

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

VOL. XX

NOVEMBER-DECEMBER, 1948

No. 1



"An Equal Educational Opportunity for Every Kentucky Child"

The Kentucky State College

ESTABLISHED 1886

Frankfort, Kentucky

Co-educational Class A College

Degrees Offered In

Arts and Sciences

Home Economics — Agriculture

Business Administration

Education

Engineering — Industrial Arts

FOR INFORMATION WRITE

THE REGISTRAR

The K. N. E. A. Journal

Official Organ of the Kentucky Negro Education Association

VOL. XX

NOVEMBER-DECEMBER, 1948

No. 1

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

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TABLE OF CONTENTS

K. N. E. A. Directors.....	2
Editorial Comment, Announcements.....	4
Education in Kentucky, Whitney M. Young.....	5
The United Nations and Human Rights, Rayford W. Logan.....	7
New President Honored, Mrs. Katherine E. Taylor.....	9
Report of Legislative Committee.....	10
Over the Editor's Desk.....	13
The Teacher is the Key, J. M. Tydings.....	14
Committees, 73rd Annual Convention.....	18
Abstract of Financial Report of Sec.-Treas.....	19
Central High School Pupil Honored, Fred Coll.....	20
Louisvillian Made Assistant Supervisor.....	21
Douglass School Dedicated.....	24

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K.N.E.A. DIRECTORS

The directors of the Association have the responsibility of directing the execution of its policies when the organization is not in session, and of deciding on plans of action when emergencies arise. These functions have engaged the attention of the successive Boards, and each has attacked wisely the problems presented to it.

An evidence of confidence in their leadership was shown by the return to the Board, at the last election, of Messrs. C. B. Nuckolls, Victor K. Perry and E. W. Whiteside. Mr. Robert L. Dowery, formerly first vice-president and active in state educational circles, was elected to the Board. Mr. Dowery sent the following statement for publication: "I take this means of expressing my thanks to those persons who expressed their confidence in me by selecting me as one of the members of the Board of Directors. I realize the importance of this great responsibility, and shall strive to prove myself worthy. Your counsel and suggestions for a greater K.N.E.A. will be appreciated by me."

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EDITORIAL COMMENT

IS EQUALITY OF EDUCATIONAL OPPORTUNITY POSSIBLE ON A SEGREGATED BASIS?

Is it possible, under any condition, for equality of educational opportunity to be offered graduate students in Kentucky upon a segregated basis? This issue will be argued in the Federal Court at Lexington next January 4, when the suit of Lyman T. Johnson for admission to the University of Kentucky comes to trial.

In Oklahoma, Texas and Arkansas, similar, but less comprehensive issues have been carried to the Supreme Court of the United States. In each instance the interpretation of the Constitution gave a blow to segregation. None of the states responded by a complete removal of barriers; each developed a stratagem for maintaining some form of segregation within the new interpretation of the law. Kentucky, officially, is following this pattern through the Kentucky State College—University of Kentucky tie-up in an attempt to defeat the Johnson suit. The attorney-general of the Commonwealth not only interpreted the law; he put on his armor and wielded his sword vigorously in defense of the Day law.

But many Kentuckians of both races are convinced that as long as the Day law is on the statute books the facilities offered Negroes will be grossly inferior and inadequate. Further, the liberal sentiment developing among leading newspapers, civic groups and students makes this an appropriate state for the test. The K.N.E.A. joins with other groups in supporting the Johnson suit to test the question on its merits. The decision in Kentucky will have national significance.

Announcements

The 1949 convention of the K.N.E.A. will be held in Louisville, Kentucky, April 20-22.

A dance, complimentary to Association members will be held on the opening evening, following the first general session. Tickets of admission will be issued upon presentation of K.N.E.A. membership card.

The annual musicale is set for Friday evening, April 22. Tentative plans provide that the program consist partly of numbers by an All-State Chorus, composed of pupils sent by schools of the state. Under the plan, pupils would be made familiar with the musical selections by their teachers as a part of their class room work. The blending of the groups into a chorus, to appear during the musicale, would be done by a director specially skilled in this field. Final practices would be held in Louisville on April 21 and 22, at such hours that teachers of the state may observe the techniques employed.

Annual membership dues of three dollars should be sent to the secretary-treasurer now!

The Annual Spelling Contest will be held Friday Morning, April 22.

Education In Kentucky

By Whitney M. Young, President, K.N.E.A.



During the 1948 session of K.N.E.A., many important topics were discussed by men and women of wide experience and broad intelligence. Most of the advice was sound and delivered with earnestness.

If the speeches and discussions are indicative of what is to come, the future is bright indeed.

