7. **English Teachers' Conference—**  
"Improving Personality Through Better Speech."
8. **Art Teachers' Conference—**  
"Art Appreciation as Personality Enrichment."
9. **Athletic Directors' Conference—**  
"Character Traits that Might Be Taught Through Athletics."
10. **Science Teachers' Conference—**  
"Noted Negro Scientists and Their Contributions."
11. **Primary Teachers' Conference—**  
"Training the Pre-School and Primary Child for Later School Life."
12. **Social Science Teachers' Conference—**  
"Desirable Attitudes to be Set Up in the Teaching of Social Studies."
13. **Vocational Education Department—**  
"Character Traits to be Stressed for Vocational Adjustments."
14. **Librarians' Conference—**  
"A Reading Program for the Adolescent for Personality Enrichment."
15. **Foreign Language Teachers' Conference—**  
"Desirable Racial Attitudes to be Stressed in the Teaching of Foreign Languages."
16. **Adult Education Department—**  
"A Citizenship Training Program for Youth and Adults."

\* \* \*

### PLANS FOR DEPARTMENTAL PROGRAMS

The chairmen of various departments and conferences should select a person to speak on the suggested topic, which, in each case, is in line with the convention theme. It might also be desirable to have a panel jury discussion of the subject mentioned. About thirty or forty minutes can be given over to this feature of the program. About one other number would complete the program.

The following departments and conferences are to meet on Thursday, April 14 at 2:30 P. M.: (1) Elementary Education Dept., (2) High School and College Dept., (3) Music Dept., (4) Primary Teachers' Conference, (5) Librarians' Conference, (6) Rural Education Dept., (7) Adult Education Dept. The Principals' Conference will be at 5:00 P. M. on this date.

The following departments are to meet Friday, April 15 at 9:00 A. M.: (1) Elementary Education Dept., (2) Art Teachers' Conference, (3) Vocational Education Dept., (4) Science Teachers' Conference, (5) English Teachers' Conference, (6) Art Teachers' Conference, (7) Social Science Teachers' Conference, (8) Adult Education Dept., (9) Librarians' Conference, and (10) Music Dept.

On the same date at 11:00 A. M., there will be the following conferences: (1) Foreign Language Teachers' Conference, (2) Athletic Directors' Conference, and (3) Guidance Workers' Conference.

ATWOOD S. WILSON, Secretary  
W. H. FOUSE, President

## THE PRESIDENT'S LETTER

Lexington, Ky., January 12, 1938

To: The Members of the Kentucky Negro Education Association:—  
Dear Co-workers:

I am addressing you this letter in partial fulfillment to a promise made in the October-November issue of this Journal to the effect that I would say a word later about the Philadelphia meeting to which I and two others were selected as your delegates. Prof. Barker, feeling that his third of the \$75.00 appropriated by the K. N. E. A. for the trip was insufficient expressed to the writer his regrets that he could not attend. Sufficeth it to say that several from Kentucky did attend the session of the National Association of Teachers in Colored Schools in the city of Philadelphia, July 1937.

The meeting was fairly well attended but there was a falling off in the attendance in sections west of the Blue Ridge Mountains. The theme of the association was: "The Exceptional Child." This was either the sub-normal or the superior types. The discussions were in the hands of those who were experts. Considerable time was used in discussing the new constitution and by-laws, especially the change of the name from N. A. T. C. S. to the American Teachers Association. The Montgomery plan and the Louisville plan touching fiscal matters after having been given ample time to prove their impracticability were completely abandoned. The membership fee was again fixed at \$1.50. Prof. Hindenburg, vice-president of the State College at Durham, North Carolina was elected president. The meeting next year is to be at Tuskegee, Alabama.

I next wish to emphasize the very great need of each teacher in the State to enroll and become a member of the K. N. E. A. as has often been so well said by Secretary A. S. Wilson. Enroll early and help make our state outstanding by having every Negro teacher of the State member of the K. N. E. A. This brings us to a third issue that presents itself this year for the first time in the history of Kentucky. In fact no other state south of the Mason and Dixon Line has the record that is here displayed by a real Kentuckian. For this reason I believe I am justified in urging every Negro teacher of Kentucky not only to become a member of the K. N. E. A. but also to become a member of the (N. E. A.) National Education Association. Permit me to mention just two of the many reasons why you should join the N. E. A. First, because the N. E. A., with its present enrollment of 205,000 teachers, the largest organization of its kind in the world and the one too that is fast approaching its goal of 1,000,000 teachers, is the one agency that will far surpass any other in this country in setting standards, fixing educational policies, and disrobing from education the muddy skirts of tradition and local politics. In the second place we want Kentucky to move from second to FIRST rank, and stand at the head of the



48 states in the increase of membership in the N. E. A. Colonel D. Y. Dunn, Superintendent of Fayette County Schools is State Director of the N. E. A. membership drive in Kentucky. His attitude of fairness is set forth in the finest way in a recent letter from him to me which reads:

"There is a probability for Kentucky to gain a place on the honor roll of the N. E. A. because of the increased membership from our state this year.

As president of the K. N. E. A. you may say to your group of teachers in Kentucky that we will see that they will be given representation from the state in the N. E. A. Delegate Assembly in the proportion that their membership bears to the total membership from this state in the N. E. A. This will insure you at least one delegate in the affairs of the National Association, and as many more as your increased membership in the N. E. A. may warrant. You will probably want to select your delegation from Kentucky at your next K. N. E. A. convention.

I appreciate your interest and cooperation in bringing about a closer professional unity among the school people of the state."

This letter speaks for itself as a clear cut pronouncement of the voice of the "New South" and it is ours to send back the echo of good will, reciprocity.

Let's answer this clan call with at least a thousand memberships in the N. E. A. for 1938.

Send letters to your Senator and Representative urging their support to the Retirement Pension Fund for Teachers. Write them immediately. It is explained more fully elsewhere in this Journal.

In closing this letter it is due Prof. A. S. Wilson to say a complimentary word for the K. N. E. A. Newsettes which come to us full of information and inspiration.

Yours very truly,  
W. H. FOUSE, President of K. N. E. A.

---

### TO A TEACHER

By William W. Hopkins, Lily Kentucky  
If jingling coin would be thy only prize;  
For toil, prestige, and fame thy only pay  
Then knowest thou this pedestal will decay?  
What of the dreams from peering youthful eyes?  
Are you to thwart them 'fore they're realized?  
Or will you be a sculptor great and say,  
"I'll shape a man out of this human clay  
Because upon him future civilization lies"?  
Heed not vain babblings of your plan or style.  
Seek not your own exertions to commend.  
Give place each day for prayer and song and smile;  
Let them into your visible countenance blend  
Until its charm is benevolent, kind, and mild.  
These mellowed in years, you'll be a teacher, my friend.

## **EDUCATIONAL NEEDS OF THE NEGRO IN KENTUCKY**

**(By Whitney M. Young, Director of Lincoln Institute).**

One of the most hopeful signs of a better day for present and future generations is the gradual elimination of petty politics from our schools. There is evidence on every hand of a more determined effort on the part of our local and state officials to obtain the facts and right the injustices that have been perpetrated against innocent children than ever before.

No intelligent person will deny the fact that ignorance is costly and intelligence, based upon the teachings of Christ, is the chief asset of any people.

In our three Negro colleges, Kentucky State Industrial College at Frankfort, Municipal College in the city of Louisville, and West Kentucky Industrial College at Paducah, we are beginning to visualize a program of constructive citizenship that will eventually mean a more balanced educational opportunity and economic security for the Negro.

I quote from a recent report of the State Co-ordinating Committee: "As to the Paducah School, consideration should be given to its full accreditation as a Class A Junior College, expansion of industrial courses and later elevation to a standard four-year college; as to the Frankfort School, consideration should be given to its full accreditation as a standard four-year Class A Senior College, expansion of industrial courses and later elevation to one year of standard graduate work. It is considered very urgent that both of these school be granted funds for expanding courses in trades and industries so that they can more adequately serve the needs of a larger number of Negro people.

**THE NEGRO LAND GRANT COLLEGE SHOULD RECEIVE AN EQUITABLE SHARE OF FEDERAL FUNDS COMING INTO THE STATE FOR LAND GRANT COLLEGES AND IT SHOULD DIRECT THE LAND GRANT WORK AMONG NEGRO PEOPLE.**

In 1890, the State Legislature made the institution at Frankfort, now known as the Kentucky State Industrial College, the land-grant school for colored people. As such the colored school has received a just and equitable share of the federal funds known as the Morrill-Nelson and Bankhead-Jones, Section 22. There are other federal funds which the land-grant college for white people receives, but which the colored land-grant college does **not** receive in any amounts. The picture of the situation is clearly revealed in the following figures taken from Circular 168, page 20, U. S. Office of Education by Walter J. Greenleaf (For year ended June 30, 1936).

Land-Grant Institution	Supplementary Morrill Funds	Hatch-Adams Funds	Smith-Lever Funds	Additional Cooperative Extension	Smith-Hughes Funds	Purnell Funds	Capperketcham Funds
U. of Ky White	59,850	30,000	201,400	21,000	11,596	60,000	36,801
K. S. I. C. Colored	7,250	0	0	0	2,433	0	0

Land-Grant Institution	Temporary Funds:— WPA; AAA	1862 Land-Grant Funds	Bankhead-Jones (Sec. 1-21)	GRAND TOTALS
U. of Ky. White	114,375	8,644	309,585	853,251
K. S. I. C. Colored	8,145	1,883	2,900	22,611

Please note the totals: \$853,251 for white and \$22,611 for colored; the colored college received about 2 1-2 per cent of the federal funds coming into the State for Land-Grant colleges. It is easy to see that this amount is not equitable and that this is a situation which needs prompt remedial treatment."

The total amount expended for the education of white college students in Kentucky for the year 1937-38 was \$1,811,000.00; the amount expended for Negro college students was \$120,000.00.

This should be a challenge to the K. N. E. A. to see to it that the programs of these institutions are not curtailed or hampered in any way by the lack of funds with which to build dormitories, buy equipment and to pay salaries, which will permit educational improvement by study and travel. No teacher can do his or her best work without a living wage.

There are more than a thousand youths, the very cream of the race, in these three colleges seeking guidance in the choice and preparation for their life's work. It is our responsibility to see to it that these entrusted with the responsibility of guiding them are of the highest moral and intellectual calibre and at the same time are sufficiently sensitive to the needs of the masses so as to appreciate their problems.

We invite your attention to the fact that more than 5000 Negroes earn a living through trades; over 8,000 in transportation; nearly 15,000 in manufacturing and mechanical industries; 800 in the extraction of minerals; and over 33,000 in domestic and personal service. Yet, there is hardly a public school in the state where he can be adequately trained for any of these pursuits.

There is no denying the fact that there is a vast amount of wasted energy in our present educational procedure.

