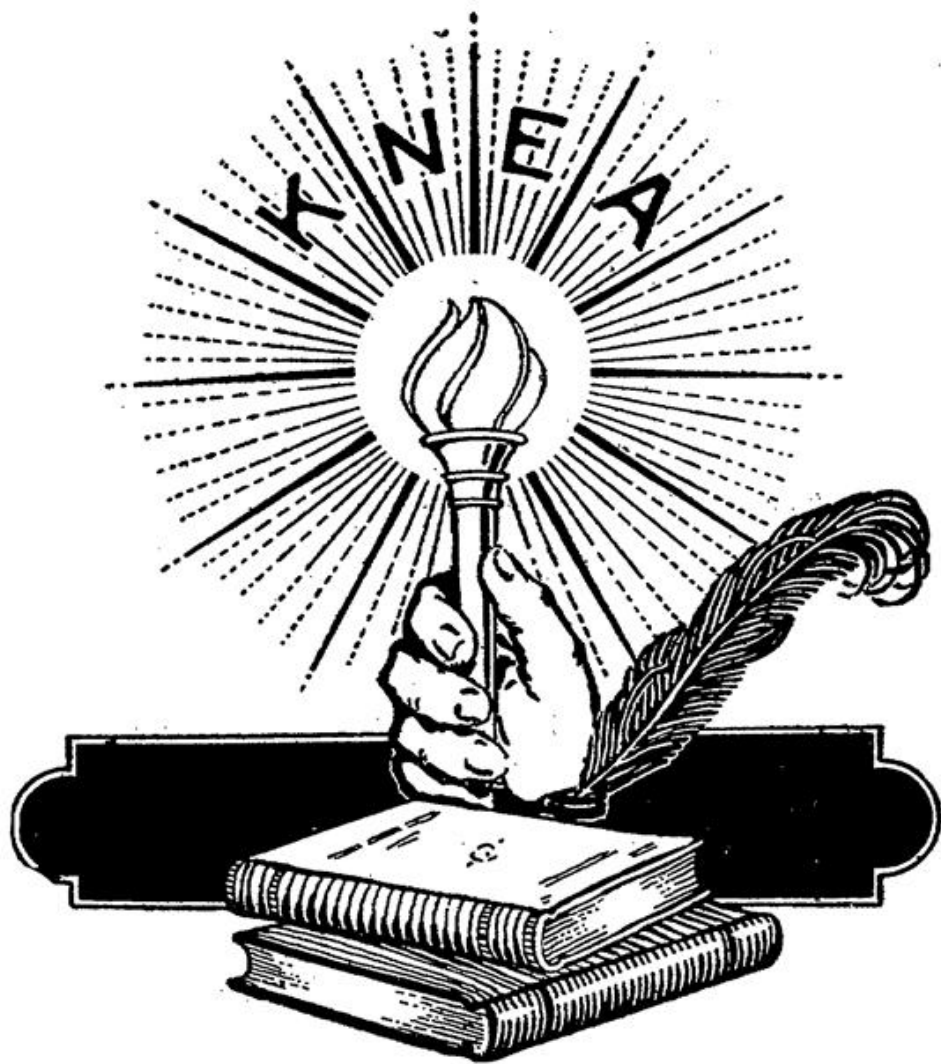


*The* **K. N. E. A.**  
**Journal**  
1877  
OFFICIAL ORGAN OF  
KY. NEGRO EDUCATIONAL ASSN.

VOL. XX

MARCH, 1949

No. 2



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**THE REGISTRAR**

# The K. N. E. A. Journal

Official Organ of the Kentucky Negro Education Association

VOL. XX

MARCH, 1949

No. 2

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Whitney M. Young, Lincoln Ridge, President of K.N.E.A.

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# EDITORIAL COMMENT

## Meyzeek Active On State Board of Education

The K. N. E. A. has noted with pleasure the appointment of colored men to the State Board of Education during recent years. O. M. Travis, of Monticello, Kentucky, appointed by ex-Governor Simeon Willis, was the first to represent our racial group in this important position. He was succeeded last July by A. E. Meyzeek, of Louisville, through appointment by Governor Clements. Meyzeek, for many years senior warden of an Episcopal church, a retired principal from the Louisville public school system, past president of the KNEA, and during World War II a government employee in O. P. A., is well qualified to serve as our racial representative. He is well known and highly respected throughout the state for his humanitarian and civic interest and activities.

Meyzeek has been no figure head on the State Board. He has favored education for all Kentucky children, and has directed attention to the specific needs of Negro youth. His was the only voice on the Board raised against approval of the contract between the University of Kentucky and Kentucky State College which authorized the recent tie-up between the two schools. Although out-voted, he made friends for the cause he represented.

