

THE K.N.E.A. JOURNAL

—official publication of KENTUCKY NEGRO EDUCATION ASSOCIATION
"An Equal Educational Opportunity for Every Kentucky Child"

VOL. XXIII, No. 1

WESTERN HIGH SCHOOL, OWENSBORO

MARCH, 1952



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THE K. N. E. A. JOURNAL

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Table of Contents

	<i>Page</i>
Editorial Comments	4
Cover Picture	4
"The President's Letter," <i>R. L. Dowery, Sr.</i>	4
"Guidance in Negro High Schools of Kentucky," <i>Harry E. Fields</i>	5
F. B. Simpson, Elkton, To Head TDTA for 1952-54	7
"Our School Newspaper," <i>Leslie Shively Smith</i>	8
"Vocational Teachers and Public Relations," <i>Vernon E. Miller</i>	11
A. R. Lasley Presented for KNEA Presidency	13
Dr. Givens, NEA Head, Retires—Associate Secretary Named to Top Post.....	13
Book Nook	14
Pennyrile District Y-Teen Clubs Meet at Western High	15
K.N.E.A. Kullings	16

Editorial Comment

THE ALL-STATE CHORUS

We note with regret the passing of the All-State Chorus. We are proud of the part that the K.N.E.A. had in building it up to its present stature. However, even the best of children will run away from home. We do feel that we need the support of all the teachers in Kentucky. We feel that education as a whole is being damaged when one group leaves the fold. It seems unnecessary to have two groups doing the same thing at the same time. Such duplication of efforts should and must be combined to develop one strong teacher-controlled organization.

We the parents will wait for our children to return to the fold.

76TH K.N.E.A. MEETING

Great plans are in the making for the 76th meeting to be held in Louisville on April 16, 17, 18.

The reception given to the work shop plan last year was so great that we are again using it as the basis for our meeting.

The meeting will be centered around the theme "Moral and Spiritual Values in Education." This has long been a neglected phase of our educational program.

Last year the workshops were so successful because of the contributions made by each participant. If the idea is to have continued success, you must again come with interest and a willingness to make your contributions.

ELECTION YEAR

This is Election Year again. Only through the vote of each member can we continue to secure intelligent leadership for our organization.

Decide early to make your vote count. Forget petty politics and personalities. Help to put the best we have in positions where they are most needed.

Use your vote intelligently.

COVER PICTURE

This issue's cover carries a picture of new Western School, Owensboro, Kentucky.

The school, built at a cost of approximately \$200,000, twelve classrooms, administrative offices, health room, teacher's lounge, cafeteria, Science department, a library, and facilities for the teaching of business education and home economics.

In addition there has been erected a trades building in which agriculture and industrial arts are taught.

President's Message

To the Officers and Members of the Kentucky Negro Education Association Ladies and Gentlemen:

Permit me to thank each and every one of you for the unstinted support given for the successful ending of the 75th Anniversary and Diamond Jubilee Celebration April 11-13, 1951.

The privilege and honor of representing you at the 89th Session of the N.E.A., in San Francisco, California, July 1-6; at the N.E.A. Headquarters in Washington, D. C., July 27-28; and the American Teachers' Association at Hampton Institute, Va., July 29, 30 and 31 was greatly enjoyed by me.

From each of these meetings, information and inspiration were received that has enabled me to be of greater service to the teaching profession.

This Fall was used attending the District Teachers' Associations, either in person or by proxy. The reception given by all Associations of the plans for 1951-52 were gratifying. Endorsements were given the Centennial Action Program of the N.E.A., the requested budgets of Kentucky State College, Lincoln Institute and West Kentucky Vocational Training School, and endorsement of "Integration In," which includes pupils and teachers, rather than "Integration Out," that only takes the pupils and one or two teachers.

Unified dues—Local, State and National—were also endorsed. A questionnaire was sent the candidates for Governor and Superintendent of Public Instruction on seven important educational questions. Your continued support to the K.N.E.A. is urgently needed.

The representatives of the fifteen southern states attending the meeting in Washington, D. C. were assured that each association would receive between \$250.00 and \$300.00 to assist with publishing the official organ of each association.

We are hopeful that the retired teachers of the K.N.E.A. will become active, since an amendment to the constitution at the 1951 session made this possible.

We have kept a watchful eye on the happenings of the General Assembly of 1952, and have registered protest against measures we felt not beneficial to us as a group.

If there were any changes in the official families of the District Teachers' Associations, we first want to thank the out going officers of

Continued on Page 16

"Guidance in Negro High Schools of Kentucky"

Guidance should become a vital and living part of the curriculum in our schools. Pupils and their maximum growth as well adjusted individuals and members of groups are our chief concern. It is agreed that a well organized program of guidance is that part of the curriculum which is concerned with helping pupils attain that maximum degree of adjustment as individuals and as members of groups. It was with this point of view that the study which constitutes the basis of this report was made. It sought an answer to the question: What is the status of guidance in Negro high schools of Kentucky? In order to answer this question more adequately, it was proposed to show:

1. The extent and nature of the guidance programs in the Negro high schools of Kentucky.

2. Those guidance practices that exist in schools that have no organized programs of guidance.

Guidance check lists were prepared and sent to each principal of the 60 Negro high schools on the roster for the school year of 1949-50.

THE FINDINGS

This article reports, in part, the findings on the problem proposed above. The survey was based on reports from 37 of the 60 Negro high schools of Kentucky. The returns appeared to be a representative sampling of the Negro high schools since the replies concerned schools with enrollments ranging from ten to 1360 pupils. Further, the replies from the 37 responding schools concerned 8,341 of the 11,999 Negro pupils, or roughly 75 per cent of the Negro high school population in Kentucky.

