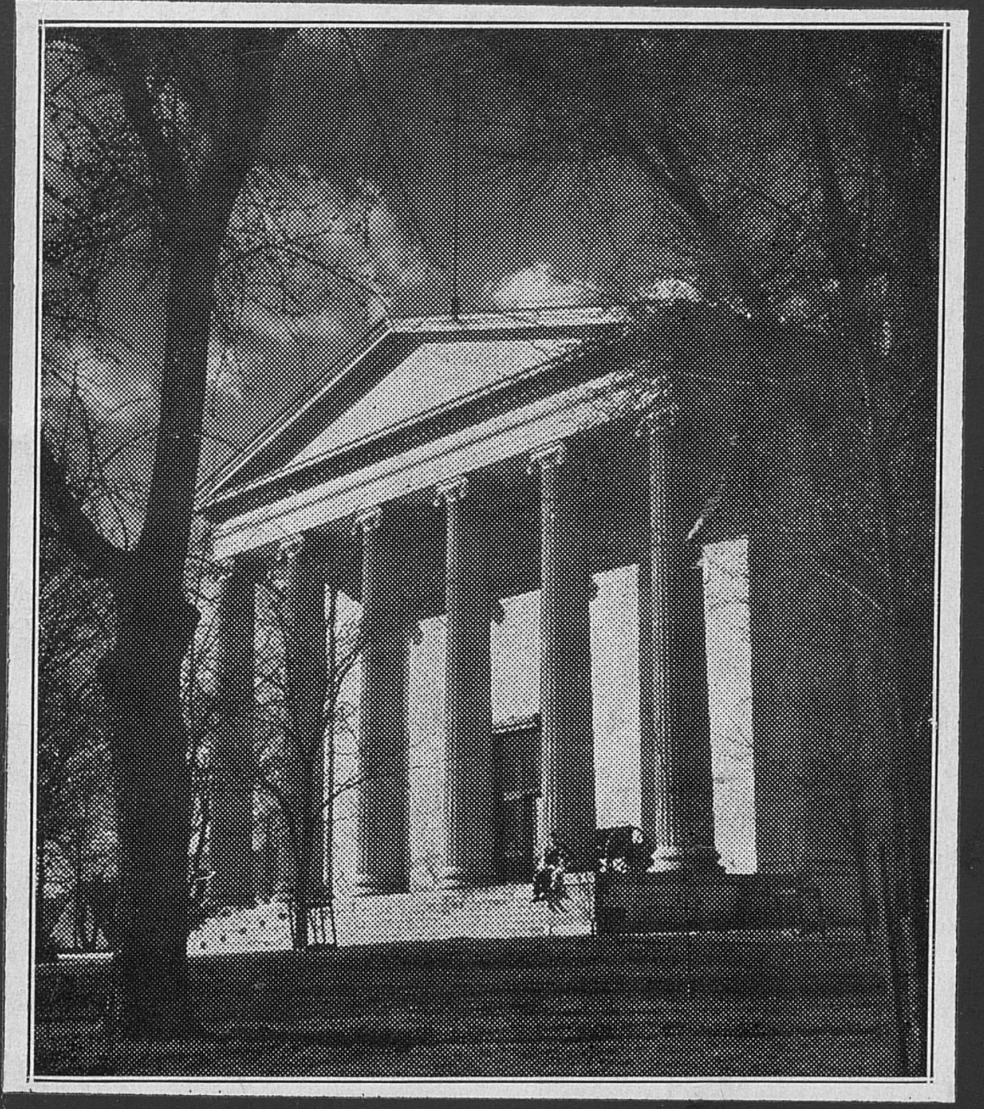
THE KENTUCKY NEGRO EDUCATION ASSOCIATION

1877 – 1946



The Old State Capitol Building
Where K. N. E. A. Was Organized

RUSSELL — 1946

The Kentucky Negro Education Association

1877—1946

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Former President, K. N. E. A.

Guide Quality PRESS
Norfolk, Va.
1946

PRESIDENT JOHN H. JACKSON
1877-1878

Contents

Preface

THIS BOOKLET is published with the endorsement of the Kentucky Negro Education Association, which granted some assistance toward its publication. The Association, through its former and present executive secretaries, Atwood S. Wilson, and William H. Perry, Jr., permitted the author the use of its records and publications in the accumulation of most of the materials which have gone into the subject matter.

The author, who served six years as the president of the Association, has kept in close touch with its progress and development over a period of forty years. One would therefore expect to find the writer's personal interpretation of many events and developments that are described in the pages of the volume.

The volume is the result of a long and recurrent call for a compiled record of the K. N. E. A., which is one of the most potent organizations in the vast complex that constitutes "The Negro in Kentucky". This is one of several monographs which the author has composed on what may collectively become a history of the rise and progress of education among Negroes in the state. The reception of the present monograph may determine to no small extent whether or not the larger undertaking shall be carried through to completion.

The Kentucky Negro Education Association

Part I

ORGANIZATION AND EARLY DEVELOPMENT

The Author's Purpose

THE MORE one learns of the Kentucky Negro Education Association and its long record of achievements the more evident the value of the organization becomes. From time to time participants in the annual convention programs have presented brief narratives of the Association's history and accomplishments, but not since the annual convention of 1926 when Dr. Charles H. Parrish, Sr., read a historical paper, has any one brought the record forward. The Parrish presentation, which was arranged in chronological outline form, constituted a condensed calendar of the principal dates and events in the organization's history up to that time. A previous paper by Professor William H. Perry, Sr. was very much of the same character. In the present study the author's purpose is not only to trace the rise of the association as an organization, but to point out its relation to the general progress of education among Negroes in Kentucky; to make some evaluation of the work and contributions of various leaders who have served the Association, and of the programs which they have fostered and supported through the years.

A Pioneer Educational Body

The State Association of Colored Teachers, originally established in 1877, was reorganized into the Kentucky Negro Education Association in 1913. From its very beginning the organization has been a functioning part of the public school system of Kentucky. Its establishment was authorized in the Legislative Act of 1874, which created the "Colored Common Schools" of the state, and its organization was officially effected in the office of the State Superintendent of Public Instruction at Frankfort in 1877. The Superintendent served as chairman of the or-

ganizing conference. Since the year of its establishment the Association has never failed to meet in annual convention except for three years of National emergency, when it met in executive council. This unbroken record seems to establish the Kentucky Association as the oldest state educational organization among Negroes in any of the Southern states.

One state organization, the Georgia Teachers and Education Association, was formed as early as 1870 as a mixed body of white and Negro teachers,[1] and it probably functioned as such until the breakdown of the Reconstruction government in Georgia. The time of the separation of the white and Negro teachers, and the formation of the separate Negro association could not be definitely ascertained.

By the end of the nineteenth century there were general associations of Negro teachers in half of the states in which segregated school systems are maintained.[2] In their order, these Associations have the founding dates: The Georgia Teachers and Education Association, 1870; The Kentucky Negro Education Association, 1877; The North Carolina Negro Teachers Association, 1881; The Missouri State Association for Colored Teachers, 1884; The Virginia State Teachers Association, 1887; The Colored Teachers State Association of Texas, 1890; West Virginia State Teachers Association, 1891; and the Louisiana Colored Teachers Association, 1900. Other state associations formed at later dates include the Mississippi Association of Teachers in Colored Schools, 1906; the Oklahoma Association of Negro Teachers, 1907; The Palmetto State Teachers Association, South Carolina, 1913; and the Tennessee Negro Education Association, 1923. Other state associations of uncertain founding dates are the Alabama State Teachers Association, the Arkansas Teachers Association, the Maryland Education Association, and the Florida State Teachers Association.

Altogether, the establishment of the Negro state educational bodies covered a period of more than fifty years. Each state created its own organization as the local situation warranted, and

[1]Letter from President Horace Mann Bond, Fort Valley, Ga., Feb. 8, 1945.

[2]The dates of the organization of Associations in the various states were furnished by the officers of these bodies and the presidents of the state colleges.

not, as with so many educational movements, in response to some concentrated national drive, trend, or propaganda.

Kentucky Teachers and Trustees Organize

The Legislative Act of 1874, which established the first continuous system of public schools for Negroes in Kentucky, provided in section 20 that:

> The colored school officers and teachers may originate a state association and auxiliary institutes, under similar provisions to those made for the officers and teachers of white schools in chapter 18 of the general statutes.

Conforming with the provisions of this act, the State Superintendent of Public Instruction, Hon. H. A. M. Henderson, called a convention of teachers and trustees of colored schools to meet at Frankfort, August 22, 1877, to form the State Association of Colored Teachers. When the group assembled in the Superintendent's office, they listened to addresses by Mr. Henderson, John H. Jackson of Lexington, and J. M. Maxwell of the Louisville Central High School. They went into organization and elected Mr. Jackson as president, Rev. C. C. Vaughn of Russellville as secretary, and other regular officers. The newly constituted body then selected Danville as the meeting place for the first convention, to be held in 1878.[3]

The First Convention

The first regular session of the Association convened as per appointment in the court house at Danville, August 7, 1878, and immediately launched upon a program for the improvement of educational facilities. Again, James Maxwell and John H. Jackson were the main spokesmen and leaders in the formulation of plans and policies of the convention. William H. Jackson of

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[3]The original minutes of the Kentucky Negro Education Association from 1877 to 1895 are preserved in the handwriting of the recording secretaries. With the exception of the period 1896 to 1899, the record is complete to the present time in written or typewritten form. Beginning with 1918 the annual programs and periodical publications have been preserved in the bound volumes of the K. N. E. A. Journal, and kept in the secretary's office at Louisville. The Legislative authorization of the Association is found in Kentucky Session Acts of 1873-1874, chap. 52, p. 63; and the official account of the organization meeting is recorded in Kentucky Documents, 1877, No. 2, p. 12, 13. Many news and editorial accounts of the annual conventions since 1920 are found in the files of the Louisville Leader.

Considerable biographical and background materials are given in William J. Simmons' *Men of Mark*, W. D. Johnson's *Kentucky's Prominent Men and Women*, C. H. Parrish's *Jubilee Volume of Colored Baptists in Kentucky*, W. H. Gibson's *History of the United Brothers of Friendship* and copies of the Southern Teachers Advocate, Lexington, 1904-1907.

Lexington became secretary, succeeding Rev. C. C. Vaughn. The Association appointed a committee to prepare a memorial setting forth "the educational wants of the colored people, to be presented to the State Legislature", and instructed the committee to make its report to the next annual session of the Association at Louisville in 1879.

To appreciate the importance of these first steps toward a state organization, one must realize the scarcity of teachers of any sort at that time, and the very low state of preparation of those who were trying to implant a knowledge of the three R's in the minds of the 50,000 children and hundreds of adults whose great faith in education was a ringing challenge to their efforts. Except for the few individuals who had attended Berea College—most of them as elementary school pupils, and a small number who had been touched by the influence of the American Missionary Association in schools at Louisville, Lexington, and Camp Nelson, there was practically no supply of teachers for the schools. After the debacles which had resulted from the school legislation of 1866 and 1870, and the complete black-out inflicted by the repealing act of 1871, the Legislature had at long last set up a Colored Common Schoool System which seemed to have the earmarks of permanency. Second only to the opening and housing of the newly created schools was the problem of finding teachers to man them. It was to this task that the earliest leaders in the State Association of Colored Teachers devoted their main deliberations and efforts. This situation was responsible for the vigorously prosecuted movement for the establishment of a normal school. This was the first goal which the Association set for itself.