The KNEA strongly endorses the positions he has taken for increasing the educational opportunities of all youth of the state, and commends Governor Clements for having put him in position to exert constructive influence in this policy making group. Because of his fine educational background (he holds a Master's degree from Indiana University and was for many years a principal in elementary and junior high schools) Meyzeek could render an excellent service as the minority representative on the commission which is soon to adopt text-books for use in Kentucky schools for the next five years. His appointment to that group should aid in securing the adoption of textbooks which do not slur or misrepresent minority groups. His present appointment on the State Board of Education expires June 30. It is hoped the Governor will see fit to extend his service through another term.

\* \* \* \* \*

### Team Work

Team work has characterized meetings of the officers and members of the K. N. E. A. as policies and procedures have been planned. This spirit has long been evident in the frequent sessions of the board of directors, president and secretary-treasurer. Differences of opinion and contrasts in ideas have been common, but unanimous agreement on a definite pattern of procedure has always occurred.

This atmosphere of earnest, serious, cooperative action was obvious

at a joint session of the KNEA directors and presidents of district associations held recently to implement the legislative program of the organization. Among the significant outcomes were concrete suggestions for improving the convention program, an interpretation of the problems of the districts in relation to policies the directors may pursue, an understanding of the importance of action by districts in carrying out the over-all program of the Association and the decision to organize the State in terms of morale and finance to support the Lyman T. Johnson vs. University of Kentucky suit.

The pledge, now being fulfilled, of one thousand dollars from the districts, in addition to four hundred fifty dollars contributed from the treasury of the Association, has been a major factor in financing the suit, and is an outcome of team work in carrying out the program authorized by the Association at its last Convention.

\* \* \* \* \*

## **Historical Note On The Day Law**

**(Reprint of Editorial in Louisville Courier-Journal of July 19, 1948)**

What is Kentucky's Day Law? It figures prominently in the current effort to give the students of the Kentucky State College, a Negro institution, at least a theoretical equality of educational opportunity with students of the University of Kentucky. The Day Law says nothing about equality of opportunity. It would not forbid making the courses and facilities of the Kentucky State College exactly equal to those of the university. But it does forbid, in pretty explicit terms, white and colored students attending the same school. This is what the State Board of Education is trying to get around.

The Day Law was enacted by the General Assembly in 1904. It bears the name of its author, Representative Carl Day of the mountain county of Breathitt. It was aimed directly at Berea College. The faculty and trustees of Berea opposed the measure as best they could. However, it was adopted in the House by 75 votes to 5 and in the Senate apparently without even the formality of a roll-call vote.

Berea had abolitionist ancestry. Thus when the college was reopened in 1866, after the Civil War, it admitted white and colored students of both sexes. Many of the white students—"half the student body," according to one account—withdrawn when the first Negroes arrived, though "most of them came straggling back," according to another authority. In any event, the policy was maintained. It continued for 38 years and without "fault or scandal real or pretended," wrote the late William G. Frost, who was president of the college when the Day Law was adopted. At that time white enrollment was 803 and colored 174. Berea tried manfully to provide for the displaced colored students by sending them to Fisk University and elsewhere. In 1910 the Lincoln Institute in Shelby County was established by a former Berea faculty member. This was an attempt to supply to Negroes the training opportunities they had lost at the Eastern Kentucky college.

It probably will be news to many Kentuckians that white and colored students ever attended the same college in this State and that they did so for as long a period as 38 years before a row was raised. But when the row came, it was tough. The Day Law levies a fine of \$1,000 on anybody or any institution operating a school in which white and colored students are both received and an additional fine of \$100

a day for each day's operation of such a school after a conviction of guilt. The same penalty is provided for anyone teaching in such a school. Moreover, "it shall be unlawful for any white person to attend any school or institution where Negroes are received as pupils or receive instruction, and it shall be unlawful for any Negro or colored person to attend any school or institution where white persons are received as pupils or receive instruction. Any person so offending shall be fined \$50 for each day . . ."

The State Board of Education's plan involves commuting by teachers from the University at Lexington to the Negro school at Frankfort and commuting by Negro students from Frankfort to use the university's laboratories and libraries at Lexington. It is said to satisfy both the Day Law and recent Supreme Court decisions which require equality of educational opportunity between the races. It does not satisfy A. E. Meyzeek, Negro member of the board. He calls it, and with some justice, a "subterfuge." But until the Day Law is repealed, amended or held unconstitutional, this subterfuge, if it is a legal one, will have to serve.

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## *Announcements*

The seventy-third annual session of the KNEA will be held in Louisville, Kentucky, beginning Wednesday, April 20 and continuing through Friday, April 22. Daytime sessions will be held in the Madison Street Junior High School building, Eighteenth and Madison Streets, and evening sessions will be held at Quinn Chapel A. M. E. Church, 912 West Chestnut Street. The annual musicale on Friday evening will be held at spacious Halleck Hall.

A dance, complimentary to the KNEA members will be given by the Association in the auditorium of Beecher Terrace beginning at 10:00 P.M. on Wednesday, following the first session at Quinn Chapel. Each KNEA member may receive two tickets of admission to the dance upon presentation of his membership card at the general session.

The Wednesday and Thursday evening sessions at Quinn Chapel will begin at 7:30 P.M., instead of at 8:15 P.M., as in previous years.

