

The KCTE Journal

OFFICIAL ORGAN OF
KY. TEACHERS ASSOCIATION INC.

VOL. 3

JANUARY - FEBRUARY, 1956

NO. 2



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The K. T. A. Journal

Vol. 3

January - February, 1956

No. 2

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(By E. T. Buford, President)

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AUDITOR: Prof. M. J. Sleet

Editorial Comment

OUR COVER PAGE

On the front cover of this KTA Journal is a picture showing Sergeant James Closson giving Private Lessie Smith a big hug on January 11, 1956. After the two members of the 11th Airborne Paratroopers landed safely at Fort Campbell, Kentucky, Closson's chute failed to open from a 3,000 foot drop and Smith grabbed the lines as Closson went by, carrying him safely to earth. For this act of heroism and display of true brotherhood, Brigadier General Joe Stilwell, Jr., who led the jump, promoted Lessie Smith to the rank of Private First Class.

This happening is evidence that integration in the armed forces has been a successful project. Our white and Negro youth are being trained together and they have already fought together in non-segregated troops on the Korean front. Prior to induction these same youth are to be educated in the public schools of America. Is it not logical that they attend school together? If they can die together for America, why not permit them to be educated together for America?

When President Harry S. Truman announced a program of integration in the armed forces, there was much fear and speculation. When Jackie Robinson was assigned to the Brooklyn Dodgers to play baseball in the National League along with white young men of America, there was again fear, anxiety, and speculation. So **"much" was imagined that never materialized.** As the process of school integration begins, there is the same type of fear, suspicion, anticipation, and imagination.

The Negro has always shown his brotherly love to the white man of America and the example herein mentioned is one of many that might be recalled. God has children of several types: white, red, brown, black, tall, short, fat, lean, male and female. To Him each is a **person.** Realizing this, we can work together, study in school together, and serve our country together. Together, we can build one strong America which can be the sponsor of "one world" — a democratic world.

A CALL TO GREATNESS

The opening statement from the N.E.A. handbook presents a striking appeal to you as teachers to support our local, district, state, and national organizations. It is indeed an opportunity of a lifetime.

"To you who are in the morning of your careers, it is an opportunity to help build the professional house in which you may spend the rest of your lives.

To you who at noon tide are at the peak of your working powers, it is an opportunity to share in the satisfactions of an undertaking through which you may rise to great achievement.

To you who are nearing the end of your professional careers, it is an opportunity to help build an institution that will live after you — even as our Association of today is built upon the labors and sacrifices of the generations who have preceded us.

Can we be less loyal to our trust than they were to theirs? What are we doing to make our education have a grand and glorious outlook for the future? Are we willing to labor with renewed devotion to the work, with a deep concern for the generations of children yet unborn?"

Remember, the power to grow is the greatest force in the world, and that power is on the side of teachers who support education with their money, presence, and constructive participation in the activities of their association.

NEGROES AND JOBS

The program of integration, which was ordered by the United States Supreme Court, has been progressing in a satisfactory manner except in some few states. The problems that were anticipated have not materialized as predicted. It has been found that young people when left to do their own thinking will get along well together. The main hindrance to a more successful program of desegregation has been the attitudes of the older citizens. They have sought to impose their thinking on those of several generations beyond their childhood. There are also those who have used the desegregation "mandate" as a political football. Every indication points to the fact that the program of integration will be successful; and that during the school year 1956-57, there will be more evidence of its practicality in the public schools of the Southern states. Those states that are now fighting the program of integration will have about them examples in surrounding states where the objections which they have raised to the program of integration have not materialized as forecast.

The vital problem in this program is the problem of jobs for Negro teachers. There are those officials who would seek to penalize the Negro teacher in retaliation to the Supreme Court decision. Such a practice would be a set-back to the education of all the children—both white and Negro. The securing of a competent teacher should be the aim of every school official whether that teacher be white or a Negro. Already it has been shown in Washington, D. C., and elsewhere, that a competent Negro teacher can teach **any** child. There is a national shortage of teachers and the supply of Negro teachers should be an encouraging factor in the solution of this major problem which faces America.

Not only should Negroes be given due consideration for teaching positions when **they** are qualified, but Negroes who are trained in other lines should be given consideration on the basis of merit rather than color. There is a growing need for competent office workers. Our high schools are graduating annually competent Negro boys and girls who have had training to fit them for successful performance in a clerical position if given an opportunity.

Our boys and girls are being graduated with training in various vocational areas and have been given the basic skills for success in trades and in industry. This source of capable workers should not be overlooked merely because it includes persons other than white.

Chief Justice John Marshall Harlan stated many years ago, that the United States Constitution is color blind. Educators, leaders in industry, and governmental officials are urged to think seriously on the fairness of giving jobs, not on the basis of race, creed, or color, but on ability, fitness, and preparedness. **Negroes need jobs as an insurance against crime, poverty and disease.** A chain is no stronger than its weakest link, and likewise a community which has a group of citizens that have been discriminated against because of color when jobs are at stake, will find that it will be depreciated accordingly.

YOUR K. T. A. MEMBERSHIP

We solicit the continued cooperation of Negro teachers with our association again this school year. Our association plans to continue its work for the coming year, because it is felt that there is a vital job for it to do. We urge you to encourage your fellow teachers, who now belong in our association, to enroll again this year.

You have, perhaps, received the information that both the K.E.A. and the K.T.A. have opened their memberships to all teachers regardless of race. However, we feel the need of our organization is quite vital in this period as we face the beginnings of public school integration. We have services to perform for the Negro teacher and we are making plans for such a convention program on April 11-13, 1956, — the same dates as when the K.E.A. meets.

It probably will be an event of natural course that very soon in Kentucky there will be but one, integrated, united, teachers' association. Until such a merger has been realized, and because of the need for the K.T.A. at this time, you are urged to continue your membership or join the K.T.A. if you are a new teacher. The enrollment fee is \$4.00 for the year.

