

## The Campus Echo

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## Let Us Grow

Among the points brought out by the recent public meeting of the student council we heard a familiar truth. The plant has outgrown the student body, we're told. And what would you expect from the students in the line of school spirit, cultural habits, tradition, or anything else that the old schools have?

Yearly, through federal and state grants over a period of years the school plant has imply grown by leaps and bounds. Last school year nine new buildings dedicated at one time! An athletic field, turfing! This year six new buildings, indoor swimming pool, a log cabin! Beautification program, landscaping, walkways, remodeling! New students. New buildings. And they're still coming, ever building up the "handful" who started with the school.

And what do we do about it all? What advantages do we sieze and hold? Nothing. None!

An annual is in our hands; we don't support it. A real student council (and they're making a grand stand this spring) is a thing yet to be. We don't support it. Band together? There always are those who would stand aside and criticize his own cause rather than stand on his feet with his fellow students. We boasted of our teams when they were winning. We champion our leaders when we are direct benefactors; we do nothing for student movements unrelated to us. We are yet narrow, we are yet young. All that's "small time stuff." And it will continue until we realize that students need to stick together to keep each other within reasonable bounds, support student moves, stop gossiping and playing stool pigeon, and bend such energies to real support.

The little things count. Attend student meetings. Reserve the senior bowl for seniors, observe study hour, develop cultural habits through study, improve manners and common courtesies through more and varied social activities. Boost your school, and let not any man rival you in preserving the sacredness of your school colors, your school song—your school spirit.

Be in the respect of one popular student who say, "I'm glad to be called radical if such means to think." THINK! Yes, think constructively. I promise you, you'll still be proud of the Alma Mater when your feet are too tired to crush the soft grass on her campus.

—THE EDITOR.

B. Bryant, what course are you taking in place of your last quarter's "one o'clock class?"

E. Taylor has finally MOVED HERSELF off of the "Man Wanted list" by half-way ensnaring E. Ramsey.

## What Do You Think?

### Are Students Entirely to Blame for Their Failures?

No. Sometimes a student is required to take a subject that does not interest him. Naturally, he will not do well because he does not put forth his best effort. Then, too, some students cannot get some subjects. If they are forced to take one of those subjects they are likely to fail. A student fails if he does not want a subject or because he can't get it.

—Joseph L. Palmer, Senior.

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Yes. Students are responsible for their failures. Almost any student should be able to make the average grade of "C." It is the student's fault if he takes part in so many extra activities that he does not have the necessary time for study.

—Lattie Rogers, Freshman.

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No. They are not entirely to blame for their failures. The mark of the student is left entirely up to the teacher. He may either make it so hard the student cannot pass or easy enough to pass. There are students of different capacities. Therefore the teacher should simplify his material so as to reach all students. If this is not done, the student with poor capacity will fail.

—Charles Rogers, Junior.

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No, not altogether. I think that where there is a large number of failures the student is not entirely to blame. When failures are so numerous I think it is partly due to the teacher. The teacher should examine his methods of teaching and see if there is anything he can do to help the situation.

—Luvenia Ellison, Sophomore.

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Yes, all students are to blame for their failing. It is possible for anyone to make a "C" even if he is not interested in the course. There is no sense in anyone's failing. With a little hard work and serious thinking it is almost impossible for him to fail.

—Hazel Parrish, Senior.

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Yes, I think the students are entirely to blame for this reason. They do not take advantage of their opportunities to study. Instead of studying, the students finds something else he considers more important like playing cards. And he engages in this until it is time for class. He will not use study hour as it should be used; therefore, it is his fault that he fails.

—James D. Saunders, Freshman.

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No, students are not wholly responsible for their failures. It may be that their means of studying are poor or that they do not have access to adequate material for study. They may have been given the wrong impression of the teacher; thus, they would put forth less effort than they should. So, he fails.

—Betty Pretty, Junior.