We are still playing the age-old game of trying to fit round pegs into square holes.

Vocational guidance must become a vital part of our educational program if we are to correct this evil and save thousands of our children from educational blind alleys from which they can never fully emerge.

It has been the experience of the race that those who come back pay a tremendous price.

You may salvage old machines and flood the market with new models, but human machines are too delicate and too precious to be disposed of in any such fashion.

There is a crying need for a real vocational junior college that will fully qualify the hundreds of young people, who, for, various reasons, fail to enter our liberal arts colleges; a school that will strengthen them for opportunities that await the skilled hands as well as the trained mind.

Economically and morally, it is just as important that children should be trained to build houses as to live in them. It is just as important that children should be taught to raise food as to know how to eat it. It is just as important that poor children should be taught how to make garments as to wear them. It is just as important that boys should be taught how to build bridges and streets as it is that they should be taught to walk upon them. It is just as important that young people should be taught how to build and repair automobiles as to ride in them. It is just as important that young people learn how to make electrical and plumbing repairs as to enjoy electrical and plumbing appliances.

Whatever affords an opportunity for earning an honest dollar is of vital importance to each of us and should be a challenge to educational administrators.

We have pitied the children of Israel because they were forced to make bricks without straw. Yet, we ask Negro boys and girls to make an honest living without giving them educational "straws."

If injustice and prejudice continue to rob us of the financial assistance, let us do the common sense thing of pooling our resources for the sake of efficiency and future security.

It is interesting to note in this connection that the Negro group spends a great deal of money, but there are only a few businesses operated by Negroes:

\$2,200,000,000 for food.....	only 1,923 stores
\$1,400,000,000 for clothing.....	only 178 stores
\$500,000 for shoes.....	only 13 stores
Millions for lumber .....	only 26 dealers
Millions for electrical repairs.....	only 23 shops
Millions for heat and plumbing.....	only 19 shops

Perhaps there is no ground for denying the apparent fact that every last one of these dollars will eventually find its way back into the hands of other races, but we must see to it that they circulate long enough within the race to convince the other races that we are economic factors in the trade markets of the world.

Another very important issue to which the K. N. E. A. might direct its attention is the fact that: In 1934, upon the recommendations of the Kentucky Educational Commission, the State Legislature passed a bill in which was included a section (Section 4399-3)



requiring that "each school district provide an approved twelve-grade school service for ALL ITS CHILDREN, and may contract for this service with another district furnishing free transportation, or maintenance in lieu of transportation."

A study made by the Business Manager of our school last year and exhibited at the K. E. A. revealed the following:

- a. There are 61 counties and school districts in Kentucky in which there is no high school for Negroes.
- b. There are 11 counties which have incomplete service.
- c. There are 12 counties which provide transportation.
- d. There are 9 counties which have no Negro high school pupils.
- e. There are 16 counties which have provided schools.

The files of the State Department of Education reveal that Kentucky has 58,168 colored children of school age: for 701 of them no school is provided. For 841 of them illegal part-time schools are provided. Seven month sessions are provided for 15,574. There are 6,259 who have access to eight months schools. There are 15,509 who live in counties and cities having nine months of schools. There are 10,085 who live in cities having ten-month school terms. The average colored child in Kentucky appears to have access to school eight and one-half months. The average salary per teacher is \$500.51.

One of the chief reasons why colored people are moving out of the rural to urban centers is because of the limited educational opportunities.

Here is a "Macedonian call" from present and future generations in Kentucky which we dare not ignore without violating the ideals of such an organization as the Kentucky Negro Education Association.

The most urgent need of the hour is for the formation of an educational commission that will make a thorough, scientific study of our whole educational set-up and recommend a sane program that will safeguard the destiny of our children. Competition and duplications must be eliminated from our colleges.

Our facilities are too limited and our financial resources too meager to admit of anything except a unified program that places the interest of the child above all else.

Education must not be accepted as an end in itself but rather as a means of preparation for the 50 years of adult life in which each human soul should make some contribution to the great symphony of life.

Life is an adventure into the unknown but where reason and faith hold sway, men may, on the basis of historical evidence, look forward to a brighter day.

Another vital need of the hour is a revaluation of our spiritual assets.

When we take from our educational program those spiritual assets upon which this republic was founded, we say to our youth you must sail the sea of life without compass or chart.

What greater challenge, what greater encouragement can we give our young people than to tell them that God has a plan for everyone.

Christ makes a symphony of the races of the world, each playing some definite part which is essential to maximum harmony.

The philosophy of Christ does not eliminate the role of individuals, groups or races but enriches the harmony by requiring that each play his role on the basis of Absolute Honesty, Absolute Purity, Absolute Unselfishness and Absolute Love.

Such an approach does not admit of the old form of sentimental love, such as exists between white people and colored people, but calls for absolute love which encourages the Negro to measure up to the highest standards and recognizes him when once he has attained these standards—and even forgives him when he fails.

WILL THE K. N. E. A. TAKE THE LEAD OR WILL IT SIMPLY KEEP COMPANY WITH THE HUNDRED OF OTHER ORGANIZATIONS WHICH ARE BEST KNOWN FOR THEIR MUCH SPEAKING?

---

### ***Privileges of Active Membership in the K. N. E. A.***

1. The privilege of attending all general sessions of the Association.
2. The privilege of participating in the departmental sessions.
3. The privilege of speaking and holding office in the Kentucky Negro Education Association.
4. The privilege of voting and participating in the business affairs of the Association.
5. The privilege of receiving all literature of the Association including the official publication, The K. N. E. A. Journal.

### ***No Kentucky Teacher Should Fail to Enroll Send One Dollar***

**To A. S. WILSON, Secretary-Treasurer  
1925 W. Madison Street, Louisville, Ky.**



# Lest We Forget—The Late Julius Rosenwald

(By Atwood S. Wilson, Secretary K. N. E. A.)

Each year, due largely to the efforts of Mr. L. N. Taylor, with the Julius Rosenwald Fund co-operating, the K. N. E. A. has featured the work of Julius Rosenwald in the February issue of the Journal. We have outlined a program for school improvement in these issues and have also suggested that there be a program on some day during February or March, emphasizing the work of the Julius Rosenwald Fund and having a program to let the people know of what Julius Rosenwald has done to help in the education of the Negro.

Last year Rosenwald Day was Friday, March 12 and unless Mr. L. N. Taylor, of the State Department of Education, thinks otherwise, the K. N. E. A. should like to suggest Friday, March 11, 1938 as Rosenwald Day. Prior to Rosenwald Day, the schools of the state, especially the rural schools, might have a general program for improvement and beautification of school plants.

Improvement can be made of the school grounds by having roads put in better shape, planting shrubbery, and laying out play-fields for athletic contests and games. The water supply might be analyzed to insure its purity. Out-buildings can be inspected and put in a sanitary condition. Certain exterior and interior repairs on the building itself can be made in order that the building might be kept attractive and serve as a general inspiration to the people of the community.

In connection with Rosenwald Day, the life of Rosenwald should be told to the children of the school and to the patrons of the community. Julius Rosenwald has done so much to help the Negro that a brief account of his life should be a part of the information given all Negro citizens. Our appreciation and our esteem for his philanthropy should never die. The Rosenwald Fund is yet doing a great deal for the Negro and Mr. L. N. Taylor, our State Director of Rural Education, is helping execute his program and is emphasizing, this year, books which the Rosenwald Fund is giving to the colored schools of the state in order that they might improve school libraries.

Julius Rosenwald was born August 12, 1862, at Springfield, Illinois, the city which had been the home of Abraham Lincoln. Like the other boys in Springfield, he attended the public schools and on Saturdays, and vacations earned his spending money by working at odd jobs.

Mr. Rosenwald at seventeen entered business in New York City, where he remained for five years. In 1895 Mr. Rosenwald bought an interest in Sears, Roebuck and Company. Since that time he had been engaged in building up this mail order house. Due to his leadership Sears, Roebuck and Company is now doing approximately one hundred and sixty times the business that it did in 1896. Mr. Rosenwald believed that per-



### **The Late Julius Rosenwald**

manent and successful foundations for business operations were to be found in making each transaction of mutual advantage to all concerned. In other words, the customers and employees must benefit as well as the company and stockholders. Soon after Mr. Rosenwald's entry into the company, he initiated the policy of "your-money-back-if-not-satisfied."

A list of Mr. Rosenwald's gifts indicates the range of his interests. Schools, hospitals, clinics, and dental services have benefited. He gave three million dollars for an industrial museum in Chicago, six millions to aid Jewish colonization upon farms in Russia, half a million to local charities, and three millions to the University of Chicago, besides establishing the Julius

Rosenwald Fund with thirty-five million dollars dedicated to the "well-being of mankind."

In all Mr. Rosenwald's benefactions he emphasized the desirability of contributing only where the interests and enthusiasm of others is sufficient to warrant their contributing an equal or larger amount. This characteristic is particularly evident in his program for establishing the Rosenwald schools for Negro children in the rural districts in the South.

The William E. Harman Awards for Distinguished Achievement in Race Relations presented Mr. Rosenwald in 1927 with a special gold medal in recognition of the national importance of his work in behalf of Negroes.

Mr. Rosenwald passed into the Great Beyond January 6, 1932, in his seventieth year. "He was buried the day after the death. At his request the ceremony was simple. Rabbi Mann read the fifteenth, twenty-third, twenty-fourth and nineteenth Psalms, which were Mr. Rosenwald's favorites and had a short prayer. Six limousines followed the hearse to the cemetery. At his request only his immediate family and household servants attended the funeral. In keeping with his wishes, all offices and business enterprises with which he was connected went on uninterrupted. There were no flowers except a modest wreath on the casket. Thus ended the earthly career of one of the Nation's most beloved and greatest benefactors. He exemplified the finest spirit and principles taught by the prophets and apostles in both the Old and New Testaments."

## K. N. E. A. Directors' Meeting

(Minutes of the Meeting of the Board of Directors of the Kentucky Negro Education Association, Saturday, December 18, 12:30 P. M., 1937).

The Board of Directors of the Kentucky Negro Education Association met at the residence of the Secretary-Treasurer, 1925 W. Madison Street, Louisville, Kentucky, on the above date. Those present were W. H. Fouse, President of the K. N. E. A., J. L. Bean of Versailles, R. L. Dowery of Shelbyville, Whitney M. Young of Lincoln Ridge, Victor K. Perry of Louisville, and Atwood S. Wilson, Secretary-Treasurer.

The meeting was opened by a prayer by Director Whitney M. Young. The minutes of the previous meeting were then read and adopted by a vote of the Directors. President W. H. Fouse, who was presiding, then called for a report on any unfinished business. Director Perry then reported on a proposed amendment to the Constitution of the K. N. E. A. so as to insure a more adequate understanding of the duties and powers of the Board of Directors. The following amendment was suggested, same to be published in the next issue of the K. N. E. A. Journal, and to be voted upon at the 1938 convention: "The Board of Directors have power to represent and act for the Association in all matters requiring immediate attention when the Association is not in session." The Directors approved the amendment as stated above.

