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Dedicated to Gamma Tau of the Alpha Kappa Mu Honor Society



The Register

"The Cream of College News"

Buy Defense
Stamps and Bonds

VOLUME XXXVIII No. 3

A. & T. College, Greensboro, N. C., March, 1942

PRICE 5 CENTS

High School Debate Draws Large Crowd

After a full day of debating in the 18th annual Inter-High School Debating Tournament held at A. and T. College March 13, the Dunbar High School team, of Lexington, N. C., won from Redstone High School, of Lumberton, N. C., to emerge as the champion of the state and to win the coveted James B. Dudley cup, which was first presented by the former president of A. and T. College 29 years ago. Robert Holt, of Dunbar, was chosen best speaker.

The topic under discussion was: "Resolved: That every able-bodied male citizen in the United States should be required to have one year of compulsory military training before attaining the present draft age." Dunbar argued the affirmative. Prof. A. Russell Brooks, the judge, reported a total of 336 points for the affirmative and 295 for the negative.

President F. D. Bluford, in acting as master of ceremonies stressed the need of increasing interest in debating during the present time.

Out of 69 schools which participated in the preliminaries which were held February 27, 18 schools emerged victorious. These were: Hickory, Mocksville, Fayetteville, Cherryville, Clayton, Rockingham, Wise, Scotland Neck, Salisbury, Rich Square, Mt. Olive, Lexington, Franklinton, Mother of Mercy (Catholic), Yanceyville, Wilson, Lumberton and Sunbury. From these 18, the following schools went as far as the semi-finals: Lumberton, Lexington, Rich Square, Washington, Wise and Fayetteville.

From the semi-finals emerged the final contestants of the tournament. Representatives from Dunbar were Mr. Robert Holt, Miss Juanita Benton and Mr. David Hauser, alternate; Mr. T. E. Humphrey, coach, and Mr. A. B. Bingham, principal. From Redstone were Miss Laura Crawford, Mr. Tilmon Lockear and Miss Blanche Mitchell, alternate; Mr. William M. McNeill and Mrs. A. M. Bryan, coaches, and Rev. J. H. Hayswood, principal.

The personnel of the debating committee was Prof. M. J. Whitehead, State Teachers College, Elizabeth City, N. C., chairman; Miss Beatrice Riggs, Price High, Salisbury, N. C., and Prof. D. L. Boger, Dudley High, Greensboro.

A & T Graduate Is Added To Faculty

Miss Mae Sue Roberts of Shelby, N. C., has joined the library staff. She is a graduate of the class of 1941. Before coming to A. and T. College, Miss Roberts was a NYA teacher in Asheville, N. C.

Members of Gamma Tau Chapter, Alpha Kappa Mu Honor Society



Standing, front row, reading left to right: Broadus Sawyer, Sarah Miles, Ann Davis, Mary Johnson, James Lovell. Second row, reading left to right: John Williams, Hazel Oldham, Hubert Gaskin, Margaret Ellison and Francis Mebane. Members not appearing in the picture are Avant Lowther, James Dear and Samuel Littlejohn.

Alpha Mu Inducts New Members

Thursday night, March 19, marked the end of the probationary week for four glowingly happy Sophists. It was on that night that they went through the horrid but sweet ceremony that made them members of the great Alpha Kappa Mu Honor Society. Those members answering the roll call were Mrs. Ann L. Davis whose average for 140 hours was 2.41; Floyd Lovell, 2.78 for 106 hours; Hubert Gaskin, 2.59 for 113 hours and Broadus Sawyer, 2.51 for 127 hours.

Two more Sophists who were eligible for Alpha Kappa Mu but were not able to be present at the initiation are Brennan King whose average is 2.41 for 123 hours and Henry Ellison whose average is 2.38 for 132 hours. Special provisions are being made to induct those who were away on business of the College during the last week.

By far one considers "making" Alpha Kappa Mu the greatest singular achievement in his college career. The requirements for membership in this august group are as follows:

1. Candidates must have completed ninety quarter hours with an average of not less than 2.3 or sixty semester hours with same said average.
2. Transfer students are eligible if rules and regulations of former college are compatible with those of college to which he transferred.
3. Candidates must never have been suspended for disciplinary problems.

Perhaps it would be interesting to note that our present membership consists of people who participate in extra-curricula activities from the first to the twenty third degree.

The members are as follows: Sarah Miles, president; John Williams, vice president; Samuel Littlejohn, recording secretary; Margaret Ellison, corresponding secretary; Hazel Oldham, treasurer; Francis Mebane, dean of pledgees; Mary Johnson, Avant Lowther, James Dear, Ann Davis, Hubert Gaskin, Broadus Sawyer and James Lovell; members.

Anyone who thinks that he has and can meet the above requirements is asked to see Francis H. Mebane immediately.

New Courses Added

A. and T. is now offering a course in Radio Communication. The course is offered in three sections. There is one section offered in Raleigh by Mr. W. L. Roberts. Another section is offered in Durham under the direction of Mr. W. H. Robinson. The third section is offered here at A. and T. under Mr. A. C. Bowling. All three sections are under the supervision of the college.

This course is supposed to
(Continued on Page 2)

Harrison Players Present "Emperor Jones"

By V. H. TYNES

March 13 — Lovers of the drama turned out in large numbers last night to witness a brilliant return performance of the popular play "The Emperor Jones" enacted by the Richard B. Harrison Players under the direction of Prof. Charles G. Green, director of dramatics at A. and T. College.

The exceptional characterization of "the emperor" by Jesse Bagley, the splendid support given him by the cast, and the excellent lighting and improved scenery definitely stamped this second production as being superior to the first, which caused those who saw it to demand the return.

Bagley, who appeared as "the emperor" last year, gave another magnificent dramatization. Bagley was showered with compliments in his initial performance, but he profited by the experience that he gained then and, last night, his enunciation, which was faulty last year, was flawless. His transition from the self sufficient to the wretched was remarkable.

Major Reid turned in a surprising performance as "Smithers," although it was his first time to play such a role. His chief weaknesses lay in his over emphasis of brogue and in his neglect, at times, of pronunciation. On a whole, his voice in-

lections and his gestures were commendable.

The improved lighting in this year's production gave the costumes and the scenery a richer hue, and the perfect timing of speech and action kept the audience ever-interested. A hearty applause was heard as the curtains closed on the final scene.

Other members of the cast were: Jane Zeigler (a native woman); Mankie Blackmore, Ohrea Bagwell and Nolda Scott (little formless fears); Fletcher Gordon, James Wood, Jethro
(Continued on Page 3)

Landscape Specialist Delivers Lecture

Mr. D. A. Williston, a former teacher of this college, landscape architect, Washington, D. C., who has completed a number of outstanding government projects, including the recent completion of two housing projects for USHA, conducted special classes and gave lectures on various aspects of landscape architecture, beginning on Monday, March 9, and lasting through the succeeding Friday, at A. and T. College.

Mr. Williston, who is connected with Tuskegee Institute, also held consultations with persons
(Continued on Page 3)

Status of Minority Groups In A World At War, Subject of J. O. Thomas

Speaking on "The Status of Minority Groups in a World at War," Jesse O. Thomas, a representative of the United States Treasury Department, said "The time for minority groups to change their position in a majority culture is when the majority is so concerned with its own equity that it has little time to think of repressing the minority." The occasion was the March "Open Forum" held in Harrison auditorium of A. and T. College recently.

The speaker was introduced by Prof. A. Russell Brooks, chairman of the forum committee. Prayer was offered by Prof. C. R.

A. Cunningham, Professor of biological sciences.

Mr. Thomas expressed the opinion that now is the time for the Negro to make an adjustment in American culture, but that this adjustment should be the result of clear thinking and objective analysis. He suggested that public opinion would be one of the most important tools in bringing about this change. He cited Joe Louis' risking of the heavyweight crown to raise funds for the navy as doing much to change the position of the Negro in American culture by raising public opinion
(Continued on Page 3)

+ EDITORIAL AND OPINION PAGE +

The Register

Esse Quam Videri



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MOOCHING

There is a price that no man will pay to live. What's yours? There is something in every man's life that he prizes above everything else. What ever it is, it might easily be determined his wish. Then there are subordinate wishes.

