


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



Vol. XV

September-October, 1943

No. 1



**A. E. MEYZEEK**

**Educational and Civic Leader Retires**

# The Kentucky State College

FRANKFORT, KENTUCKY

---

Special War Emergency Program designed for those students who  
desire to finish the standard four year college work in  
two and two-thirds years

---

Registration, Second Semester: January 5

---

## COURSES

Arts and Sciences

Agriculture — Home Economics

Business Administration — Engineering

Education

---

Well Trained Faculty

Adequate Library and Laboratory Facilities

Comfortable, Modern Dormitories

Full Program of Student Activities

---

Standard Class A Four Year College

Accredited by the

Southern Association of Colleges

and Secondary Schools

---

FOR ALL INFORMATION WRITE TO

**R. B. ATWOOD, President**

# The K. N. E. A. Journal

Official Organ of the Kentucky Negro Education Association

Vol. XV

September-October, 1943

No. 1

---

Published by the Kentucky Negro Education Association  
Editorial Office at 2230 West Chestnut Street  
Louisville, Kentucky

---

W. H. Perry, Jr., Executive Secretary, Louisville, Managing Editor  
H. E. Goodloe, Danville, President of K. N. E. A.

## BOARD OF DIRECTORS

A. F. Gibson, Pineville  
Victor K. Perry, Louisville

W. W. Maddox, Paducah

Whitney M. Young, Lincoln Ridge

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

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

Membership in the K. N. E. A. includes subscription to the Journal

Rates for Advertising space mailed on request

---

## CONTENTS

K. N. E. A. Officers.....	2
Editorial Comment .....	3
Political Candidates and KNEA Program.....	4
L. A. T. C. S. Holds Annual Breakfast.....	6
A Thousand Jobs Waiting.....	7
A. E. Meyzeek Retires.....	8
The Negro in Politics.....	10
Teaching the War-time "3 R's".....	12
K. N. E. A. Kullings.....	17
Majority or Minority.....	19
A Free Country.....	20

## K. N. E. A. OFFICERS FOR 1943-1944

H. E. Goodloe, President .....	Danville
Grace S. Morton, First Vice-President .....	Frankfort
T. J. Long, Second Vice-President .....	Louisville
W. H. Perry, Jr., Secretary-Treasurer.....	Louisville
L. V. Ranel, Assistant Secretary .....	Winchester

---

### BOARD OF DIRECTORS

H. E. Goodloe, President .....	Danville
W. W. Maddox.....	Paducah
Whitney M. Young.....	Lincoln Ridge
A. F. Gibson.....	Pineville
Victor K. Perry.....	Louisville

---

### DEPARTMENTAL AND CONFERENCE CHAIRMEN

Edward T. Buford, High School & College Dept.....	Bowling Green
Mayme Morris, Elementary Education Department .....	Louisville
M. L. Copeland, Rural School Department.....	Hopkinsville
R. L. Carpenter, Music Department.....	Louisville
Whitney M. Young, Vocational Education Dept.....	Lincoln Ridge
W. O. Nuckolls, Principals' Conference .....	Providence
Beatrice Willis, Primary Teachers' Department.....	Louisville
Anorma Beard, Youth Council .....	Louisville
Ouida Evans, Art Teachers' Conference.....	Louisville
G. W. Jackson, Social Science Teachers' Conference.....	Louisville
Gertrude Sledd, Science Teachers' Conference.....	Danville
Jewell R. Jackson, English Teachers' Conference.....	Covington
A. C. Randall, Librarians' Conference .....	Lynch
F. L. Baker, Physical Education Department .....	Lexington
W. H. Craig, Guidance Workers' Conference .....	Covington
A. J. Richards, Foreign Language Teachers' Conference....	Frankfort
William D. Johnson, Adult Education Department.....	Louisville

---

### PRESIDENTS OF K. N. E. A. DISTRICT EDUCATIONAL ASSOCIATIONS (K. N. E. A. ORGANIZERS)

- 1—M. O. Strauss, Paducah.....First District Association
- 2—Helen Nuckolls, Providence.....Second District Association
- 3—A. L. Poole, Bowling Green.....Third District Association
- 4—Russell Stone, Bloomfield.....Fourth District Association
- 5—Mayme Morris, Louisville.....Fifth District Association
- 6—Whitney M. Young, Lincoln Ridge.....Bluegrass District Ass'n.
- 7—H. R. Merry, Covington .....
- 8—William Gilbert, Wheelwright.....Eastern District Association
- 9—A. F. Gibson, Pineville.....Upper Cumberland Dist. Ass'n.

# *Editorial Comment*

## **REPORT OF LEGISLATIVE COMMITTEE ADOPTED**

At the Planning Conference last April, the K.N.E.A. adopted unanimously the report of its legislative committee. This document presented a comprehensive, clearly stated program, planned to achieve equality of educational opportunity for many Kentucky children. It has been referred to as a "Bill of Rights."

How to make its provisions effective was a question which claimed the attention of the officers of the association, who decided that an effort should be made to have its principles understood and accepted by the public officials whose cooperation would be necessary in the carrying out of the long range program. Action along this line has been and is being taken. One means of acquainting candidates for public office with the wishes of our organization, and of securing their reactions was a questionnaire, sent with request for a reply. (See "Political Candidates and K.N.E.A. Legislative Program.")

