



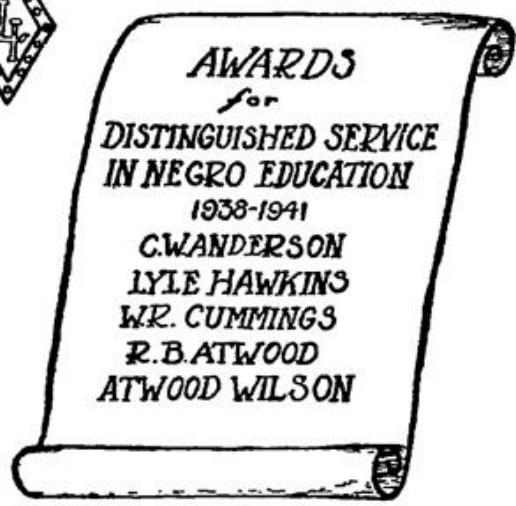
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January-February, 1942

No. 2

**SERVICE RECOGNITION NUMBER**

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# The K. N. E. A. Journal

Official Organ of the Kentucky Negro Education Association

Vol. XII

January-February, 1942

No. 2

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Atwood S. Wilson, Executive Secretary, Louisville, Managing Editor.

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**Director Whitney M. Young, Lincoln Ridge, Ky.**

# *Editorial Comment*

## **OUR FRONT COVER**

Director Whitney M. Young, Lincoln Institute, reports that there have been five Lincoln Key awards. The Lincoln Institute Key award is awarded annually to the one person in Kentucky, who during the year has rendered the most valuable service toward education in Kentucky.

The first awards were given Mr. Lyle Hawkins and Mr. W. R. Cummings because each had done outstanding work in two different fields, Mr. Hawkins in the field of Adult Education and Mr. Cummings in achieving an outstanding piece of work among the mountain people of eastern Kentucky. At that time Mr. Cumming's program was far ahead of any other school in the eastern mountains.

Charles W. Anderson was given the award for sponsoring certain legislations designed to give the Negro equal educational opportunities, especially the rural Negro youth, and a law permitting married teachers to teach.

President R. B. Atwood was given the award for outstanding services at Kentucky State College.

The recent award was given Mr. Atwood S. Wilson for outstanding services as secretary of the K. N. E. A., having built up one of the largest organizations among Negroes in the United States.

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## **THE 65TH ANNIVERSARY CONVENTION**

The majority of the teachers of Kentucky will soon be in Louisville attending the annual convention of the Kentucky Education Association and the Kentucky Negro Education Association, both organizations meeting from April 15 to 18, 1942.

The K. N. E. A. will hold its 66th annual convention. This organization has met continuously in Louisville and elsewhere in Kentucky since its organization in 1877, sponsored by State Superintendent H. A. Henderson. The Kentucky association stands at the top of colored teacher organizations in the United States. The K. N. E. A. enrolls annually nearly every colored teacher in Kentucky, over 1500 out of a probable 1600 paying their fees annually, attending the Louisville convention and receiving its official publication, The K. N. E. A. Journal. Favorable comment has been received concerning this publication by noted educators from many parts of the United States. Atwood S. Wilson of Louisville, the executive secretary of the organization for twenty years, is its editor and is energetic in keeping the association activities in line with modern trends in education.

The K. N. E. A. not only holds general sessions but has seventeen departments which hold well planned sectional meetings. The newest department is the K. N. E. A. Youth Council, an organization sponsored by the younger teachers for our older high school students and college students.

Annually the K. N. E. A. brings to Louisville outstanding educators of both races. This year we will bring Dr. Dorothy Ferebee, Washington, D. C., a physician of note and Grand Basileus of the Alpha Kappa Alpha Sorority. We are also presenting Attorney Earl Dickerson, Chicago, a member of President Roosevelt's special committee on National Defense and President Rufus E. Clement, Atlanta University. Other speakers include Mr. Mark Etheridge, Managing Editor, The Louisville Courier-Journal.

The 65th convention will also feature an annual spelling bee in which the Courier-Journal gives the main prizes. There will be held on April 17 the Annual Musicale featuring the Apollo Quartet, the Louisville Municipal College and Kentucky State College singers. The convention will close with its final business meeting on Saturday morning, April 18.

The K. N. E. A. brings honor to Kentucky and through its activities and cooperation with the K. E. A., "Education Marches On."

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### OUR RECORD OF ACHIEVEMENT

Through its editorial columns, a Louisville weekly paper has asked, "What has the K. N. E. A. ever done for Negro youth?" After reading the article, one would infer that the K. N. E. A. has done little or nothing except to have an annual convention and have outstanding educators address the teachers. A review of the history of the K. N. E. A. and a notation of its achievements distinctly refute the implications of the editorials under consideration.

The K. N. E. A. is the oldest of the Negro educational associations in the United States, having been organized in 1877 and having a complete record of its activities for 65 years. One of the first things which the K.N.E.A. did was to urge the maintenance of a state normal school for the education of Negro youth in Kentucky. The minutes reveal that due to the campaign waged by the K. N. E. A. along with other groups, there has been continuous progress of the normal school and later the college at Frankfort. The records further reveal that the K. N. E. A. has met annually and conducted sectional meetings and general programs largely designed to make teachers more efficient. As the efficiency of a teacher is improved, the youth which that teacher serves are thereby benefitted. This is a subtle but powerful influence of the K. N. E. A. For many years the K. N. E. A. was the main place where the bulk of Negro teachers could get professional training except in Institutes that were conducted in some sections of Kentucky.

There are those who feel that the K. N. E. A. should duplicate the work of the N. A. A. C. P. Such is not the practice of that organization. The K. N. E. A. is a group of professional workers who meet an-



nually to get inspiration and help in better performing the work which they are called upon to do. The association, however, seeks to improve the status of the Negro teacher and to urge better equipment, better school buildings and better opportunity for Negro youth. The K. N. E. A. has performed excellently along these lines.

The K. N. E. A. sponsored legislation that abolished dual boards of education, situations in which the taxes of white people paid for white schools and the taxes from colored property paid for colored schools. Needless to say, such a situation produced inferior Negro schools. The K. N. E. A. had two representatives on the school code committee of 1935 and they used their influence to abolish this undemocratic practice. The K. N. E. A. further sponsored the idea of a single salary schedule in the school code of 1936, and making it a law that Negro and white teachers be paid salaries based on merit, experience, and training. The K. N. E. A. donated \$500.00 to the commission which worked on the school code. The K. N. E. A. has sponsored the teacher retirement system which has recently gone into effect. Several hundred dollars were spent by the K. N. E. A. in cooperating with the K. E. A. in the setting up of the retirement system.

Only recently the K. N. E. A. donated \$500.00 to the Inequalities Committee which worked toward the equalization in the salaries of Negro and white teachers in Louisville. This is one of its most recent acts. Space does not permit mention of the many things the K. N. E. A. has done to help Negro children in Kentucky and to help improve the teaching profession among Negroes. Enough has been said to refute the implication that the K. N. E. A. has done nothing.

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### ADVANCE ENROLLMENT

It has been gratifying that so many of our counties and city schools have enrolled in the K. N. E. A. for the year 1941-42. Five entire faculties and one entire county have enrolled as Honor Members, paying an additional fifty-cents.