In general, it was found that elements of guidance were carried out by all Negro high schools but in an unorganized manner. It also pointed out that guidance was most often the responsibility of the classroom teacher where no definite outline of procedure was followed, the method used being left to the discretion of the teacher.

Weaknesses of guidance practices in the school were noted in the areas of curriculum revision, pupil information, training of teachers for guidance, scheduled time and the area for counseling, diagnosis and treatment of atypical children, the use of community survey for pupil needs and follow-up studies of former pupils.

Curriculum revision—Continuous revision of the curriculum to meet the needs and in-

terests of the pupils is a conducive element for guidance in a high school. Yet, it was found that 25 of the 37 high schools maintain the college preparatory curriculum. Only 38 per cent have shown concern for the general, enriched subject-matter, or the social living type curricula. The small percentage of our graduates who enter college is evidence of the fact that college preparatory curriculum is least functional to the needs and interest of our pupils. Authorities in the field have pointed out that the secondary school curriculum has acquired an unfortunate rigidity, an undesirable complexity, a wide separation between the different subjects, and a lack of reality in terms of the needs, interests and abilities of the pupils.

Pupil information—An examination of the records most often kept by our high schools revealed that the majority of high schools confine the data to attendance, scholastic progress, health, and names and occupations of parents. While these data are considered routine and essential in carrying out the policies of administration, they are inadequate as pupil information for guidance purposes. Few data were recorded pertaining to the total social growth of the pupil which includes his behavior, interests, activities, family background, and out-of-school experiences. The economic and cultural background of pupils affects their attitude among their associates and it also influences their plan for continued education and training. Ambrose Caliver (1:99) reports that more Negro boys and girls leave school before finishing because of low family income than for any other reason. The success of pupil adjustment in many situations may be traced to his interests, likes and dislikes; thus, interest patterns of pupils are helpful to the teacher or counselor in citing to the pupil the most valuable and helpful experiences. The anecdotal journal can provide a cumulative body of evidence relating to pupils' activities, behavior and out-of-school experiences. The study revealed that anecdotes pertaining to school situations were most frequently used while out-of-school situations were less frequently recorded. This limited use of anecdotes is not in accord with the recommendation of writers in this field. In fact, they have agreed that sources of anecdotes should go beyond the schoolroom and the school; that any significant behavior, wherever it may be observed, may well be recorded.

Counselor qualifications—In the selection of secondary school counselors, care should

be given to their training and qualification to insure an efficient service. Sources of guidance literature outline the qualifications of counselors as having (1) at least ten years teaching experience; (2) a knowledge of mental testing; (3) extended training in psychology; (4) training in gathering and analyzing data; (5) training in occupational, vocational, and educational opportunities; (6) desirable personality traits. Puls (4:45) discovered in Louisiana that almost every faculty had a person with personal qualifications, basic training, and experience sufficient to assume guidance duties in their schools. Teaching experience represented the counselor qualification most often met by teachers of Kentucky high schools. In less than 50 per cent of the schools were persons with extended training in psychology, in gathering and analyzing data and training in vocational and educational opportunities. Since guidance in our schools is a responsibility of the classroom teacher and since only a few teachers have training in the field of guidance, it is seen that the lack of training of teachers presents a serious problem. Hines and Manly (2:113) report that two-thirds of the schools have all teacher-participation guidance programs; however, two thirds of all teachers have had no guidance training, which they termed a critical guidance situation among Negro high schools of the southeastern area of the United States.

Time for counseling—To carry on a guidance program effectively, time must be given for counseling with pupils, conferring with teachers and parents, and for compiling pupil information. Puls (4:45) found that in smaller schools, one period per day was sufficient for guidance with more time being allotted as the program expands. This study revealed that only fourteen or 38 per cent of the schools surveyed allow time for counseling with pupils. Time for conferring with teachers and parents and for compiling pupil information was reported by only twelve or 32 per cent of the schools.

Counseling area—It was found that counseling with pupils was most often carried out in the principal's office along with other administrative duties. In only four or eleven per cent of the schools was there found counseling offices for counselors. The most desirable area for counseling is one where privacy exists and yet without the emptiness which may be found in the classrooms. Walquist (6:24) points out that there should be a waiting room for students with magazines and comfortable seating, and that counseling should take place in an office

adjacent to the record vault. A comparison of the counseling areas of our schools with those recommended by authorities indicates that counseling does not proceed under the most conducive situations.

Atypical children—By virtue of his close contact with pupils daily, the teacher is an important person in carrying out the guidance program. Strang (5:18) says that there is no one in the school who has so good an opportunity as the teacher to learn the individual pupils, to observe them and to adjust the school situation to their needs. In the survey, the teachers were considered in the role of (1) gathering pupil information; (2) assisting with the testing program; (3) doing remedial teaching; (4) making social adjustment; (5) varying their teaching methods to fit the learning situation. Data compiled in this phase of the guidance work indicated that teachers were doing a commendable job as revealed by the consistent high frequency of response to the following characteristics:

1. Home visitation
2. Keeping attendance records
3. Talks with parents
4. Administering tests
5. Discovering strong and weak areas of pupils
6. Giving individual help to pupils
7. Diagnosing difficulty of low pupils
8. Assisting pupils with personal and social problems
9. Encouraging pupil participation in classroom procedures
10. Making educational and vocational approaches to subject matter
11. Planning democratically
12. Planning interesting projects

Weaknesses persisted in the characteristics of the following:

1. Using anecdotal records and pupil autobiographies
2. Making case studies
3. Evaluating tests in terms of the course objectives
4. Determining the level and aptitude of training of pupils for various courses
5. Surveying records for low and exceptional children
6. Referring unusual cases to specialists

Community survey—The guidance program in its maximum effect reaches beyond the limits of the school. Rapidly shifting social and occupational changes are a challenge to the school's attempt to adjust pupils to life. Changes such as these suggest a variety of explorations in actual life experiences. In the preparation of the school to meet the needs of pupils, wide use of community resources should be utilized.