W. I. Thomas, social psychologist and author of *The Polish Peasant*, has said that the wishes of all men could be classed into four groups, namely:

1. The wish for new experience.
2. The wish for response.
3. The wish for recognition.
4. The wish for security.

Then it seems reasonable to say that yours come under one of these headings. But no matter how great your desire for new experiences, response, social recognition or security, is it great enough to justify the use of foul means in attaining that goal? If we assume that it is not, then we will have to say that "mooching" the Cafeteria is unjustifiable, on the ground that the end does not justify the means.

There is a price that no man will pay to eat. Is "mooching" your price? If it isn't, it should be. If it is, you still have work to do in helping your friends climb up to where you are.

With regards toward the elimination of "mooching" in line, special commendation is due to Captain Campbell and his staff for the wonderful job that they are doing there in the Cafeteria. Here's hoping that your goal—a moochless line, will soon be realized.

BROADUS SAWYER, '43

A SAD FAREWELL

One afternoon as I sat alone, my mind began to ramble. As it rambled it stumbled upon the thought that some of my friends were on the verge of leaving me. I tried to forget about it but it insisted upon staying with me. As I turned the thought over and over in my mind, my hand sought a pen and I began to write. The things I wrote are dedicated to Misses Elma Doma Carlton, Elaine Lancaster Jones, Pearl Austin Martin, Rosa Maye Carlton, Rachel Elizabeth Duncan, Ometta Fitz and Mrs. Hazel Price Oldham.

As the time for our parting draws nearer,
I sit and ponder:
Will there ever be friends dearer
As through life I wonder.
Friends, since you must leave me,
A sad farewell I render.

Your friendship has been inspiring,
And I hate to part with it;
But I can to others lend it,
For they can trust it without inquiring.
Friends, since you must leave me,
A sad farewell I render.

I will always remember your laughter,
Its echo will linger forever.
The memories of the fun we've had
Together,
Will leave me never, no never.
Friends, since you must leave me,
A sad farewell I render.

There will be no more headless arguments and
There will be no more endless arguments,
Beginning from mere suggestions.
There will be no give and take,
All of this I will miss,
But your absence is what I really hate.
Friends, since you must leave me,
A sad farewell I render.

Two-twenty in Annie Holland Hall,
Will only serve to accentuate your absence.
And it will always be remembered as,
The place where the gang used to pitch a ball.
Friends, since you must leave me,
A sad farewell I render.

Did my friendship give you strength
and courage
To help you to carry on?
You are entering a life voyage
Can you equal or surpass that which
has been done?
Will you conquer or surrender?
Friends, since you must leave me,
A sad farewell I render.

You have a chance to prove your worth,
No matter where you are.
In joy, sorrow, or in mirth,
You can be a shining star.
Friends, since you must leave me,
A sad farewell I render.

Now that the end is really here,
Even though it was expected,
It takes all the courage that I can
muster.
To say these parting words.
Friends, since you must leave me,
A sad farewell I render.

A. ADA ROLAND, '43

TRIBUTE TO A GREAT AMERICAN

Our hats off to Mrs. Pearl S. Buck, writer and practitioner as well as theorist of democracy. Three times now she has come openly and defended our rights—a tremendous feat for any white, especially a southern white, when one considers the possibility of ostracism that lies so constantly and menacingly near. We Negro Americans pay tribute to her for her great humility and understanding—the first affirmation of human dignity.

Her first letter, which incidentally was carried in *The Register* last month, was to the *New York Times*, a white paper. It was not the cry of the fanatic who tries to right society's every wrong tactlessly; nor was it the cry of the would-be saviour of humanity who hides his pleas behind excuses and platitudes;

rather it was a realistic, objective, logical analysis of the situation. The climax to her argument was in the statement that regardless of how cruel or dangerous Nazism might be to civilization, "it is less cruel and it may be less dangerous in the end, than the sort of democracy which is not real enough or strong enough to practice what it preaches. To destroy hope utterly is kinder than to allow it without intending to let it be fulfilled."

In another letter to our press, she urges us to try to understand. She says that after all the United States, being the nearest to democracy of any state involved in this crisis, is the logical saviour of freedom for the human race. And this, she intimates, must be assured before any minority can even hope for complete freedom. Again Mrs. Buck is not pitying or sickeningly over sympathetic, but understanding and reasonable. We appreciate this.

Perhaps her comprehension of the underprivileged masses grew out of her long experience with them. She grew up in China, the daughter of American missionaries. Considering her works in general—*The Good Earth* and lately, *Dragon Seed* are typical—we find that note of sympathy and understanding evident. Whatever it sprang from, we can only conclude that hers is the noble rage that compels to the rich and more abundant life.

Nor is she the only one—other great Americans are on the side for justice. With these in the forefront, "V for Victory" takes in double significance.

JAMES FLOYD LOVELL

AH! SPRING

Say, Prof., have you ever noticed the sun rising over the eastern horizon with its various tints and hues of amber and crimson casting a deep gleam of estatic nothingness from its omnipotent source into your slumber-stricken eyes, slowly making its monotonous journey up from its nocturne haven? Have you ever strolled haphazardly from your sleeping quarters and seen smiling faces of reckless youth, who create but a mirrored reflection of you in your yesterday as you preambulated nonchalantly across the campus listening to the posterior extremity of your foot-wear pounding endlessly upon the weather-beaten pavement . . . pounding . . . pounding . . . pounding to the beat of a cricket lodged in a nearby bush as you hastened to your classroom? Have you ever sat through your classes with a glassy stare in your eyes looking at nothing, but unable to move your eyes from that center of attraction which tends to keep you spell bound while ears were being thoroughly saturated with the knowledge to be gained flowing fluently from the mouth of your instructor?

And you, Doc, have you ever sat down to lunch with a whetted appetite anxious to plunge your fork causing it to penetrate the ruddy-brown gravy circumnavigating a thick juicy steak, enter the heart of that delicious morsel and come to rest upon the unique design decorating the rare piece of chinaware and by so doing find yourself cutting the delicacy into minute geometrical patterns, and not doing your appetite justice? Have you

ever reclined under the boughs of a spreading Oak on a sultry afternoon, and found it impossible to keep from getting a few hours of "shut-eye," and wake to find twilight in its supreme glory dominating the day? Have you ever lain across your bed on a hot night, and consciously noticed the curtains being slowly swayed by a cool evening breeze, tasted the freshness of its air and recalled the events of the passing day as your text-book lay un-abused across your chest?

People, it's a shame!!!

Moral: Do ye unto us as we would unto you, also do.

Dedications "Have Mercy," cause "We'll meet again."
C. RUSSELL WYRICK, '43

IT'S HERE AGAIN FOLKS

When the last vestige of winter is blown away by the bellowous March wind, and Jack Frost has been repelled, then April, the Enchantress, is lightly ushered forward—that marks the overture for a "new era." An era when mysterious changes occur. Then the dream of spring is no longer a far away, remote fantasy, but it looms an enrapturous reality. It is a time when our fancies automatically stray away from the pages of text books, for the annual disease, called by Loverologist Specialists, "Spring Fever," is detrimental to the drab routine of school life. An extremely queer disease, it beseeches us all—from the stern profs through the "tough guy" on down to the timid little frosh.

Anything is liable to happen, for spring it truly overwhelming. Some of us are stimulated to the point that we receive poetic inspirations. Those of us who are branded as the campus "dummies" become master-minds, geniuses, when it comes to the courses in "manology" and "womanology." Yes, even some of us become idiosavents. Cupid becomes paramount and we are only pitious bits of clay in his adroit hands and helpless victims when pierced by his arrow.

The entire campus takes on a different atmosphere—a different kind of breeze blows—everything changes. The sun shines warmer, the moon's rays are more penetrating, the stars' twinkle is more illuminating and above all, the urge rushes on us to go for hikes, to look up picnics; the tendency to romance everything arrives.

