



The KCTE Journal



OFFICIAL ORGAN OF
KY. TEACHERS ASSOCIATION INC.

VOL. 2

DECEMBER, 1954 - JANUARY, 1955

NO. 2



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The K. T. A. Journal

Vol. 2

December, 1954 - January, 1955

No. 2

Published by the Kentucky Teachers' Association
Editorial Office at 1925 W. Madison Street
Louisville, Kentucky

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

Membership in the K. T. A. (Four Dollars) includes subscription to the
Journal

PRICE \$2.00 PER YEAR OR 50 CENTS PER COPY

Rates for Advertising space mailed on request

Present Circulation, 2,000 Copies 1954 K. T. A. Membership 1420

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Editorial Comment

ADVANCE ENROLLMENT

Already more than four hundred teachers have sent in their enrollment fees for the school year 1954-55. The K. T. 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 the K.T.A. officers for their advance enrollments. We are anticipating an enrollment of about 1100 more teachers and friends of education and have set 1500 for our membership goal for 1955.

Advance enrollments permit us to plan with more assurance our program for the 79th Convention, in Louisville, April 13, 14, 15, 1955. 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 January of 1955 the biggest month for advance enrollments in the history of the K. T. A. Each teacher is asked to give the principal of his school or the organizer of his county his \$4.00 membership fee for 1955.

OUR 1955 CONVENTION PROGRAM

The 79th Meeting of the Negro Teachers of Kentucky will be held in Louisville, Kentucky, on April 13, 14, and 15, 1955. The theme of the convention will be "Education and Job Placement". As indicated by the article in this issue of the Journal by Mr. Charles Steele, we need integration in more jobs in our industries. Far too many concerns overlook entirely the employment of Negroes. Most of the jobs given them are mainly of the janitorial type and too often far out of harmony with the training and ability of the worker. Our convention speakers, our discussions, and panels will study the problems in this area. The October issue of the K. T. A. Journal mentioned some of the speakers to be invited and a detailed outline of the entire program will be given in the February-March, 1955, issue of the K. T. A. Journal.

We are seeking integration in the public schools and in higher educational institutions but without job placement as a follow-up we are headed for economic chaos. We are not capitalizing on the many millions of dollars of spending power which we possess and getting the occupational placements commensurate with this buying power. It is in these areas that our teachers and pupils must be informed.

The enrollment fee for each teacher is \$4.00 per year. This is used mainly to defray the expenses of publishing the K.T.A. Journal and our annual convention in Louisville.

This year, more than ever, teachers should not only enroll but plan to attend the K. T. A. Convention. Not only does the K. T. A. sponsor pupil integration but teacher integration as well. Jobs, jobs and more of them is the crying need of the Negro!

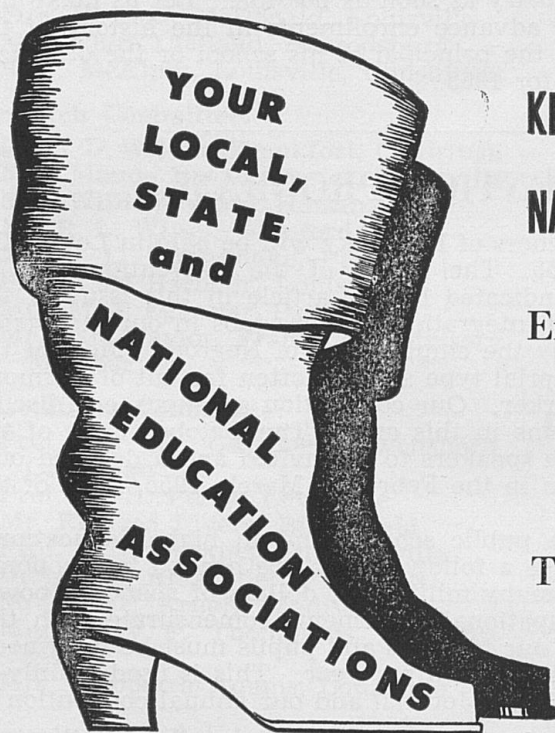
**PLAN TO ATTEND THE 79th CONVENTION
of the
KENTUCKY TEACHERS ASSOCIATION APRIL 13, 14, 15, 1955
Louisville, Kentucky**

THE NEGRO AND HARDSHIPS

Since the day of slavery Negroes have learned to experience hardships. They have faced situations that have called for tact, diplomacy, understanding and adaptability. This has created a sort of immunity to rebuffs and discouragements. Therefore, when the Negro faces a program of integration, he is not experiencing something entirely new. For many years the Negro adult and his children have been hurt whenever he was denied opportunities for job placements, better housing, better recreational facilities, equal educational opportunities and in the case of children, opportunities to participate in amusements open to other children.

Even though the process of integration may be hurtful or even painful to the Negro in many instances, nevertheless, he will endure it, hoping to realize the final advantages to be devolved therefrom. The Negro is more or less accustomed to being hurt, but in the past, there has been no end in sight. The proposed desegregation program gives a ray of hope to the Negro that might tend to strengthen him to meet the situations with which he may be confronted. The Negro believes that there are a lot of fine white people in America who will assume such Christian leadership as will tend to minimize the hurts "that might yet come to him". The Negro has faith in our democracy and awaits with patience the fulfillment of the principles set forth in our constitution.

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K.T.A. Killings

Mr. Ellis Whedbee, teacher at the Central High School, was one of the representatives for Kentucky in a meeting of the National Biological Association in Florida early in September, 1954. He was among the few prominent Negro biologists in the country who attended.

Mrs. Anita W. Robinson attended the meeting of Negro educational leaders of the South on October 26, 27, 1954, in Hot Springs, Arkansas. Mrs. Robinson represented the KTA.

The teachers of the Montgomery County Training School at Mt. Sterling enrolled 100% in the KTA early in October, 1954. This school sets a splendid example that others might well imitate.

Mesdames Helen Kean, Beatrice C. Willis, Elizabeth B. Alxandr, and Eunice S. Wilson attended the luncheon celebration of the Bi-Centennial of Columbia University at the University of Kentucky on October 28, 1954. These teachers received their M.A. degree from Columbia University.