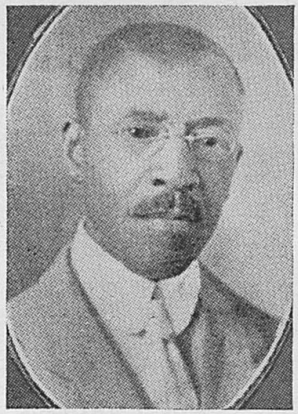
The Drive Launched for a Normal School

Consideration of the Memorial Committee's report constituted the main business of the Louisville session. The finished document contained recommendations for better common school facilities for Negroes and a special appeal for the establishment of a state normal school. Following the adoption of the report, the president appointed a legislative committee to submit it to the State Legislature at its next sitting. Professor J. M. Maxwell, the second president, presided.

Pres. J. M. Maxwell
1879-1881

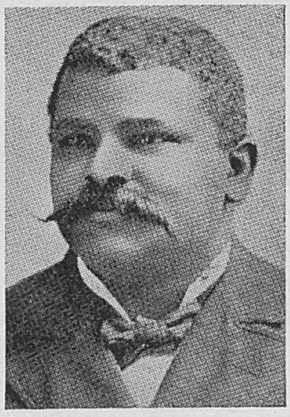
Pres. Henry Shirley
1882-1883

Pres. William H. Perry
1884-1886



Pres. Chapman C. Monroe
1887-1888

Pres. James S. Hathaway
1889-1890



Pres. William J. Simmons
1890-

Pres. William H. Mayo
1892-1893

Pres. Robert Mitchell
1894-1895

Pres. Charles H. Parrish
1896-1897

Another feature of the Louisville session was an address by Professor John H. Jackson, in which he strongly advocated the establishment of a state normal school as recommended in the Memorial Committee's report. The address was made a part of the report. In support of its normal school recommendations, the Association issued an appeal to the people of the state to urge their legislators to grant the sought relief. This was the beginning of an organized campaign for a state normal school for Negroes.

The Normal School movement reached its high point in 1885, when under sponsorship of the Association, a state convention of leaders was called in Lexington to plan a legislative campaign. The body agreed upon plans of procedure, and arranged for a delegation to meet in Frankfort after the opening of the Legislature to present the plight of the state's Negro citizens in the matter of education and civil rights. According to appointment, the Frankfort conference convened in January, 1886, with William H. Mayo, of Frankfort, as chairman. Following a preliminary conference, Dr. William J. Simmons, president of Simmons University, appeared before the Legislature as spokesman, presented the memorial that had been agreed upon and made a ringing appeal for Legislative action. His address is said to have "fired the Legislature to action and resulted in the establishment of the State Normal School".[4] The establishing act was passed May 6, 1886, seven years after the State Association had launched its fight for the school.

Its part in the establishment of the State Normal School marked the first great accomplishment of the State Association of Colored Teachers, and it has remained one of the most significant in its entire history. Having reached its first goal, the Association now shifted its attention to the much needed task of inspiring and training a supply of teachers to man the colored common schools of the state. The body gave a great deal of consideration, also, to the subject of industrial education. Dr. William J. Simmons, whose writings and speeches on industrial education had won national recognition, was the foremost advocate of that phase of education.

[4]Barksdale Hamlett, *History of Education in Kentucky, p.* 278.

The Association Trains Teachers

While the opening of the State Normal School had constituted a major step toward the production of a trained teaching staff for the schools, the leaders of the State Association realized that the new institution could prepare but a small fraction of the urgently needed number of teachers. In consequence, they would resolve the annual Association meetings into pedagogical training classes in which the better informed teachers delivered lectures, read papers, and led discussions on questions of school methods and management and public school relations. They sought also to cultivate aesthetic and cultural values by the interspersal of musical and elocutionary renditions in the annual programs. As a further medium of professional growth, the Association sponsored a teacher's reading circle through which the members could become acquainted with certain prescribed books.

Typical programs of the annual Association meetings of the 1890's contained such subjects as Methods of Teaching Arithmetic, primary grammar, orthography, and object lessons. Much time was given to discussion of such subjects as industrial training, corporal punishment, how to create educational enthusiasm, habits and influence of the teachers, and similar topics. A resolution of 1890 ordered "that institute work as it pertains to the science of pedagogy be the feature of the proceedings of at least one session of each day" of the annual conventions.[5] At these annual conventions the social side was not neglected. A popular feature and gala occasion was the annual banquet to be given by the convention hosts in whatever city the meetings were held. The Louisville banquet of 1886 at Simmons University inspired the following description in the minutes of that session:

> "A banquet, grand in all the word implies, was tendered the visiting teachers by Louisville friends and teachers in State University grounds, the latter being lighted with electric light, which gave a scene of magnificance. The handsomely dressed guests walked to and fro upon the lawn, and the love making couples, whose hearts beat in unison, were seated beneath the trees and arbors in pleasant conversation when the guests were summoned to listen to the program."

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[5]Minutes, State Association of Colored Teachers, 1890.
[6]Ibid, 1886

Early Leadership in the Association

The early presidents of the Association were highly intelligent and serious minded men. Each was a leader in his own right before he was called to direct the affairs of the Association. John H. Jackson was a Berea College graduate and an experienced teacher and principal; J. M. Maxwell had attended Howard University, taught in Ohio, and, at the time of his election, was principal of the Louisville Central High School; Henry Sherley was a public school teacher at Glasgow and the educational leader of southwestern Kentucky; William H. Perry, a variously talented man, was principal of Western School at Louisville, then the largest Negro elementary school in the state, and reputed to be the largest in the South; William J. Simmons, president of State (Simmons) University was a Howard University graduate and a nationally prominent orator and author. His "Men of Mark" remains the greatest book of Negro biographies. Chapman C. Monroe had attended Oberlin College and taught in the State Normal School; James S. Hathaway was a Berea College graduate and a former instructor in that College; William H. Mayo, educated in Ohio, was the organizer and principal of the Clinton Street High School at Frankfort; Robert Mitchell was a scholarly minister and teacher; Charles H. Parrish, a disciple of William J. Simmons, was a prominent young minister, and, following the death of Simmons, he was the principal of Eckstein Norton Institute; Miss Marie Spratt Brown was a highly accomplished woman and a teacher in the Louisville Public Schools; Rev. John E. Wood was a former teacher, a gifted speaker, and at the time of his election was pastor of the Danville Baptist Church. He was later president of the Unincorporated National Baptist Convention. Under these leaders the Association initiated and piloted much of the legislation which gave the state its Normal School for Colored Persons, secured a law prescribing a common curriculum for white and colored schools, and worked for the clause in the State Constitution providing for a single per-capita distribution of public school money regardless of race. Largely through their vigilance a teaching force was created in the state, and educational standards were gradually raised. As the nineteenth century drew to

a close, there was arising a new educational emphasis in which the natural and social sciences were to play a larger part than previously. The "new" psychology was questioning such popular theories as formal discipline, Pestalozzian methods, etc., while experimental laboratories were exploding much of the scientific heritage which the older scholars possessed. The bold experiments of William Rainey Harper at the University of Chicago, Edward L. Thorndike, and John Dewey at Columbia University, Booker T. Washington at Tuskegee, and their kind, were fast revolutionizing educational thought and practice in every level of the American school.

That the newer trends were affecting the educational thinking of Kentuckians was evidenced in the election of the State Associations of Colored Teachers in 1900, when Frank L. Williams was chosen president. To a great extent, Professor Williams represented a new type of leadership. His opportunities for study and advanced educational contacts had afforded him advantages over most of his co-workers in the state. In fact, he was closer in touch with the newer educational theories and developments than any other Kentucky school man of that time.

The Williams Administration—1902-1908

That new life was needed in the Association is evident from a resolution which the body adopted in 1900 deploring "a growing indifference to the State Teachers' Association, apparently on the part of the teachers of the state", and a pledge "to unite in an effort to build up the Association numerically, intellectually, and socially."[7] The election of President Frank L. Williams was an effective means toward these ends.

Mr. Williams was principal of the Covington High School, and a graduate student in the University of Cincinnati. He had made a good record as a student in Berea College, and later, earned his Master of Arts degree from the University of Cincinnati. He had made a close study of educational administration in the Cincinnati public schools, and had served as a consultant to the textbook department of the American Book Company of that city. He was popularly known throughout Kentucky for his work as teacher institute instructor. Upon assum-

[7]Minutes, State Association of Colored Teachers, 1900.

ing the presidency of the Association, Mr. Williams immediately appointed a Committee on Future Policy, which issued a report recommending a change from July to December for the annual conventions and a raise in the annual membership fee from fifty cents to one dollar. The report also called for the best speakers obtainable for future programs.

Other resolutions of the Williams regime favored a state-wide trustee board and increased appropriations for the State Normal School, and proposed a system of free transportation of selected students to attend the school. President Williams also launched a movement to erect a monument to the memory of Reverend John G. Fee, the founder of Berea College,[8] but this plan was never carried through.

During Mr. Williams' administration representative speakers were brought to the Association from many sections of the country. Various programs bear the names of Dr. George W. Carver, Dr. W. E. B. Dubois, Rev. M. C. B. Mason of the Methodist Church, Dr. Louis B. Moore of Howard University, President William G. Frost and Professor L. V. Dodge of Berea College, Dr. Kelly Miller of Howard University, and Professor J. R. E. Lee of Tuskegee Institute. The rejuvenated convention was addressed also by several professors from the University of Cincinnati, and school administrators from Ohio, Michigan, and Kentucky. Prior to the Williams administration but few out-of-state speakers had appeared on the annual programs.

When President Williams retired in 1908 to live in St. Louis, where he had accepted the principalship of the Sumner High School, the Association adopted a resolution of commendation for his policy of "employing the best lecturers to be had," and for his "energy and tact in bringing about the large growth of the Association."[9] The resolutions might well have mentioned Mr. Williams' contributions through his own addresses before the annual conventions. The president's address was always a highlight of the annual conventions. It was through these periodic offerings that he interpreted the educational trends and issues of the time, and held for himself a place of recognized leadership among his fellow teachers.

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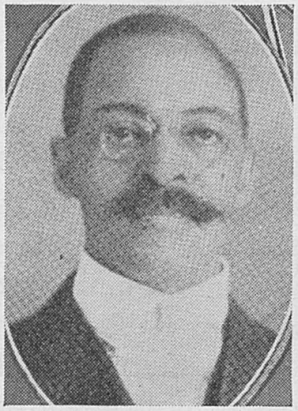
[8]Minutes, State Association of Colored Teachers, 1901.
[9]Ibid, 1908.

Pres. Marie S. Brown
1898-1899



Pres. John E. Wood
1900-1901

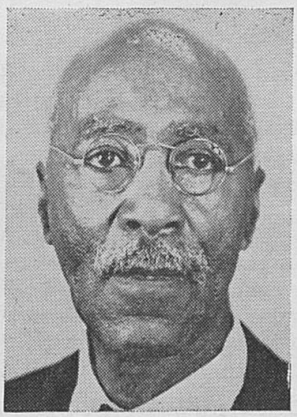
Pres. Harvey C. Russell
1917-1922

Pres. Ernest E. Reed
1923-1925

Pres. Edward B. Davis
1926-1927

Pres. Albert E. Meyzeek
1928-1929

Pres. William H. Humphrey
1930-1931



Pres. Dennis H. Anderson
1932-1933

Pres. Rufus B. Atwood
1934-1935

The Crisis of 1908

The annual convention of 1908 was a climactic event in the history of the Association. The session opened in Winchester, December 29th, with the faculty of the Oliver Street School as hosts. James H. Garvin was principal. The enrollment of 162 members was the highest on record to that time. During the year of 1908, the state had been in the midst of the historic Whirlwind Educational Campaign, initiated by John G. Crabbe, then State Superintendent of Public Instruction, and sponsored by the State Department of Education. This popular drive for better schools had aroused unprecedented enthusiasm throughout the state. The campaign song, "Kentucky Schools," was the popular song of the year in schools and public meetings, and, as might be expected, it was the theme song of the Winchester convention. Notwithstanding the general interest of the convention in the Whirlwind propaganda, there were particular issues which developed beyond the "whirlwind" stage as the meetings progressed.