The \$1.00 membership fee has so many duties, that an urgent plea has been sent out asking teachers to pay \$1.50, the extra fifty cents to be put in a special fund and used only for the purpose designated to eradicate various inequalities in Negro education in Kentucky. We note, with pleasure, how many of our teachers have responded to this request.

To January 1, 1942, over 250 teachers throughout the state have enrolled for the ensuing school year, 1941-42. It is the privilege—the duty of every loyal teacher in Kentucky to enroll in the K. N. E. A. It is your organization. We are asking that enrollments be sent in early and that as many as possible make their check for \$1.50 this year—a good way to help yourself.

If you haven't enrolled—do it now, and urge other teachers to do so.

## THE PROBLEM OF PUBLIC SCHOOLS

Another problem of citizenship peculiar to the South is that of public education for Negroes. Our ancestors who established public schools believed that every child was entitled to a reasonable opportunity for education. They realized also that a sound democracy was impossible without an educated citizenship. But there were many children whose parents were not able to pay for private education. So, in harmony with the American ideal, a system of public schools was provided for in which the poorest child should have the same chance as the most fortunate. The law of every southern state distinctly says that this shall be true, whether the child is white or colored.

In relation to Negro children, however, this law is rarely carried out. The average expenditure of public school money throughout the southern states is nearly four to one in favor of the white child—\$44.31 for each white child enrolled and \$12.27 for each colored child. This is an explanation for many discrepancies in the amount of learning which white children receive over that observed in colored children.

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## WAGES AND PUBLIC WELFARE

The low wage scale of most Negro workers is a serious element in the problem of racial adjustment for America.

Low wages for any group mean, of course, that they have little purchasing power and that their standards of living are low. This in turn means less business for those they buy from. At the same time the competition of this low wage group tends to lower living standards of all other workers.

So everybody suffers together, white and colored, business people as well as wage earners. This is doubtless one reason why the wealth of the southern states averages only \$1,785 per person, while in the rest of the country the average is \$3,609—more than twice as great. There is no ready answer to this problem, but intelligent people may well begin to consider it seriously.

### JOIN THE K. N. E. A.

Active Membership per year and Journal.....	\$1.00
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# The Negro In Kentucky

(by R. B. Atwood)

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The State of Kentucky has the responsibility of dealing fairly with all of its citizens; in the past the Negro citizens of the State have not received equal opportunities to find security and happiness here. As a result of the absence of economic opportunities the number of Negroes in the state dropped 20 percent in the thirty years following the turn of the century. For over a hundred years the Negro group in Kentucky has declined in proportion to the white population, has increased more slowly than the latter, but it is only in the last thirty or forty years that it has become smaller in actual numbers. This decline may be attributed to three causes: high death rate, low birth rate, and migration to other states.

Basically the situation can be traced directly to the economic status of the colored people. More Negroes are dying every year in Kentucky than are being born, and of those who do live many are deserting the state. Never since the days of slavery have Kentucky Negroes been allowed to make satisfactory economic and social adjustments within the state. Roughly for every two Negroes in Kentucky in 1930 there was one living in some other state who had been born here. Interstate migration is typical of American life, but Kentucky has not been receiving from the other states in proportion as she has given. For every five Negroes leaving the state only two have come in, and the majority of these come from the Deep South.

From 1910 to 1930 Negro farm ownership declined over 9 percent, and in the same period Negro farm tenancy increased by 10 percent. Failing to find satisfaction on the farm, Negroes have moved in large numbers into the urban centers. The percentage of Negroes living in cities in Kentucky doubled in the fifty years preceding 1930. Negroes were and are being forced from their productive tasks on the land and are being crowded into the towns and cities of the state.

Two of the reasons for the decline of the Negro population may be directly traceable to urbanization, that is, death rates have increased and birth rates have decreased when people moved from country to town. Indeed, in the rural sections of the state, the death rate for Negroes is high, actually more than the birth rate, indicating a loss in population; but in the urban centers throughout the state the death rate increases drastically, 35 percent, and at the same time the birth rate drops, thus increasing the difference between additions to the population and losses.

Living conditions which reflect the low economic status of the Negro in the cities are the major causes for this condition. Negro workers in the cities have crowded into the field of domestic and personal service. This is the largest single classification of Negro workers, and is fifty percent larger than the second group, farming.

The Negroes of Kentucky are concentrated in those occupations which are the least satisfactory economically, that is, which offer the lowest wage, the smallest degree of organization for collective action,

and receive no protection from the Federal Social Security Act. Fifty percent of all Negroes employed are either in domestic and personal service or farming. A wholesome family life is endangered by the fact that almost a third of all the gainfully employed Negroes in Kentucky are women. This is three times the porportion of white women in the state who are so employed.

A serious scarcity of Negro doctors, dentists, and trained nurses constitutes a phase of this problem. To preach his funeral the Kentucky Negro apparently has clengymen a plenty, one out of every 310 Negroes as compared with one for every 961 persons in the white group, but he has relatively few doctors, dentists, and trained nurses to protect his health. The following figures show the disparity between the Negro and white groups in the number of such professional men available: For every 898 persons of the white group there is a doctor, while there is one doctor for 1751 Negroes; for every 863 persons of the white group there is a nurse, while there is one nurse for 2628 Negroes.

Related to these problems is the serious uneven distribution of the Negro population in Kentucky. There are 120 counties in the state, and in 1930 over two-thirds of the colored population lived in but 27 of these counties. The land area of these counties is but one-fourth of the area of the state. For the one-third scattered thinly over the rest of the state there are critical problems concerning adequate facilities for church, school, recreation, health, and other social services.

While the Negro population in Kentucky has shown losses over a period of years it must be pointed out that in 21 counties of the state their numbers have increased during the decade 1920-30. These increases have occurred mostly in those cities or counties containing industrial plants and in the coal mining districts, particularly in the eastern coal fields. In Letcher county for example, the Negro population increased 4,508.7 percent between 1900 and 1930. The Negro population in Kentucky in 1930 presented the following distributions: 22 counties with a Negro population less than 1 percent; 64 counties with 1 to 10 percent; 28 counties with 10 to 20 percent; and 6 counties over 20 percent, (Bourbon, 22.2; Christian, 34.1; Fayette, 24.0; Fulton, 21.1; Todd, 25.1; Woodford, 20.1.) There were no Negroes reported in Elliott or Martin Counties in 1930.

The State of Kentucky carries the responsibility to all its citizens to provide them with equality of opportunity in the pursuit of happiness. This responsibility rests with the state regardless of race and ir-respective of the numbers in that racial group. Only a casual study of the situation will reveal that Kentucky has failed to provide the equality of opportunity to its Negro citizens that it has its white. No greater evidence of this fact is needed than the very fact that the Negro citizens of Kentucky have continued to leave Kentucky in search for a place where they can live more nearly like citizens in a free, democratic society.

To get our state to see, accept and meet this responsibility is the task of us all. What are your thoughts on these matters? Is there anything which we as Negroes can do? Do you want to help? You can.

