

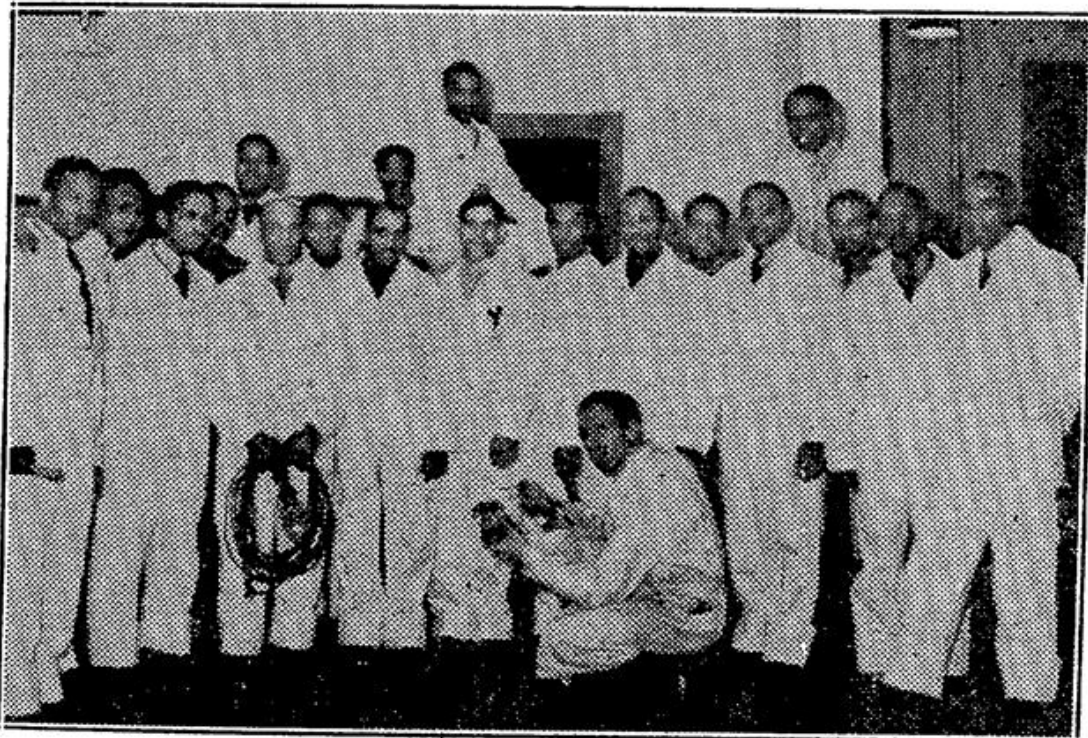


Vol. XI

January-February, 1941

No. 2

## NATIONAL DEFENSE NUMBER



### A Defense Class in Auto-Mechanics

CENTRAL HIGH SCHOOL—LOUISVILLE, KY.

R. J. BROWN, Inst.

Z. E. SCOTT, Supt.

"An Equal Educational Opportunity for Every Kentucky Child"

# **The Kentucky State College**

Established 1866

**Frankfort, Kentucky**

**A Progressive State Supported Institution**

---

## **COURSES**

**ARTS and SCIENCES  
HOME ECONOMICS**

**AGRICULTURE  
MECHANIC ARTS**

---

**Class A Four-Year College**

**For All Information, Write To**

**R. B. Atwood, President**

## **LINCOLN INSTITUTE**

**Lincoln Ridge, Kentucky**

### **Courses Offered**

**HIGH SCHOOL  
AGRICULTURE  
APPLIED ELECTRICITY  
PLUMBING  
STEAM BOILER  
OPERATION**

**BUILDING TRADES  
HOME ECONOMICS  
COMMERCE  
RADIO  
MUSIC**

**WORK SCHOLARSHIPS AND N. Y. A.**

**SCHOLARSHIPS ARE AVAILABLE**

**For Further Information**

**Write**

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

# The K. N. E. A. Journal

Official Organ of the Kentucky Negro Education Association

Vol. XI

January-February, 1941

No. 2

Published by the Kentucky Negro Education Association

Editorial Office at 1925 W. Madison Street

Louisville, Kentucky

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

S. L. Barker, Owensboro, President of K. N. E. A.

## BOARD OF DIRECTORS

Lyle Hawkins, Louisville

Whitney M. Young, Lincoln Ridge

E. Poston, Paducah

Victor K. Perry, Louisville

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

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

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

Rates for Advertising space mailed on request

Present Circulation, 2,000 Copies. 1940 K. N. E. A. Membership 1460

## TABLE OF CONTENTS

K. N. E. A. Committees for 1940-41.....	3
Editorial Comment .....	5
The Negro in the Building of America.....	8
New President at Hampton Institute.....	12
The National Defense Conference at Hampton Institute.....	14
The Teachers' Retirement Act.....	15
Tentative Program of 1941 K. N. E. A. Convention.....	17
N. Y. A. Projects Receive Honorable Mention.....	18
Honor Roll 1940-41 .....	19
K. N. E. A. Kullings.....	20
K. N. E. A. Announcements.....	21
The President's Letter .....	23
A Letter from Mrs. Lucy Hart Smith.....	24
A Letter from Professor H. E. Goodloe.....	25
Oration: Spiritual Chaos. A Threat to Civilization—Juanita Battle..	26
Oration: The Present Crisis and Civic Loyalty—Patsy Lewis.....	27

*Built For Your Protection*

**The**  
**DOMESTIC**  
**LIFE**  
and  
**ACCIDENT**  
**INSURANCE CO.**

Louisville, Kentucky

**INTER-COLLEGIATE PRESS**

615 Wyandotte Street

KANSAS CITY, MISSOURI

Manufacturers and Distributors of:

YEAR BOOKS

JEWELRY

INVITATIONS

VISITING CARDS

DIPLOMAS

CAPS AND GOWNS

CLASS GIFTS

MEDALS

**W. C. COCHRAN**

Kentucky State Supervisor

# **K. N. E. A. Committees For 1940-1941**

## **LEGISLATIVE COMMITTEE**

A. E. Meyzeek, Louisville, Chairman

J. B. Caulder, Lexington	Dr. E. E. Underwood, Frankfort
C. E. Cabell, Henderson	R. B. Atwood, Frankfort
G. W. Adams, Winchester	M. H. Griffin, Paducah
J. H. Ingram, Frankfort	W. H. Humphrey, Maysville
M. J. Sleet, Paducah	A. L. Garvin, Louisville
W. O. Nuchols, Providence	H. E. Goodloe, Danville
D. H. Anderson, Paducah	W. L. Shobe, Lynch

C. R. Bland, Paris

Rep. C. W. Anderson, Jr., Louisville

S. L. Barker, President of K. N. E. A., Ex-Officio Member

---

## **ADVISORY COMMITTEE**

H. C. Russell, Louisville, Chairman

E. W. Glass, Hopkinsville	W. S. Wheatley, Owensboro
J. E. Kuykendall, Bowling Green	Rev. W. H. Ballew, Louisville
J. A. Thomas, Louisville	Benjamin F. Spencer, Frankfort
W. N. Johnson, Lancaster	O. N. Travis, Monticello
C. A. Alexander, Covington	Rev. G. H. Jenkins, Louisville
Rev. L. R. Stewart, Hopkinsville	Rev. Homer Nutter, Lexington

---

## **RESOLUTIONS COMMITTEE**

J. H. Ingram, Chairman, Frankfort

W. H. Perry, Jr., Louisville	Carl Walker, Hazard
W. O. Nuchols, Providence	P. Moore, Hopkinsville
William Wood, Harlan	L. R. Johnson, Princeton

---

## **RESEARCH COMMITTEE**

Miss Maude Brown, Louisville	L. N. Taylor, Frankfort
Dr. H. B. Crouch, Frankfort	T. R. Dailey, Frankfort
H. R. Merry, Covington	R. L. Dowery, Columbia