First, there was the case of Berea College, from which Negroes had been debarred by the enactment of the Day Law. Although four years had elapsed since the passage of this law, the case had only recently been passed upon by the United States Supreme Court. Meanwhile, the question of who was responsible for the Day Law was hotly debated among former Bereans. One element insisted that the legislation was encouraged by Dr. William G. Frost, then president of the college. An excerpt from the State Association minutes of 1907 describes the issue in the following language:

> "The Berea question was taken up for discussion. Professor James Bond spoke at some length, placing before the Association the Berea question from the standpoint of the trustees of Berea. The secretary read a paper prepared by A. W. Titus of Berea, stating the position of those who oppose the policy of President Forst and the trustees of Berea. Professor Frank L. Williams was called before the Association to speak on the question. . . . He showed that from the founding of Berea College until President Frost's administration, the policy had been 'equal opportunity for all.' Because of President Frost's ambition to enlarge the school and make it more popular with the whites, he set out upon definite measures to eliminate the blacks. . . ."[10]

The running debate consumed the better part of one day's session

[10]State Association of Colored Teachers, *Minutes of* 1907.

during which, Dr. Bond ably defended his side of the case. Meanwhile, President Frost had issued a public statement commending the success of the Berea system of educating white and colored people together and in the same classes, "without contamination and reproach." He also published resolutions from the Berea student body condemning the Day Law as unjust.[11]

When the teachers assembled in Winchester for the 1908 convention, the Berea issue had by no means subsided, and there was wide expectation that the debate might break out anew at any moment. Dr. Bond, President Frost, and Professor Williams were all present, each the center of many conferring groups. The hallways and cloak rooms were alive with discussions on the Berea affair, and especially on the merits of the new Lincoln Institute, a school for Negroes only, which was to be built under Berea sponsorship. But the debates never reached the floor of the convention. The Supreme Court had written the final chapter of the controversy. Further debate would be only academic and futile.

Another high point of interest at Winchester was the prospective retirement of Frank L. Williams from the presidency of the Association, and the consequent election of a new president. In anticipation of this change, several available candidates were attending the convention. Once on the ground, however, it did not take an observer long to sense a sharp rivalry between the followers of Professor Williams and the members of an opposing group made up of the younger teachers. It soon developed that the Williams partisans would support Dr. C. W. Houser, a veteran Louisville teacher and physician, while the opposition would center their support on Francis M. Wood, popular young principal of the Lebanon public school. Once the lines were drawn, a vigorous contest ensued. It was attended with a great deal of parliamentary wrangling, political maneuvering, and some expressions of personal bitterness. When the ballot was finally taken, Professor Wood was announced the winner. Plainly sensing that the affairs of the Association were passing into the hands of a new and younger group, some of the older members of the convention took the election in very poor

[11] D. O. W. Holmes, *The Evolution of the Negro College*, p. 79.

grace. Numerous expressions of ridicule and lack of confidence in the new president and his followers were made from the floor of the convention. President Williams was certain that the Association had voted its own ruin. He eloquently pictured its imminent disintegration, and mournfully predicted its eventual dissolution. Professor G. P. Russell of Lexington spoke in the same vein. Williams and other prophets of failure were answered by Rev. J. E. Wood of Danville, who defended the new regime with force and sarcasm as devastating as that of the attackers.

President F. M. Wood assumed the duties of his office with a calm and dignity that compelled the respect of the whole convention. It was not long before he had reconciled the factional elements and attracted an ever increasing following into the Association. Subsequent events proved the election of Wood to be a major turning point in the history of the Association.

Second Period

THE RE-ORGANIZATION

Administration of Francis M. Wood—1909-1916

President Francis M. Wood's term of eight years was the longest and, at the same time, one of the most fruitful for educational progress in the history of the Association. His policy was two-fold. First, he sought to place the Kentucky Negro Educational Association upon a closer working basis with the State Department of Education and the Kentucky Education Association. He sought, further, to enlist greater interest and cooperation from the rank and file of the teachers of all levels and from all sections, for the development of the Association. His success with both of these objectives accounted for the unprecedented expansion of the body in membership and influence which it enjoyed under his leadership.

In 1913, the Wood administration proceeded to reorganize the Association by incorporating the body under a new state charter in which the name was changed from State Association of Colored Teachers to the Kentucky Negro Education Association. The reorganized body chose Louisville as the permanent meeting place, and changed the time of the annual sessions from December to April, at which time the Kentucky Education Association is also in annual session in Louisville. The simultaneous meeting of the two associations in the same city made available many national speakers whom the K. N. E. A. alone would not be able to secure. The new arrangement also afforded opportunities for contacts between state school leaders through exchange visits to the two conventions. The consummation of this reorganization was the crowning achievement of the Wood administration, and it was one of the most significant educational accomplishments in the history of the Association.

Under the new charter the internal organization was expanded into several administrative and subject-matter departments; annual exhibits of industrial and fine arts products were held, and pupil contests in spelling and essay writing were featured at the conventions. By these and other methods of appeal to various ranks of teachers, President Wood succeeded in build-

ing a larger and more representative educational organization. The membership increased from 162 in 1908 to 572 in 1916.

President Wood was particularly fortunate in his selection of committeemen for the work of reorganization. These included A. E. Meyzeek, Louisville; G. W. Jackson, Paducah; W. H. Fouse, Lexington; Miss Martha Williams, Frankfort; J. R. Ray, Bloomfield; A. L. Garvin, Harrodsburg; J. W. Bell, Hopkinsville; J. W. Bate, Danville; A. O. Guthrie, Owensboro; George W. Adams, Flemingsburg; and Mrs. Fannie H. White, Lexington. At the conclusion of the Wood administration, the Association in a stormy and hotly contested election, chose Harvey C. Russell, Normal Instructor in the Louisville Public Schools, to become the fifteenth president.

Francis M. Wood, Leader

Francis M. Wood, fourteenth president of Kentucky Negro Education Association, enjoyed a degree of popularity and general esteem that has been equalled by few other schoolmen. He was the traditional "man of the people." From his graduation from the Frankfort State Normal in 1901 until his death at Baltimore, May 7, 1943, he steadily grew in educational achievement and in the admiration of his friends and fellow workers. Immediately following his graduation he taught in the State Normal, and then, in turn, he was principal of schools in Lancaster, Lebanon, and Paris. While at Paris he became the State Supervisor for the Rosenwald Fund in the State Department of Education and retained the position until the Board of Trustees of the Kentucky Normal and Industrial Institute elected him to the presidency of that institution. Due to a political situation, not uncommon at that time, he was permitted to serve but one year as president of the state school. Following his term at Frankfort he studied on a fellowship at Hampton Institute. It was while he was at Hampton that he was appointed supervisor in the Baltimore Public Schools, later to be named as Director of Negro Public Schools of Baltimore. In recognition of his services, Morgan College conferred on him the degree Doctor of Pedagogy. At the time of his death Dr. Wood had under his direction 53 schools, 60 principals and supervisors, 931 teachers and 23,000 pupil children in the city of Baltimore.

Dr. Wood's most outstanding contribution to education in Kentucky was his work in the reorganization of the Kentucky Negro Education Association, which he served for eight years as president.

In national educational affairs, Dr. Wood gained high recognition. He served on advisory committees to the United States Office of Education, and was for a term the president of the American Teachers Association. His was a dynamic, friendly, and inspiring personality. It was these qualities that carried him to the forefront in state and national educational affairs.

Harvey C. Russell, President, 1917-22

When the Russell administration began, the Association was still in the period of reorganization. The preceding administration had greatly increased the membership and the general interest in the organization, but only one third of the state's teachers were members. The body was not financially self-sustaining, and several proposed departments remained to be organized. In approaching these tasks, the new administration followed closely the policies and lines of development that had been initiated by the preceding administration. At the beginning of his term the new president was faced with an organized movement among several leaders in the western part of the state to withdraw from the Kentucky Negro Education Association and establish a West Kentucky Education Association as a competitor and rival of the state body. It was with no small difficulty that this movement was defeated and the integrity of the state Association was sustained. In prosecution of this campaign President Russell held conferences with educational leaders throughout Western Kentucky, and addressed educational meetings in Bowling Green, Hopkinsville, Paducah, and Owensboro, sometimes appearing before definitely hostile audiences. Fortunately, the friendly elements prevailed and the movement for a rival association was abandoned.

Two contributions of the Russell administration were the creation of the State Parent-Teacher Association, and the organization of the State Inter-High School Athletic Association out of which the State High School Athletic Association was later developed. By 1929 these two departments of K. N. E. A. had

outgrown themselves as mere departments of the Association and they desired to become independent, but affiliated bodies. The transitions took place as related below.

In 1929, the Parent-Teacher department "passed a resolution asking that it become an affiliated organization instead of a department of the Association, in order that it might better work wih the National Congress of Colored Parents and Teachers." The request was granted. At the same annual convention a committee of high school coaches, members of the Inter-High School Athletic division of the Association, feeling that a better functioning organization for the promotion of high school athletics should be set up, established the Kentucky Colored State High School Athletic Association and requested the Kentucky Negro Education Association to "approve and take over" the newly organized group.[12] Since that time, both the State Parent-Teacher Association and the State High School Athletic Association, while retaining nominal affiliations with Kentucky Negro Education Association, have operated as practically autonomous bodies.

In the state-at-large, the Association waged a continuous campaign for a reorganization of the State Industrial College, and for the accreditment of the Negro High Schools.

There was also the Moonlight School movement in which the Association was very active. The Kentucky Moonlight Schools attracted national attention and played no small part in initiating the Adult Education movement which later swept the nation. The Kentucky Negro Educational Association was the state clearing hourse for this activity among Negroes. Much space was given on the annual programs to discussion and demonstrations on this popular subject.

After six years of service, Mr. Russell was succeeded by Ernest E. Reed, who had served as secretary and at that time was Principal of the State Street High School in Bowling Green. President Russell had seen the Association become financially self-supporting, the membership increased beyond the 1000 mark, several departments established, the organization saved from a threatened rift, and the participation of the body in various state and na-

[12]Proceedings of K. N. E. A., 1929.

tion movements for educational welfare and improvement. The end of this term marked the close of the second epoch in the history of the Association. The reorganization begun in the Wood Administration had now been practically completed. Dr. James H. Dillard, in 1918, called the body "the greatest Education Association I have seen among Negroes." The machinery was now set for the fruitful years of accomplishment which were soon to follow in succeeding administrations.

Third Period

THE DIFFICULT YEARS

Presidents Ernest E. Reed and Edward B. Davis—1922-1927

Post War Problems

The election of Ernest E. Reed was conferred in recognition of his constructive services to the Association as its secretary in the Wood and Russell administrations. His election was also a tribute to the immense popularity which he enjoyed as a progressive young leader in the educational affairs of the state. At the time of his election, Mr. Reed was one of the best informed men on public school education then teaching in the state.

The Reed election came at a time when the educators of the nation were grappling with the deplorable conditions of illiteracy and public health which the World War had revealed to the American people. The whole nation had been shocked to learn that more than half the men examined for military service were suffering from some type of physical or mental defect, and that the percentage of illiteracy among them was alarming. Rising to the occasion, President Reed shaped his program around problems of public health, the promotion of physical education, and the development of a functioning system of adult education. Moonlight schools which sprang up all over the state were taught in most cases by voluntary, unsalaried teachers.

This was also a period of rapid expansion of higher educational facilities for white people in the state and corresponding neglect of similar facilities for Negroes. The development and enlargement of the University of Kentucky and the four state teachers colleges was consuming millions of dollars, while, meantime, practically nothing was being done to improve higher education among Negroes. The Reed and Davis administrations took notice of these conditions and sought to awaken public sentiment for the improvement of the Frankfort and Paducah State Colleges. Great impetus was given the movement which later resulted in the reorganization of the Frankfort State College. President Reed was succeeded by Edward B. Davis, Principal of

PRESIDENT FRANK L. WILLIAMS
1902-1908

the Georgetown Public School, and a popular fraternal society leader.