# The Kentucky Negro In National Defense

(by David A. Lane)

## The Selective Service Act

The purpose of the Selective Service Act under which the United States is now marshalling its manpower is "to secure an orderly, just, and democratic method whereby the military man-power of the United States may be made available for training and service in the land and naval forces of the United States, as provided by the Congress, with the least possible disruption of the social and economic life of the Nation." The Act declares that "in a free society the obligations and privileges of military training and service should be shared generally in accordance with a fair and just system of selective compulsory military training and service." In addition to setting forth the scheme of registration, selection, and induction, the Act provides that after quotas have been determined for each state and territory, "any person, regardless of race or color, between the ages of 18 and 36 (subsequently reduced to 28), shall be afforded an opportunity to volunteer for induction into the land or naval forces" for the one year's training (subsequently increased to a possible 2½ years.) It is specially provided, moreover, that the selection of men for training and drafted service shall be made "in an impartial manner" and that "in the selection and training of men under this Act, there shall be no discrimination against any person on account of race or color."

These safeguards written into the organic law would seem to insure full and non-discriminatory participation of all races of Americans in the military and naval services. It would also seem to indicate the intent to provide for fair and just participation of all races, including Negroes, in the administration of the Act.

Much of the effect of these safeguards, however, is nullified by other provisions of the Selective Service Act itself and by Army and Navy policy. One provision of the Act, for example, is that "no man shall be inducted for training and service under this Act unless and until he is acceptable to the land or naval forces for such training and service." Another is that "no man shall be inducted for such training and service until adequate provision shall have been made for such shelter, sanitary facilities, water, supplies, heating and lighting arrangements, medical care, and hospital accommodations for such men, as may be determined by the Secretary of War or the Secretary of the Navy, as the case may be." Now the official policy of the Army, as announced by the Secretary of War, is to organize white and Negro units separately for both training and service, while the Navy, as part of its official policy of acceptability, has thus far admitted Negroes as mess attendants only. Finally, it should be noted with reference to the Act itself that under its terms "the Governor of each state shall have charge of the administration of the selective service law in his State."

Thus it is possible in several ways for the clear intent of the non-discrimination provisions of the Act to be "legally" evaded.

### **Participation Of Negroes In Administration**

To what extent are Negroes participating in the administration of the Selective Service Act in the State of Kentucky?

As of September 15, 1941, twenty Negroes were serving on Kentucky registrants' advisory boards, whose duty it is to see that registrants have advice and assistance in preparing questionnaires, claims, etc. Three Negro physicians were serving as members of medical advisory boards and 26 as examining physicians, and 22 Negro dentists were serving as examining dentists.

The actual administrators, however, of the Selective Service Act are the "local boards" in the several communities. There are 165 such boards in Kentucky. Each of the 165 boards consists by law of at least three members, appointed by the President upon recommendation of the Governor. But although there are a number of communities in which there is a heavy concentration of Negro population, there are only two Negro members of local boards in Kentucky, and both of these are members of Louisville boards. In addition, one Louisville local board employs as clerk a young Negro woman who is the only salaried Negro in the Kentucky selective service system.

This paucity in the number of Negro local board members and employees would appear to be actually even if not intentionally discriminatory. It is suggested that the attention of the Governor should be called to this situation, in order that in filling vacancies caused by resignation or through increasing the membership of certain local boards (since no maximum is stipulated in the Act) he may increase the number of Negro members of local boards, particularly in communities whose Negro population is considerable. If this is done it is quite likely that a larger number of Negro clerks will be employed, as is "fair and just."

Can you help? Will you?

### **The Operation Of The Act**

How has the draft operated in Kentucky? Have Negroes been classified fairly? Have they been inducted in fair and just proportions? Has racial discrimination been shown?

Reliable figures indicate that at the close of the last fiscal year nine per cent of Kentuckians inducted into military service were Negroes. This figure should be compared with a registration percentage of 8.1 per cent and a population percentage of 7.16, no doubt a reasonably close correspondence.

The same reliable data also indicate: (1) that a significantly larger percentage of Negro registrants than white was placed in tentative class 1—"available for service"—(18.8 per cent of Negro registrants as compared with ten per cent of the white registrants;) (2) a very much smaller percentage of Negro than white registrants was placed in Class III-A—"man with dependents"—(51 per cent of Negro registrants as compared with 69.6 per cent of white registrants;) (3) a negligible percentage of Negroes was placed in Class II-A—"necessary in his civilian activity" and not a single Negro was classed as II-B—"necessary for national defense."

These differences are not prima facie evidence of racial discrimination on the part of local boards. It is known, for example, that the claims of many Negroes for III-A classification had to be disallowed because of the common-law status of their "marital" relationships. Lack of opportunities for technical training and the discriminatory practices of labor unions and employers have combined, moreover, to keep Negroes generally out of types of employment considered "necessary" in civilian activity or national defense as defined in the Act. As far as can be ascertained, classifications have been generally fair in Kentucky, appeals have not been numerous, and appeals by Negroes have been comparatively fewer than those made by white registrants.

An unfortunate situation is revealed, however, when it is noted that white registrants actually inducted into military service constituted approximately 33 per cent of the white registrants placed in Class I, while Negro registrants actually inducted constituted only approximately 22 per cent of the Negro registrants placed in Class I. The difference results partly from the fact that a larger percentage of Negro registrants is rejected for physical, educational, or other deficiencies after being called, but it is also due to the fact that smaller percentages of Negro registrants have been called or requisitioned by the War Department. The chairman of an urban local board states, in essence and for example: "There were about equal numbers of white and Negro registrants within the area of my board, but white draftees have been called for in much larger numbers than have Negroes that we are rapidly exhausting our supply of white I-A's while we have Negro I-A's 'piled up' and waiting."

This imbalance, it should be noted, is not chargeable to the local boards, for requisitions made upon boards by the War Department specify the number of white and Negro draftees to be delivered. It grows out of the fact that Negro military units have not been organized in sufficient numbers and strength to enable the induction of Negro draftees to keep pace with the induction of white draftees. This condition, which appears to be general throughout the country, can be remedied only in Washington. Can you help? Will you?

#### **Postscript**

Since the preparation of the foregoing release, our country has been attacked and we are at war with the Axis powers. It has been announced that the Selective Service Act will be revised and its provisions expanded to meet the war-time situation. With unparalleled unity of purpose America, all America, is girding itself for an all-out conflict of unknown duration, with ultimate victory as the common goal. It is now more important than ever that every American citizen, irrespective of race, creed or color, shall put his shoulder to the wheel and push—shall make whatever sacrifice is necessary. By the same token it is also more important than ever that the machinery of our national, common effort shall be so geared that the opportunity, privilege, and responsibility of full participation and unrestricted service shall be open to all American citizens, irrespective of race, creed or color.

Can you help? Will you? Use your personal influence in whatever way you can.

# Our Progress Since Emancipation

(by Atwood S. Wilson)

---

Since their emancipation in 1865, the progress made by American Negroes has been remarkable. Some commentators say it has been more rapid than was ever shown by any other group in an equal length of time. This is probably true, when one considers their poor start, limited opportunities, and heavy handicaps.

Though most of them were penniless when set free, it is estimated that Negroes now possess property valued at more than two billion dollars. This includes more than 20,000,000 acres of land. In 1930 there were 882,850 Negro farm operators. Of these 181,016 were owners and part owners, with farm property worth more than \$350,000,000. In the preceding year Negro farmers produced 32 per cent of all of the South's cotton, 25 per cent of its sweet potatoes, 19 per cent of its tobacco, and 16 per cent of its corn.