OUTLINE OF THE 1956 K.T.A. CONVENTION

ALL SESSIONS: Central High School, Louisville, Kentucky

CENTRAL THEME: "Significant Problems in Education"

Wednesday, April 11, 1956

- 10:30 A.M. Annual Student Musicale (Beginning Pupils) — Central High School Auditorium, Room 135 — Miss R. L. Carpenter, Directress
- 3:00 P.M. Annual Student Musicale (Advanced Pupils)
- 3:30 P.M. Principals' Department Meeting — Central High School, Room 230 — Mrs. Agnes Duncan, Newburg, Chairman
- 7:00 P.M. Meetings of K.T.A. Committees — See Committees outlined on page 2—Rooms to be announced in convention program
- 8:15 P.M. **FIRST GENERAL PUBLIC SESSION**
President's Annual Address—Dr. E. T. Buford, K.T.A. President, Bowling Green, Kentucky
Feature Address—Dr. John W. Davis, Director of Teacher Information of NAACP, New York City

Thursday, April 12, 1956

- 9:00 A.M. **SECOND GENERAL SESSION**
Memorial Services for Deceased K.T.A. Members, Conducted by Prof. G. V. Curry, Jenkins, Kentucky
Address—Dr. Robert H. Martin, State Superintendent of Public Instruction of Kentucky
- 11:00 A.M. Meeting of Kentucky High School Athletic League — Room 230, Central High School — J. B. Brown, Executive Secretary
- 2:00 P.M. **THIRD GENERAL SESSION**
Panel Discussion: "The Future of the K.T.A."
Leaders in education of both races to participate.
- 3:30 P.M. Sectional Meetings of K.T.A. Groups
Rooms to be announced in convention program
- 7:00 P.M. Band Concerts — Junior High School Bands of Louisville, Ky.
- 8:15 P.M. **FOURTH GENERAL SESSION**
Secretary-Treasurer's Annual Report—Mrs. Anita W. Robinson, Louisville, Ky.
Lincoln Foundation Award and K.T.A. Citations
Feature Address — Attorney Jean M. Capers, City Council Woman of Cleveland, Ohio
- 10:00 P.M. Announcements — Benediction

Friday, April 13, 1956

- 9:00 A.M. Departmental Sessions of K.T.A.
Details and rooms to be in convention program

- 10:30 A.M. **Business Session of K.T.A.**
Report of Committees by their respective chairmen.
See page 2 of this Journal
- 12:15 P.M. Principals' Annual Luncheon Meeting — Central High School Cafeteria
- 2:00 P.M. **FINAL GENERAL SESSION**
Address—Dr. Hillard A. Bowen, A. and I. University, Nashville, Tennessee (Tentative)
Final Business—Dr. E. T. Buford, Presiding
- 6:00 P.M. Meeting of K.T.A. Board of Directors — Central High School, Room 140
- 8:15 P.M. Twenty-sixth Annual Musicales — Central High School Auditorium
- 10:00 P.M. Final Adjournment of 80th Convention

FINANCIAL REPORT OF THE K.T.A.

(By Mrs Anita W. Robinson, Sec'y-Treas.)
Financial Report of the Kentucky Teachers Association for year beginning May 1, 1954, and ending April 30, 1955.

RECEIPTS

Brought Forward, May 1, 1954	\$ 696.58
1368 Members' Fees at \$4.00*	5,468.00
8 Associate Members at \$2.00	16.00
Balance on '54 Membership Fees	15.00
Journal Advertisements	658.61
NEA Memberships	130.00
Convention Exhibits	419.00
NEA Contribution	200.00
Convention Musicales	100.50
Miscellaneous and Contributions	49.25
TOTAL	\$7,752.94

*4 members owe \$1.00 balance on \$4.00 fee

DISBURSEMENTS

Clerical Workers	\$ 643.78
Office Rent and Telephone	173.07
Printing of Journals	998.88
Postage for Journals, etc.	204.00
President's Expenses	156.98
Auditor's Expenses	25.00
Secretary's Travel (NEA Convention and Integration Conf.)	281.42
Secretary's Salary (take home)	944.70

Fed. Income Tax & Soc. Security	215.13
Bd. of Direct. Travel Expse	275.57
NEA Memberships	150.00
Exhibit Booths 1954-55 Convention	106.20
Office Supplies, Badges, etc.	216.87
Central High Bldg. Rental and Janitorial Services, Convention (1954-55)	610.87
Convention Speakers	637.53
Convention Principals' Luncheon and Social	50.96
Honorariums (Officers, Consultant)	425.00
Miscellaneous and Petty Cash	87.92
TOTAL	\$6,203.88

Recapitulation:

Receipts	\$7,752.94
Disbursements	6,203.88
Balance on Hand	\$1,549.06

Outstanding bills anticipated for the summer include a \$70 balance on Central High Bldg., \$300 for NEA delegates and \$300 for office expense and secretary's salary. Actual balance in September, 1955, is expected to be about \$850.00.

This report has been reported as correct after a careful audit by M. J. Sleet of Paducah, Kentucky, Auditor of the K. T. A. financial records.

**PLAN TO ATTEND THE 80th CONVENTION
of the
KENTUCKY TEACHERS ASSOCIATION APRIL 11, 12, 13, 1956
Louisville, Kentucky**

FLESCH FOUND A WILLING AUDIENCE

(By Ray H. Bixler*)

Now that the furor has subsided, it might be well for educators to seek an explanation for the wide spread and enthusiastic response to **WHY JOHNNY CAN'T READ**. Why did such an obvious hoax — with its distortions, half-truths and untruths receive such acclaim?

Normally such a response occurs when people are disturbed about an issue but have been unable to formulate an adequate solution to the problems involved. At such times they tend to grasp at straws. The response to Senator McCarthy's gyrations is illustrative. In all likelihood, dissatisfaction with our schools was responsible for the reaction to Flesch's book in much the same way as the fear of Communism provided McCarthy with a fertile field of activity.

Although there are many reasons, some quite fantastic, why the public is dissatisfied with our schools, the most persistent complaint is the vague charge that the criminal is "progressive" education. This accusation persists in spite of the fact that the vast majority of teachers do not employ modern methods! One usually finds that neither the teacher nor the enlightened layman is conversant with educational theory; that both mouth a few clichés about the "whole child", but know little about optimal conditions of living.

