

The Campus Echo

Vol. 2 No. 5
Durham, N. C., March 2, 1938

Published monthly by the
North Carolina College
Subscription, 50 cents for the
school year

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The Function of The Negro College

It is my belief that the function of the Negro college is not different from that of any other higher institution. There is no such thing as "Negro Education." There is education of Negroes; but there is no special brand of teaching or of learning peculiarly fitted to the Negro, as though he were somehow different from other human beings.

This does not mean that the Negro college is to be an imitation of other colleges. We ought to be able to avoid some of the errors made by other educators; and we ought to be able to adapt our methods to the demand of the present and the future. The difference between the Negro college and other colleges will not be due to the alleged peculiarities in racial characteristics, but to proficiency in educational technique. Therefore the progressive Negro college may be somewhat differently organized or managed, not because its function is different but because it has discovered a better way to perform that function, which is to educate.

The function of the Negro college is to educate; but what is education? What is the function of the Liberal college? The question is not so simple.

A few years ago, before the economic situation of today becalmed us, a great many educators and students seemed to think that a good education was the means towards a good bank account. They said, "It pays to go to college." The degree was supposed to be the earnest of financial dividends; the diploma was valued as a kind of rabbit's foot, supposed to bring good fortune. But if the depression has done nothing less it has punctured this balloon of falsehood. It is estimated that there are more than 10,000 persons in New York City alone who are eligible for membership in the Association of Unemployed College Alumni. There is nothing automatic about the way in which a college education opens doors to successful careers. Of course, it should be true that persons who have the ability to shine in academic circles should be able to use that ability in professional life. College training should give better command of intellectual capacities. But the point is that whatever financial value the college degree may have is entirely incidental.

There is another group of persons who expects the college to function not as a business school but as a kind of young ladies' finishing school. The college is to teach them how to move in polite society, what to say at the right moment, what to wear and how to wear it, when to tell white lies, and how to shake hands gracefully.

We should be the first to plead for the cultivation of the graces of genuine culture and good breeding. There is no point in being a boor. The college should afford full oppor-

tunity for its students to acquire an intelligent appreciation of beauty and goodness and propriety. A man is not educated if he is illiterate in these things. But once again, these things which mark the man of culture and good breeding are by-products of the educative process. The principal function of the college is not this veneering business. The natural wood is itself beautiful, if genuinely treated. Culture is the natural flowering of the cultivated spirit. And as such it is a legitimate by-product of a liberal education, while at the same time, there are other things which are necessary to insure healthy growth.

The purposes of a college are relative to the needs of those whom it is to serve, and particularly relative to the social situation in which the college is set. That does not mean that there are different kinds of education for different social groups. It means that an intelligently conceived college will aim to meet the needs of the kind of world which it confronts.

We should be independent in arriving at our judgments, intelligent in formulating them, and honest, both in defending and in relinquishing them.

In place of the narrow and self-centered ambitions which seem so largely to determine the actions both of men and of races, we must cultivate a wideness of spirit and urbanity of temperament, even more, a burning passion for humanity.

The Liberal college should cultivate both the scientific temper and the religious spirit, liberating the leaders of the races from herd-mindedness and selfishness, sending forth young men and young women of intelligence and passion to carry on the struggle for freedom. If the Negro college discharges this function, it will become increasingly difficult for an illiberal society to continue its inequalities and iniquities.

—ERNESTINE FREDERICK.

The B.A. Degree

Speaking recently at a public lecture at the University of Chicago, Dean Works recommended that Bachelors' degrees be granted at the end of the junior-college period. This proposal follows the prediction made editorially in the *Journal of Higher Education* in 1931.*

Developing his thesis, Dean Works spoke in part as follows:

"Today there are a considerable number of colleges of liberal arts that do not have resources with which to maintain even a moderately good institution. These institutions have been in difficulty for years. Their position is being made increasingly hard by the common requirement of the Master's degree for secondary teaching.