---

## **AUDITING COMMITTEE**

P. L. Guthrie, Lexington, Chairman

J. D. Seward, Frankfort	M. J. Sleet, Paducah
-------------------------	----------------------

---

## **NECROLOGY COMMITTEE**

Amos Lasley, Hodgenville, Chairman

J. W. Waddell, Elkton	Mrs. V. B. Alexander, Louisville
-----------------------	----------------------------------

---

## **YOUTH COUNCIL ADVISORY COMMITTEE**

Miss Bettie L. Whitenhill, Louisville, Chairman

Miss Eunice B. Singleton, Louisville, Advisor

Mrs. Blanche Elliott, Greenville	Mrs. Ann J. Heartwell, Frankfort
Miss F. Yolanda Barnett, Louisville	W. J. Christy, Versailles
C. L. Harris, Newport	Mrs. Lucy H. Smith, Lexington
Miss Emma Edwards, Owensboro	Miss Lillian Carpenter, Louisville

## COMMITTEE ON VOCATIONAL TRAINING PROBLEMS

Frank Orndorff, Russellville, Chairman  
A. J. Pinkney, Lincoln Ridge      M. H. Griffin, Paducah  
Miss L. A. Anderson, Frankfort      Miss A. M. Peyton, Louisville

## SCHOLARSHIP LOAN FUND COMMITTEE

Miss Estella M. Kennedy, Louisville, Chairman  
H. S. Osborne, Middlesboro      F. L. Baker, Lexington  
Miss Alice Nugent, Louisville      Mrs. Bettie Davis, Georgetown  
Secretary-Treasurer A. S. Wilson, Ex-Officio Member

## COMMITTEE ON RURAL SCHOOL PROBLEMS

Mrs. M. L. Copeland, Frankfort, Chairman  
Mrs. Cornelia Weston, Pembroke      Mrs. A. L. Simms, Mayslick  
W. R. Cummings, Pikeville      W. M. Smith, Davistown  
A. L. Poole, Bowling Green      Polk Griffith, Guthrie

## COMMITTEE ON PROGRAM OF EQUALITIES IN HIGHER EDUCATION

Dr. J. T. Williams, Frankfort, Chairman  
E. E. Whiteside, Paducah      Dean David A. Lane, Jr., Louis-  
E. T. Buford, Bowling Green      ville  
W. W. Maddox, Paducah

## COMMITTEE ON EXPENDITURES OF FUNDS ON EDUCATIONAL INEQUALITIES

L. W. Gee, Hopkinsville, Chairman  
F. A. Taylor, Louisville      Helen Noel, Madisonville  
Sadie M. Yancey, Lexington      R. B. Atwood, Frankfort

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

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

**No Kentucky Teacher Should Fail to Enroll**

**Send One Dollar**

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

# *Editorial Comment*

## **THE NATIONAL DEFENSE PROGRAM**

On the outside cover of this issue of the K. N. E. A. Journal is a picture of one of a vocational defense class in auto-mechanics at the Central High School in Louisville, the instructor being Mr. Richard J. Brown. This is a group of men who are employed as chauffeurs, garage workers, etc., who are supplementing their training so as to render better service in the national defense. Other classes are on the refresher basis and include carpentry, concreting, sheet metal work, welding, and foundry.

A relatively small number of colored schools in Kentucky which are equipped to offer trades and industrial courses have started new activities in vocational education which should care for the first phase of the program. However, it is especially important for all teachers and laymen to realize that by improving the quality and quantity of the total educational program of a community they are also making a distinct and greatly needed contribution to national defense.

Health and physical strength, understanding of responsibility, of citizenship, proper use of leisure, ability to solve everyday problems by use of local resources—these and other phases of a total educational program of any community are most important in today's total defense program. There is a responsibility resting upon the school to develop to the highest stage the abilities of its pupils and to create in the school and community those attitudes which would promote the ideals of our democracy and bring about a cooperative and patriotic type of American life.

\* \* \* \*

## **ADVANCE ENROLLMENT**

Already more than four hundred teachers have sent in their enrollment fees for the school year 1940-41. The K. N. E. A. Honor Roll published in this issue of the Journal lists these schools and their administrative officers. To each county superintendent or city principal there has been sent a Certificate of Honor. These are generally placed on school bulletin boards and serve as daily reminders to the teachers of the appreciation on the part of K. N. E. A. officers for their advance enrollments. We are anticipating an enrollment of about 1200 more teachers and friends of education and have set 1600 for our membership goal for 1941.

Advance enrollments permit us to plan with more assurance our program for the 65th Convention in Louisville, April 16-19, 1941. This plan permits each teacher to receive the membership card, program, and badge in advance of the meeting and greatly facilitates the handling of records in the secretary's office. Each principal or official is

therefore requested to enroll the teachers of his staff in one group and send the fees to the secretary as soon as possible. Let us make this March of 1941 the biggest month for advance enrollments in the history of the K. N. E. A. Each teacher is asked to give the principal of his school or the organizer of his county his dollar membership fee for 1941.

Those teachers who pay \$1.50 are listed as honor members of the K. N. E. A. These names appear annually in the proceedings. The activities of the K. N. E. A. require the same membership as the K. E. A., namely \$1.50. Let us have many volunteer memberships of \$1.50. Many teachers have already done this. The membership fees are the main source of our income. If we are to continue the same high type programs and continue our efforts toward eliminating inequalities in the teaching profession and in the Negro schools, a \$1.50 membership fee is imperative. **Each teacher is asked to enroll now regardless of his or her plans to attend the April, 1941, convention.**

\* \* \* \*

### THE NEGRO NEEDS HELP

(This is an article that is reprinted from a recent Sunday edition of the Louisville Courier-Journal. Its contents speak for itself.)

The late Julius Rosenwald made many millions of dollars out of Sears, Roebuck and spent a lot of them in sensible philanthropy. One of his best known schemes is the Julius Rosenwald Fund which is interested chiefly in Negroes and therefore in the South. Last week officers of the Fund reported that there is a need for Federal aid for primary schools in the rural sections of the South.

The report said this section is the only one "reproducing itself abundantly" and the young people of the area are going north, east and west for jobs and homes. They don't get an adequate primary education because Southern States aren't rich enough to provide good schools.

"One of the surest ways of preserving a sound and virile democracy is to provide adequate opportunity for the education of all of our children," the report stated. "No single act will transform a great region, but this plan will basically affect the growth of the Nation's reservoir of children and will be another great step toward better opportunities for Negroes."

The report stated that the attitude of other Americans toward the "one-tenth of our population made up of Negroes is a threat of the whole theory and practice of democracy."

\* \* \* \*

### PERMANENT TENURE

Most of the states in the United States have some sort of teacher tenure law. In most instances after a teacher has taught three years, she is considered employed permanently as long as she is in good health. Only in case of proven inefficiency, immorality, or such conduct that a special board of inquiry shall deem unworthy, are grounds



for dismissal after a period of probation has been served.

The legislative committee of the K. N. E. A. should contact the officers of the K. N. E. A. so that we might jointly sponsor such legislation at the 1942 Kentucky General Assembly. It is unfair to a teacher who has proven his or her worth after a period of several years of successful teaching, to have to be annually, in doubt, as to the future. In many cases, teachers are made victims of corrupt politics, or are dismissed without cause, in Kentucky.

Kentucky now has a teacher retirement act which follows the example of other states that are making progress in education. The attainment of a teacher tenure law in Kentucky is the next step in guaranteeing to our teachers their just rights and insuring to them that security they deserve after years of faithful service. Federal employees, such as letter carriers and clerks have long had such protection.

Teachers, write your representative and senator in the Kentucky legislature concerning this matter, and create such a sentiment that it will insure the enactment of the teacher tenure law in Kentucky.