Having been elected without opposition to the highest office within the gift of the Association I hereby pledge every ounce of energy, courage and devotion at my command to the pupils, teachers, and friends of education in Kentucky. I shall expect the full cooperation and advice of all to the end that Kentucky may have an educational system second to none

and based upon the needs, interests, and opportunities of each of the 120 counties of the state.

I shall oppose by voice and pen every make shift device and proposal designed to stifle the rightful ambitions of every child regardless of race, creed, or color.

I will work with honest men for an honest program that places the good of the community, the state, and the nation above all else.

PROGRAM OF ACTION

The following broad program of action, based on first hand information will serve as a guide:

1. Equalization of teachers, salaries, special service phase.
2. Expansion of agricultural and shop courses in high schools.
3. Complete reorganization of libraries.
4. Improvement of school buildings.
5. Establishment of guidance programs in all high schools and colleges.
6. Legal transportation for all students. Limit distance so it will seem reasonable.
7. Wider use of Negro books as reference material in all schools.
9. Equalization of education on graduate level.
10. Adequate programs in Health Education and Physical Education.
11. Expand college program to meet the practical and professional needs of the day. Greater emphasis on agriculture, engineering, business.
12. A campaign to obtain funds to establish a research bureau to

compile and disseminate information on the Negro.

13. Special assistants in Home Economics, Trades, Elementary Education and Library Division.

14. Improved science laboratory for General Science, Biology, Chemistry.

15. Special study of veterans program in Kentucky.

16. Increased aid for 4-H Club work.

17. Greater cooperation in carrying out program for handicapped children.

18. Special attention to problems of one room schools.

No community, no individual, and no group will be denied a hearing.

We shall strive to have an association of the teachers by the teachers and for the teachers.

We earnestly seek the help and council of every organization and individual from the humblest citizen to the greatest.

With firm faith in the right as God gives us wisdom to see the right we shall move forward to higher goals.

Scholarships For Teachers



Community Financial Service, Inc., announces with pleasure that it offers ten scholarships of \$100 each to individuals in the teaching profession who desire to attend summer school in 1949. These aids will be given on the basis of need, character, promise as educational leaders, and scholarship. Applications from teachers, librarians and other school people, ages 21 to 35, who have completed at least two years of college will be welcomed. A Committee of outstanding Kentucky educators will make the awards. If interested, request scholarship application form of:

COMMUNITY FINANCIAL SERVICE, INC.

210 Citizens Bank Building

P. O. Box 856

Lexington, Kentucky

Summary of Address "The United Nations and Human Rights"

By Rayford W. Logan, Head, Department of History, Howard University, Washington, D.C.; Member, U. S. National Commission for UNESCO.

(The address was delivered during the 1948 Convention of the K.N.E.A.)



The United Nations and the United Nations Educational, Scientific and Cultural Organization have practically no legal power to establish international peace and security or "respect for human rights and the fundamental freedoms for all without distinction as to race, sex, language or religion." Their resolutions may, however, have a salutary effect in helping to achieve these objectives.

Standing in the way of promoting human rights within nations is Article 2, paragraph 7 of the Charter of the United Nations which stipulates: "Nothing contained in the present Charter shall authorize the United Nations to intervene in matters which are essentially within the domestic jurisdiction of any state. . ." Each nation has the right to determine

for itself whether the matter is within its domestic jurisdiction.

The action of the United Nations with respect to laws segregating and discriminating against Indians in the Union of South Africa makes abundantly clear the lack of coercive power of the United Nations. It should be noted, first, that the issue was raised by Madam Pandit, the sister of Nehru and an official delegate of India to the General Assembly of the United Nations. This fact is important because it reminds us that individuals in their private capacity have no right to protest to the United Nations against injustices from which they suffer. In other words, the injustices inflicted upon Negroes in the United States can come before the United Nations only if an official delegate of some nation should make a plea in their behalf. It is almost inconceivable that a delegate of the United States will make this plea. Perhaps Haiti, now that the Republic is free from financial control by American bondholders, will raise the issue. Little can be expected from Liberia since that Republic is still "Firestone's spare tire." Now that Ethiopia has regained her independence she is likely to return to her former position of denying identification with Negroes. With the exception of Haiti no Latin American nation is likely to criticize at the United Nations the treatment of Negroes in the United States.

Even more important than the necessity for an official delegate to present the problem of maltreatment of minorities is the fact that, if

the nation in question declares that the issue is "within its domestic jurisdiction," the United Nations can not intervene. Prime Minister Smuts of the Union of South Africa, one of the most vicious race-baiters on earth if Hitler is really dead, declared that the treatment of Indians in the Union of South Africa was a "domestic" question. The General Assembly thereupon adopted a resolution urging India and the Union of South Africa to compose their differences. This resolution is typical of the policy of the League of Nations, a policy which I have characterized as one of "survival by postponement and evasion." In brief, the Union of South Africa has continued its policy of segregating and discriminating against Indians.