The Board of Directors, president and secretary have thus sought to familiarize prospective state officials with the reasonable and justified requests of our educational leaders for improved conditions. They have sought—but with only partial success—to reveal the attitudes of all the candidates.

The soundness and reasonableness of our legislative program have not been challenged. Its translation into action depends largely upon a favorable attitude on the part of public officials. The K.N.E.A. should be mindful of this as it goes to the polls next month.

---

## **WAR-TIME INCREASES RESPONSIBILITIES**

Schools continue to find it increasingly necessary to provide types of training formerly given in the home—honesty, obedience, respect for authority and other fundamental character traits, or else they may not be developed at all. Many parents think they have done "their part" when the child is sent to school. It is the school's job, they think, to see that he arrives there, and profits from the instruction.

War time is putting additional curricular and extra-curricular responsibilities upon teachers. Among them is the necessity of preparing youth for admission into post-war vocations. Vocational opportunities for our youth have been limited, with the result that all too often ambition has been stifled and preparation neglected. War conditions are gradually increasing both the types of employment open to our graduates, and the opportunities for advancement in fields that are open. Pupils now in school must compete with ex-service men for desirable positions after the war. "Too little and too late" may possi-

bly be said of their preparation unless the schools furnish not only basic skills, but certain traits—reliability, thoroughness, punctuality, enthusiasm, and a host of others, all too often lacking in many youths, but essential in the world of work.

---

## **POLITICAL CANDIDATES AND K.N.E.A. LEGISLATIVE PROGRAM**

A questionnaire, asking their attitudes on certain problems of public education in which the K.N.E.A. is especially interested, was sent candidates for major public office in the next election. It was specified that the questions asked were based on the program outlined by the Legislative Committee of the Association, and that the replies would be published in the Journal for the information of the teachers of the state.

Questionnaires were sent Messrs. J. Lyter M. Donaldson, William H. May, and John M. Brooker, democratic candidates for governor, lieutenant-governor, and state superintendent of public instruction, respectively; also to Judge S. S. Willis and Messrs. Kenneth Tuggle and John Fred Williams, republican candidates for the respective offices.

Only Judge Willis and Mr. John Fred Williams replied. The letter, questionnaire and replies, follow :

July 26, 1943

Dear Sir:

The Board of Directors of the Kentucky Negro Education Association has directed that this letter be written you, in view of your candidacy for public office in the next election, to ask, by means of the enclosed questions, your attitude on certain issues in which our association is vitally interested. The issues involve problems of public education which are in need of solution.

At its April, 1943, meeting, the Kentucky Negro Education Association, representing 1425 Negro teachers of the state, went on record unanimously as favoring a report of its Legislative Committee on which the accompanying questions are based. (See report of Legislative Committee, attached hereto, and printed on pages 10-14 of the May-June issue of the KNEA JOURNAL, copy of which is also being sent you).

An early reply to the questions—not later than August 16th will be appreciated, in order that the September issue of the KNEA JOURNAL may serve to enlighten the Negro teachers of the state as to the attitudes of candidates on these questions.

Yours very truly,

H. E. GOODLOE, President  
W. H. PERRY, Jr., Secretary

The following questions relate to the report of the Legislative Committee of the Kentucky Negro Education Association, attached

hereto, and adopted as a part of the program of the organization. The questions are numbered to correspond with sections of the report.

**To the Candidate:**

In view of your candidacy for public office at the next state election, please state, by your answers to the following questions, or any supplementary statements you may wish to make, your attitude on the phases of public education to which reference is made.

**FEDERAL RELATIONS**

1. Do you approve, and will you support actively, passage of the Thomas-Hill Bill, S. 637, providing for Federal Aid to schools of the state, provided the proper machinery for fair and equitable administration of its provisions are set up in the enactment? (Federal Relations, sec. I (1)).

2. Are you in favor of, and will you work actively for the elimination of the distressing inequalities which exist in facilities for skillful and technical warwork training as between white and colored students in Kentucky? (Federal Relations, sec. I (1)).

3. Are you in favor of Federal regulations which would guarantee an equitable distribution of training facilities in every case where Federal funds are employed? (Federal Relations, sec. I (2)).

4. Are you in favor of, and will you work actively for, minority representation in government services that serve mixed groups, such as the employment of a Negro, full-time, by the State Division of Vocational Education, Department of Education, whose duty will be the promotion of vocational training courses among Negroes in the state, particularly necessary for the present war effort. (Federal Relations, sec. 2, C).

**STATE RELATIONS**

5. Are you in favor of, and will you work for an amendment to the Anderson-Mayer Act to effect the following:

(A) Provide an increase per eligible individual from the present \$175.00 per school year to \$300.00 for any school year of nine months? (State Relations, II, 1, A).

(B) Provide an appropriation of sufficient amount annually to permit those students who are aided under its provisions to receive the maximum amounts provided for in that law? (State Relations, II, 1, B).

(C) Eliminate the five year residence requirement, which would recognize the applicants' legal status as residents of Kentucky? (State Relations, II, 1, C).

6. Are you in favor of, and will you work actively for the establishment and adequate maintenance \* of boarding high school service at Lincoln Institute and West Kentucky State Vocational Training School in order to provide high school education for Negro youth who live in sections of the state where no high school service is now provided? (State Relations, II, 2).