---

### COMMENCEMENT PROGRAMS

The K. N. E. A. recommends that the various High Schools in Kentucky feature a theme for the spring commencements along the line of the theme of our 1941 convention: "Education and the National Crisis." It is possible that some high schools might want to modify this theme and yet carry out the general idea of recognizing our program of National Defense.

At this time our democracy is on trial and it is necessary that our boys and girls recognize the true meaning of democracy and the responsibilities and obligations that it implies.

Principals of our schools might plan for the writing of orations and presentation of panel discussions that will make the public aware of our present day problem and the part the Negro can play in the program of National Defense.

Elsewhere in this Journal you will find some orations used at the mid-year commencement of Central High School in Louisville. These are suggestive of the type mentioned in the foregoing paragraphs. These orations, a panel discussion on "Education and the Common Defense," along with suitable patriotic music constituted the program of the Central High School commencement.

Having a commencement theme is stimulating and informative to the public. Such programs can bring about a desirable cooperation between the school and the community.

---

**NOTE:** Read the Orations of Mosses Juanifa Battle and Patsy Lewis on pages 26 and 27.

# The Negro in the Building of America

(L. D. Reddick)

Taken from Negro History Journal

Some day history textbooks will be written differently. Then, no land will be singled out as "God's Country." Neither will any particular "race" or class be glorified as "the chosen people." Instead, the story will be told in terms of the whole society, in terms of the interplay of all of the forces which have made for the upbuilding, the destruction and the rebuilding of civilization and cultures. In that day of the future, written history will look more like the history that actually happened.

Until the dawn of this historian's Utopia, it will be necessary to furnish a corrective to the textbooks; to place alongside of them, commentaries and supplements which include essential elements left out of the story.

One of the most flagrant of the omissions from the usual History of the United States is the part the Negro has played in the making of the Nation. The significance of this omission becomes clear after a moment's reflection upon the question: "Would America be the America we know today, if the influence of the Negro were subtracted from our history?" Concretely, what would American music be? The dance? The "Cotton Kingdom?" The tradition of the long struggle for human freedom? Would American life possess its present variety and richness minus the Negro?

The posing of these questions

suggests the answers.

## I. Discovery and Exploration.

The Negro began his contribution in the early days when Western Europe moved to the "discovery" and exploration of the New World. Black men were with Menendez, Balboa, Cortes, DeLeon, DeSoto and others. Stephen Dorantes, better known as "Little Stephen," from 1527 to 1539, tramped across a great part of what is now the southeastern and southwestern parts of the United States. In his search for the fabulous "Seven Cities of Cibola," he was the first to explore what have become the States of Arizona and New Mexico. Jean Point Du Sable was the first permanent resident, the founder, of the present city of Chicago. There was one Negro with the Lewis and Clark expedition of 1804. Today, Mathew Henson, assistant of Commodore Peary, is the only living person to have stood at the North Pole.

## II. Economic Life

Few will deny the role of labor as the basis of modern civilization. The involuntary gift of some two centuries of slave labor was a tremendous contribution, despite the inhumanity of any human bondage. The Atlantic slave trade furnished a principal source for the accumulation of capital in the commercial and industrial revolutions. Black hands tended the rice, stripped the tobacco, picked the cotton and cut the cane on which rested so much

of the life of the South and the commerce of the nation.

Moreover, two details from the ante-bellum picture are generally overlooked. First, all of the slaves were not unskilled. There were artisans. Professor Marcus W. Jernegan has shown that as far back as the Colonial period, the few industrial establishments were often manned by Negroes. Secondly, before the Civil War all Negroes in this country were not slaves. There were a quarter million free Negroes in the North and an equal number in the South itself. In cities such as New Orleans, these free people of color dominated the crafts.

One creative function in this sphere is suggested by the fact that Negroes hold the titles to over 4,000 new inventions registered with the United States Patent Office. The well-known experiments of such scientists as George W. Carver have been a boon to both agriculture and the various processing industries. Today there are some 6,000,000 gainfully employed black workers. Twenty-five thousand retail merchants in 1930 did a business of \$101,000,000. There are approximately 800,000 farmers, one-fifth of whom are owners. The great consumers' market is yet unorganized. The sharecropper and the tenant-farmer are on the increase.

### III. Politics

Contrary to popular belief, Negroes did vote prior to the adoption of the 14th and 15th amendments to the Federal Constitution. Free Negroes in several states voted for the adoption of the Constitution itself. As late as 1835

there was no color bar in two of the Southern States, North Carolina and Tennessee. One isolated colony in Louisiana voted as late as 1860. By this time anti-Negro feeling was so strong, even in the North, that Negroes could vote in only a half dozen states above the Mason-Dixon Line.

The golden age of the Negro in politics came during the Reconstruction and post-Reconstruction periods. Like the poorer whites of the South, the freedmen received, for the first time, the general rights of the electorate. Some served in the State and local governments. From 1870 to 1901 twenty-two held seats in the national Congress. Two of these, Hiram R. Revels and Blanche K. Bruce, were senators.

It is often said that the carpet-bagger - scalaway - Negro governments were ignorant and dishonest. This is partly true. Some of the men did sink to the low level of many politicians of that day and of this. But the charge has been exaggerated. More money was stolen by the infamous Tweed Ring in New York City than by all of the Reconstruction governments of the South combined. What is more, the improvements made by these bodies are seldom mentioned. The constitutions of the reconstructed states were liberalized, systems of public education established and great strides made in social legislation.

Through legal and extra-legal devices the Negro was ultimately pushed down and out of politics. This wholesale disfranchisement left him as a negligible political

factor up to the time of the first World War. At that time European immigration was shut off. The great trek of Southern to Northern cities began. They were answering to the call of the expanding industries. They found no racial restrictions on the suffrage in the new regions. Accordingly, today the Negro vote in 16 states is strategic, if not decisive. There was and still is a growing tolerance in the Border States. There are Negro members of the legislature in a dozen states, including Kentucky; one Negro in the national Congress; and in one city, New York, there are four Negro judges.

#### **IV. Social Institutions**

It was illegal to teach a slave to read or write. However, there are dramatic stories of clever youths who overleapt this barrier. Nevertheless, at the time of the Emancipation Proclamation, the vast majority were illiterate. Even so, there appears to have been an insatiable thirst for knowledge. The freedmen flocked to the schools. It was not unusual to see a plowman pause at the turn of his furrow to glance into his "Blue Back Speller." The Freedman's Bureau of the Federal Government, the American Missionary Association and private philanthropy united in setting up such schools as Fisk, Howard, Hampton, and Atlanta Universities. With the aid of the State of Alabama, Booker T. Washington founded Tuskegee. Here he was to elaborate a theory of education—learn by doing—which has become one cornerstone in the philosophy of Ameri-

can education.

Today illiteracy is less than 17 percent. Notwithstanding the disparities, there are today, 2,000,000 Negro pupils in Southern schools alone. There have been 43,821 Negro college graduates; some 200 have been elected to Phi Beta Kappa and an equal number have won the degree of Doctor of Philosophy.

In a broad sense, the Negro press, which goes back to 1827, is an educative institution as well as an agency of communication. There are 332 Negro newspapers and magazines in the United States today. They exert a wide influence.

The Negro church has always been more than purely a "religious institution." Yesterday and today the church met and meets a broad social and recreational need. Some were stations on the underground railroad. Others were the meeting place for planning as well as the occasion for festival. Today there are 24 denominations with a total membership of 5,000,000. The value of church property is estimated at \$210,000,000.

#### **V. Cultural Contribution**

The gift of the Negro to American music is the most known and accepted of the cultural contributions. Almost everyone agrees that it is one of the distinct elements of what might be called American culture. If the spirituals are in essence folk melodies, Rag-time, the Blues and Jazz are, on the other hand, expressions of the urban way of life. Their secular, mocking, often sophisticated moods are characteristic of the

city. Closely related are the free rhythms of such dances as the Cakewalk, the Pas Mala, the Charleston, Trucking and the Susie Q. Humor, merriment, song and dance thus serve as a foil against the dehumanizing effect of the machine.