Lincoln Institute appears to have the champion football team of the State. Among the schools from which it has won football games this year are Central High School of Louisville, Dunbar High School of Lexington, and Douglas High School of Henderson. We salute them as champions and congratulate President Young and Coach Broaddus.

The Southern Association of Colleges and Secondary Schools met in Louisville on November 29-December 2, 1954. Most of the principals of the accredited schools of Kentucky were in attendance. The new president is C. V. Troupe.

Recently President Eisenhower appointed B. O. Davis, Jr., as a brigadier general in the Air Force. General Davis is a graduate of West Point and is the

first Negro to command an integrated unit in this branch of service.

Mr. Charles Woodson and his faculty of the Bardstown Training School recently visited the public schools of Louisville, including the new Central High School.

Mr. J. W. Hackett, principal of the DuValle Junior High School, was invited to represent the Louisville Public Schools at a joint conference of the Advisory Committee and the Cooperative Committee in Educational Administration which was held at Mammoth Cave, Kentucky, on October 17, 18, 19.

Mr. Robert Lawery and Mrs. Bettie Douglas of Central High School, Mrs. Elizabeth Shaffer of DuValle Junior High School, and Mrs. Lucille Madry of Jackson Junior High School attended the guidance conference at the University of Kentucky on October 29, 1954.

Mr. Harvey Highley, V.A. administrator, recently advised President Eisenhower that racial segregation had been eliminated in all 166 hospitals for veterans "with an absolute minimum of untoward incidents."

Professor C. L. Timberlake, president of West Kentucky Training School, has been asked to recommend an outstanding Negro high school graduate of 1955 of Kentucky for consideration as an appointee to West Point Academy or Annapolis.

Kentucky State College observed Founder's Day on October 12, 1954, and unveiled a founder's stone in memory of those who helped organize the institution. The college opened on October 11, 1887 with 55 students. Governor J. Proctor Knott was governor at that time and Dr. E. E. Underwood of Frankfort was the first Negro to be appointed as a trustee. Professor R. B. Atwood was the

principal speaker at the dedication ceremonies.

Mr. H. A. Kean, coach at A & I State University, was featured in the magazine section of the Nashville Tennessean on Sunday, November 21, 1954. He was titled "a great teacher of football". Coach Kean was formerly at Kentucky State College.

Donald Jones, a field secretary of the N.A.A.C.P., predicts that most of the southern states will eliminate segregation without difficulty. He predicts that Louisiana, Alabama, Mississippi, South Carolina, and Georgia will be the five southern states to procrastinate and will probably be called the "Southern States."

New teachers added to the Louisville Public School system for 1954-1955 are Mrs. Penelope P. Fisher and Russell L. Davis, Madison Junior High School; and Miss Lavera Smith, Virginia Avenue School.

The KTA Board of Directors met in Louisville on October 30 at the office of the secretary-treasurer. All directors of the KTA were present and the meeting was featured by a study of the problems of integration and the making of plans for the 1955 convention.

Professor H. R. Merry, principal of the Lincoln-Grant School at Covington, was named as the representative of the southern states on a special committee at the meeting of the Southern Association of Colleges and Secondary Schools. This was the first time a Negro educator had been invited to participate.

Dr. R. M. Wheat, for more than 25 years a leader among the Negro Boy Scouts, recently passed away. Mr. Wheat gave unselfish service in the interest of Negro boyhood in Louisville and throughout Kentucky.

A recent study reveals that there are 446,909 white children in Kentucky schools in 1952. At the same time there were only 30,696 Negro children. The Negro children make up 6.4% of the total student population. This is the lowest percentage of any of the southern states. Oklahoma is the next lowest with the Negro population representing 7.8% of the total student population.

The U.S. Supreme Court has postponed its session for outlining methods for desegregation until January when the new justice of the Supreme Court shall have been approved by congress. The Supreme Court decision of May 17, 1954, outlawing segregation was unanimous.

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EDUCATION FOR THE NEW ORDER

(BY WHITNEY M. YOUNG)

"Be not the first, by whom the new is tried;

Nor yet, the last, to lay the old aside."

Many educators and writers are declaring that we are now facing a new order in the field of education. This change, they contend, has come about as the result of our inventive genius and the world upsurge of the masses. In many parts of the world today minority groups are demanding social change. They no longer wish to be ruled by other people. There is a feeling of self-sufficiency in the matter of economic development and governmental astuteness. The United Nations have given much encouragement to this new attitude on the part of smaller nations. Unfortunately this situation calls for a re-evaluation of our whole educational set-up.

We no longer train people to live in one small community or one state or even one country. Our problem today is to train world citizens. Our sons are going into every country in the world, even behind the iron country. This means that we need to give greater emphasis to the teaching of languages.

A friend of mine was telling me about her experiences abroad. She traveled in five different countries and her greatest problem was to learn to speak the language of the different people of the different countries. In the party were several other distinguished educators; perhaps top flight men in the United States, but even they found it extremely difficult to make known their simple needs.

For many years our schools emphasized the teaching of Latin as a basis for better understanding of English. Today, French, German and Russian are just as important, if we are to clearly comprehend the thinking of the people

of these countries. The teaching of languages is no longer just a matter of acquiring culture, but rather a necessity in achieving world peace.

Greater emphasis must be placed upon the teaching of social sciences. The teaching of history is no longer a matter of story telling. Our college graduates and even our high school students must have some understanding of the background and the continuous movement of peoples in the world picture if we are to fully appreciate the changing attitudes of our time.

Greater emphasis should be placed upon the teaching of sociology as it relates to the masses of mankind if we are to appreciate the rising tide of east and cult.

In our teaching of mathematics we must give greater emphasis to currency and exchange of currency. It is very important for individuals who travel and for the members of our armed forces to have some understanding of the different kinds of money used in different countries and the rate of exchange. Millions of dollars are lost each year by tourists simply because they do not possess this understanding.

More and more we must build an appreciation for the arts. In America we have become so accustomed to mass production, big business and change that we have given little thought to developing a real appreciation for art and what this appreciation can do in developing better understanding between peoples as well as enriching our own cultural values. Anyone traveling abroad, in Rome for example, would need some understanding of art in order to appreciate the wonders of that country.

When should this training begin? It is my opinion that it should begin in the elementary schools with an ever increasing emphasis through high school

and college. Much can be done even with the adult classes and through lecture series to enlighten the masses.