\* including an appropriation for the purpose.

7. Are you in favor of, and will you work for a single salary schedule for teachers in Kentucky, regardless of race, based on qualifications, experience, and meritorious service. (State Relations, II, 3, A).

8. Are you in favor of, and will you work for a Negro as assistant in the Division of Negro Education, State Department of Education, whose duties, among others assigned him, would be to interpret educational issues and problems to Negro groups, to stimulate a maximum functioning and participation of Negro schools, school folk, and local communities in educational responsibilities, opportunities and advantages in the state, and to interpret the Negro community to the Department of Education, to the mutual understanding and advantage of both parties? (State Relations, II, 3, B).

9. Are you in favor of, and will you work for the application of the Teacher-Tenure Law to principals and administrators of Kentucky Public Schools? (State Relations, II, 5).

10. Are you in favor of, and will you cooperate in the working out of a definite plan by the Governor, the State Superintendent of Public Instruction, and such other interested parties as may be necessary, to eliminate the inequalities that exist in higher education in Kentucky, in the light of the Lloyd Gaines vs. The State of Missouri Supreme Court Decision, and to put said plan into effect immediately? (Higher Education, 6, Resolution).

(Signed).....

Judge S. S. Willis, in the opening address of his gubernatorial campaign, made at Mt. Sterling, Kentucky on September 30, 1943, said: "Education belongs to all, regardless of race, color or creed, and we should be alert to provide equal educational opportunities for all of Kentucky's children. There should be equality of pay for equal service, and no discrimination on account of race should be permitted. A qualified Negro should be placed in the State Department of Education as assistant supervisor of Negro Education or in some similar capacity. High school education should be provided for Negro youths who live in sections of the state where it is not now furnished. This should be done by the establishment and maintenance of boarding school service at the Lincoln Institute and at the West Kentucky State Vocational Training School."

Mr. John Fred Williams, Superintendent of Schools at Paintsville, and candidate for state superintendent of public schools, answered YES to each of the ten questions in the questionnaire.

## **L. A. T. C. S. HOLDS ANNUAL BREAKFAST**

**By Mrs. Georgia J. Robinson**

The Louisville Association of Teachers in Colored Schools held its second annual breakfast June 5, 1943 at the Brock Building.

Mr. Kenneth Morris, director of the Chestnut U.S.O. Club, was the principal speaker. Other highlights of the program, for which Mrs. Clara Brooks Brown served as toastmistress, were a tribute to Louis-



ville teachers now in the armed services given by Mr. Victor K. Perry, who was himself released from the Army to resume his professional duties at Central only shortly before the breakfast, and parodies of popular songs directed by Mrs. Georgia Jetton Robinson, and dedicated to members of the association whose husbands or sweethearts were in uniform.

During the morning interesting and encouraging remarks were given to the group by two retired teachers, Miss Belle Alexander, and Miss Salome Worthington.

The breakfast was organized and conducted by a committee composed of Mrs. Clara Brooks Brown, Chairman, Mrs. Georgia Jetton Robinson, and Mr. Theodric Woolridge.

---

## A THOUSAND JOBS WAITING

By H. C. Russell

Sixty cities and large villages in Kentucky are waiting for 1000 trained Negro youth to take a job or open a shop for service to the public. And that public is willing to pay a liberal compensation to those who know how to give the needed service. If there were today upon the market a thousand young people who were trained in certain skilled and semi-skilled pursuits, they could all be absorbed in paying work before the end of sixty days.

For example, let us take the barber's trade. From slavery days to the present time barbering for both the white and colored trade has been one of the basic occupations for Negro workmen and one of the most dependable and lucrative. Today, the shops for white customers are fast closing all over the state from a lack of barbers to take the places of the fast vanishing older tradesmen. Ten such localities could be named. This loss is all the most deplorable because the Negro barber in each case is succeeded by a white barber who, once possessing the trade, automatically shuts out the Negro workman for the future.

In the case of the Negro shop the public as well as the workman is affected, for the customer has nowhere else to look for relief from a botching barber. Many communities that can support a first class barber must now depend upon some heavy handed laborer, unlicensed and untrained, to ply his unsanitary methods of making the customer's head look worse than nature had intended.

If a hundred young men and women should submit themselves to a year of training in a licensed barber school, acquire the mechanical and artistic skill of a finished workman and the conception of barbering as a business, they would be absorbed in a paying business at once, many in their own home towns. Here is a typical case for guidance for the high schools of the state. With these opportunities awaiting our youth, only two young people, one boy and one girl, have applied for admission to the barbering department of the state vocational school.

Barbering is used only as an illustration. The doors of opportunity stand ajar for various types of trained industrial and technical

workers, but our youth are not preparing in sufficient numbers to enter them. The school-trained beautician is demonstrating a superior grasp of her work, and the field is still wide open. The demand for trained clothing repairers and pressers is insistent. The field for the tailor and dressmaker is far from occupied. The need for chefs and food specialists is acute in many centers. The opportunities for mechanics in the building trades, the automobile industry and in various construction trades are all about us. These and similar trades can, as has been said, absorb a thousand of our youth almost immediately right here in Kentucky alone. But, for this consummation to take place, the counselors and teachers in our secondary schools must acquaint their students with the world about them, the openings it holds forth for them, and encourage them to make the required preparation.