Whether we reach astronomical heights or drop into the realms of oblivion is determined only by the guiding hand of the companion of the opposite sex. Even so; don't become over-alarmed just "play it cool." It's merely the same old annual disease, Spring Fever, and there are cures.

SANDRA "HIBBY" BOWEN '44

TO A SOLDIER

(Dedicated to L. C. Mitchell)
Ft. Cronkhite, California

You're in the army now,
You've made a sacred vow,
To ever defend your country,
And never to tyranny bow.

You're marching every day
You're always on the way,
Of bringing greater victory,
To our country's shore to stay.

Your country's proud of you
And you know, I am too,
Heads up and "Keep 'em Flying"
And we'll come smiling through.
LUCILE FORNEY, '43

I BELIEVE

I BELIEVE:

1. That ever loyal American citizen should have a role in national defense; should buy defense bonds and stamps; and should be willing to do without anything that will help Uncle Sam.

2. That every right implies a responsibility; every opportunity, an obligation; every possession, a duty.

3. That laws were made for man not man for laws, and the government of America is the servant of the people; not their master.

4. That the world owes no man a living, but it owes every man an opportunity to make a living.

5. In the sacredness of a promise; that a man's word is his bond; that character—not wealth, power of position is of utmost worth.

6. In all wise and all loving God, and that anyone's highest fulfillment, greatest happiness and widest usefulness are to be found in living in harmony with his will.

7. That love is the greatest thing in the world, that it alone can overcome hate; that right can and will triumph over might.

Submitted by,

TOBITHA WOOTEN, '45

MAY I?

May I—

—Hold your hand, my dear?
—Gee, but you're lovely;
—Listen, your voice to hear
—Echoing near me—
—Ringing so clearly
—Chuckling sincerely
—Words that cheer me?

You're a silhouette of charm
—smiling tenderly;
Your soft soothing sweetness
—a rhapsody, a psalm—
—Chanting mutely
—Resolutely, themes
—That suit me.

May I—

—See you, dear, tonight
—Or, will you spurn
—My interest and delight
—To make friendship bright?
—Pray nay, for 'til time
—Shall pass away
—I'll think of you this way.

H. GASKIN, '43

New Courses Added

(Continued from Page 1)

train people for Civil Service positions in the field of communication. This is the first opportunity that Negroes have had to participate in any of these programs. A. and T. is the only Negro school in the state authorized to offer courses in this field.

This course is open to both men and women and is open to students of the college who are not planning to re-enter school next fall. The section that is offered here at the college comes every Monday, Wednesday, and Friday evening from seven until ten o'clock. This course was authorized by the E. S. M. D. T. (Engineering Science Management Defense Training.)

A. and T. has been approved to offer special courses in chemistry relative to explosives. Approval of courses in machine shop and welding are pending.

The National Labor Board in Durham reports that all of the men who have completed courses here at A. and T. have been employed.

For further information concerning these courses, address Mr. J. M. Martena, Dean of the School of Mechanic Arts.

Volley Ball Tournament

On Tuesday evening, March 10, in the A. and T. College gym, the co-eds of the institution rendered a volley ball tournament with the various classes competing.

Speaking in general, the games were considered very good and also interesting although, as is the case in all things, some made bad plays. The serving from all teams was poor. More logical training could be denoted to teaching serving and the time would be considered as very wisely consumed instead of wasted. The art and technique of serving the ball was good on a whole but to obtain the goal to be reached was poor.

To keep in position is a very important factor in the game. Due to the fact of out of position players, many points were lost that should have been made. The net players in many instances causes the ball to be called dead due to mere negligence.

Much credit should be given to Freshmen for the skill they rendered although they fell to third place in the tournament. Due to the fact of playing three games straight was very hard but a good fight was put forth. Had they played all three games as they played the last, there would have been, I believe, a freshman team on top.

May I say that the Junior and Senior girls are old but in the game they were quick, thus taking first place with the Sophomores running second and freshmen, free and willing, hitting third place.

The first game between the sophomores and freshmen was the beginning and from the faults, defaults, etc., many points were obtained to make the other games more interesting. Seniors and juniors, won from the freshmen after the loss of sophomores to the freshmen. The freshmen after losing to the juniors and seniors were thus summoned to replay the juniors and lost to a score of 27-28.

Watch for the coming flashes of the co-eds of A. and T.
JANE ZEIGLER, '42

Trade and Industrial Education Department

The office of Trade and Industrial Education was set up at A. and T. College July, 1941, under the supervision of Mr. S. C. Smith, former graduate of A. and T., and who has since his graduation, received his M. A. degree from the University of Michigan; and Miss Selma E. Boone, also a graduate of A. and T., as secretary.

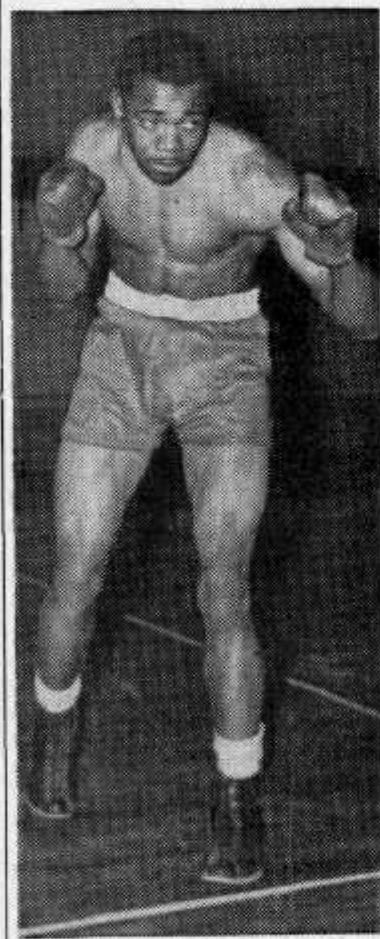
The purposes of this office are to get better coordination between the high schools offering Vocational Education, better coordination between the high schools and the college, to create interest on the part of the administration of the schools for Vocational Education, to hold conferences from time to time, in interest of the Industrial Program, to contact industry and create new positions for students, to direct and criticize the teachers for the purpose of improving the work and the quality of work they are doing, to carry new ideas from the college to the high school and from the high school to the college.

"V" Has Brought Many Victories For A. and T. Cage Squad



This Aggie "V" has brought many victories for the A. and T. College cage squad. Shown from left to right are: Hubert Gaskin, Estell Harper, Lefty Evans (Captain 1942), Arthur Gooden, Foble Butler, William Ford, Joe Evans, "Pep" Davis, Duke Beasley, John Thomas, Thom as Armour, Lorenzo Collins (Captain 1943), and Sam Ford.

Aggies Boxing Trainer



Earl Dutch Clark, trainer for the A. and T. Aggies' boxing squad, will take his team to Hampton, Va., for the C. I. A. A. tournament, which takes place on March 21. Dutch is a senior this year, and although he has an amateur ranking he packs plenty of professional dynamite in those mitts. Take a tip, Mr. Boxing Manager, and grab while the grabbin' good.

Landscape Specialist

Delivers Lecture

(Continued from Page 1)
interested in the technical phases of his field or in beautifying their property. His lectures were supplemented with slides which depicted various styles of landscape architecture in many parts of the world.

Mr. Williston was sponsored by Mr. James L. Reid, instructor of horticulture at A. and T. and the daily classes held by the distinguished visitor were composed of students taking horticulture.

AGGIE CAGERS CLOSE GREAT SEASON

The A. and T. Aggies brought their 1942 cage season to a colorful end, recently, when they romped to victory over the fast ball handlers from West Virginia State by a 56-35 margin.

Durnig the half, Lorenzo Collins, an important cog in the Aggie cage machine, was named captain of the 1943 season to succeed Lefty Evans, who has stirred up many fears in enemy ranks in his four years of exceptional ball handling. Collins' spirits were boosted by the presence of his mother and other members of his family who came down from New York City to pay him a visit.