When we begin to view the problem of education in this light it becomes apparent that teachers must be better trained and above all must have the means for travel and study.

In many of our schools of today our veterans have a better grasp of world problems than many of their teachers. They have gotten their understanding through travel and contact.

We cannot afford to allow another generation to grow up without this world point of view.

All of this leads to another very important fact, namely: That our educators in general have been among the poorest paid professional people in the world. Here in America where we are supposed to have the highest standards of any country in the world, so-called menial labor carries greater financial compensation than does the profession as an university professor. The salary of a teacher is also a joke to a brick layer, a carpenter or an electrician. When we stop to consider the fact that the teacher will be the one who must train the children of all the laboring classes, certainly labor would want a teacher who was free from anxiety about her daily bread and the other bare necessities of life.

If we can find money to train people to kill people, we can find money to train people to live. It might be said with some degree of truth that if more people in the world were properly trained to appreciate the real values of life there would be fewer wars.

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NEGRO EDUCATORS ATTEND CONFERENCE ON DESEGREGATION

(BY MRS. ANITA W. ROBINSON)

Educational leaders from fourteen southern states met at Hot Springs, Arkansas, in a three-day session and released a statement of findings on October 27, 1954, regarding desegregation in the public schools of the South. The states represented were Mississippi, South Carolina, Texas, Georgia, Tennessee, Virginia, North Carolina, Arkansas, Louisiana, Alabama, Maryland, Oklahoma, Florida and Kentucky. Representatives from the District of Columbia also participated. Dr. Benjamin Mayes, president of Morehouse College, was chairman of the committee that edited the final statement. This conference was sponsored by the Phelps-Stokes Fund of which Dr. F. D. Patterson is executive director.

Representatives from Kentucky were Dr. R. B. Atwood, president of Kentucky State College, Mrs. Anita W. Robinson, secretary-treasurer of Kentucky Teachers Association, and Professor P. L. Guthrie, principal of Dunbar High School of Lexington, and president of the Southern Association of Colleges and Secondary Schools for Negroes.

This release was presented to the Board of Directors of the Kentucky Association at a meeting on Saturday, October 30. The directors went on record as heartily endorsing it as presented. The release was then circulated among the principals, PTA groups, and school superintendents in Kentucky.

Some highlights of this release and an expression of objectives to be sought are presented herewith:

1. We welcome the decision and look upon it as another significant milestone in the nation's quest for a democratic way of life and in the Negro's long struggle to become a first-class citizen. The Supreme

Court's decision is a part of an evolutionary process which has been going on in the South and in the nation for a long time. The decision was not a sudden leap out of the American tradition. It was the right and moral thing to do. Moreover, it was a next logical and inevitable step in the context of our democratic development. The movement toward full democracy has resulted in the abolition of segregation in interstate travel, equalization of Negroes in southern universities, and the integration of Negroes and whites in all of the armed forces.

2. We are convinced that there is a fundamental sense of fair play abroad in the South. Southern people have accepted previous decisions as the abolition of the white primary, and the admission of Negroes to white universities. We believe that the South will likewise accept the decision of May 17. We gladly note that integration in public schools involving both students and teachers is already working well in some schools of the South.
3. Negro educators should not and cannot afford to be a party to any plan designed to nullify the court's decision. To do this would be tantamount to sharing in a plan to destroy the very fabric of our Constitutional Government. We regret that some public officials have sought to persuade Negro educators and other leaders to evade the decision by agreeing to voluntary segregation. This cannot be decently done; and such persons who agree to this will not be respected even by the officials seeking such commitment or compromise of principle.

4. We urge that immediate steps be taken to implement the decision. We are aware of the fact that it will be more difficult in some places than in others and that the time span of implementation may vary. However, there should be the cooperative effort in every community to plan on the local level the implementation of the decision. But, the planning should be done in good faith and with an honest desire to implement the decision rather than scheming to circumvent it.
5. We want the white child to have the best and we want the Negro child to have the best. It is the opinion on the Supreme Court that there cannot be equality of educational opportunity for the Negro child in a segregated system. Moreover, it is the opinion of the Social Scientists that it is not possible for the white child to receive the best education in a segregated system.
6. Ours is a common democracy in which the weakest and the strongest, the most privileged and the most disadvantaged, the descendants of every race and every nations, can share and happily boast that we are proud to be Americans. Children educated from the beginning in such a system will insure for us all a future of which we can be as proud of as the abolition of slavery and child labor, woman suffrage, equal educational opportunities for women, and the

institution of the public schools themselves.

7. Time will prove that our fears have no foundation in fact just as has been proved by the implementation of previous Court decisions. Segregation breeds fear; and when the barriers of segregation are at last removed from American life, we will wonder why we feared at all. We, therefore, call upon the people of the South and the nation to strive with good will and honest intent to implement the Court's decision. It is our firm and unanimous belief that the implementation of the decision will strengthen the South and the Nation morally, economically, and spiritually. We as Negro citizens stand ready to cooperate wholeheartedly in the progressive fulfillment of these democratic objectives.

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PARENTAL ATTITUDES and INTEGRATION

(BY ATWOOD S. WILSON)

An attitude has been described as an emotional response to a person, place, or thing. This implies that an attitude is a preference for one mode of action or another.

Personality may be defined as the sum total of characteristics, traits and mannerisms that tend to make an individual different or give him a "uniqueness!" Attitudes are important in the general personality pattern. Their early development may have a profound influence on later conduct in the adolescent or adult stage.

Attitudes develop as a result of personal problems or conflicts, — experience. Attitudes may further develop as the result of a crisis such as a flood, serious fire, war, etc. However, attitudes are often learned by imitation. This is especially true with children.

The child is not born with any special group of attitudes. His personality development, including the attitudes he exhibits in school life, depends largely upon his type of parents, the home life, and general environment.

Children rather naturally imitate their parents expressing an attitude about a religion, a race, a person, or a place; they are likely to make the same expressions. In games of play, it is not uncommon to hear a child make an exact expression of his mother or father. A girl with a doll will handle it just about the way her mother handles her. A boy gets his greatest thrill by acting like his daddy. He likes to dress like him, wear his hat the same way, and make the expressions his father commonly makes. Thus it is to be reasoned that attitudes of parents are imitated on a large scale by their children.