---

### A. E. MEYZEEK RETIRES

A. E. Meyzeek, past president of the K. N. E. A., and principal of the Jackson Street Junior High School since its organization, retired from active service in the Louisville Public Schools last June. His retirement brought to a close one phase of a long and successful career, but his "eye is not dimmed, nor his natural force abated" and his former pupils and many friends are happy to see him relieved of the pressures and responsibilities of school duties and free to enjoy the hobbies and pursue the many interests he has had to pigeon-hole until this time.

Born and educated in Toledo, Ohio, he was an honor graduate of the high school of that city, studied law, then education, being awarded the bachelor of arts, and later the master of arts degree by Indiana University. He was accepted in the Louisville Public School System as a principal after passing a written examination conducted by the Board of Education, and served for over forty years as principal of the Bannecker, Booker T. Washington (formerly Eastern), Central High, Louisville Normal and Jackson Street Junior High Schools. He is loved and highly respected by all his former pupils, particularly those in the "East End"—he taught the present generation, their parents, and their grandparents.

He was honored with an offer of the presidency of the State Normal School at Frankfort, but declined it, and devoted his energies to educational, civic and religious activities in Louisville. No major movement in these fields has been without his active interest and support; he has always been aggressive where the welfare of the group might be advanced, and has championed the underprivileged, standing uncompromisingly for justice. The Eastern and Western Branch Libraries, Louisville Branch of the Urban League, and the Louisville Y. M. C. A. are established agencies whose development he planned, worked and fought for. The Louisville Anti-Segregation Ordinance (property), Negro Military Police during World War I, Domestic Life Insurance Company, First Standard Bank, Palace Theatre, and Bond Issue which made possi-

ble the Louisville Municipal College are among the projects with whose early history he was closely connected.

For many years he taught a Men's Bible Class and served as vestryman of the Church of Our Merciful Saviour, where he encouraged a deep spiritual life for young and old. He has rendered valuable service on innumerable advisory committees, and has found time for fraternal activities, including membership in the Masonic Lodge and the Kappa Alpha Psi Fraternity. He is a Charter Member of the latter organization, and the organizer of the Louisville Alumni Chapter.

During the administration of Mr. Meyzeek as president of the K. N. E. A., great emphasis was put on the work of the Legislative Committee, and the Constitution was changed to limit the right to vote to those members who were actually engaged in the teaching profession. Mr. Meyzeek's influence on the thought of Louisville and the state has been positive and constructive, he has won the respect of those with whom he has associated—even of those with whom he has crossed swords. The KNEA membership wishes for him many years of happiness and peace, and shall count on this honored leader in the future, as in the past, for counsel and guidance.—Contributed.

## The Domestic Life And Accident Insurance Co.

**STRENGTH — SERVICE — SECURITY**  
**21 Years of Satisfactory Service**

---

OVER \$2,000,000 PAID TO POLICYHOLDERS  
OVER 500,000 POLICYHOLDERS RESERVE  
OVER 200,000 SURPLUS TO POLICYHOLDERS

---

**Has Purchased \$325,000 War Bonds**  
**All Claims Paid Promptly And Cheerfully**

---

**Insure In THE DOMESTIC and Help Make Jobs for  
Your Sons and Daughters**

---

**HOME OFFICE - LOUISVILLE, KY.**

---

W. L. SANDERS, President  
R. D. TERRY, Secretary  
C. W. SNYDER, M. D.,  
Medical Director

J. E. SMITH, Vice President  
and Agency Director  
CLARENCE YOUNG,  
Treasurer

## **THE NEGRO IN POLITICS**

**H. E. Goodloe**

The history of the Negro in the politics of the United States has been very interesting. Since 1619 the question of the status of the Negro in the politics of this country has been one of importance. I believe that the five most important periods are as follows:

1. The right of the colonies to hold slaves.
2. The question of representation in Congress.
3. The abolition of Slavery.
4. The right of suffrage.
5. The right now to enjoy the Four Freedoms.

It was during the administration of Abraham Lincoln that slavery was abolished; therefore the great majority of Negroes have since aligned themselves with the Republican Party. In fact, for a long number of years public opinion was so strong among Negroes that it was almost an unpardonable sin to be any thing other than a Republican. The leaders of the Republican Party knew this and they have seemed to feel that the Negro belonged to that party and should spend the rest of his days voting the Republican ticket because of the very fine work done by the Emancipator, Abraham Lincoln.

Time brought about new changes and new thoughts. These new trends have brought, what may rightly be considered by some, a new awakening among Negroes. As he has grown in intelligence, he naturally asks; "Why is it necessary for me to keep on paying the debt of my forefathers? Is it to the best interest of a group to align itself with one party, regardless? What future can I expect from such a procedure?"

These questions have produced two schools of thought among Negroes.

1. The great majority, who believe that the best interests of Negroes can be served by remaining with the party of Abraham Lincoln.

2. The minority group, which believes that the best interests can be served by supporting men and principles regardless of party.