The annual musicale will feature an all-state chorus, with the well known William L. Dawson, of Tuskegee Institute, as guest director. Pupils from state high schools, and students from Louisville Municipal College and Kentucky State College will participate. The finals of the state solo contest for high school pupils will be held as a part of the program.

Lunch will be served in the Madison Junior High School lunch room on Thursday and Friday.

Speakers on the convention program include Attorney A. J. Carey, Council-man, Chicago, Illinois; Attorney George M. Johnson, Dean, Howard University School of Law, Washington, D. C.; E. P. Westmoreland, Head, Department of Vocational Education, Divisions 10-13,

Washington, D. C. Public Schools; Boswell B. Hodgkin, State Superintendent of Public Instruction, Frankfort, Kentucky; Dr. William M. Cooper, Director Adult Education and Summer Study, Hampton Institute, Hampton Virginia.

The annual spelling contest will be held beginning at 9:30 A.M. on Friday, April 22, under the direction of Mr. Theodore R. Rowan, teacher of English at the Jackson Street Junior High School, Louisville. Each contestant must represent an educational unit, as a city or county system.

A workshop for teachers of vocational education, to be conducted by Mr. E. P. Westmoreland, is being organized by Mr. B. W. Browne, co-ordinator, West Kentucky Vocational Training School.

An exhibit of the work of home economics teachers is being arranged by Miss Edna E. Arnold, of the Home Economics Department, Liberty High School Hazard, Kentucky. She and Mrs. A. W. Brummell, chairman of the Home Economics Division of the Vocational Education Department, are working zealously to present an outstanding exhibit. Letters have been sent all teachers of the department, asking their participation in the exhibit and in a special demonstration which has been scheduled. They urge the participation of all teachers of the department.

The convention program has been so arranged that the large departmental meetings will be held in the gymnasium at convenient hours, thus making it possible for teachers to visit and familiarize themselves with the work of departments other than their own.

The Principal's Annual Banquet will be held at the Brock Building, Ninth and Magazine Streets, beginning at 5:00 P.M. on Thursday, April 21. Mr. William M. Cooper, Hampton Institute, will be the guest speaker. Mr. C. L. Timberlake, president, West Kentucky Vocational Training School, will be master of ceremonies. Reservations at \$1.75 per plate, should be made now through the KNEA secretary.

The Kentucky State College Alumni Association in order to familiarize communities with the effects of the day law is conducting an essay contest throughout the state. The prize winning essays will be presented during the April convention. Subjects are: (1) The Day Law versus the Fourteenth Amendment. (2) Effects of the Day Law on Education. (3) The Day Law Versus The Bill of Rights.



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

**By WHITNEY M. YOUNG, President,  
Kentucky Negro Education Association**

The K. N. E. A. has a job to do. It will not be easy for those who have the chief responsibility for formulating the policies and executing the plans.

We shall try to keep our feet on the ground and our motives pure. We shall seek the help of honest men and women of both races who want to do more than talk. The Negro people have suffered much at the hand of exploiters and pretenders.

Our organization has great potentialities for improving the educational system of our State and when you improve education you improve everything else. Those who train the youth hold the destiny of democracy and the world in their hands. The nation is just beginning to see the true role of the teacher in the great drama of life. Our greatest safe guard for a better world is a well prepared christian teacher. Civilized man has been slow to see that success in any field of human endeavor is largely a matter of training through study, contacts, travel and the example of a true teacher.

The K. N. E. A. is dedicated to improving the lot of the teacher and to safeguarding democracy through a system of education which accepts every child as a human being regardless of economic status, religion, race or nationality. Democracy is safe only in the hands of an intelligent, free people.

Education should give dignity to the human being. It should emphasize moral and spiritual values. It should give greater efficiency to human hands. There are a number of teachers and parents who feel that the school has failed in developing the right attitudes. Many teachers think the trouble is in the home. Whatever the trouble, we are all agreed on one point, namely, the school, the church and the community must work together on the basis of absolute honesty, absolute unselfishness, absolute purity and absolute love.

In a meeting held at Louisville January 15, the Board of Directors, six District Presidents and the President of our State college endorsed a program for unified action, designed to improve the total educational picture in the State.

We believe education for all people is necessary if democracy is to survive.

We believe there should be complete cooperation between the K. N. E. A. and the State Department of Education.

We believe the K. N. E. A. and the K. E. A. should work together for the common good.

We believe Federal Aid to Education is necessary.

We believe the State and the interest of the K. N. E. A. can be served best by having all nine of the District Presidents meet with the Board of Directors.

We believe education should be practical and greater emphasis should be placed on the vocational arts.

We believe any type of education which destroys the dignity of the human being is worse than nothing.

