

# Freedom And Liberty Are Challenged By **JUST FOR FUN** White Supremists And Segregationists

BY MARCUS H. BULWARR

## Editorial Viewpoint

The CAROLINIAN'S

### WORDS OF WORSHIP

"By this shall all men know that you are my disciples, if you have love for one another."  
—St. John 13:35

About 19 hundred years ago Christ announced his mission for the Christian church. But as we look at it today, we can't help but wonder "how Christian is the church?" Are the members of the church serious about the business of "loving one another?"

For some reason we have failed to reach those goals set for the world by the Man of Galilee. We have built our church spires pointing toward the heavens and established related institutions to indoctrinate our citizens of tomorrow with the essence of the way of life lived by Jesus of Nazareth.

All this, and men have butchered one another in barbarism and savagery of a man's war. The world is about to be torn asunder by racial strife, waves of nationalism, and the threat of nuclear warfare.

While preaching the concept of brotherhood, Protestant churches have actually fostered class distinction and racial segregation. Generally, the Negro in the North and South is still banished to a church of his own. Congregations are divided into distant economic categories, and people feel unwelcome in any church not of their own creed and income bracket. Have you ever seen a Negro

worshipper or Negro in one of our well-dressed Protestant congregations?

Social programs in most churches have been aimed at increasing their own congregations rather than serving the communities as a whole. The churches have failed to find an answer to the problems of youth and family maladjustment, labor and management, the slum dweller, racial segregation and discrimination.

A complete inertia exists among clergymen of most faiths and concerning the problem of alcoholism. Our preachers have dismissed the alcoholic as a moral defective and sinner, rather than a sick person who needs the help and understanding of the church.

If a "drunk" walked in during the services at many churches and asked for help, Christian women would turn up their noses while the male ushers would be instructed to take "the bum" and throw him out on the street. More than likely, the police patrol would be called to the scene.

When will the world of righteousness come? It will come when church members will not be satisfied to keep their religion in their Bibles and hymn books. It will come when Christians move their religion out from the church walls into all avenues of life and live it.

The church must unlock the front door and let Jesus come in. Then it will become Christian.



**CORNARD LOSSES BET**

As Cornard and the other hana-bays lolled about Jabe Wright's Barber Shop, an old man—93 years old and trim — approached the crowd and started yakety-yak.

The old gent said he was "Hard Rock" Joe King and could outrun any young jerk in the town.

Cornard guffawed and laughed until he cried. "Oh, go-way, man, I could outrun you sitting down."

To which "Hard Rock" Joe snapped, "Fifty amblers say I can beat you in a 100-yard dash."

Cornard took up the bet and laid those green leaves in the palm of his hand to hold and not to have. So DOC became the holder of stakes.

(Sh-sh-sh-sh — don't tell anybody 'cause peffersers ain't supposed to do these sort of things.)

Guess what? "Hard Rock" beat Cornard by 33 yards. And the sad part of it all was, we forgot to time them.

To tease old Cornard, I licked my fingers and peeled off those green one dollar bills and I counted fifty of them in "Hard Rock's" hands.

The crowd kept a count with me — one — two — THREE — FOUR, etc.

Cornard is mad and he won't speak to anybody.

JIM CRICKET's boy who carries papers in the neighborhood reported that a thief stole his bicycle. Cornard promptly took the boy to town and bought him a new bike.

The news is all over town — Haven't you heard? The folks in Froggie Bottom haven't stopped

### The Hampton Tragedy

It is regrettable that the Hampton tradition of training the heart, the head and the hand, in a large measure, is being discarded. The basic concept of the Hampton ideal was embedded in the three areas. This, of course, was conceived on the high school level and lasted some 60 years.

During more than a half century the then Hampton Normal and Agricultural Institute not only trained hundreds of tradesmen, but was responsible for many other schools doing a like training in many areas of the country.

Graduates like Booker T. Washington, who founded Tuskegee Institute, further advanced the molding of citizens through the trades, home economics and agriculture as well as the necessary scholastic and spiritual preparation so greatly needed then in rounding out a fuller man and woman.

From these two schools came many of the best tradesmen, trade teachers, agriculture and home economics teachers, farmers and housewives. With the rigid training and discipline of HNAI those who survived it and graduated were heartily welcomed and accepted throughout the country... without question, their hands were skillfully developed and their hearts were made right with God and their fellowmen.