Needless to say, this second group is gradually increasing in number and influence until today the Negro cannot be safely claimed by any political party. Like his white brother, he has become more interested in men and principles than party affiliations. With these ideas in mind Negroes in Kentucky are now in the midst of a political campaign which will finally culminate in the election of new state officials who will serve all of the people of Kentucky for the next four years. The question comes which group, Democrats or Republicans, is best fitted to serve the people of Kentucky?

The Kentucky Negro Education Association is intensely interested in good government and the promotion of those ideals so essential to a well rounded democracy. The association is not interested in partisan politics, but very much interested in the men and

the principles that will guide those who will become the servants of the people for the next four years.

With this in mind, a questionnaire was sent out to the candidates of the two major parties asking their views on questions that the organization believes to be important and which would go a long way toward enlightening the Negro teachers on the questions involved. In short, the questionnaire was based on the legislative report which was made last April at the curtailed session of the Kentucky Negro Education Association.

Several days afterwards, the candidates for Governor and for Superintendent of Public Instruction on the Republican ticket answered. The candidate for governor also made known his attitude toward Negroes in his opening address at Mt. Sterling, Kentucky. To those who know, it was based on the last legislative report of the Kentucky Negro Education Association. The candidate for Superintendent of Public Instruction answered every question favorably.

At this writing, not an answer has come from the democratic candidates. The cause naturally is not known. This we do know; and that is the candidates for Governor and most of the others have been office holders for a period of years and perhaps it is assumed that Negroes should know their records without asking questions.

Finally, it is not the purpose of the president of the Kentucky Negro Education Association to use his influence in partisan politics; but it is his duty to try to enlighten the Negro teachers of the state of Kentucky concerning the issues that affect them. Then and only then can they vote intelligently for the candidates of their choice.

**YOUNG MAN!**

**YOUNG WOMAN!**

## **WEST KENTUCKY VOCATIONAL TRAINING SCHOOL**

Paducah, Kentucky

Opens The Door Of Opportunity

### **For Men**

Automobile Mechanics  
Tailoring  
Barbering  
Woodwork & Construction  
Chef Cookery  
Electric Welding

### **For Women**

Tailoring  
Trade Sewing  
Home Making & Cooking  
Beauty Culture  
Commercial Cookery  
Barbering

Related Training, high school subjects, Poultry Culture available.

Enroll and start toward independence.

**H. C. RUSSELL, President**

# Teaching The Wartime "3 R's" To The People Of Kentucky

Doxey A. Wilkerson

Formerly Associate Professor of Education

Howard University

The problems we now face in the wise use of War Ration Book Two are illustrative of a whole new realm of adjustments which effective wartime living entails. How shall we "spend" our "points" in order to get maximum values in processed foods? How else must our day-to-day living habits be changed to assure health and reasonable comfort in an economy of growing wartime shortages and rationing? What must we do to keep from paying more than the "ceiling price" for the things we buy; or more than the "ceiling rent" for non-farm houses, apartments or rooms we rent? To know the answers to these questions and to act accordingly—this is now basic to the welfare of every family in the nation.

Regulation of Prices, Rent Control and Rationing have aptly been called the "3 R's of 1943." Even more than the traditional "reading, 'riting and 'rithmetic," they are immediately essential for successful living. Our people have got to learn about these basic wartime "3 R's." Our schools and colleges must give them guidance.

## THE TASK OF OUR SCHOOLS

Price control, rent control and rationing are necessary measures to safeguard the war production program of the nation and to protect the people against undue rises in the costs of living. Yet, this program, which is crucial for victory and for the living standards of us all, simply will not work effectively **unless it has the strong support and active participation of all the people.** Powerful groups are trying to destroy these safeguards of our nation and our families. Petty chiselers are trying to evade the regulations and take advantage of uninformed citizens. Against these threats to their living standards and the war effort, our people must act with vigor.

Now, most citizens—in Kentucky as elsewhere—are largely uninformed about these wartime economic measures. They are not in position, therefore, to protect either their own or the nation's interests. They need more guidance and help.

The need of Negro citizens for information about price control, rent control and rationing is especially acute. Because of their low-income status, the Negro people would suffer most from such runaway prices as were experienced during World War I. Because of their peculiar position in the social structure, Negro citizens are the most likely to suffer from violations of price and rent control and rationing regulations.

Thus, Negro citizens especially must be alert to the implications of the wartime economy. Our schools must help them adjust their liv-

ing to the "3 R's of 1943," and thus strengthen these measures for the victory of our nation.

### **WHAT THE PEOPLE NEED TO KNOW AND DO ABOUT THE "3 R's"**

For effective participation in the fight against inflation, the people need, first, to understand the price control, rent control and rationing programs—their purposes, their vital importance to the nation and to every family, and how the regulations operate. They need, second, to know what to do to make the regulations work. There follow a few of the things our schools must teach our people for effective living in the war economy.

#### **REGULATION OF PRICES**

Price control has saved taxpayers \$26,000,000,000 in the costs of the war. This is a saving of about \$200 for every man, woman and child in the prices of guns, tanks, ships, planes and other war supplies and equipment. Price control has also saved American families \$6,000,000,000 in the costs of food, clothing and other things we buy. This is a saving of about \$139 per year in the average family budget.

What this means to a low-income group like the Negro is clear. If anybody should be concerned about making price control effective, it is the Negro people.

