

## IS JUDGE LYNCH DEAD OR SLEEPING?

By Dr. Kelly Miller

Lynching and kidnapping are twin iniquities which seem to thrive only on American soil. Both of these horrible practices seem to flare up, flourish, and fade away without cause or notice.

The nation was shocked at the kidnapping of the infant son of Charles Lindbergh, its most honored and beloved citizen. Drastic Federal Law was immediately enacted intended to prevent all such horrible repetition in the future; and yet, in spite of Federal Law, we stand appalled and horrified at the recurrences of kidnapping.

At the time America's lynching record amounted to three hundred a year; lately it has died down to less than one thirteenth of that number. Furious agitation has raged about lynching and kidnapping, and sundry attempts have been made to put an end to both of them by national legislation. The Dyer Anti-Lynching Bill was pushed through the House of Representatives in 1921 mainly by the activity of the National Association for the Advancement of Colored People. Lynching continued to thrive with fluctuating frequency until there was renewed attempt by the same organization to pass the Wagner-Van Nuys Anti-Lynching Bill during the present session of Congress. While this Bill was under consideration several lynchings occurred in the South. Bankhead wrote the Governor of Alabama advising that if these outrages did not cease Congress would surely pass the pending Federal Anti-Lynching Bill. This admonition clearly indicates that the South through its influential and responsible leaders can control the outbreak of lynching if it has the disposition to do so.

The Wagner-Van Nuys Anti-Lynching Bill, after having passed the House of Representatives, was brought to the floor of the Senate and practically every Senator outside of the eleven far Southern States had committed himself to its support; a small group of Southern Senators bound themselves together to defeat its passage through the Senate at all hazards. Filibustering tactics, the last resort of a desperate cause, were relied upon to encompass its defeat.

It was noticeable during the discussion that the South did not employ its usual tactics of condoning lynching or denouncing the Negro race for its brutal instinct, which had hitherto been urged in condonation, if not in justification of lynching. On the other hand, it was contended that the evil was passing away of its own accord without the interference of national legislation. The number had decreased from a peak of three hundred a year down to an annual average of less than ten.

It is a pleasing fact that during the first six months since the Senate made the Wagner-Van Nuys Bill the order of the day and seriously threatened its passage there has not been a single recorded case of lynching. Whether this cessation of this gruesome national pastime was due to the threat of national legislation, or that the crime was dying of a natural death, is but a matter of speculation. But one thing we do know: the number of these horrid happenings has been reduced all but to the vanishing point. The decline was steady and unmistakable before as after the recent legislative threat.

If the nation can forego the commitment of this horrible crime for six months, why not for a year; and if for a year, why not permanently?

The South, it is claimed, has been put on its good behavior and constrained to desist from this violent outbreak of racial passion. If so, why cannot this desistance be made perma-

nent. If the more enlightened element of the South can hold the impulse of the baser element under restraint pending dreaded national legislation, why not indefinitely?

The query still recurs, is Judge Lynch dead or is he merely sleeping? Have we seen the end of Lynching or merely its temporary cessation? All right-minded Americans without regard to race, section or political affiliation must join in the hope that Judge Lynch will never again hold his evil court on American soil.

The National Association for the Advancement of Colored People naturally enough claims credit for this lull in lynching. For more than a quarter of a century this militant organization in and out of season has striven to make this nation conscious of the national crime which belies its lofty pretensions, stultifies the national conscience and strains its reputation in the eyes of the world. It has impressed this evil not only upon the consciousness but upon the conscience of the nation, and aroused a keen sensibility to the enormity of this sin. The nation owes Walter White, the valiant hero of the Anti-Lynching crusade, a vote of thanks for what he has accomplished to uphold the good name and honor of the American people in their own eyes and in the eyes of the world. Walter White deserves to go down in history as one of the moral heroes of America.

## PROTEST MADE ON NAMING LINDSAY WARREN

New York, June 10.—A protest has been sent by the N. A. A. C. P. to President Roosevelt upon the reported appointment of Congressman Lindsay Warren of North Carolina to be comptroller general of the United States.