UNESCO has a provision in its Constitution quite similar to that in the Charter of the United Nations and hence it can legally do nothing to correct inequalities of teachers salaries in Kentucky or in any other state.

One illustration of the possible moral value of the United Nations is seen in the proposed International Declaration of Human Rights and the proposed Convention on Human Rights. The Declaration could have no binding effect but it might, like the Declaration of Independence, proclaim a set of principles that would at least furnish a yardstick for departure from those principles and a guide to uneasy consciences. We should, therefore, join other organizations in seeking to obtain a strong International Declaration of Human Rights and the ratification of a forthright Convention on Human Rights. If the Senate should ratify the Convention, it like other treaties would become the law of the land.

Both the Declaration and the Convention were drafted by a Commission on Human Rights of the Economic and Social Council of the United Nations. The United Nations can not compel any nation to approve the Declaration or ratify the Convention. But it is hoped that agreement upon these basic principles of Human Rights by representatives of most of the nations of the world will facilitate approval of the Declaration and ratification of the Convention by the United States and other nations.

The United States National Commission for UNESCO, on which I have the honor to represent the American Teachers Association, recently took action which illustrates the moral influence of the ideals of UNESCO. I pointed out that it was well-nigh impossible to teach the ideals of UNESCO in a segregated school system. After considerable discussion the United States National Commission for UNESCO adopted the following resolution: "Resolved, that the National Commission urge that members organizations of the National Commission in conducting meetings where the subject of UNESCO is discussed, invite people to participate without racial or religious discrimination."

On Monday, April 19, a meeting of some white and colored teachers will be held in Washington in accordance with this resolution. Since these teachers meet separately in their education organizations just as they do in Kansas, the significance of this step is evident. I hope that some one connected with the United States National Commission for UNESCO will be sufficiently interested to accomplish a similar meeting in Kentucky.

The "cold war" between the United States and the Soviet Union has convinced many American statemen of the vulnerability of the United States as far as her treatment of minorities, especially Negroes, is concerned. For this reason many proposals that were hardly given

a hearing a few years or even months ago are now sympathetically considered. Typical of the new attitude is the strong support now given to Fundamental Education, a term used to describe an attack upon lack of educational opportunities in dependent territories, backward nations and even in the United States. But again it should be remembered that each nation member of UNESCO determines for itself the extent to which it will implement the resolutions of UNESCO. The existing friction between the United States and the Soviet Union may well serve to accelerate action on the resolutions of UNESCO as well as on reforms begun by Americans before the birth of UNESCO.

One of my graduate students recently dug up a newspaper report of a meeting at Liederkrantz Hall in Louisville on October 15, 1883 of Negro representatives from twenty-seven states to a conference on education. This conference, which elected Frederick Douglass permanent chairman, passed a resolution in favor of federal aid to public education. It also expressed criticism of segregated school systems. Today we are still engaged in the struggle to obtain these objectives. Because of the international situation the chances for success are better than they have been before. "The Time is now."

New President Honored

By Mrs. Katherine E. Taylor

Mr. Whitney M. Young, the newly elected president of the K.N.E.A. was honored with a special program by the Lincoln Institute Family, at Lincoln Ridge, Kentucky. The "family" recently selected Mr. Young as "Man of the Year" at Lincoln because of the outstanding contributions he has made to the educational program at the institution.

The many achievements of this dynamic leader were brought to the attention of the large and appreciative audience by a verse speaking choir composed of ten young ladies from the student body.

Glowing tributes were paid Mr. Young by students, faculty members, and friends. Dr. R. B. Atwood, President of Kentucky State College, Dr. C. L. Thomas, Mr. William H. Perry, Jr. and Mrs. Patrick Hill, Louisville, Kentucky, were among the out of town speakers who extolled the work of this great man and made everyone aware of the admiration and respect in which he is held by fellow Kentuckians of both races.

Mrs. Minnie J. Hitch, President of the State P.T.A., spoke highly of Mrs. Young and the two charming and talented daughters, as well as of the successful son, Whitney Jr. Mrs. Hitch did not fail to state that Mr. Young's success had been due in a large measure to the courage, stamina and faith exhibited by his good wife.

Many eyes were filled with tears as Mrs. Arnita Young Farrow told, in a pleasing manner, how "Daddy", the "Man of the Year", had always found time to pal with his children and to share with them their ambitions, joys and disappointments. A beautiful engraved cup expressed in a tangible way the deep love and affection these children have for their father.

Special music for the occasion was rendered by the Lincoln Institute Chorus, under the direction of Miss Lydia Ann Chenault and the Strains of Harmony, a musical group from The Seventh Day Adventist

Temple, Louisville, Kentucky, under the direction of Mrs. Tacoma Maupin.