In 1930, eighty per cent of Negro men and thirty-eight per cent of the women (including boys and girls over ten) were gainfully employed in hundreds of occupations and trades. Of these, many thousands were listed by the Federal census as owners, managers, foremen, and overseers. They were conducting more than 25,000 retail stores with sales aggregating \$100,000 a year. Engaged in the various professions were 251 technical engineers, 361 chemists, 430 artists, 545 photographers, 1,038 social workers, 1,247 lawyers, 2,146 dentists, 3,805 physicians and surgeons, 4,130 actors, 3,728 clergymen, and 54,683 teachers.

In recent years the race has made great gains in health. Between 1910 and 1930 their death rate per thousand decreased from 24.2 to 16.5. In ten years their average life span increased from forty-one years to forty-six. These gains without doubt were due largely to education, with increasing emphasis on hygiene and sanitation.

The educational progress of the race is best shown by the decrease in illiteracy (inability to read and write) from an estimated ninety per cent in 1865 to sixteen per cent in 1930. The 1930 census reported 2,477,311 Negro children attending school, about 22,000 are in college, and more than 20,000 have won college degrees, many of them with honors. Hundreds have achieved notable recognition in music, art literature, and have made valuable contributions to American culture. Others have won distinction in science and invention. On the whole, the record is highly creditable and justifies great hope for the future progress and usefulness of the race.



## Sketches Of Lincoln Institute Key Winners

(Written and Submitted by an Interested Teacher)



CHARLES W. ANDERSON, Jr.

On January 7, 1938, Charles W. Anderson, Jr., young attorney, became the first Negro to take the oath of office as a member of the Kentucky Legislature, and the first Negro legislator in the South since the Reconstruction Era. Within 33 days after taking the oath of office he successfully sponsored a bill known as the Anderson-Mayer State Aid Act which now requires the State of Kentucky to appropriate the sum of \$17,500.00 as a fund to assist Negro boys and girls to pursue courses of study in higher education not provided within the State. In the 1937 session of the Kentucky Legislature he successfully sponsored a bill providing high school education for Negro

boys and girls denied such in rural counties, requiring each county to provide a sum of \$100.00 per student for tuition or transportation wherever there are no high school facilities for Negro students in Kentucky. He fought for the repeal of and won the fight to abolish Kentucky's 18 year old Public Hanging Law. He successfully sponsored a bill permitting public school teachers of Kentucky to marry after they have had five years of teaching experience. He fought for the passage of a law to prohibit discrimination against the Colored working man and woman on public building projects. He fought for a bill of \$30.00 per month Old Age Pensions. He defeated a bill to make Negroes in Kentucky ride behind a glass partition on buses, as well as another bill which sought to create a Public Whipping Post in misdemeanor cases. In 1939, he was victorious in his fight for improved train service for the Negro traveling public and successfully brought about the first air-condition coaches for Colored passengers on trains in Kentucky. He successfully led the fight that stopped discrimination by the Yellow Cab against Negroes at Railroad and Bus stations in Louisville. He has been instrumental in leading many other fights for the progress and advancement of his Race in Kentucky.

Because of his outstanding work, the Kentucky Negro Educational Association awarded

him the Lincoln Institute key for 1938-39 for making the greatest contribution toward the advancement of the Colored people in Kentucky. Mr. Anderson was first elected to office in 1935 at the age of 28, and he has served three terms as State Representative from the 58th Legislative District. He is a practicing attorney with Law Offices at 602 W. Walnut Street, a graduate of Kentucky State College, Wilberforce University and the Howard University School of Law; a member of Quinn Chapel A. M. E. Church, American Legislators Association, American Academy of Political Science; treasurer, National Negro Bar Association; a member of the Executive Committee of the Louisville and Jefferson County Republican Organization.



W. R. CUMMINGS

William Reed Cummings was born in Philadelphia, Penn.,

October 6, 1905. His father, the late Rev. H. W. Cummings, being connected with the A. M. E. Church, caused Cummings early life to be spent at various points in New Jersey. Here he received his early training in the Public Schools, being graduated from Asbury Park High in 1923. That fall he entered Wilberforce University. While there, besides taking part in athletics, he served as class president, member of the Forcean Staff, and an officer of Xi Chapter, Alpha Phi Fraternity. He received his B. S. in natural and social science, June, 1927.

Upon graduation, he became Boys' Director of the Neighborhood House, Newark, N. J., serving there until the depression.

During the fall of 1929, he came to Kentucky accepting a teaching position in the Durham High School, Campbellville. For the last twelve years, he has been principal of the Perry A. Cline High School, Pikeville, Kentucky.

In 1938, he received the Lincoln Key for his work in character education in Eastern Kentucky.

For the past three summers, he has attended Fisk University in pursuit of a Master's Degree in Guidance, having had charge of that subject group for the past two years.

One of the first persons to receive the Lincoln Institute Key Award was Mr. Lyle Hawkins, who received the award in 1939 for his contribution to the field of adult education. Mr. Hawkins is a native son of Kentucky and through energetic and persistent efforts he completed his college



LYLE H. HAWKINS

education, having been among the first persons to receive the A. B. degree from the Louisville Municipal College.

Mr. Hawkins majored in biology and education at the Louisville Municipal College and upon graduation was assigned work as a teacher in W. P. A. schools, then being inaugurated and set up. He did splendid work at the Madison Junior High School to which he was assigned. His energetic efforts attracted the attention of authorities and he was quickly elevated to the principalship of the first W. P. A. school for Negroes in the state. Later Mr. Hawkins was selected to take a special training course in Adult Education at Atlanta University.

Mr. Hawkins then continued his efforts in Adult Education and succeeded in having the first

accredited W. P. A. High School in the state. The graduates of this high school have entered college and done creditable work and also achieved along other lines.

Mr. Hawkins continued his efforts and soon he had in operation many schools throughout Louisville and Jefferson County ranging from the Nursery school to the Senior High School, having nearly a hundred teachers and over two thousand pupils.

Mr. Hawkins was then elevated to the position as area supervisor of Adult Education in the Jefferson County area. Because of his progress Mr. Hawkins was elected to the Board of Directors of the K. N. E. A. He is also given the credit for organizing the Adult Education Department of the K. N. E. A. and being its first chairman.

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Shortly after this state decided that its duty to its colored citizens included the provision of a four year college, Kentucky called upon one of its own sons to administer such an institution. That Kentuckian was Rufus Ballard Atwood. Born and raised in the extreme western part of the state at Hickman he received his public school education in Kentucky and his undergraduate training at Fisk University and Iowa State College. In 1939 he earned the Master of Arts degree at the University of Chicago in the field of educational administration. During the six years prior to his return to Kentucky in 1929 he was employed at Prairie View College in Texas.

For the past twelve years Presi-



RUFUS B. ATWOOD

dent R. B. Atwood, one of the youngest of the Land Grant College presidents, has directed the destinies of Kentucky State College. These have been years of significant development for the institution not only in the size of the student body and the value of the physical plant but also in the adequacy of institutional facilities and instructional materials, the quality and training of the faculty, and the breadth of educational opportunities made available.

During the past decade President Atwood has earned a place for himself as a nationally known leader in Negro education. In ad-

dition to being an active member of a number of state and national organizations striving for the betterment of the Negro's position in American life he has served and is serving as an officer in several. A few of the various positions which he has held are president of the Association of Negro Colleges and Secondary Schools, president of the Conference of Negro Land Grant College Presidents, and president of the Kentucky Negro Educational Association. In 1940 President Atwood was awarded the Lincoln Institute Key in recognition of his efforts and success in bringing to Kentucky State College an "A" rating by the Southern Association of Colleges and secondary schools.