A survey of many of the more popular journals in the field of education reveals

an excess of platitudes and "breath taking illustrations" of this or that technique, but little or no theory or research. The content of education courses has a similar ring. There is reason to suspect that Tinker (*Teaching Elementary Reading*, p. 8) is correct when he writes, "many schools are 50 years behind the currently defined needs."

Perhaps the real reason for criticism of our schools, lies not in their progressivism, but in their very lack of understanding of its basic tenets.

So long as the teacher believes that a collection of new teaching techniques ("gimmicks") is progressive so will the parent. And so long as modern education is so perceived by the layman will there continue to be vigorous criticism of it. Teaching techniques have little value in and of themselves. It is only as they are given meaning within a systematic theory which has evolved from research findings and philosophical exploration that techniques become truly effective. Such theory is available to the teacher.

It seems unlikely that educators can indefinitely justify the plea, "Forgive us what we do, for we have no idea why we are doing it."

Flesch found quite an audience of unforgiving, albeit naive, people.

*Department of Psychology, University of Louisville.

Member of K.T.A.

†See "A Response to Why Johnny Can't Read" (mimeographed 27pp.). Available from Author.

In Memoriam

MRS. NANNIE BOARD CRUME

Director of Music

Central High School, Louisville, Ky.

HENRY ARTHUR KEAN, SR.

Former Coach

Kentucky State College and Later Tennessee A. & I. University

TEACHERS AND THE NAACP

(By C. L. Timberlake)

It is a fact greatly to be deplored that teachers, despite the fact that most of the victories that have been won by the NAACP have been in the field of education, have failed in a very shameful way to support the NAACP. So many of them do not even belong to the organization, and very few of those who do belong attend the meetings or help carry on the work of the local branches, or make appreciable contributions in the way of money to the local, state or national work of the Association. It is reported that in Paducah and McCracken County only about one-fourth of the sixty teachers are members and that only one is actively engaged in helping to carry on the work of the local branch. The situation in this particular community may be duplicated elsewhere in the state.

Now, if we expect the Association to continue to fight our battles, we have got to help. These are some of the ways by which we can help. We can all become members ourselves and influence others to become members. Our duty does not consist in merely becoming members, but we should line up with our local branches and become active workers. The Association has a lot of work to do and it needs everyone's help. It needs the benefit of the best thoughts. The time has come now when teachers must stand up and be counted, and in this situation they must help work out their own salvation through working and contributing both money, time and talent to the work of the National Association.

Then, too, the teachers must insist upon complete integration and not be willing to accept any makeshift affair in order to retain a position.

Of course, integration will not be complete unless qualified Negro teachers as well as qualified white teachers are retained and hired. Kentucky has 1,386 Negro teachers among 20,868 teachers. Only 12 Negro teachers use emergency

certificates, while 2,372 whites use them. Each teacher should be familiar with the laws of teacher employment, teacher tenure, teacher transfers, and teacher dismissal. Each teacher should know the status of every teacher in the community, or at least know how to obtain such information.

In no case, should any teacher line up with forces that are seeking to retard the process of integration. When any teacher is made to suffer any type of inconvenience in this transition process, he should immediately notify the officers of his local NAACP Branch. If this isn't possible, get in touch with Attorney Crumlin, the State President of the Kentucky State Conference of Branches.

In conclusion: We can no longer be at ease in Zion, but we must line up with all the forces that are working for human betterment, and in this particular situation, we must contribute wholeheartedly to the support of the NAACP.

ANNUAL CONVENTION OF N. E. A.

Portland, Oregon

July 1-6, 1956

PLAN NOW TO ATTEND!



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TEACHERS ARE WELCOME!

Drugs and School Supplies

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K.T.A. Convention Corner



COLLEGE EDUCATION IN KENTUCKY

(By Rufus B. Atwood, President,
Kentucky State College, Frankfort, Ky.)

Kentucky lags behind other states of the nation in college education of its people. While the national average in college enrollment in 1950 was 165 per 10,000 population, the Kentucky average was 114. There was only one state lower than Kentucky. When based on college-aged population alone, ages 15-29, Kentucky's college enrollment in 1949-50 was the lowest of any state in the nation. At present only 13.2% of the white college-aged youth of Kentucky are enrolled in college, in-state or out-of-state. By Comparison Mississippi has 21% and Florida has 22% of this college-age group in college. At present Kentucky enrolls in college only 5% of the Negro college-age population as compared with 12.4% in Texas and 8.8% in Florida.

Currently, college enrollments are rising in Kentucky and this fact may lead some to believe we are attaining a higher position among the states. Let us not forget, however, that current college enrollments are rising in other states too, and relatively our state's position remains and will remain the same until the problem is attacked at its source in dead earnest.

Experience over a quarter of a century in recruiting high school graduates for college lead to the belief that the real causes of low college attendance are (1) low parental income adequate to pay the cost of a college education of their children and (2) lack of real and strong desire on the part of the high school graduates to acquire a college education.

The common assumption, therefore, that all able high school graduates almost without exception gravitate to college is erroneous and far from the truth. Without a doubt there is a large reservoir of highly gifted young people and an even more numerous group of the better than average, who never get to college, primarily for financial reasons. While many are attending colleges in the state and else-

where with financial assistance, it is estimated that at least 10 to 20 times that number who had the necessary abilities to do creditable college work were not in college because of lack of such aid.

It is certainly a valid conclusion that at least half of the most capable members of the high school graduating classes do not continue their education beyond the high school. It is rather definite that for every graduate who ranked in the upper 10 per cent of his high school class and entered college, another graduate, who also ranked in the upper 10 per cent did not enter college. If the upper 30 per cent of the graduating class is considered, there were two who did not enter for every one who did.

Low parental income is believed to be the chief factor in preventing able students from attending college. Indeed, it seems a safe conclusion that it is the single, most important factor in the whole picture of higher education opportunity. It is without doubt true that there is a steady decrease in the highly gifted who continue beyond high school, at each successively lower stage of parental income.