The game started off in a nip and tuck fashion, with the Yellow jackets amazing the fans with their fast and deceptive ball handling. But it was not long before the Aggies fathomed the

visitors' method and began applying their close guarding system, which slowed up the enemies' progress. Lefty Evans played a brilliant last-game and exemplified some of the form which placed him on the All-American team at the national tournament last year.

With Thomas Armour setting the pace for both sides, with 17 points for the game, the Aggies riddled the Yellow Jackets' basket with shots from all angles of the court. Joe Evans, who trailed Armour with 12 points, continually befuddled the enemy with his "man that wasn't there" act.

The score at the half was in the Aggies favor by a 36-16 score.

The lineups:

A. and T.:				
Player, Position	G	FG	PF	T
Armour, f	7	3	2	17
Harper, f	2	0	0	4
L. Evans, f	5	0	2	10
Gooden, c	3	1	4	7
Butler, c	0	0	0	0
Thomas, g	0	0	2	0
Collins, g	3	0	2	6
J. Evans, g	6	0	1	12
Beasley, g	0	0	0	0
Davis, g	0	0	0	0
Total	26	4	15	56

West Virginia State:				
Player, Position	G	FG	PF	T
Wells, f	3	4	2	10
Morris, f	1	1	3	0
Saunders, f	2	1	4	5
Davis, f	3	1	1	7
Pleasant, c	0	0	1	0
Bowles, g	2	0	1	4
Sims, g	3	0	0	6
Simmons, g	0	0	0	0
Total	14	7	10	35

Officials: Brown and DeBarry.

Harrison Players Present

"Emperor Jones"

(Continued from Page 1)
Hooper, William Moore, and Joseph Whitehurst (slaves, convicts and soldiers) Van Pinnix (prison guard); Fletcher Gordon (Jeff); Filmore Haith, Henrietta Scott, Malle Williams, Melvina Penn, Nankie Blackmore (slave buyers and planters); James Miller (auctioneer); Arthur Guy (drummer); George Lawson (Lem); Fletcher Gordon (witch doctor); and Joseph Whitehurst (crocodile god).

Agricultural Association

The members of the Agricultural Association gave a Pre-Valentine dance February 13th in the Band Room. It was semi-formal and enjoyed by everyone. The three banners on which is written "Ag Ass'n, A. and T. College" were used to help decorate the band room. Blue and gold paper were used over the lights with red and white paper tacked along the black board with flowers in the hall.

The chaperons for the occasion were Dr. W. L. Kennedy, dairy teacher; Prof. James E. Reid, teacher of horticulture; Mrs. Margaret Bolden, teacher of home economics and Miss Margaret Wilson, College nurse. Miss Ellen Hester, a graduate of Winston-Salem Teachers' College, was the guest of Mr. Joseph Turner.

This year the Agricultural Association has had the most successful year during its history. A chapel program was given January 13, 1942. On April 1, 1942, Mr. Manns, Farm Credit Exchange Agent from Raleigh, N. C., will be the main speaker, at a Chapel program.

Mr. Robert L. Harper, Secretary for '41 and '42 left for the army. The members miss him very much. Mr. George McDaniels, Assistant Secretary will be the Secretary for the remainder of the school year. They are both members of Omega Psi Phi Fraternity.

The association invited 20 girls to its dance. One third of them came. The others did not come because they could not bring their guests. This dance was a closed affair girls. Well, don't get angry in the Spring when we have our annual dance and invite our girl friends from home, B. C. and other schools like we did last year. You had your day.

J. O. Thomas "Open Forum" Speaker

(Continued from Page 1)
against the policy of the navy.

The speaker said, "Negroes should conserve their resources now, so as to cushion the repercussions after the war." As a safe and most profitable investment, he suggested the buying of defense bonds and stamps.

"Those are the times when the Negro's attitude should change from individual survival economy to group survival economy. It is important for minorities to constantly revise their techniques so that they can move in larger territories to improve the economic conditions of the race," the speaker said.

It was announced by Prof. Brooks that the speaker for the April Forum would be Thomas N. Roberts of the U. S. Department of Agriculture.

We long had a premonition that something terrible was going to happen, but we underestimated its magnitude.

The United States is today, as it always has been, the best investment in the world. Defense Bonds and Stamps offer an opportunity for each citizen to buy a share in America.

Everybody seems to know enough arithmetic to figure out what's coming to him.

No man wants to talk sense to a pretty girl.

AMONG THE SCHOLARS

Treatises Submitted to the Gamma Tau Chapter of the Alpha Kappa Mu Honor Society On Induction to That Organization

Excerpts From An Analytical Study of the "Grapes of Wrath"

By JAMES FLOYD LOVELL

The Author's Life:

John Ernest Steinback was born in Salinas, California, on February 27, 1902. From childhood on, his life, for the most part, has been spent in the beautiful section of California as is described in the *Grapes of Wrath*—that section which is the heart of the lettuce growing region. He grew up among the ranchers, learning the ways of the working men, their sorrow, happiness, and struggles.

After graduating from high school, he worked at various odd jobs, such as running a cultivator and working with cattle. He then decided that he wanted an education, so he entered Stanford University and remained there a year, taking time off again and again to work, and then going back to his studies.

In the middle '20's he went to New York, where he held jobs as hod carrier at the then new Madison Square Garden, and odd bits of newspaper work. After remaining there for about two years, he became discouraged and went back to California, where he has lived ever since. He is married and at the present time, lives in that valley of his childhood days.

His first published book was *Cup of Gold*. It was written while he was acting as a watchman at Lake Tahoe one winter. He won recognition with *Tortilla Flat* and since its publication, his reputation has grown quickly. In *Dubious Battle* won him the applause of the general public; *Of Mice and Men*, won wide acclaim from the general public; and finally, *The Grapes of Wrath* which has won the Pulitzer award and was the outstanding book of 1939.

From a Literary Standpoint:

From a literary standpoint the work has definite short-comings as a novel, according to this reader's opinion. But in the field of realism it supersedes anything written before or since it. It is shocking brutal and harsh. Steinback's greatest virtue lies in his understanding of the people he portrays—the underdog. He gives their language, their customs, their desires with such astounding naturalism that some are prone to think that he comes from just such an environment himself. Such phrases as 'never get Grampa house broke,' 'gutache,' or 'tomcattin' are definite reasons for the assumption that Steinback has had intimate intercourse with his characters.

The Joads' desires, judging from their speech are predominated by sex. In fact so strong are these preoccupations of the Joads that the reader himself might become preoccupied in them and lose or relegate the true purpose of the novel to a secondary position.

Speaking of the language, it is upon this primarily that I base my assertion that the work is the zenith of realism. It is straight-forward and certainly suggestive of the type of people Steinback has chosen to write about—vulgar, obscene, profane, hard and unromantic just as the Joads are, because of environmental conditions, vulgar, ob-

scene, profane, hard, and definitely unromantic.

Steinback's style is clear and to the point, with just enough repetition and the exact word or words to drive the idea home. To illustrate the fact of his adroitness with words, what is more profound or meaningful than "... and the sun was as red as ripe new blood."

My criticism, as offered in a negative sense, of the work is that in some chapters of the book the action is so fast, the description so moving that the mind is in ferment to keep up with the idea or picture the author is trying to paint. While in others, the description deals too minutely with small details. In fact there is very little uniformity in his description as regards the book as a whole.

One fact stands out, however, Steinback has projected this saga against a background of such tremendous importance that it can be assured of wide reading and circulation. Many of the present day writers have turned to this and as a result, have given their works greater opportunity for survival.

There are passages containing all the inherent qualities of poetry—esthetic passages, and then there are those whose economy of words, or whose overwordiness muffs opportunity for poetic expression.

All in all, the volume if not truly great as a novel, is great from the point of view of its contents.

A Philosophy of Education

By HUBERT GASKIN, '43

Preface

This report is entitled "A Philosophy of Education;" intrinsically, it is a philosophy as gleaned from and affected by the writing of contemporary exponents of the more progressive educational order; personal perspectives are included.

It will be my desire to be factual, temporal, inclusive, yet brief, in this treatise which concerns itself with the general purposes, objectives, and scopes of education from a philosophic viewpoint.

