

STUDENT EXPRESSIONS

THE MEANING OF NEGRO HISTORY WEEK

Many persons show by their remarks that they do not understand the meaning of Negro History Week. Some have the impression that the purpose of the celebration is to give a one-week course in Negro History, while devoting the other thirty-five weeks of the school year to history of other peoples. We have never heard of such a short course and wonder what unwise plan can be conceived for such a purpose. No one can be so stupid as to conclude that the purpose of Education Week is to devote only seven days to education. Why, then should there be a misconception with respects to Negro History Week? The association for the student of Negro Life and History advocates and promotes the study of the Negro every day during the entire school year. The Purpose of Negro History Week is to stage dramatization and other exercises in order to demonstrate the role of the Negro in the past and to secure for the race the same consideration in the curriculum that we give others. Reports from various parts of the country show that this celebration is having this very effect.

Before we began this celebration in 1926, the Negro took little thought of himself, and his fellow citizens despised him. Now, the Negro takes pride in his past, and others respect him more highly because of this now more widely known record. Schools have taken up the study of the Negro as a serious task. In recent years schools and public libraries have had so many calls for such literature that they have had to establish special collections bearing on the Negro.

The whole task, however, has not been finished. Great as is the achievement evidenced by the offering of courses in certain cities and states, the larger area still lies before us unexplored. Some school authorities are too conservative to undertake the education of the Negro out of his own background, and the Negroes, still victims of the slave complex, seriously object to studying anything in their schools which is not taken up in others. Liberal minded men in the south, looking forward and beyond the old custom of race distinctions, have now sufficient to see that we

have mis-educated the Negro in teaching him merely about others instead of teaching him about himself and about others in relation to himself. These gentlemen are often ready to go forward with the new program dictated by the need of the hour, but sometimes our teachers, themselves stand back in fear, wondering whether or not there may be a trick in this new movement.

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NEW STUDENTS

Earl Beaucum of Durham and William Griffin of New York City have entered school here and are living in the boys' dormitory. Several students who failed to return last fall are again in the fold.

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