If this proposal to grant the Bachelor's degree at the end of the junior-college period were generally accepted, undoubtedly a considerable number of these colleges would become junior colleges. This would be much wiser than for them to continue as they are, or to attempt to offer the Master's degree. It does not necessarily follow that an institution which has served society well should be continued after changed conditions no longer leave a place for it."

Dean Works agreed that the greatest objection to the proposed change in the awarding of a Bachelor's degree would be its effect on colleges of liberal arts which are not a part of a university, but contended that educational changes are inevitable and that these institutions must respond to them.

"The basic forces that are influencing the development of the junior

Agreeableness

ALICE LUCILLE OAKLEY

If you are looking for a job it may interest you to hear what the one quality which employers the world over want most. It is *agreeableness*.

Agreeableness is the diamond among virtues, for it is the most precious and rarest of all.

It is worth money; for it sells more real estate, cigars, groceries, dry goods, automobiles, typewriters, furniture, and life insurance than any amount of smooth talk and convincing arguments.

Just be pleasant, and you can walk away with a contract right under the nose of the man who knows it all.

Smile! Not once in a while, so that you look like it hurts you when you force a grin. But get the habit. Smile to yourself when you are shaving or dressing. Then it will come natural when you use it trying to sell a washing machine.

Be AGREEABLE! And you will be in demand. For in every walk of life they are crying for the agreeable person.

Every wife wants that kind of a husband, husbands want that kind of wife; children want agreeable parents, the workman an agreeable boss, the boss an agreeable workman, and everybody wants agreeable relatives.

We want agreeable hired girls, hotel clerks, teachers, policemen, janitors, icemen, ushers, preachers, governors, and bankers.

Come, be agreeable, for you will have little competition, and are pretty sure to succeed.

An agreeable person lights up the room like a lamp.

He is like the shade of a big tree on a hot day.

He is like the drink of something that tinkles in the pitcher when you are real thirsty.

He is like a breeze when you are lonesome, bed when you're tired, a breeze when you're stifling, food when you are empty, and money when you're broke.

Life's a mix-up, anyway, that none of us understand. There are all sorts of inexplicable thorns and tragedies, buffets and chagrins. And most people are a bit sorry for themselves. Hence, ugly.

college are at work regardless of the level at which the degree is awarded. It seems probable that the independent college will continue to change in response to these forces, and the proposal that forms the theme of this discussion seems unlikely to have an adverse influence; it would only serve to clarify the relationship among our several types of higher institutions."

Dean Works took the position that the award of the A.B. degree at the end of the junior-college period would untangle the present educational knot, caused by the rapid growth of the junior college and the significance the Master's degree is beginning to assume.

"The first of the two most marked breaks in the scheme of higher education is at the end of the period of general education and the beginning of specialization which by general acceptance in this country comes at the end of the junior college period.

"The second occurs at the transition from the mastery of a relatively restricted field of knowledge to the attempt on the part of the student to demonstrate his ability to make an independent contribution to knowledge in the special field. These two transition periods would appear to call for the degree of Bachelor of Arts and the Master's degree, respectively. The doctorate would come with the demonstration of ability to do independent research."

The Value of Counting Chickens Before Hatched

What are you planning to do after you finish school? Many of you are planning to be teachers, to be stenographers, to be nurses, to be doctors, or to do graduate work in universities. Just this one fact is counting your chickens before they are hatched. You probably didn't connect this saying with your hopes for the future; but after all you don't know whether your plans will be completed or whether you will become a victim of circumstance. Your chickens haven't as yet been hatched. In this counting you have a value for if you hadn't a vision or illusion you wouldn't strive to make something of yourself. Therefore the first value of counting chickens before they are hatched is, it gives one the chance to make or set a goal to work forward to. You must have a goal before you can start working for a definite place in the field in which you wish to become known.

Take Abraham Lincoln as an example. I am certain he counted his chickens, since his training wasn't of the very best and since he hadn't the proper implements with which he could work, and often became discouraged; but the most admirable thing about Lincoln was the way he fought on through hardship and toil. This brings another value before us. Counting chickens gives one the determination and backbone to withstand all toil and hardship until he has reached his goal with success, and then he continues to strive to hold that place by bettering himself in his field.