The average American can name scarcely a half dozen Negro authors. The fact is that special libraries like the Schomburg Collection of the New York Public Library contains thousands of volumes by Negro writers. These works cover almost every field: history, politics, labor, science and folk-lore. This literature appears in virtually every library form.

Phillis Wheatley was the second woman poet of America. She was the first Negro woman poet, but not the first Negro poet.

This honor goes to Jupiter Hammon. The long line of biographies, essays, novels, short stories and orations reached a high point in the "Negro Renaissance" of the 1920's and continues today. The painting of Henry O. Tanner is best known in Europe. This is also true of the play-acting of Ira Aldridge and the playwriting of Victor Sejour, an intimate of Napoleon III.

#### **VI. Test of Democracy**

In one sense, perhaps, the greatest gift of the Negro to America has been aside from these more concrete contributions. In one way or the other he has stood, in every historic period, as a test of the sincerity, the real reality of the preachments of democracy. In the American Revolution when the bold Declaration of Indepen-

dence asserted "All men are created equal" the question arose, "What about the Negro?" Crispus Attucks, a mulatto, had been the first to fall in the Boston Massacre. Despite the hesitation and prejudice at first some 3,000 Negroes fought on the American side in the War for Independence. George Washington said that they made good soldiers. Even more fulsome praise was accorded the black soldiers by Andrew Jackson after the Battle of New Orleans in 1815.

The great social and political issue of the second quarter of the 19th century America was the question of slavery. This, with its pseudo-science of inequality, proved to be a most stubborn and flagrant contradiction to the democratic ideal. It is not so well known that Negro newspapers, such as "Freedom's Journal" and "Walker's Appeal," and Negro leaders, such as Douglass, Garnet, Pennington and Ward, were in the forefront of the abolition movement which brought the nation back again to its path; the path moving toward freedom and equality for all.

The American Civil War began as a war to save the Union and ended up, also, in destroying human slavery. This furnished another historic occasion for the Negro to participate in pushing forward the frontiers of democracy. Some two hundred thousand Negroes fought with the Union forces. At first these men had to fight for the "privilege" of dying for their country; for the equal treatment accorded the com-

(Continued on page 16, col. 2)

## **New President At Hampton Institute**

In a quiet, simple, though impressive ceremony on November 25, 1940, famed Hampton Institute inaugurated its sixth president, Dr. Malcolm S. MacLean.

Dr. MacLean, a prominent educator whose work as Dean of the General College at the University of Minnesota and as Director of the University of Wisconsin's extension service has made him nationally famous, pledged himself to the furthering, not only of this well-known Negro institution, but of the race and Nation as well.

Picturing the present status of the Negro through the eyes of economists and business men, psychologists, sociologists and social workers; artists and musicians; political scientists and politicians; and philosophers, he foretold great achievements by the Negroes in these many fields.

He was presented the charter of the institution, which was founded in 1868 by General Samuel Chapman Armstrong, by J. Henry Scattergood, chairman of the Board of Trustees.

Following the inauguration, Dr. MacLean opened the two-day Conference on the Participation of the Negro in National Defense. The inauguration and opening session of the Conference was attended by more than 2,000 guests.

Dr. MacLean's inaugural address follows:

"When you asked me to undertake the presidency of Hampton Institute, many men and women, in all fields of national and local, public and private service, joined

in picturing vividly the importance of the task.

"Economists and business men said: 'Hampton is important in national education and in American life, because the thirteen millions of Negroes in America are now buying out of their slender incomes more than three billion dollars worth of goods and services; further, they are contributing between five and seven billions of dollars to the total national wealth; and, finally, if through college and high school training they can be further educated and made skilled and set free by learning to do all of those tasks of which they are capable, they will easily double their purchases and more than double their contribution to our total national wealth.'

"Psychologists, sociologists, and social workers said that certainly Hampton Institute is of first importance. They told me that 'because of the long, tough and valiant struggle of the Negro race in America since the days of slavery, the majority of our American Negro population has already acquired deepening human understanding, social insight, and the powers of family, neighborhood, and community cooperation that, once set free through education, can enrich in untold measure the social life of the United States and the whole of our public welfare.

"Artists and musicians said, certainly Hampton can be one of the great training and producing centers of art and music. Among

our American Negroes, they told me, there is an enormous untapped resource for creation of things beautiful. They have the means within them which, released through education and training, can capture the evanescent and fleeting beauties of trees and flowers, sunsets and stars, and bright water, and of human love and human suffering on canvas and in stone. And, in their deep and subtle sense of rhythm and the universal melody of their voices, they can set all America singing.

"Political scientists and politicians said, 'Surely, in these times it is self-evident that Democracy can survive only if our powerful minorities are educated to throw their power behind Democracy. That,' they said, 'is a major job for Hampton Institute.' They told me that their scholarly studies showed them that wherever adult Negroes have thus far been given their full legal right to vote, these votes of Negro American citizens have almost universally been in support of sound men and measures leading to total political, social and economic good.

"The philosopher said: 'You will be wise if you do try to serve Hampton and a fool if you don't.' These men, setting the whole things of the past of the world against the present America, and peering clear-eyed into the future, told me that we in America have three profound lessons to learn. First, from the valiant agonies of the British in our sister democracy, a democracy which was reborn on the bloody shores of Dunkirk and in the bombings

and black-outs of London, Coventry and Birmingham; second, from the ancient wisdom and infinite patience of the Chinese in their slow, tempered, irresistible engulfing of the Japanese assault; and, third, from the American Negro, who, in slavery, learned the glory of freedom and who, in freedom has developed strength and tolerance and the ways of slowly but steadily and powerfully making progress against the forces of fear, prejudice, superstition, and hatred.

"Deeply conscious that all of these profound reasons are valid, certain that they all sum up to equal the essential spirit of a Democracy on the defense in the modern world and sharply aware of a responsibility to you, to the students, faculty and alumni of Hampton Institute and to the Negro race of this country, I accept on their belief at your hands the Charter and the presidency of Hampton Institute for so long as I can render service to you all."

---

## New Books

THOMAS Y. CROWELL CO.

Lone Star Rising.

GINN & CO.

People and Places.

We Find Out.

THOMAS NELSON & SONS

Working with Words--Grade 2-7

Enjoying English--Books 1-4.

Democracy in America.

ROW, PETERSON AND CO.

Anything Can Happen.

JOHN C. WINSTON CO.

Stand Fast for Freedom.

## The National Defense Conference At Hampton Institute

At the nation-wide Conference on the Participation of the Negro in National Defense, which closed recently at Hampton Institute and for which some 350 Negro and white leaders assembled, the United States was told that it could expect 100 per cent loyalty and responsibility from Negro Americans in every walk of life. A specific program of action for Negroes was formulated in eleven fields of activity.

Among the recommendations, which had been asked for by President Roosevelt, was that Negroes be granted the fullest possible participation in the service of the Army, Navy and Marine Corps. A thirteen-point program on Military and Naval Defense called for equal opportunity for Negroes in all arms and services of the army, navy and marine corps, the employment of Negro nurses and the abolition of "the exclusion policy of the marine corps and limitation in the navy."

That the Negro offers unreserved loyalty, known industry and increasing skill to the whole of America in the field of unity and total defense was a point unanimously made clear by all delegates.

Procedures for further action were laid down, and the Negro was told by famed industrialists, business men, and educators what he could and should expect during the present crisis.

Negro newspaper men asked that Washington maintain a Bureau of Information to keep the

Negro informed about programs affecting themselves.

Business men urged the increased use of cooperatives in buying and financing and that Negroes be included on all national state and local Advisory Defense Councils.

