

VIERTEL NOVEL TREATS RACE

Joseph Viertel has written a startling novel that is likely to be remembered for a variety of reasons. It is the first novel in recent years to portray the Negro who attains success in the white world, yet somehow finds, in the end, that this is not enough, for the tensions and frustrations that plagued him on the way up have merely intensified.

Marcus Garvey Holmes was born in a hovel in the South and grew up in a Negro ghetto in a New England village. He managed to achieve an appointment to West Point, served with distinction as an officer in the Korean War, and joined the State Department where he eventually ended up as ambassador to one of the newly emerging African nations. Meanwhile he has married Robbi, his white high school sweetheart, and seemingly as the best of two worlds; but before long Marcus begins to suspect that he is really accepted by neither, that whites patronize him because of

his position and most Negroes feel that he has sold out to the white world in order to attain it. Even his wife, loving but extremely neurotic, often acts in such a highly irrational manner that Marcus comes to believe that she too considers herself superior to him, and in the end his world topples around him and he ends up living in involuntary exile.

In this huge, incisive, and absorbing novel, Viertel proves once again that he is one of our finest storytellers, for *MONKEY ON A STRING* covers a vast canvas brilliantly, both in time and geographical space, and is peopled by a dazzling variety of characters, both Negro and white. It is a novel which is at once highly readable yet goes far beyond the confines of mere entertainment, for it contains a crystal-clear picture of two continents and two separate philosophies, and shows how the boundaries which so clearly define each are destroying any hope for a world in which all men can live in peace and harmony.

LIBRARY RECEIVES BOOKS

By ALICE F. JONES

The School of Library Science at North Carolina College has recently received a 30-volume set of the 1968 edition of the *World Book Encyclopedia* and one volume of the *World Book Atlas* from the Education Department of the Field of Enterprise Educational Corporation, publisher of the *World Book Encyclopedia* and the *World Book Atlas*.

The school became a recipient of the books several years ago when a representative from the Field of Enterprise Educational Corporation introduced the program to Miss Evelyn Pope, Dean of the School of Library Science. The program was designed to promote the advertisement and sale of the encyclopedias and atlases.

The North Carolina College School of Library Science is one of the many educational institutions to whom the books are loaned, free of charge, as a means of publicizing the books.

Once an agreement between the various institutions and the publisher is made for placing the encyclopedias in the schools, the publisher automatically sends succeeding new editions to the institutions.

Miss Pope stated in an interview that each time that a new edition of the encyclopedias is published, the School of Library Science receives a set of the books. Each time that another edition is loaned to the school, the old volumes are returned to the Field Enterprise Educational Corporation.

The program provides the school with an economical means of making the encyclopedias available to the students.



"Even back in Grampa's time there was something to make you sleep... they called it work."

By VERGIL G. WRIGHT
Romance Language Department
North Carolina College

Of the many theories propounded in determining the basically distinguishing characteristic of man, the one which projects itself beyond all others is his faculty of speech. He is the only being who has captured the epic aspirations of man and expressions of nature as portrayed by the rolling metaphors of Homer. With words Milton fathomed the depths of Hades and soared through the celestial; Shakespeare captured practically all the experiences of human life; the Negro spiritual fixed forever the darkest moment in the life of the black man; Aristotle, Socrates, Jesus, Bacon and Einstein place us in the presence of intellects which grasp the principles of all knowledge.

With words the psalmist cries out to his God: "I am weary with my groaning; all the night make I my bed to swim; I water my couch with my tears." The more we ponder the Gothic cathedrals and lyrical friezes that man has created with words, the more we realize the gulf which exists between the mind of those who could speak thus and the minds of dumb animals.

There are certain truths which are self-evident. The primary truth about a word is that it comes only from mind. Every word was originally made by a personality which first designed and invented it. A word, therefore, is an artificial human product, the outgrowth of a need, just as a knife was first made by someone who wanted to cut. In the infancy of philosophy some theorists ascribed the beginning of words to phonetic

Professor Saluted

By Ronald Robertson

What more can be asked of a college professor than to be truly dedicated to his students and to the promotion of their ideas? What more can he do than to encourage and inspire them? Yet, is there such a person of this nature? Yes, there is. Behind a desk cluttered with papers and his eyes "pasted" in the pages of a book that he had taken from an over crowded shelf, there sat very amused by his daily routine an assistant professor of Political Science at North Carolina College.