The association based its protest upon the record of Congressman Warren as chairman of the House committee on accounts which has charge of the House restaurant. In 1934, Congressman Warren was quoted as stating "the House restaurant has been operated by the committee since 1921. It has never served colored employes or visitors nor will it so long as I have anything to do with the restaurant."

Although the House restaurant has catered to the public for years, under Congressman Warren's administration white outsiders were served but not Negro outsiders. The protest against the policy became so persistent that Congressman Warren instructed the restaurant managers to pretend to observe the rule that only members of the House would be served. The restaurant segregation provoked one of the famous speeches by Congressman DePriest on the floor of the House in which he engaged in sharp exchange with Congressman Tom Blanton of Texas. It was in this speech that DePriest made his long remembered remark about some white people being so particular about the people they ate with and not so particular about the people they slept with.

It is the contention of the N. A. A. C. P. in its protest that a man holding the views of Congressman Warren on the race problem should not be given the high office of comptroller general where he can pass upon expenditures of funds for all the citizens of the United States.

If we stand in the openings of the present moment, with all the length and breadth of our faculties unselfishly adjusted to what it reveals, we are in the best condition to receive what God is always ready to communicate.—T. C. Upham.

## WANT DEMOCRATIC RIGHTS IN EDUCATION

To all Teachers, Educational Organizations and the General Public:

The 76th Annual Convention of the National Education Association, meeting in the City of New York, June 24-30, is dedicated to the role of the school as an important agency in building world citizenship. This all-embracing educational platform is in keeping with the objectives of this organization, as well as in accord with the principles of general democracy and full opportunity for every American Child.

But these objectives and principles, noble though they be, are, at present, far short of attainment both for teacher and child. Opportunities for full democratic participation in the "American Way" are still being denied to certain groups of teachers in this country. The spirit of tolerance and equality has not kept pace with the rapid social and economic changes in our national life. This lack of understanding has caused a growth of, apparently, insurmountable barriers in the paths of conscientious and sympathetic teachers. A negative reaction towards the chief goals of the Association must of necessity have its baneful effect upon the type of teaching to which the youth of our nation are exposed.

To be frank, this Committee feels that we have not been squaring principles with practice in the National Education Association. We wonder what will be the real effect upon the millions of young minds who are told to believe in democracy but see, each day, the most hypocritical practices of it.

How can we go forward with Horace Mann when, at National Conventions of the Organization, especially in certain sections of the country, some teachers are banned from the very hotel or public place that houses the gathering? Can we prate of democratic ideals when some teachers are refused the right to sit at the banquet table with other teachers on the basis of human fellowship? Such rank injustices are incompatible with the ideals of our profession and inharmonious with the sonorous tunes chanted by living and dead exponents of a square deal for every American.

We believe with Supt. Stoddard of Denver, Colorado, "that education which does not disturb complacency is no education at all." Too long have we accepted the "status quo" of educational principles and practices without raising a dissenting voice. Today, hundreds of Negro teachers in Southern States are petitioning the courts of the Nation for a right to live—for a salary scale that is comparable to that of other groups. A challenge to complacency should not permit our great democratic body to allow their cry to go unheeded.

The City of New York affords a fine example of genuine democracy in its public schools. In the words of Hon. James Marshall, President of the Board of Education, "New York is an educational laboratory that can teach genuine democracy to the rest of the States and to the Nation." A splendid opportunity awaits the coming convention to see democracy in education in practice.

Towards a furtherance of this end, the Teachers' Committee for Democratic Rights is issuing this manifesto with the hope that every genuinely democratic organization and person interested in the cause of education will engage actively in a program for justice to all racial groups comprising our polyglot and heterogeneous nation.