A PHILOSOPHY OF EDUCATION

Philosophy is a search for the truth, a search for the reality of things—the best. The seven cardinal principles of secondary education which serve as a yardstick for the aspirations of education are fundamental and sound, but specifically, the educational order should be further geared to:

1. Enhance abilities to meet the actual problems of life.
2. Provide for the enrichment of life through introduction of new methods and experiences.
3. Press scientific studies of social needs and educational values in areas not yet discovered.
4. Be a more important force for social control.
5. Be universal in scope, non-partisan.
6. Prepare for intellectual sharing in social organization,

in the light of changing conditions.

7. Meet the needs of the social order.

8. Provide educational opportunities for adults as well as children.

Education must be contiguous and contemporaneous with life activities. Education, indeed, is life, and that, beyond the skills and understandings, are the attitudes and understandings that derive from the entire scope of the individual's life. Therefore, for the most effectiveness the school system should serve the purpose of training for effective learning. Individuals should be prepared to meet the challenge of changing conditions and to have a part in bringing about desirable changes. Bode rightly asserts, "We are ceasing to regard education as a means of preparing persons for predetermined social and vocational status. One must consider the fact that industrial and economic changes place a new emphasis on the importance of understanding the social life by which the individual is surrounded and of which he is a part. Yes, the educational problem is different from that of the past, because, social insight, apart from intensive study is an idle dream," Bodes continues.

Newlon states, "All citizens should be educated to their responsibilities as such: for understanding their privileges, rights, and liberties, so that they can be able to reflect upon and guide their own experiences."

The development of a capacity for criticism (independent) can be included as another high aim of education.

"Socially, the modern world is the product of an historical culture that has made humanity a caricature of itself." And why? Because "modern education is a derivative of Greek academic culture. Prejudice, against minority groups were held to be proper parts of the cultural patterns of a nation made up of minority groups," says H. Bond. Yet, is not this so, here in America today? Is this a democratic ideal? No! Yet it is practiced in a democracy. It should not be! Education should serve to right this type of social dualism.

It has been said that the genius of democracy lies in the fact that it makes the organization of the moment a means towards the creation of new purposes and new duties, which in turn involve new forms of organization.

The most important educational problems today is *direction*. Whether educational standards should be ascertained through the medium of *social vision* or by *scientific method* is a pertinent question. Scientific method necessitates discovery and verification of fact; weighing, measuring, diagraming. This method necessitates discovery too slow, for social needs and values are current, and therefore are progressing geometrically while scientific standards of evaluation to meet these needs will be progressing arithmetically. The obvious result-cultural-lag. The most practical means of ascertaining educational standards has been found to be the medium of social vision program, thru which the school of the future anticipates the spirit and outlook of the social order that is to be. Of course, what is of permanent value from

the past should be conserved.

Now the question is how may these educational objectives be accomplished? Through manipulation of the curriculum with the aid of the "Educational" sociologist, psychologist, and philosopher. After being revamped, the curriculum should embrace the following:

1. Subject matter should provide for the progressive release of human capacity. In order for the pupil to realize an enrichment of experience, coercion or pressure is frowned upon and the pupil is virtually left to make his own curriculum.

2. Preparation for activities of adult life, but in its zeal for this end it must not be prone to overlook what seems like a paradox. Viz. That, as stated by Bode, "One of the primary objectives of education is to prepare for activities and duties that cannot be foreseen at the present time."

What is needed in the educational system in America is:

1. Unification of systems and curriculums.
2. Equality of opportunity for primary, secondary, technological, and collegiate training.

Democracy implies creativeness, wholeness without becoming totalitarian but its greatest failure has been the over emphasis of individualism. Democracy, here in America, has never realized or had any feeling for "wholeness of life," which alone can assure moral dignity to men.

Joseph K. Hart has this to say, "The problem of Education becomes that of creating a universal humanity, not within any pattern historically given but out of the raw materials of humanity, in all of its traditional and contemporary manifestations and inclusive of all its valid hopes; of learning how to use the loots of the technological revolution in the creation of a good earth, which all may share, thus bringing all the energies of the world and of men under a common purpose." This sounds like a dream-of-hope, but will become real when education becomes inclusive of all human factors, and leaders of *mankind* put faith in the brotherhood of man.

The aims and objectives of education as stated by R. K. Williams, which have my endorsement are: (1) emphasis on student personnel program; (2) cooperation among colleges as to preclude duplicating programs in the same locality; (3) every new teacher shall be required, for first year in a new institution, to serve as a part-time teacher and part-time student, in order to gain institutional experience. Other educational theories with which I concur are: (1) Education has a universal character; it transcends all cultural periods; (2) Education is a social process; its consequences are social. It should not teach people *what* to think but rather *how* to think; (3) Education in America should make clear the ideals of Democracy as versus other ideologies; (4) Education should give experiences in carrying on group affairs and the school should give opportunities for contact with the community.

What background should every teacher possess? Every secondary and college instructor should have at least a master's degree of training in his major field and in addition an appropriate training in psychology and education.

Capitalize The "N" In Negro

By BRENNAN KING

According to our greatest authorities in English, we find that proper nouns are to be capitalized. According to everyday practice of our well educated authors and journalists, the word Negro, unless it is in a title or the first word of a sentence, is *always written "negro"*; yet often in the same article the Japanese, Italian, and Germans are always capitalized. This is the question and problem that face us as the coming leaders of our Race.

In Hitler's book "*Mien Kampf*," he states that this is a war between two worlds, "the have's and the have not's, and one must break asunder." Are we not, as a race, in much the same predicament? Are we at war, peaceful as it is. Are we at war with those who seek to suppress the Negro in order to prevent him from being among the world of the "have's" Hitler has sought one way of securing his aims. But we, a peaceful people, aiming only to procure more of this so-called democracy, must by peaceful means, but by far, not by passive actions, to seek out and to reach our spot among the other nations of the world. We must capitalize the "N" in Negro.

We in the world—when I say world I mean the United States—of plenty, seem to be content with so little. We, a race who can do so much more, are so pleased to sit back and to be satisfied with what we have. *We do not have enough.* Colored Americans haven't nearly enough elective and appointed positions in the municipal, county, state and federal administrations. Too many of us are prone to sit back complacently because in the past few years there has been a gradual increase in Negro job-holders, when actually we should be alarmed at the very little influence we yield in the administration of affairs. For obvious reasons we should be greatly concerned over the administration of the civil service from which more than 50,000 Negroes obtain a livelihood, and yet, we have no men appointed to the Federal Civil Service Commission. The result is that discriminations of all sorts are practiced against Negro applicants, and veteran employees.

For obvious reasons, we should be greatly concerned over the administration of justice, from the police courts up to the United States Supreme Court; yet, there are not a half dozen Negro police magistrates in the entire United States, only one Negro Federal Judge, while no Negro sits on the United States Supreme Court Bench. There are a dozen great municipalities in the North where there is a potentially large Negro vote; yet, there are only three Negro magistrates. The United States Supreme Court is the last bulwark

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creative training in psychology and education.

I draw this treatise to a close by sounding this note: when education comes into its real meaningfulness and usefulness, it will be the cornerstone of a more abundant life—it will effect the realization of peace on earth and good will toward men.

AMONG THE SCHOLARS Treatises Submitted to the Gamma Tau Chapter of the Alpha Kappa Mu Honor Society On Induction to That Organization

OPPORTUNITIES FOR HOME ECONOMIC GRADUATES

There are many fields other than teaching to which the Home Economics Negro graduates may enter. Some of them are: costume designing, interior decorating, stage designing, cafeteria managing, canning and preserving of home products, dietician, director of a clothing center, extension work, home demonstration agent, health instructor in foods, preventive work through dietetics in social service, restaurant managing, tea-room managing, textile field, hostesses, nursing school worker, dress shop manager.

Costume designing is an applied art controlled by style and fashion. It consists of draping and cutting yards and yards of material on a line model or a form, in order to get the desired effect, or it may be sketched.