President Fouse then reported

on the progress he was making in setting up a better relationship between the National Education Association and the Kentucky Negro Education Association. He mentioned several conferences with N. E. A. officials and other educators of the state along this line. President Fouse read to the Directors letters from W. Y. Dunn of Lexington, Director of Memberships in the N. E. A. for Kentucky, and Superintendent N. O. Kimbler of Henderson, President of the Kentucky Education Association. Both of these letters approved the idea of having the K. N. E. A. seek to get sufficient memberships to have one or more of the representatives from Kentucky be a Negro representative for the K. N. E. A. President Fouse reported that representation in the N. E. A. was secured by Kentucky in the following manner: for each 100 memberships in the N. E. A., up to 500, there is allowed a delegate in the general assembly in the K. N. E. A. After the first 500 delegates, the next delegate requires 500 memberships in the state. This would mean that Kentucky would need 1000 N. E. A. memberships in order to have six delegates in the delegate assembly of the N. E. A. President Fouse stated that he would work to have Kentucky teachers enroll in the N. E. A. to the extent possible and make an effort to have one or two Negro delegates from Kentucky. The Secretary-Treasurer suggested to President Fouse that he appoint an assistant di-



rector for N. E. A. memberships in Kentucky, same to be some teacher or person in Lexington, who can collect these memberships and cooperate with Director Dunn in the matter of N. E. A. memberships from Kentucky. The report of President Fouse was approved and accepted by a motion made by Director Young and seconded by Director Dowery. The motion was carried.

Prof. A.E. Meyzeek, chairman of the K. N. E. A. Legislative Committee, and Dean David A. Lane, Jr., another member of the K. N. E. A. Legislative Committee, were present upon the invitation of President Fouse. President R. B. Atwood of K. S. I. C. was also present with the approval of President W. H. Fouse. President Fouse stated that he had also given President H. C. Russell of W. K. I. C. an invitation to be present and that he had received information that Mr. M. J. Sleet of Paducah might be present at the meeting to represent W. K. I. C. President Fouse then referred to the question which was receiving attention in the state among educational leaders, namely, that the West Kentucky Industrial College be merged with Kentucky State Industrial College, the latter school to receive the appropriation for both schools and an extra allowance. President Fouse then presented President R. B. Atwood, who stated his position in the proposed merger. At this point, Prof. J. Bryant Cooper, who had become interested in the question, was also permitted to be present for this special hearing. President Atwood be-

gan his remarks by reporting on the organization and work of a state co-ordinating committee. He pointed out that the state co-ordinating committee represented the civic and educational groups in Kentucky and was formed with the idea of seeking needed legislation along any needed lines that might be beneficial to the Negroes of Kentucky. He stated that a sub-committee on education of the co-ordinating committee was called to meet in Frankfort recently and outline what he termed agenda. He stated that the sub-committee planned, in particular, to seek larger appropriations for both W. K. I. C. and K. S. I. C. After the sub-committee had decided upon its program, he stated that the committee went to the Governor's mansion to leave their recommendations in writing. President Atwood said that the Governor insisted upon the committee remaining and talking over with him the situation relative to our two state colleges for Negroes. The Governor then stated that he had been thinking that a merger of the two schools would meet the best interests of the Negroes. "The Committee did not have such a merger in mind when they went to the Governor," stated President Atwood. After learning the Governor's attitude, a resolution was passed, favoring the merger and voted upon favorably by all members of the sub-committee except M. J. Sleet of Paducah, who voted "No" on the resolution. President Atwood stated that the merger had been discussed continuously since 1922, that it had been approved

by a study made by an efficiency commission, headed by Dr. Reeves of the University of Chicago, and that the trends in population and the attendance of Paducah students in the freshman class at Kentucky State Industrial College at Frankfort were all indications that the merger was both desirable and feasible. He stated that he was heartily in favor of the Governor's plan and asked that the K. N. E. A. support him in his attitude.

Prof. A. E. Meyzeek, chairman of the K. N. E. A. Legislative Committee, then took the floor and, after reviewing the history of the two colleges under consideration, stated that he was very distinctly against the merger of our two state colleges. Prof. Meyzeek felt that the merger was taking away from the educational opportunity of the colored children in the western part of our state and felt that it would be a set-back rather than an advancement in the higher education of the Negro. Prof. Meyzeek was quite definite in his stand against the recommendations made by President Atwood.

Prof. J. Bryant Cooper, who was present, then spoke against the merger. Prof. Cooper contended that a college was of cultural value to the community and that the western part of the state needed such a cultural center. He further stated that separate education was expensive education and as long as the state furnished separate schools for Negroes, it should be willing to pay more than their quota of population as a differential because of the segregation which had been set up.

Dean David A. Lane, Jr.,

agreed with the latter remarks of Prof. Cooper. Dean Lane did not, however, state a definite attitude as to whether he favored or did not favor the merger.

The Secretary-Treasurer of the K. N. E. A. made remarks, in which he stated that the K. N. E. A. represented all of the teachers of the state and that he should not like to have the organization do anything that would cause a misunderstanding. He therefore urged all present to consider any position taken as being of great importance to the organization. At this point, the Secretary-Treasurer suggested to President Fouse that the meeting be adjourned in order that the Directors might have dinner. All present left, except the Board of Directors and Secretary-Treasurer of the K. N. E. A. Following the dinner, the Board of Directors re-assembled for a private meeting. After much discussion, the following set of resolutions was formulated and unanimously adopted by vote of the Directors:

RESOLUTIONS ADOPTED BY  
THE BOARD OF DIRECTORS  
OF THE KENTUCKY NEGRO  
EDUCATION ASSOCIATION  
December 18, 1937.

1. That the Board of Directors, by unanimous vote, go on record as not taking a stand for or against the proposed merger of the Kentucky State Industrial College at Frankfort and the West Kentucky Industrial College of Paducah at the present time, due to the fact that the question is of such moment that it might serve the best interest of the Negroes by referring the question to the general association in a questionnaire which

will shortly be sent to all members of the association by the secretary. The Board of Directors being a representative group of all the teachers of the state, feels that this procedure is necessary, fair, and just to all concerned.

2. That a more definite study of the question be made by the Kentucky Negro Education Association legislative committee, which committee includes the heads of our state institutions, and that the legislative committee urge those policies which it deems necessary to meet the best interests of Negro youth.

3. That the chairman of the legislative committee call a meeting in the near future to ascertain the attitude of that committee on the proposed merger.

4. That the K. N. E. A. be recognized as the organization best able to suggest needed legislation for Negro schools or suggest any change of policy regarding our state schools.

5. That the leaders of both races be requested to study more thoroughly any proposed changes in the educational set up for Negro youth in Kentucky.

W. H. FOUSE,  
President

ATWOOD S. WILSON,  
Secretary-Treasurer

WHITNEY M. YOUNG

R. L. DOWERY

J. L. BEAN

VICTOR K. PERRY.

The next order of business was the consideration of the annual program. The Secretary-Treasurer reported on some plans which he had made for the pro-

gram along with President Fouse. Speakers mentioned for the K. N. E. A. convention included J. K. Wells, supervisor of schools in West Virginia, Kelly Miller of Washington, D. C., Miss Mabel Carney of Columbia University, Superintendent Zenos Scott of Louisville, Dean David A. Lane, Jr., of Municipal College, and Dean L. A. Peckstein of the University of Cincinnati. Other speakers were to be selected for the departments by the Secretary and the President. Other details of the program, such as meeting places, the spelling bee, and the pageant were mentioned by the Secretary-Treasurer for general approval.

The final transaction of the Directors was to recommend to the Legislative Committee that the K. N. E. A. go on record as opposing any cut in the budget of K. S. I. C. to equal the amount which was allowed for state aid for graduate students, among Negroes. The Directors also recommended that the state appropriate \$10,000 annually for state aid for graduate students, same to be appropriated without in any way reducing the budgets of our Negro colleges.

The Directors then adjourned to meet in February, at which time they plan to discuss equalization in teachers' salaries with a representative of the N. A. A. C. P. and also to review any work done by the K. N. E. A. Legislative Committee at that time and also to study any developments relative to the merger of W. K. I. C. and K. S. I. C.

ATWOOD S. WILSON,  
Secretary-Treasurer

W. H. FOUSE,  
President.



# Advantages of the Merger

(By R. B. Atwood, Pres. K. S. I. C.)

I am in favor of the merger of the two state colleges into one because I believe that one good school can better serve the interests of the colored people in Kentucky than two weak ones. Speaking from 16 years experiences as a school administrator, I am convinced that two good colleges cannot be operated on the amount of money which the Negro race has a just right to expect the state legislature to appropriate.

In 1890 the Negro constituted 14.4 per cent of the state's population, in 1900, 13.3 per cent, in 1910, 11.4 per cent, in 1920, 9.8 per cent, in 1930, 8.6 per cent. From 1900 to 1930 the number decreased from 284,706 to 226,040. The Negro race should justly expect a share of the state's appropriations for higher education in proportion to their numbers. The share is 8.6 per cent plus a possible differential on account of higher costs due to small numbers and wide distribution. On the basis of last year's appropriations to white state colleges this population percentage is \$154,800.00 (Actually, Negro higher education in Kentucky received last year \$135,000). The justly expected sum, \$154,800.00, would operate one fairly good college, but when divided between two, both schools will necessarily be weak. Only two magicians, and I do not profess to be one, could operate two good colleges on this sum of money. Missouri gives her Negro state

college annually, \$198,000 and West Virginia \$208,000.

The Negro people now have two colleges for 226,040 people, one college per 113,000. The white people with 5 have one college for 477,000, so even if one Negro college is abandoned they will still have more for their proportion than the white race. Colleges are good institutions to have. I wish we could have one in every community, but we must take into consideration the numbers to be served and the amount of support to be expected.

On the population basis, the state should invest in a college plant for Negroes approximately \$2,000,000; (actually, the state has an investment of less than \$1,000,000 in both Negro plants). If the fair proportionate amount (\$2,000,000) for Negroes is divided, both plants for Negroes will be inadequate; if concentrated, it will be fairly adequate for rendering the service it is expected to render. The white state plants average \$5,000,000. The Negro plants of Tennessee, Virginia, West Virginia and Texas will run over \$2,000,000 each.

The proposal, being advanced, as I am reliably informed, plans to grant the consolidated Negro school the amounts now granted to both colleges, and also an amount to make plant improvements and extensions for the anticipated increased enrollment. No doubt additional sums may

be expected for buildings and grounds in the future to care for growth and development.