The sound morale among Negroes can only be maintained by constant effort to remove inconsistencies between democratic theory and practice, was one of the major points expressed at the meeting. This objective can be reached by guaranteeing full participation in the defense program; by taking steps to eliminate a double standard of citizenship; by implementing the "good neighbor policy" by the repudiation of the theory of racial superiority and the practice of color caste; and by the acceptance on the part of the leaders of the obligation not to conceal facts concerning discrepancies between theory and practice.

Negro college presidents and renowned educators urged that government contracts be free from discrimination of employment and that a Negro be added to the U. S. Office of Education to further coordinate and integrate the Negro in the vocational aspect of the defense program.

Agriculturists advocated the need of security of tenure either through ownership or leases, and deplored the fact that land is very often not available to Negro purchasers.

The democratic ideals can best be perpetuated by the establish-



ment of righteousness and justice in our own society, voted a committee of church leaders.

An industrialist urged that Negroes be given more opportunity for vocational education, and that the Defense Advisory Commission's policies of non-discrimination in employment be brought to bear upon certain labor unions and segments of industry that bar Negroes from employment.

Public Law No. 18, approved by the 76th Congress on April 3, 1939, specifically states that an air school should be designated for the training of Negro pilots, yet

reports of the findings committee on Military and Naval Defense show that it has refused to implement this law.

A committee devoted to housing asked that special housing projects not be used to set up artificial barriers between the races.

In the concluding address of the conference, the Very Rev. Chester B. Emerson, Dean of Trinity Cathedral, Cleveland, said that the future of America depends upon the willingness of people to cooperate on racial problems.

---

## The Teachers Retirement Act

1: QUESTION: When was the Teachers Retirement Bill passed?

ANSWER: The Teachers Retirement Act was passed by the General Assembly in 1938.

2. Q. How much time was given for "present" teachers to "decline" membership in the Teachers Retirement System?

A. From the date of the passage of the Act until July 1, 1940.

3. Q. May teachers decline membership now?

A. No.

4. Q. What recent Act of Congress seems to have influenced the Teachers Retirement Act?

A. The Social Security Act passed by Congress December 27, 1936.

5. Q. In what ways?

A (a) No teacher may retire with "annuities" who has not paid something into the fund.

(b) A definite date is set before which no one may retire with annuities.

(c) Teachers and other professional workers were not included in the Social Security Act.

6. Q. When did the Teacher Retirement Law become effective?

A. The Teachers Retirement Law became effective July 1, 1940.

7. Q. When may applications for retirement be filed?

A. Applications for retirement may be filed after July 1, 1942.

8. Q. Who may file applications for retirement?

A. (a) Any member who has attained the age of 60 (60 to 70) and who has taught 20 years or more, the last 5 years of which must have immediately preceded retirement.

(b) Any member who has been teaching in Kentucky for 30 years or more. If said member is not yet 60 years of age, he shall have the privilege of continuing to make his contributions until he reaches the age of 60, at which time he may begin to receive the

annuities payable to members retiring at 60.

(c) Any member who has attained the age of 70 is automatically retired. Application is for annuities.

(d) Any member may retire for disability after reaching the age of 50 years provided he has taught in Kentucky public schools for 20 years or more, the last 5 years of which shall have been immediately before retirement. Disability shall be established by medical examination.

9. Q. What is the status of substitute teachers?

A. substitute teachers are not mentioned in the Retirement Law. Their status must be defined by opinions from the office of the Attorney General and by rules adopted by the Board of Trustees of the Teachers Retirement System.

10. Q. Are attendance directors or officers eligible to membership?

A. Attendance officers are eligible to membership on the same basis as teachers.

11. Q. Are treasurers and secretaries of boards of education eligible to membership?

A. Secretaries, treasurers, clerks, etc., working in the office of boards of education are not, as such, eligible to membership. A teacher eligible to membership may perform these duties.

12. Q. Where may other information not included here, be obtained?

A. Secretary of the Teachers Retirement System or the office of the Attorney General, Frankfort, Ky.

## The Negro In the Building of America

(Continued from page 12)

mon soldier. The extension of the franchise through the Fourteenth and Fifteenth Amendments marked another advance toward the American Dream. In the first World War, the Negro rallied under the slogan "to make the world safe for democracy." Three hundred and sixty-seven thousand Negroes were drafted and 150,000 eventually went to France. Thus, while Negroes were but 10 per cent of the total American population, they furnished 13 per cent of the draftees.

And so today, the drive for liberty, security and equality of opportunity is a broad struggle by and for the common man. Since the Negro, historically, has borne the brunt of these social denials, he, perhaps, more than any other, appreciates the value and meaning of them all. The American Dream is the dream of the Negro. The dream of the Negro is the dream of an America which guarantees, in the words of Douglass, "all rights for all."

---

"If I have faltered more or less  
In my great task for happiness;  
If I have moved among my race  
And shown no glorious morning  
face;  
If beams from happy human eyes  
Have moved me not; if morning  
skies,  
Books, and my food, and summer  
rain,  
Knocked on my sullen heart in  
vain—  
Lord, thy most pointed pleasure  
take,  
And stab my spirit broad awake."

# TENTATIVE PROGRAM OF 1941 K. N. E. A. CONVENTION

April 16, 17, 18, 19

Louisville, Kentucky

1877—Sixty-Fifth Annual Session—1941

## CENTRAL THEME: "EDUCATION AND THE NATIONAL CRISIS"

Wednesday, April 16

- 9:00 A.M. Registration of teachers at headquarters, Chestnut Street \* C. M. E. Church, 809 W. Chestnut Street, Louisville, Ky.
- 10:00 A.M. Visitation of Louisville Schools in session.
- 3:00 P.M. Fifth Annual Student Musicales at C. M. E. Church. All teachers invited to this program
- 7:00 P.M. Music Recital—Presenting local artists at Chestnut Street C. M. E. Church.
- 8:15 P.M. First General Session of K. N. E. A. Addresses by Mrs. Zora Neal Hurston, Author and Traveler, or Mrs. Flemma Kittrell, Dean of Women, Hampton Institute.

Thursday, April 17

- 9:30 A.M. Second General Session of K. N. E. A. at Chestnut Street C. M. E. Church. Business Session.
- 10:45 A.M. Address—Dr. Donald DuShane, President of National Educational Association.
- 11:15 A.M. Free picture to enrolled teachers at Palace Theatre, 13th and Walnut Streets.
- 2:30 P.M. Sectional Meetings of K. N. E. A. at Central High School
- 5:00 P.M. Principals' Conference and Banquet—Phyllis Wheatley Branch, Y. W. C. A., 528 S. Sixth Street (50c per plate).
- 7:00 P.M. Music Recital—State Artists.
- 8:15 P.M. Third General Session—Address by T. Arnold Hill, Asst. National Director of N. Y. A.

Friday, April 18

- 9:00 A.M. Sectional Meetings of K. N. E. A. at Central High School Building.
- 10:30 A.M. Spelling Bee in Elementary Education Department, at Chestnut Street C. M. E. Church, G. H. Brown, Director.
- 2:00 P.M. Band Concert—Kentucky School for Blind.
- 2:30 P.M. Fourth General Session at C. M. E. Church—Addresses by Dr. George Evans, State Department of Education, and Mr. Thurgood Marshall, Attorney for the N.A.A.C.P. Also special reports: Legislative Committee and Resolutions Committee.
- 4:30 P.M. Business Session at Central High School gymnasium.
- 8:00 P.M. Tenth Annual Musicales at Chestnut Street C. M. E. Church. A fee of 25c for all non-members of K. N. E. A.

Saturday, April 19

- 9:30 A.M. Final Session of K. N. E. A. at Central High School Gymnasium. Reports of Departmental Chairmen. Installation of new officers.

\* Meeting place of General Sessions subject to change.