We have an example nearer than that which all of us know about better than Abraham Lincoln, one that is very near and has meant and still means a lot to every one that comes in contact with this college. This example is Dr. James E. Shepard. Do you recall of his telling of how he stood with his brother by the bell tower several years ago and told how this college, much smaller than it is now, would progress and become known among the many Negro colleges of the world? Dr. Shepard wasn't sure whether his chickens would hatch or not but decided to make all the effort he could to hatch this large chicken. While talking to Dr. Shepard you can detect a third value received from the counting of chickens. After you set your goal, by working through the hardship and toil, you make your goal enjoyable. Be able to enjoy the hardship and toil that you are now striving through, and I am sure that your chickens will be hatched with great values.

—EMILY FERGUSON.

Dr. Chidley Presents Series of Lectures at N. C. College

Dr. Howard J. Chidley, pastor of the First Congregational Church of Winchester, Massachusetts, completed a series of five inspiring addresses in this college on February 9. Students and teachers found themselves challenged by Dr. Chidley's address on "The Quality of Mercy."

"Lest we understand something of the quality of mercy," he said, "much of what we proudly call our civilization in striking fashion, through the lives of four great men, *the investment of influence*." Dr. Chidley, who has been known for more than a quarter of a century for his interest in the education of Negroes, was formerly the Chairman of the Board of Trustees of North Carolina College for Negroes, and has been an annual visitor for more than twenty years.

HABIT

"When you feel too old to do a thing, then get up and do it," said an elderly clergyman. This is equivalent to the advice of Professor James that—"by a little gratuitous effort every day" we keep alive in ourselves the habit of forming habits. Our instincts we get by inheritance, as we get our relatives, but our habits we acquire for ourselves "by a little gratuitous effort every day."

* * *

"It is a funny thing, but true That folks you don't like, don't like you;

I don't know why this should be so, But just the same I always know If I am 'sour', friends are few; If I am friendly, folks are too. Sometimes I get up in the morn A-wishin' I was never born; I make of cross remarks a few; And then my family wishes, too, That I had gone some other place Instead of showing them my face. But let me change my little tune, And sing and smile, then pretty soon The folks around me sing and smile; I guess 'twas catchin' all the while. Yes, it's a funny thing, but true, That folks you like will sure like you."

* * *

No person ever develops mastery who doesn't indulge in what may appear to be drudgery. Whether it really is drudgery or something finer depends upon the thinking and feeling that accompanies the action.

Failure As Necessary To Success

One writer has said, "Here's to the men who lose." Failure is very necessary to success in many cases. A man who is aiming at success will reach much higher goals if he once fails. He may feel that he is the best in his profession and will continue to make slow progress until he meets with some competition.

Joe Louis, the great heavyweight prize fighter, was well on the road to success. No doubt, since he had won all of his previous fights, he probably felt sure that he would win over Max Schmeling. His being defeated made him strive much harder to rebuild his reputation and to reach his goal.

Once a student in a commercial school had much difficulty with his shorthand. He tried very hard to learn it but all of his attempts seemed in vain. At the end of the semester, he failed the course and decided to leave school. His teacher told him that at the rate he was going, he would never be able to write shorthand. She advised him to study ten times harder than the average person. Taking the advice of his instructor, this student studied ten times harder; re-read his book continuously and practiced making shorthand signs. Feeling that he was now capable of doing well in this subject, this ambitious student returned to school. This time he made very good marks and graduated with honors. Today he has the job as court reporter in one of the largest cities in the state. This student was another one of the million people to succeed through failure. If, instead of failing, he had made a low but passing mark for the semester, probably he never would have studied as hard as he did. His failure gave him something to strive for and by it he profited and succeeded.

—MAE BERTHA BRYANT.

They only the victory win
Who have fought the good fight
And have vanquished the demon
That tempts us within.

—Browning.