Besides, I am informed that it is planned to place a welfare institution to be operated for and by Negroes in the abandoned college buildings, and to avoid immediate embarrassment by absorbing the faculty into the new programs. While I do not lay any claim to originating the idea of the merger, it seems a

wise proposal to me, and I hope that those who are proposing it will be able to carry it through to completion thereby rendering the state and especially the Negro people a real service. Negro people, looking to the future, would do well by themselves and their children to give enthusiastic support to the merger. I hope they will not miss this opportunity.

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## The Proposed Merger

By **W. H. Fouse, President of K. N. E. A.**

As President of the K. N. E. A. and Principal of Dunbar High School of Lexington and as one who has had many years of experience as an Institute Instructor in all parts of the State and as Director of summer schools, I have been asked to give my personal opinion touching the merger of the two Negro colleges located at Frankfort and Paducah. As one who after serving nearly a quarter of a century as principal and as one who will soon lay aside the active duties of the school room, I must confess that I still have an abiding interest in the Negro boys and girls of Kentucky. I gladly here and now give my reaction touching the merger by saying that I am opposed to the merger and believe that after careful reflection the great mass of the Negroes of the state are opposed to it also. Some of the reasons why I am opposed to the merger follow: First—Those cultural, spiritual and social values that radiate from a college will be taken from that section of the state which is in the greatest need of them. A certain college, I am told, has put a stop to the feuds and bloody history that once disgraced the mountains of Kentucky. If a local college has changed the mountain record, why would not a local Negro college bring about desirable changes in the lives of Negroes in the vicinity? Second—Both Paducah and Frankfort are growing schools and we are proud of them. They have done well with the limited resources on which they have been compelled to operate. But, now what of the future? They say that Paducah must be sacrificed in order that Frankfort may live, and live right. Kill Paducah to fertilize Frankfort. Kill Paducah so that Frankfort may live and live more abundantly is the reasoning. The story goes that the older of two sons was making commendable progress in his expensive college work while the financial demands of the younger son pursuing his high school studies drew exceedingly heavy on the family purse. Yet in this dilemma not once did the parents think of withdrawing the little son so that the older one might come out with

educational honors in his field. They withdrew neither son but did the best they could with each. This same thing we believe should be done in the case of Paducah and Frankfort. The promising administration under Prof. H. C. Russell has just begun and he has just announced a wonderful program. Why not give him an opportunity to demonstrate his ability? Give him at least two or three years. No one favoring the merger has shown how much better Frankfort College was when twenty years old than the college at Paducah is today. It is unfair to compare Paducah when only twenty years of age with the State College at Frankfort after 60 years of nurture. Third—If we begin the mergering process—when and where will it stop? If it is good why not merger all the state institutions in all the states? Why not merger the four white colleges of this state and thereby increase the revenue of the Kentucky University? This would evidently give K. U. a rank much higher than it now has. However, no one would press this argument because there are other factors involved which outweigh money, values or rank. Yes the merger will increase the library facilities—for whom? For the students at Frankfort—but what about the library for the folks back home or for the students during the many years after the three or four fleeting years at Frankfort have passed. Fourth—It is here that a principal of local self-government so fundamental that it once precipitated a War Between the States, breaks down altogether. The merger violates completely the principle of local self-government and transfers it to an agency 200 or 300 miles away. Fifth—No one has given us a blueprint of what this new set-up will be in very understandable terms. Will there be a department of animal husbandry? Of law? Of nursing? Of dentistry? Of journalism? What high degrees will be conferred? Will there be a disappointment to those who have been rejoicing in the hope that the new set-up will give courses leading to the Master of Arts Degree so long vainly sought at Cincinnati and the University of Chicago? Will this set-up be a first-class college as measured by National standards or by standards good enough for colored folks? Thus far we have not seen a sufficient number of "brass tacks;" but by far too many generalities.

As I see it the present slogan is Few Schools and better schools. The slogan should be **More and Better Schools.**

Schools are expensive but not as expensive as ignorance and crime. Both start in the home and reach out first into the community and finally out into the world. It is the home and Community that need to be made stronger. The merger fails to do this.

### **ACT NOW!**

Renew your membership

Enlist your associates

Secure one hundred percent enrollment in your school.



# Arguments Against the Merger

(By A. E. Meyzeek, Louisville, Ky.)

Proposed merger of the two Negro state schools, one situated in Paducah and the other situated at Frankfort, has aroused deep interest as well as resentment. While nearly \$2,000,000 is annually appropriated to operate four state teacher colleges and one state university for the white children, there is annually appropriated for higher learning of Negro children \$120,000 distributed to two schools—\$50,000 and \$70,000.

Now we are informed that our good and successful Governor plans to close the school at Paducah and transfer its state aid to the school at Frankfort. While this would improve the college at Frankfort for central and eastern Kentucky children, the children of Western Kentucky would have no chance to satisfy their ambition for higher learning; this would be a loss to the community and its cultural influence.

It would seem fair and equitable to the people in Western Kentucky to maintain there a junior college with an equipment for industrial training. This would put the two schools on different types of education—one for teacher training and leadership, the other for efficient service in life's choices. This is the crying need of colored youths. They must be taught the value and honor of efficient service.

To curtail advantages for the children of the west end of the state by closing the Western

Kentucky Institute, and transferring its allotment to central and eastern Kentucky, thereby having only one school, would be an imposition.

Other southern states maintain adequate advantages for their colored children, far beyond what Kentucky offers. Let us examine the list of southern state institutions of higher education for Negroes that receive aid:

Alabama: State Agriculture and Mechanical Institute at Normal; State Teachers' College at Montgomery, (There is also Tuskegee, a National Institution) and Talladega College, Miles Memorial and Paine; Georgia: Georgia Normal and Agricultural College at Albany, State Teachers' College at Forsyth, Georgia Industrial College at Albany; Louisiana: Normal and Industrial Institute at Grambling, Southern Agriculture and Mechanical College at Scotlandville; (Louisiana also has the great Dillard University, richly endowed). Missouri: Lincoln University at Jefferson City, Stowe Teachers' College at St. Louis; West Virginia State Aid—Bluefield State Teachers' College; Storer College at Harpers Ferry, West Virginia State College at Institute; North Carolina: State Aid—Negro Agriculture and Technical College at Greensboro; North Carolina College at Durham; State Normal School at Elizabeth City; Winston-Salem Teachers' College at Winston-Salem.

The larger and higher insti-

tutions in the southern states given state aid are as follows:

Lincoln University—Jefferson City, Mo., \$233,668; West Virginia State College—Institute, \$155,000; Florida Agriculture College—Tallahassee, Fla., \$133,340; Louisiana Southern College—Scotlandville, La., \$88,900; Mississippi—Alcorn College, Alcorn, \$87,155; Texas — Prairie View State College, \$134,597; Oklahoma—Colored Agriculture and Normal, Langston, \$107,000; Kentucky—Kentucky State Industrial College, Frankfort, \$70,000; Virginia State Industrial College at Ettrick \$74,000; Georgia State Industrial College at Savannah, \$60,000.

The many smaller colleges for Negroes in the southern states

receive state aid ranging from \$20,000 to \$66,000. Moreover, those great universities and colleges such as Fisk, Atlanta, Spellman, the great school at Daytona, Florida, LeMoyne at Memphis; Knoxville in Tennessee, Tenn. Agriculture and State Teachers' College at Nashville; Normal College at Pine Bluff, attest the fact that Kentucky is doing less than the deep south. Even in Ohio, where colored students may enter any college, Wilberforce University for Negroes receives state aid of \$300,000.

Shall we sacrifice Western Kentucky State School, or shall we improve it and also raise the state aid of our Teachers' College at Frankfort to a living scale?

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### A SCIENTIFIC STUDY OF THE MERGER

(By R. B. Atwood, Frankfort)

The West Kentucky Industrial College of Paducah Should Be Abandoned and Its Program Merged With The Kentucky State Industrial College of Frankfort.

**All previous studies have recommended that the program at Paducah be abandoned and merged with the one at Frankfort.**

The West Kentucky Industrial College of Paducah, established as a private institution by D. H. Anderson, was given its first state appropriation in 1918. Every educational survey in the state since that time has recommended that there be one state educational institution of higher learning for Negro people.

In 1922 the Kentucky Educational Commission in a survey of public education in Kentucky recommended that the State withdraw support from the institution at Paducah. In 1924 the Efficiency Commission of Kentucky made the same recommendation and used these words:

“While it must be recognized that the colored population of the state is entitled to competent normal school instruction, there appears to be no good reason for the maintenance of two colored schools of higher learning. Experience has proved that the supervision of such institutions has been a difficult undertaking. The institution located at Frankfort can fortunately be placed under the immediate super-

vision of the State Department of Education. It should be strengthened and enlarged, and the Western Industrial College abandoned. An equitable adjustment should be made in turning back the property deeded to the State by the President of the Paducah institution."

"The colored population of Kentucky (about 8.6 per cent of the whole) is large in comparison with that of northern states, but small in comparison with that of southern states. But this population is widely scattered. So much is this the case that there is every reason for concentrating all the college, normal, and advanced industrial training work for colored people in one institution. This policy would mean the abandonment of West Kentucky College at Paducah, and the building up of the Frankfort institution."

Prior to the above studies the United States Bureau of Education had made a survey of Negro education in Kentucky in 1915. At that time the West Kentucky Industrial College was not connected with the State, but with the McCracken County schools. The United States Bureau in its study made the following recommendation:

"That the public school should be separated from this doubtful private enterprise."

**The opinion stated in the previous studies is shared by most educators today; their reasons for which are listed below:**

**Trends in the Negro population do not justify two state-supported colleges.**

In proportion to total population the Negro population was highest in 1830, constituting 24.75 per cent. Since that time the trend has been steadily downward. The last three decades have witnessed a constant increase in the white population of Kentucky, and at the same time a constant decrease in the colored population. From 1900 to 1930, while the white population grew from 1,862,309 to 2,388,364, an increase of 28.2 per cent, the colored population decreased from 284,706 to 226,040, a decrease of 20.6 per cent. The colored population dropped from 13.3 per cent of the state total in 1900 to 8.6 per cent in 1930.

**The Negro population is widely distributed over the State.**

The percentages of the Negro population of the 120 counties vary from 0 in Martin County to 34.1 per cent in Christian County. There are 23 counties under 1 per cent; 67 between 1 and 10 per cent; 24 between 10 and 20 per cent; and 6 over 20 per cent. The counties showing the highest number of Negroes are those of the inner Bluegrass, centering around Fayette County, and those in the better farming counties of the Pennyroyal (Christian, Todd, Logan and Warren), while the counties having the lowest percentage of Negroes seem to be those in which farming is the least productive.