The interior decorator plans the interior of buildings in collaboration with the architect. She selects and arranges the furnishings, and also assists in the actual production of furniture. This work sometimes involves mural decoration, wall paper designing, mosaic and stained glass work, and metal work in buildings, the selection of carpets, rugs, draperies and other accessories.

The stage designer has a chance to use all her experience in architecture sense of spaces, proportion and color and in colored lighting in setting up the stage for acting. She may also assist with the designing of the costumes.

There are various department stores who hire girls as alterers that is, those who make the necessary adjustments for customers who purchase ready-made garments; as assistants to buyers; and as assistants to designers both in stores and factories.

The cafeteria manager has a chance to use her natural house-keeping instinct the desire to serve good food, well cooked and attractive, in a clean place. It may be the downtown cafeteria, school, college Y. M. C. A.

The Canning and Preserving of home products is a vocation open to the girls which is both interesting and profitable. The actual work to be done must start with a thorough preparation of soil and fertilization of some, careful selection of seeds or plants, constant cultivation of growing crops, careful selection in gathering and grading, thorough cleanliness in preparing the jars and products of the jars, and in bottling and labeling.

The Dietician has a chance to work with food along nutritional lines. She must understand the need of balanced rations for human beings as well as especially regulated dietaries for corrective measures, that hospitals and the medical profession have come to realize that the dietaries of sick people should be regulated by nutritional experts.

The Director of a Clothing Center has the work of directing a community center which is organized for the purpose of guiding public thought and training in textiles and clothing matters vital to the consumer. She should keep in touch with all phases of the work in the home and in the commercial world, to devise ways and means for guiding the trend of public opinion together

and put in available farm information from all sources, to offer guidance in problems of thrift, health, and intelligence in buying.

Extension Work is what we usually term Home Demonstration work. It is organization of the women of a locality for the definite purpose of improving housekeeping practices and solving the every day problems of home making, especially those common to the rural sections, with the assistance or under the guidance of a trained worker who is termed the Home Demonstration Agent. This trained worker is cooperatively employed by the State Agricultural College and the Department of Agriculture, whose joint representative is in the county in which she is at work. Her work is determined to a large extent by the needs of a community. Her salary and expenses are usually paid from Federal, State or County funds.

Health instructor in Foods has the work whose purpose it to stimulate the people to a full realization of the close relations of food to health and to increase the health and efficiency of the of the people by bringing clearly before them simple facts regarding food and its relation to health. She would be required to give food exhibits, fix posters, lecture, and even survey the state.

The aim of the dietician in the social field is to help the social workers or nurses with food and budget problems in connection with their work. It deals especially with families in which there are undernourished children. She is to determine the needs of any given family in terms of dollars and cents, to help the family to adjust food expenditures to incomes, to help the family and to advise mothers how to feed the children so as to keep the healthy ones healthy, or to build up those below par. She should understand the economics of food problems, diet in disease and the characteristics of the diet of different nationalities.

The Restaurant Manager is one who assumes the entire responsibility of the success of the restaurant, as such is based upon the quality of its food and service, and both of these are the direct fruits of the organization.

Tea rooms have changed considerably during recent years. Formerly the majority of these served only light, dainty lunches and afternoon tea for shoppers. Good tea-rooms now correspond in character and administration to a well ordered luncheon room where well-cooked and substantial food is attractively served, and where the surroundings are artistic and homelike. The manager must be a hostess, personally superintending the details of service and carefully considering the needs of her patrons.

Women have always worked in the textile field, and can claim a large part in the development of civilization through their inventions in primitive carding, spinning, and weaving. When the making of textiles by hand left the homes and the great power-run industries began to do the work, women followed the occupation into the factory, no longer as controlling powers,

but in wage-earning positions. A promising field is that of the textile buyer for a ready-to-wear clothing house or for a special department of a retail store where textile knowledge, understanding or market conditions, business ability, and artistic sense are required.

Within the last few years has come an increasing realization of the value of personal service to families with reference to home-making problems. Such service is of two types, educational and emergency or remedial service given by people called "visiting housekeepers." The emergency housekeepers give assistance for maternity cases and cases of acute illness. The educational housekeeper assists the dirty or shiftless families as a means of inculcating better living habits.

The Nursery School worker has a chance to use the training she has acquired in child development and care. She must have the tact and ability to manage children.

The war has brought on a new opportunity for the Home Economics graduate, that of hostess for the various army camps. She may be asked to assist in the cafeteria, be chaperon at social functions, or assist in the planning of social recreations for the soldiers. Whatever the task, she will feel competent for her Home Economics education has provided the training.

Capitalize The "N" In Negro

(Continued from Page 4)
of our liberties, and yet, until just recently, there had never been even a thought of campaigning for the appointment of a Negro member to that august body! To every thinking Negro it is perfectly clear that we ought to have at least two more Negro members in Congress, possibly three or four; and if the Negro voters in New York, Philadelphia, Baltimore, Detroit, and St. Louis are politically awake, we should begin to secure these desires.

In addition to these positions, there are thousands of small jobs in and out of civil service which we ought to have by virtue of our vote and which we will get if we use that vote in the interest of capitalizing the "N" in Negro. When we consider all the facts, we are forced to admit that many of us are not qualified to vote. The question follows in natural order. If we are given the opportunity to qualify ourselves to vote, will we have the initiative to cut through long existing party lines and use that God-sent right to place members of our own group in office?

Politically, population counts for nothing unless those numbers are translated into votes cast in the ballot box or on the machine.

There are numerous communities where there are many Negroes but where far too many of those Negroes do not bother to register and vote, although there are absolutely no restrictions preventing them from doing so. If it were possible to get 90 per cent of our people to vote intelligently with the primary idea of placing as many as possible of their representatives in governmental positions, our political and economic status would be advanced 100 per cent,

and we could capitalize the "N" in Negro. We fail to remember that the greater portion of the taxes which make the maintenance of government possible comes from the masses of people, which includes almost all Negroes. Unless we wake up and realize these facts, we will never be able to get back our share of the benefits derived from these taxes. We must be able to present a united political front on this question of jobs, high and low. We must stop being afraid of the accusation of voting-as-a group. Because government plays an increasingly larger role in the control, ownership and direction of our national economic life, it becomes the more imperative that the less economically stable groups have more voice in the administration of government and in the interpretation of laws, if they are not to be thrust into a position of pariahdom.

We must capitalize the "N" in Negro. We must follow up the fight for this goal which began many years ago. Negroes have fought ably in every United States War since the Revolution. In every encounter their blood has run free and mingled with that of the white. We were nobly represented by 170,000 soldiers in the Civil War. Since the World War No. I, the Negro's status as a United States fighting man has gone backward. Of the 1,078,331 Negroes registered for the draft in World War No. I, more than 34 per cent were drafted to only 27 per cent of his comrade. Ten per cent of the whole army were Negroes, while today, at the end of 1942, the percentage of Negroes will be only 8 per cent of the entire United States Army for World War No. II. Some of this country's best fighters were colored soldiers composing the 15th Infantry from Harlem.

There are approximately 2,500 young Negroes in the United States Navy, and all of them are assigned to the mess department to wash dishes and to wait on white sailors. Regardless of what sort of training a colored youth has received, when he joins the Navy, he must go into the kitchen. There are literally dozens of highly skilled trades taught and practiced in the Navy—trades that are useful in making a living after a sailor has finished his enlistment but from these Negroes are excluded from learning or practicing.

Uncle Sam is apparently ashamed of these men, for as a rule, one never sees them on a deck or in a parade or pictures. It is a sad reflection on the theory that the Negro is progressing all along the line when we reflect that a century ago at least one-fourth of the enlisted strength of the Navy was colored and serving over the ship. Today, as a result of the gradual elimination and degradation of Negroes in the Navy, less than one-fortieth of the enlisted strength is colored. Yet this institution of "jim crowism" is supported by taxes that we—you and I—must pay on almost every article of food, clothing, shelter and drink. We must admit that part of the blame for such an affair must be borne by us because we have failed to capitalize the "N" in Negro.