The reactions of children toward concepts of right and wrong are excellent examples of "learned" attitudes. From the earliest age, children are taught the

differences between right and wrong and an attempt is made to inculcate in them attitudes toward right, towards proper social relations, property rights and so on.

On the other hand there are parents who teach their children or imply by their conduct that children unlike them are inferior. Some white parents even "teach" their children to believe that brown or dark children, Negro children in particular, are not the same as they are because their ancestors came from Africa nearly two hundred years ago and that they were slaves for a long period of time after arriving in America. The parent of today has no real reason for such "teaching" to the child and his act in doing so may be well classified as an imitated attitude. The white parent under consideration could just as well teach the child that there is one God, the Father of all, that He has children of many colors and that they live all over the world, the yellow people in China, the brown people in India, the white people in Europe, red people in America, etc. They might further be taught that color is no sound basis of judging one's worth to society. Good examples can be found among the lower animals. A gray horse, a black horse or a white horse may well win the Kentucky Derby. White cows and black cows give milk of equal quality. There is no difference between a brown shelled egg and a white shelled egg, etc. The white polar bear lives in the North snowy region and the black bear lives in hotter countries. The former bear protects himself from the enemy by being similiar in color to his environment and the latter bear protects himself from the heat of the sun by having the proper pigment in his skin.

A good example of imitated attitudes is given in the following story: A Cath-

olic priest gave a Negro boy a present. When asked, "Are you a Catholic?" the Colored boy replied, "It is bad enough to be colored, no less one of those things". Somewhere in the experience of this lad some one had probably made anti-Catholic remarks. Another story is told of a white youth who had heard comment on the Supreme Court's decision of May 17, 1954, and upon the arrival of his father at home exclaimed, "Daddy, they say a Colored boy will be right in my seat and in my room, when I go back to school next year." The father, a bit surprised, but wanting his son to have a wholesome racial attitude answered, "Why what of that? He is just another kid, isn't he?" The boy turned about, forgot his would be exciting proclamation, and went on out to play. Parents who want their children to respect edicts of the Supreme Court, to believe in the brotherhood of man, and to be free in their thinking will assume the attitude of the white parent described.

The problems of integration will be greatly minimized if parents allow their children to draw their own conclusions, to be unmolested in their thinking, and

to meet situations as their native impulses urge them. Children of all races when left alone, in general, get along without incident.

One of the functions of education is to develop attitudes which will result in a favorable adjustment when the individual finds himself in a new or unusual situation. The parent who desires to prevent conflicts in the personality development of his child will seek to develop wholesome racial attitudes. Such will help prevent unpleasant incidents that have occurred in several places when the integration of Negro and white students began.

Parent Teachers Associations may well take the lead in a campaign emphasizing desirable racial attitudes. The history of the achievements of the Negro in America in the last eighty years will do much to have the white youth of today view the Negro youth of today as one who has contributed his share in helping build America. The successful integration of the Negro in sports and in the armed forces are other exhibits that might help build up proper attitudes for the school children of tomorrow.

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THE NEGRO AND JOB INTEGRATION IN INDUSTRY

(BY CHARLES T. STEELE)

Executive Secretary
Louisville Urban League

Every school child is familiar with the old Indian fable of the elephant and the three blind men. The story goes that the first man felt the elephant's trunk, the second felt of his leg and the third of his tail. When asked to give a description of what the elephant was like, all three, while correct in what they described, could not agree nor give an accurate description of the whole elephant because each approached the matter from a different perspective.

In my opinion, this little fable is applicable to the "School Desegregation Decision" of the Supreme Court. The decision was and is a momentous one in the battle against segregation and discrimination. It is the most direct challenge to its "way of life" that the South has faced since the end of Reconstruction Days, however much the foes of segregation may rejoice, the war against bigotry, segregation and discrimination has not been won, only a battle in the war has been won.

Let us shift our viewpoint and look at the decision in another light. The decision affects only seventeen of the so-called Southern states. For a great number of years, varying in number, the other thirty-one states have had integrated schools or in the instance where they did not, no state, county or municipal laws compelled them to have segregated schools, it was more or less due to local custom. In all of the years preceding the decision, Negroes in those thirty-one states were not economically free, nor had they entered fully into the main stream of the American economy and life. Until this happens Negroes are being denied one of the fundamentals of our American democratic society, be-

cause fundamental in a democracy is equality of opportunity; the right for equal pay for equal service, with the same hope of security and advancement that all others possess. In no other field than that of employment — in other words, of breadwinning — does racial discrimination touch so deeply a human life. To furnish adequate housing in order that his family may live in decency, to feed and clothe himself and family, to educate his children, and to provide wholesome recreation, a man must work and for society's sake he must work to the best and full utilization of his skill and capacity.

That the Negro is working under and is handicapped by this lack of equality of opportunity is easily discernable. For example, the Negro family and the Negro individual worker has to get along on much less money income than his white neighbor in both the North and the South. In 1950, Negro families had an average income of \$1,869.00, 54 percent of the average income of \$3,445.00 among white families. The Negro wage earner and salary worker earned an average of \$1,300 or 52 per cent of the average for the white worker. The average income of white families increased by over \$500.00 between 1945 and 1949, but for Negro families it was practically unchanged.

Here in Kentucky, our own state, in 1950 the average white wage earner had an income of \$1,411.00, while the average Negro worker had an income of \$861.00 or 61 per cent of the average white worker. It is interesting to note that using the census definition of rural farm areas, the average Negro worker had an income of 60 percent of the average white worker, while in Lexington, Kentucky, the figure was 52 per cent, and in Louisville, Kentucky, 55 per cent of the average white worker.

What do all of these figures prove? They prove that in the rural areas although income is lower, Negroes receive a higher percentage of that income. In the urban centers, which have rapidly and increasingly so switched to an industrial economy, the Negro receives a higher income than the rural worker, both white and Negro, but in a smaller proportion. When this income is translated into decent living conditions, security, health, education and the ability of each citizen to pay his own way, which he must do if he is to retain his self respect, it is readily understandable why equal opportunity of employment is so vital.