Now, the Office of Price Administration in Washington cannot enforce price control regulations alone. Every individual citizen in the nation must do his part. Here are a few simple things we can all do to help make price control work.

1. Buy only at stores where ceiling prices are posted.
2. Refuse to pay more than the ceiling price for things you buy.
3. Watch price trends closely. Shop around for the best prices. (Ceiling prices for the same things differ from store to store.)
4. Buy canned goods and meat by quality labels. (Otherwise, you may suffer from "hidden price rises" due to reductions in the quality of what you buy.)
5. Read labels also to know the quantity of canned or package goods you buy. (This is also necessary to prevent "hidden price rises.")
6. If a merchant refuses to post his ceiling prices, if he charges more than his ceiling price, or if there is a reduction of quality without corresponding reduction in price—**report these or any other violations to your local War Price and Rationing Board.** (Unless you report violations to local authorities, the severe penalties which the law provides cannot mean very much.)
7. Ask your local War Price and Rationing Board for any information you need about price control. (There has recently been appointed a Community Service Member of the local Board whose special function is to supply information to individuals and groups in the community.)

## RENT CONTROL

Rent control, which has been in force throughout the country for only a few months, has already saved American families more than \$300,000,000 in rent they would otherwise have had to pay. During 1943, this saving will approximate \$1,000,000,000. Not only has rent control operated to keep rent levels within reason, but in many areas it has actually reduced rents. This is in sharp contrast with our experience during World War I, when rents doubled and trebled in some cities. Rent has also placed restraints upon evictions, thus making tenants more secure in their tenure.

Now, rent is the second largest item in the budgets of most Negro families. Here, again, is a program of especial concern to low-income consumers. Also, as in the case of price control, everybody must help to make rent control effective. Here are a few definite suggestions on how we can help.

1. Make sure that the rent you pay does not exceed what was paid for your house (or apartment, or room) at the time of the "maximum rent date" for your area. (Rents can be higher only if the landlord has made substantial improvements in the property, and then only with the permission of the Rent Director.)
2. Make sure that the services you get for your rent (e.g. garage, refrigeration, janitor service, etc.) have not been reduced since rent control went into effect without corresponding reduction in your rent. (The only exceptions are reductions necessitated by war restrictions.)
3. If you have paid your legal rent, refuse to be evicted for any reason until the Area Rent Office has been notified. (Even if the landlord sells the house you live in, you must be given three months notice before you can be forced to move.)
4. Report all violations of rent control regulations to the OPA Rent Director for your area.
5. Ask the Rent Director for any information you need about rent control.

## RATIONING

Rationing, like price and rent control, is a necessary measure to win a military victory abroad and to protect the living standards of our people here at home. Food, leather, rubber, oil and gasoline, metals—these and many other critical materials are demanded in enormous quantities to supply our fighting men at the front and our allies. They are essential war materials, and must be sent abroad if victory is to be won. This means that the supply of these materials for civilian consumption is sharply reduced. There simply is not enough to go around in the quantities we used to use.

Now, without rationing, there would be a mad scramble to buy up the things that are scarce. The people who got there first and the people with most money would get all of the goods which are scarce.



The people who got there last and the great mass of poor people would get none.

On the other hand, with rationing, there is an orderly and equitable distribution of scarce things on a "share and share alike" basis. The rich and the poor get exactly the same amounts of sugar and coffee. With gasoline, tires and fuel oil, where shortages are more acute and where individual needs vary more widely, the size of one's ration depends largely upon his special needs and the available supply. So with the "point rationing" of canned fruits and vegetables (also meats and fats, beginning in April) through use of War Ration Book Two, this same democratic "share and share alike" principle applies.

It should be clear that rationing, along with price control, provides the only guarantee that low-income consumers, like most Negroes, will get their fair share of essential goods that are scarce. It should also be clear that rationing, like the rest of the Government's anti-inflation program, must have the full cooperation of the people to be effective. Here are things we can do to help make rationing work.

1. Keep informed about rationing regulations. Especially learn how best to "spend" your "points" in War Ration Book Two.
2. Refuse to buy anything that is rationed unless you give a coupon for it. (The selling of rationed things without requiring coupons is called the "black market." It is both illegal and unpatriotic.)
3. Buy only enough for your needs. **Do not hoard.**
4. Obey rationing rules cheerfully, without griping. (These rules are for your protection. Besides, the slightest changes they may require in your living habits are a small contribution, indeed, for you to make for victory.)
5. Report "black market" violators of rationing regulations to your local War Price and Rationing Board. Urge your friends to do likewise.
6. Ask your local War Price and Rationing Board for any information you need about rationing.

#### **WHAT SCHOOLS CAN DO TO TEACH THE PEOPLE ABOUT THE "3 R'S"**

There are many ways in which our schools and colleges can help Negro citizens make effective adjustments to the wartime economy. The library can assemble, for display and circulation, quite a variety of free pamphlets, bulletins, leaflets, posters, and bibliographies on price control, rent control, rationing, and related anti-inflation measures.\* The several subject matter departments, especially social studies and home economics, can direct their classroom instruction toward interpreting the wartime economic program and its implications for consumer behavior. Assemblies, the home room, extra-curricular activities, the school paper—all can play an important role in this pro-

gram. The High School Victory Corps and the Junior Commandos especially should find here an attractive field for important war service. Consumer conferences or institutes which attract citizens from the community can be organized. Speakers' bureaus can be formed to go out into the community to interpret price control, rent control, and rationing, and what each individual citizen must do to strengthen these measures and make them work. Parent-teacher meetings can be used to discuss wartime consumer problems. The college extension program can be used as a channel for the wartime economic education of citizens far removed from the campus. The school adult education program can serve a similar function in the local community.