There is a second vital factor in the matter of the low college attendance by Kentucky people to which I have referred above. This factor is the lack of any real and strong desire on the part of the high school graduates to attain a college education. Many high school graduates, fully capable of doing creditable college work, simply have not been stimulated to go to college. Indeed, some see no need for it. Others would like to go if the way was open and clear. When they see obstacles though, such as inadequate finances, they give up easily as their desire for a college education is not strong enough to cause them to strive to overcome the odds that stand in the path. This situation presents a challenge to the pupils' parents, to their high school teachers and to the college recruiting staffs. Some means must be found to convince the able high school

(Continued on Page 19)

FUTURE TEACHERS OF AMERICA

(By Bettie L. Douglas)

Joy Elmer Morgan, retired chairman, National Committee, Future Teachers of America, wrote the following words, in the introduction of the Manual for FTA Clubs:

"Teaching and teaching alone insures the survival of civilization. It is the most important task in the world. The teacher, whether parent, pastor, or schoolmaster is the real maker of history. As schools assume increasing responsibility for the young, it is most urgent that the finest and ablest men and women of each generation dedicate themselves to the teaching service. FTA seeks to train young people thru practice for professional and civic leadership.

The FTA movement grew out of the Horace Mann Centennial in 1937 when it was established by the NEA Assembly. It is carried on as a cooperative project by the NEA and its affiliated state and local associations. It is a nationwide movement to which anyone may be proud to belong.

FTA works in both high schools and colleges. FTA groups in colleges and universities are called CHAPTERS. They are pre-professional and are open only to students preparing to be teachers. FTA groups in high schools are called CLUBS. They are pre-vocational and exploratory. The FTA club seeks:

(1) To encourage young people to cultivate in themselves qualities of personality and character which are the foundations of successful teaching;

(2) To acquaint young people with the inspiring story of the schools, the part free schools have played in the development of our democratic way of life, the heroic pioneering associated with their establishment and expansion;

(3) To provide young people with specific information about opportunities in the various fields of education.

Future Teachers of America Club is perhaps one of the most important organizations in America for the youth of our country at this time. With authorities decrying a need for more than 150,000 well-

trained, qualified teachers in our schools, our young people more than ever need information and guidance to encourage them to choose teaching as a profession. FTA CAN LEAD THE WAY!

It is regrettable that we note only two FTA Clubs seem to be organized in Negro schools in Kentucky. It is the purpose of this article to stimulate interest in the organization of more FTA clubs in our state schools. We shall point out the benefits to be derived by the members of these clubs, by the schools in which they are organized and by the country as a whole.

First of all, FTA clubs afford an opportunity for the better students to develop desirable character traits as is shown in the pledge taken by each member

I will try to keep my body well and strong.

I will study daily to keep my mind active and alert.

I will seek to know the right and to live by it.

I will cultivate in myself good will, friendliness, poise, upright bearing and careful speech.

I will learn the art of helping others by doing helpful things daily in school and home.

I will fill my mind with worthy thoughts by observing the beautiful world around me, by reading the best books, and by association with the best companions.

I will make my influence count on the side of right avoiding habits that will weaken and destroy.

These are wholesome and inspiring principles to mold into the character of all our youths.

It now becomes obvious that the school in which there are young people organized to carry on activities motivated by the FTA pledge will obtain countless benefits from these clubs. FTA members can serve as guides for visitors, monitors for small study groups, monitors in halls, leaders in planning assembly programs, monitors in the cafeteria, etc. Here not

only will the general atmosphere of the school be improved but the FTA members will be receiving valuable experience carrying on activities which will make them better future teachers.

Greater benefits from FTA Clubs may be derived by our country in some other ways. America needs strong, clear-thinking, and well trained young people to sit behind the desks in millions of classrooms to mold the minds of our children so that they will become enlightened citizens in a democratic society. It is to the schools that we must intrust the task of perpetuating our democratic ideals by passing on to our children a knowledge of our glorious heritage and our responsibility to make and keep America strong. Again FTA CAN LEAD THE WAY!

Now let us turn to the special significance that FTA clubs have for us as Negroes in America. Negro teachers are justifiably concerned over their positions in the national change-over in the South from segregation to de-segregation. It is feared by a great many Negroes that integration of students may not necessarily mean integration of teachers. However, there are several facts involved here that give some of us a rather optimistic view of the outlook. First of all we have already mentioned the overwhelming need for

teachers in our country. In too many counties in our own state children are being taught by persons not properly trained or certified for the job. We cannot believe that intelligent white people intend to ignore the fine, qualified, trained Negroes available as teachers. Intelligent white Americans have never overlooked talent. Need we mention Jackie Robinson and Willie Mays in baseball, Marian Anderson and Eartha Kitt in music, George Washington Carver in science, Leontyne Price in television, Booker T. Washington in education, Ralph Bunche in government and countless other Negroes who have reached the heights in America? NO! America has always worked relentlessly toward human dignity and justice and we believe in America. We feel that we can teach our young people that if they will prepare themselves they shall find a place in the schools of our country. Never before has the challenge been so great.

May we again appeal to the teachers and principals of Kentucky to organize FTA clubs in all our high schools. FTA CAN LEAD THE WAY!

Editor's Note: Mrs. Bettie Douglas is the sponsor of the Atwood S. Wilson Club of the F. T. A. at Cental High School of Louisville, Kentucky.

DR. RALPH BUNCHE SPEAKS IN LOUISVILLE

(By Elizabeth B. Alexander)

In January, the third annual Brotherhood Awards Dinner of the National Conference of Christians and Jews at the Seelbach Hotel, Louisville, set the stage for an evening of brilliant oratory by the guest speaker, Dr. Ralph J. Bunche, 1950 Nobel Peace Prize winner and more recently, Undersecretary-General of the United Nations.

Before a capacity crowd of clergymen, educators, financiers, manufacturers, barristers, social workers, librarians and politicians; Protestants, Catholics and Jews; Negroes, Caucasians and Orientals, Dr. Bunche, ranking American citizen in the United Nations, held his audience en-

raptured with his erudite address for the greater portion of the evening.