Why then is the Negro income such a small proportion of the total for our economy? The Negro industrial worker must be viewed as a comparative newcomer on the industrial scene. As such he has encountered many obstacles and many of these obstacles have yet to be overcome. White workers in a spirit of "group consciousness" have resisted the entry of Negroes primarily because most jobs in manufacturing industries pay better wages than casual unskilled labor, and under better working conditions. Again, the Negro industrial worker is further handicapped by the fact that he has had few opportunities for the kind of training that would prepare him for industrial employment.

Then, too, in addition, where the Negro is employed in industry, the overwhelming majority of both male and female workers are concentrated in the unskilled, semi-skilled and service occupations. For example, only 8 per cent of all Negro workmen were employed as craftsmen in 1950. For white workers, 19 per cent were in this category. Two per cent of Negro males were in professional occupations, compared with 8 per cent for whites.

In Kentucky, there are 57,000 whites employed as professional, technical and kindred workers to 2,779 Negroes so employed. In the area of industrial em-

ployment with which this article is primarily concerned, in the categories of craftsmen, foremen and kindred workers, there are 106,422 whites so employed and 3,664 Negroes; Negroes representing just a fraction more than 3 per cent of the total employed in these categories. Yet in the unskilled labor category Negroes make up approximately 27 per cent of the total work force so employed. This percentage represents a far greater per cent than his proportion of the total population justifies.

Even with this brief analysis of the position of the Negro in our industrial economy, which may seem to be pessimistic, there is much to be said on the favorable side. Twenty years ago, with the possible exception of the northern and eastern areas, one would have felt there was no hope. Now, however, the Negroes' place in industry seems to be more secure even though recent studies have revealed that he is twice as vulnerable to a lay-off than a fellow white worker. The opportunities for the well-trained people are rapidly increasing. Technically trained young people are very much in demand and will continue to be for many years. There is a beginning of competition between various industries for skilled and trained employees without regard to race, and this is indeed a healthy sign that employment discrimination will go.

Having won the battle of school segregation, we must as steadfastly bend all our talents toward winning the equally as important battle against employment discrimination.

Prof. C. B. Nucholls, our energetic K.T.A. Director, and the principal of B. T. Washington School of Ashland, Ky., sent us a very detailed report of the recent District Educational meeting in Eastern Kentucky. Speakers on the program exhibited attitudes of a most wholesome type in regard to desegregation in Kentucky.

GUIDANCE AT CENTRAL HIGH SCHOOL

(BY ROBERT S. LAWERY, Dean of Boys)

This year Central High School is establishing a guidance program adapted to the needs of the school and the student personnel it serves. Working within the administrative framework already in operation and using both administrative and instructional personnel currently available, the program is designed to give individualized service to the boys and girls of Central High School. Every attempt is being made to make the entire school guidance-conscious.

Beginning with the tenth grade classes that entered in September of the current year, homeroom teachers of these classes are initiating and maintaining an individual cumulative, guidance folder on each student in their homeroom class. Materials that will provide information commonly needed about students will go into this folder. The student questionnaire, test data, the homeroom conference report, personality rating scales, teacher reports on students, and such other information will be included. The homeroom sponsor is the custodian of these records and has complete charge of their maintenance. However, every assistance is given to hold these records to a reasonable length and to see that they do not become too burdensome. Each ensuing tenth grade class will likewise have cumulative, guidance folders initiated and maintained. By this method it is hoped that at the end of three years every student enrolled at Central High School will have such a record on file.

Any type of guidance organization has to consider the professional qualifications of available personnel. While some of the teachers at Central have had some specialized training in guidance, many of them have not. However, every good teacher personally interested in the growth of boys and girls has done

and must do considerable guidance. Such teachers with an adequate in-service training program can increase their effectiveness as guidance personnel. Therefore, in establishing our system of organized guidance, thought was given to that type of program which would give to the teacher the greatest amount of in-service training. For that reason the homeroom teacher was chosen as a kind of teacher-adviser. He is figuratively the school parent of the students assigned to his homeroom. In this relationship he is expected to serve as a trusted friend and guide to whom the students may come for help and advice. As a matter of fact, the homeroom teacher has already been rendering such service; in the organized program these services become more continuous, more co-ordinated, more directed, and more objective. They have plan and purpose. They cease being sporadic and incidental. Further, it is believed that as the program develops, standards of guidance will reach higher levels, teachers will become more effective in using guidance techniques, and students will seek the service of the teacher-adviser more readily.

Every effort is made to supply these teacher-advisers with as much information about their students as possible. In addition to information they themselves gather through the student questionnaire, observation, teacher reports, etc., a well-defined testing program has been set up to give to the teacher-adviser information about achievement, intelligence, reading, interests, and aptitude. These tests are administered and interpreted by the Dean of Boys and the School Counselor. Not only are the results and interpretation of these tests made available to the teacher-adviser of the students concerned, but also to the classroom teachers of these same stu-

dents. In this way the whole school becomes involved in the guidance process.

In addition to test information special files are being set up in the library to assist teacher-advisers in helping students to locate educational and vocational information. The librarians are especially helpful in this regard. They have already developed a special information file concerning courses, curricula, entrance, and graduation requirements of various colleges and trade schools. Another file on occupational information is being set up along the lines of the Kuder Vocational Record. It is hoped that this filing will aid the student in using his Kuder Profile Sheet to obtain occupational information in those areas where he showed definite interest.

All the information mentioned above has a purpose in the guidance program. It serves as background material regarding the student. This the teacher-adviser studies before he schedules a

student for a conference. Under the present plan each teacher-adviser during the course of a year schedules at least one conference with each student assigned to his homeroom class. Since the homeroom class remains with him through the eleventh grade, this service becomes continuous, objective, and purposeful. When he considers it necessary, he may schedule more. Those cases that need special attention or referral to community agencies, the teacher-adviser sends to the Dean of Boys or the School Counselor for disposition.

We recognize the fact that this program has room for much improvement. Certainly it would be more effective if more guidance specialists were added to the staff and if the teachers had more released time in which to hold conferences with their students. But here at Central we believe the needs of our students are so urgent that, until ideal conditions come, we are meeting the situation as pragmatically and as completely as we can **now**.

PRESIDENT'S NEW YEAR MESSAGE

Greetings for the New Year to all! As we begin the year of 1955 every heart should be in tune, and filled with the spirit of the one who was born more than 2,000 years ago in Bethlehem of Judea. This birth signifies peace, hope and comfort to peoples who had long waited for a deliverer.