Useful and beautiful gifts were presented "The Youngs" by two faculty representatives, Miss Helen Rankin and Mr. A. J. Pinkney. Miss Helen Pinkney, a directed teacher at Lincoln Institute served as mistress of ceremonies and her mother, Mrs. A. J. Pinkney was faculty hostess for the reception which followed.

The Lincoln Institute Family feels that it made wise choice in choosing Mr. Young, "Man of the Year" for truly he is worthy of the crown. He is optimistic, understanding, sincere, patient, persistent and kind and endeavors to lift others as he climbs.

Report of Legislative Committee, K.N.E.A.

This report, adopted unanimously by the Association at its convention last April, is a statement of objectives to be sought during the year.

1. The Kentucky Negro Education Association voices the sentiment of its constituency in expressing appreciation of Governor Earl Clements and members of the 1948 Legislature for the advances which they made possible through increased appropriations and several other favorable measures for the improvement of public education for all citizens in the State. We mention especially the fairness shown in the distribution of funds to the three state schools for higher secondary and vocational education of Negroes, namely, the Kentucky State College, Lincoln Institute, and West Kentucky Vocational Training School.

2. Notwithstanding the favorable official consideration just mentioned, we are not unmindful of many inequalities in education facilities and administration which remain to be remedied. Of first importance is the great disparity between the building and general physical plants of schools for Negroes and the other state supported schools. These differences have accumulated over the years until the inferiority of the plants of the institution for Negroes is readily obvious.

In the same category is the salary situation between the races in many local systems, despite legislation and general public sentiment to the contrary. Certain systems persist in practicing the "Special Service" technique in such a way as to discriminate among teachers of the same rank and work in white and colored schools.

We recommend that the Board of Directors of K. N. E. A. and other properly constituted committees make a continuous follow-through on these inequalities until equality in facilities and salaries becomes an actual reality.

3. Due to recent legislation which has placed the matter of erecting public buildings in the hands of the newly created Kentucky Building Commission, we strongly recommend that the three State Schools for Negroes prepare a long range, over-all forecast of building needs for their campuses and present same to the said commission. And further, that the K.N.E.A. render every possible cooperation with the heads of these schools in their efforts to secure needed buildings.

4. The Day Law.

The Association take a degree of satisfaction in the fact that a

slight breach in the state's discriminatory laws was scored in the passing of an act granting conditional entrance of Negro students into institutions for education in health services.

It is therefore recommended that the K.N.E.A. join with the Southern Regional Council, the Blue-Grass Medical Association, and bodies with similar objectives to secure the implementation of this law.

It is recommended, further, that the campaign for the end of the Day Law be constant and vigorous until it is finally stricken from the State's legal code.

5. To deal with the many and many-sided problems which exist along the racial line, it is recommended that K.N.E.A. request the Governor to appoint a State-Wide Committee for the study of civic and educational problems that have special reference to Negroes and general interest to the whole people of the State.

6. The Anderson-Mayer Law.

While the K.N.E.A. views the Anderson-Mayer Law as a temporary device to bridge the gap between the present status of Negro education and the eventual liberalization of educational policy and laws in Kentucky, it must insist upon the liberalization of that Law, in the meantime, to cover a large area of out-of-state studies under its authority. Several fields of higher and professional education yet remain to be included as proper functions of that law.

7. The Kentucky State College.

The call for stronger Land Grant phases of the Kentucky State College has been insistent for many years. Yet, but little in that direction has been accomplished. It is only just and equitable that much greater support be given by the State and Federal governments to the development of stronger departments of Agriculture, Home Economics, and Industrial Arts, and that a unit of the Reserve Officers Training Corps be installed at the College.

The Kentucky State College has on file an application for the R.O.T.C. unit, and has taken advance steps to secure approval for same from the controlling officers of the government.

It is therefore recommended that the K.N.E.A. give its full cooperation to the President of the Kentucky State College in this worthy objective.

8. State Council on Higher Education.

The School Code of 1934 created the State Council on Higher Education and gave it considerable power in setting policies, shaping curricula, and otherwise influencing the administration of education in all the State colleges and universities.

Singularly, this law omitted the president of the Kentucky State College from the list of State College heads, which arrangement has resulted in many awkward situations at Kentucky State College, because of regulations to which it must conform, and in some cases of which he was informed only through the public press. This is manifestly an unjust and impracticable discrimination which should be removed. Therefore, we recommend that the Association, through its regular or specially set-up machinery seek relief from this law in the next meeting of the Legislature.