Weakness seemed to prevail in the use of the community survey for guidance practices in the high schools. The study showed that oc-

cupational opportunities and the availability of community agencies were surveyed by fewer than 50 per cent of the responding schools.

Placement and follow-up studies — A study of characteristics of placement showed that the schools reported a favorable program of articulation from school-to-school and class-to-class, and planning educational futures with pupils. However, only a limited number of the reporting schools surveyed former pupils with regard to such items as additional training, present family and economic status, work experiences, recreational and social life, health, personal desires and opinions, and religion. Each of the characteristics mentioned above showed a low frequency in response. Jager (3:471) states that follow-up studies of former pupils are means of continued appraisal and evaluation of pupil adjustment; they are means of furnishing data for continuous curriculum development.

Conclusions—On the basis of the information obtained and of the findings of this study of guidance it may be asserted that the most overall weakness of guidance in the high schools is the absence of trained personnel designated to co-ordinate the existing guidance practices of the schools. These data further imply that administrators concerned should institute a definite program of guidance in charge of qualified persons and to include applicable trends for:

1. The study of individual needs, interests and aptitudes leading toward curriculum revision.
 2. Student counseling with approved procedures.
 3. Surveying occupational and employment trends of Negroes in the community, state, and nation.
 4. The evaluation and appraisal of former pupil adjustment through follow-up studies.
1. Caliver, Ambrose. "Vocational Education and Guidance of Negroes." Office of Education, Bulletin No. 38, 1937. U. S. Office of Education, Washington, D. C., 1937.
 2. Hines, J. S. and Manly, A. E. "Guidance in Negro Secondary Schools in the Southeastern Region." *Journal of Negro Education*, 17 (Spring, 1948).
 3. Jager, Harry A. "Guidance Program Broadens Its Base." *Occupations*, 27 (April, 1949).
 4. Puls, E. E. "Louisiana's Guidance Program." *School Executive*, 64 (April, 1945).
 5. Strang, Ruth. "Guiding the Guidance Program in Our Smaller Schools." *The Nation's Schools*, 17 (Jan. 1936).
 6. Walquist, G. L. "Your Guidance Office." *The School Executive*, 62 (July, 1950).

F. B. Simpson, Elkton, to Head TDTA for 1952-54

F. B. Simpson, principal, Todd County Training School at Elkton, was elected to serve as president of the Third District Teachers' Association for the next two years. The TDTA held its annual session at Glasgow on October 26.

Retiring officers included L. J. Twyman, Glasgow, president; Mrs. Iola P. Morrow, Elkton, recording secretary; Mrs. Hattie Gonzales, Russellville, financial secretary; and Mrs. Blanche G. Elliott, Drakesboro, treasurer.

Mrs. Vadie E. Denning, Warren County, head of the primary-elementary department of the TDTA, presented Mrs. Eloise W. Mathis of Drakesboro and Mrs. Mary E. Martin, Todd County, who discussed "Correlating the Social Studies." They emphasized the fact that social studies should acquaint the pupil with present day living.

One of the highlights of the meeting was an address by Mrs. Estelle B. Lasley, Barren County, who told of her experiences as a teacher in Japan.

Memorial services were conducted by the Rev. E. T. Buford and Mrs. Henrietta Anderson was in charge of the story-telling contest. Prize winners were Cherilie Freeling, Lincoln School, Franklin, first; Annette Todd, Knob City School, Russellville, second; and Frances C. Dickerson, Community School, Drakesboro, third.

Visitors attending the session were Robert L. Dowery of Shelbyville and J. Bryant Cooper of Louisville, who gave reports of the National Educational Association, which met in San Francisco. William L. Spearman, Louisville, Mrs. Brodie, supervisor of the Logan County Schools, and Miss Osceola A. Dawson, registrar of the West Kentucky Vocational Training School of Paducah were also present and each brought greetings to the organization.

Other officers elected to serve for the next two years are Hughland H. Gumm, Franklin, vice-president; Mrs. Hattie L. Gonzales, Russellville, secretary; and Mrs. C. A. Hutchinson, Bowling Green, treasurer. Members of the board of directors are the president, secretary, Mrs. Blanche G. Elliott, Drakesboro; L. J. Twyman, Glasgow, and Miss Christine Barlow, Bowling Green.

The 1952 session will convene at the Todd County Training School, Elkton, Friday, November 7. Mrs. Leslie Shively Smith, Drakesboro, was appointed reporter of the meeting.

"Our School Newspaper"

LESLIE SHIVELY SMITH

The students of the Drakesboro Community High School, Drakesboro, Kentucky, are justly proud of their newspaper—The DCHS NEWS. This publication is of the stencil-duplicated type and is issued monthly while school is in session.

The first issue appeared in March, 1946. It was the outgrowth of a project sponsored by the Current Events Club, an extra-curricular activity at Drakesboro Community High School. One of the objectives of this organization was the publication of school news in the papers which were most widely read in this area. The students were fascinated by the expectation of seeing their names in print and were enthusiastic as they gathered and submitted news to the local papers.

This question was brought up in a business meeting of the club, "Why can't we have a paper and publish our own news?" At this time there were no facilities for this kind of work, but interest was so great that two of the best penmen prepared to write the copies in long hand!