# *Speech As We Speak It*

by **Helen Herndon Fisher**, Speech Correction Teacher,  
**Louisville Public Schools**

Most teachers will agree that the speech level in this country is deplorable. Poor enunciation and articulation are prevalent. Most children tend to mumble words, run words together, or fill in gaps with



**Mrs. Helen Herndon Fisher**

“uhs” and “anda’s. Much too often “and so forth”, “you know”, “I mean”, and “something like that” are used to clarify ideas. Too many youngsters talk about a “yittle dir!” or “thick thithter” instead of a “little girl” or “sick sister”.

These faulty speech habits are often carried into later life with unpleasant consequences. Many times slovenness in his speech retards a man in his job or creates the wrong impression of him in the minds of others. Stuttering or speech impediments caused by cerebral palsy, cleft palate, sound substitutions, or defective hearing cause great emotional problems and social maladjustment.

Speech is not a natural activity like eating, breathing and elimination. It is an acquired function, a learned activity invented and developed by man to enable him to better adjust himself to this social and physical environment. It has come to have a deep social significance and emotional involvement.

Since speech is a learned activity, it can be poorly learned, and poor habits formed at an early impressionable period in our development become deeply imbedded and are very difficult to eradicate when later training is attempted. The regular class room teacher seldom has the time or the training needed to erase these impediments.

It is at this point that the speech correctionist is needed. Speech correction is a relatively new field and is by no means limited to the public school system. The therapist has a good background in education, psychology and physiology as well as in her special subject field. A love of people and the desire to help them are the most important essentials.

The speech correction program in the public schools follows this pattern: First a survey is made. In an ideal situation an articulation test is given to all the school children. Often it must be limited to all the children in the first grade and to those in the other grades that

the teachers recommend for speech therapy. The test results show exactly which sounds are deficient or where the difficulty lies. The children are arranged in small groups of two to four children. They are grouped according to their speech difficulty and those whose defects are most alike are put together.

These children are given hearing tests to see if faulty perception may be a cause or contributing factor to the speech difficulty. Twice a week they come out of their regular class rooms to receive corrective speech therapy in 15-25 minute periods. In especially serious cases, individual lessons are given after school once or twice a week at the therapist's office. Lip reading instruction is given to hard of hearing children. An average of 75 children is a normal case load for the speech teacher.

This therapy is followed up by numerous home calls. The parents, class room teachers and speech therapist cooperate to establish and encourage good speech habits. In Louisville, Dr. Allen, at the Central Louisville Health Center is very cooperative in making arrangements for tonsillectomies, special ear examinations, and providing other medical services that enter into the speech picture. Numerous psychological tests are given and many family studies are made. A child's speech cannot be separated from his whole being so the services of all the school departments are needed and cheerfully given to help start this youngster on a new road.

For cases requiring special treatment, a speech therapist is needed but much can be done right in the home and class room for the ordinary faults of poor diction, lazy speech, monotone, and faulty breathing.

Listen to your children—not what they say but how they say it. Insist that they enunciate properly, first by setting a good example; second, by concentrated drill. Teach them to avoid all the "uhs" and "andas" by thinking in terms of ideas instead of words. In reading and speaking, help them discover and exercise flexibility, inflexion, force, pause, stress and emphasis.

In speaking, the words that Quintilian wrote about two thousand years ago still ring true, "It is not of so much importance what sort of thoughts we conceive within ourselves as it is in what manner we express them since those whom we address are moved only as they hear."

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# NEGRO EDUCATORS OPPOSE SEGREGATED REGIONAL SCHOOLS

(Reprint from Current Issue of Journal of Negro Education)  
Gives Four Reasons for Opposition

As a step in its campaign against the establishment of segregated regional schools, a special committee of the CONFERENCE OF PRESIDENTS OF NEGRO LAND-GRANT COLLEGES has just circulated a large number of reprints of the "Editorial Comment" from the Winter 1949 Number of the JOURNAL OF NEGRO EDUCATION, entitled "Why Negroes Are Opposed to Segregated Regional Schools."

The Southern Governors' Conference met in Savannah, Georgia, recently, in conjunction with the Regional Council for Education. They launched the first concrete step in the direction of attacking the problem of providing better graduate and professional education in the South, through the establishment of regional schools and services which are to be supported by several states rather than by each individual state. However, they have decided that these services would follow the segregated pattern.

It is this segregated aspect of the program to which Negro educators are opposed; and with almost complete unanimity. Not only have practically all of the Negro educational associations passed resolutions condemning this feature, but numerous Negro educators in the South have declined to serve on several study committees which have been set up by the Regional Council to explore certain problems connected with the project. They insist that they will not prostitute themselves by cooperating in a segregated enterprise which they feel is both unconstitutional and unnecessary; nor stultify themselves by cooperating on a level which is so far removed from policy-making as to be futile, so far as affecting policy is concerned. Accordingly, it appears that most of the opposition is persistent and calculated, rather than sporadic and misinformed.

These Negro educators have emphasized the fact that their opposition is confined solely to the segregated aspect of the program. They have no objection to (in fact, they see considerable advantage in) regional service based upon a principle which looks **forward** to a greater education future of the South, rather than **backward** to a period of reaction of a decade or more ago.