9. State Supervision of Vocational and Academic Education for Negroes.

We call attention to the urgent need of supervision in the field of

Negro Education. Only two part-time State Supervisors are now employed in the five fields of operation that need supervision. These fields are those of (a) Home Economics, .b) Agriculture, (c) Industrial Arts, (d) Elementary Education, and (e) High School Education.

It is recommended that the Board of Directors or a special committee continue a beginning which they have made toward securing these needed workers. It is suggested that such bodies discuss the whole supervisory set-up and needs with the State Superintendent of Public Instruction.

10. Federal Aid.

The K.N.E.A. reiterates its oft expressed approval and support of Federal Aid to Public education in the states. We appreciate the progress that has been made by the passage of S.B. 439 through the Senate. We recommend that the Board of Directors write all Congressional delegations from Kentucky urging their support of this bill in the House of Representatives.

11. Regional Colleges and Universities.

The Kentucky Negro Education Association hereby expresses its opposition to the establishment of segregated Regional Colleges and Universities and other schools on all levels. We recommend that the Board so notify the Senators and Representatives from Kentucky.

12. Strengthening K.N.E.A. Procedures.

It is recommended that the Board of Directors explore and investigate the possibilities and methods of closer cooperation between K.N.E.A. and the K.E.A. standing Committee on cooperation has been suggested.

It is further recommended that K.N.E.A. strengthen its work in Public Relations by the creation of a public relations committee or a public relations representative that would function throughout the year, and that the necessary expenses of such committee or agent be provided for in the annual budget.

A further recommendation is that K.N.E.A. cultivate closer relations with labor unions as a method of strengthening its influence and power in the attainment of some of its objectives.

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Over The Editor's Desk

The Broadcaster, official Journal of the Tennessee Negro Education Association is a member of the Education Press Association of America. Mr. Merl R. Eppse, noted historian, and Professor of History at Texas A. & I. State College, is the newly elected president of the T.N.E.A.

A curriculum circular issued by the Louisville Public Schools calls attention to the fact that Louisville courses of study are drawing nation-wide recognition. The National Council for the Social Studies praised the variety and quality of activities, the appendix material dealing with the class room as a social studies laboratory, the suggested audio-visual aids, and the departure from the traditional chronological approach. It also puts great emphasis on human relations.

Several of the new courses of study have been used in workshops at Columbia University and the University of Chicago. Copies of some courses have been purchased by schools in Cuba, Germany and Norway.

The George Washington Carver Foundation is conducting a drive to raise \$2,000,000 endowment. The Foundation, started by Carver himself during his lifetime, is dedicated "to the progress of humanity through the application of science to the problems of agriculture and industry". It is also charged with the responsibility of training young people in the techniques of research, including the Carver approach, to the end that the problem of agriculture and industry, particularly as they relate to the South, may be solved. As a part of its program, the Foundation offers graduate research fellowships and assistantships to qualified students to enable them to pursue work toward the Master of Science degree.

Jane Todd Crawford Day will be celebrated in Kentucky on December 13, 1948. This date is the 139th anniversary of her consenting to undergo, at the hands of her physician, Dr. Ephraim McDowell, in Danville, the first ovariectomy ever performed. This operation, performed without anaesthetic, revolutionized the science of surgery. Accounts of it have been translated into many foreign languages.

Governor Earle C. Clements has issued a proclamation, asking observance of the day in schools, churches, clubs and other suitable places, with appropriate historical and memorial ceremonies. Teachers may secure a copy of **The Story of Jane Todd Crawford** by the late George Madden Martin, author of **Emmy Lou**, by writing to Mrs. Jane T. Lane, American Red Cross Building, Covington, Kentucky.

The Teacher Is The Key

By J. Mansin Tydings, Chairman, Committee on Moral and
Spiritual Education

A great many teachers, supervisors, superintendents, and not a few parents, are particularly concerned about character education for children because it is generally believed that the better the child's character the more peace of mind for adults.

However, this is not the level of thinking of an increasing number of educators and parents. There is a nation wide growing conviction that there is a need and a place for emphasis upon character education. The "stirring of the waters" has been brought about by school people themselves. They are sensitive to our times. They see that sound thinking, and action based upon sound moral principles are essential factors in modern citizenship, and determine the quality of our democratic way of life.

Americans have demonstrated their belief in democracy as a spiritual ideal: that cooperation, self-discipline, honesty, courtesy, unselfishness, and the like are spiritual ideals. The great American dream, which has persisted in the minds and hearts of men, is the simple faith of the Founders of our country that God governs in the affairs of men, and that brotherhood can be achieved under His guidance.

It may well be that safety and the peace of this age is in the hands of the teachers. America's battle for survival in the World today depends upon winning the minds and the hearts of the millions who are struggling for Freedom. Will it be "freedom under God" is the question?