The first issue consisted of only three pages, each of which was printed on one side. Since that time THE DCHS NEWS has grown and it now consists of eight pages, written on both sides of legal-size paper. The two outer pages—the cover pages—are gold and the other two are white. It is printed in green ink, thus carrying out the school colors of green and gold.

During the six years of its publication, THE DCHS NEWS staff and supervising editor have learned about newspaper publishing from experience. The adviser had had no particular training in journalism aside from a keen interest in the subject. A number of good books were purchased and studied, other student newspapers which were received on an exchange basis were examined, and membership was taken in the Columbia Scholastic Press Association.

However, suggestions found in textbooks about school publications cannot fit the situation found in any particular school. The adviser has to adjust the material to meet problems peculiar to her school.

A small room adjacent to the administrative office of the school was set aside for the use of the news staff. Shelves and cabinets were built for the storage of supplies and equipment and desk space provided for workers on the editorial staff.

Equipment purchased in connection with the duplicating of the newspaper included a mimeograph, illuminated drawing board, lettering guides, styli, screen-plates (shading devices), several well-constructed rulers, scissors, staples, stapler, sets of illustrations, and a paper cutter. Other necessary supplies are mimeograph ink, regular stencil sheets, special newspaper stencils, correction fluid, low quality paper for miscellaneous uses, and best quality mimeograph paper for duplicating. Of course, one or more good typewriters is a must in the publication of the mimeographed newspaper.

Manufacturers of mimeograph and duplicator supplies advertise a number of helps for those who use their products. Suggestions are made for more efficient stencil duplicating and bulletins containing seasonal illustrations are sent periodically to customers. A set of illustrations which can be cemented to the stencil sheet and removed for future use is a new creation.

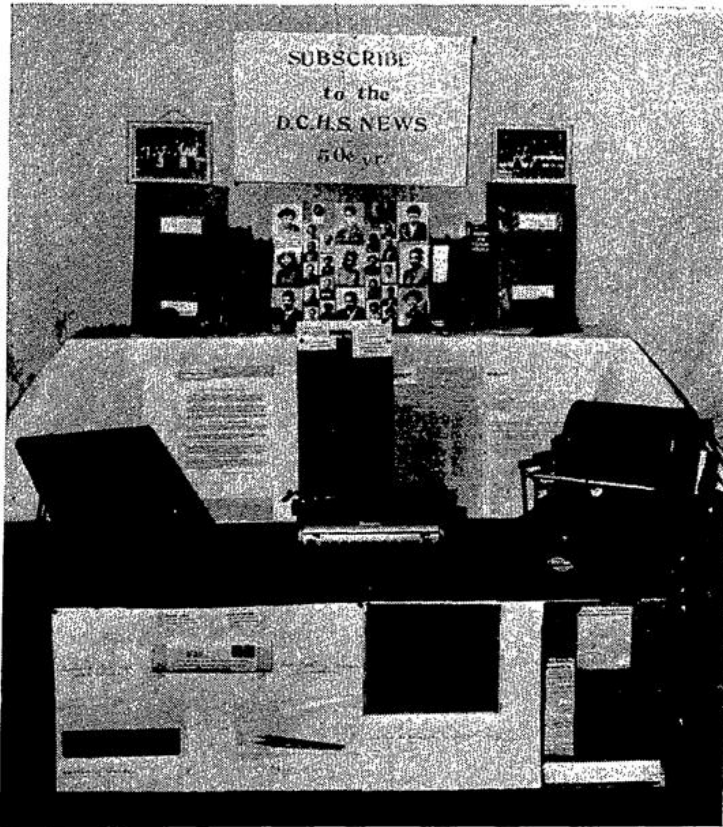
The staff is divided into three groups; the editorial staff, the reportorial staff, and the circulation department. The reporters gather the news and submit it to the editors. Members of the circulation department are responsible for the sale of subscriptions as well as for the distribution of the papers.

The Current Events Club meets twice each month during Extra-Curricular-Activity Period. At the first meeting assignments are made by the adviser and deadlines set for the various types of news. These articles are edited, the pages of the paper balanced and planned, and the dummy made up. Later the stencils are typed, the illustrations put on, and the mimeograph operators begin their work. The printed sheets are proofed, the pages assembled and stapled together, and THE DCHS NEWS is ready for distribution.

More than 100 copies of each issue are mailed to out-of-county subscribers. These are wrapped, addressed, and stamped for mailing.

Soon after the beginning of each school year a lively subscription campaign is launched by members of the Circulation Department. A survey is made of each of the eleven communities which are served by our consolidated school. Agents are assigned to sections of their home communities. They contact every family along their route using tactful sales talks. The agents are responsible for the delivery of papers to all subscribers whom they have contacted.

THE DCHS NEWS goes into the homes of 90% of the Negroes in Muhlenberg County. Copies are sent to officials and other well-



A portion of the exhibit shown at the Third District Teachers' Association which met recently at the Ralph Bunche High School at Glasgow. The above picture shows an illustrated display in the publication of a stencil-duplicated newspaper which was brought from the Drakesboro Community High School.

Art and handicraft exhibits were brought from the following schools: Greenville Training School, Smith's Grove and Oakland Schools, both in Warren County, and Lincoln High School, at Franklin.

wishers of the school, as well as to the firms whose advertisements appear in the paper. The mailing list is made up of alumni and former students of the school, boys in the armed forces, former residents of Muhlenberg County, and relatives and friends of students now attending this school. Last year the Circulation Department sent papers to subscribers in all sections of our country, to Puerto Rico, Japan, Korea, and even to faraway Germany. Several copies were also sent to schools with whom papers are exchanged.