However, with the advent of higher learning or the degree craze came a re-study, a re-evaluation of the Hampton approach and its place in the preparation of young men and women. Unfortunately, training in the trades became the victim of this new thinking and its doom began when the teacher training degree was forced into the curriculum. This of course meant that those guiding the destiny of the Trade School and of course those teaching the trades were victims of the forced demand for further liberal arts or teacher training. The teacher of the trade went in for degrees with no further practical training in his major, subject matter or trade as this meant he would get more salary because certain preparation was required to obtain a classification or rating.

The student was torn between becoming a teacher and a tradesman. His years in the trades were reduced from four to three and his hours from forty-four to 31½ a week. And an additional two years were added so that he might qualify for a degree, not in his subject matter as all other degrees require, or should require, but in teacher training.

This new curriculum on a new level and concept created frustration. The boy had five years facing him to become a tradesman who could teach or work at the trade. Of course, he was not prepared to do either. When his daddy took his trade at Hampton with the then four years and 44 hours a week, he was given a rating of a two-third journeyman according to the Hampton catalogues of his time. This meant that the old Hampton trade school graduates were only two-third prepared as teachers or tradesmen in their subject matter.

The boy, training at Hampton from the late thirties through the middle fifties in the trades, had only 32½ hours a week against 41 hours

a week and 3 years against 4 years in his trade or subject matter. And of course he was to become a tradesman if he elected to do so after three years or a teacher after five years. However, the truth is, he was not required to become either a tradesman or a teacher because he was not even a two-third as was his father who had one year more and near 12 hours more per week in his subject matter gaining only a rating according to the Hampton catalogue of a two-third. In consequence of the foregoing the Hampton enrollment began to drop. This, of course, posed a problem for the administration.

It found itself, through its own making with extreme salaries for its trade teachers due to the demand for further education to maintain a required rating as a college and fewer students to supply income to meet this dilemma in the trade school. This started the exit of the trades at Hampton. The question of not being able to get sufficient students in the trades can be attributed to the above along with a general freshman year where no student is exposed to his major under a year of study in general liberal arts courses.

To turn the clock back at Hampton in the trades may seem difficult in the minds of those who have charted its course towards a liberal arts and engineering, electronic and building construction college. However, the great need for tradesmen, not trades teachers is more prevalent than ever. And the following is suggested to the administration:

Set up a curriculum based on a three year program under a separate school on high school level, allowing boys to finish their junior or senior high school years at Hampton while training themselves in the trades. Should anyone care to become a teacher he could further train himself in liberal education. This type of curriculum, while on high school level, would produce tradesmen who would be in a position to produce as well as become potential teachers who would have their subject matter.

It is easily understood how the niceties carry appeal instead of the necessary. Nonetheless, it is far more important with the wealth of the state schools, the entry in greater numbers of Negroes into the once white schools of higher training, that some schools look at the necessary.

America in the main is an industrial and agricultural country and the need is great for trained people who can not only use their brains but also their hands. It is truly a pity that Hampton has turned its back on its tradition. In fact it seems like a betrayal to its founder that it cannot at this late hour meet the challenge of its time through the concept of its history and heritage by reactivating a trades program that would meet the needs of the day.

As a race we can ill afford to discard or turn our backs on the rich fields through which this country has been made, the greatest producer on earth by not being able to look to Hampton for trained artisans who will put our hands back on the tools and machines.

ALL administrative remedies. Otherwise, a Negro pupil seeking reassignment to another school will have to ask: "What lack I yet?"

Judge Stanley was quite specific in his interpretation of the state statute. The School Board has a moral obligation to be specific as to what it considers the necessary steps in exhausting administrative remedies. If this is not done, a pupil's request for reassignment can easily be left to any dilatory technique any school board may choose to employ.

The whole world knows the purpose of the Pupil Assignment Act, and that is why Negroes have carried their cases to the courts. Negroes know that if they had waited for school officials to voluntarily assign Negro pupils to white school not one of the eleven Negro children now attending integrated schools in the state would be doing so.

We learn that the attorneys for young Holt plan to appeal the recent ruling of the District Court. For a humane interpretation of the North Carolina Pupil Assignment Act, the Negro may have to risk his fortune with the U. S. Supreme Court.