The first American schools were church related institutions. It was never the intention of the public supported schools that the teaching of moral and spiritual values should be eliminated. However, the influence of secularism has discouraged the efforts of many teachers although they have realized the need of the students. The problem, frankly faced, is how public education can integrate the teaching of moral and spiritual values and at the same time safeguard the separation of Church and State. In America there are 256 organized religious denominations and sects, and the public schools must be maintained so that the children of religious minorities are free from indoctrination by religious majorities.

Aware of the problems to be faced, but wanting to do something to meet the need, Mr. John Fred Williams, State Superintendent of Public Instruction, appointed a Committee on Moral and Spiritual Education to whom he addressed the following questions: "(1) Can a program of moral and spiritual education be developed in such a way as to preserve religious values and at the same time avoid sectarianism; (2) Can guides for such a program be prepared without following the pattern or the influence of any one group or organization; and (3) Should such a program be organized and presented as a separate course or integrated in other courses"?

The Committee appointed includes Judge James W. Stites, a former chief justice of the Kentucky Court of Appeals who is also the legal counsel for the Committee; Mrs. Chas. T. Shelton, then President of the Kentucky Congress of Parents and Teachers; Mr. Stuart C. Camp-

bell, Chairman of the Louisville Board of Education; Mr. W. H. Perry, Jr., Secretary-Treasurer of the Kentucky Negro Education Assn.; Mr. John W. Brooker, Executive Secretary of the Kentucky Education Assn.; Mr. James T. Alton, Principal of Vine Grove School; Miss Louise Combs, Acting Director of Teacher Education and Certification for the State Department of Education; and Mr. Mansir Tydings, Executive Director of The Lincoln Foundation who is Chairman.

When Mr. Boswell B. Hodgkin became State Superintendent of Public Instruction in January 1948, the Committee on Moral and Spiritual Education offered to continue its work under the new administration. Mr. Hodgkin readily accepted the Committee's offer and has included its objectives as one of the several important accomplishments he hopes to realize during his term of office.

A questionnaire relative to programs of moral instruction was released to the 246 school superintendents throughout the State. Fifty replies were received, and of those replying, 42 felt that there is need for greater emphasis on moral and spiritual education in the public schools. The released-time program was in operation in 14 of the school systems replying, 28 had some sort of integrated program, and 8 admitted that they were doing little, or nothing about it. One enterprising superintendent submitted copies of the questionnaire to every teacher in his system and forwarded the replies to the Committee. The experience of sending out the questionnaire resulted in a deepening of the Committee's convictions that its services were needed.

As the Committee contemplated further steps in its work two important decisions were reached: (1) that the Committee's work should not result in the form of a program to be used by school administrators as required material for class room teachers. It should be a program developed through democratic processes out of the experiences and the participation of classroom teachers, administrators of public schools, and the teacher-educational institutions of the State; and (2) that for this purpose an Advisory Committee of experts in educational philosophy and techniques should be formed to guide the development of teacher workshops in the area of moral and spiritual education, and the establishment of seminars on the subject in Colleges which prepare future teachers.

Dr. H. L. Donovan, President of the University of Kentucky, who has given the Committee fullest cooperation, upon request, suggested the appointment of Dr. William Clayton Bower as chairman of the Advisory Committee. Dr. Bower is professor emeritus of the Divinity School of the University of Chicago, was formerly Dean of Transylvania College, is author of many books on the subject of Religion and Education. He is now teaching at the University in the field of the relation of religion in culture. Dr. Howard W. Beers, well known Professor of Rural Sociology, has agreed to serve and Dean W. S. Taylor, College of Education has consented to act as a consultant. Dr. John W. Taylor, President of the University of Louisville, is represented by Dr. Paul Bowman, Professor of Psychology. Mr. Robert J. Allen, acting Curriculum Director for the Louisville Board of Education, has been a valuable advisor to the Committee since it first began its work. These eminently qualified educators of diversified training and experience comprise the Advisory Committee, and Miss Louise Combs, State Director of Teacher Education and Certification, is a liaison member of both committees.

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During their first meeting the Advisors agreed that "in working out a program for the discovery and development of moral and spiritual values in education, the Committee should proceed on the basis of experimentation so that the program will be grounded in experience and verified and revised from time to time in the light of that experience. It was also agreed that if the experimental procedure is to be productive that it needs to be based upon a carefully considered philosophy, and that the working out of such a body of ideas should be the first step."

The dynamic approach requires a teacher-student relationship which encourages the discovery of moral and spiritual values in human experience one cannot be theoretically honest but must be honest in human relations. The laboratory for such experimentation can be the classroom. The teacher is the key to the effectiveness of such procedure.