The financing of the newspaper is another important factor in its publication. Money received from subscriptions alone will not defray the many expenses involved in the actual production of the newspaper. Business firms whose services are offered in the various communities where our newspaper circulates have been very cooperative in the purchase of advertising space. There is a basic rate for ads and also a cheaper rate for those which will appear more than once. Far-sighted business men realize that their profits are increased by properly directed advertising and also that high school students will soon be heads of families. The friendship of these young people should be gained so as to insure future customers.

Space devoted to advertising takes up about

25% of each issue. Ads are placed on pages where news is printed so that the reader's attention will be drawn to them.

From fifty to sixty students have taken part in the publication of *THE DCHS NEWS* each year. All of this work is on a voluntary basis. Any student in grades 7-12 who is interested may take a part. In the organization of the staff each year key positions are given students who have shown a real interest in the project for at least one year. These important staff members are usually seniors and each one has assistants who are in training for his position for the following year.

Since our school does not have a Journalism Department in its course of study, most of the work involved in the publication of the school newspaper is done on the student's time. Aside from the brief E.C.A. Period, work must be done before and after school, at lunch time, or at odd times during the day. Yet there has been little difficulty in keeping alive student interest and enthusiasm for the school newspaper.

The time element involved in this extra-curricular activity has not permitted any great effort toward rating the newspaper. Copies have been sent to one of the nationally recognized school newspaper accrediting agencies

for a critical analysis. The conclusions were favorable and the paper has been improved because of their suggestions.

The content of the newspaper centers around the various interests of the students. Seasonal illustrations selected from portfolios designed especially for school work are placed throughout each copy. These give the newspaper a more attractive appearance and permit "white space" to show. Otherwise the pages look too "compact." Original cartoons and illustrations drawn by the students are sometimes used. Humor is included in the form of jokes and anecdotes which are used as fillers, but the warning has been given that "there is no place for gossip in a modern high school newspaper."

We do not feel that the many hours of sacrificial work which have gone into the production of 48 regular issues of THE DCHS NEWS have been in vain. Aside from these regular issues, many special issues, bulletins, programs, and announcements have been made up and distributed by the staff members. Also news of achievements of individual students and groups of students and other interesting ac-

counts of school activities has been gathered by staff members and published in the local and locally read newspapers.

The newspaper publication organization is the public relations department of the Drakesboro Community High School. Our newspaper serves as a handbook of guidance for new students; as the interpreter of the school's policies to its patrons and friends; as a means of acquainting the parents with the accomplishments of their children; as an excellent medium for the building of school spirit; and as a valuable source of training in co-operative democracy for the students themselves. As space is given for news from the P.T.A. and churches as well as for the usual school happenings, the student publication has become a community enterprise.

Although much time is spent in the preparation of each issue of a stencil-duplicated newspaper, it is believed that this is one of the most worthwhile activities sponsored by the school.

(THE DCHS NEWS Staff will be glad to receive papers from other schools on an exchange basis.)



**ADVISORS IN ATTENDANCE AT THE PENNYRILE
DISTRICT Y-TEEN CONFERENCE WHICH MET AT
OWENSBORO ON NOVEMBER 10, 1951**

Advisors attending the Pennyrile District Y-Teen Conference which met recently in Owensboro are: Mrs. Blanche G. Elliott, Drakesboro; Mrs. Kathelene M. Carrol, Lincoln Institute; Mrs. Helen M. Jackson, Owensboro; Miss Helen Rankin, Lincoln Institute; Mrs. Melvan Martin, Henderson; Mrs. Sarah McClure, Owensboro; Miss Mattie L. Martin, Cave City; Miss Betty Walker, Glasgow; Mrs. Mabel W. Moore, Bowling Green; Mrs. Katherine R. Douthitt, Franklin, and Mrs. Leslie S. Smith, Drakesboro.

**Attend the K. N. E. A. Convention
April 16, 17, 18, 1952**

“Vocational Teachers and Public Relations”

VERNON E. MILLER

Because teachers are important in the public relations program, they must realize the importance of public goodwill and cooperation. Children and adults—the public now and later—tend to like or dislike schools in terms of how well the teacher is liked as a result of his knowledge of the subject and his interest in teaching and in the individual (6). Civic organizations, business, unions, churches, etc. are interested in the cooperation of the teacher for public activities and for generally meeting the needs of the community in the training of the individual.

Vocational teachers should desire to develop the abilities of youth, to point out opportunities open to them as a result of good self-adjustment, and to teach information about occupations and life adjustment with the public, which is composed of individuals and groups largely spoken of as “publics” and includes (19):

1. Prospective students
2. Employers
3. Teachers
4. School children
5. Out-of-school youth
6. Adults
7. Administrators
8. Parents
9. The general public
10. Women's organizations
11. Advisory committees
12. Civic organizations
13. Business organizations
14. Labor organizations
15. Student organizations

Developing good public relations with the “publics” may be done through the following media:

1. Newspaper news items
2. Newspaper features
3. Newspaper advertising
4. Radio
5. Motion pictures
6. Slides and film strips
7. Casual posters
8. Car cards
9. Billboards
10. Handbills
11. Circular letters
12. Personal letters
13. Organized mail campaign
14. School catalogue
15. Periodic school bulletins
16. School picture posters
17. School picture postcards
18. School publications
19. Open house
20. Dramatics
21. Student organizations
22. Exhibits in school

23. Exhibits in town
24. Word of mouth
25. Lectures
26. Speeches
27. Luncheons
28. Dinners
29. Women's organizations
30. Advisory committees
31. Civic organizations
32. Business organizations
33. Labor organizations

In presenting the vocational public relations program, one must keep in mind certain definite ideas, among which are:

1. There must be a total community approach to the problem.
2. In putting the idea over there must be an analysis of what groups are to be reached first, so that there will be a planned approach.
3. In the school itself there must be education in what the program is and there must be a definite program for educating all teachers, since the development of public relations consciousness is important for all fields.