The Davis administration continued in the main, the program of the previous administration, adding as one of its important issues the question of accreditment of the high schools and colleges for Negroes. In his efforts for better educational conditions, President Davis was fortunate to have the active support of Dr. James Bond, State Interracial Commissioner. Dr. Bond used the power of his great influence to bring the needs of Negro education before the officials and citizens of the state. His annual legislative reports for the Association showed a rare statesmanship in dealing with educational conditions. One of his reports analyzing the inequalities of educational opportunity among Negroes of the several regions of Kentucky has remained a classic in educational literature of the state.

Ernest E. Reed

Ernest E. Reed became prominent in Kentucky education at an early age. He was graduated from the Kentucky Normal and Industrial Institute in 1904. He taught in a rural district one year, and at twenty-two was elected to the faculty of his Alma Mater. In his twenty-sixth year he was made dean of the institution and held the position for several years. Meanwhile, he continued his education through summer study in various colleges and received his bachelor's degree from Simmons University and a Master of Arts degree from the University of Cincinnati. During the reorganization period of the Kentucky Negro Education Association, Professor Reed served as secretary and detail man in building the organization which President Wood planned and promoted. His personal popularity combined with his organizing ability, made him an influential leader. Later, he taught in Oklahoma and North Carolina, then returned to Kentucky, where he was never able to regain the degree of influence and professional standing he had formerly enjoyed. He died in 1939 at the age of fifty-five years.

Presidents A. E. Myzeek, W. H. Humphrey, and D. H. Anderson—1927-1933

Albert E. Meyzeek

In the variety of his services in the educational system of Kentucky, Professor Meyzeek occupies a rather unique position. Since coming to Louisville in early manhood he has been principal of Eastern and Western Elementary Schools, Central High School, the Louisville Normal School, Jackson Junior High School, and taught Education in the Louisville Municipal College and the Louisville Summer School for Teachers. In July 1910 he was elected to the presidency of the State Industrial College at Frankfort, but he resigned before the opening of the fall term to remain as principal of the Louisville Normal School. He served as president of the Kentucky Negro Education Association two years. Prof. Meyzeek was one of the incorporators of the K. N. E. A. During his term as president he put an end to certain outside political influences which interferred with the elections of officers of the Association.

Outside the school room, Mr. Meyzeek courageously championed civic and social movements that were responsible for many racial advances in Louisville and Kentucky. His connections and leadership in the National Urban League, the National Association for the Advancement of Colored People, and in the Interracial Movement were always positive and dynamic. He has maintained a similar position in the affairs of the Episcopal Church. Whether in the majority or the minority, in victory or defeat, he steadfastly supported his convictions and his friends. Thus, in his personality as in his professional services, Mr. Meyzeek contributed to educational progress.

Buildings, Consolidations, and Accreditment

The administrations of Presidents A. E. Meyzeek, W. H. Humphrey and D. H. Anderson came at a time when the backwash of school expansion for white children was just reaching the colored schools. The work of these three presidents was devoted to measures designed to secure improvement of school plants, the consolidation of isolated schools, and the accreditment of colleges and secondary schools. This was a difficult period

for Negro education, but considerable progress was recorded, notwithstanding. Throughout these terms there was a close working relationship of the Association with the State Department of Education and with city and county superintendents, for the improvement of Negro education. While the effects of these efforts cannot be accurately evaluated, it is safe to assert that the Kentucky Negro Education Association wielded effective influence toward the results that ensued. New buildings or substantial additions to the school plants at Harrodsburg, Lebanon, Nicholasville, Maysville, Providence, Lexington, Frankfort, Louisville, Madison, Earlington, and other points, mark the progress of this period. The cooperation of the Julius Rosenwald Fund had much to do with the erection of the new buildings. The work of high school accreditment went on apace. By 1930 there were 43 approved and accredited high schools for Negroes in the state. Consolidation of small schools was also making rapid progress, notwithstanding the slow development of transportation for Negro children. In Mason County and a few other counties, children of both races were accommodated in the same busses where conditions could not otherwise be met, but this was quite the exception. Some counties provided fairly adequate transportation for both races, but in many others the white children rode and the colored children walked.

President Humphrey's administration enjoyed the honor of witnessing the attainment of the long sought standard college for which he and his predecessors had pleaded, planned, and fought. For more than twenty years Professor Humphrey had been an outstanding school man. Following his graduation from Berea College and two years of study in Harvard College, he returned to his home city of Maysville where he devoted a life of constructive service as principal of the John G. Fee High School and as the educational leader of Northeastern Kentucky. He was a pioneer in the incorporation of Smith-Hughes and George-Dean industrial courses in his school. The Fee High School serves the Negro population of several Northern Kentucky counties as a center of secondary and vocational education. As president of the K. N. E. A. Professor Humphrey lost no opportunity to urge the extension of vocational education to more communities through its inclusion in the high school program.

Dennis H. Anderson

When Dr. Dennis H. Anderson came to the presidency of the Association, he was a recognized leader in educational affairs in the western part of the state. He was the first president ever elected from the extreme West. His election came in recognition of his services in founding and developing the West Kentucky Industrial College at Paducah. The Anderson administration covered a rather transitory period in the state's educational development. Preceding this period, George Colvin, State Superintendent of Public Instruction, had initiated a series of reforms and improvements which amounted to a reorganization of the public school system. The application of these reforms to the practical running of the system was, through the 1920's, the absorbing interest of the whole state. Meanwhile a later Superintendent, W. C. Bell, was formulating plans and conducting researches for the further reorganizations which was to follow in 1934, but his work was still in the formative stage. At this time also, the Louisville Municipal College was beginning its career, and the Kentucky State College was fast evolving into a standardized institution. The West Kentucky Industrial College was enlarging its plant and expanding its curriculum. The elements were taking form for the phenomenal rise in teacher training and increased college attendance, which was soon to follow. Plans were in the making for the new school code that would revolutionize the state's educational structure. Caught in the trough between two high tides of educational progress, the Anderson administration contented itself with routine considerations and with preserving the strength of the Association for the tasks which lay ahead.

Presidents R. B. Atwood and W. S. Blanton—1934-1937

A New School Code Enacted

The Awood and Blanton administrations were most largely concerned with issues arising out of the new state school code of 1934. President Atwood had served as chairman of the subcommittee on Negro Education of the Kentucky Education Commission appointed by Governor Ruby Lafoon in 1932 to survey the state school system and recommended legislation for its re-

organization. President Blanton had been chairman of a Kentucky Negro Education Association Contact Committee to assemble and disseminate information on such phases of the proposed legislation as particularly related to the colored schools.

Prior to Mr. Atwood's election to the presidency of the Association he had contributed a review of his committee's work to the K. N. E. A. Journal, in which he outlined policies which later formed the basic program of his administration. These recommendations covered such important measures as (1) provisions for transportation of isolated children to school centers, (2) the extension of more agriculture services to Negro farmers, (3) coordination of curricular offerings by the colleges in the state, (4) adoption of a state minimum salary schedule for all schools, and (5) equalization of opportunities in graded school districts. To estimate Mr. Atwood's contributions to the cause of education in the state during his term, his work with the Governor's committee would have to be considered. It is generally conceded that the Code of 1934, liberally applied, would go far toward the solution of many problems in Negro education. President Atwood expressed his faith in the new code and his hopes for its accomplishments in the following statement through the K. N. E. A. Journal:

> As we enter upon the 1934-1935 school term, may I call your attention to an accomplishment which causes us to rejoice. I refer to the new school code. The 1934 General Assembly has written into the organic laws of the state a code that is progressive and that furnishes the foundation upon which the state can now build a public educational system. Prepared by men of the teaching profession, and other citizens interested in the schools, the new school code is fair to all groups and is destined to lift education in Kentucky and of the lowly rank of 42nd and place her among the leading states of the union.
>
> . . . Conceived in the spirit of justice and fairness to all, the school code is yet to be interpreted in the same spirit so as to bring to all the benefits intended by its authors. I urge all teachers and especially all principals to secure a copy of the new school laws and become well acquainted with the provisions contained therein. With this accomplishment in the background, let us realize our added responsibility; let us enter upon our work this year determined that each child coming into our care shall receive the fullest measure of educational opportunity.

For the implementation of his whole program President Atwood worked vigorously throughout his term. For its constructive

statesmanship and definite accomplishments, this administrations takes high rank in the history of the Association.

President William S. Blanton's term of office was characterized by its insistence upon a fair deal in the state's legislative and administrative measures in relation to education for Negroes. It was the good fortune of this administration to witness the enactment of the Anderson-Mayer Law which provided $5,000 a year to be used by students who must go outside the State for college and University courses that were available to other students in the state. President Blanton appointed a Research Committee to examine the existence of discriminatory laws and practices, particularly the inequalities in salaries between white and colored teachers of equal training, experience, and position. This administration strengthened the influence of the Association by its policy of cooperation with federal and state educational agencies, and with the national philanthropic foundations. It was fortunate for the Association that its president was living in Frankfort at this time, when a constant liaison with the State Department of Education was so necessary and so fruitful of results.

Fourth Period

THE DRIVE FOR EQUALITY

The Services of Presidents W. H. Fouse, S. L. Barker, H. E. Goodloe and Mrs. Lucy Harth Smith—1938-1944

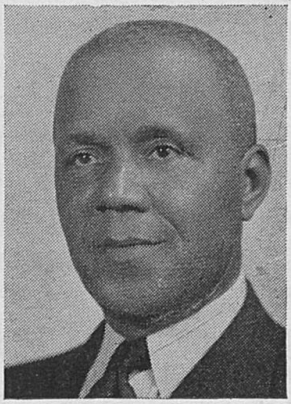
Between 1939 and 1943, there were several live issues before the educational forces of the state. Among these were (1) the closing of West Kentucky Industrial College of Paducah and its merger with Kentucky State College at Frankfort, (2) the focusing of a movement for the removal of salary discriminations on grounds of race, (3) the fight for a Negro state supervisor for the National Youth Administration, (4) school transportation for Negro children commensurate with that for white children, (5) the right of Negro students to enter the University of Kentucky, under a United States Supreme Court decision, (6) plans for the eventual repeal of the Day Law which prevents Negro students and white students from attending the same colleges in Kentucky and (7) how to adjust the Kentucky Negro Education Association to the War situation that it might render the most effective service toward a victorious conclusion of the conflict for our country and our allies.

In Dr. Fouse's first year he was confronted with the controversy which arose concerning the closing of the West Kentucky Industrial College at Paducah. Although the issue was hotly debated in a Board of Director's meeting, and efforts were made to make it a subject of discussion in the annual convention of the Association, President Fouse kept it from the general program, and thereby saved the Association from a bitter partisan struggle. Personally, President Fouse was a staunch opponent of the closing of the college and its merger with the Frankfort State College, and he wrote several published articles to that effect.

At the time of the Fouse election, the Lexington Public Schools, in which he was a principal, was formulating a plan of gradual equalization of salaries as between the white and Negro teachers. Meanwhile, the question of equal salaries throughout the state was becoming a very live issue. Dr. Fouse's experiences in the Lexington system enabled him to take the lead in the

Pres. W. Spencer Blanton
1936-1937

Pres. William H. Fouse
1938-1939

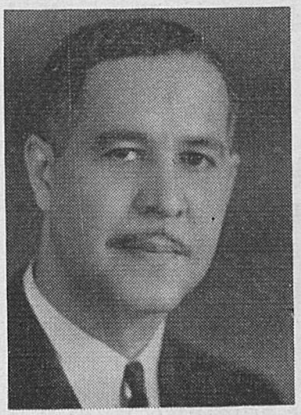


Pres. Samuel L. Barker
1940-1941

Pres. H. Eugene Goodloe
1942-1944

Pres. Lucy Harth Smith
1945-1946

Pres. W. Oscar Nuckolls
1946-



Atwood S. Wilson
Secretary-Treasurer
1923-1942

Miss Letilla V. Rannels
Recording Secretary
1916-1946

William H. Perry, Jr.
Secretary-Treasurer
1943-

general subject of equalization for the state. Consequently, equalization became the main theme of his administration.