### SENTENCE SERMONS

BY REV. FRANK CLARENCE LOWERY For ANP

- "**THY WILL BE DONE**"
1. Man's freedom of choice known as his WILL is that important faculty paralleling one of the attributes of God in His creation, above the earth.
  2. But even enjoying this great faculty with which man has been endowed, he has become selfish, haughty and very proud... you treat God with silence and fails to act and talk for HIM out loud.
  3. And when His name should be proclaimed man's thoughts on material things are aimed... and God's business that should thrive throughout the land, has to get along the best it can.
  4. This was the end state of this earth when the blessed Savior was given birth; few bid Him life were so high above man's sin and strife.
  5. Thus to improve man's thinking and clear the air, He brooded the precious words of our "Lord's Prayer".
  6. He did not want man to abuse his freedom of WILL, so made it possible for him we have peace and be still, and this alone, within the embrace of His Father's Will.
  7. So thus, He taught man to pray, "THY WILL BE DONE in earth, as it is in Heaven" and in this, the secret of real life is given.
  8. This taught that man has to put down his own selfish and stubborn will, and let the Father completely his life abundantly fill; for man cannot live by bread alone, by his heart by nature is like a stone.
  9. This dynamic filling that the Father can give, has all the ingredients to help men sincerely

### What Other Editors Say

**FORCED SEGREGATION BADGE OF INFERIORITY**  
According to Congressman Brooks Hays of Arkansas, what the people of Little Rock object to is "forced integration."

It has seemingly never occurred to Congressman Hays and others who think like him that what Negroes object to is "forced segregation."

"Forced segregation" is a badge of inferiority. It is the South's way of relegating its Negro citizens, regardless of their character, intelligence, formal training, accomplishments, or wealth, to an inferior status.

Negro parents in Little Rock and elsewhere are not particularly anxious to have their sons and daughters sitting next to white boys and girls. They merely want their children to have the best education which their tax funds help make possible.

It is true in Little Rock, as in other parts of the country, South and North, that schools for Negroes only "have a tendency to be inferior in equipment; to get what taken for granted in 'white' schools in many instances only after a long period of wrangling. This inferiority, we hasten to say, has nothing to do with the ability of the Negro teachers, who are in most instances the equals educationally and otherwise of teachers in the 'white' schools.

The truth is—and Congressman Hays knows it—that the majority of his constituents in Little Rock would have gone along peacefully, even if reluctantly with the School Board's plans for gradual integration of the Central High School in Little Rock had it not been for Governor Faubus' inciting Arkansas residents from other communities to join with the die-hard minority in Little Rock to defy the Supreme Court when he called out the National Guard ostensibly to keep a peace that was in no danger of being broken, but actually to keep the nine children chosen by the School Board from enrolling at the school.

—Philadelphia Tribune

**THE AIR FORCE SURRENDERS**  
The U. S. Air Force is admittedly going along with segregation, although the school is being built for the "white" children of Air Force personnel.

This is being done on the grounds that the Air Force must operate in accordance with "local customs," rules, regulations

### Along The Colonial Front

(For Associated Negro Press)

**LONDON, England** — As I anticipated more bitterness is growing between whites and Coloured people in England and closer are to be seen at Nottingham.

Sex, jobs and accommodations form the grounds for bitter feelings and this is growing fast.

Compared with the Colour Problem in the United States that of Britain is a small one. But what happens to a Nisei-an, Ghanian, Somali, Sudanese, African or West Indian in Britain will be communicated to his or her countryfolk overseas and the result will be that whites who are in a minority in these countries will have to pay for what happens to coloured people in Britain.

In that respect the colour clashes in Britain can be more serious than those which occur in the United States.

History teems with records of men or women who have been insulted by another person and a bloodthirsty war has resulted.

Fuads can start in a British pub and finish with a world war.

**SOMEHOW HARMONY BETWEEN PEOPLE OF DIFFERENT RACES AND DIFFERENT COLOURS MUST BE RESTORED AND MAINTAINED.**

Coloured people have many grievances against whites in their own countries but there is no adequate attempt being made by any nation to settle differences so that justice will result.