But presentation without a purpose behind the presentation would be fruitless! Two major purposes could be:

1. To provide pupils with basic information and skills needed in preparation for entrance upon and success in life occupations.
2. To provide preparation of qualified workers for service in industrial establishments.

The success of a vocational teacher's training program calls for factors of importance in measuring the adequacy of the program. Such measuring factors should include questions as:

1. Does the training program make possible reduction on the time required to adapt new workers?
2. Does the evening program make possible more effective use of available manpower?
3. Does the training program make possible the more effective use of production machines for production?
4. Does the program make possible the conservation of supervisory time?
5. Does the program make possible reduction in loss of materials and equipment as a result of breakage and poor work?
6. Does the program make possible reduction in the accident rate?
7. Does the program make possible reduction in the rate of worker turnover?
8. Does the program make possible reduction in absenteeism?

Methods of building good public relations vary, but the vocational teacher can always begin with the student by utilizing the most com-

mon attribute of youth, acute curiosity, and stimulate it to a high degree and channel it into worthwhile activities. (17) Make the shop courses alive and challenging, and students will look forward happily and eagerly to that part of the day that is spent in the shop. Stimulate a creative zeal in the pupil to make things and to work with tools. Give opportunities to learn how to get along with others, and to co-operate with associates and teachers on a more or less informal basis.

Parents will cooperate by capitalizing on the skills learned in the shop. Repair jobs or building jobs around the house can give children a chance to earn small ready cash which most parents appreciate their children earning.

General public interest and participation in the vocational teacher's program can be stimulated by inviting local experts—businessmen, craftsmen, housewives with hobbies, etc.—to enliven classwork. The benefits of such a community program are almost as varied as the people involved in it. Children feel more important when their parents and friends participate, and they in turn feel more a part of the school. (7)

In specific subject areas such as home economics, the program selling to prospective students might be made more effective if glamour is used as one of the tools. Business and professional women's clubs could help obtain speakers for an annual "Career Clinic" and use as requirements: success, attraction, intelligence. (2)

It is important for the vocational instructor to maintain contacts with plants and workers served by the school. Several methods of establishing and maintaining sound working relationships with industry and labor include: (14)

1. Advisory committees.
2. Firsthand contacts with plant managers, superintendents and foremen.
3. Firsthand contacts with labor unions.
4. Effective public relations in keeping the general public informed of the program conducted by the schools.

Vocational shops may get together and work with city-held "Industrial Exhibition Weeks" to show the contributions that the vocational shops are making (1) to the industrial life of the community, and (2) to the life of the school shop. (12)

Several summary guides for the vocational teacher in bettering his public relations program should include the following plans. (3)

1. Support your colleagues who are working to make the high school curriculum more useful to daily living.
2. Make friends of your students and encourage

them to share their personal problems with you, for as a teacher you are a surrogate parent.

3. Improve your personality since none of us reach a state of perfection, and as leaders of youth and for general public relations one needs more than ever to better his appearance, voice, facial expression, temperament and the many other traits which make up the impressions we create on others.
4. Offer your services to local radio and television stations, send releases to local papers, talk before clubs, and, in general, take part in community activities.
5. Keep abreast of developments in your field by attending regional and national conventions, and reading.

Above all, the vocational teacher must have a sound program and maintain it if he wishes success in his public relations.

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Dr. Givens, NEA Head Retires---Associate Secretary Named to Top Post

Washington, D. C.—The National Education Association last week announced the appointment of Dr. William G. Carr, the NEA associate secretary, as successor to Dr. Willard E. Givens, who will retire August 1 after 18 years as NEA executive secretary.

Dr. Carr's selection was made by a unanimous vote of the NEA's Board of Trustees. The new executive secretary has been with the NEA since 1929. In 1936 he became secretary of the association's Educational Policies Commission and in 1940 was made associate secretary of the NEA.

For six years, Dr. Carr has been secretary-general of the World Organization of the Teaching Profession. He was consultant to the U. S. delegation at the 1945 founding conference of the United Nations in San Francisco, deputy secretary of the 1945 Conference on Education and Cultural Organization in London, and advisor to the U. S. delegation of the Second Conference of UNESCO in Mexico City, 1947.

The educator has written numerous books and articles in the international field and in school finance and school administration. He

was greatly influential in the creation of UNESCO and recently returned from a UNESCO assignment in Egypt.

Associates of Dr. Carr indicate that he will continue policies initiated by the retiring executive secretary, Dr. Givens, to assure the full participation of Negro teachers and educators in the program of the NEA. Dr. Givens has been primarily responsible for an NEA by-law interpretation which permits the affiliation of Negro state teacher associations with the NEA.

This interpretation provides for the affiliation of such state groups in states where the Negro teacher may not belong to the already affiliated NEA state associations. It permits Negro state teacher organizations in fifteen states to select delegates to the NEA's Representative Assembly where no restrictions are practiced on the basis of race.

Thirteen of a possible fifteen state bodies have joined the NEA under this new interpretation since last April and recently the governing boards of associations in Texas and West Virginia voted to affiliate with the NEA under the new regulation.

A. R. Lasley Presented for K. N. E. A. Presidency

Dear Mr. Spearman: March 4, 1952

This comes to request that you place into the hands of the nominating committee the name of Mr. A. R. Lasley for the Presidency of the KNEA, to be voted on at this coming April annual session. We would like also for this announcement to appear in the next issue of the KNEA Journal.

