

How To Open Your Own School JOHN J. SYNON

In this space, last week, I took occasion to urge those parents who are concerned over the Supreme Court's latest edict — Dear Sir: integrate Now! — to open their own school. In substance, I said it took a single dedicated per-

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Dear Sir:
Several weeks ago, I sent you a letter and newspaper clippings that dealt with the school crisis son with energy enough to get the job done that experience was secondary, that help would come from all over.

Unknown to me at the time I H.E.W. guidelines through court

We built a high-school department from an abandoned auction barn and have ordered a 40-room school building that will be erected by our citizens upon receipt from the factory.

This has been done with a period of six weeks, along with the establishment of one of the finest school systems in our area. It is completely staffed with qualified teachers.

Our elementary department, which has over 1,800 students is housed in various buildings throughout our parish. These children, too, are being taught by our teachers. Our high school department in operation at the auction-barn site has over 600 students.

The people in our area con-tributed over \$300,000 in a two-week period. Our ladies sponsored a bar-be-que held on a Sunday and they sold about 7,000 plates. The end result of this bar-be-que was about \$10,500 net profit which was turned in to our school.

I am attaching transcript which I have written and mailed to several newspapers, as I fe that our area has had little or no publicity as to our accomplishments. It is my opinion that something has transpired to prevent the television stations and vent the television stations and larger newspapers from publishing our efforts to retain our Godgiven right of choosing how to educate our children. Having only a weekly newspaper in our area, I am reluctant to believe that these larger newspapers will be generous enough to print the results of our efforts.

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I wanted you to know that even though our school board was forced to give up in their efforts to retain freedom for our children, despite that, the parents of these children are not about to give up. We have set the pace for our State, and, or myself, I wouldn't trade places with any other citizen in this nation. I am proud to be a citizen from Evangeline Parish, Louisiana.

WHAT IS THE ANSWER?

by Henry E. Garrett, Ph.D.

Q: Dr. Garrett, that Dr. Arthur Jensen of the University of Galifornia certainly made a splash, didn't he, with his findings. While I am glad to see the publicity given his opinions—that Whites are smarter than Negroes—what's so new about that? It seems to me others, you among them, have been presenting this sort of evidence for a long time.

A: What Dr. Jensen did was to find that Negroes have IQs

about 15 points lower, on the average, than Whites. This, it is true, has been many times reported. What is interesting about the great amount of publicity given Dr. Jensen's published work is that publicity it.

self. Perhaps times are chang-

that? It is one of the most heartwarming letters I ever received, an inspiration. And my hat is off to Mr. Fontenot and to the rest of the fine people of Evangeline Parish who will never be whipped because they won't be whipped.

How about you?

Q: Dr. Garrett, this past fall my son's high school was "massively integrated." He tells me the black children seem to be a drag. That is his way of put ting it, meaning, I take it, the don't learn as rapidly as do whit children. What about it?

A: Negroes can learn as readily as White children so long as the material given them involves only rote memory. But when the material demands reasoning, the Negroes lag behind. This is a common and often repeated finding. Moreover, it is a principal reason why "massive integration" should not be in effect — it is injurious to both

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