Due to different ideologies millions of people today are seeking this same peace and comfort. If one fails to see Christ as a teacher, a healer, a comforter, and one with whom all things are possible, then there is no hope. Where there is no vision the people perish.

Let us as teachers see Christ in our lives, let Him abide in our hearts and let Him lead us daily so we like the shepherds of old can truthfully say, "Peace on earth, good will toward men."

I extend to each of you best wishes for a happy and prosperous New Year.

A. R. Lasley, President of K. T. A.

THE IMPROVEMENT OF KENTUCKY SCHOOLS THROUGH DESEGREGATION

(BY C. H. PARRISH, Ph.D.)

Shortly after the historic (or depending on the point of view, infamous) decision of the Supreme Court on segregation, it was possible to divide the states affected into two groups; some states flatly **rejected** the decision and planned to defy it; while others expressed varying degrees of willingness to **go along with it**. Kentucky might do well to follow a possible third course of action and **take advantage of** the decision in order to raise its educational standards.

Kentucky educators have long recognized the costly inefficiency of the dual system of schools and have looked forward with some eagerness to its elimination. Shortly before his death, L. N. Taylor, for many years Supervisor of Negro Education in Kentucky, wrote:

"With inflexible segregation under existing conditions, the same distribution of per capita and of voting rights and tax obligations, the same certification and salary schedules . . . will definitely fail to deliver the same buildings and equipment, the same academic and vocational training, or the same educational and social life to the children of the two segregated groups."

Wendell P. Butler, in his last report as Superintendent of Public Instruction, makes this interesting suggestion:

"The most practical and common sense way to provide equal school services for the Negro children is to eliminate the legal segregation restrictions on the part of the State and transfer this authority to the local school officials. This should be done since providing separate schools for the white and colored children is an extremely expensive program in school districts where few Negroes live."

Kentucky's segregated school system which prompted the foregoing comments must be seen against the background of a decreasing Negro population and a seemingly unchecked movement of Negroes within the state from rural to urban districts. The decline in Negro population (nearly 25% in forty years) has left Kentucky with the lowest percentage of Negro children of any Southern state. The concentration of Negroes in towns and cities, while two thirds of the whites still remain in rural areas makes it appear that Negroes are educationally on nearly equal terms with whites. However, when district comparisons are made, the disparities are clearly perceived. The breakdown of segregation in these areas will provide an opportunity to deal with the educational inequalities thus revealed in terms of socioeconomic rather than differences.

Kentucky's big problem is to narrow the gap between its urban and rural schools. Measured in dollars and cents the child who lives in the country can get little better than half as good schooling as the child who lives in the city. The more quickly Kentucky takes advantage of the Supreme Court ruling the sooner will it be possible to devote full attention to this serious inequality.

Assuming that sound educational planning would demand the desegregation of Kentucky schools as soon as possible, it must be recognized that the impact of desegregation will be felt at the local level and the adjustments must be planned for and made by the people of the local community. It is likely that the Negro elementary schools now operating in the 119 Kentucky school districts having less than 100 Negro census children will be closed down almost at once.

Negro high school students now in 26 combined elementary and high schools have an enrollment of less than 100 in grades 9-12 will probably be transferred to nearby white high schools. About 100 elementary school teachers and 75 high school teachers would then have to be relocated. An important technical problem encountered would likely be the lack of room for incoming Negro students in already overcrowded white schools. Many inadequate school buildings would have to continue in use.

It would be presumptuous to attempt to list all the technical problems. They would vary in complexity from situation to situation. It would seem, however, that a sound approach to the solution of these problems is to view the local school system as a whole without taking racial differences into account at all. The procedure is relatively simple. The first step would be to make an inventory of school plant, equipment and personnel and the second would be to determine how these existing resources might be used to provide the best possible education for all of the children of the district.

Consideration of the crucial problem of community acceptance of desegregation should begin at the same time the technical difficulties are being ironed out. A logical step here might be for local school boards to call in a few representative Negro citizens for frank, informal discussions of the social and psychological issues raised by the imminence of desegregation. Out of such discussions a plan could be devised to enlist local community support for a sound educational program.

The attitudinal difficulties involved in desegregation should not be lightly brushed aside. The sentimental attachment of Negroes to "our own institutions"; the grave concern in some quarters about the social consequences of integrated schools; the gross misconception that what Negroes want is somehow vastly different from what other

people want — all these are factors in the situation and must be taken into account. The air is literally filled with fears and fallacies.

Allan M. Trout, in his article on desegregation last May, warned of a "natural tendency in academic integration . . . for Negro teachers to be frozen out and Negro pupils to quit school." Of the "tendency" for Negro pupils to quit school, there is no evidence. The "70% decline" in Central High School graduates going to college, as cited by Mr. Trout, just did not happen. It is true, however, that all the Municipal College teachers, except one, were forced to seek jobs elsewhere when the University of Louisville absorbed the students of the College. Whether this is acceptable as evidence of a tendency for public school teachers to lose their jobs is, to say the least, doubtful. But even this "freeze out" was not altogether a negative precedent. In it was a clear recognition of the tenure rights of Municipal faculty members and there has been subsequently a public announcement by the University of a non-discriminatory employment policy, recently implemented by the hiring of two Negro physicians by the Medical School.

A more substantial reason for the belief that Negro teachers will not be "frozen out" is to be found in the shortage of teachers all over the country. Last year over 150,000 teachers left the profession for other better-paying jobs, while only 75,000 new teachers were graduated. At the present time Kentucky has a surplus of qualified Negro teachers who could not be used before because of segregation. The Supreme Court decision offers an opportunity for the State to raise its educational standards by employing these qualified teachers to replace emergency teachers who are leaving.

This suggestion is made on the assumption that what parents want is the best possible education for their children. Segregation is bad psychologically

for Negro children, so the Court says. It is also bad psychologically for white children. It instills in them attitudes of superiority which prevent them from judging their fellows on the basis of individual merit. It makes them incapable of dealing sympathetically with people who are physically or culturally different from themselves. It develops in them a paternalistic isolationism which is sadly inadequate for coping with the problems of an atomic age. Perhaps in this day and age about the best thing that could happen to a white youngster would be for him to have a competent Negro teacher.