William H. Fouse

When Frank L. Williams left the Covington schools to work in St. Louis, 1908, his successor was William H. Fouse, who was then teaching in the state of Ohio. At Covington, Professor Fouse maintained the high educational standards for which those schools were noted. Five years later he was elected to the principalship of Dunbar High School in Lexington, where he remained with signal success until his retirement in 1940. Otterbein College, his Alma Mater, conferred an honorary doctor's degree upon him. He held also a master's degree from the University of Cincinnati.

Outside of Lexington Professor Fouse's contribution to education was made principally through his participation in the Kentucky Negro Education Association, of which he was a constant and enthusiastic supporter. He was active also in the American Teachers Association and the National Education Association. He was for many years the unofficial liaison officer between the teachers of Kentucky and those national bodies. His reports served to break down a traditional isolationism among his fellow Kentuckians, and to elicit a degree of cooperation and support of national movements that is now a normal condition in the state. For two years, 1938 and 1939, he was president of the Kentucky Negro Education Association, during which he performed an important role in the fight for the removal of salary discrimination in Kentucky schools. Professor Fouse died June 1, 1944.

The Barker and Goodloe Administrations

Both Presidents S. L. Barker and H. E. Goodloe inherited the salary discrimination issue, and both of them faced it with consummate courage and statesmanship. The previous administration had passed through the educational phase of the controversy. Now had come the fighting stage. Mr. Barker placed the Association squarely into the fight.

In addition to the salary issue, the Barker administration was faced also with the rising tide of agitation for graduate work for

Negroes. The Association passed a resolution calling for the repeal of the Day Law to the extent that Negroes be permitted to share in all of the provisions for higher education that are offered at public expense in the state. This marked the organized beginning of the movement which culminated in the later introduction by Representative Charles W. Anderson of a bill to abolish segregation in schools offering graduate work.

S. L. Barker's election to the leadership of the Association was the reward for many years of faithful service to educational advancement in the state. As far back as twenty-five years prior to his election, he had served as recording secretary of the K. N. E. A., and during the intervening years he had served the Association in many useful capacities. He was a recognized leader in his section of the state where he was president of the Second District Education Association for several years. He had held principalships in the Owensboro Public Schools for more than thirty years.

President H. Eugene Goodloe

H. Eugene Goodloe, principal of the Bate High School at Danville, was elected the twenty-fifth president of the Association. The course his tenure in office would take was clearly indicated in his first annual address. He called for a more equitable distribution of federal educational funds between the races; a Negro supervisor in the Department of Education; the public financing of Lincoln Institute as a state high school; greater support for the West Kentucky Vocational School; and for equalization of salaries in the state by legislative or judicial action.

Immediately upon President Goodloe's induction into office, he set out upon a campaign to secure the objects of his program. He visited all of the Congressional District Associations and many local educational associations and gatherings to deliver his message and corral support. In the general state election of 1943 he held conferences with the candidates of both political parties and demanded pledges of support for his educational platform. He appeared also before the Legislative Council.

The results that ensued, largely through his leadership, fully justified his efforts. For the first time since 1922, the State Department of Education appointed a Negro as an assistant super-

visor; the Lincoln Institute bill was passed and the school set up as a state high school; increased appropriation was made to the West Kentucky Vocational Training School; and the fight for graduate study went forward with increased impetus. But few administrations in the history of K. N. E. A. can point to a similar record of accomplishment. It would, obviously, be extravagant to attribute the whole of these accomplishments to the president alone, but it was Mr. Goodloe's leadership that brought these issues into the open, placed before them the public and the responsible officials. He pursued his objectives unswervingly until results were obtained.

In recognition of Mr. Goodloe's record in office he was voted the annual Lincoln Institute Key Award for outstanding service to Negro education for the year 1943.

Mrs. Lucy Harth Smith, Twenty-sixth President

When Mrs. Lucy Harth Smith of Lexington was elected to the presidency of the K. N. E. A. in 1944, she was the second woman ever to have been elected. Mrs. Smith had served in turn as teacher and principal in the Lexington Public Schools for several years, as president of the Lexington Teachers Association, and, at the time of her election, she was president of the State Federation of Colored Women's Clubs. Her greatest interest outside the school room was the Association for the Study of Negro Life and History, a national organization of which she was an officer and the state sponsor for Kentucky.

Following her induction into office, the new president issued a statement through the K. N. E. A. Journal indicating the problems which her administration would attack. She would emphasize the need for youth to stay in school in spite of the attractive wages that tempt them. At least a high school education, she avers, will be necessary for most types of employment after the end of the war. The prevention of juvenile delinquency, and the promotion of better health conditions for pupils were considered as important functions of the school. Another plank, which anyone who knows Mrs. Smith would expect, was a recommendation for Negro History to be placed in the school curriculum. Commenting on this recommendation, she said, "our pupils need respect for themselves as well as for others. We

believe that literature telling of the achievements of Negroes should consistently confront the child in the classroom." Mrs. Smith attended Hampton Institute, Kentucky State College, and the University of Cincinnati, and holds degrees from the latter two institutions.

W. O. Nuckolls Becomes the Twenty-seventh President

The Association in session April 12th, 1946, elected Professor W. O. Nuckolls, principal of the Rosenwald High School at Providence to head the organization. Professor Nuckolls had been chairman of the Principals Conference for several years, and he had served as president of the Second District Education Association for several years. He is a normal graduate of the Kentucky State College, and he holds a degree from the University of Cincinnati. The new president assumes the leadership at a critical period in the age-long battle for educational equality in Kentucky and the nation.

List of the Presidents of the Kentucky Negro Education Association—1877-1946

Order	*Dates*	*Presidents*	*Home City*
1.	1877-1878	John H. Jackson	Lexington
2.	1879-1881	James M. Maxwell	Louisville
3.	1882-1883	Henry Shirley	Glasgow
4.	1884-1886	William H. Perry	Louisville
5.	1887-1888	Chapman C. Monroe	Lexington
6.	1889-1890	James S. Hathaway	Mt. Sterling
7.	1890-	William J. Simmons	Louisville
*	-1891	John H. Jackson	Lexington
8.	1892-1893	William H. Mayo	Frankfort
9.	1894-1895	Robert Mitchell	Bowling Green
10.	1896-1897	Charles H. Parrish	Louisville
11.	1898-1899	Miss Marie Spratt Brown	Louisville
12.	1900-1901	John E. Wood	Danville
13.	1902-1908	Frank L. Williams	Covington
14.	1909-1916	Francis M. Wood	Lebanon
15.	1917-1922	Harvey C. Russell	Louisville
16.	1923-1925	Ernest E. Reed	Bowling Green
17.	1926-1927	Edward B. Davis	Georgetown
18.	1928-1929	Albert E. Meyzeek	Louisville
19.	1930-1931	William H. Humphrey	Maysville
20.	1932-1933	Dennis H. Anderson	Paducah
21.	1934-1935	Rufus B. Atwood	Frankfort
22.	1936-1937	W. Spencer Blanton	Frankfort
23.	1938-1939	William H. Fouse	Lexington
24.	1940-1941	Samuel L. Barker	Owensboro
25.	1942-1944	H. Eugene Goodloe	Danville
26.	1945-1946	Mrs. Lucy Harth Smith	Lexington
27.	1946-	W. O. Nuckolls	Providence

* *John H. Jackson completed the term of W. J. Simmons who had died.*

The Secretaries of the Kentucky Negro Education Association from 1877-1944

Order	*Dates*	*Secretaries*	*Home City*
1.—	1877-	—C. C. Vaughn	Russellville
2.—	1878-1880	—William H. Jackson	Lexington
3.—	1881-	—J. C. Graves	Paris
4.—	1882-1883	—W. H. Perry	Louisville
5.—	1884-	—Charles Steele	Georgetown
6.—	1885-	—C. C. Monroe	Lexington
7.—	1886-	—M. E. Britton	Lexington
8.—	1887-1888	—Rachael J. Davis	Louisville
9.—	1889-	G. W. Talbert	Louisville
10.—	1890-	Artisha Gilbert	Louisville
11.—	1891-1892	—Aaron Payne	Louisville
12.—	1893-	—R. C. H. Mitchell	Maysville
13.—	1894-1895	—Mary V. Cook	Bowling Green
14.—	1896-11897	—F. L. Williams	Covington
15.—	1898-1899	—Lizzie B. Fouse	Bowling Green
16.—	1900-	—Edwenia Kennedy	Henderson
17.—	1901-	W. D. Thomas	Frankfort
18.—	1901-	J. H. Lyons	Nicholasville
19.—	1902-	L. V. Douglas	Bardstown
20.—	1903-1904	—W. C. Jordan	Bardstown
21.—	1905-1908	—Zenobia Cox	Covington
22.—	1909-1910	—Effie Garvin	Harrodsburg
23.—	1911-1913	—K. C. Blackshear	Henderson
24.—	1914-1922	—Ernest E. Reed	Bowling Green
25.—	1923-1942	—Atwood S. Wilson	Louisville
26.—	1942-	—W. H. Perry, Jr.	Louisville

The Vice Presidents (First Vice Presidents after 1916)