In spite of the fact that there is a shortage of skilled labor, colored citizens are unwelcome in many war industries. One of our more alert readers took advantage of this opportune time,

and by action on his part, secured openings for colored men in defense plants. This man to whom we owe so much is Philip Randolph of the Brotherhood of Sleeping Car Porters, who threatened a march on Washington in protest against the discrimination of Negroes in defense plants. To prevent such an action the President sent for Randolph and after a short conference, issued an executive order forbidding color discrimination in defense industries. To further show his interest in our cause he established the Committee for Fair Labor Practice, which, after a number of investigations, brought the following facts to light: (1) Of an estimated 3,900,000 unemployed, 800,000 are Negroes (20%) when only 10% of the total population are Negroes; (2) through the efforts of the Federal Security Administration, over 79,500 found jobs and only 853 were Negroes; (3) that in some industries workers threatened to quit on the hiring of Negro employees; (4) that the constitutions of 22 national and international labor unions (10 are affiliated with AFL) refuse Negroes. All CIO Unions accept Negroes; (5) that Henry Ford gave us our biggest hope toward our goal by admitting Negroes to his apprentice school, distributing defense jobs proportionately.

Since this is a war between two worlds—the "Have's" and the "Have-Not's" let us not be among the Have's in every way of speaking. Although we will not use Hitler's method to secure these aims for which we strive! We will use our vote and education as our biggest and most powerful weapons. We will register when the time comes, and we will educate our people so that when the opportunities present themselves, we will be ready to take over in a style and spirit that we, as members of a loyal and conscientious race, shall be proud to bear. When the smoke of World War No. II has cleared away and one world—the world of the "Have-Not's" (Hitler's world)—we, the 13,500,000 Negroes of the United States, will have by meritorious service, hard work, and loyalty, capitalized the "N" in Negro.

Following are four poems from *UNDERTONES*, a volume of verse by James Floyd Lovell, '43.

Two Silhouettes

1st Day
In the quiet receding light of the June day's sun,
they strolled out past the old mill up above the town.
He was white; she black.
And other white men ribbed him, and joked and said they'd give a dollar to be him then.

2nd Day
Against the ecstatic softness of a June twilight, their voices resounded.
His, deep, resonant; hers, husky with love.
And the same crowd that joked yesterday scowled and said:
"These niggers who come North sure have a nerve."
You see, he was black and she was white.

TRADITION

Like the bustle great-grandmother wore,
Its all accumulated waste,
Limiting movement and
Hiding the beauty.

AMONG THE SCHOLARS

What I Think Education Should Be

By BROADUS SAWYER

Author's Note—The author believes that everyone should have a philosophy of education, especially those persons who are in college. It was with this idea in mind that the work, *What I Think Education Should Be*, was decided upon.

The author recognizes the fact that this subject is broad and will not be fully developed but it should serve as an indication as to the author's personal feelings toward education. The views here expressed are no more pertaining to the field of social science than they do to mechanic arts. But in as much as they are true of the whole, they are also true of any part.

"No one can formulate theory of education except from the standpoint of a conception of its aims."

Education is the getting of people to react in a very definite manner to a given stimuli, or education is complete living. Samuel Taylor Coolidge has said that the educated mind is recognizable through its methodical thinking.

Getting people to react in a very definite manner to a given stimuli simply means that upon each individual will be piled the vast accumulations of experiences and thoughts of the past generations that have proved themselves beneficial to mankind, and that the educated individual will be able to profit thereby.

It is from the above standpoint and only from that standpoint that education is of value. This enables the individual to use the knowledge of the past as a foundation upon which to attain new heights of achievement. Through this successive building of generations, progress is made.

That takes care of education as far as the mechanism or functionalism of it is concerned. There is more to it than that though. Man is human. Being human, man has certain needs, wishes and desires. His methodical mind which he has attained through education enables him to determine what is valuable and what has proved to be otherwise. It is in this manner that education is easily defined as getting people to react in a very definite manner to a given stimuli.

The methodical thinking man has reached a point where he is able to understand and to be governed by his sense of "values." It is through the correct manipulation of these values that man is able to enjoy the richness, the pleasures and the fruits of life—"complete living."

Education holds any number of potentialities. I firmly believe that through the educative process a state of Utopia will exist here on the earth in the remote future. Just now, I think it would be more fitting to look just a few years into the future rather than to attempt to look so far. Education has as its main objective complete living. Complete living embodies such small items as the proper way to eat, the proper way to live as a citizen—in short, complete living means the proper way to live.

We achieve complete living by being efficient in all the aspects mentioned and implied above. In our complex society, our many agencies which tend to educate have various goals within themselves. For instance Bacon says:

The true and lawful goal of the sciences is that human life be endowed with new discoveries and new powers."

While this is the goal of the sciences, the arts will have a different and independent goal. Nevertheless, if one puts all of these single objectives together, they add up to a sum total of a complete life. When every one has a complete life, there will exist here on earth an Utopia.

NEVER, NEVER REND ME DREAMLESS

Never, never rend me dreamless—
Ever let me while away
Time in pleasant, guileless dreaming;
Give my soul unhampered sway.

Let it soar above the loftiest
Peaks of Ranier's hoard top.
Let its flight be calm and peaceful—
Ranging high to never stop.

Let it in the varied colors
Of the sun's white rays to lave.
Riches, wealth, they count for nothing,
Let me dream; that's all I have.

HOME—PEACEFUL HOME

(A one act play)
By BROADUS SAWYER, '43

ACT I, SCENE I: (William and Mary are sitting alone in the parlor. The parlor is a long rectangular room with three large oval windows on the west side, draped with huge deep purple curtains through which the last glimmering rays of the dying sun creep.)
Mary speaks:

Mary: William, are you asleep?
William: No, but I certainly will be glad when it gets dark.

SCENE II: (Two hours later, the room is dark. William is on the divan asleep. Mary is asleep in the arm chair. Mary awakes, yawns, stumbles about the room, finally finds the light switch and snaps on the light. She speaks.)
Mary: William, are you asleep?
William: Hmm. What did you say?
Mary: Are you asleep?
William: What do you think?
Mary: If you are not, you sure look dozy.

SCENE III: (Three minutes later, huge burglar enters through the north window on the west side. Mary cuts off the light. The burglar slips and falls head foremost in front of the fire place. He is knocked out cold. Mary turns the light back on and speaks.)
Mary: William, are you asleep?
William: Hmm. What did you say?
Mary: (Indignant) I say there is a burglar in the house.
William: So what?
Mary: So you had better get up.
William: For what?

(The burglar comes to, arises, looks about the room, grabs Mary and socks her on the jaw. Mary falls to the floor crying. The burglar speaks.)
Burglar: Maybe that will teach you not to turn off the light the next time you see me coming.
(The burglar picks up his hat, brushes off the dirt and exits. William jumps up, calls for the burglar to come back, snatches the telephone receiver and is yelling at the operator as the curtain falls.)

FINIS

This poetic treatise has sought to capture the essence of the rustle of Spring in the wake of grave international incident. It is dedicated to the Gamma Tau Chapter of the National Alpha Kappa Mu Honorary Society, March, 19, 1942.