Nineteen counties show increases in Negro population between the years of 1900 and 1930. These counties were those in the industrial centers and coal mining districts, particularly in the Eastern Coal Fields where increases ran as high as 4,508.7 per cent in Letcher County.



**Frankfort is the center for over half the Negro population.**

A circle drawn with a fifty mile radius with Paducah as its center would include a substantial part of 13 counties with a Negro population of 32,611, while such a circle with Frankfort as its center would include 32 counties, whose Negro population is 113,239.

**NEGRO POPULATION WITHIN FIFTY MILE RADIUS OF  
FRANKFORT**

<b>County</b>	<b>Negro Population</b>	<b>Percent of Total</b>
Bath	744	6.7
Boone	379	3.9
Bourbon	4,007	22.2
Boyle	3,171	19.5
Bullitt	340	3.8
Carroll	385	4.7
Casey	130	0.8
Clark	2,842	16.1
Fayette	16,449	24.0
Franklin	2,627	12.5
Gallatin	184	4.1
Garrard	1,464	12.7
Grant	184	1.9
Harrison	1,022	6.9
Jefferson	51,068	14.4
Jessamine	1,951	15.7
Kenton	3,870	4.1
Lincoln	1,762	10.0
Madison	4,324	15.7
Marion	1,468	9.5
Montgomery	1,967	16.9
Nelson	2,045	12.4
Nicholas	513	6.0
Oldham	716	9.7
Owen	633	5.9
Pendleton	205	1.9
Robertson	46	1.4
Shelby	2,637	14.9
Scott	2,511	17.4
Trimble	27	0.5
Washington	1,362	10.8
Woodford	2,206	20.1
<b>TOTALS</b>	<b>113,239</b>	<b>50.09</b>

**Heavily populated counties average 145 road miles from Frankfort.**

The following table shows those counties in the State whose Negro population ranges from 10 to 34.1 per cent of the total. The distance of these counties from Frankfort ranges from 0 road miles, Franklin County, to 327 road miles, Fulton County. The average

road miles distance of these heavily populated counties from Frankfort is 144.8 miles.

### HEAVILY NEGRO POPULATED COUNTIES

County	Negro Population	Per Cent of Total	Distance from Frankfort (rd. miles)
Barren	2,733	10.7	140
Bourbon	4,007	22.2	37
Boyle	3,171	19.5	47
Caldwell	1,722	12.5	261
Christian	11,704	34.1	227
Clark	2,842	16.1	47
Fayette	16,449	24.0	28
Franklin	2,627	12.5	—
Fulton	3,153	21.1	327
Hopkins	5,281	14.1	231
Henderson	4,398	16.7	215
Hickman	1,048	12.0	251
Jefferson	51,068	14.4	52
Jessamine	1,951	15.7	32
Lincoln	1,762	10.0	58
Logan	3,486	15.9	193
Lynes	1,200	14.1	274
Madison	4,324	15.7	55
Mason	2,471	13.1	84
Mercer	1,547	10.7	33
Montgomery	1,967	16.9	61
McCracken	7,762	16.8	314
Nelson	2,045	12.4	64
Todd	3,393	25.1	208
Trigg	2,373	18.9	248
Union	2,021	11.9	237
Warren	5,057	15.0	165
Washington	1,362	10.8	54
Webster	3,103	15.1	240
Woodford	2,206	20.1	15
<b>TOTALS</b>	<b>158,273</b>	<b>70.41</b>	<b>Average: 144.8</b>

Frankfort is a center for a large number of four-year Negro high schools.

Listed below are all the four year Negro high schools in the state from which it is expected that a Negro college would draw most of its students. These schools are an average distance of 141.7 miles from Frankfort.

## FOUR YEAR ACCREDITED HIGH SCHOOLS FOR NEGROES

Location and Type of School	Class	Enroll.	Approx. Dis. from Frankfort	No. Tchrs.
Bowling Green, City	A	194	165	10
Covington, City	A	109	85	4
Danville, City	A	80	47	3
Earlington, City	B	122	229	5
Frankfort, City	A	102	Local	7
Georgetown, City	A	100	20	4
Henderson, City	A	121	215	6
Hopkinsville, City	A	232	227	12
Lexington, City	A	519	28	19
Lincoln Ridge, Private	A	249	22	9
Louisville, City	A	853	53	39
Lynch, City	A	165	203	2
Mayfield, City	B	86	329	4
Maysville, City	A	115	84	6
Mt. Sterling, City	B	58	61	2
Mt. Sterling, County	A	80	61	4
Nicholasville, City	B	49	32	3
Owensboro, City	A	118	183	5
Paducah, City	A	350	314	16
Paris, City	A	165	37	7
Providence, City	B	102	240	3
Richmond, City	A	180	55	5
Winchester, City	A	121	47	6
Columbia, City	B	40	112	2
Glasgow, City	B	47	140	2
Middlesboro, City	B	112	169	2
Ashland, City	B	86	162	2
Hardinsburg, City	B	148	133	2
Princeton, City	B	42	261	3
Murray, City	B	32	282	2
Manchester, County	B	26	118	2
Hickman, City	B	27	372	1
Lancaster, City	B	55	57	2
Elizabethtown, City	B	22	91	2
Madisonville, City	A	91	231	4
Adairville, City	B	53	193	3
Drakesboro, City	B	77	188	3
AVERAGES		144	141.7	

**Kentucky State Industrial College now draws practically as many students from twenty-one far western counties as does West Kentucky Industrial College**

A study of enrollment shows that there are enrolled in West Kentucky Industrial College from 21 counties in that area 128 students, while at the same time there are 110 students attending Ken-

tucky State Industrial College from the same group of counties as follows:

**ENROLLMENT BY COUNTIES 1935-36**  
**In West Kentucky Area**

County	W. K. I. C.	K. S. I. C.
Ballard	2	0
Caldwell	0	1
Calloway	5	4
Christian	20	21
Daviess	3	6
Fulton	3	7
Graves	6	0
Henderson	2	8
Hickman	4	0
Hopkins	13	12
Logan	1	3
McCracken	36	12
Marshall	0	0
Muhlenberg	5	5
Ohio	1	0
Simpson	2	5
Todd	0	6
Trigg	8	4
Union	2	0
Warren	10	8
Webster	5	8
<b>TOTALS</b>	<b>128</b>	<b>110</b>

The State maintains five colleges for white persons aggregating 23 years of college to accommodate the graduates from a student body in grades 9 to 12 consisting of 72,029. **This is one college year for every 3,218 white high school students.** The State maintains two colleges for Negroes aggregating six years of college to accommodate the graduates from a student body in grades 9 to 12, consisting of 4,966. **This is one college year for every 828 colored high school students.** In addition to this, aid is given for graduate work.

**High per capita cost at West Kentucky Industrial College**

At the present time, first semester, 1937 the enrollment for Kentucky State Industrial College is 482, and the appropriation is \$65,000; this means the students are being provided a standard college education at a per capita cost of \$135.00. The West Kentucky Industrial College with an enrollment of less than 150 and an appropriation of \$50,000 provides its students with a substandard education at a per capita cost of \$333.00. If both institutions were completely standardized, and they should be if maintained, the per capita cost for both would be extremely high. It, therefore, seems the wiser step to abandon one and concentrate all efforts on the standardization of the other.



### **Less waste, less overhead, richer program for the students.**

If the West Kentucky Industrial College is abandoned there will be less waste and less overhead to the State. Instead of attempting to enlarge two libraries, there will be only one which need be enlarged; instead of building up two science laboratories to meet requirements of the accrediting associations, there will be only one; instead of two academic departments in each field to be supported, there will be only one; one president; one business manager; one dean; one registration and one registration office; etc. Then, too, if West Kentucky Industrial College is continued, it will have to be enlarged for standardization, and this improvement and enlargement will necessitate the purchase of additional land. The program concentrated at one place will mean a richer, broader, greater program of education for the Negro.

### **Persons traveling a long distance to the college may be reimbursed.**

While it is agreed that some students will have a greater distance from their homes to the institution to be traveled, the one college at Frankfort will be centrally located for over 50 per cent of the population, but there is no point in the State from which one cannot reach Frankfort in one day's travel. To offset the additional travel expenses necessitated by having only one Negro institution in the State, it seems altogether practical that students attending the college from a distance of over 100 miles may receive reductions in their matriculation fees for traveling expenses paid over and above the 100 miles. Such a procedure can be easily worked out under authority of the State Board of Education, and will require no legislative enactment.

### **CONCLUSION**

For the reasons enumerated above, it seems logically sound and wise that the State will best serve the interests of its Negro citizens by abandoning the program at West Kentucky Industrial College and concentrating its efforts at the Kentucky State Industrial College at Frankfort.

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## Notice

Arguments for and against the merger have now been given by competent educators. Various teachers in Kentucky have sufficient information to form an attitude regarding this momentous question. Some teachers have already expressed their opinion through their principals and some rural teachers have expressed their opinion through their county organizers. In accordance with the suggestion of the Board of Directors of the K. N. E. A., who would like to know what the teachers think, any person who has not expressed an opinion and wishes to do so, might write a postal card to the office of the secretary. This is not a request, but an opportunity.

# The K. N. E. A. Legislative Committee Meeting

The K. N. E. A. Legislative Committee met at the Louisville Municipal College on Thursday, December 30, 1937 at the call of its chairman, A. E. Meyzeek, of Louisville. Members of the committee who were present were: David A. Lane, Jr., Louisville; J. L. Caulder, Lexington; G. W. Adams, Paris, W. H. Fouse, Lexington; R. B. Atwood, Frankfort; Whitney M. Young, Lincoln Ridge, and A. E. Meyzeek, Louisville. Other members of the committee were absent, which included Dr. E. E. Underwood, Frankfort; Pres. H. C. Russell, Paducah; Mr. J. H. Ingram, Frankfort, and Representative C. W. Anderson. Present also at the meeting were A. S. Wilson, Secretary-Treasurer of the K. N. E. A., V. K. Perry, member of the Board of Directors of the K. N. E. A., W. S. Blanton, an ex-president of the K. N. E. A., and Mr. L. N. Taylor, of the State Department of Education.

The latter four persons were not permitted to vote because they were not members of the Legislative Committee. The Legislative Committee adopted the following legislative program:

1. That the K. N. E. A. sponsor a bill requiring twelve grades of service for a pupil of a county or independent district, or that tuition be paid in some other county or district and that the county might provide for maintenance for the student if the school attended was too far from the home of the pupil. The

object of this legislation would be to clarify a law which requires that each county or independent district provide four years of high school training for its children of school age. This law is clear for white pupils but not clear for colored pupils and a re-statement of the law and the passage of another bill along this line would make it possible for every Negro child in Kentucky to have high school education at public expense. It was suggested that Representative C. W. Anderson present such an act to the 1938 General Assembly.

