

Editorial

Thanksgiving Spirit

We act in the spirit of Thanksgiving when we feel and express our deep gratitude for the mercies and blessings that surround us--the opportunities granted to us in our work, the inspiration we derive from our friends, the quiet satisfactions that flow out of our associations with our loved ones.

It is easy, in these hurrying times, to become so engrossed with the details of our existence that we fail to see life steadily and to see it whole. Thanksgiving is a good time to catch up with ourselves, so to speak, and become more deeply aware of how much of the meaning and beauty of life we owe to others.

It is beneficial to us all that on at least one day in every year the word THANKS combined with GIVING is brought vividly to our minds. Thanksgiving Day means much to us all.

Life can thrill us by the contributions of time and thought and effort we make on behalf of others and, most of all, by the exhilaration and satisfaction which grow out of the creative work involved in our business dealings as a service.

We should not become so sophisticated, that we lose the touch of common humanity, forgetting to give thanks for home, relatives and friends plus other blessings bestowed upon us.

Sustained enthusiasm adds sparkle to our lives, and Thanksgiving Day is when we can realize the value of sustained enthusiasm, giving our thanks and praise for all the blessings that surround our ways. BE THANKFUL--this is the THANKSGIVING SPIRIT.

Naomi C. McLean

Letter to the Editor

Dear Sir:

A couple of weeks ago at lunch time I was strolling down Trade Street at the mall when your "Man on the Street" asked me if I would respond to a question for him. He was extremely nice and seemingly so involved in his work - at that time I had never heard of the Winston-Salem Chronicle.

I responded to his question and we chatted briefly for awhile - then I went about my business - and then - I was walking through the NCNB

when a man stopped me - his remark was "I've seen that face before" - he incidentally, had a copy of your newspaper and took me around to his desk and shared his paper with me.

From this incident, I've learned so much - if given half a chance even in our busy society - people who really care take the time to smile and say a word to others. You have something really special with the "Man on the Street" idea.

Now let me share an idea with you - just recently I sent a

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To Be Equal by Vernon E. Jordan, Jr.

Most such schools are already more integrated than white public colleges. Typically, an historic black college now has over 10 percent of its student body and double that of its faculty who are white. But the state universities that barred blacks until forced to admit them, that are now called "integrated" only because their doors are supposedly open to blacks, have perhaps five percent blacks in their student body and a bare handful of black faculty.

Desegregation was a deceptive cover to dismiss black school principals and faculty so that white teachers could get their jobs all over the South a decade ago. That can't be allowed to happen to the historic black college. When we see blacks appointed presidents of major southern state colleges that had been white strongholds, then it will be time enough to talk about white leadership in the traditional black public college.

But there's an affirmative side too. Black colleges have educated generations of poor kids other schools fail with. They have developed an expertise and successful tradition of quality education that can enable them to educate future generations of both whites and blacks who are poor.

Many predominately white colleges have failed to educate both blacks and whites who are poor. So the traditional black public college is a

national resource that holds the promise of serving an integrated student body neglected by other institutions.

Our country's future educational needs are many and varied, and strengthening the traditionally black colleges can help to fulfill those important needs. And within those traditionally black colleges, the public institutions that were born in segregation and are now being reborn into an integrated society should be strengthened, expanded, and encouraged to retain their historic identity.

One hundred presidents of predominately black colleges recently issued a call for a 25-year program of federal assistance to bring those colleges the aid they need to close the education gap between whites and blacks.

While much attention has been paid to the constantly rising numbers of black youth entering college, the numbers of whites has also risen, and the gap between the races is not closing.

Black professionals--dentists, doctors, lawyers and others--are still between one and two percent of their professions, and the growing demand for black graduates is nowhere near being met.

The majority of black college students attend the predominately white colleges, but most graduates are from predominately black colleges. The reason is the high attrition rate among blacks in white schools, testifying to the

traditional black college's skill and experience in teaching young people from disadvantaged backgrounds.

It is clear that the traditional black college has an important role to play in the future and the case for a federal program designed to help these schools fulfill their historic mission is overwhelming.

But doubts have arisen about the future status of a particular group of historic black colleges, the state-supported public institutions founded as part of state segregated dual higher education systems.

Because these schools are public, not private, they are now under pressures that threaten their existence. The courts have ruled, rightly, that dual educational systems have to be dismantled and state-supported colleges integrated.

What then should become of the historic black public college?

To integrate it to the point that it loses its character and those unique qualities that made it so crucial an institution for the black community would be a tragic mistake. It would amount to a death sentence that forces upon the victims of segregation the burdens of integration.

It would be far wiser for desegregation to be managed in such a way that the public traditional black college, while integrating its faculty and student bodies, retains strong black leadership much of its historic orientation.