Following this appeal will come a set of resolutions for which we ask your support and co-operation. This is a call to action. Old prejudices can pass away and a new era dawn upon the horizon of our civil-

ization only with the guardians of the minds of tomorrow. In the words of a great educator, "Human history is one history and human welfare is one whole." If we permit that expression to become "not merely a conviction of the understanding but a sentiment of the heart," a new day beckons to the forces of education carrying a program of integrated democracy that shall add lustre to the crowning achievement of our great Nation. Will you give substance to our hope?

## TEACHERS COMMITTEE FOR DEMOCRATIC RIGHTS,

James Egert Allen, Chairman;  
Harcourt A. Tynes, Vice-Chairman,  
Lionel C. Barrow, Treasurer.

## THE SEVENTY-FIRST COMMENCEMENT AT BARBER-SCOTIA COLLEGE

Doctor J. A. Cotton and President Gallagher Speak

The seventy-first commencement of Barber-Scotia College came to a close June 7. Diplomas were awarded to thirty-six graduates, twelve of whom had scholastic records entitling them to be graduated with honor. It was evident that the college, long recognized for the quality of its work, had done a good job in selecting and training young women who give evidence of combining scholarship with character, thus preparing them for the type of leadership in home and elsewhere which will forever remain compensating elements in the race and nation.

Students graduating with highest honors were Thomasina Marshall of Chicago, Ill., Evelyn Davidson and Mary Willie Davidson of Charlotte, N. C.

Doctor Cotton in presenting the baccalaureate sermon challenged the students from the subject, "How To Make Your Life Count." By striking illustrations and clear analysis he emphasized his theme, "What You Are To Be You Are Now Becoming."

Equally dynamic was the Commencement Address delivered by Doctor Buell G. Gallagher, President of Talladega College. His masterful address was an elaboration of the idea that "Maturity Consists of the Effort To Recapture Childhood Without Becoming Childish," that is, the certainty and faith of childhood, lost in youth, must be regained in adulthood if we would make maturity count in terms of its richest possibilities.

Scholarship prizes were awarded Thomasina Marshall, Evelyn Davidson and Mary Willie Davidson. Two scholarships were also awarded to members of the Freshman class for excellence in scholarship during the Freshman year: Jeanette Lake of Jacksonville, Fla., and Mildred Mitchell of Charlotte, N. C., were the winners of these awards.

The Alumnae returned in larger numbers than in recent years and pledged again their moral and financial support. The Association turned over to Dean Cozart \$152.28 to enlarge the \$1,500 Alumnae Scholarship Fund and the Furniture Fund used to refurbish dormitory rooms.

## R. P. BRADDOCKS OUT OF DUNBAR BANK

New York.—(C)—The Dunbar National Bank of New York really closed down on May 31, and Robert P. Braddicks, Assistant Vice-President and manager of the 150th Street branch, found himself out of a job on the morning of June 1. The bank's doors are still open for liquidation purposes, but no deposits are accepted and no checks cashed.

## WHAT EDUCATION IS FOR

By Rev. Herbert Spough In The Charlotte News

"The purpose of an education is to enable a man to think clearly and to act wisely," declared President Walter Lingle to Davidson graduates in one of the shortest and most pointed commencement addresses on record. Some speakers could have talked for an hour and not said as much. Certainly the graduating class should remember that. And remembering that they will realize that they have a life-time job before them.

With commencement addresses and baccalaureate sermons still in our ears, it is well that all of us take some stock of our education. With all of the increase in learning which has come about in recent years, we wonder that there are so few evidences of world affairs being in the hands of educated men and women.

Long ago a famous educator wrote, "An education is preparing to get along with your fellowman and with your God." We seem to be having considerable difficulty with both.

The educated man is he who knows how to live on friendly terms with his neighbor, to enjoy communion with his God, to get with it all a wholesome joy out of life here and to look toward the life beyond with happy expectancy.

Many think that when one finishes school, his education is completed. But the idea is growing that leaving high school or college with a diploma is by no means the end of education, but its real beginning.

In truth, everything we do should teach us something, enable us to learn something we did not know before. Education is not confined to the school room or the church service; it is as broad as life itself. Everything we do on the job, on the farm, or wherever we may be, which makes us understand more about life than we did before is education.