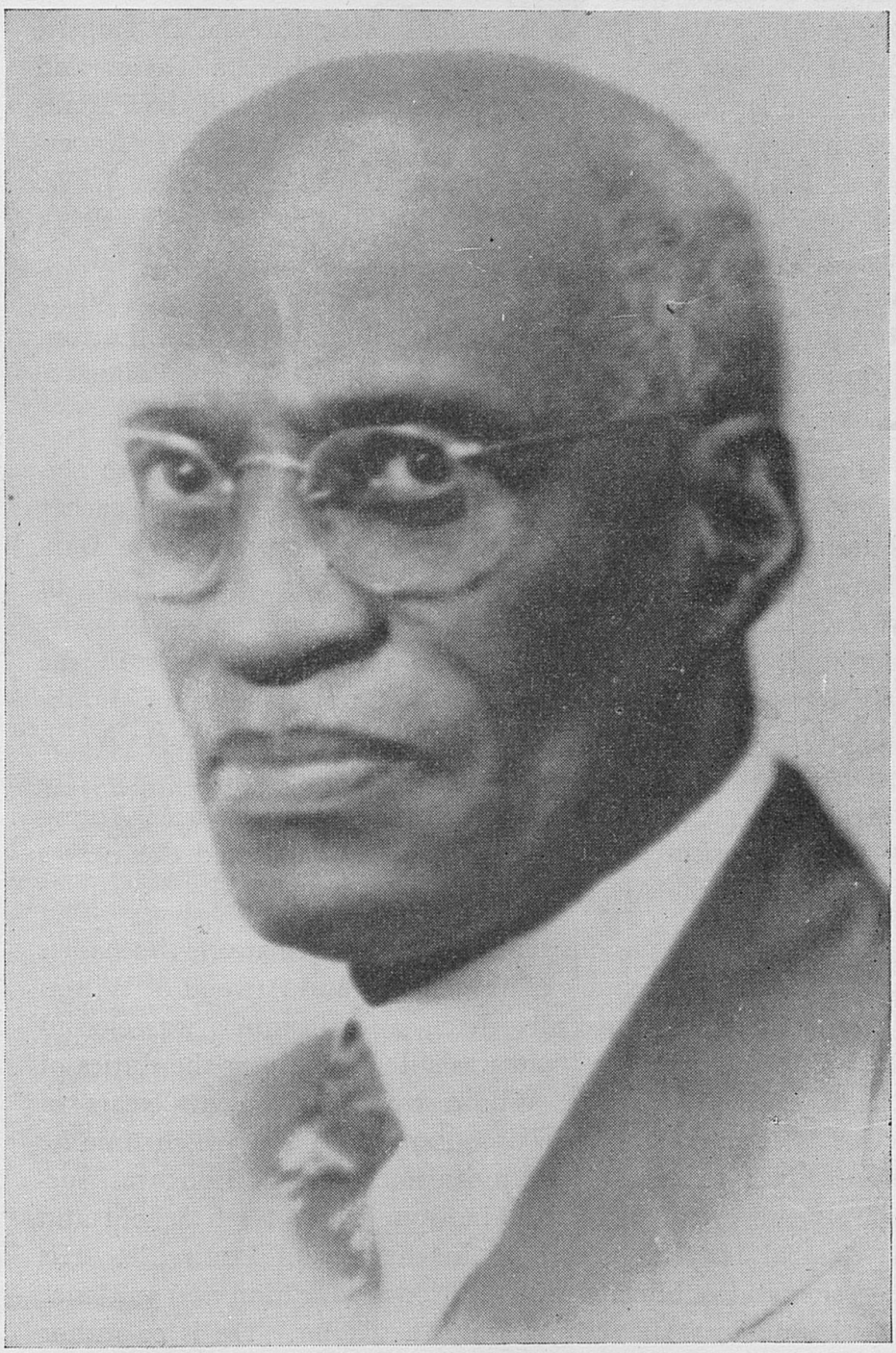
Twenty-five persons have served as the Vice Presidents, or First Vice Presidents of the Association between 1877 and 1944. Due to the omission of the vice presidents' names in some of the annual minutes, it is probable that this list is incomplete. As far as available records show the following persons constitute the list: J. C. Graves, Midway; C. C. Vaughn, Russellville; W. H. Perry, Sr., Louisville; W. H. Mayo, Frankfort; G. P. Russell, Lexington; G. W. Talbott, Louisville; Miss F. M. Bronston, Richmond; Miss Mary E. Britton, Lexington; Miss Georgia G. Moore, Louisville, Miss Lottie Gatewood, Mt. Sterling; Miss Lucretia M. Gibson, Louisville; C. C. Monroe, Frankfort; Miss Martha E. Williams, Frankfort; A. O. Guthrie, Owensboro; C. L. Timberlake, Madisonville; W. H. Humphrey, Maysville; Mrs. Fannie H. White, Lexington; Mrs. Virginia B. Alexander, Louisville; P. Moore, Hopkinsville; Mrs. Ellen Taylor, Louisville; H. R. Merry, Covington; H. E. Goodloe, Danville; Mrs. Pearl M. Patton, Madisonville; Mrs. Grace S. Morton, Frankfort; and Robert L. Dowery, Franklin.

Others Who Served With Great Merit

In addition to those who have held the main executive offices in the Association, there were many others whose work and influence loomed large in the development of the organization. Only a few can be mentioned in the limits of this study. Of the earlier period were J. J. C. McKinley, William Peyton and C. W. Houser of Louisville; Horace Morris, Louisville, and Peter Smith, Frankfort who were school trustees and leaders in the fight for the establishment of the State Normal School.

At a later period the names of Dr. J. A. Boyden of Camp Nelson Institute, President C. L. Purse of Simmons University, T. I. Bryant of Henderson, Mrs. J. E. Givens of Louisville, George W. Saffell of Shelbyville, James Garvin of Winchester, and A. L. Garvin of Harrodsburg appear in prominent places.

Since the reorganization of the Association in 1913, many of those who rendered outstanding service in that critical period are now deceased (1944). This group would include: Dr. W. T. Amiger, Mrs. L. B. Snead, Mrs. Mamie Steward, and Rev. L. A. Offutt, all of Simmons University; Miss Lucy Duvalle, Miss



PRESIDENT FRANCIS M. WOOD
1909-1916

Georgia Nugent, Miss Carrye Warren, Rev. Thomas F. Blue, George McClelland, W. B. Matthews, Miss Rubena D. Rogers, and Miss Jessie Carter, of Louisville; Mrs. J. Etta Taylor and Mrs. Essie D. Mack, the first and second directors of the Parent-Teacher department; Dean Jame S. Estill and Mrs. T. L. Anderson of Frankfort; Dean Kirk Smith, Lincoln Institute; J. W. Bell, Hopkinsville; Dr. W. D. Tardif, Stanford; Jesse L. Bean, Versailles; Dr. F. C. Button, of the State Department of Education; Dr. James Bond of the Interracial Commission; Mrs. M. L. Doneghy, Danville; T. J. Smith, Versailles; G. T. Halliburton, Hickman; W. L. Bowman, Bardstown; Mrs. D. Lillian Poignard, South Park; Mrs. Elizabeth G. Clark of Springfield.

To this list might be properly added the names of some persons still living in 1944, some of whom were on the Teacher Retirement list: J. W. Bate, for sixty years the principal at Danville; J. S. Cotter, Louisville, organizer of the Story Hour in the Association; W. E. Newsome, Cynthiana, participant in many association programs; L. N. Taylor, former supervisor in the State Department of Education; Miss Carrie Alexander, Louisville, all retired teachers; Moneta J. Sleet, West Kentucky Vocational Training School; Dean Paul W. L. Jones of the State Industrial College, and later of Cincinnati, and Whitney M. Young of Lincoln Institute, all of whom have distinguished themselves in the work of the Association.

In point of continuous service to the Association, the names of Miss Letilla V. Rannels of Winchester and Atwood S. Wilson of Louisville rank above all others. Miss Rannels was elected assistant secretary in 1917 and was still performing the duties of that office in 1945. Mr. Wilson completed twenty years of service as executive secretary-treasurer in 1942, at which time he voluntarily retired. In the meantime, Mr. Wilson was successively the principal of the Madison Junior High School and the Central High School, both in the city of Louisville. His researches and publications in vocational education and guidance gained for him wide recognition as a scholar. He is co-author with Miss Margaret Parks of "An Outline of Vocational Guidance," a hand book that is used in many school systems in the United States. He is also the first and only Negro to be a mem-

ber of the Public Library Board of the city of Louisville. He is a member of Phi Delta Kappa, national honorary educational fraternity, and the Kappa Alpha Psi college fraternity.

Meeting Places of the K. N. E. A.—Dates and Enrollment

Date	*City*	*Enrollment*
1877	Frankfort	28
1878	Danville	28
1879	Louisville	46
1880	Lexington	32
1881	Paris	14
1882	Bowling Green	25
1883	Frankfort	35
1884	Georgetown	
1885	Lexington	65
1886	Louisville	146
1887	Danville	54
1888	Richmond	44
1889	Lexington	83
1890	Hopkinsville	
1891	Owensboro	54
1892	Henderson	64
1893	Frankfort	79
1894	Bowling Green	43
1895	Lexington	105
1896	Paris	105
1897	Louisville	
1898	Owensboro	
1899	Danville	34
1900	Frankfort	
1901	Berea (July)	
1901	Lexington (December)	116
1902	Lexington	132
1903	Louisville	
1904	Covington	
1905	Lexington	
1906	Lexington	120
1907	Danville	139
1908	Winchester	162
1909	Frankfort	172
1910	Henderson	124
1911	Paris	129
1912	Bowling Green	126
1913	Louisville	368
1914	Louisville	
1915	Louisville	526
1916	Louisville	572
1917	Louisville	504
1918	Louisville	596
1919	Louisville	
1920	Louisville	818
1921	Louisville	1005
1922	Louisville	1057
1923	Louisville	1132
1924	Louisville	1152
1925	Louisville	1240
1926	Louisville	1140
1927	Louisville	1353
1928	Louisville	1366
1929	Louisville	1338
1930	Louisville	1270
1931	Louisville	1328
1932	Louisville	1052
1933	Louisville	1064
1934	Louisville	1140
1935	Louisville	1394
1936	Louisville	1410
1937	Louisville	1420
1938	Louisville	1456
1939	Louisville	1469
1940	Louisville	1460
1941	Louisville	1455
1942	Louisville	1380

K. N. E . A. PUBLICATIONS

The K. N. E. A. Journal is the official organ of the Association. In it are reported the annual convention programs, excerpts of prominent addresses, school news, and other educational items. The bound volumes of the Journal furnish a fair record of the thinking and planning that have brought about the present status of education in the state. Subjects of wide social significance have characterized much of the published material. For a time, following the first World War, the important subject of interracial understanding and harmony had a prominent place. Excerpts from addresses by Mrs. Mary McLeod Bethune, Dr. James Bond, Judge William Harrison and President John Hope have preserved the thoughts of these leaders on important phases of the race issue. After the War exposed the deplorable condition of health among the youth of the land, the programs of the annual convention emphasized physical education and health as materials for schools and colleges. The K. N. E. A. president's address for 1919, quoted in the Journal, was built around this need. As a result a state league in physical education was formed, athletics and recreation were popularized in the schools and definite athletic associations were organized in each of the congressional districts. Another theme about which several articles are found in the Journal is Vocational Education. The growth of interest in this subject is attested in the reports of the Registration Committee, articles by state educators, and the development of a state vocational school about which much comment is noted.

The Journal has chonicled trends in national educational thought by reports of addresses by such educators as President John W. Davis, of West Virginia, Dr. Carter G. Woodson, the historian, Dr. Charlotte Hawkins Brown, of North Carolina, Dr. W. E. B. Dubois, Dr. Charles H. Judd, and other national characters.

Teacher Poets

The Muse of Poetry has inspired numerous contributions to the Journal. Some contributors are Ephriam Poston of Paducah, Henry Allen Laine, of Madison County, Paul W. L. Jones of Frankfort and Cincinnati, Joseph Seamon Cotter, Sr., of Louisville, and Miss Marie Spratt Brown, of Louisville. Four poems have been selected for publication here:

LOVE AND LIFE

By PAUL W. L. JONES, 1923

Of what shall I sing?
Shall I sing of love?
Love is an old, old song.
Old, it is true
But never new
And as sweet as the years are long.

Of what shall I sing?
Shall I sing of life?
Life with its joy and pain?
Life, it is love
Sent from above
And seasoned with sunshine and rain.

Of what shall I sing?
Pray give me a song;
Help me to tune my lyre.
Love and life,
Their joy and strife
Will set this old world afire.

THE BOOK'S MESSAGE

By JOSEPH S. COTTER, SR., 1939

Dear Reader, seeking what is brave and true,
List to the message that I bring to you.
In days agone, ere I was given birth,
Man knew but little of this wondrous earth.
He longed and struggled in some tiny spot
To flare his darkness and to cheer his lot.
He filled his day with hopes, his nights with fears
But left no record for the coming years
A whirling spindle with its thread unspent.

Time's higher need brought forth a lordlier man;
And lo, God's Light was circled by a plan.
Now all that may be felt or seen or heard
I bring to you embodied in a word
Unlock the word and hear the spheres rehearse.
Unlock the word and own the universe.

THE PRESENT THANKSGIVING

By MARIE SPRATT BROWN, 1940

(Only three of the seven stanzas are quoted, the first, the fourth and the seventh.)

November with its cold bleak days
Is now with us once more
The time for thanking feasts and plays
With memories of yore.
But we deplore those bygone times
We never more shall see,
For Thanksgiving in the present
Isn't what it used to be.

The old folks used to go to church
Then back at home to dine;
But now that has all passed away,
The football game they must see,
For Thanksgiving in the the present
Isn't what is used to be.

Dear Lord, I pray, as time moves on
We'll pause a while to think
Before our days are almost gone,
Before we reach the brink,
That those who plan these functions may
With serious thoughts agree
To make Thanksgiving nowadays
Just what it used to be.

A poem by Ephriam Poston narrates the succession of the presidency of the Association from 1900 to 1939. The title is THE K. N. E. A. Selected parts are quoted here.