Citing human relation problems as the greatest challenge confronting the world today, he urged the races of mankind to put aside their "fears and prejudices for tolerance and understanding. The question of human relations—embracing the questions of the brotherhood and equality of man—is a fundamental one. Indeed, it is no record man's conquest of himself or the atomic conquest of man". And so, "the ultimate fate of mankind rests in man's recognition and application of human relations in this age of atomic weapons."

"Prejudice," stated Dr. Bunche, "is a superficial barrier that divides people.

Indifference to this 'myth of the mind' is one of society's weaknesses because society's ills are not self-healing, but need concerted action."

Getting down to specifics, he felt "there has been more progress in the area of race relations in America in the last decade than in all the years before." Mindful of this progress, Dr. Bunche is also cognizant that race relations still remains "our nation's number one social problem. It is no longer a problem of economics and politics but rather a problem of mind and perspective."

"It is no secret that in some parts of the Deep South today there are activities and practices aimed at the rights and status of black citizens which, in their sinister design, can only mean retrogression in race relations, in the status of the Negro, and in the growth and prestige of democracy."

Numerous and varied attempts to contravene the Supreme Court's decisions on desegregation brought forth critical exploration of the issue as Dr. Bunche warned "there is cause for more serious concern by every American who cherishes the American way of life." Thus, "the country is in great danger when the law of the land is violated openly and with impunity. Recent developments in the south pose a challenge which reaches to the very roots of American Democracy."

One of the primary wishes of the American Negro is that "American Democracy walk on its black as well as its white feet . . . for our maximum national strength and unity are indispensable to meet the threat which aggressive international Communism raises to our free way of life. Segregation hurts; segregation stigmatizes."

In challenging tones, Dr. Bunche declared, "If a man cannot walk down the boulevards of the world with his head erect and in the fullness of his dignity, he is something less than a full man." And so, "whenever an institution or community summons the courage to take a moderately bold step away from segregation and discrimination, fears and prejudices quickly vanish."

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A case in point was the experience of a southern white assistant football coach at a large, metropolitan educational institution and his encounter with Negro football aspirants for the first time. Frustrated by the appearance of these brawny Negroes, he immediately presented his problem to the head coach who informed him of the non-discriminatory policies of this northern university. Reluctantly he returned to his post with firm instructions to carry on regardless of race, color or creed.

Several months passed and no word from the confused assistant. The head coach appeared one afternoon during practice period. Inquiring of the former's problem, he was faced with, "what problem?" The head coach proceeded to review the original request but was cut short with, "Coach, that's no problem, the faster these Negroes run with the ball, the whiter they get."

Louisville was cited for the progress it has made in the field of race relations when Dr. Bunche stated, "it has given some fine and encouraging documentation for this thesis."

In closing he declared he was not chiding, admonishing or rebuking America for its racial practices but rather he had confidence that the era was approaching when "reason would supplant emotion and prejudice."

School Construction

There remains a severe shortage of classrooms in Kentucky as elsewhere in the nation. One year ago, S. 4 was introduced — a bill to aid in the construction of public schools on a State-Federal matching fund basis. Two years ago such a bill was introduced. Congress will consider several bills this session and a school construction bill should pass.

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K. T. A.

N. E. A.

THE K. T. A. JOURNAL

K. T. A. Kullings

Mrs. Jennie Didlick is now the principal of Booker T. Washington School of Lexington, Kentucky. She succeeds the late Mrs. Lucy Harth Smith. The K.T.A. wishes her much success in her new assignment.

Bishop E. C. Hatcher bestowed the Degree of Doctor of Education upon Whitney M. Young, who celebrated his twentieth (20th) year as President of Lincoln Institute, on October 20, 1955. The degree was awarded by Monrovia College in West Africa. Dr. Young is a graduate of Lincoln Institute, University of Louisville and received his master's degree from Fisk University, Nashville, Tennessee.

Harry S. McAlpin, Louisville attorney, was appointed during January, 1956, as a referee for the State Workmen's Compensation Board by Oscar J. Coke, commissioner of industrial relations. McAlpin is the first Negro to hold the post.

Alvin Hanley, a former all-American football player at Kentucky State College has served as assistant football coach at the Frankfort High School. This is said to be the first Negro coach of a white team in Kentucky.

Among the twenty-four delegates to represent Kentucky at the White House Conference on education in Washington, D.C., during December, 1955, were R. B. Atwood, president of Kentucky State College and Frank L. Stanley, editor of the Louisville Defender.

On November 8, 1955, a "Building for Brotherhood" was dedicated in New York by the National Conference of Christians and Jews. This building will serve as a symbol of brotherhood throughout the world and emphasize that people everywhere, as well as all Americans, can be expected to be judged on their merits as individuals, not on the basis of creed, color, or national origin.

Henry A. Kean, 61, athletic and physical

education director at Tennessee A & I State University at Nashville and one of the greatest coaches in the history of Negro intercollegiate sports, died following a heart attack in Nashville. A native of Louisville, Kentucky, Kean was a high school and college athlete, later coached at Lincoln High School in Paducah, Kentucky, at Simmons University in Louisville, and at Kentucky State College in Frankfort.

Mrs. Helen Kuykendall, chairman of the English Department of the Louisville Central High School, was a guest speaker at the Third District Teachers' Association recently held in Bowling Green, Kentucky. This association includes the teachers of Barren, Logan, Simpson, Muhlenberg, Todd, and Warren Counties.

For the first time in Cincinnati's history, a Negro, Mr. Ted Terry, has been made Vice-Mayor.

The Mayor-elect, Charles P. Taft is the son of the late William Howard Taft, 27th President of the United States, and brother to the late Robert Taft, Senator from Ohio.

On December 8, 1955, Alderman William W. Beckett served as mayor pro-tem of the city of Louisville. This was the first time in the history of Louisville that a Negro ever served in this capacity.