The Committee has selected the School Journals of both the KEA and the KNEA as the media through which educators throughout the State will be kept informed as to the progress of the work of the Committee. The purpose of this article is to begin the democratic process of developing the Committee's program by enlisting the cooperation and the constructive criticism of all educators in Kentucky.

Every teacher, supervisor, superintendent, Dean, President, and student of education is invited to participate NOW by thoughtfully considering the following list of questions and sending their best answers to the Committee:

1. How can an effective program for the discovery of moral and spiritual values in education best be democratically arrived at?
2. How shall the teacher guide students in the discovery of moral and spiritual values in the process of learning?
3. What procedures shall the teacher use to bring students into an awareness of the moral and spiritual values in personal and community relations so that the student's actions will be based on right choices and commitments?
4. In keeping with democratic procedures, by what methods shall the teacher seek to develop in the student competence in dealing intelligently with the issues of modern life?
5. What should be the relationship of the teacher to the pupils in assisting them in developing a working philosophy of life as a guide to future action?
6. Should a program of moral and spiritual instruction become a part of every phase of the school's curriculum, or should such a program be a separate subject or department?

The importance of the work of the Committee is staggering. Kentucky is, as far as can be determined, the first State to have an officially appointed Committee which is approaching the problem of character education in the public schools on the basis of "discovery and development". In light of the recent Supreme Court decision, which discourages programs of sectarian religious education in public schools, Kentucky educators have the opportunity to develop a legally and socially acceptable program of moral and spiritual education which could be a pattern for the nation's schools. There could be no greater challenge.

In keeping with the faith of the Founding Fathers that "Religion and morality are the essential pillars of civil society", it is a common conviction that through a vital relationship with God human nature can be changed. Through changed men come changed communities, and the new world order which is the dream of men of every race. These ideals are shared by the basic groups of our society—the homes, the churches, the synagogues, and the various social agencies. The Committee is convinced that in its efforts to work out a program for the discovery and development of moral and spiritual values through the schools, it will have the whole hearted cooperation of all these societies.

In a democracy it is the inescapable responsibility of the schools to undergird a dynamic spiritual conception of world citizenship. The effectiveness of the schools work depends upon the commitment and the caring of the teachers.

The teacher is the key.

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COMMITTEE'S SEVENTY-THIRD ANNUAL CONVENTION

President Whitney M. Young announces the following committees, to report at the Seventy-third Annual Session of the K.N.E.A., April 20-22, 1949.

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M. J. Sleet, Paducah, vice-chairman
J. M. Tydings, Lincoln Ridge
Dennis Henderson, Louisville (Representative, Ky. Legislature)
Sam B. Taylor, Frankfort, Supervisor, Negro Education
C. L. Timberlake

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K.N.E.A. Directors: Robert L. Dowery, Franklin; C. B. Nuckolls, Ashland; Victor K. Perry, Louisville; E. Whiteside, Paducah.

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T. J. Long, vice-chairman

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M. J. Sleet, Paducah, chairman
Sheley Lynem, Lincoln Ridge
George Bunyan, Jr., Lincoln Ridge
Paul Guthrie Lexington

ABSTRACT OF FINANCIAL REPORT OF SECRETARY-TREASURER

Receipts

1103 membership fees @ \$3.00.....	\$ 3309.00
1 life membership.....	25.00
Annual musicale.....	124.00
65 subscriptions to KNEA Journal.....	65.00
Advertisements, KNEA Journal.....	316.00
Total Receipts.....	<u>\$ 3839.00</u>

Expenditures

To balance deficit of May 1, 1947.....	\$ 207.91
White Printing Company—Journals, Printing.....	484.79
Directors' meetings.....	188.56
Ky. Lithographing Co.—brochures.....	80.00
St. Louis Button Co.—convention badges.....	58.25
Convention Speakers—expenses and honoraria.....	639.18
Office Equipment Co., Louisville Paper Co., supplies.....	63.67
Special Committees to Frankfort.....	70.62
President's office.....	50.93
Secretary-Treasurer's office.....	263.00
Long distance telephone calls, telegrams.....	34.36
Postage, including Journals.....	97.06
Rental, Quinn Chapel Church.....	100.00
Janitor service, Madison Jr. High School.....	35.00
Salary, secretary-treasurer.....	600.00
Expense, musicale.....	74.00
Bank charges.....	10.93
Unclassified.....	37.12
Total Expenditures.....	<u>\$ 3095.38</u>

Total Receipts.....	\$ 3839.00
Total Expenditures.....	<u>\$ 3095.38</u>
Balance Forward May 1, 1948.....	\$ 743.62

Certificate of Auditors

Louisville, Kentucky

May 1, 1948

We have carefully examined all records—ledgers, receipt books, bank book, cancelled checks and bank statements of the KNEA secretary, W. H. Perry, Jr., and find them neatly and accurately kept. To the best of our judgment, they are correct in all respects. They show receipts for the period May 1, 1947—May 1, 1948 of \$3839.00, and expenditures for this period of \$3095.38, and a balance forward on May 1, 1948, of \$743.62.