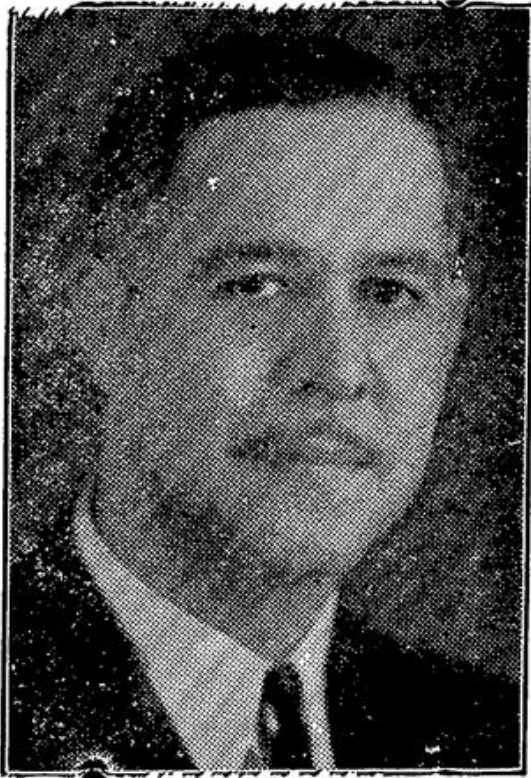
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Atwood S. Wilson, principal of Central High School, is distinguished for his scholarly attainment and for numerous educational achievements.

He received his first degree, the Bachelor of Arts at Fisk University. Two degrees have been conferred upon him by the University of Chicago, the Bachelor of Science in 1920 and the Master of Arts in 1934. In addition he has done advanced work toward the doctorate in his chosen field—education.

Mr. Wilson's most recent honor is his selection by the Kentucky Negro Education Association to receive the Lincoln Key award for 1941. The key is awarded for outstanding contribution to the cause of education, during the current year in the state of Kentucky.

The citizens of Louisville held



ATWOOD S. WILSON

an Appreciation Service for Mr. Wilson on March 17, 1940. Some of the things for which he received commendation were the following. He has been given the Silver Beaver Award for distinguished service to boyhood by President Hoover upon recommendation of the chief executive of the Boy Scouts. He was honored with a silver trophy award for fifteen years of splendid service as Secretary-Treasurer of the K. N. E. A., one of the best state organizations of Negro teachers. He has inaugurated a new type of commencement program, added six vocational courses, and a complete program of guidance at Central High School.

He has given distinguished service on the following city and state committees—the Mayor's Welfare Committee of the City of Louisville; the Salary Schedule Committee of the Board of Education; the Kentucky Student Work Council of the National Youth Administration; the Louisville Vocational Guidance Committee; Louisville Council of Social Agencies; Bourgard College of Music and Art; the Orphans Home Board and the Plymouth Settlement House Board of Management.

Mr. Wilson has five daughters, of whom he is justly proud. Three of the girls are honor students at the various levels of their educational progress and two of them have recently entered the teaching profession.

Mr. Wilson is a member of American Legion, Kappa Alpha Psi, and the fraternal order of Elks. Scores of Louisville teachers attest his special ability as an inspiring teacher at the Louisville Municipal College where his classes are always large and interesting.

Mr. Wilson is editor of the K. N. E. A. Journal, official organ of the K. N. E. A. He has written in collaboration with Miss Parks, Guidance Counselor of Central High School,—“A Handbook of Group Guidance Activities.” This book is based upon an advanced educational philosophy reduced to practical activities.

# Kentucky Negro Schools

(by L. N. Taylor)

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## The Role Of Philanthropy

No section of public education has felt the touch of philanthropy in a more stimulating way than has our Negro schools. Philanthropic aid was reaching its maximum about fifteen years ago, when the General Education Board, the Julius Rosenwald Fund, The Anna T. Jeanes Foundation, and the John F. Slater Fund were cooperating most liberally with the State Department of Education and its Division of Negro Education for the improvement of these schools.

It was not the purpose of these philanthropies to assume any obligation to finance school buildings, supervision, training of teachers, transportation of pupils, or equipment and library service for the schools, tho they did contribute liberally to all these developments. Their function was stimulation. The Rosenwald Fund's main contribution was giving us modern architecture for rural schools without distinction as to race. The Slater Fund helped us to equip schools for Negroes comparably with those for whites. The Jeanes Fund promoted rural supervision as an effective means of improving instruction. The General Education Board stimulated the all-round uplift of education for Negroes and the organization and operation of the Division of Negro Education devoted to this end. Briefly stated, philanthropy in this field has sought to awaken and stimulate school administration, state and local, to consciousness of its obligation to equal service for both races and to the use of measures and means to its achievement and improvement.

After reaching the zenith of aid, the withdrawal of philanthropy from this field has been rapid. Its withdrawal was inevitable. To have continued indefinitely would have defeated its legitimate purpose by encouraging the public to "Let George do it." Its purpose is far-reaching, and will be carrying on in improved democracy in education long after these philanthropies are discontinued.

## Elementary Schools

The Negro population of Kentucky is reducing. This reduction has continued for a generation. This is shown by our school census of children between six and eighteen years of age. The present year's census shows the smallest number of colored children at any time in their public school history. With the white census increasing and the colored decreasing, the latter has reduced to more than seven per cent of the total.

Few Negroes own land adequate for independent farming and they are quitting farm tenantry. Their migration from farm tenant life to centers of population and industry in this state and in states to the north is due mainly to the economic urge, seeking better wages in personal service and in industry. It is augmented by the social urge, seeking a richer social life than a thin scattering of Negro farm ten-

ants have. The educational urge contributes a little, for they generally find better school services than they leave.

Kentucky segregates her Negroes in separate schools. These schools are affected by this migration. About half of the former Negro school areas now have no schools. Many have no Negro population, and others so few children that it is cheaper to transport them to schools in the towns than to teach them where they are. Consolidation in transportation in the Negro school service is prompted more by consideration of economic saving than by that of school efficiency, but some of both generally result.

The schools that remain are being taught by teachers with college records equal to those of the white teachers. Yet the colleges provided for the training of these teachers are not as liberally financed or as well equipped and manned as those provided for the training of white teachers. Salary differentials unfavorable to the Negro elementary teachers have disappeared in most of the districts, and is booked to disappear rapidly in the rest. Our state press and growing public sentiment support our state and federal laws and courts in opposition to discrimination in teachers' salaries on account of race or color.

### **High Schools**

The Negroes' high schools, like their elementary, are inferior to the white schools. This is generally known. There are reasons for it. The public service of a mere seven per cent segregated and without representation in the councils of administration would be. Such is the situation of our Negroes. The whites have all the elective offices in the state, county, city and school district, even in the few districts where Negroes elect. There is only one exception in the state. The whites have all the 262 school superintendencies, and the Negroes have none. The whites have every board of education membership, and of more than thirteen hundred, the Negroes have one. The whites have the best paid principalships in every county and city. The boards of education give first thought to the white schools. The superintendents do too. They average one hundred hours at the white schools to one at the colored. Many of the colored schools are in situations considered unfit for white schools. Their libraries abound with discarded books, and many of their classrooms are furnished with discarded desks.