## N. Y. A. Projects Receive Honorable Mention

From the November Report of the N. Y. A. Activities in Kentucky, it was noted that Prof. H. C. Russell pays special honor to several of these projects in our state. Below is an excerpt taken from his November report.

"An example of what our in-school workers can do is pointedly demonstrated in Bate School at Danville. Mr. H. E. Goodloe, the principal, who formerly carried out a front-line program at Russellville, is doing the same thing in his new position.

"Mr. Goodloe has a WPA lunch system in his school in which WPA people do the cooking, cleaning, etc., but he is training NYA students in the management and financial operation of the project. He takes pleasure in relating that prior to 1939 the financial management had been in the hands of the Parent-Teacher Association, who furnished a supervisor. At the end of 1938 the lunch room was a liability to the school. At the close of the 1939-40 school year under the new NYA plan the lunch room had served better food than formerly, had greatly increased in pupil and faculty patronage, and consequently, in receipts. The project showed a great profit to be used for its future improvement. Mr. Goodloe requires the NYA salesmen of lunches, candies, etc., to keep strict accounts, and to study the arts of salesmanship and financial management.

"At Stanford, Mr. Perkins, the principal, is having NYA boys

study problems of school ground improvements for his new building, including the location of native shrubbery that might be used, and the most available types of nursery shrubbery to be selected. This project is just getting under way.

"At Pikeville, Mrs. Cummings, librarian, is painstakingly teaching two girls the repair of books, with the result that a number of cast-off volumes are being rehabilitated and put into use in their meagerly stocked library. Mr. Cummings, the principal, is very proud of this service.

"Two mountain boys at Wheelwright school demonstrate real values in maintenance work. The neatness and cleanliness of the spaces which they attend are convincing testimony that not all maintenance work is mere drudgery and routine. These boys also receive training as business assistants of the principal in handling school finances. Mr. W. M. Gilberts, the principal, is a good example of the leader who appreciates the training possibilities of NYA."

**PLAN NOW TO  
ATTEND THE  
K. N. E. A.  
CONVENTION  
IN LOUISVILLE  
APRIL 16, 17, 18, 19  
1941**

## Honor Roll—1940-1941

School	City	Principal
Dunbar High	Lexington	P. L. Guthrie
Russell Jr. High	Lexington	Taylor Seals
Constitution	Lexington	J. B. Caulder
George W. Carver	Lexington	Mrs. Hattie Lockhardt
B. T. Washington	Lexington	Mrs. Lucy Hart Smith
Montgomery Co. Tr	Mt. Sterling	C. D. Bonner
Benham High	Benham	J. A. Matthews
Oliver Street	Winchester	G. W. Adams
Mayo-Underwood	Frankfort	J. B. Brown
Hazard City	Hazard	A. D. Puryear
West Bend	West Bend	Allie Gentry
Jackman High	Columbia	R. L. Dowery
Todd Co. Tr.	Franklin	J. W. Waddell
Rosenwald High	New Liberty	Mrs. Pearl Patton
Lincoln High	Burlington	G. Briscoe Houston
New Liberty Gr. &	Elkton	Mrs. D. H. Fitzgerald
City School	Madisonville	Mr. Wallace E. Strade
Rosenwald	Trenton	L. J. Buckner
Southgate St.	Newport	C. L. Harris
Virginia Ave.	Louisville	C. A. Liggin
Parkland	Louisville	C. A. Liggin

County	Supt. or Org.	Co. Seat
Christian	N. T. Hooks	Hopkinsville
Bath	W. W. Roschi	Owingsville
Jefferson	O. J. Stivers	Louisville
Adair	C. W. Marshall	Columbia
McCracken	Miles Meredith	Paducah
Union	P. D. Fancher	Morganfield
Logan	G. B. Williams	Russellville
Clark	Wm. G. Conkwright	Winchester
Boone	Lula M. Sleet*	Burlington
Hickman	Dentis McDaniel	Clinton
Warren	Everett Witt	Bowling Green
Muhlenburg	Robert H. Shaver	Greenville
Marion	Hugh C. Spalding	Lebanon.
Fulton	J. C. Lawson	Hickman
Hart	J. C. Cave	Munfordville
<b>Madison</b>	J. D. Hamilton	Richmond

\* Denotes County Organizer, otherwise the Superintendent sent in enrollments.

This is compiled from our advanced enrollment file up to January 27th, 1941.

## K. N. E. A. Kullings

There are two additions to the 1940-41 Honor Roll that appeared in the October-November issue of the K. N. E. A. Journal. The B. T. Washington School of Lexington, of which Mrs. Lucy Hart Smith is the principal and the city school of Durham, Kentucky, of which Mr. A. M. Greenwood is the principal. It is indeed regrettable that these two schools were omitted, but we hope that our addition here will let it be known by all that we are grateful for the 100% enrollment of the above named schools.

\* \* \*

The Fourth District Teachers' Association held its annual meeting at Bardstown, Kentucky, October 18, 1940. It was the 30th annual session of this association. A very interesting and successful meeting was reported.

\* \* \*

Mrs. Lucy Hart Smith reported that she and Mrs. F. A. Stephen attended the meeting of the National Council of Negro Women Inc., at the Department of Labor Building in Washington, D. C., on October 24-26. 400 members of the organization, of which Mrs. Bethune is president, were received at the White House by Mrs. Eleanor Roosevelt.

\* \* \*

Mr. H. E. Goodloe, Principal of Bates High School in Danville, and Mrs. Lucy Hart Smith, Principal of Booker T. Washington School in Lexington, have announced their candidacy for the office of President of the K. N. E. A. The election will take place during the 1941 convention in

Louisville, April 16-19.

\* \* \* \*

Mrs. Alroma Ford Nichols, a teacher in the State Street High School of Bowling Green, Kentucky, was awarded the Master of Education degree last June, by the University of Cincinnati. The title of her thesis was "A Study of the Libraries in the Class A Schools in Kentucky."

\* \* \*

Pres. R. B. Atwood, of Kentucky State College, was elected president of the Association of Colleges and Secondary Schools for Negroes at the seventh annual meeting of the association, held at State Teachers College, Montgomery, Ala. Mr. H. R. Merry, principal of Lincoln Grant High School, Covington, was elected vice president.

\* \* \*

Mr. L. N. Taylor, State Department of Education, has released an official list of Negro high schools in Kentucky. On this list are a total of 11 "A" schools. There are 28 "B" schools. There are other schools on the approved list, which are not classified as "A" or "B" which bring the total Negro High Schools in Kentucky to 47.

\* \* \* \*

Virginia Ave. School and Parkland School of which Mr. C. A. Liggin is the principal, are the first schools of Louisville to enroll 100% for 1940-41. The K. N. E. A. appreciates this splendid evidence of cooperation, and hope that other Louisville schools will soon enroll 100% in the K. N. E. for 1940-41.

## K. N. E. A. Announcements

### Daily Expense

Teachers may secure room and board at the K. N. E. A. meeting for \$1.75 per day. For sleeping in homes, the rate is \$1.00 per night. Two meals are approximately 75c per day.

### Membership Cards

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

### Badges

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

### The Tenth Annual Musicale

The Tenth Annual Musicale will be held on Friday, April 18th. This program will be held at Chestnut Street C. M. E. Church. Watch for the final announcement of the program. A fee will be charged non-members of the K. N. E. A. A membership card will admit a K. N. E. A. member free up to the value of 25c.

### Nominations

Those who desire to have their

names submitted to the Nominating Committee must send their names by March 18 to the secretary or to Prof. W. E. Newsom of Cynthiana. This year the terms of two directors will expire and they or some other persons will be elected. They are Mr. E. Poston of Paducah and Mr. Whitney M. Young, of Lincoln Institute. It is reported that Mr. Poston has retired from the teaching profession, so by our constitution, he cannot be re-elected as a director. Other officers, as now listed, will probably be candidates for re-election, except President S. L. Barker, who concludes his second year as president. The Nominating Committee will make its report on Thursday morning, April 17. Voting will take place on Friday, April 18 at Chestnut Street C. M. E. Church. Voting will be by ballot from 8 a. m. to 5 p. m.