Negroes are opposed to segregated regional schools for four basic reasons:

- (1) They are convinced that equal educational opportunity can not be provided for Negroes under the theory of "separate but equal," and thus they refuse to cooperate in any plan which is so patently and inherently discriminatory in its very conception, and thus violating the constitutional mandate that Negroes must be given equal educational opportunity.
- (2) Negroes are convinced by recent events and the present climate

public opinion that segregated graduate and professional work in the South is unnecessary, and constitutes a backward step in the educational progress of the South.

- (3) Negroes have concluded that even if "separate but equal" educational opportunity were at all possible in theory, it would be definitely uneconomical and actually unattainable in practice.
- (4) Empirical evidence obtained during the past ten years has convinced Negroes that the old cliché—a half loaf is better than no bread—as far as segregated graduate and professional work is concerned, is fallacious. The extension of grossly inferior graduate and professional work, and particularly at the expense of the undergraduate program, is shortsighted—so much so, that no segregated graduate and professional work for the time being is better than what is contemplated.

It has been particularly disappointing to Negroes that a group of the most potent politicians in the South, complemented by a group of the most intelligent white educators in the South, after considerable deliberation, have arrived at the conclusion that they are unable or unwilling to do anything about segregation in higher education, except to make a futile attempt to improve it within the segregated framework. Such a position, they hold, is neither statesmanlike nor realistic. And it is understandable, they contend, only if the Southern politicians who dominate the Council have decided to take the same intransigent and unstatesmanlike attitude toward this problem that they have taken in almost every situation involving race relations since the Civil War. In every instance involving the civil rights of the Negro in the Southern states, the South has decried outside interference and vowed that it would do the just thing, if allowed to do so of its own volition. However, history records that the South has seldom, if ever taken a statesmanlike stand on the race problem and has acted fairly only in the face of extreme pressure. Negroes and their friends had thought that the South had arrived at a point, in connection with the problem of regional cooperation, where it would face all of the issues involved and demonstrate that it has the statesmanship and the courage which are necessary to make a forward social step without undue pressure.

Thus, Negroes not only reject the segregation aspect of the Council's program for regional schools and services in the South, but resent the none-too-well-disguised, "take-it-or-leave-it" attitude which goes along with it. They are pretty certain that it would be distinct disservice to higher education in the South to "take-it," and they feel that there are other and more constructive alternatives to that of "leave-it." However, Negroes are still hoping that the Regional Council for Education will reconsider its decision and set up regional services on a sound and constructive basis.

# THE NEW PRESIDENT AT THE WEST KENTUCKY VOCATIONAL TRAINING SCHOOL

On October 1, 1948, Professor C. L. Timberlake assumed his duties as President of the West Kentucky Vocational Training School.

President Timberlake was born on a farm in Fleming County, Kentucky, attended college at Kentucky State College and Tuskegee Institute, completed his undergraduate work at Simmons University, and did graduate work at the University of Cincinnati and Hampton Institute.



**Professor C. L. Timberlake**

His contributions in the field of education are many and varied. He established a Teacher - Training School at Pembroke and initiated into that school system a very effective home economics and industrial arts program. At one time he was employed in the State Department of Education. While serving in this capacity, he prepared a bulletin, entitled: **Household Ethics And Industrial Training In the Colored Schools of Kentucky**. The general subjects treated in the book were domestic science, home making and agriculture. This bulletin was published and distributed by the State Department of Education. State Superintendent Barksdale Hamlet sent 3,000 copies of the bulletin to the white and colored teachers of the state and many others to institutions and educators outside the State. President Timberlake has served as superintendent of the public schools of Madisonville, Ky., principal of the County Teachers Training School of Greenville, and principal of the Dunbar Consolidated High School of Morganfield, Kentucky. In these positions, his work was administrative, supervisory and instructional. He built the Madisonville School from a grade school to a four year accredited high school. For six years he served as President of Third District Teachers' Association, and eight years as Vice Pres. of Ky. Negro Education Association.

Outside the classroom, he made outstanding contributions along civic, social and religious lines. He was the first educator in the State to make the school a real community center. In the communities where he has worked, he has organized the entire county and other neighboring counties. Long before President Roosevelt's Program of

bettering conditions in rural districts, this educator was advancing thoughts and doing work in that respect. To this end, he organized Farmers' Conferences and other associations for rural betterment. He was the president of the first Home Loan Association in Christian County. In 1925, he was appointed by Governor Fields to represent the State of Kentucky at the 27th Annual Convention of the Negro National Educational Congress. In 1945, he was awarded a certificate for meritorious Service in U.S.O. War Work.

"For I dipt into the future as far as human eye could see . . ."

The vocational idea is by no means a new idea to the new head of West Kentucky Vocational Training School. Most of his work and writings have been along that line. Quite a few years ago, he sponsored a bill through the State legislature for the establishment of the First Trade & Training School for Negro boys and girls in Kentucky. However, his idea did not become a reality nor his efforts bear fruit until 1937, when the West Kentucky Vocational School was established.