Negro high schools are subject to the same regulations as are the white schools. The only modification is that a Negro high school may operate with fewer pupils if it is the only such school in the county and meets all other standards including the required number of teachers. With reducing colored census and more transportation, some present high schools serving entire counties will be discontinued or reduced to ten-grade schools. This process of change is now going on. Of the 66 approved schools completing grade twelve in 1940-41, one has discontinued, three reduced to grade ten and one to grade eleven for 1941-42; and the number of ten-grade high schools has reduced in the same ratio.

Only twenty counties have enough colored population for reasonable

hope of maintaining a class A high school without importing pupils from other counties, and only fourteen of these twenty now have such schools. Thirty-one other counties may hope for class B, some of them conditioned on uncertain cooperation from other counties, and some destined to fail. Forty-five counties (including their independent city districts) have too few colored pupils to operate any high school service for them and are too remote from such schools for daily transportation. They must depend upon boarding them where there is a high school. Of the remaining twenty-four counties, a few may transport daily to other counties, but increasing numbers of them are finding the boarding plan more economical for either the four years of high school or for the top two grades. A one-teacher, two-year high school locally and boarding for the last two years will fit several of these counties.

With so many counties (now forty-five and the number growing) needing a boarding school service for Negroes, a state law has been enacted to make it available. Yet there is only one Negro high school in the State that maintains a boarding service. This is Lincoln Institute. It is privately owned. The State Board of Education is using it now on a temporary contract. The purpose of this law may be served and the needs of the counties met if arrangements are made for title to this property to be transferred to the State. The Lincoln Institute corporation will transfer this property (more than 400 acres and extensive buildings on U. S. 60 in Shelby County) to the State if appropriation is made to provide for the operation of the school, these counties and their districts will then have to pay only the board of the pupils that they send. The school serves as the laboratory high school of the State college, and the appropriation for it should be in keeping with what the laboratory schools for white teacher-training institutions cost the State.

In 1940-41 (the last complete enrollment totals) there were 7,390 pupils reported in colored high schools, grades nine to twelve. This was the highest enrollment in the history of these schools, and was achieved on the lowest census in their history. This is 14 per cent of their school census, and compares with 14.2 per cent of the white census in these same high school grades.

#### **Higher And Professional Education**

There are two Negro colleges in Kentucky. The State College at Frankfort is Kentucky's Agricultural and Mechanical College for Negroes, and is financed mainly by state appropriations. Louisville's Municipal College is the University of Louisville's liberal arts college for Negroes, and is financed mainly by city taxation, as are the five white colleges and the graduate school of that university. The State College and the Municipal College for Negroes are accredited by our regional agency in the restricted undergraduate fields in which they operate. The State's vocational school for Negroes is in Paducah. It is financed by State appropriations. In it several trades are taught to Negro boys and girls. Most of the pupils are graduates of high school, but



the vocational school has no college connection at present. The State College and this vocational school are both administered by the State Board of Education. The Legislature appropriates for them by separate items in the budget, but indicates a unified control, which makes college connection for the vocational school available at the discretion of the State Board of Education.

The State's program of higher education for Negroes includes provision of scholarship appointments to cover college fees for a limited number to attend colleges in other states for courses provided by the state for whites and not given in the State College for Negroes. The amount appropriated for these fees is inadequate for the number applying and eligible under the statute. In operation it has been given to none except graduate students, and is not adequate for all of them.

The state is confronted with legal obligation to provide within the state for Negro youth whatever educational opportunities it provides within the state for whites. United States Supreme Court decisions have stated this principle clearly. The state may determine what its educational offering will be, and having determined, that offering must be made available within the state without racial discrimination. The state is free to carry a program of racial segregation so far as it duplicates the same service for the youth of the two races. Courses carried and not so duplicated must be made available alike to the youth of both races.

#### **Division Of Negro Education**

While a Division of Negro Education is maintained in the State Department of Education as provided for by statute, it has been found desirable to incorporate it in the Division of Supervision, which serves all common schools, elementary and secondary, colored and white. This division considers the entire program of each school district and seeks to promote a balanced service to meet equally the needs of all its pupils. We realize that no full measure of equalization has yet been accorded the Negro children. There are several reasons. The main reason is not prejudice on the part of school authorities. Their fear of criticism by others is a far more significant deterrent. But back of the prejudice and the taboo is a tradition of segregation still imposed by law.

This situation will not change abruptly, and should not. But it promises to be corrected gradually. The segregation front will yield first on graduate level and in the professional schools. It will reach other levels only as considerations of economy and efficiency with the support of awakened democracy will point the way.

Our attitude changes with the years. More and more clearly do we realize that no good comes from injustice, and that the best interest of all must be served by the highest welfare of each. We understand more clearly that the Negro is an asset to life in our state and nation, and that he should be given every opportunity and assistance by his more powerful brother to develop the best that is in him. To the achievement of that result the Division of Negro Education is devoted.

**Tentative Program of The 1942 K.N.E.A. Convention**  
**April 15, 16, 17, 18, Louisville, Kentucky**  
**1877——Sixty-Sixth Annual Session——1942**

CENTRAL THEME:—"THE CONSERVATION OF NATURAL AND  
HUMAN RESOURCES FOR NATIONAL DE-  
FENSE"

**Wednesday, April 15**

- 9:00 A. M. Registration of teachers at headquarters, Quinn Chapel  
912 W. Chestnut Street, Louisville, Kentucky.
- 10:00 A. M. Visitation of Louisville Schools in session.
- 3:00 P. M. Sixth Annual Student Musicale at Quinn Chapel. All  
teachers are invited to this program.
- 7:00 P. M. Music Recital—Presenting local artists at Central High  
School Gymnasium.
- 8:15 P. M. First General Session of K. N. E. A. Addresses by Presi-  
dent H. E. Goodloe, and Dr. Dorothy Ferebee, Physician  
and President of the Alpha Kappa Alpha Sorority.

**Thursday, April 16**

- 9:30 A. M. Second General Session of K. N. E. A. at Quinn Chapel  
Business Session.
- 10:45 A. M. Address—Mr. Mark Etheridge, Managing Editor of the  
Louisville Courier-Journal.
- 11:15 A. M. Free picture to enrolled teachers at Lyric Theatre.
- 2:30 P. M. Sectional Meetings of K. N. E. A. at Central High School.
- 5:00 P. M. Principals' Conference—Phyllis Wheatley Branch, Y. W.  
C. A., 528 S. Sixth Street.
- 7:00 P. M. Music Recital—Presenting state artists at Central High  
Gymnasium.
- 8:15 P. M. Third General Session—Address by Attorney Earl Dick-  
erson, Member of President Roosevelt's special committee  
on National Defense.

**Friday, April 17**

- 9:00 A. M. Sectional Meetings at Central High School Building.
- 10:30 A. M. Spelling Bee in Elementary Education Department, at  
Quinn Chapel, G. H. Brown, Director.
- 2:00 P. M. Band Concert—Kentucky School for Blind.
- 2:30 P. M. Fourth General Session at Quinn Chapel—Address by  
President Rufus Clement, Atlanta University. Also  
special reports: Legislative and Resolutions Committees.
- 4:00 P. M. Business Session at Quinn Chapel.
- 8:00 P. M. Eleventh Annual Musicale at Quinn Chapel. A fee of  
25c for all non-members of the K. N. E. A.