The K. N. E. A. Secretary once contemplated giving twenty years of service in the K. N. E. A. He will end the 19th year of service at the coming 1941 convention. The candidates for president of the K. N. E. A. and other members are asking that he be a candidate for re-election as secretary, for another year, so that the K. N. E. A. will not be under a complete set of new officers for the coming year. The secretary is considering such proposals now.

### The Spelling Bee

The Annual Spelling Bee of the K. N. E. A. will be held Friday, April 18, 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. Rules of the Spelling Contest and a suggested list of spelling words may be secured by writing the secretary of the K. N. E. A. The first prize in the Spelling Contest will probably be \$15, the second \$10.00, same to be donated by the Louisville Courier-Journal. Other prizes will be scaled accordingly.

#### **Notify Necrology Committee**

Anyone knowing of a teacher who has died since our 1940 convention is requested to send the name of the teacher to Mr. Amos Lasley at Hodgenville, Kentucky, who is chairman of our Necrology Committee.

\* \* \* \*

The Lincoln Institute Key Award will be made at the 1941 Convention of the K. N. E. A. Each year Lincoln Institute awards a key of achievement for that educator or other person in Kentucky who makes the greatest contribution to the education of the Negro in Kentucky. The award is to cover the period from April 1, 1940 to April 1, 1941. Persons who desire to submit names of candidates should write Whitney M. Young, Director of Lincoln Institute, for details regarding the filing of recommendations for this award.

\* \* \* \*

The Board of Directors of the K. N. E. A. recommended the following proposed amendment changing the Constitution: That Article V, Section 1 be revised to read as follows: "The annual membership fee for active members shall be \$1.50 per year to

be paid to the secretary-treasurer at, or before, the time of the regular meeting or as otherwise provided. This membership fee shall include subscription to the K. N. E. A. Journal. Associate members shall pay an annual fee of \$1.00."

\* \* \* \*

The 4th District Teachers' Association, at its 30th Annual session at Bardstown, Kentucky, October 18, 1940 went on record favoring re-submitting the amendments offered last April with a minor change. A committee for Equal Representation in the K. N. E. A. was appointed and the following were drawn up and adopted:

**Amendment I.** That the K. N. E. A. Educational districts shall be known as 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th and 9th Congressional Districts of the State of Kentucky.

**Amendment II.** In lieu of Section 2, article 9 of the constitution, that the presidents of the District Teachers' Associations by virtue of their offices, become the Board of Directors of the K. N. E. A. The members of the present Board of Directors shall serve out their terms.

**Amendment III.** That the vice-president of the District Associations become K. N. E. A. organizers for their districts.

**Amendment IV.** That these amendments to the constitution go into effect as soon as approved by the General Body at its annual election in April, 1941.

Respectfully submitted,

R. L. Dowery, Secretary of  
Equal Representation Committee  
Columbia



## The President's Letter

### TO MEMBERS AND FRIENDS OF THE K. N. E. A.

The 1941 session of the Kentucky Negro Education Association which convenes in Louisville, April 16, should exceed all others in enrollment, program and scope of activities.

Many questions, problems and proposals that are vital to our teachers and citizens will be up for consideration.

The boards of directors endorsed the campaign for honor memberships of one dollar and fifty cents each. Not less than five hundred of these will be needed, if we carry on the work we have started.

The writer attended the American Teachers Association as a representative from the K. N. E. A., Prof. P. L. Guthrie, of Lexington, being the other appointee to represent our association. The session held at Pine Bluff was an improvement in spirit, enrollment and program over the Atlantic City meeting of 1939. Executive Secretary H. C. Trenholm, the popular president of Alabama State College, by his writing and skillful work succeeded in paying off the indebtedness that has handicapped the activities of the A. T. A.

We also attended the Southern Association of Negro Secondary Schools and Colleges at Montgomery last month. This was the largest session in point of attendance since its organization. The number of Secondary School Principals was especially gratify-

ing. President Palmer touched many of the boards of education and succeeded in having the expenses of these secondary officials paid. From Kentucky we noticed President R. B. Atwood, Dean David Lane, Principals H. A. Merry, W. H. Humphreys, P. L. Guthrie, E. W. Whitesides, and Miss M. E. Kellis. The President and Vice President for 1941 are both Kentuckians, R. B. Atwood and H. A. Merry.

The committee appointed by the Governor on a program of Equalities in Higher Education made several suggestions. Many of these recommendations were endorsed by our own committee on a program of Equalities in Higher Education. Very little has been done to put these into action and the situation of unequal opportunities for Negro boys and girls still exist.

With kindest personal regards to each worker in the cause of education and the hope that 1941 shall be a happy and prosperous New Year, I am

Yours very truly,  
S. L. Barker.

PATRONIZE  
THOSE WHO  
ADVERTISE  
—in the  
K. N. E. A.  
JOURNAL

## A Letter From Mrs. Lucy Hart Smith

Booker T. Washington School  
258 E. Fifth Street

Lexington, Kentucky

January 6, 1941

Dear Co-Workers:

Since the president of the Kentucky Negro Education Association is to be chosen at the annual meeting in April, I am asking for the opportunity to serve the teachers of the state in that official capacity.

Realizing that such an office carries with it a great responsibility; I hesitated when approached by my friends of the teaching profession asking that I seek this opportunity. I am accepting the challenge believing that Divine Guidance will assist me in the great task if given the opportunity to serve.

As chairman of the Elementary Department of the K. N. E. A. for several years, I have sought to bring the best in teacher training, methods and materials to the department and I am sure you have witnessed the enthusiasm which this department has kindled in the minds and hearts of the teachers.

My interest in education is not centered in a few—but in all children of all schools of the state. I

speaking as a principal and classroom teacher with thirty (30) years of experience.

For two years I have served as president of the Lexington Association of Teachers in Colored Schools and its programs will attest my interest in the work.

If elected to the presidency of the Kentucky Negro Education Association you may rest assured that I shall endeavor to bring to this high office its due enthusiasm tempered with Loyalty and Devotion.

### Worthy Objectives For Consideration

1. More vocational courses in our high schools.
2. Provision by the state for the same educational services to all people (professional and graduate work.)
3. Salary adjustments.
4. Increased support for the two Negro state colleges.
5. The same facilities for rural and city schools.
6. Guidance programs in all schools.
7. Negro History taught in all schools.
8. Encouraging the use of school libraries for both students and patrons.

Yours for service,  
Lucy Hart Smith.

### IN MEMORIAM

**DEAN J. S. ESTILL, KENTUCKY STATE COLLEGE**  
Over 50 years an Educational and Religious Leader, whose  
Influence Reached Thousands of Kentucky Youth.

**PROF. RAMEY HAMILTON**

Youthful and Energetic Principal of the Mt. Sterling Colored  
High School

## A Letter From Professor H. E. Goodloe

Bate School,  
Danville, Kentucky  
January 16, 1941

Dear Co-Workers:

The Kentucky Negro Education Association will hold its annual session in Louisville, Kentucky in April. At this meeting a president and other officers are to be elected. For that reason it should be considered a very important session and the teachers of Kentucky should be very much interested, because it will mean the selection of a leader for our educational association for the next two years.

There are problems that are arising in the educational field that call for calm and fearless leadership; therefore much care should be taken in selecting a leader. The K. N. E. A. has made remarkable progress in the past and the very fine record should be maintained.

I have taken these things into consideration before I decided to become a candidate for the office as president of the association. I have been connected with the organization long enough to be well acquainted with its many problems and I think that I can continue the very fine progress that we have had over a long period of years.