President Timberlake rates high as a public speaker, having been the principal speaker at one time or other on programs in most of the leading schools of the State. He has also spoken on numerous occasions before religious, civic, educational and social organizations. On one occasion, he was the guest speaker at Tuskegee Institute.

The above are only a few of the "little known facts" about a well known educator. We feel confident that the Superintendent and State Board of Education made no mistake in appointing Professor C. L. Timberlake as the President of the West Kentucky Vocational Training School. Under his leadership, the school should reach great heights.

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## *Louisville Steps Forward*

by Charles T. Steele, Executive Secretary, Louisville Urban League



Mr. Charles T. Steele

India, Egypt, Africa, China, the Indies all to our front door and in addition, their problems have become our problems. Of these problems, none is more acute or more fundamental than the problem of the treatment of minority groups within a given community.

It has been said that the treatment of minority groups by the officers of law and order is an index to the mores and attitudes of the whole community toward the minority groups in their midst. Here in Louisville, Kentucky, a southern city, and yet in many ways not of the South, relations between Negroes, the largest racial minority group in the city, and Whites have tended to be conducted with mutual respect for each other. Occasionally, there are incidents or overt acts which upset the equilibrium of race relations, thereby, resulting in tensions between the two groups or some type of punitive action is taken by an individual or group.

Such seemed to be the case late in the summer of 1948. Citizens of the community were deploring what they termed unnecessary brutality on the part of the police in making arrests. After several such cases were reported to the Louisville Urban League, the Board of that organization appointed a committee to confer with the Director of Safety, Colonel David McCandless, and the Chief of Police, Colonel Carl Heutis.

As a result of this conference, Dr. Joseph Lohman, Instructor in

The contacts between the various races and nationalities have been multiplied a thousandfold in the world of today. We live in a world in which the boundaries of racial and nationality groups are constantly changing. Whereas contacts between various groups formerly were limited due to geographical factors, such as wide expanses of water, land masses and arid deserts, now the names of faraway places which used to give rise to romantic dreams and desires are commonplace.

The recent global war, the immense strides taken in technological progress giving us improved means of transportation and communication has brought



Sociology for the University of Chicago and an official of the American Council on Race Relations was invited to Louisville by the Louisville Urban League to speak to a selected group of citizens. This group consisted of many of the leading citizens in the community; among those present were the Mayor, the Director of Safety, the Chief of Police, the Postmaster, members of the local University faculty, business men and social workers.

Since Dr. Lohman is the author of a book titled, "The Police and Minority Groups" written as a manual for Police Training of the Chicago Park District Force, this book was used as a basis for his discussion.

The discussion dealing with the role of the police officer in dealing with group tensions or actions which have arisen out of prejudice against racial and religious minorities, the efforts of some individuals to place the police officer in the position of enforcing as law their own principles of bigotry, segregation and discrimination, as well as what should be the action of the officer was well received and opened up new vistas to those present as to what could be done to better not only relations between the police and minority groups, but the police and the community as a whole.

Accordingly, a few days later, the Director of Safety called together a group representative of the community, Colonel Carl Heutis, Major James Malone, Captain William Kiefer, Captain Ray Evans, all of the Louisville Police Force, Rev. William J. Murphy, member, Board of Directors—Louisville Urban League, Dr. Charles Parrish, Louisville Municipal College and also a member of the Board of Directors—Louisville Urban League, Dean Howell Williams, Dean A. C. Russell, Dr. Robert Kutak of the University of Louisville and Charles Steele of the Urban League, to form a committee to inaugurate a course of training for the police department in the handling of police problems, particularly, as they pertained to minority groups. The Committee was formed with Colonel McCandless as Chairman Ex-Officio, Colonel Heutis, Chairman, and Mr. Steele, Secretary.

As could be expected when news of the formation of such a committee became disseminated, many inquiries have been received asking for information. These inquiries have come from cities in such states as Georgia, Florida, Minnesota, California and Pennsylvania, to name a few. Another factor adding to the uniqueness of this committee is the fact that this is the only committee of its kind in the South today and now that it is a going concern, many other cities seek to emulate its work.

The committee realized that a professional attitude and professional knowledge on the part of the police officer is fundamental. Racial problems are after all a rather severe test of a police department's efficiency. The committee was further aware that in many instances it would be necessary to break down many of the stereotyped opinions and ideas as well as personal prejudices of some of the officers. Therefore, the main purpose and objective of the committee is to produce a course of study to be incorporated into the regular training program of the Louisville Police Force which will eventually result in not only the newest, but the oldest officer of the force receiving instruction in the course. Firmly embedded in the course is the principle of the committee that this additional training will result in all officers enforcing

our laws with absolute impartiality against all violators without regard **TO THE RACE, COLOR OR RELIGION OF THE VIOLATOR.**

This can be done, and is not wishful thinking, the proof: the fact that the City Government, through its Department of Safety, the University of Louisville, through its faculty and various schools, the community through a community agency, the Urban League can all join hands in a common project to aid Louisville in taking a step forward in better race relations.