**Saturday, April 18**

- 9:30 A. M. Final Session of K. N. E. A. at Central High School  
Gymnasium. Reports of Departmental Chairman, Instal-  
lation of new Officers.

# **The Proposed Constitution Of The K. N. E. A.**

**(TO BE VOTED UPON FRIDAY, APRIL 17, 1942)**

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## **ARTICLE I**

### **Name**

The organization shall be called the Kentucky Negro Education Association (Incorporated.)

## **ARTICLE II**

### **Objectives**

The objectives of this association shall be to elevate the teaching profession and advance the cause of education among all the people of Kentucky, but especially the Negro population.

## **ARTICLE III**

### **Membership**

**SECTION 1:** Any person actively engaged in school work in Kentucky, teacher, librarian, principal, or supervisor may become an active member of this organization by paying the annual fee. Past presidents of this association shall also be active members by paying the annual fee.

**SECTION 2:** Ministers, past officers, or any person interested in education may become an associate member by paying annually (\$1.00) one dollar.

**SECTION 3:** Only active members of this association shall have the right to vote or hold office.

## **ARTICLE IV**

### **Officers**

**SECTION 1:** The elective officers of this association shall be the President, First Vice-President, Second Vice-President, Secretary-Treasurer, Assistant Secretary, and Historian.

**SECTION 2:** (a) The Board of Directors shall be composed of the Presidents of the District Teachers' Associations, provided that they are active members of the Kentucky Negro Education Association.

(b) The Vice-Presidents of these associations shall serve as the District Organizers of the K. N. E. A. provided they are active members of the Kentucky Negro Education Association.

### **SECTION 3: LENGTH OF TERM:**

(a) The President shall serve one term of two years and is not eligible to succeed himself at the end of his term, unless he receives a two-thirds majority vote of the association, and further provided that this is a recommendation of the Board of Directors.

(b) The First and Second Vice-President shall serve one term of two years and they are not eligible to succeed themselves in that same capacity.

(c) The Secretary-Treasurer shall be elected to serve a term of one year, and if satisfaction is given at the end of this year, at the next election, the term shall be for three years, this recommendation to be made by the Board of Directors.

(d) The Assistant Secretary shall be elected to serve one term of two years.

(e) The Historian shall be elected every two years.

(f) The length of term of the Board of Directors shall be governed by the constitutions of the various District Teachers' Associations.

#### **ARTICLE V**

##### **Meetings**

This association shall meet annually at some time and place as the Association or the Board of Directors acting for the Association shall determine.

#### **ARTICLE VI**

##### **Departments**

**SECTION 1:** A sufficient number (twenty or more) of members of this association engaged in the same kind of educational work may organize a department or conference, but with approval of the Board of Directors. Each department or conference may elect its own officers, adopt its own rules and regulations and shall be given time for its meetings at each annual convention of the Association. An appropriation not to exceed (\$25.00) twenty-five dollars for guest speakers in four different departments or conferences shall be made each year until each department or conference has been served.

#### **ARTICLE VII**

##### **Duties of Officers**

**SECTION 1:** At each annual session the President and Secretary-Treasurer shall make an itemized report of their associational work.

**SECTION 2:** The Board of Directors of this Association shall consist of the following: President of the Association, who shall be chairman of the Board, and the Presidents of the District Teachers' Associations, who are regularly enrolled members of the Association. The Board of Directors shall hold its meetings annually with the sessions of the Association. Special meetings shall be at the call of the President. The Board shall pass upon all bills presented for payment or that may have been paid by the Secretary-Treasurer for incidental expenses during the year.

**SECTION 3:** The Secretary-Treasurer shall collect all fees for the Association and immediately deposit same in a designated bank to the account of the Kentucky Negro Education Association.

The Secretary-Treasurer shall, as ordered by the association, publish the minutes, including the main addresses and papers delivered at the annual meeting, and give one copy to each member. He shall be responsible for working up the association excepting the program, and for the faithful performance of duty, shall receive from (1 to 25) one to twenty-five per cent as the Board of Directors may determine, of the membership fees collected by him. The Secretary-Treasurer shall give bond for two thousand dollars (\$2,000) through a bonding company to insure faithful performance of duty. Funds shall be paid out only on the order of the Association or Board of Directors. An educational journal may be published with the secretary-treasurer, or some member of the Association designated by the Association or Board of Directors as managing editor, but the general control of this publication shall be left to the directors.

## ARTICLE VIII

### Regulations

SECTION 1: Fifty members of this Association shall constitute a quorum.

SECTION 2: Roberts' Rules of Order shall be the parliamentary guide on all points not in conflict with this constitution or Articles of Incorporation.

## ARTICLE IX

### Elections

SECTION 1: At each annual session the President shall appoint a committee consisting of members from each of the District Associations of Kentucky, whose duty it shall be to nominate active members for the various elective offices of the association.

SECTION 2: The election of Officers of this association shall be by ballot unless otherwise ordered by this association.

SECTION 3: (a) On the day set for the election, voting shall be by secret ballot, and ballot boxes shall be open from 8:00 A. M. to 5:00 P. M. on said day. The ballots used shall be furnished the voters by the secretary of the Association at the time the voter registers his or her presence at the meeting. The membership card of each active member shall be stamped accordingly by the secretary or his representative.

(b) The ballots shall be counted by three tellers, appointed by the President of the Association and a personal representative of each candidate. Where the president is up for re-election, the first vice-president shall appoint the tellers. The candidate receiving the highest vote shall be declared elected.

(c) In case of a tie, the Board of Directors shall make the final selection from the candidates receiving the highest votes.

(d) The results of the election shall be announced to the general association as soon as possible.

## ARTICLE X

### Association Year

The Association year shall begin May 1 and end April 30th of the following year.

## ARTICLE XI

### Presidential Authority

The President of the K. N. E. A. shall have the power to appoint an associative member of the Association to membership on the legislative committee of the K. N. E. A. provided that said person has shown a special interest in the education of the Negro in Kentucky, and provided also that no less than three members approve the appointment. This legislative committee member shall have the privilege of any active member of the K. N. E. A.; except that he will be ineligible to hold office or the chairmanship of any committee. Such members of the legislative committee must not exceed in number one-third of the total membership on a legislative committee appointed by any president for any year.

## ARTICLE XII

### Retired Teachers

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

## ARTICLE XIII

### Powers Of Board Of Directors

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

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## BY-LAWS

1. Any member may become a life member by paying the life fee of (\$15.00) fifteen dollars.
2. The District Associations are as follows: First, Second, Third, Fourth, Fifth (Louisville and Jefferson County,) Eastern Kentucky, Bluegrass, Upper Cumberland, and Northern Kentucky.
3. The annual membership fee shall be one dollar and fifty cents (\$1.50) to be paid to the secretary-treasurer of the K. N. E. A. Fifty cents of this amount shall be set aside as an emergency fund to aid in securing equal educational consideration in salaries and other matters to improve the general status of the teaching profession. This fund shall be further supplemented by volunteer contributions and donations from the District Teachers' Associations, alumni associations of the various colleges and universities represented in our organization, and public spirited citizens.
4. All members who are not present at the annual meeting must pay the membership fee not later than thirty days after the annual meeting or their names will be dropped. Such members shall not be eligible to active membership until arrears of the previous meetings are paid in full.
5. The departments of this association are Kindergarten-Primary, Elementary, High School and College, Rural, Music, Vocational Education, Physical Education, and Adult Education. The following subject conferences shall be recognized by the association: English, Social Science, Librarian and Teacher-Librarians, and Romance Languages.
6. At each annual session the president except as otherwise ordered, shall appoint the following regular committees: auditing, resolutions, nominating, necrology, and legislative. These committees shall report at each annual session. Special committees may be appointed as conditions demand.
7. This constitution of this association may be amended or altered at any annual meeting by a two-thirds vote of the members pres-

ent; provided that the amendment or alteration has been proposed in writing and publicized among the members at least thirty days before the meeting.