Reared in Georgia where he was inspired by reading documents for his grandfather, he entered the field of Political Science at Morehouse College in Atlanta. After he had spent his undergraduate years and had taken part in journalistic writing at Morehouse, he entered the University of Chicago where he earned his M.A. degree. While spending several of his school years in Chicago he worked diligently as a rewrite (higher clerk) in the city's court system.

In 1966 he and his family of two moved to Durham upon his acceptance of the position of assistant professor in Political Science at North Carolina College. His students, inspired by his "getting-the-point-over teaching method" have declared

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Faculty Of Speech Viewed

imitations of natural sounds. But this bow-wow theory, as it has been called, soon died after the recognition of infinite human capacity for making languages.

Thoughts need words to become true thoughts, but feelings do not need words to become true feelings; in fact we often vainly try to express our feelings in words, and find words fail us.

The registration of words on our gray matter may be likened to the registration of words in books on library shelves. When a man sets about to learn a language new to him, he has to add another brain shelf for that purpose, because the old shelf has too many books on it to allow any room for a row of entirely new words. Sometimes injury to a shelf ruins it to the extent that the ability to speak a certain language is completely lost. Some investigation has led scientists to the conclusion that on each shelf the verbs are placed first, the pronouns next, then the prepositions and adverbs next, and the nouns last. These cerebral library shelves may sometimes be partially, instead of completely, damaged by accidents to the brain.

It requires the most persevering attention and application for many months to learn to read. Over and over again the pictures of the separate letters have to be identified so as to be distinguished from one another, and then their combination into words successively mastered until the word symbol and its meaning are simultaneously recognized. This process of brain shaping has to be done piece by piece, or layer by layer until a modification of the gray matter results. Thus by constant repetition of a given stimulus, we can effect a permanent anatomical change in our brain stuff. This psycho-material change must be there, though no microscope will detect it, or identify the English reading from the French reading cells, in one who can read both languages, but yet there it must be, or an injury could not destroy it.

Professor Hinshelwood, of the University of Glasgow, published the case of a highly educated man who was brought to him for an attack of ordinary word-blindness. The patient had learned Greek, Latin and French in addition to his native English. Upon examination the patient displayed the ability to read Greek perfectly. He could read Latin better than English but not so perfectly as Greek, while in French he made more mistakes than in Latin, but still

read it a great deal better than he could his native English. The explanation was that the injury to his brain matter nearly ruined the English shelf, then damaged to a less extent the French, and still less the Latin shelf, while the Greek shelf escaped entirely.

When the man separately studied these three languages, in addition to his childhood's speech, his consciousness and his will certainly co-operated in prolonging exercise, until wholly distinct portions of his gray matter were fashioned, one for Greek, another for Latin, and another for French words, each so divided from each other and from the earlier English stratum, that they were respectively differently affected by the damage which involved this word area.

This leads to the principle that a stimulus to nervous matter effects a change in that matter by calling forth a reaction to it until by constant repetition a permanent alteration in the nervous matter stimulated occurs, which produces a fixed habitual way of working in it. It, therefore, follows that the brain must be modified by every process of true special education.

Children under ten years of age acquire languages by ear very easily because the gray matter of their word centers is very plastic and can soon be fashioned for that purpose. But what is gained easily is lost easily, for if a child at that age be removed to another country, where he no longer hears the language which he has learned, he generally forgets it in less than two years.

One of the properties of the personal human will is that of being a specific brain stimulus, more potent than all the afferent stimuli together in producing changes in brain matter, by which the brain acquires, and by it alone, entirely new powers of functions not possible in any other animal brain.

We need to attach more importance to inhibition. Without inhibition no organization of a nervous system would be possible. A mere animal cannot be held responsible for anything for it is so fully the creature of the mechanical afferent that it has no true power of choice. But man CAN always do or not do as he chooses, or, in other words, wills.

The will has the power to alter the brain in such a way that in time the brain thinks only according to certain habitual ways. This is the substance with which we must deal in learning and in teaching.

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