THE K. N. E. A.

By E. POSTON, 1939

How well I remember the old Association,
Way back in the nineties we'd meet day by day
In some certain city in friendly relation,
Not dreaming we'd change it to K. N. E. A.

President Williams, Reed, Mays and Russell,
F. M. Wood, J. E. Wood, Blanton and Joe Ray,
And others who were noted for hurry and bustle
Said, "Let's change the name now to K. N. E. A."

So they changed the name and made Louisville headquarters
For meeting each April in battle array.
To the tune of five hundred the brave sons and daughters
Marched up and enrolled in the K. N. E. A.

F. M. Wood as president rose to the occasion
Some said he couldn't, but he did, by the way!
He presided with dignity, tact and persuasion
And the number increased in the K. N. E. A.

In the language of football, Wood "kicked off to Russell",
Who took up the cross in the heat of the day
And kept things agoing in hurry and bustle
Till Reed took the reins of the K. N. E. A.

E. E. Reed was succeeded by Edward B. Davis,
Then A. E. Meyzeek got into the fray;
We saw him elected. We heard him say this:
"Keep politics out of the K. N. E. A."

The chair was filled next by a U. B. F. brother,
Congenial Bill Humphrey, who in his own way
Was strictly impartial, for he knew no other
Course to pursue with the K. N. E. A.

The battle then shifted to Western Kentucky,
With Anderson and Timberlake locked in the fray.
D. H. knocked the plum. Then was he the lucky
New president of the K. N. E. A.

Next President Atwood did well, as he could.
Then Blanton essayed to rule well in the "House".
In nineteen thirty-seven the honor was given
To a kid whom we called Willie Fouse.

Well, our "little Willie" just knocked the thing silly.
He put on a program didactic and stout;
Gave time and his money, it really seems funny
Though a kid, he put Giant Ignorance to route.

Other Contributors

In the field of current educational topics the K. N. E. A. Journal has published frequent contributions by G. W. Jackson, teacher and newspaper writer; R. B. Atwood, President of the Kentucky State College; A. E. Meyzeek, Louisville principal; Atwood S. Wilson, long time executive secretary of K. N. E. A.; William H. Fouse, of Lexington, Whitney Young, director of Lincoln Institute; and H. Eugene Goodloe, Danville principal.

Educational research, which should have a large place in

the publications of the Association, has been seriously neglected. Unpublished studies of recent years include investigations by various committees which studied, among other subjects, the Reorganization of Education in Kentucky, 1934;; Educational Inequalities, 1936; Differentials in Salaries, 1938; and Higher Education, 1942. These reports were mostly the work of Dr. George D. Wilson, Dr. E. M. Morris, and President R. B. Atwood. For several years the late Rev. Thomas J. Smith, Historian of the K. N. E. A., collected historical data on Kentucky education, but the Association never availed itself of this material by preserving it or publishing it. It is very probable that this material can never be recovered.

AUXILIARIES OF THE KENTUCKY NEGRO EDUCATION ASSOCIATION

The County Teachers Institute

Prior to the 1920's the County Teachers Institute was an annual one week meeting of the teachers of the Common Schools. The objects, according to State Superintendent H. A. M. Henderson, were "to discuss and devise the best ways and means of promoting the interests of Common Schools, and the improvement of teachers and methols of teaching."[13]

The Teachers' Institute for white teachers was established by a law of 1870. For colored teachers, the Institute was included in the Common School Act of 1874. It was to be "auxiliary" to the State Teachers Association. Under these laws the County Superintendent was directed to appoint "able and experienced Normal instructors to conduct the Institutes, whose payroll was derived from the fees paid by the teachers attending the same."[14] In practice, each teacher was usually assessed an institute fee of two dollars. The instructors' fee varied from fifty dollars to twenty-five dollars, according to the size of the institute.

To the rural teachers the annual institute was the high point of the educational year. The teachers would advise the county Superintendent of their choice of an instructor, and the Superintendent, in turn, would most likely employ that person and set a week for the meeting to convene. When the institute opened, the County Superintendnt would present each teacher with a state "syllabus" which was the official outline and text-book for the whole week.

A Typical Institute Program

The program of a typical Institute of the early period is found in a twelve page booklet titled "Proceedings of the Trigg County Negro Teachers' Institute," held at Cadiz, July 22-26, 1889. A few quotations and excerpts follow:

"The Institute was duly opened in the Cadiz Institute Building, July 22, at 2:00 p. m., where the entire five days' session was

[13]Biennial Report of H. A. M. Henderson, State Supt. of Public Instruction, 1876.
[14]Barksdale Hamlet, *History of Education in Kentucky*, p. 155.

held. Rev. W. H. McRidley, the Conductor, delivered his third annual address, which was full of practical suggestions and admonitions. Honorable Matt McKinney, Superintendent, read and explained the School Law, and urged regular and prompt attendance at each session."

The several daily sessions were devoted to lectures by the Instructor, and discussions among the teachers on methods of teaching and on topic of general cultural interest. Following are some extracts from the program of the second day:

"The following topics were discussed:

Best Method of Teaching A B. C. The Conductor gave his method by outline, which was very instructive.

Mr. P. T. Ledford led a very profitable discussion on *Diacritical Marks.*

How to Interest the People in Reading was discussed by Mr. Tyler.

Which Should be Taught First, Scrip or Print?

Rev. Grant took the position that the class should use a slate before using paper and pencil.

Messrs. Ford, Johnson, and Kingins gave addresses on *Square Root.*

Cube Root was ably handled by Mr. Ledford.

Bones, Structure and Uses was discussed.

Participles was ably discussed by Mr. Gardner.

The Negro Teacher as a Civilizer was discussed by Mr. Gardner.

The evening sessions were devoted to subjects of public interest. Rev. P. D. Skinner discussed 'Slavery and Ignorance versus Intelligence and Freedom.' There were two guest speakers. One of them, Mr. William H. Steward of Louisville, spoke on 'The Negro Problem Solved.' The other, Mr. F. H. Ford of Nashville addressed himself to the subject, 'Negro Manhood Necessary to Negro Development and Independence.' The Institute ended with the adoption of the usual resolutions of thanks."

Institute Instructors

Institute Instructors were usually chosen from the State Normal School faculty or from among popular principals in the state. Some Instructors, notably C. C. Monroe, Frank L. Williams and Samuel Vancleave, would stay on the field during most of the weeks from July until September, traveling from county to county, meeting a new group of teachers each week. The Instructor was received with great respect and honor, and entertained in the best homes of the community. He was expected to be a good pedagogical lecturer, able to solve the "trick"

problems in Arithmetic, unravel the disputed subtleties of grammatical construction, locate out-of-way geographical points, settle disputed historical dates, and to answer satisfactorily the many informational questions which his one-week students had saved up for release at the annual Institute. He must be able to deliver a stirring address for the patron's night, which was always a feature of the week. It is very probable that this latter assignment had more to do with his re-election for the next year than his instructional ability for the teachers. Some county seats would date their annual community chautauqua to coincide with the Institute week to avail themselves to the services of the Institute instructor as a chautauqua "orator." This was done for several years at Richmond, Owensboro, and Middlesboro.

About 1910, a tendency arose for the teachers of several counties to meet at a central point in a joint Institute. A few years later, the teachers of several counties would voluntarily increase their fees and combine them to extend the meeting into a two or three week's summer school. Christian County took the lead in this, to be followed by Jefferson and other counties until the summer school idea became popularized. By 1920 the summer school had practically superceded the traditional one week institute session in most of the populous centers.

Popular Institute Instructors at different periods between 1890 and 1920 were: John H. Jackson, C. C. Monroe, Frank L. Williams, W. H. McRidley, John W. Bate, J. E. Wood, G. P. Russell, James S. Hathaway, J. S. Estill, Samuel Vancleave, J. W. Bell, Ephraim Poston, T. J. Smith, James H. Garvin, George W. Saffell, W. H. Newsome, G. T. Halliburton, Lavenia B. Snead, W. H. Fouse, Paul W. L. Jones, G. W. Adams, S. L. Barker, John W. Bate, H. C. Russell, J. H. Ingram, P. Moore, A. E. Meyzeek, F. M. Wood, C. T. Cook and E. E. Reed.

The County Summer Schools, Extensions of the Institute Idea

It was a common practice in the early common school period for the leading principal in a county to organize a "Spring School" for teachers, to which the high sounding name of Normal Institute, or Seminary was applied. Since many rural schools opened about July 1, a "Summer" school was impracticable. In

1906 the *Southern Teachers Advocate,* a magazine published in Lexington, carried announcements of the Morgantown Normal, the Princeton Polytechnic Institute, and the Hardinsburg Normal. Monticello also had a "Normal."

The extended Institute or County Summer School in its best form was launched in Hopkinsville in 1917, under the leadership of J. W. Bell, then Superintendent of Colored Schools of that city, with the cooperation of E. E. Reed, Bowling Green principal. The sessions lasted three weeks. The largest of these summer schools was one in Jefferon County organized in 1918 under the leaderhip of H. C. Russell, then president of the Kentucky Negro Education Association. The school was financed cooperatively by the Jefferson County Schools, the Louisville Public Schools, and the General Education Board, each of which contributed $300 per session. An average of 120 teachers attended the six-week sessions. The combined support of Jefferson County, Louisville and the State Department of Education gave this venture considerable standing as an experiment in teacher education. An incident connected with this school in 1919 had state-wide significance. That summer, George Colvin, the Republican candidate for State Superintendent of Public Instruction, visited the Louisville Summer School, became impressed with its work, and advised the director that he had found what he had been looking for, that is, a substitute for the traditional Teachers Institute. Mr. Colvin forthwith made the opening of County Summer Schools a pledge of his campaign. After his election to the State superintendency he secured an appropriation from the Legislature and opened 50 such schools for white and colored teachers in all parts of the state. A General Education Board survey of Kentucky Schools commented that "County Summer Schools for teachers were introduced in Kentucky in the summer of 1921, with great success," and that they should not only be continued, but increased in number.[15]

Frank L. Williams, Institute Instructor

Frank L. Williams contributed more to the development of the County Teachers Institute than any other Kentucky educator. Season after season during the 1890's and early 1900's he toured

[15]Frank P. Bachman, Public Education in Kentucky, p. 184.

the state delivering pedagogical lectures to the county teachers, instructing them in the most approved methods of public school teaching and management. Professor Williams was fluent of speech, dynamic in personality, and thoroughly educated for his work. He had studied at Berea College and the University of Cincinnati, from both of which he held degrees. He taught the village school at Corydon, Indiana, and held principalships in Louisville and Covington, in each of which he served with distinction. By giving the results of his training and experience so freely to the rural and less privileged teachers of the state, he made an invaluable contribution to teacher training and to rural school development. Mr. Williams' co-workers recognized his professional leadership by electing him for seven consecutive years as president of the State Teachers' Association.

THE COUNTY AND DISTRICT TEACHERS ASSOCIATION

The County Teachers' Association held a close relationship to the County Institute, in that it was the custom for the teachers assembled in the annual Institute to devote one program to the organization of the Association for the year and to select the places for two or more meetings. In many a rural district the meeting of the County Teachers' Association elicited the active participation of the district patrons as well as the county teachers. The patrons would join in the preparation and serving of a dinner which brought from their larders the most choice of the season's delicacies. The teachers would reward the citizens by presenting a public night program of addresses, debates, songs and instrumental music that would delight the hearts of adults and children alike. In many a community this program was the literary treat of the year.

With the development of improved roads and better methods of travel, it became common for the teachers of two or more counties to meet together in what was called a joint association. Gradually, this practice gained in popularity, and larger numbers of counties would unite in a joint session; at length the larger idea was conceived of organizing Congressional District Associations. The idea grew until the teachers of the whole state were organized into regional associations whose geopraphical bound-

aries followed roughly that of the nine Congressional Districts.