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No. To a certain extent the students are not to blame for their failures. If they were treated as they should be they would have more interest in their studies. After all they are paying for their education and they will not deliberately throw away their time in the wrong way. If social hour were put on a broader scale the student would be encouraged to get his work. One who is forced to do a thing will not do as well as one who does it of his own free will. Therefore, I don't think the student is entirely to blame for his failures.

—Charles Williams, Sophomore.

## What Price X-Y-Zeds

We American Negroes (pardon me) Afro-Americans have always placed and are still placing a great deal of value upon the acquirement of degrees, especially since we have become nobly enveloped in the cultural advancement of the Negro race. So we go about the serious business of reading, writing, and 'rithmetic in high school; reading and writing and how to talk in college, then (so they say) one is afflicted with "education fever" which moves one to pursue those higher degrees of Masters and Doctors of Philosophy. Yet, I have been told that that Ph.D. has escaped quite a few earnest pursuers. However, when the more fortunate pursuers have reached the top rung of the ladder exhausted from his hard pursuit of Mr. X's printed thought, he deserves to lift his head as the conqueror and exclaim proudly to his fellowmen, "I have achieved!" But it seems that we, poor souls, have been gently supercilious, just moving blindly about in an educational fog and like a Cinderella are destined to be lifted out of our fog by our obliging brother across the way. It seems to be the general belief of people (especially princes) that if we turn the clock of our world around and cease to major in English (which we speak backwards), as so many of us misguided souls do, and perhaps study a new language, say the language of our cousins; cease to study Caucasian history and study the history of the black man, perhaps we could then realize that Africa is a way to the world peace, point one. Point two: Modern invention and the African mind. Of course, Africa gave the world iron and the christian doctrine but what about modern invention and the African mind? That point was a bit illusive.

—MATTIE LAWS.

## Punctuality

"Be on time"—This is a reminder that everyone should remember. It is essential in any type of business, school, play, or social affairs.

There are several disadvantages brought about by not being on time. Usually these disadvantages not only affect the person or persons who are late, but most of the times they put many others as a disadvantage as well.

In a class, for instance, the "Ten o'clock scholar" who insists in coming in after class has started, detracts the attention of the whole class from their studies or lessons. The teacher, if he is the type who will do so, will have to stop his lecture or assignment to mark this student tardy, and then perhaps, repeat the first part of the lecture or assignment again. This type of late-comer throws the whole class back. On the other hand, if the teacher feels so disposed to ignore the late comer by not repeating the lecture or assignment, the late student will find that he has missed a lot of important material and at test time, he is not able to answer the questions because he doesn't know the material required.

The person in business who is always late finds himself behind. He misses too many good advantages. If one is doing day labor and continues to come up late, he soon finds that he is without a job. Not even the best of men will consider a person who insists on being late for work.

In all social activities, the starting time should be noted. There is nothing more disturbing than the person who walks into an audience when a speaker is at his peak of interest, or a person who drops in to a meeting

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## Jakie Says---

### On Winning Friends and Influencing People

Are you a sportsman? Some people have confused the meaning of this question. They are inclined to believe a sportsman to be a weakling. But these believers are very much mistaken. Suppose I define sportsmanship and state the requirements of the sportsman. Perhaps from these definitions you will be able to judge for yourself whether you are a good sport.

Good sportsmanship is conduct becoming to a sportsman involving honest rivalry, courteous relations, and graceful acceptance of results. A sportsman is one who in sports is fair and generous; a good loser and a graceful winner, one who takes recourse to nothing illegitimate.

As we can see, it is not only necessary to practice sportsmanship in the field of sports, but also in daily life. Being a good loser and a graceful winner is especially important. We know that we can't win in all the things we undertake in life. Then why become disgusted when we lose? We also know that should we be more fortunate, it is our good fortune. And that it is the nature of most competitors to be envious of our good fortune. Then, why aggravate their envy by adopting a boastful or egotistical attitude? We are sure to lose friends that way.