One wonders sometimes what all the uproar is about anyway. The differences between segregated and unsegregated America have been grossly exaggerated. People are much the same everywhere.

they have about the same needs and desires whether they live in Kentucky or Massachusetts or Georgia. Along with the natural tendency to yield to traditional prejudices are equally natural tendencies toward rationality and fair play. What one needs to be concerned about here is not so much the attitudes of the common people; but rather the proneness of Negro school administrators to be swayed by their own vested interest in segregation, the reluctance of local superintendents to accept the added responsibilities of administering a school system in transition, and the natural tendency of politicians to choose the path of least resistance. The Supreme Court decision offers an opportunity. It would be tragic indeed if Kentucky muffed this chance for better schools.

REPORTS FROM DISTRICTS AND LOCAL ASSOCIATIONS

DISTRICT ASSOCIATIONS:

The First District Association met in Mayfield, Kentucky, on October 8. Mr. H. S. Osborne, president, reports an inspirational and successful meeting.

The Second District meeting was held October 16 at Owensboro, Kentucky. Mr. H. E. Goodloe is the newly elected president, succeeding Mrs. Pearl P. Arnett.

The Third District meeting was held on October 15. The theme of the meeting was "The Role of the Future Teacher in an Integrated System". Atty. Harry S. McAlpin was the guest speaker. In line with the state organization, the meeting was departmentalized this year. The TDTA will sponsor an oratorical contest and a musicale in the spring. Mr. Frank D. Simpson is president of the Third District.

The Fourth District elected as its president Mr. J. V. Robinson, principal of the Bond-Washington School, Eliza-

bethtown, who succeeds Mr. R. L. Livers, Fairfield. The theme of the meeting on October 27 was "The School's Role in Preparing the Child for Problems of a Changing World".

The Fifth District met at Central High School on November 5 with President L. J. Harper presiding. The theme of this meeting was "A Better Job for Tomorrow's Schools". Guest speakers were Mrs. Edith M. Hurley, Philadelphia, and Mr. Mozell C. Hill, Atlanta University. One of the outstanding features of this meeting was the group and sectional conferences held on many phases of the meeting's theme.

The Bluegrass Teachers Association had an interesting meeting on October 1, at Kentucky State College. There were three general sessions and eleven departmental meetings. Dr. Ellis Hartford from the Department of Education, University of Kentucky, was luncheon speaker.

The Sixth District meeting was held on October 16 at Lincoln-Grant High School at Covington. Mrs. Emma J. Oglesby was elected president.

The 18th Annual Session of the Eastern District Association was held October 15 at the Dunham High School, Jenkins. A workshop was held on "Guidance and Counseling for Both Elementary and High School Departments". Consultant for the workshop was Dr. G. D. Wilson, Kentucky State College. Mr. G. V. Curry is the newly elected president.

Upper Cumberland District held its annual meeting at Lynch High School on Friday, October 8. The general theme of the meeting was "Meeting the Emotional, Social, and Physical Needs of Exceptional Children". Mrs. Aline

Moore Asbury of the Atlanta University System, Atlanta, Georgia, delivered a very dynamic address on the theme of the meeting.

LOCAL ASSOCIATIONS:

The Lexington Teachers Association has elected as its president Mrs. Thelma Halliday of Dunbar School.

Jefferson County Teachers Association elected Mrs. Serena Hurd as its president. Plans were made for the general meeting to be held in the spring.

The Louisville Teachers Association of which Mrs. Arline Allen is the president held a meeting of school representatives on Thursday, November 18. This local association is planning a general meeting for its members on Friday, January 14.

Report of K. T. A. Auditor

Owensboro, Kentucky
November 19, 1954

To President A. R. Lasley and the
Board of Directors of the Kentucky
Teachers Association
Gentlemen:

I herewith submit my report of the audit of the books of Mrs. Anita Robinson, Secretary-Treasurer of the Kentucky Teachers Association, for the year 1953-1954.

I have carefully audited the books of Mrs. Robinson. The audit consisted of examining the receipts which were shown by entrance on the book and by duplicate receipts shown in the Receipt Book. I have examined the expenditures shown by checks issued and paid by the banks. The bank statements have been carefully scrutinized.

I find her accounts accurately and simply kept, and the audit shows no discrepancy.

Her summary, which is enclosed, is an accurate picture verified by books and vouchers, and is incorporated as a part of my report.

In addition to the office equipment reported last year, a list which follows, one new file was bought at the price of \$15.50

1 2-drawer steel card file	.....\$ 9.00
1 1-drawer steel letter file	..... 15.00
1 Royal typewriter	..... 65.00
1 Speed-o-print Mimeograph	... 115.00
1 Portable Addressograph	..... 20.00
1 3-drawer oak desk	..... 60.00
1 leather-bound arm chair	..... 25.00
2 desk trays (75c)	..... 1.50
1 puncher	..... 1.00
1 K.T.A. seal	..... 2.00
1 staple-clipper	..... .25
1 duplicator pen	..... .75
1 postage scale	..... 2.00
1 desk blotter	..... .75
1 new file	..... 15.50

Deducting the N.E.A. memberships, the district dues and refunds which amounted to \$335.27, and also the balance from last year of \$433.94, you have K. T. A. receipts for 1953-1954 of \$6,060.00.

Respectfully submitted,
M. J. Sleet, Auditor

K. T. A. HONOR ROLL

(December 8, 1954)

COUNTIES

County	County Seat	Superintendent
Harlan*	Harlan	J. A. Cawood
Lincoln	Stanford	Joda Milbern
Hickman	Clinton	Dentis McDaniel
Clark	Winchester	W. G. Conkwright
Owen*	Owenton	Howard C. Smith
Christian	Hopkinsville	H. B. Fiser
Fulton	Hickman	P. L. Nichols
Bullitt	Shepherdsville	W. O. Anderson
Mason	Maysville	Emory G. Rogers
Bath	Owingsville	Glenmore Hogge
Pike	Pikeville	W. O. Black
Logan	Russellville	R. B. Piper
Lyon	Eddyville	J. E. Fiser
Oldham*	LaGrange	Alton Ross
Shelby	Shelbyville	George Giles
Nelson*	Bardstown	Charles W. Hart
Henderson	Henderson	Martin L. Roberts
Trigg	Cadiz	Roy McDonald
Marion	Lebanon	Hugh C. Spalding
Barren	Glasgow	Mitchell Davis

*100% Enrolled in N. E. A.