## Over The Editor's Desk

Two honorary fellows of the Kentucky Division of the Southern Regional Council have agreed to compile all the facts concerning opportunities for education for Negroes in Kentucky. This study will be presented to the Kentucky Legislative Research Commission with the recommendation that the existing inequalities be removed by an act of legislation in 1950.

Although the Southern Regional Council is not a pressure group, it seeks to coordinate the activities of many groups interested in building better human relations in Kentucky. Its active membership includes many people of many denominations and both races. On the Executive Committee of the Kentucky Division are J. Mansir Tydings, chairman; R. B. Atwood, vice-chairman; Mrs. Hortense H. Young, secretary; Messrs. Whitney M. Young and Charles H. Parrish, are directors, and W. H. Perry, Jr., and Mrs. Lizzie B. Fouse, advisory directors.

The National Education Association has prepared a film strip, "Toward Better Schools for All Children—through Federal Aid". The Association will make available to any teacher, without charge, one copy of the film strip and the commentator's manuscript for use with interested groups. Additional copies may be had at \$1.00 each. The film strip tells, in very informative manner, the story of the need of federal aid to education.

A digest of S. 246 (Federal Aid to Education Bill), prepared by the N. E. A. follows:

1. **PURPOSE:** to help the states, particularly those in greatest need, to provide schools for all children and to help equalize educational opportunity by setting up a minimum or foundation school program in the nation.
2. **AMOUNT INVOLVED:** \$300,000,000 per annum.
3. **HOW APPORTIONED:** no state will receive less than \$5 for each child of school age. About two-thirds of the full authorization, it is estimated, will be distributed to the states in proportion to their needs and to their own efforts to take care of those needs.
4. **STATE CONTROL OF EDUCATION:** the bill explicitly provides that control of educational policies shall remain in the hands of the states and their localities.
5. **MINORITY RACES:** in states where schools are maintained

for separate racial groups such schools shall receive federal funds in proportion to the population ratio of the minority racial groups to the total population of the state.

6. **USE OF FUNDS:** the funds must be spent by the states to help pay teachers' salaries, the salaries of other employees, for instructional supplies, and other current school costs in elementary and high schools only.

7. **MAINTENANCE OF STATE AND LOCAL EFFORT:** federal funds can not be used to take the place of, or substitute for, state and local school dollars.

8. **HOW FEDERAL FUNDS ARE ADMINISTERED:** the federal funds are paid by the U. S. Treasury Department, upon requisition by the U. S. Commissioner of Education, to the State Treasurer, and by him, upon requisition of the State Board of Education or other regularly established state educational authority, to local public school boards. The funds can be paid only to public agencies under public control. The spending must be done by the local board of education or other public agency. By such agency the federal funds can be spent for whatever current school purposes state and local school dollars can be spent under the provisions of state constitutions and state laws. Expenditures are audited by the states. A report of such audit is made to Congress through the U. S. Commissioner of Education.

#### **"Marriage for the Millions"**

"Marriage for the Millions" is a radio series of thirteen transcriptions prepared by one of the leading broadcasting companies in cooperation with the Family Service Association of America.

It is being heard for thirteen weeks over Station WKLO (1080), Wednesday nights, at 8:00 P.M.

The program is sponsored locally by the Family Service Organization and Jewish Welfare Federation, Red Feather Agencies of the Louisville and Jefferson County Community Chest, and runs for fifteen minutes. Each program features a nationally known screen or radio star, among whom are Lanny Ross, Jay Jostyn, Rosalind Russell, Jinx Falkenberg, and John Kieran, in a dramatized story of real life marriage problems.

There will also be local speakers, who are outstanding in their fields, on each program. The purpose of the radio series is to interpret the counseling services offered by Louisville family agencies.

The Third Annual Human Relations Institute, sponsored by the Council of Christians and Jews, held in Louisville with Mr. Omer Carmichael, Superintendent of Louisville Public Schools as chairman, was participated in by over 500 teachers of Louisville and Jefferson County. Summaries of the contributions of participants are being organized for voluntary use as guides for improving human relations in schools.

# INTERRACIAL PROGRAMS OF STUDENT YOUNG WOMEN'S ASSOCIATIONS

By Yolanda B. Wilkerson

This is a comprehensive investigation of the nature and extent of interracial problems on college campuses and in college communities as they relate to three minority groups—Negroes, Americans of Japanese descent, and Jews. It is also a description and appraisal of Y. W. C. A. college program aimed to meet these problems.

The purpose of this study, financed by the Rosenwald Fund is to increase the effectiveness of interracial campus activities sponsored by the National Student Y. W. C. A. Movement.

Data were secured from 222 campus Y's. These data were supplemented by personal visitation and interviews. The institutions studied very widely in character and in geographical distribution.

This is an excellent type of material, and points out very definitely that campus Y. W. C. A. interracial programs are very seriously limited as to their goals, and scope of operation. Any one interested in the minority group problem should certainly read this study.