M. J. Sleet, Chairman

CENTRAL HIGH SCHOOL PUPIL HONORED



Malcolm Rucker (second from left) and Companion are interviewed on coast-to-coast CBS network by Deems Taylor (right), during intermission of New York Philharmonic Symphony in Carnegie Hall.

Malcolm Rucker, 12th grade pupil of Central High School, Louisville, represented his school and state last month in New York City, as guest of Standard Oil Company (New Jersey). He and two other teenagers, one from Vermont and one from Illinois, had been selected because of their musical talent to participate in "Week-End With Music," three exciting days of meeting stars of the musical world and attending operas, musical shows and concerts. Rucker had been recommended by his homeroom and music teacher, Mrs. Nannie B. Crume, and Principal Atwood S. Wilson, and was selected in competition with pupils from other schools.

The week-end was begun with a tea-time visit at the home of Zino Francescatti, guest artist of the Philharmonic broadcast and owner of one of the finest Stadivarius violins in existence. They dined at Asti's, where all the waiters sing opera upon request, and attended the new Broadway musical "Small Wonder." Saturday, after sightseeing in New York, and lunch at the Russian Tea Room, they attended a rehearsal of the CBS Symphony, Alfredo Antonini conducting. Highlight of this period was the opportunity each student had, to conduct. This they did so commendably as to win the applause of the orchestra. Tea time found the trio being entertained at the home of Maestro Andre Kostelanetz and his wife, Lily Pons. They had dinner at the Waldorf-Astoria Hotel, and attended "La Boheme" at the New York City Center.

Rucker, at the CBS rehearsal, conducted one movement of Mozart's piano Concerto in A-major. For him the week-end was "An inspiring experience. Many's the time, when you are studying music, you come to moments when you wonder whether its all worth it—whether you

should go on. Seeing the great musicians, meeting them, and hearing great music as I have on this trip, shall always remind me that it IS worth it." Sunday, after "brunch with Deems Taylor, the trio of teenagers went to Carnegie Hall to hear Francescatti and the Philharmonic concert conducted by Dimitri Mitropoulis, and to take part in the intermission discussion.

Louisvillian Made Assistant Supervisor



Miss R. Lillian Carpenter, for more than a score of years special teacher of music in the colored schools of Louisville has been elevated to the position of assistant supervisor of music in those schools, with an office in the administration building. Appointment was made upon the recommendation of Superintendent Omer Carmichael.

Miss Carpenter, who is known throughout the state through her work as chairman of the music department of the K.N.E.A. is a graduate of State Street High School, Bowling Green, Ky., with an A.B. degree from Simmons University, Louisville, Ky. She holds the Mus. B. and Mus. M. degrees from Northwestern University, and has taken special courses in music at Indiana University, Westminster Choir College, Columbia University, Chicago Musical College and the Fred Waring Work Shop. She is an instructor of music at Louisville Municipal College and was awarded the Lincoln Key in 1947 for outstanding work in education during that year.



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DOUGLASS HIGH SCHOOL, FAYETTE COUNTY, KENTUCKY



New Douglass School, Fayette County, Dedicated

Dedicatory services of the new Douglass High School, in Fayette County, just outside the city limits of Lexington, Kentucky, were held Sunday, October 31, with Dr. J. Max Bond, dean of the graduate school of Atlanta University as the principal speaker. Mrs. Theda Van Lowe, who has served as principal for nineteen years, presented a number of distinguished guests which included Superintendent D. Y. Dunn, Fayette County; Dr. R. B. Atwood, president, Kentucky State College; Mr. L. N. Taylor, retired Supervisor of Negro Education and holder of the Lincoln Key for outstanding service to education; Messrs. S. B. Taylor and Whitney M. Young, Supervisor and Assistant Supervisor, respectively, of Negro Education.

The building cost nearly \$300,000 and is equipped with modern conveniences of all types. The rooms include a library, home economics room fully equipped for teaching courses in foods, clothing and home management; room for teaching agriculture; shop for teaching farm practices, nine classrooms, a clinic room, combined gymnasium and auditorium, modernly equipped cafeteria and principal's general and private offices.

The new building replaced one destroyed by fire two years ago. Mrs. Van Lowe announced that the school, which first opened in September, 1929, with about 200 pupils and no transportation facilities now has a faculty of nineteen teachers, a librarian and clerk to serve the present enrollment of 435 pupils, who are transported in modern busses. Tributes were paid Mrs. Van Lowe for the splendid leadership she has given during the period of the school's development.

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