2. That the K. N. E. A. Legislative Committee go on record as opposing the proposed merger of West Kentucky Industrial College at Paducah and the Kentucky State Industrial College at Frankfort and that the Legislative Committee report its attitude to the Board of Directors of the K. N. E. A. in accordance with their request. The seven Legislative Committee members present voted four to three on this proposal and requested the Secretary-Treasurer to inform the Board of Directors of their attitude. President R. B. Atwood, who is in favor of the merger, voted accordingly at this committee meeting.

3. That the K. N. E. A. recommend to the governor of Kentucky that the Anderson-Mayer appropriation for graduate students in Kentucky be increased from \$5,000 to \$10,000 annually.

This recommendation came from the Board of Directors of the K. N. E. A. to the Legislative Committee with the request that it be a part of the legislative program of the K. N. E. A.

Much discussion, both pro and con, was given to the proposed merger of our two state colleges.

The K. N. E. A. Secretary informed the Legislative Committee that a poll would be made of the colored teachers in Kentucky in order that they might have more definitely the attitudes of all the teachers in Kentucky. Since the meeting of this committee, a poll has been started.

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## Speakers Urge Goodwill

The Seventeenth Annual State Inter-Racial Conference which closed at the Trinity Methodist Church Tuesday night was one of the largest attended and most interesting in the history of the organization in Kentucky. The conference opened Tuesday afternoon with Mrs. Mayme Brock, executive secretary of the Y. W. C. A., presiding, with Mrs. G. W. Hummel, superintendent of the Christian Social Relations Society of the M. E. Church, South, leading the discussion on "Present Inter-racial Activities In Kentucky." Other speakers during the afternoon were:

Robert K. Salyers, National Youth Administration; Rev. H. C. Koch, pastor of St. Luke's Evangelical Church; Miss Helen McCandless, executive secretary of the Kentucky District Young Women's Christian Association; Tom Bond, State Young Men's Christian Association secretary for colored work; Dr. J. A. C. Lattimore; Whitney Young, Lincoln Ridge, Negro, principal, Lincoln Institute, and Mrs. Blanche Elliot, Greenville, supervisor of Muhlenberg County schools.

"The next steps in Inter-racial

Co-operation" were discussed by Mrs. Emmet Horine, president of the Church Women's Federation, and Mrs. Abbie Clement Jackson, supervisor of the Missionary Societies of the A. M. E. Zion Church.

### Mark Etheridge Speaks

The conference closed Tuesday night with a large public attendance and with Mark Etheridge, general manager of The Courier-Journal and Louisville Times and David A. Lane, dean of Louisville Municipal College as speakers. The session was presided over by Col. P. H. Callahan, pioneer inter-racial leader and president of the Louisville Varnish Co.

Mr. Etheridge, who is a native of Mississippi, but who in recent public speeches has made himself known as one of the strongest exponents of a fair deal for all Americans lived up to his reputation before the mixed audience Tuesday night. In the course of his address Mr. Etheridge said:

"The price of keeping the Negro in poverty is to keep whites in poverty and to continue the Ku Klux Klan, Black Shirts and Tobacco Roads." He said that



undemocratic and unjustifiable arguments are made against pending wage and hour legislation because Negroes in the South would come under its provisions.

"So long as there are extra-legal punishments in the South, no man, white or black, is assured of protection under the law. They are filibustering against the anti-lynching bill, but it is bound to be enacted.

"As a civilized country, America, out of self-respect, must see that there are no more lynchings. If it takes a Federal marshal or a deputy to prevent lynching, I as a Mississippian advocate the use of these Federal officials."

The speaker said lynchings are on the decline, and that many advances have been made, but inexcusable inequalities of opportunity exist in numerous instances.

#### **Education and Voting**

Mr. Etheridge related the progress the Negro has made in an economic way, and educationally, but he related that in eleven states in the South there is spent in the education of Negro children only 1-15 of the amount spent on white children. A sim-

ilar condition holds in relation to other benefits and opportunities, such as health aid, hospitalization and housing.

Mr. Etheridge urged that the race take steps to remedy these conditions, that they start by thinking in terms of generations, rather than years.

The reference of Mr. Etheridge to the Negro vote was commended by Col. Callahan who said that in Boston 30 years ago, the Irish held about the same social status Negroes hold here. They divided their allegiance between the Democrats and Republicans, and the resulting bid for their support now makes it impossible for anyone but an Irish descendant to be Mayor of the city.

Dean Lane was high in his praise of the speech of Mr. Etheridge, and said among other things that "The pulpit, the radio, the press, and the moving picture, powerful agencies in the foundation and direction of public opinion, can assign themselves no higher task than that of the conscious promotion of racial goodwill to the end that the last indignity may be lifted from the backs of the last men."

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# The Birthday of Booker T. Washington

Booker T. Washington is rightly accorded a place of prominence in the history of his race and country. His work was so fundamental and substantial that the appreciation of his service and worth increases with the years.

Obviously there should be an annual, formal observance of his birth. Unfortunately the exact time of his birth is not known, but some date, approximating as nearly as possible, his birthday can be chosen and observed.

The K. N. E. A. Journal, assuming to speak for the teachers of Kentucky as leaders in education and race uplift, and in line with the recommendation of the K. N. E. A. Resolutions Committee, proposes that April 5 be known and observed as Booker T. Washington Day. This can be made an occasion worthy of the great man it honors and worthy of the people he so signally served.

On this occasion two fine programs can be featured: one during the day in the school; the other in the evening, taking the form of a great public meeting, held in one of the churches, the school auditorium, or the best hall in the city.

The following is a suggested program for the evening celebration:

1. Booker T. Washington as an Educator.

2. Mr. Washington as an Ambassador of Good Will between the Races.

3. Booker T. Washington as a Speaker and Writer.

4. Tuskegee Institute and its Program.

5. Mr. Washington as Organizer of the National Negro Business League and Health Week.

6. Booker T. Washington as an Inspiration to Negro Youth.

7. Mr. Washington: An Appreciation (By some prominent white person).

These subjects cover very well the life and work of Mr. Washington. Of course, the program will be interspersed with appropriate music, preferably the best productions by Negroes, including very appropriately "The Negro National Anthem." The most careful planning and preparation should be made so that the program will be of a high order and go off without a hitch, and the whole occasion be a distinct credit to the community and the race.

At the evening program, a collection can be taken, the purpose of which will be to help to make a donation to the K. N. E. A. contest fund. This fund will be used entirely for prizes for our annual spelling bee or any other contest that we would feature. We wish to increase our spelling prizes. The night of April 5, 1938 is to be designated as "K. N. E. A." night throughout Kentucky. The master of ceremonies is requested to mention the K. N. E. A. and its work, its program of activities, and urge attendance to the Louisville convention, April 13-16, 1938.

Please report your meeting in some detail to the secretary of the K. N. E. A. immediately after April 5, 1938.

## K. N. E. A. Kullings

Dr. William D. Tardiff, of Stanford, Kentucky, a principal, K. N. E. A. organizer and ardent supporter of the organization, passed away recently as the result of an automobile accident in October. The K. N. E. A. extends sympathy to Mrs. Tardiff and regrets the loss to Kentucky of this faithful educator.

\* \* \* \*

Mrs. Emma E. Quarles, of Hopkinsville, is now organizer for Christian County and has taken over the position formerly held by Mrs. M. L. Copeland, who has been assigned to rural school work in the state at large. The rural teachers of Christian County have already enrolled in the K. N. E. A. for 1938.

\* \* \* \*

Mr. O. M. Travis, one of the leading colored business men of Monticello, Ky., has taken the lead in securing for Wayne County a new gymnasium, costing \$10,000. Miss Jane Duncan, the progressive principal of that school, reports educational activities of the advanced type in that county.

\* \* \* \*

Supt. L. C. Henderson, of Harlan County, has written a letter complimenting the October-November issue of the K. N. E. A. Journal.

\* \* \* \*

Through the efforts of G. W. Saffell and others of Shelbyville, a benefit was recently sponsored to aid Mrs. Rebecca Tilley, one of the oldest members of the

K. N. E. A. and for over 50 years a teacher in the schools of Kentucky.

Representative C. W. Anderson has been re-elected to the State Legislature. Attorney Anderson is on our Legislative Committee and plans to help in some legislation being fostered by the K. N. E. A.

\* \* \* \*

The football team of K. S. I. C. has played the strongest teams in the country and has not lost a game this season. Kentucky is proud of its championship Thoroughbreds and congratulates Coach H. A. Kean and the team.

\* \* \* \*

Prof. G. W. Adams is the new principal of Oliver Street High School at Winchester, Ky. Already the teachers in this school have enrolled one hundred per cent in the K. N. E. A. for 1938.

\* \* \* \*

Rev. J. Francis Wilson, of Maceo, Ky., the chairman of the Necrology Committee of the K. N. E. A., died November 1, 1937. The K. N. E. A. extends to the family its deepest sympathy.

\* \* \* \*

Roland Hayes, noted Negro tenor, has been appointed on the faculty of the Boston University College of Music to teach the interpretation of international classical songs, between tours, while in the United States.

\* \* \* \*

Mrs. Pearl Patton is now the principal of the Rosenwald High

School at Madisonville, replacing Mr. W. M. Lee, who has accepted work out of the state.

\* \* \* \*

The Roosevelt Medal for 1937 for "Promotion of Social Justice" was awarded to Dr. James Dillard, southern educator, in recognition of his work in behalf of the American Negro.

\* \* \* \*

Mr. William D. Johnson, of Louisville, is now the principal of the school at LaGrange, Ky.

\* \* \* \*

On October 12, the leading citizens of Louisville, white and colored, had an interracial banquet at the central branch Y. M. C. A., at which Dean David A. Lane, Jr., of Municipal College, was the guest of honor. The Mayor

of Louisville was among the guests.

\* \* \* \*

Mr. L. N. Taylor, of Frankfort, is working with K. N. E. A. officials, hoping to cooperate with them in planning for legislation that might lead to a teacher retirement plan and an assured tenure for teachers in Kentucky.

\* \* \* \*

Mrs. Loretta C. Spencer, formerly a teacher at Lincoln Institute, is now the principal of a school at Lawrenceburg.

\* \* \* \*

Since the year 1790, the percentage of Negroes of the total population of the United States has decreased from 19.3 per cent to 9.7 per cent in 1930.

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## K. N. E. A. Announcements

### Proposed Amendments

At the 1938 Convention of the K. N. E. A. on Thursday, April 14, the general association will be given an opportunity to suspend the rules and allow the secretary to cast one ballot to elect the officers recommended by the nominating committee and certain amendments to the Constitution, or—on Friday, April 15, beginning at 8 A. M., the members of the Association may vote by ballot on the nominated officers and proposed amendments in voting booths to be set up in the Sunday School Room of Quinn Chapel at 912 W. Chestnut Street in Louisville, Kentucky.

### Amendment No. I

The president of the K. N. E.