Mrs. Murray Walls, a former teacher of Indianapolis, Indiana, and outstanding civic worker of Louisville, Kentucky, has been appointed to the State Board of Education for Kentucky. We thank Governor Chandler for this appointment and congratulate him on the selection of this outstanding citizen of our commonwealth. Mrs. Walls is to serve until 1958.

Miss Sarah Lillian Lehman died at noon on Sunday, January 15, at the Kentucky Baptist Hospital, where she had been confined since January 3. She had been director of professional services for the K.E.A. since 1951, and editor of its Ken-

tucky School Journal since 1952. Under her leadership, the number of Future Teachers of America Chapters in the state grew to 25 in colleges and 50 in high schools. In November, the K.T.A. received from Miss Lehman an invitation to have our F.T.A. groups participate in the State Workshop at Asbury College. Representatives from Central High School and Kentucky State attended. This was our first year to participate in the Workshop. We appreciated Miss Lehman's high degree of leadership and cooperation in many of our professional endeavors. She will be greatly missed in educational circles throughout Kentucky and the nation.

Dora Lee Martin, 17-year-old Negro beauty from Houston, Texas, was chosen "queen of queens" of the University of Iowa campus on December 10, 1955.

It was the first time the State university's male students, who pick the queen, had ever selected a Negro girl for the honor.

Mrs. Nannie B. Crume, the music director of Central High School for a number of years, died on December 28, 1955. The special chorus of Mrs. Crume participated in more than twenty annual musicales of the K.N.E.A. and K.T.A. Her influence in the music circles of the K.T.A. will be greatly missed, but the wonderful service that she rendered will serve as a guide to any who might succeed her.

A plan to begin a program of desegregation in Louisville Public Schools in September, 1956, has been recommended by Superintendent Omer Carmichael to the Louisville Board of Education. The plan has been approved by the Louisville Board of Education and children of Louisville, Kentucky, will not be restricted to a given school because of race.

James A. Hamlett, Nashville, has joined the Maryville College faculty at Maryville, Tenn., as a Spanish instructor. College officials say he is the first Negro to teach at the 135-year-old Presbyterian-supported college. Maryville has eight Negro students in its 700 enrollment.

For the first time in the nation's history—and in the history of Gary—a Negro will head the City Council.

He is Benjamin F. Wilson, a Gary, Indiana, attorney for the past 20 years, and for eight years a member of the City Council.

White House Conference

"Rarely, if ever," reported the Special Subcommittee on Teachers for the White House Conference, "is a classroom closed because a teacher cannot be found (or cannot be hired at the offered salary)."

"There is a person in each classroom because the American people have been willing to resort to emergency measures," the Subcommittee said. The issuing of emergency certificates to those unqualified to teach is widespread—doing double damage to the teacher supply. In addition to cheating American youngsters who are entitled to good teachers, the practice lowers teaching standards and drives away many of those who might otherwise want to enter the profession.

The "Homework" report includes many statistics showing the slack in the number of college graduates, the decrease in the number prepared to teach, and the fantastic "drop-out" rate of those qualified to teach but who never enter a classroom.

Six major problems are listed for solution: (1) How to increase college attendance by the many youth who are capable of profiting by more extended education. (2) How to increase the number of college students who prepare for teaching. (3) How to attract into teaching a larger number of those prepared to teach. (4) How to retain good teachers for life career service. (5) How to make the most effective use of every qualified teacher. (6) How to provide the financial incentives necessary to get and hold good teachers.

A careful and hardly glowing look into the future warns of dangers still to be faced, but numerous suggestions are offered for meeting the problems.

K. T. A. HONOR ROLL



(Schools enrolled 100 per cent up to February, 1956)

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SCHOOL

Hickman City
 Lincoln**
 Central City**
 John G. Fee
 Drakesboro Community
 Liberty
 Alves Street
 Oliver
 Rosenwald High
 Trenton
 Douglas High
 Newburg
 Simmons
 Rosenwald
 Booker T. Washington
 Dunbar**
 Dunbar†
 Carver
 Constitution
 Russell
 B. T. Washington

*Superintendent of School

**100% N. E. A.

CITY

Hickman
 Franklin
 Central City
 Maysville
 Drakesboro
 Hazard
 Henderson
 Winchester
 Madisonville
 Trenton
 Henderson
 Buechel
 Versailles
 Barbourville
 Hopkinsville
 Mayfield
 Lexington
 Lexington
 Lexington
 Lexington

PRINCIPAL

J. C. McClellan*
 Hughland H. Gumm
 Mrs. Mabel W. Render
 O. W. Whyte
 H. C. Mathis
 Karl L. Walker
G. Brisco Houston
 G. W. Adams
 Mrs. Pearl P. Arnett
 H. B. Kessinger*
H. B. Kirkwood
 Mrs. Agnes Duncan
 W. J. Christy
 Grace L. Etter
 A. R. Lasley
 F. I. Stiger
 P. L. Guthrie
 Mrs. Clara W. aylor
 Mrs. Hattie Lockhart
 W. Taylor Seals
 Mrs. Jennie Didlick

†J. M. Ridgway, Supt. of Lexington Schools

COUNTY

Christian
 Bath
 Trigg
 McCracken
 Mason
 Hickman
 Pike
 Oldham*
 Owen
 Bullitt
 Shelby
 Anderson*
 Madison
 Montgomery
 Scott
 Perry*
 Logan
 Lyon
 Marion
 Cumberland
 Henry
 Washington
 Nelson
 Barren
 Breckinridge*

*100% N. E. A.