Mr. Lasley is Principal of the Booker T. Washington School, of Hopkinsville, Kentucky, and during his long, successful career in the field of education has served as both high school and elementary school principal. He is actively identified with the Second District Teachers' Association and has long been regarded as one of the most active and loyal members of the KNEA. By training and experience he is emi-

nently qualified for the position of President of the KNEA. He is a graduate of Kentucky State College and holds a Master's degree from the University of Chicago.

While Mr. Lasley has been content to be one of those in the trenches, declining heretofore any office in the KNEA, after much persuasion he finally gave his consent to allow his name to be presented as a candidate for the Presidency.

Therefore, it is with a distinct degree of pleasure and satisfaction that we nominate Mr. Lasley for this office and earnestly solicit the vote and influence of all of those who are interested in the continued growth and development of the KNEA.

Respectfully submitted,
M. J. Sleet

Book Nook



REVIEWS BY RUTH HILL JONES
LIBRARIAN, MADISON JUNIOR HIGH,
LOUISVILLE

SHALL WE BALANCE THE BOOKS?

Even in times as uncertain as these are in which we live today a certain prediction can be made that a great many books will continue to be read.

People are sometimes heard to complain that they "have nothing to read," but that is only in the same sense that ladies often "have nothing to wear." Confirmed addicts will read anything rather than nothing. However, no one today need be reduced to such straits. Choosing rather than finding is the usual problem and if many starve it is because they are in the position of the metaphysical Donkey in the medieval story who was placed between two equidistant heaps of equally succulent hay.

A balanced reading diet is what one needs and what most people don't get. Yet what is a balanced diet. Instruction, delight and relaxation are all necessary in a well rounded reading program. They are all necessary things. The reader who does not get some of all is depriving himself of something upon which mental health depends.

However, a well balanced man is aware of his citizenship in both realms. He will not listen to those few who advise him to have no concern with the problems of his own time. Neither will he listen to the more numerous fanatics who assure him that nothing which does not deal directly with these same "conditions" is other than a cowardly escape.

In short, a balanced diet of reading is one which keeps us aware of two facts: one that we belong to eternity as well as in time; the other, that even as citizens in the world of time we live most fully when we are aware of both our past and present.

FEELINGS "ON BEING NEGRO IN AMERICA"

By J. Saunders Redding
156 pp. Bobbs-Merrill \$3.00

The status of the Negro in America has probably been discussed and written about more than any other aspect in our contemporary life.

J. Saunders Redding, former professor of English at the then existing Louisville Municipal College, and well known writer on Negro subjects, has set down his feelings about being a Negro in America in a highly personalized passionate essay.

This honest almost painful statement about how it feels to be a second-class citizen is given added impact by the fact that its author has made good in a "white man's world": He has been on the faculty of a white University, published a prize winning book, is married, and lives pleasantly in congenial surroundings. It would seem that he had attained most of the things which all of us long for—status in the community, a measure of economic security, and a happy family life. Yet as one continues to read on he begins to realize that Bigger Thomas is still stranded in the ghetto, and that though J. Saunders Redding has escaped and made an easier life for himself, both are somehow kept from becoming whole human beings.

The book makes an interesting contribution to the understanding of the caste status which race imposes in this country. All of this type of literature has an important role in crystallizing the moral climate necessary to secure first-class citizenship for the Negro.

THE EDUCATION OF MAN: APHORISMS

By Heinrich Pestalozzi, with an
introduction by Wm. H. Kilpatrick.
93 pp. New York: Philosophical
Library \$2.75

The growing child is a growing human being and education can be reduced to the problem of vigilant love aiming to imbue the child with love and humanity. This is the burden of Heinrich Pestalozzi's "The Education of Man." In the course of his lifetime Pestalozzi worked out the theories that have become the basis of modern Western education.

The first great educators in America followed the spirit of Pestalozzi in their teaching. The founder of kindergartens, Froebel, was deeply influenced by him.

Pestalozzi's theories of 150 years ago still hold and coincide with the most modern conclusions of science. Not only in the theory of education but by his life and example as well does Pestalozzi speak to our time.

In our prolix times the strength and incisiveness of Pestalozzi's writing, which only careful thinking can produce, give this book a special value.

Dilemma Of The Teacher

The School in American Culture By Margaret Mead.
1950 48 pp. Cambridge: Harvard University Press
\$1.50

Margaret Mead says that the word "school" conjures up three images in the American mind: the little red schoolhouse with one woman teacher, the academy following the European tradition, and the urban school without the necessary outlets for unbridled vitality.

With a mixture of pragmatic incision and intuitive insight, Miss Mead shows how the little red schoolhouse where the teacher transmitted a pioneer world is slowly vanishing, and how the teacher of the overcrowded city school faces the task of, turning the children from a denied past toward a future which must bring achievement and success.

She compares our civilization with more primitive ones to prove that what we take for granted in education is not all the usual.

Continued on Page 15

Pennyrile District Y-Teen Clubs Meet at Western High

Representatives from ten Y-Teen Clubs of the Pennyrile District attended the annual meeting at Western High School in Owensboro on Saturday, November 10.

Gloria Rowan, Owensboro, presided at all sessions of the conference. Her supporting cabinet included Louvenia Edison, Franklin, first vice-president; Leslie Charlene Smith, Drakesboro, second vice-president; Runnelle Curry, Horse Cave, secretary; Marrie Ola Drake, Drakesboro, assistant secretary; Naomi Turner, Henderson, pianist; Margaret F. Griffin, Franklin, song leader; and Cozetta Hayden, Owensboro, student chairman.

The day's activities began with worship service by members of the Shelbyville club. Words of welcome were extended by Cozetta Hayden, president, Western High Y-Teens, and greetings were given by H. E. Goodloe, principal, Western High School. Marrie Ola Drake, delegate from the Drakesboro club, gave the response to the welcome addresses.