A. shall have the power to appoint an associate member of the Association to membership on the legislative committee of the Kentucky Negro Education Association, providing that said person has shown a special interest in the education of the Negro in Kentucky and provided also that no less than three members of the Board of Directors approve the appointment. This legislative committee member shall have the privileges of any active member of the K.N.E.A., except that he will be ineligible to hold office or the chairmanship of any committee. Such members of the legislative committee must not exceed in number one third of the total mem-



bership on a legislative committee appointed by any president for any year.

### **Amendment No. II**

Retired teachers (those officially retired "with honor" by a Board of Education) or teachers having taught for thirty or more years in a public or private school shall have the privileges of an active member of the K. N. E. A. except that he or she shall not hold office or the chairmanship of any committee. A teacher, holding office in the K. N. E. A., and retired before the expiration of his term shall be eligible to serve until the next convention of the K. N. E. A., provided the teacher is "retired with honor."

### **Amendment No. III**

"The Board of Directors have power to represent and act for the Association in all matters requiring immediate attention when the Association is not in session."

### **ART EXHIBIT**

The K. N. E. A. will feature an Art Exhibit at its 1938 convention. Various schools of Kentucky, including Louisville Schools, are invited to bring drawings and other work of the creative type to Louisville on April 13 and display it in the girls' gymnasium (room 101) of Central High School. A special committee will be named to oversee the exhibit. Ribbon awards will be given for the best portrait, the best mechanical drawing, the best landscape, the best still life, the best animal, or best piece of creative work. An award will also be made for the best

piece of commercial art and the best piece of clay moulding.

### **Youth Conference**

Consideration is being given to the organization of a K. N. E. A. Youth Council. This conference would be open to Kentucky youth between the ages of fourteen and twenty one. The general purposes of the conference would be to study the problems and responsibilities facing the adolescent. Student Councils of our various high schools and colleges might send special delegates to the conference. This matter will be discussed by the K. N. E. A. Board of Directors during February 1938 and if possible and if the idea is approved, principals, officials and K. N. E. A. organizers will be advised. Any one wishing to comment on the merit of this suggestion is asked to write the secretary of the K. N. E. A. at once.

### **The Guidance Worker's Announcement**

The K. N. E. A. guidance conference plans to make a survey of the guidance procedures in use in Kentucky high schools and colleges. A check list of guidance activities will be sent to all secondary schools during the month of February. Principals are urged to check this list and return same to Central High School, 8th and Chestnut Streets, Louisville, Kentucky.

The theme of the 1938 guidance conference will be "Setting up a Program of Vocational Guidance."

### **Daily Expense**

Teachers may secure room and board at the K. N. E. A. meeting for about \$1.50 per day. For



sleeping in homes, the rate is \$75c or \$1.00 per night. Meals are approximately the same per day.

#### **Membership Cards**

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

#### **Badges**

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

#### **Nominations**

Those who desire to have their names submitted to the Nominating Committee must send their names by March 15 to the secretary or to Prof. W. E. Newsome, of Cynthiana. This year the terms of two directors will expire and they or some other persons will be elected, and also a second vice president, due to the expiration of the term of the present incumbent.

#### **The Seventh Annual Musicale**

The Seventh Annual Musicale will be held on Friday night, April 15. This program will be at Quinn Chapel. Watch for the final announcement of the program. A fee will be charged non-members of the K. N. E. A.

A membership card will admit a K. N. E. A. member free up to the value of 25 cents.

#### **The Spelling Bee**

The Annual Spelling Contest of the K. N. E. A. will be held Friday, April 15 at 10:00 A. M. in the Elementary Education Department. Names of entries must be sent to the secretary of the K. N. E. A. as soon as possible before April 1. Send name, grade, and the school system the pupil is to represent. Rules of the Spelling Contest and a suggested list of spelling words may be secured by writing the secretary of the K. N. E. A.

#### **Annual Exhibition**

The Eighteenth Annual Exhibition of the K. N. E. A. will be held at the Armory on Saturday, April 16. There will be a pageant, "The Pageant of Peace," in which over 1000 will participate. The usual social hours at the Armory will close the 62nd convention of the K. N. E. A.

#### **Notify Necrology Committee**

Any one knowing of a teacher who has died since our 1937 convention, is requested to send the name of the teacher to K. N. E. A. secretary who will turn them over to the Chairman of our Necrology Committee.

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At the 1938 K. N. E. A. meeting, the Lincoln Institute Honor Key will be awarded for the first time. Information relative to this award was given on page 35 of the October-November issue of the K. N. E. A. Journal. It is now time for those who wish to seek the award to follow instructions already outlined.

## Service Has Its Own Reward

(Reprinted from the National Educational Outlook).

W. H. Fouse, an educational pioneer in Kentucky, recently received a high honor by being elevated to the presidency of the Kentucky Negro Education Association. During his 23 years as principal of Dunbar High School, Lexington, Kentucky, it has not only increased in enrollment from 87 to 525 students, but also become one of the first eight high schools in the South, and the first in Kentucky to qualify for membership in the Southern Association of Colleges and Secondary Schools. His progressive program as president of the K. N. E. A. will include pensioning retired teachers, and bringing about a law to prevent the discrimination in salary schedules based solely on race.

Last June, the University of Cincinnati conferred upon Mr. Fouse the master of arts degree. His thesis, **A History of the Education of the Negro in Lexington, Ky.**, received such a high rating that it has been placed on the reserve list at that University's Library to serve as a model for style and treatment of this type of historical research. Some of the original features in this thesis include: a mathematical formula for determining the educational interest of a community (the community educational index); a mathematical procedure for determining teacher efficiency; a mathematical expression to reveal the student holding power of high schools during a four year pe-



W. H. FOUSE  
President of K. N. E. A.

riod; a unique treatment of ethnic differences, showing their ever recurring and retarding manifestations and how they are kept alive. The university has urged Mr. Fouse to have this thesis published.

Also, last June, the honorary degree of Doctor of Pedagogy was conferred on him by his alma mater, Otterbein College, for his long and distinguished service in public school work. This honor is quite significant since Mr. Fouse is the only Negro that has ever graduated from this institution and the only member of his class (1893) who has ever been awarded an honorary degree by it. During the dedi-

(Continued On Page 47)

## TEACHER RETIREMENT IN KENTUCKY

(From K. E. A. Journal).

The Kentucky Negro Education Association is sponsoring with the K. E. A. a Teacher Retirement Act in Kentucky. A study was made by actuarial experts and after its completion a proposed bill was drawn. This bill embodies the essential features of an adequate retirement system and is actuarially sound. The questions and answers contained in this brochure cover rather completely the details of information which the average teacher will require. Any other information needed may be obtained by writing to the Kentucky Negro Education Association.

### DEFINITIONS

**Present Teacher** — any teacher who was a teacher on or before July 1, 1937, who became a member of the retirement system on the date of the inauguration of the system or within one year after July 1, 1938.

**New Teacher**—any teacher not a present teacher.

**Prior Service**—the number of years during which the member was a teacher in the public schools of Kentucky before his membership in the State Retirement System.

**Subsequent Service**—the number of years during which the teacher is a member of the State Retirement Plan.

**Annual Salary**—the average annual salary which the member has received for his services as a teacher in the public schools of Kentucky during the 5 years immediately preceding retirement, except that any

salary which exceeds \$2,000 in any year shall be considered as \$2,000 only.

### QUESTIONS AND ANSWERS ON TEACHER RETIREMENT

#### 1. What is a Teacher Retirement System?

A teacher retirement system is a business-like plan, enacted into state law, to improve schools by helping aged or disabled teachers to retire from active service with a modest, but assured, income for life.

#### 2. Is this a Pension System?

No. A pension is a gratuity. It does not involve contributions by the persons to whom it is paid.

#### 3. Why is "Retirement System" a more accurate name?

The money received by the teacher is in no sense a gratuity. The retirement system provides a "deferred salary" system partly built up by compulsory contributions by teachers. It is more in the nature of Unemployment Insurance. Strictly, it is a Retirement Annuity purchased jointly by the teacher and the State.

#### 4. What are the reasons for Teacher Retirement Programs?

A sound teacher retirement system:

1. Protects school children from teachers made incompetent by disability or old age.
2. Attracts capable, far-sighted young people into the teaching profession.
3. Keeps good teachers in the service.
4. Increases health and efficiency of teachers by re-



moving worry and fear of a destitute old age.

5. Improves morale in the teaching force by opening the paths of promotion and encouraging professional growth.
  6. Treats teachers fairly by giving them protection similar to that given other citizens who come under the Social Security Act.
- 5. How does the Teacher Retirement System help?**
1. It makes it possible for a teacher to increase his usefulness in service through additional study, travel and similar self-improvement.
  2. It frees school boards from discharging one who has rendered good and valued service.
  3. It prevents rapid turnover in the teaching profession since people of unusual capacity are less apt to leave for more remunerative work.
  4. It increases the dignity of the teaching profession.
  5. It protects the public from the waste of school plants manned by superannuated teachers.
  6. It helps the unemployment situation by opening positions for young people.
- 6. How many states already have Teacher Retirement?**
- On May 1, 1937, state teacher retirement laws had been enacted in 30 states and territories. In addition many cities have local retirement plans. At least 11 other states are working toward retirement legislation in 1937.
- 7. How many teachers are en-**

**rolled in Teacher Retirement System?**

The National Education Association (May 1937) estimates that about 65 per cent of the teachers of the United States are protected by some kind of state or local system. This would mean an enrollment in retirement system throughout the United States of approximately 650,000 teachers.

**8. Do Teacher Retirement Systems work successfully?**

Existing teacher retirement systems have an enviable record over a long period, even during the depression years, for integrity and sturdy financial reliability. Before a sound retirement system is established, careful calculation by actuarial experts are made to insure that the money for retirement allowances will actually be available when needed. Periodic audits and proper protection of the reserve funds are essential. Such precautions have been observed in drafting the proposed Kentucky Retirement Law.

**9. Does not Kentucky already have a State Teacher Retirement Plan?**

The Kentucky State Teachers' Retirement System enacted in 1928 is still inoperative.

**10. Who pays for Teacher Retirement?**

Since both teachers and public benefit from a teacher retirement system, the teachers and the public jointly pay for it.



The retirement allowance of one who serves 35 years may be met in the following way: the deductions of the teacher's salary pay one-fourth of the cost, interest accumulations on this salary deduction pay one-fourth, the public's appropriations pay one-fourth, and the interest accumulations on the public's appropriations pay one-fourth of the cost of retirement allowance.

**11. Who are teachers?**

All persons employed in the public elementary and secondary schools of the state for whom the state requires professional training and certification, who are employed by a duly elected board of education for the full term for which the school is maintained.

Any division head and other professional staff members of the State Department of Education appointed in accordance with Kentucky Statutes.