8. This constitution shall take effect immediately upon adoption. All acts in conflict with this constitution are hereby repealed.

Approved December 6, 1941 by the following special committee:

R. L. Dowery, Chairman, Columbia

R. L. Poole, Bowling Green	Whitney M. Young, Lincoln Ridge
A. F. Gibson, Pineyville	W. O. Nuckolls, Providence
William Gilbert, Wheelwright	Russell Stone, Bloomfield
Atwood S. Wilson, Louisville	M. J. Sleet, Paducah
H. E. Goodloe, President, Danville	

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## K. N. E. A. Announcements

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### THE SPELLING BEE

The Annual Spelling Bee of the K.N.E.A. will be held Friday, April 17, at 10 a. m., in the Elementary Education Department. Names of entries must be sent to the secretary of the K.N.E.A. as soon as possible before April 1. Send name, grade and school system the pupil is to represent.

### NOTIFY NECROLOGY COMMITTEE

Anyone knowing of a teacher who has died since our 1941 convention is requested to send the name of the teacher to Mr. Amos Lasley at Hodgenville, Kentucky, who is chairman of our Necrology Committee.

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### LINCOLN INSTITUTE KEY AWARD

The Lincoln Institute Key Award will be made at the 1942 Convention of the K. N. E. A. The award is to cover the period from April 1, 1941 to April 1, 1942. Persons who desire to submit names of candidates should write Whitney M. Young, Director of Lincoln Institute, for details re-

garding the filing of recommendations for this award.

### DAILY EXPENSE

Teachers may secure room and board at the K. N. E. A. meeting for \$1.75 per day.

### MEMBERSHIP CARDS

Be sure to bring your membership card to the K.N.E.A. meeting.

The K. N. E. A. Secretary is sending out badges along with membership cards. Be sure to bring the badge to the Convention with you.

### THE ELEVENTH ANNUAL MUSICALE

The eleventh Annual Musicale will be held on Friday, April 17. This program will be held at Quinn Chapel.

### NOMINATIONS

Those who desire to have their names submitted to the Nominating Committee must send their names in by March 17 to the secretary or to Prof. W. E. Newsum of Cynthiana.

## K. N. E. A. Kulling

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Plan now to attend the Annual Convention of the K. N. E. A. in Louisville April 15-18, 1942. The K. N. E. A. headquarters will be at the Quinn Chapel Church. An interesting program, featuring many outstanding speakers, is now being planned.

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Dr. Malcolm S. MacLean, President of Hampton Institute, was elected president of the Negro Land Grant College Association at the concluding session of the 19th annual conference.

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President R. B. Atwood, Kentucky State College, was elected secretary of the Negro Land Grant College Association at its recent conference.

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Director Whitney M. Young, Lincoln Institute, is now recovered from his recent automobile accident and is back at his desk at Lincoln.

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The Board of Directors of the K. N. E. A., the committee on Inequalities in Education in Kentucky, and the Presidents of the District organizations, met in Louisville on December 6th at the Phyllis Wheatley Branch of the Y. W. C. A. Matters vital to the progress of Negro education in Kentucky, and the program for the 1942 Convention in Louisville, April 15-18, were the chief topics of discussion.

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Dean David A. Lane, Louisville Municipal College, Louisville, reports this year that the school has the largest enrollment in its history. Much credit is due Dean

Lane for the splendid progress Municipal is making under his leadership.

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Supt. John W. Brooker, Frankfort, thanks the members of the K.N.E.A. for support of the school amendment that was voted upon in the last election.

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Kentucky State College, Frankfort, has won the football championship of the Midwestern Conference. Our hats are off to Coach H. A. Kean.

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We are sorry to learn of the burning of the new school building for Negroes at Madisonville. It was a modern, well-built, and beautiful building.

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Attorney C. W. Anderson was re-elected for the third time to the State Legislature, in the recent election.

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Spelling lists for the 1942 Annual Spelling Contest are now ready. Some have been mailed out. If, however, you did not get one, you may address a card to the secretary, 1925 W. Madison Street, and receive a copy. The contest will be held on Friday, April 17, in Louisville.

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Major speakers who are being contacted for the 1942 Convention include such prominent persons as Dr. Dorothy Ferebee of Washington, D. C., Attorney Earl Dickerson of Chicago, Mr. Mark Etheridge of Louisville and Dean Rufus E. Clement of Atlanta.



The West Kentucky Vocational Training School, Paducah, continues to report remarkable progress under the leadership of President M. H. Griffin. In a recent visit to the campus, we were gratified to note the fine equipment of the shops and the splendid work that is being done. Recently added to the staff of that school is Mr. Phil H. Robinson, who is the Dean of Men, and instructor in the Music Department.

Have you enrolled in the K.N.E.A. for 1941-42? That is your privilege as a teacher in Kentucky. Won't you enroll now, and urge others to enroll? Membership Fee—\$1.00, Honor Member-

ship Fee—\$1.50, Life Membership Fee—\$10.00.

Prof. W. H. Perry, principal of the Madison Junior High School in Louisville is the new chairman of the High School and College Department of the K.N.E.A. He is an energetic and able educator and succeeds Dean J. T. Williams of the Kentucky State College.

Mrs. Elizabeth G. Clark, K.N.E.A. Historian, and an outstanding educator of Springfield was elected State President of the Women's Federation of Clubs at the annual meeting of that organization in Louisville, November 22nd and 23rd.

## K. N. E. A. Honor Roll 1942

School	Principal	City
*Jackman High	R. L. Dowery	Columbia
Dunbar	P. L. Guthrie	Lexington
Russell Junior High	W. T. Seals	Lexington
Constitution	J. B. Caulder	Lexington
Carver	Ada B. Withrow	Lexington
B. T. Washington	Lucy H. Smith	Lexington
Southgate Street	C. L. Harris	Newport
Mayo-Underwood	J. B. Brown	Frankfort
*Ed Davis	Betty W. Davis	Georgetown
*Oliver High	G. W. Adams	Winchester
Rosenwald High	Pearl M. Patton	Madisonville
*Bate	H. E. Goodloe	Danville
DuBois High	J. E. Bean	Mt. Sterling

County	Supt.	County Seat
Christian	N. T. Hooks	Hopkinsville
Bath	W. W. Roschi	Owingsville
*Adair	C. W. Marshall	Columbia
Clark	W. G. Conkwright	Winchester
Spencer	Hubert Hume	Taylorsville
Montgomery	N. G. McNamara	Mt. Sterling
McCracken	Miles Meredith	Paducah
Union	T. V. Fortenberry	Morganfield
Logan	G. B. Williams	Russellville
Warren	Everett Witt	Bowling Green

\*denotes that entire group enrolled as HONOR MEMBERS

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