COUNTY SEAT

Hopkinsville
 Owingsville
 Cadiz
 Paducah
 Maysville
 Clinton
 Pikeville
 LaGrange
 Owenton
 Shepherdsville
 Shelbyville
 Lawrenceburg
 Richmond
 Mt. Sterling
 Georgetown
 Hazard
 Russellville
 Eddyville
 Lebanon
 Burkesville
 New Castle
 Springfield
 Bardstown
 Glasgow
 Hardinsburg

SUPERINTENDENT

H. Harton Fiser
 Glenmore Hogge
 Roy McDonald
 Henry Chambers
 Herbert Hume
 Dentis McDaniel
 C. H. Farley
 Alton Ross
 Howard C. Smith
 W. O. Anderson
 George Giles
 Ezra Sparrow
 H. D. House
 D. C. Anderson
 M. L. Archer
 Arthur C. Eversole
 R. B. Piper
 J. Ernest Fiser
 Hugh C. Spalding
 Ray Logan
 John W. Long
 J. F. McWhorter
 James B. Graham
 Mitchell Davis
 E. D. Brown

DOINGS IN THE DISTRICTS

Succeeding H. S. Osborne as president of the FIRST DISTRICT is A. W. Greene, Hickman. Mr. Greene attended the October meeting of the KTA Board and reported that his district had a very successful fall meeting. Also attending this meeting was H. E. Goodloe, president of the SECOND DISTRICT, who reported an outstanding district meeting.

H. H. Gumm, Principal of Lincoln High School, Franklin, succeeded Frank B. Simpson as president of the THIRD DISTRICT. At the district meeting on October 14th, the association proposed to donate money and keep in close contact with the K.T.A. in its efforts to safeguard the welfare of the Negro teacher in Kentucky. In line with this, the district made a donation of \$50.00 to the N.A.A..C.P. Legal Defense Fund.

The 41st Annual Session of the FOURTH DISTRICT TEACHERS' Association was held at Eli H. Brown Jr. School in Bloomfield on Friday, October 14th. The general theme of the meeting was, "The Development of a Program that will Care for Individual Needs and Differences in Grades One Through Twelve". Highlighting the one-day conference was an address by Dr. C. H. Parrish. J. V. Robinson is the district president and Miss Wilsonya Richardson is the secretary. The Fourth District also donated \$50.00 to the N.A.A.C.P. Legal Defense Fund.

"Balancing the Scales" was the theme of the FIFTH DISTRICT Teachers' Association held at Central High School, Louisville, on November 4, 1955. Principal addresses were given by Dr. C. Newton Stokes, Temple University, Philadelphia, and Lyman T. Johnson, Teacher, Central High School. Dr. Stokes spoke on the subject "What the Teaching Profession Has a Right to Expect of the Teacher" and Mr. Johnson spoke on the subject, "What the Teacher has a Right to Expect of the Teaching Profession". Departmental sessions were also held. This district donated \$75.00 to the Legal Defense Fund and Mr.

Johnson donated his speaker's fee of \$50.00, making a total donation from the Fifth District of \$125.00. L. L. Spradling, Eminence, succeeds L. J. Harper, Louisville, as president.

THE BLUEGRASS DISTRICT Ass'n met in October on the campus of Kentucky State College. Outstanding speakers contributed greatly to a highly successful district meeting. Mrs. Clara W. Taylor, Lexington, is president.

THE UPPER CUMBERLAND DISTRICT Teachers' Association held its annual meeting October 7, 1955, in Pineville. The theme was, "Preparation for Integration". It was the topic for group discussions, after which Mr. William H. Perry, Principal of Madison Junior High School and Chairman of Kentucky Council on Human Relations, Louisville, gave the main address. Mr. Perry gave a very inspiring and educational address on the theme. Mrs. Geneva Coleman, president, reports that the goal of the district this year is to get each school in the district to join the KTA and NEA 100%. The Upper Cumberland District contributed \$25.00 to the NAACP Legal Defense Fund. Mrs. Vergie Mason is the district's able secretary.

"Better Schools for Tomorrow" was the theme of the meeting for the EASTERN KENTUCKY EDUCATION ASSOCIATION which met at the Perry A. Cline School, Pikeville, October 14, 1955. Mr. John M. York, Supt. of Pikeville City Schools, and Mr. Wayne Ratliff, Supervisor, Floyd Co. Schools, were the guest speakers for the meeting. This district, of which G. V. Curry is president, made a contribution to the NAACP Legal Defense Fund. In the district's report to the Board of Directors, we note with interest and commendation that though the K.E.A. district has opened its doors to the members they decided "to remain intact until after the two state bodies have formulated plans for systematic merger."

Other news of the districts will be in the next Journal.

SPEAKING OF INTEGRATION

(By Robert S. Lawery)

"The Kentucky school system is well on its way towards meeting its responsibility required by the court's order", states Sam B. Taylor, Assistant Director, Division of Supervision, in his recent report on integration. In spite of the fact that only a few instances of desegregation have taken place in the state, he believes the problem is being solved in a most honorable and courageous manner.

According to the report the state has, without absolving itself completely, delegated the major responsibility to the local school systems in initiating and carrying out the program of integration. Forty of the 224 local school districts in Kentucky are without a Negro student population. The other 184 districts have a Negro student population ranging from less than five pupils in several districts to 12,003 in the City of Louisville. Some thirty-two of these 184 districts have initiated a program of integration by providing the same services for all school children within a particular area. At the beginning of the current school year, eight other districts, formally or informally, opened the way for integration, but the Negro children within these districts elected to remain in the schools where they had previously enrolled.

The 32 integrated school districts have enrolled 16,668 white students and 313 Negro students. They are taught by 639 white teachers and 2 Negro teachers. Three schools within these districts, originally all Negro schools, have now white students enrolled.

As he views the situation, Mr. Taylor

believes the toughest problem in the process of integration will be the question of teacher placement. However, he does not think the problem is beyond solution, and he ventures that it will be satisfactorily resolved in time. The changing attitudes of the people and especially the children will determine largely how rapidly this problem can be resolved.

Out of the 32 districts with integrated programs, reports show that only two districts have dropped their Negro teachers. Both of these teachers were serving on temporary permits. Mr. Taylor feels that the teacher placement problem will slow down considerably the speed of complete integration because most boards of education feel honor bound to retain their Negro teachers. He believes that, until the community is ready to accept Negro teachers in the total program, they will probably be retained in the separate situation as long as possible. In some instances, he conjectures that Negro teachers may be shifted to other areas of public school service to which they should adjust as any staff would have to do in the reorganization of services.

Reporting on progress of integration within their own districts, about one-half of the districts reporting indicated no problems prior to the beginning. All the other districts had to educate the public for the change. In all there was no organized opposition in any of the districts and individual opposition was very small. Practically no problems have arisen as an outgrowth of integration, and community adjustment to the change is most encouraging.