Thus, the materials and procedures are readily at hand for our schools and colleges to help the Negro people of Kentucky to protect their families and the nation's economic Home Front against the wartime threat of chiselers, profiteers, and the organized reaction which seeks to destroy price control, rent control and rationing. The need of the Negro people for such information and guidance is urgent. There remains but for teachers, principals and supervisors to do the job.

\* Write to the Educational Services Branch, Office of Price Administration, Region III, Cleveland, Ohio.

#### **NOW IS THE TIME TO MOVE**

The Negro people of America have a crucial role to play in the fight to keep war costs and living costs down. Theirs is one of the most critical sectors of the economic Home Front; it must be held against all odds. Besides, the two or three billion dollars which Negro consumers spend annually, if intelligently directed, can serve as a substantial bulwark against the threat of inflation. With information and guidance, the many thousands of Negro consumers in Kentucky can, and will, do their part to protect the Home Front against threatened economic chaos and national disaster.

During this period of national crisis, let not the resources of our institutions be immobilized by the deadening influence of "school as usual." The nation, in general, and the Negro people, in particular, have urgent need for many important war services which our schools and colleges are in position to give. Among them, none is more essential than broad, community-wide programs of wartime consumer education. In the development of such programs, school administrators, and teachers, together with their students, should find expression for their highest social and professional ideals. Now is the time for us to move.

## K. N. E. A. Kullings

The First District Teachers Educational Association met at Lincoln High School, Paducah, on October 8. Its general theme was, "Social and Economic Changes of the Post-War Period and Their Effect on Youth." Discussion of this subject was led by Mrs. H. B. Rutter. Mrs. E. M. Whiteside presented, "Improving the Elementary Situation in Kentucky." A panel discussion on "The Problem of Delinquency" was participated in by Mrs. M. A. Givens, Mrs. S. A. Pleasant, Miss Gladys Bailey, and Mrs. Mary G. Sledd. Mrs. M. O. Strauss was re-elected president, and Mrs. B. M. Schofield, secretary.

Prof. A. F. Gibson, K. N. E. A. director, spent the summer at Detroit, Michigan.

The Board of Directors will meet in Louisville in October to consider the type of meeting that should be held by the association in 1944. They will be guided by response to a questionnaire sent the members, asking their wishes on this question.

Mrs. D. L. Poignard, for many years principal of the Rosenwald School at Valley Station, and active among the teachers of the county and state, retired from the Jefferson County School System last June. Mrs. Poignard was at one time a teacher in the Louisville Public Schools, and is very popular in the community. She and her mother, Mrs. Hightower, are always loyal, enthusiastic supporters of the program of the KNEA. Mrs. Poignard was

honored with a reception, given by the Jefferson County teachers, when her retirement was announced.

Prof. A. S. Wilson, principal of Central High School, Louisville, has been appointed by Mayor Wyatt to membership on the Board of Directors of the Louisville Free Public Library. Mr. Wilson is the first Negro to be so honored.

Apprentice Seaman J. W. Hackett is now enjoying (?) boot-training at the Great Lakes Naval Training Station. He was given a rousing send-off by the pupils and teachers of Madison Junior High.

Mr. Carl J. Forbes, of the Central High School faculty, recently joined the Coast Guard.

Prof. H. R. Merry, principal of Lincoln-Grant School, Covington, is chairman of the Kentucky Hi-Y Advisory Committee, of which Messrs. A. E. Meyzeek, R. B. Atwood, and W. H. Perry, Jr., are members. Plans are now being made for the 1944 conference.

Two Louisville teachers have resigned from the public schools to accept positions elsewhere. Mr. Rufus S. Stout, former teacher at Jackson Junior High School, is now the Assistant Personnel Manager at the Louisville Carbide Company. Mr. W. P. Offutt, Jr., formerly of Madison Junior High, is working with the O. P. A. at Philadelphia.

Mr. W. J. Brummell, well versed in social work, has accepted the position as director at Ridgewood, corrective institution for delinquent children.

---

Football enthusiasts have missed the action of the "Kentucky State College Thorobreds" this season. However, there may have been some compensations. Coach Kean has been able to smoke his cigars, instead of chew them.

---

Prof. H. C. Russell, newly-elected president of West Kentucky State Vocational Training School, states that the enrollment at the school this year greatly exceeds the early expectations. A broadening and increasingly functional program is offered.

---

Mr. L. B. Jett retired this month as director of the Ridgewood Division of Ormsby Village, after having done an excellent work. He has entered the insurance field in Cleveland, Ohio.

---

Louisville Municipal College, Kentucky State College, and Lincoln Institute also report substantial enrollments. On all campuses, however, the male of the species is exceedingly rare.

---

Officer Candidate Thomas D. Jarrett, formerly instructor at Louisville Municipal College, is in the Officers' Candidate School at Fort Benning, Georgia.