The author, Yolanda B. Wilkerson, has an M. A. degree in Education from Ohio State University. She formerly taught at Madison Junior High School, Louisville, Kentucky, and has many well-wishers here. For five years she served as Secretary for Interracial Education the National Student Y. W. C. A.

— Ruth Hill Jones.

## K.N.E.A. HONOR ROLL

100% of the teachers in the school units listed below have enrolled in the KNEA this year.

<b>School</b>	<b>Location</b>	<b>Principal</b>
Bardstown Training	Bardstown	Charles H. Woodson
Bond-Washington	Elizabethtown	John V. Robinson
Boone County	Burlington	Wallace E. Strader
Carver	Central City	Mrs. Mabel W. Render
Central City	Lexington	Mrs. Hattie Lockhart
Cave City	Cave City	Miss Clarp Anderson
Clay	Lexington	Miss Ada Withrow
Constitution	Clay	Mrs. Laura S. Campbell
Corydon	Corydon	Miss Addie M. Greene
Dotson High	Princeton	J. P. Griffey
Drakesboro Community	Drakesboro	H. C. Mathis
Dunbar High	Lexington	Paul L. Guthrie
Dunbar High	Mayfield	F. I. Stiger
Dunbar High	Morganfield	E. R. Hampton
Dunham High	Jenkins	G. W. Parks
Durham High	Campbellsville	M. J. Strong
John G. Fee High	Maysville	W. H. Humphrey
Garfield	Paducah	Mrs. M. O. Strauss
Germantown	Germantown	Bertie Lewis
Glasgow High	Glasgow	L. J. Twyman

Greenville  
Hartford  
Henderson County  
Hustonsville  
Ky. High School for the  
Blind  
Knob City High  
Lawrenceburg Jr. High  
Lancaster High  
Lincoln High  
Lincoln Institute  
Louisa  
Lynch High  
May's Lick  
Milton  
Pleasant Hill  
Richmond High  
Rosenwald  
Rosenwald  
Rosenwald High  
Rosenwald  
Russell  
Scottsville  
Washington, B. T.  
Shelbyville Graded  
Western High  
Western High  
Zion Grove  
Kentucky State College  
West Ky. Vocational  
Training School

Greenville  
Hartford  
Henderson  
Hustonsville  
  
Louisville  
Russellville  
Lawrenceburg  
Lancaster  
Franklin  
  
Louisa  
Lynch  
May's Lick  
Fulton  
Mayfield  
Richmond  
Harlan  
Marion  
Madisonville  
Trenton  
Lexington  
Scottsville  
Shelbyville  
Owensboro  
Paris  
Lexington  
Ekron  
Frankfort  
  
Paducah

Mrs. Blonnie Shelton  
Mrs. Mittie K. Render  
G. Brisco Houston  
Mrs. Marie G. Robinson  
  
C. L. Horton  
E. B. McClasky  
W. M. Coleman  
Mrs. Tommie F. Merritt  
R. L. Dowery  
Mrs. Kathelene M. Carroll  
Miss Leona Ealey  
W. L. Shobe  
Charlton M. Fields  
Mrs. A. J. Tucker  
H. S. Schofield  
C. G. Merritt  
William M. Wood  
Miss Venna L. Coffield  
Mrs. Pearl M. Patton  
Luther J. Butler  
W. Taylor Seals  
C. H. Crawford  
Louis L. Spradling  
S. L. Barker  
Mary E. Kellis  
Mrs. Lucy Harth Smith  
Mrs. Mary H. Clay  
R. B. Atwood, President  
  
C. L. Timberlake, President

<b>County</b>	<b>Superintendent</b>
Ballard.....	V. W. Wallis
Barren.....	Mitchell Davis
Boyle.....	H. A. Cocanougher
Breckinridge.....	E. D. Brown
Bourbon.....	Miss Nannye V. Butler, Supervisor
Christian.....	N. T. Hooks
Clark.....	W. G. Conkwright
Edmonson.....	Earl C. Reed
Fayette.....	D. Y. Dunn
Floyd.....	Palmer L. Hall
Hart.....	Mrs. Daisie Carter
Hickman.....	Dentis McDaniel
Jefferson.....	O. L. Stivers
Jessamine.....	Roland Roberts
Letcher.....	Miss Martha Jane Potter
Lincoln.....	F. N. McWhorter
Logan.....	R. B. Fipco, Jr.
McCracken.....	Henry Chambers
Madison.....	William E. Pearson
Marion.....	Hugh C. Spalding

Mercer.....	Rawdy Whitaker
Metcalf.....	Wendell P. Butler
Nelson.....	Charles Hart
Oldham.....	W. L. Trapp
Owen.....	Howard C. Smith
Pike.....	C. H. Farley
Powell.....	Rodney T. Clark
Shelby.....	George Giles
Spencer.....	L. C. Winchester
Taylor.....	G. E. Sapp
Warren.....	C. T. Clemons
Washington.....	J. F. McWhorter

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