PRESIDENT MAKES PLEA FOR CIVIL RIGHTS

In his 1956 state-of-the-Union message to Congress, President Eisenhower said this about civil rights:

"The stature of our leadership in the free world has increased through the past three years because we made more progress than ever before in a similar period

to assure our citizens equality in justice, in opportunity and in civil rights. We must expand this effort on every front. We must strive to have every person judged and measured by what he is, rather than by his color, race or religion".

But there are some blots on our record.

Referring to one of them he said:

"It is disturbing that in some localities allegations persist that Negro citizens are being deprived of their right to vote and are likewise being subjected to unwarranted economic pressures. I recommend that the substance of these charges be thoroughly examined by a bipartisan commission created by the Congress. It is hoped that such a commission will be established promptly so that it may arrive at findings which can receive early consideration."

This was somewhat disturbing to Southern members of Congress, and how they stand was signaled immediately by protests from their ranks against such a commission and such an inquiry. What the President referred to is intimidation at the polls, which still happens in some sections, especially in Mississippi, and in that same state, the firing of those Negroes from their jobs who signed petitions circulated by the National Association for the Advancement of Colored People against segregation in public schools, and

the boycotting of Negro businesses. Some Negroes left the state because of the persecutions.

By his commission proposal President Eisenhower undoubtedly risked his still great popularity in the South. But he did not stop with that. After urging an expansion of efforts to assure equality in justice and opportunity and in civil rights, he said to Congress:

"There will soon be recommended to Congress a program further to advance the efforts of the government, within the area of federal responsibility, to accomplish these objectives."

What this program might include the President did not say. Previously he has opposed a federal law for equality in jobs — the controversial F.E.P.C. — insisting this must be done by the states. Nor has he advocated a federal anti-lynching law, long included in civil rights proposals pending in Congress.

All in all, President Eisenhower is doing what he feels best to give the Negro "first class" citizenship in America.

CHURCHES AND INTEGRATION

(By Atwood S. Wilson)

Dr. Norman Vincent Peale has urged all Christian churches to become "color-blind." "God made his children of various colors and His house is for all of them," Dr. Peale said in a recent issue of Look Magazine.

The Evangelical Reform minister's statement that "people are all the same in our church, whether Negro or white, rich or poor, Jew or Christian," came in answer to a question from a worshipper in Dr. Peale's church.

The question was, "Do you invite Negroes to attend your services?"

Dr. Peale's entire answer as published in Look, follows:

"We invite everybody. There are no barriers in a Christian church. We are color-blind. God made his children of various colors and His house is for all of them. People are all the same in our church, whether Negro or white,

rich or poor, Jew or Christian. The church is there to help them all."

"Very few whites realize the trouble which some Negro families go to avoid hurting their children," Mr. Gordon said in Look. "Some buy automobiles, even at a sacrifice, to take their children to and from school just so they won't have to ride in segregated buses."

The Atlanta editor's son, Bill, Jr., had his first direct experience with prejudice while visiting the park with his teacher and a group of youngsters. A counter-man in the park restaurant refused to serve him a sandwich. Fortunately, the boy "did not become embittered," Mr. Gordon said in Look. He has "acquired no hostile feelings toward whites."

According to Mr. Gordon, "the day is not far off when none of us will have to explain color to our kids. Almost everyday now, we get the feeling that more human

(Continued on Page 19)

Churches and Integration

(Continued from page 18)
elements are at work all over the South."

Some noted sociologists have stated that the church is lagging behind the school in the matter of integration. Such a comment deserves careful consideration and analysis. There is however some trend of aid on the part of churches in this direction, but not enough.

Churches might well take a lead in promoting the program of desegregation in our public schools. Ministers are in a key position to help change the attitudes of adults regarding segregation. The parents can be reached through the church in a larger way that through any other community organization.

The Bible teaches the fatherhood of God and the brotherhood of man. This teaching alone, if emphasized continuously, (during these days when men are seeking how to evade the responsibilities resting upon them as Christians), would lighten the burden of school officials.

White and Negro ministers are in a strategic position to minimize the problems of integration. Educators need them and call upon them to render such a service.

A number of ministers and some denominations, more than others, are meeting this challenge. Hand in hand, the church and school should work together toward the ideal of having, "an Equal Educational Opportunity for Every Child Regardless of Race, Creed or Color."

College Education

(Continued from Page 9)
graduate of the value of a college education to the citizen himself and to society as a whole.

The conclusion cannot be avoided that up to the present the capable high school graduate in Kentucky has not become fully convinced on the value of a college education. A giant-size selling job remains to be done to the extent that the student's

conviction becomes so strong that he will be willing to undergo hardships and ultimately overcome all obstacles that may confront him along the path to college graduation.

Not long ago I was in a room with a group of successful business and professional men. Every one of them told of hardships he had endured in attaining his college education. Not a single one of them had possessed parents who were able to pay his way through college. On the contrary, every one had earned his way through college wholly or in part. Indeed, there was the feeling that this struggle itself had contributed to the success attained.

In the final analysis it's going to take this kind of determination and spirit, as well as financial assistance from parents, and others in the form of scholarships, loans, grants and workshops to lift Kentucky to a higher rank among the states and spread college education more plentiful among her people.

I am an ardent advocate of increased governmental and private programs of financial assistance to college students at both the state and national levels. Some thirty-five states have state government-supported programs already. Kentucky has none, but certainly needs such a program. I have heard our present State Superintendent say that he favors such a program, at least, for meeting the current teacher shortage.

As a college administrator who has witnessed and continues to witness the loss of some of the best talent graduating from our high schools, I know such assistance is needed. Let us hope it is made available so that we may lift our state to a higher rank and equip our people to compete on equal terms with citizens from other states. Throughout the nation shortages now exist in medicine, teaching, nursing, science, engineering, and other fields of knowledge which require education beyond high school. Kentuckians must possess a college education to a higher degree than they do at present if they are to fill their proportionate share of these leadership positions.

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