Miss Elcanor Hughes, Lexington, executive Y-Teen director in Kentucky, spoke briefly of the teens' work in the local clubs and as a district unit.

A panel discussion on the theme, "The Best of Today Must be Improved for Tomorrow," was presented by a member from each club. Delegates from the Lincoln Institute Club conducted a Song Fest which was made up of novelty Y-Teen songs and club hymns.

Officers elected to serve for the year 1952-1953 were Gloria L. Rowan, Owensboro, president; Billie Thomas, Lincoln Ridge, first vice-president; Ruth Lambert, Horse Cave, second vice-president; Patricia Carmen Smith, Drakesboro, secretary; Anne Marshall, Bowling Green, assistant secretary; Norma Wilson, Morganfield, treasurer; Mary Ola Yates, Glasgow, game leader; Sharon Anne Perkins, Owensboro, song leader; Masry Thomas, Shelbyville, publicity agent; Ola May Reynolds, Drakesboro, pianist, and Naomi Turner, Henderson, student chairman.

A prize was won by the Drakesboro Club for having the largest number of members in attendance at the conference. Twenty-four girls were present from the Drakesboro Club.

The 1952 session will be held at Douglass High School at Henderson on November 7 and 8.



Continued from Page 14

She does not pretend that our education is beyond doubt better than that of other cultures.

At the end she probes into the dilemma which the ever changing generations of pupils present to the teacher.

Had Miss Mead gone a bit further in her cool dissection of the school's situation she would have provided us with keys for such baffling facts as the low pay of teachers, the overcrowded conditions of most of the city schools today, and the sometimes harmful influence of progressive education.

THE ART OF CLEAR THINKING

By Rudolph Flesch

Harper and Brothers—\$2.75

Mr. Flesch's new book is just what is promised in the title: A practical self-help book for all who want to improve their thinking and increase their flow of ideas, suitable for teachers and high school students. It shows how the psychological processes of thought take place and gives extremely practical pointers on how.

K. N. E. A. Kullings

BY R. L. DOWERY

Prof. H. E. Goodloe, faculty, student body, and patrons of Western High School, Owensboro, Kentucky are to be congratulated upon the very modern building they entered in September 1951.

The Shelby County Board of Education purchased a brick building formerly used for whites, redecorated it inside, installed new furniture out and out, filled up a lunch room and added two teachers. The school was formerly Bagdad, but is now known as Mulberry. The faculty members are Mrs. G. T. Harris, principal; Miss K. Garland and Mrs. Alyce B. Knox, Mrs. M. L. Dowery, was added to the faculty at Montclair this school year.

Berea Hall at Lincoln Institute and the Boys' Dormitory are being completely transformed by a liberal appropriation from the Building Commission.

Prof. L. L. Spradling is the new principal at Eminence, Kentucky.

Due to the illness of Mr. G. L. Douthitt at Lincoln School, Franklin, Ky., at the beginning of this school term, Miss L. L. Griffin and Mr. M. L. Brooks were substituting in his place. Since then, he has passed into the great beyond. Funeral services were held from Alpha Baptist Church — Franklin, December 13.

Prof. H. H. Gumm is the new principal at Lincoln High School, Franklin and Mrs. Henrietta B. Anderson and Miss Catherine Sloss are the new faculty members.

Mrs. Gladys Moses of Frankfort, Ky. has substituted at Western High School, Paris, Kentucky this year.

Funeral services were held for Miss Mary M. Butler, a former Jeanes Teacher of Bourbon County. At the time of her death she was teacher at a Christian Church Junior College in Mississippi.

Prof. O. E. David was elected President of the Blue Grass District Teacher's Association Meeting at K. S. C., Frankfort, Ky. in October.

Mrs. Bessie S. Thompson, former president of the 4th District Teachers Association, is devoting all her time to her Cleaning and Pressing business at E'Town and Fort Knox. Mrs. Jackson of E'Town is teaching at Glendale, Ky. in her place.

Prof. N. S. Thomas is the new president of the 4th District.

Prof. H. H. Gumm is the new president of the 3rd District.

Prof. J. A. Carroll is the new president of the 5th District.

The Blue Grass District Teachers' Association has an All-District Chorus of the High School Students of the District, and Second District also.

Prof. A. R. Lasley is conducting Extension Classes from K.S.C. for Hopkinsville and Christian County successfully.

The Fifth District P.T.A. met in (Henry County) Eminence in October, and (Shelby County) Shelbyville February 2. Mrs. Yeager — President.

Mr. Roberson and Mr. Williams of Lincoln Institute have organized a Graded School Basketball League that includes: Buck Creek, Mulberry, Eminence, Shelbyville, Montclair, and Ridgewood. Mrs. Blue, Mrs. A. G. Duncan, Pres. R. L. Dowery attended the Governor's White House Conference on Youth, at the State Capitol in Frankfort in September.

President R. L. Dowery also attended the first Conference on Town and Country at the University of Ky. in September.

Mr. W. L. Spearman completed his prelims on his Ed.D. at I. U. during the summer.

All District Teachers' Associations endorsed the Centennial Action Program at the N. E. A. at their meetings last fall. This includes unified dues as follows: \$3.00 K.N.E.A., \$5.00 N.E.A., \$1.00 A.T.A., and \$1.00 District locally, Total \$10.00.

President's Message

Continued from Page 4

those who made changes, and extend a hand of welcome to the newly elected officers.

To the new teachers entering the profession for the first time, may we implore you to drop your buckets where you are, with the determination of helping to make our Grand Old Commonwealth rank higher educationally than she has ever done before.

Yours for an equal educational opportunity for every Kentucky child,

R. L. Dowery, *President*

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