---

Mr. T. J. Long, K. N. E. A. Second Vice-President, has been appointed principal of Jackson Junior High School, succeeding Mr. E. A. Meyzeek, retired.

The report of the survey of the Louisville Public Schools, conducted under the direction of Dr. George A. Works, of the University of Chicago, is now off press, and is being studied by local educators and other citizens. Colored teachers and principals rank high in the tables showing professional preparation. Among the strong recommendations is a new building for Central High School.

---

Private first class Whitney M. Young, Jr., is now studying engineering at Massachusetts Institute of Technology. He is one of four colored students in an enrollment of over four thousand. He writes that the "work is tough, but the opportunity wonderful."

---

Mr. Richard Jess Brown, teacher of auto-mechanics at Central High, served during the summer in the Research Laboratories at Langley Field, Virginia. He was the only colored member of the National Advisory Committee on Aeronautics in that area.

---

The Republican party, in its program for education in Kentucky, includes the following planks:

"Equal educational opportunities for all, regardless of race, color, or creed."

"The appointment of a qualified Negro as supervisor in the State Department of Education."

"The establishment and adequate maintenance of boarding high school service at Lincoln Institute and West Kentucky State Vocational Training School in order to provide high school education for Negro youth who live in sections of the state where no

high school service is now provided." The K.N.E.A. President and Secretary, invited to participate in conferences on education in the state, presented the above items from the K.N.E.A. program, which were adopted without modification in the party's program.

A workshop was held at Kentucky State College during the past summer. Participating

schools were Bate High, Lincoln-Grant High, Mayo-Underwood High, Richmond High, and Shelbyville Junior High. Its purpose was to offer to teachers and principals opportunities to discover, analyze, and improve the status of their local schools with respect to existing problems. Nineteen principals and teachers participated, in addition to a well selected staff of consultants.

## MAJORITY OR MINORITY

Ruth Taylor

I wish it were possible to eradicate those two words from the English language—but unfortunately, if one could do this, other words would be thought up to express the same idea.

There should really be no place for such discriminatory words in a democracy. And, mind you, they are discriminatory, and of themselves creating bad feeling and prejudice.

Majorities feel that their very numbers entitle them to supreme power, that their interests as a group must come first. Minorities too often place the privilege of their groups before the rights of all citizens. In both cases far too frequently those rise to the top, to positions of power, who seek personal aggrandizement and who by their actions hurt the group which they claim to represent.

The majority looks upon the minority as not quite as they are—as something different from the herd—and they don't like that. Minorities for their part too often have a chip on their shoulder. When banded together for "self protection" they become a powerful pressure force which is often irritating to the majority. And much too frequently both sides forget that they are Americans, governed by the same laws, and subject to the same responsibility.

This is true whether the difference be of political party, class, religion or color—and in each of those groups there are minorities and majorities.

Sumner Welles called the term "racial or religious Minority" accursed. And he was right, though he could have added class to the list. It is the whole idea of segregation and separation of people into groups, treating them generally not individually, that we are fighting today. In the brave new world which we hope will come after this war, let us guard against group thinking. Let us remember that we are all citizens of a nation, and citizens of a world of United Nations. For as Mr. Welles also said, "It is inconceivable that the people of the United Nations can consent to the re-establishment of any system where hu-

man beings will still be regarded as belonging to such minorities."

Let us—majority and minority—work together as individuals regardless of the group from which we come. Let us accept our personal responsibilities and fulfill them before we start fighting about our rights. Let us prove what we are, forgetting whether we be minority or majority. Just let us only be—Americans all.

---

## A FREE COUNTRY

Ruth Taylor

This is a free country.

Sure it is—but free for what?

It is free for work. No man has to be what his father was before him. No man has to work where his father worked. In time of emergency we may voluntarily regulate our man power but it is done under the laws we ourselves made, which are to be abrogated when the need is over.

It is free for knowledge. No man need stay ignorant if he has the will to learn. The history of the country has proven that. Of course, there are differences in educational opportunities—but the man who truly wants to learn, who is willing to sacrifice himself to get ahead and has the necessary ability and the willingness to work, can do so. No man need stay ignorant.

It is free for courtesy. Where each man is counted as one, there need be no servile scrapping nor condescending nod. Each man is free to accord to every other man the same courtesies of behaviour to which he is himself entitled. It takes but one person to be polite.

It is free for friendliness. We are all equals under the law, bound by the same rules and regulations. We can, therefore, accord the comradeship of citizenry to our neighbor, regardless of his class, creed or color.

It is free for integrity. No man wears the yoke of another. No man is bound to another as his slave. Each man can stand alone—in-corrump, and loyal to the ideals to which he has been brought up.

It is free for thought. The unfettered mind of man is the secret of the advancement of the nation. Here no man need be told what to think or when to think it. He blows not hot or cold as he is ordered. He can be for or against and, provided he keeps to the law of the land—that self-made law of free men—he can think and act as he pleases.

It is free for belief. No man need worship or not worship at the behest of his master. Each man is responsible to his own conscience and to his own concept of God. Strong in his faith, he can stand or fall by what he believes.

This is a free country—founded upon freedom and free to grow with the times to a newer and finer fulfillment of the law of liberty—which is the law of righteousness.