CITY and INDEPENDENT SYSTEMS

School	City	Principal
*Schools of Lexington, J. M. Ridgway, Superintendent		
Dunbar	Lexington	P. L. Guthrie
Carver	Lexington	Mrs. Clara W. Taylor
Constitution	Lexington	Mrs. Hattie Lockhart
Russell	Lexington	W. Taylor Seals
B. T. Washington	Lexington	Mrs. Lucy H. Smith
Montgomery County Training	Mt. Sterling	Mrs. Pattie E. Turley
Dunbar	Carrollton	Palmore Lyles
Lincoln	Franklin	Hughland H. Gumm
Booker T. Washington	Hopkinsville	A. R. Lasley
Liberty	Hazard	Karl L. Walker

*100% Enrolled in N. E. A.



Editor's Note: This is a new feature of the K.T.A. Journal. Teachers are urged to send contributions or questions to the Editor.

Dear Editor:

What organizations in Kentucky are considering the teachers' problems that

may result from the integration of the schools?

C. B. Nuckolls, Ashland

Dear Sir:

The Citizens Committee on Desegregation is one of the more vital groups that has been organized for just such a purpose. This organization is composed of representatives from the K.T.A., the N.A.A.C.P. and the P.T.A. At a recent meeting in Louisville, a report was made by a sub-committee of attorneys, suggesting ways teachers may be aided,

if necessary, in the event of any unfair play as the schools are desegregated. This report was made to the State Board of Education in December. The group will issue a formal report to the teachers in a forth coming issue of the JOURNAL.

Dear Editor:

I thought that other teachers might be interested to know of an idea that I have found helpful with my slow-learning upper-grade children. Since I have so many children in my class of fourth, fifth and sixth grades that do not read on the grade level, I have found the use of pupil teachers very

helpful. When the good students have finished an assignment, I ask them to help a slow student by conducting word or number games, or by listening to him read a lesson before presenting it to the class. Not only does this help the pupil, but it helps maintain the interest of the advanced pupil. Another result of my plan for pupil-teaching is that the teacher can "spread herself" around to a great advantage for all the pupils.

A County School Teacher

Dear Editor:

Could you suggest a few books on "Mental Health in the Classroom"? Our faculty study club is considering that

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MATHEMATICS
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DIVISION OF FINE ARTS
DIVISION OF HEALTH, PHYSICAL EDUCATION
AND ATHLETICS
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WRITE: REGISTRAR
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subject for our meetings this winter. Thank you.

J. B. Jones

There is an excellent pamphlet entitled "The Teacher and Mental Health" that may be secured from the U. S. Department of Health, Education, and Welfare. Address your request to the National Institute of Mental Health, Bethesda 14, Maryland. You will find many excellent sources of references for books and films listed at the end of the booklet.

Dear Mrs. Robinson:

I appreciate your thoughtfulness in sending me "A Statement Adopted by a Group of Southern Negro Educators,

Hot Springs, Arkansas, October 27, 1954."

I have read this carefully and congratulate those who prepared it on doing a good job. I feel sure that wide circulation of it will prove helpful.

Sincerely yours,

Omer Carmichael, Superintendent
Louisville Public Schools

A similar letter concerning this document sent to all superintendents and administrators in Kentucky was received from Walter T. Brown, Supervisor, Pike County Schools. Mr. Brown offers his support in "your efforts to win simple justice and equal opportunity for your people."

Good Teaching is Going On

If children seem devoid of tension, if they are free in speaking, expressing opinions, moving

If the pupils seem to regard the teacher as a friend, rather than as a taskmaster

If there is some humor, some laughter, when appropriate

If courtesy is the accepted mode of behavior

If the pupils, as evidenced by their eyes, are interested and eager

If every opportunity for emphasis on good character is seized

If assignments, reasonable in length and difficult, are made distinctly and explained clearly

If directions are given while quiet reigns, before supplies are passed or books opened

If the single question elicits several responses

If a question is put to the entire class before an individual pupil is asked to respond, stimulating thinking

If, when drill is necessary, it is made interesting

If, pupils are challenged and encouraged, rather than bored and discouraged.

If pupils are working in pairs, using the plan, "Each one teach one; the brighter help the slower"

If the pupils are working in groups, giving evidence of attention to individual differences.

If each pupil, the bright as well as the dull, is expected, urged, exhorted to do his very best

If a pupil is praised when he has done his best, whether the achievement is great or ever so slight

If teaching aids are employed when appropriate

If the teacher clearly knows his subject thoroughly

If the teacher has the God-given knack of making crystal clear what he is trying to put across

If, when the teacher does not know, his answer is, "Well, let's find out"

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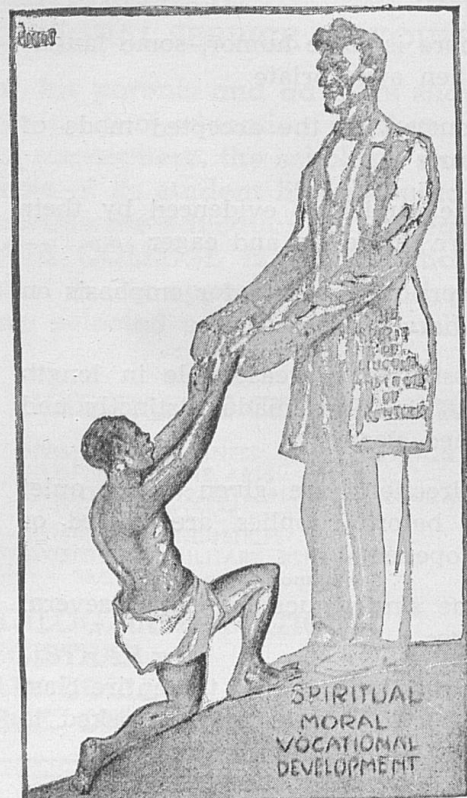
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Where the Clyde washes Glasgow

busy Scots work refreshed

Glasgow—ship builder of the British Commonwealth, manufacturer of hundreds of articles sold 'round the world. Bustling, busy city. But not too busy to enjoy the pause that refreshes with ice-cold Coca-Cola. In Glasgow, as in every industrial center, they know you work better when you work refreshed.



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