A sportsman is one who takes recourse to nothing illegitimate. So often in the business field this principle is overlooked. When competition is too keen, one is easily tempted to adopt methods that are illegitimate. But he must be aware that he is being dishonest. That is one reason the government stepped in and stopped some cut-throat competition.

Take your choice. Do you prefer being a sportsman or would you prefer to be successful regardless of the method you use? Remember you are more likely to succeed by being a sportsman. Through sportsmanship you may meet and influence the right people.

Are you a sportsman?

## Do Women Dress to Please Men?

By GENEVA HARPER

There has been endless discussion over the question whether women dress to please men, and likewise, whether men dress to please women. Along with this question there has also been an implication that fashion movements might likewise be caused by the same fundamental hunger or desire in human nature to please the opposite sex. Much of this argument is based on biological grounds. Hundreds of instances can be drawn from animal life, proving that decorative features in bird, animal and insect life, such as brilliant colorings, bushy tails, are really secondary sex characteristics whose biological purpose is to aid in the fascination of its sex mate.

It may be assumed as a general truth that the desire to appear attractive to the opposite sex is universal among human beings, as well as among all other forms of animal life. I think the effort of both men and women to utilize art in making the most of their personal and sexual charm may likewise be credited to the force of sex hunger, but after this has been admitted, there is still a hunger for changes in fashion.

If fashion movements were in any way an expression of sex hunger, then one would expect that there should be some correlation between

## The Monthly Book Review

*Doctor Addams*, by Irving Fine-man, is the story of the predicament of the scientist in the modern world. Doctor Addams follows the tradition of Dr. Arrowsmith in Sinclair Lewis' *Arrowsmith*, but is beset by problems that did not even exist when Sinclair Lewis' character was created.

In the institute of science with which Doctor Addams is identified, he is surrounded by men and women who are devoted to science and the ideal of serving humanity. Their personal lives are complicated by their freedom from ordinary inhibitions. Political and racial differences and the fight over socialized medicine upset their researches more and more. Scientific knowledge has freed them from moral restraints, yet they cannot escape the troubled world of today; cannot escape being torn by human passions.

When Doctor Addams attempts to set up a completely emancipated personal relationship with Irene Barrett, his scientific training is of no avail.

Dr. Addams is in line for a Nobel Prize in piophysice. Irene deters him slightly, but this deterrent later has the effect of making him more assiduous.

—ISABELLA A. JEFFREYS.

the growth and spread of a new fashion, and the marriage rate, but I do not know of any such relationship.

For those who maintain that women dress to please men, for the time being disregarding the exceptional cases, the questions may be asked: Are the new fashions, whatever they may be, ever dominated by what men prefer or like? Stop and think a minute. Do you believe that a fashion of bobbed hair and split skirts would ever have spread over the country or that rouge would ever be applied so thickly, if men had been consulted on the subject? It is not that men are any wiser than women in the selection of their fashions, but both are ruled by something other than regard for the opposite sex.

Probably the most active as well as the most effective human hunger underlying fashion is the desire for self-assertion; the desire to be different. This grows out of a feeling of inferiority. Vigorous personal assertion, loud conversation, the use of loud apparel, gaudy colors, grand manners, and monopoly of the conversation and rivalry with others are distinctive symptoms of this feeling. Women have tried very hard to fight this inferior feeling. They are ever struggling to prove their equality with men. As a result they have gone long distances to adopt the manners, the conversation, the mannish clothing and other activities of men. In sports, they have gradually imitated and adopted men's styles in athletics, swimming, mountain climbing, horseback riding, tennis, overarm strokes in swimming, and so on. They have likewise imitated the vices of men such as smoking and drinking. Changes in dress gives the illusion of change in personality.

There is also a social satisfaction in being well dressed. The relation that dress bears to sprucing up temporary failures, helping them to get jobs, and put them on their feet again is recognized by all social workers.

The hunger for companionship is effective in fashion movement; in promoting imitation of what the leaders of any group are wearing or using.

EDITOR'S NOTE: Do women dress to please the men? What is your answer? We say, "Yes."