Religious leaders of the West seem to agree with the solution proposed by the Rev. Dr. Richard (Fornication - for - Fun) Faubus; they would deny coloured people the right to exist by teaching them that their existence is a sin. ("Teach us to sin without conceiving").

of our colleges. And even though the extras and fill may be beneficial to a certain degree, you must always remember, continuously be mindful of, and never forget that they should not be your real purposes in college. Thus, they should be regarded as a desert, to be taken only in small portions and at the conclusion of the real meal.

You should regard your going to college as something more important than preparing to make a living, important though that may be. But you should regard it as an opportunity to prepare to live—to live socially, ethically, economically, and spiritually worthwhile. You should take full advantage of all the cultural pursuits your college offers.

I hope your four years in college will be happy years for you. I am assuming you see that you are entering college with a serious mind as to what college is all about and that your plan to remain for four years. The United States Office of Education indicates that only one-third of our high school graduates enter college and that one-fourth of those who enter drop out the first year. Do not plan to be in that one-fourth.

It also should be pointed out to you that according to the foregoing figures you are among the fortunate few to be able to enter college. Thus, you should regard your good fortune as a challenge to make the best of your college experience in all respects. Remember that a college education, so to speak, is a key that will open many doors in life to you.

Again, this writer hopes that your new experience will be profitable as well as enjoyable.

### IN THIS OUR DAY

**BY DR. C. A. CHICK, SR.**

You will now be away from home for a longer period of time than you probably have ever before experienced. Thus you will be on "your own" so far as immediate parental control is concerned. Even though your college will be able to offer you sufficient protection and guidance that your college life will be a success for all concerned, it is largely voluntary on your part to accept it. This writer hopes you will be slow to reject the advice and protection offered you by your college.

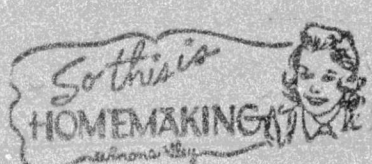
This writer hopes you have chosen your college solely on an objective basis. He hopes you did not make your selection on the basis of his or that civility, or fraternity, or athletic record of the college, or that someone you know is attending that college. Once in college, do not "pioneer" in minors. There are many "extras" and "fills" in all

### Exhausting Administrative Remedies

The wheels of justice grind slowly and sometimes ridiculously. This is true in the case of Joseph Hiram Holt, Jr., who has been in and out of the courts for two years seeking admission to enroll in the all-white Needham-Broughton High School near his home. If he has to wait another year, it will be too late to attend inasmuch as he will have graduated from the Ligon High School nearly three miles from his home.

How it must have shocked him to learn that Judge Edwin Stanley of the Federal District Court ruled in his case that he did not exhaust all administrative remedies under the North Carolina Pupil Assignment Act before instituting his law suit. "The parents' failure," the judge said, "came when they sent a lawyer to represent them and did not appear personally at a hearing held by the Raleigh School Board on the boy's reassignment request on August 23, 1957."

Just how will a student know when he has exhausted ALL administrative remedies? We think the Raleigh School Board should make public the steps one should take in exhausting



"All right ladies, everybody get into your little rut and stay there." That, in effect, is what the male segment always seems to be saying in one way or the other.

The latest manifestation of this theme is in the signs and moans over the chemise. The boys have become so used to a blouse that it now appears a part of everyday scenery. Well, for one, I don't want to be a part of everyday scenery. I like to be noticed, and I like a change now and then. Let the pious and moles have a rut. I have a rut, I choose, but not the record show that here at least the chemise style is well earned; not so much for a designer's racism, but as a change in clothes feeling; a knowledge of wearing and having something refreshingly different.

Naturally, the masculine team can't bear the thought of new fashions for women. This is considered even worse than throwing out old, rusty pipes, or changing positions of favorite chairs. Well my gracious... the stereotype is gone!

But wait "Back at the ranch" as they once said... what's happening? Why here, in a metropolitan newspaper is a fashion series written by a gentleman, about male styles. A portion of his article is taken up with a question and answer session. One of the questions asks: "Is there any advantage to the 'natural' look in men's clothes today?" Answer — "They are much more comfortable." Saucy for the goose indeed!

Perhaps we should save all the male comments on the "sack" and store them for a few years. For when the time for a change comes again, I'll bet my warhorse against a new line of the "sack" will be shouting "What? Change the chemise? Are you crazy or something? This is chazzy!"