Any member of a local retirement system who becomes a member of the State Retirement System according to the provisions of the act.

**12. What benefits will a member receive?**

A retirement allowance and a disability allowance.

**13. What are the conditions of retirement?**

Any member 60 years of age who has completed 20 years of accredited service in Kentucky, five of which must have immediately preceded retirement, may retire upon

written application to the Board of Trustees of the Teachers' Retirement System. All Members shall be automatically retired at the age of 70.

**14. What constitutes a year of service?**

The Board of Trustees of the Retirement System shall determine by appropriate regulations how much service in any year is equivalent to one year of service. Service rendered for the regular school year in any district shall be equivalent to one year's service.

**15. How is the Retirement Annuity computed?**

A member whose age of retirement is 60 and less than 65 shall receive 1-2 of 1 per cent of his annual salary for each year of prior service, plus 3-4 of 1 per cent of his annual salary for subsequent service.

A member 65 and less than 70 shall receive 3-4 of 1 per cent of his annual salary for each year of prior service plus 1 1-8 per cent of his annual salary for each year of subsequent service.

A member 70 or over shall receive 1 per cent of his annual salary for each year of prior service plus 1 1-2 per cent of his annual salary for each year of subsequent service.

**16. What are the minimum and maximum allowances for Retirement?**

No retirement allowance shall be greater than 1-2 the member's annual salary, nor

greater than \$1,000, nor less than \$100.

**17. What are the conditions of disability?**

A member over 50 and under 60 who has completed 20 years of accredited service in Kentucky, 5 of which immediately precede retirement, shall be granted a disability allowance after he has definitely established a claim through medical examination.

**18. What is the annual sum of the disability allowance?**

One-half of 1 per cent of the annual salary for each year prior service plus 3-4 of 1 per cent of the annual salary for each year of subsequent service.

No disability allowance shall be less than \$100 nor more than 1-2 the member's annual salary, nor more than \$1,000.

**19. How much will the Retirement Plan cost a member?**

A member whose age of entrance is less than 30 years shall contribute to the Retirement System 2 per cent of his annual compensation.

A member whose age of entrance is 30 and less than 40 shall contribute 3 per cent of his annual compensation.

A member whose age of entrance is 40 or over shall contribute 4 per cent.

No member shall contribute more than \$80 per year.

**19½ What does the State pay on a teacher retirement allowance?**

It matches the teachers' deposits and provides for prior service liabilities and admin-

istration of the system.

**20. Does the rate of contribution increase as the teacher increases in age?**

No. As in insurance, the rate is established by the teacher's age at his entrance into the System and remains fixed.

**21. How are the teacher's contributions made?**

The local Board of Education deducts the teacher's contribution from each month's salary.

**22. Is membership in the Retirement System compulsory?**

All teachers already in service have the option of becoming members. Teachers entering the service after the law is in effect have no option but automatically become members as a condition of employment.

**23. Why should new teachers be required to enter the Teacher Retirement System?**

1. There can be no financial stability in a voluntary system and without financial stability there is no value in such a law.

2. The State requires the teacher to hold a certificate as an efficiency measure; it also has a right to require membership in the Retirement System as an efficiency measure.

3. It is professionally desirable in that it tends to stabilize the profession and gives the teacher a professional attitude.

4. It is socially desirable in that it encourages a habit of thrift.

**24. Why should present teachers not be required to join the Teacher Retirement System?**

Present teachers may have made other arrangements for their protection. To force upon them the additional obligation of contributing to a state teacher retirement plan might prove a hardship. Since membership in a retirement system was not a condition at the time present teachers entered the profession it is not thought advisable to make it a condition after they have entered the profession.

Experience has shown that approximately 90 per cent or more of the teachers already in service voluntarily join.

**25. How may a present teacher decline membership?**

A present teacher may file on or before July 1, 1938 with the chief school officer of his district a statement that he does not wish to become a member and waives all advantages that would accrue to him by reason of prior service.

**26. How long do present teachers have in which to decide whether or not they wish to enter the Teacher Retirement System?**

The plan proposed for Kentucky allows present teachers one year in which to decide whether they wish to enter the system without loss of prior service rights.

**27. May a teacher who has declined membership later become a member?**

Yes, he may withdraw his

statement declining membership. If he withdraws his statement before one year has elapsed he need not forfeit his prior service rights, provided he pays the System the assessments plus 3 per cent interest which he would have contributed had he joined the System at its inauguration. If he withdraws his statement declining membership after one year has elapsed, he becomes a member as a new entrant without prior service rights.

**28. If a teacher becomes a member of the Retirement System, may he later withdraw his membership?**

Yes, besides death are three ways to terminate membership:

1. To withdraw from the teaching profession.
2. To be out of the school service 3 out of 6 consecutive years. (The Board of Trustees may grant a longer period of absence, but not in excess of 6 years.)
3. To retire for disability or superannuation.

**29. Will a person who has previously taught in Kentucky but does not teach during the school year of 1937-38 be permitted to become a member with full rights?**

Yes. If he has taught 3 years of the 6 years previous to July 1, 1938, he may also receive credit for prior service.

**30. Will teachers in public institutions of higher learning be eligible?**

Yes.

- 31. Will teaching service in schools in other states be counted?**  
No, only teaching service in Kentucky.
- 32. Is an allowance accruing to a member exempt from taxation and from execution?**  
Yes.
- 33. Will a member of the Retirement System who leaves the teaching profession before he is sixty receive financial benefits?**  
He will be reimbursed for his contributions, including interest at 3 per cent per year, but he will not have any claim on contributions made by the State.
- 34. If a member should die before retirement, what benefits will his estate receive?**  
The estate or his assigns will receive all of his accumulated contributions including interest at 3 per cent, but the estate shall have no claim on contributions made by the State with a view to his retirement.
- 35. What provision does this plan make for local plans already in effect?**  
A local teachers' retirement system may be merged with the State Retirement System whenever a majority of all teachers participating in the local system shall apply for membership.  
When a local system votes to merge with the State System the local system shall be discontinued and the members of the local system become members of the State System on the same basis as other teachers.
- 36. What provision has been made for the administration of the Teacher Retirement System?**  
The responsibility for proper operation is to be vested in a board of trustees consisting of the Superintendent of Public Instruction, the Attorney General, and the State Treasurer and four elected members—three of whom shall be teachers and one of whom shall be a person who is not a member of the teaching profession.
- 37. What is the compensation of members of the Board of Trustees?**  
These members serve without compensation but are reimbursed by the State for actual expenses.
- 38. How long do the elective members of the board of trustees serve?**  
The first year the teacher-members draw lots for terms 1, 2 and 3 years. Thereafter, the length of term is regularly 4 years, one new member being elected each year.
- 39. Who is the treasurer for the Teacher Retirement System?**  
The State Treasurer.
- 40. What surety bonds are required?**  
The Board of Trustees shall designate the amount of bond given by the secretary of the State Teacher Retirement System and may require surety bonds of any other employees, and in such amounts, as it may deem necessary for the protection of the funds.
- 41. How may Teacher Retirement**



**ment funds be invested?**

All purchase of securities and all disbursements shall be authorized by a resolution adopted by the Board of Trustees, provided that the laws governing the investment of insurance companies shall apply to the investment of the retirement funds.

**42. How are teacher-members of the Board of Trustees of the Retirement System elected?**

By ballot of the members.

**43. How are the teachers' and state's funds protected?**

1. The laws governing the investment of funds of insurance companies within the state apply to the investment of the teacher retirement funds.

2. The treasurer of the State is made the treasurer of the funds.

3. Bonds are required of officers of the association.

4. The law requires actuarial evaluation of the funds every five years.

5. The funds are to be audited annually.

**44. How much does the State contribute?**

1. The State matches each teacher's contribution dollar for dollar.

2. The State also makes contributions to pay for prior service of present employees.

**45. What happens to the money which the teacher contributes?**

1. It is kept to her individual credit—interest 3 per cent is added annually.

2. This money is refunded to her if she leaves the profession for any reason before retirement.

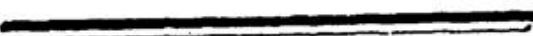
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## **SERVICE HAS ITS OWN REWARDS**

(Continued From Page 40)

cation of the Hanby Memorial, the former home of the lyric poet and author of the ballad "My Darling Nellie Gray," Mr. Fouse had a place on the program along with the Governor of Ohio, the President of Otterbein College, and the City Manager of Westerville, Ohio. It was in the Hanby home, which has been made a national shrine, that Mr. Fouse studied as a student while in college.

He represented the Lexington Association of Teachers in Colored Schools this year at Detroit in the Representative Assembly of the National Education Association. There are only two other American cities that have qualified to have affiliation with this Association through accredited Negro units.



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## 1938 K. N. E. A. Honor Roll

The following principals and school officials remitted 1938 membership fees on the 100 per cent basis for the teachers in their respective schools, these memberships having been sent to the K. N. E. A. secretary in one group up to January 27, 1938.

School	Principal	City
Booker T. Washington	Mrs. Lucy H. Smith	Lexington
George W. Carver	Mrs. Fannie White	Lexington
Russell Junior High	M. H. Griffin	Lexington
Constitution	J. B. Caudler	Lexington
Dunbar High	W. H. Fouse	Lexington
Greenville Training	G. C. Wakefield	Greenville
Lynch	P. W. Williams	Lynch
S. C. Taylor High	L. C. Carpenter	Columbia
Todd County Tr. Sch.	J. W. Waddell	Elkton
Henderson Co. Con.	Mrs. W. M. West	Henderson
Oliver High	G. W. Adams	Winchester
Knob City School	H. E. Goodloe	Russellville
Morganfield City Sch.	K. G. Gaillaspie	Morganfield
Washington Co. Tr. School	D. E. Carman	Springfield

The following county systems had enrolled one hundred per cent in the K. N. E. A. up to January 27, 1938. These schools and counties have been sent certificates of honor. A star (\*) denotes the county organizer.

County	Superintendent or Organizer	County Seat
Muhlenberg	Supt. H. F. Bates, Jr.	Greenville
Bath	Supt. Nell G. McNamara	Mt. Sterling
McCracken	Supt. Miles Meredith	Paducah
Clark	Supt. W. G. Conkwright	Winchester
Hickman	Supt. Vera Beckham	Clinton
Logan	Supt. G. B. Williams	Adairville
Boone	*Prof. Wallace Strader	Burlington
Fulton	Supt. Clyde Lassiter	Hickman
Lincoln	Supt. Mayme Singleton	Hustonville
Ohio	Supt. W. R. Carson, Jr.	Hartford
Christian	Supt. N. T. Hooks	Hopkinsville
Adair	Supt. C. W. Marshall	Columbia
Laurel	*Stephen G. Griffin	London
Marion	*Sadie L. Jackson	Riley

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