He who is willing to learn from every experience in life is constantly becoming educated.

Dr. Roy L. Smith, writing of growing education with the growing years, observes: "As a man grows older and wiser, he values the voice of experience more and the voice of prophecy less; he finds more of life's wealth in the common pleasures—home, health, children; he thinks more about the worth of men and less about their wealth; he begins to appreciate his own father and mother a little more; he boasts less and boasts more; he hurries less and makes more progress; he esteems the friendship of God higher."

Psychologist Albert E. Wigam gives the following "Ten Marks of an Educated Man."

1. He keeps his mind on every question until all the evidence is in.
2. He always listens to the man who knows.
3. He never laughs at new ideas.
4. He cross-examines his day-dreams.
5. He knows his strong point and plays it.
6. He knows the value of good habits and how to form them.
7. He knows when not to think and when to call in an expert to think for him.
8. You can't sell him magic.
9. He lives the forward-looking, outward-looking life.
10. He cultivates a love for the beautiful.

Jesus Christ was the most highly educated man to set foot on the earth, yet he held no diploma from an earthly university. It is recorded of Him that "all bare Him witness, and wondered at the gracious words which proceeded out of his mouth. . . . He taught them as one having authority, and not as the scribes."

The Apostle Paul, whose ed-

ucation was a marvel to those of his day, was ever in the process of learning. "Not as though I had already attained, either were already perfect. I count not myself to have apprehended: but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before, I press toward the mark of the high calling of God in Christ Jesus."

Paul's associate in pioneering a new world civilization, the Apostle Peter, delivered his commencement address in these words: "Grow in grace, and in the knowledge of our Lord and Saviour Jesus Christ."

## PRESBYTERIAN YOUNG PEOPLE'S CONFERENCES

"A different kind of confidence" is the way in which the three regional conferences, to be held this summer for Presbyterian young people, have been described. The conferences will constitute a national gathering of Presbyterian young people, divided into three regional meetings, in order that a larger number of young people may participate at less individual expense. Held under the auspices of the Board of Christian Education, cooperating with the Boards of Foreign and National Missions, they are scheduled as follows: Eastern Region, Grove City, Pennsylvania, from June 20 to June 25; Central Region, Park College, Parkville, Missouri, July 11 to 16; Western Region, Zephyr Point Conference Grounds, Lake Tahoe, California, July 4 to 9.

Only regularly chosen delegates from Presbyterian colleges, Presbyterian student groups in universities, theological seminaries, young people's organizations in Presbyteries, and Presbyteries without youth organizations may attend.

To develop a better understanding of the Christian religion, and to discover how the Christian religion can be made effective in personal and social living today by means of a denominational program are the major aims of these conferences. Attention will also be given to the special problem of organization and activities in the student field and to the relationships of youth organizations in Presbyteries and Synods.

"Presbyterian Young People in the World Christian Community" will be the theme at each conference.

For general information regarding the conference, correspondence should be addressed to Dr. Frank D. Getty, 1125 Witherspoon Building, Philadelphia, Pa. Address inquiries regarding student groups to Rev. John Maxwell Adams, 814 Witherspoon Building.

## TEXTBOOK TREATMENT OF NEGRO TO BE AIRED

Columbus, O., June 10.—The manner in which the achievements of colored Americans have been omitted or distorted in the textbooks used in the public schools will be the subject of one of the principal addresses at the 29th annual conference of the N. A. A. C. P. here Thursday night, June 30.

Dr. Charles Edward Russell, famous writer, lecturer and member of the board of directors of the N. A. A. C. P., will deliver the address. For many years Dr. Russell has been fighting to correct the misstatements and omissions in school textbooks concerning the Negro and the Civil War and Reconstruction periods. He is at present a member of a committee of the board of directors of the N. A. A. C. P. which is conducting a survey of textbooks used in the public schools.

Dr. Russell reports that some textbooks do not mention the

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