Each of the district associations holds an annual session of one or two days sometime in the month of October. In recent years the district associations have been closely affiliated with the K. N. E. A., for which the district president is the ex-officio district organizer. For the year 1943-44, the nine district associations and their presidents were as follows:[16]

First District Association—Mrs. Mattie O. Straus, Paducah
Second District Association—Mrs. Helen Nuckolls, Providence
Third District Association—A. L. Poole, Bowling Green
Fourth District Association—Russell Stone, Bloomfield
Fifth District Association—Mrs. Mayme Morris, Louisville
Northern Kentucky Association—H. R. Merry, Covington
Blue Grass District Association—Whitney M. Young, Lincoln Ridge
Eastern District Association—William Gilbert, Wheelwright
Upper Cumberland District Association—Alvantus Gibson, Pineville

One Organic Whole

Without the story of the county and district educational organizations, which had their mainspring in the State Association, the history of the Kentucky Negro Education Association would be incomplete. Each of the lesser educational organizations grew directly or indirectly out of the State Association, and each, in its turn, has contributed to the growth and functioning of the larger body. This applies to the former County Institutes, the county teachers associations, and to the Congressional District Associations of the state.

The Legislative Act of 1874, in establishing a system of "Colored Common Schools," provided for the creation of "auxiliary county institutes." Once the institutes were functioning, the next step was the organization of county teachers associations out of the annual institutes. Gradually, the teachers of two or more counties began to meet together in joint associations. Out of this practice there developed the nine Congressional District Associations which now cover the entire state. The president of each of these district groups is ex-officio, an officer in the K. N. E. A.

It is fair to say, therefore, that, although the county and district associations have always operated as independent autonomous bodies, there is, nevertheless, an organic relationship with the K. N. E. A. which runs back to the Colored Common School Law of 1874.

[16]K. N. E. A. Journal, Jan-Feb., 1944, p. 2.

CONTRIBUTIONS OF THE KENTUCKY NEGRO EDUCATION ASSOCIATION

The Kentucky Negro Education Association has maintained a continuous record of service since its organization in 1877. It was fortunate that during more than thirty years it met from place to place, for every section of the state needed the inspiration of its meetings. Since 1913 the organization has met in Louisville at the same time as the Kentucky Education Association. A working fraternal relationship exists between the two bodies, and it has been suggested that an organic connection of the two groups would contribute to improved educational solidarity and efficiency in the state.

As a contributor to educational welfare and advancement the Kentucky Negro Education Association can claim with all modesty an effective share in the following accomplishments:

1. The establishment of the State Normal School at Frankfort, 1886.
2. The abolishment of dual taxation for the support of white and colored schools and the dual administration of the two systems. This was followed by the formation of a single system of common public, free but separate, schools.
3. It pioneered in the development of a professional status and morale among the teachers of colored schools.
4. It led the way in securing accredited relations for Negro high schools and colleges with the University of Kentucky and the regional accrediting associations.
5. The Association co-sponsored the first state summer schools not connected with regular institutions, and demonstrated their practicability to the State Department of Education, which subsequently sponsored such schools for white and colored teachers, beginning in 1920.
6. It cooperated in the Whirl-Wind Educational Campaign of 1908, and the school code campaign of 1934; and it helped to promote the enactment of the Kentucky teacher-retirement and teacher-tenure laws.
7. The Association collaborated with Representative Charles W. Anderson in the passage of the Anderson-Mayer Law through which funds were made available for University study outside the state.
8. It has consistently contributed its influence and its funds to the struggle for equalization of school salaries and facilities in the state. The general objective of the Association for several years has been "Equal educational opportunity for all Kentucky children."
9. In the large, the Kentucky Negro Education Association has contributed to a higher cultural level in the state. Through annual musicales, art exhibits, student intellectual contests, industrial exhibits, and the presentation of outstanding speakers and intellectual leaders, the Association has been the greatest single influence in keeping alive the educational and cultural life of the race on a state wide scale. Annually it brings together the largest attendance

of any state convention, and its programs are the most comprehensive in the field of educational and public welfare.

10. The Association has been the avenue through which Kentuckians met for the first time many of the outstanding personalities of the race. Among those who made their first contacts with Kentucky audiences through K. N. E. A. programs have been W. E. B. Dubois, Carter G. Woodson, W. T. Vernon, John W. Gregg, George W. Carver, Louis B. Moore, Kelly Miller, Mary B. Talbert, Charlotte Hawkins Brown, H. Council Trenholm, Mary McLeod Bethune, Margaret Washington, Madam C. J. Walker, James Weldon Johnson, William H. Gray, J. R. E. Lee, Sutton E. Griggs, John Hope, George W. Haynes, Jane Hunter, Maud Bousfield, Mary Church Terrell, John W. Davis, Dr. C. V. Roman, and numerous others.

Summary

The story of the Kentucky Negro Education Association from 1877 to 1944 covers four rather well defined periods which correspond with certain major developments in the state system of public education. The first of these periods embraces approximately thirty years, during which the colored common schools came to share in the public school fund on a basis of equality; the State Normal School for Colored Persons was established; the county teachers institutes and associations came to be an integral factor in the public school system. During this period, the central interest in the state and county associations was the training of teachers for the common schools. All the while, the Berea College influence was dominant in the Association and in most educational movements. Toward the end of the period, graduates of Simmons University, Fisk University, and the State Normal School weilded an increasing influence. The administration of Frank L. Williams, 1901-1908, marks the dividing line between the first and second periods. The old order may be said to have ended and the new begun during that administration, but the convenient date of 1908 is used in this study.

The second period began with the "educational year" of 1908 when the whole state was aroused to new educational effort as a result of Superintendent John G. Crabbe's famous "Whirl Wind School Campaign" which carried many reforms in its wake. The K. N. E. A. election of 1908 swept into office a new regime which was destined to revolutionize the organization. That election was the forerunner of the reorganization in 1913 through which the Association became a more powerful factor in shaping educational affairs in the state. Most of the second period was devoted to the work of reorganization.

Conditions which followed the close of the first world war ushered in the third period in the history of the Association. No definite dividing line between the second and third periods can be assigned, but by the early 1920's the building of the reorganized Association was about completed, and the machinery thus set in order was ready to do the job for which it had been constructed.

The immense prosperity which followed in America after the close of the first world war was signalized in Kentucky by an unprecedented expansion of high school and college facilities for white people. Two new teachers colleges were established and large appropriations were applied to the expansion of the University of Kentucky and the two older teachers colleges. Meanwhile, the State Industrial College for Negroes received only a $20,000 building and no appreciable increase in annual appropriations. Handsome consolidated high schools for white children were gracing hill tops in every Kentucky county, while the colored children were receiving only a few small frame buildings, and those very largely through the liberality of Julius Rosenwald, the Jewish Philanthropist. In the larger cities, the "time was not ripe" for new buildings for the colored schools. The 1920's were the golden age for the white child's schools, but a neglected period for those of the Negro child. This situation and the effects of the national depression which followed in the 1930's, created profound but challenging problems for the Negro schools. In prosperity they were overlooked, but not so in the depression. They suffered their full share of decreases in salaries, cuts in equipment and supplies, and deterioration of their already neglected buildings. The best that came out of this period was the strengthening rather than the weakening of the fighting spirit of Kentucky's Negro leaders in education. It was out of this situation that the Negroes' desperate fight for educational equality took its rise and shaped its course. It was not long before his case was heard in the legislature and the courts, and his weight was felt in many a bond issue campaign and school board election. Only in that way could he bring his cause into the open, and make his appeal to the conscience of the whole people.

The fourth and present period in the progress of the Kentucky Negro Education Association was entered about the middle

of the 1930's. The adoption of the new State School Code of 1934 may be arbitrarily considered as the dividing line between the third and fourth periods.

Negro educators expected much from the Code of 1934, and it did bring several advantages. On its face, the new legislation seemed to guarantee a uniform system of school administration, devoid of planned discriminations. But the laws had hardly gone into effect before concerted evasions and discriminations were widely evident. That Negro schools should have an equitable share in the benefits of the Code became a consuming interest of leaders in Negro education. Consequently, after 1934, there was incessant agitation for equality in facilities, salaries, and in opportunities for higher, and especially graduate education. These demands have constituted almost the sole program of the Association under all of the presidents after that time. Some progress has been achieved. The Anderson-Mayer Act for graduate education gave some temporary relief in that field. The movement toward equalization of salaries has succeeded in several city systems, and other advances have been recorded, but the year 1944 finds the greater part of the contest yet to be waged.

Only slowly is the state of Kentucky yielding an equitable share of its educational advantages to its Negro citizens. This is true of buildings, play grounds, gymnasiums, athletic fields, transportation, consolidation, vocational education facilities, college and university opportunities, supervision, salaries, agricultural and home-making education, and the necessary school room equipment and supplies for modern teaching and learning. The problem of equality is made all the more difficult because of the multiple organization of the school system. Except in the county districts each Negro school is in an independent district, and it is subject to the will of that district or system in matters of buildings, equipment, supplies, and, by state tolerance rather than by law, it must wage its fight for equal salaries through the same local channels. The independent district forms the main bottle neck which the leaders in Negro education are striving to break, in their battle against discrimination in the public schools. This task, together with the quest of graduate facilities, forms the challenge which the K. N. E. A. is joined with other educational and civic organizations to meet and overcome.

ISSUES TO BE MET

The foremost issue of the 1940's is concerned with implementing the Gaines Decision (Gaines vs The University of Missouri) in spirit and practice. This historic decision forbids discrimination by states in their provisions for the higher educaton of their citizens. As applied to the state of Kentucky the operation of the law would demand several added facilities for Negroes in graduate, undergraduate, and professional fields to equalize opportunities as between the races. Some courses may be economically added to the program of the separate state institutions for Negro students, but in most instances separate units would be highly impractical and uneconomical.

To meet the situation several plans are proposed by different groups. Governor Simeon Willis favors the organization of regional universities which several Southern states would jointly support. Some persons would have the University of Kentucky and the University of Louisville conduct classes for Negroes in connection with the Kentucky State College and Louisville Municipal College. Some favor a complete Negro University. Some would widen the present Anderson-Mayer Act to finance the education of Negroes at state expense in universities of their own choice. Many citizens of both races favor the admission of Negro students to the University of Kentucky, and probably to other State Colleges giving graduate work. This would require the repeal of the Day Law, which prohibits the attendance of both races in the same school within the state. Most persons in all of these cross sections would favor such graduate courses as may be done on a standard basis to be conducted by the Kentucky State College, but they want free access to other desired courses at state expense.

Another problem of fifty years' standing is the extension of the "equal distribution of school funds" clause of the state constitution to the local independent districts. Through the "Independent District" device, school districts may set local taxes and tax distribution on a racial basis, contrary to the spirit and logic of the state constitutional provision against discrimination.

In practice, the district erects a modern school building and

maintains a good school for the children of one race while those of the other race just across the road will still have the most outdated plant, obsolete class room equipment, and little or no instructural supplies. Commonly, within these districts there is no comparison of buildings, equipment, transportation, and salaries between the white and colored schools. A few enlightened districts show notable exceptions to this condition.

The field of vocational education also looms into major importance. This involves the need for expansion of facilities, the improvement of instructional methods, and the awakening of the masses to the value and necessity of trades and industrial training for the mechanical age in which we are living.

As the author sees it, the issues above are challenges to the K. N. E. A. of the present and the immediate future. For seventy years the founders and their successors have carried on. In no small way the organization contributed its part to the establishment of the State Normal School and its successor, the State College. Through its efforts came the teachers' institutes, the state Parent-Teachers Association, the equal salary movement, the accreditment of Negro schools and colleges, and many other educational services. The issues of today are just as vital and challenging as those of former periods. Vast work remains to be done if Kentucky is to realize the K. N. E. A. slogan: "An equal educational opportunity for every Kentucky child."