For the past twenty-five years, I have been a teacher in Kentucky, and have striven hard to maintain those standards that are conducive to the best results. I have also been a loyal member of the K. N. E. A. ever since I have been teaching.

I am a graduate of Kentucky State College and Simmons University. I have done additional work at Wilberforce and Hampton Institute, and graduate work at the University of Cincinnati, and Fisk University.

I have been successful in interesting the citizens of Columbia and Russellville in the building programs that gave them the school buildings they now have. Aside from these things, I have always been an ardent advocator and supporter of the local and state educational associations.

I solicit the support of the teachers of Kentucky in my effort to be of greater service and I will use whatever influence I have to help bring about the following:

1. Larger appropriations for our state schools, thus enabling them to broaden their programs to meet the ever increasing demands brought about by changing conditions.

2. Equal educational opportunities for the students of the schools of Kentucky, regardless of race or creed.

3. A single salary schedule based on qualification and experience instead of race, as is now practiced in so many of the school systems of Kentucky.

In conclusion, if the teachers of Kentucky select me as the next leader, I will at all times seek the advise of our leaders in a way that a democratic spirit will prevail in our deliberations.

Yours very truly,

H. E. GOODLOE.

## **"Spiritual Chaos' A Threat To Civilization"**

**Juanita Virginia Battle**

Mr. Walter Lippman, noted columnist, in an address to the Phi Beta Kappa at the University of Pennsylvania said: "Our civilization cannot be effectively maintained where it still flourishes, or restored where it has been crushed, without the revival of the central, continuous and perennial culture of the western world."

He thinks that the religious tradition of the west is a part of this central culture.

Civilization may be defined as the condition of a people who are versed in the arts that man has developed to get along in society. Civilization is a moving fact. Its elements are the institutions that have been evolved up to this time by man's genius. These institutions must be distributed equally among all of the people. The most important of these institutions is religion. Religion is in part every day behavior. It may be thought of as a body of cooperative efforts to solve the mysteries of life. Religion, the institution of peace and love binds not only the other institutions of civilization together but it also binds the people and gives them a great future towards which to strive. It saves our ideals when human idols fail and it gives us the long view, the view of year upon year.

The Jewish religion gave us the Ten Commandments which provide a standard for our conduct and the Proverbs which show the relation between daily actions and our distant goals.

The Christian religion has a

very high ethical code. Christianity emphasizes spiritual qualities which are faith, love, loyalty, honesty, trustworthiness, gratitude, self respect, cooperation, tolerance and reverence.

Lack of training in these qualities, however, brings about spiritual poverty and chaos. Spiritual chaos is the inability to see any value except material value. Without some training in these spiritual qualities man is lost in his environment, lives without hope, and finally develops the opposite qualities of fear, worry, hate, dishonesty, ingratitude, greed, prejudice, suspicion, and irreverence to God. Some philosophers call fear and worry the modern sins because they show lack of faith in God.

In 1935 the Germans ordered a great number of books burned. Most of the books listed were written on religion. Now in Germany freedom to worship, a deep-rooted democratic institution is gone. Approximately ten thousand Catholic schools have been liquidated. Countless priests and ministers have been executed or imprisoned. Religious groups are harassed and persecuted. These events are the outcome of irreverence to God, which is our main source of spiritual chaos.

We do not have to go away from home, however, to get evidence of irreverence to God. We as young Americans do not take advantage of our privilege of worship. We do not attend our churches regularly. We waste too much of our energy drinking alcoholic beverages and having

good times. Since irreverance to God and lack of training in spiritual qualities cause a serious threat to civilization. What are we as young people to do about this threat?

We must cultivate the proper social attitudes, such as an attitude of tolerance and respect for other races and nations; and an attitude of respect toward the churches of all peoples and the religious activities which they sponsor.

As youths we should study the history of our country to see how it has been founded on religious principles and we as Negroes should study the history of our race to see how our forefathers have overcome their hardships by faith in God.

As a younger generation we should cultivate the habit of worshipping God. We can do our part in our churches and church schools and we can join such christian organizations as the Y.W.C.A., Y. M. C. A., B. Y. P. U., Youth Forum, Junior Church and Christian Endeavor. In the near future there will be classes of religious education added to the curriculum of all public schools in Kentucky. Those who will be able to participate in this course of study should seek to get the best from it.

The last and most important thing that we all can do is to accept this threat as an individual challenge. We must cultivate the habit of love. The first and greatest Commandment is "Love the Lord thy God with all thy heart, with all thy soul and with all thy mind," and the second is like unto it, "Love thy neighbor as thyself."

## THE PRESENT CRISIS AND CIVIC LOYALTY

By Patsy Lewis

The present crisis of the entire world is one not to be taken lightly by those not fully involved, but it should be studied carefully and sincerely. Every nation directly or indirectly is involved in this crisis. Many countries have already felt the full destructive force of the imperialistic nations led by Napoleonic leaders, whose philosophy is that force makes right. Poland has fallen, Austria, Czechoslovakia, France and the Netherlands. Finland had to sacrifice a portion of her political integrity. China has long been fighting to save herself as a nation among nations. Today all peace-loving people, people who hold that governments are instituted by those who are governed, are anxiously watching the struggle that England is putting up to preserve the democratic ideals that man had fought so long and hard to establish. Who dares then to say that the crisis is not real? Do we need another tragedy to awaken us to the sinister meanings of the time?

We Americans must not be caught asleep. We have already been summoned to the cause, and we must answer. The President, seeing the turmoil and chaos the world is in, has already begun a program of defense. Men are being drafted to be trained for soldiers. Airplanes are being built and men are being trained as pilots. We are building more ships and training sailors to man them. Everywhere the sound of defense is in the air. And with our own defense, we are determined that

the few remaining democracies of Europe shall not suffer for the want of materials.

President Roosevelt has said, "We Americans are virtually concerned in the defense of freedom of the democracies. We are putting forth our energies, our resources and our organizing powers to give them strength to regain and maintain a free world. We shall send them in ever-increasing numbers—ships, planes, tanks, and guns. This is our purpose and our pledge."

The need of civic loyalty in the defense program is very essential. The program calls for the loyalty of all true Americans. This loyalty is needed in the hearts and minds of the American people to help destroy sabotage against the government and to eliminate the fifth columnists. Our government needs strong and loyal men and women who are willing to serve in the defense of their country. We need citizens who are willing to sacrifice for the good of the country and who are willing to work in industries making munitions for our common defense. With everybody in a nation working together for the protection of that nation, there will be strength in such unity, and where there is unity there is power, and where there is power there can be no fear. With true civic loyalty in our defense program, we shall survive and without it we are sure to fail.

Loyal British people are sacrificing their homes, jobs and themselves for the great cause of defending the land they love; the land that has given them rights

and privileges; and the land which they sincerely hope shall remain a true democracy in Europe. These people are willing to suffer pain and anguish and even starvation, in trying to uphold those ideals that were established long years before. We Americans should pray that the disastrous conditions existing in Europe at this time will never reach our shores and that we may continue to be a peaceful nation, enjoying life and upholding the ideals of democracy; and thank God for the blessedness of being an American. Our patriotism should be so strong and our defense of our way of life so effective that no foreign ideologies will ever find a fertile place in the minds of the American people. Our heritage is rich, and we must protect it with a determined will.

Since the beginning of our American history we have been engaged in change, in a perpetual peaceful revolution, a revolution which goes on steadily, quietly, changing itself to conditions without the concentration camp of the quicklime in the ditch. The world order which we seek is the cooperation of free countries, working together in a friendly, civilized society.

This nation has placed its destiny in the hands of its millions of free men and women; its faith in freedom under the guidance of God. The time has come for us, as American people to defend against the enemy our way of life, and we must rise as one great people to aid in the struggle to restore among men the true principles of democracy.