THE SPRING OF '42

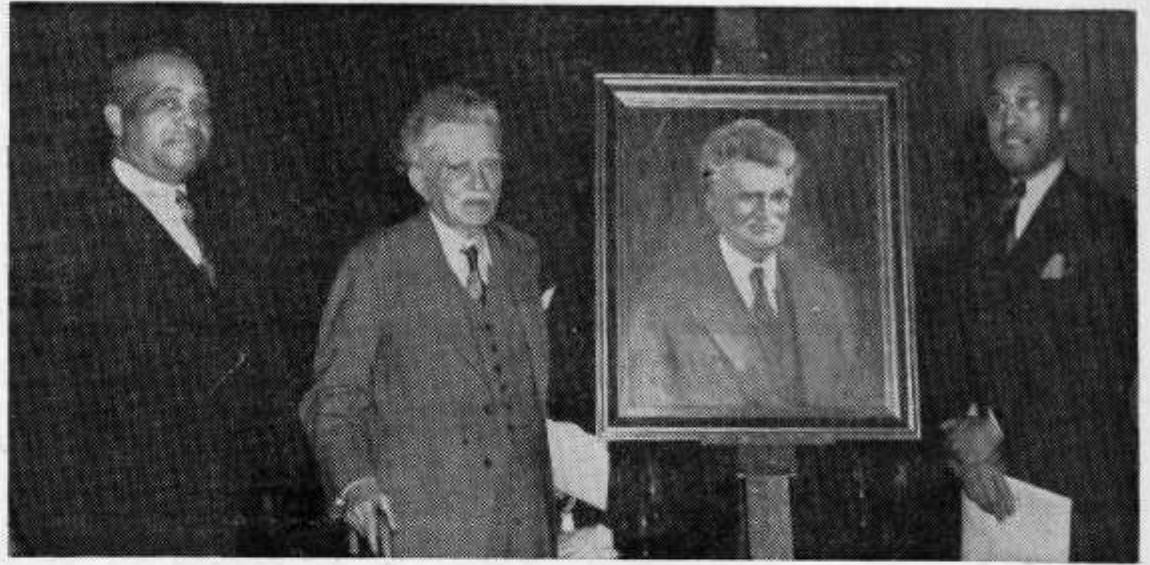
Birds call and coo, while making their nests;
World affairs?—in a hell-of-a-mess!
But—does not the earth in startling fashion ring?
—'Tis Spring!

Fields are bursting into fragrant bloom;
Hitler's heading for damnable doom;
Shall we with rapture sing?
Yes, 'Tis Spring.

Skies are clear, of clouds free,
Allies aim for double "V."
At home and abroad—that's the thing!
—'Tis Spring!

As Allies' planes thru dark clouds soar,
With Navy and Infantry—giving life and more
For lasting freedom—Spring-to-Spring
—Let "good-will" ring!
H. GASKIN, '43

UNVEILING OF NOBLE'S PORTRAIT



A. and T. College honored Dr. M. C. S. Noble, chairman of the A. and T. board of trustees for 45 years on occasion of his 87th birthday with a special program which was held in Harrison auditorium. The program was formed around the unveiling of a portrait March 18 of Dr. Noble by Professor H. Clinton Taylor, Director of Art at the college, who did the painting "in appreciation of the interest Dr. Noble has shown in the college and in advancement of Negro education." Reading from left to right are: Dr. F. D. Bluford, president of the college, Dr. Noble, and Professor Taylor.

NFA District Meet

The N. F. A. District meeting was held at Rocky Point, N. C., on February 21, 1942. This is the first time that a meeting of this type has ever been held at Pender County Training School. Eighteen Agricultural schools were represented with each school sending five boys. The meeting opened Saturday morning at 8:30 War Time, with the regular N. F. A. ceremonies.

Mr. T. T. Murphy, the Superintendent of Pender County gave remarks on the progress that is being made by the New Farmers of America. Mr. J. T. Daniels, the principal of Pender County Training School came forward with words of greetings and also stressed the importance of the New Farmers of America at this present crisis. Prof. S. B. Simmons continued the program by giving a Quiz Contest taken from the N. F. A. Guide. This was followed with the various stunts and quartettes under the direction of Mr. C. E. Dean and the judges.

Mr. B. N. Roberts served as judge of the Public Speaking Elimination Contest. The Forestry Contest and the judging of swine, poultry, corn, mules and white potatoes were held under the direction of Messers. W. T. Johnson, S. C. Anderson, and L. R. Johnson. Various pictures were taken by Mr. C. R. A. Cunningham.

The following officers were elected: Andy White of Clarkton High School, President; William Douglas of Chadbourn High School, Secretary; Henry Walden of Maxton High School, Reporter. The meeting closed at two o'clock P. M., by the use of the regular N. F. A. ceremonies.

CHARLES DANIELS, '42

THE WIFFEM POO SONG

By BRENNAN KING, '43

We are members of the Wiffem Poo
And we beneath the North-hall Dorm.
We don't like to work, we'd rather play,
And hang around the campus all the day.

We're good old Dean Gambles' pride
and joy
Everyone of us a college boy
And when they bury us beneath the sod
Yes by God,
Yeat Wiffem Poo.

(This is dedicated to the boys of the North Dormitory.)

I'LL GO

To feel the reassuring warmth,
That only you can give
Is worth the million lonely nights
When one despairs to live.
Your presence, dear, it is enough,
To cure my every woe,
So give this one night of the year
And then I'll go—I'll go.

A. & T. Honors Dr. Noble

A. and T. College called time out from examinations last week to honor Dr. M. C. S. Noble, a member of the A. and T. Board of trustees for 43 years and its chairman for 35 years.

Various dignitaries of the state joined in the college's celebration of the 87th birthday of this friend of the institution in a program held in Richard B. Harrison auditorium.

The program was formed around the unveiling of a portrait of Dr. Noble by Prof. H. Clinton Taylor, director of art at the college, who did the painting "in appreciation of the interest Dr. Noble has shown in the college and in the advancement of Negro education."

Professor Taylor, in presenting the portrait, said "Great men have many admirers. Your long eventful career of unselfish service has won a niche in the hearts of the people of North Carolina. Your proven sincere interest in Negro education will ever stand as a monument to a truly democratic spirit. Your life, itself will surely perpetuate your memory for years to come."

Dr. Noble was introduced by President F. D. Bluford, who said, "We have come this morning to honor a great friend of this institution, whom we all know and love. The success of this college has been, in a large measure, due to his vision, wisdom and effort. He has given to this institution the golden years of a long rich and fruitful life."

Dr. Noble, whom the years had failed to bend, accepted the portrait with highest praise for the work of the artist. He paid tribute to former James B. Dudley and requested the college choir, which he commended, to sing the former president's favorite song: "I Ain't Gonna Study War No More." He thanked the college for the celebration and exclaimed, "You have laid it on thick, I thank you from my heart, and I hope you'll get someone in my place who will stand up for you as I have."

Dr. Noble commented, "If, in the hereafter, I am allowed to look on this place, I want to say, 'It is doing what I want it to do. A. and T. College is sending out men who are having good homes and good farms' for that is the only way to make progress—through owning property."

President Bluford, who pre-

sided, read a letter from Governor Broughton, who expressed regrets at not being able to be present. "It would give me genuine pleasure to join with others in paying tribute to our great fellow-citizen, Dr. Noble, and to have some part in the program incident to the presentation and unveiling of his portrait. In his long and useful life he has attained a notable position in our state, and it is quite pleasing and appropriate that he should be the living witness of an event which symbolizes one of his greatest achievements as member and chairman of the board of trustees of the North Carolina Agricultural and Technical College," wrote the governor.

Dr. Clyde A. Erwin, state superintendent of public instruction, who made the principal address, said, "I have had the privilege to do honor to many citizens of the state, but I never had a deeper satisfaction than in honoring my former teacher, who has played an important part in my life and in the history of education in North Carolina."

"I am proud that it was my privilege to sit at the foot of this great teacher at the University of North Carolina and to have been able to take every subject that he offered. His influence on my life, and many others' has been great."

Greetings were brought from the city of Greensboro by Mayor Huger King, from A. and T. student body by Francis H. Mebane, president of the A. and T. Student Council; from the alumni by Prof. J. C. McLaughlin, dean of the agricultural department, from the faculty by Dean W. T. Gibbs.

A large basket of flowers was presented to Dr. Noble's daughter, Miss Alice Noble, who was seated in the audience by Catherine Durham, class of 1942, on behalf of the College.

Visitors on the stage were A. S. Gifford, Judge Earl Rivers, Shelley B. Cavness, a member of the state legislature, and Rev. R. Murphy Williams, pastor of the Presbyterian Church of the Covenant, Greensboro, who offered the benediction. The College choir under direction of Prof. Warner Lawson sang four selections with Chistine Brown and Lawrence Martin as soloists.

A hard day's work isn't half as tiring as a four-hour banquet.

This war is too big for our best columnists to comprehend and manage.