

FOOTBALL BASEBALL **SPORTS** BASKETBALL TENNIS GOLF

A&T's Mel Groomes; Master Of The Diamond

GREENSBORO--The subject of motivation is one of the most fascinating conversation topics from the college classroom to your favorite Saturday evening publication.

Just what is that extra ingredient that separates good athletes from the superstar or the good coach from the great coach? An interesting subject to study when evaluating a coach would be North Carolina A&T's baseball leader, Mel Groomes.

Now entering his 20th season as the Aggie Coach,

Groomes has amassed 300 victories against 60 defeats. He has won nine CIAA championships and his 1974 team finished in a tie with Howard University for the MEAC crown.

Even more remarkable is that during his coaching career only one team has finished below second place.

But his record is not what makes Mel Groomes such an interesting personality. He is a baseball coach in an area where almost all of the attention, financial and publicity wise is dedicated

to basketball, the kingpin of Tar Hell athletics, and football.

Despite this, Groomes approaches each baseball season with the enthusiasm of a rookie coach out to prove he deserves a place with the best.

"Over the years I have developed a rapport with the community, the student body, and the players and that enthusiasm has just seemed to filter down to all of the teams I have coached," said Groomes, who is a trim looking 49 year old. "For baseball at

A&T and most colleges, there are no large crowds that turn out night after night to watch so much of the spirit must come from within the players and myself. I have always been fortunate to have individuals on my team that had the ability to win despite the obstacles.

The charismatic Groomes, recognized as the most popular among the A&T coaching staff, has had many interesting and satisfying moments during his 20 year career. The most memorable came

during the Aggies' next to last year playing CIAA baseball.

"We were playing Delaware State in Richmond for the championship," Groomes recalled. "We split on Saturday and had to play on Sunday for the deciding game.

"We didn't have the money to stay in a hotel so we had to come back to Greensboro. The bus broke down on the way back and by the time we got home it was 5 a.m.

"We got a little sleep in and were back on the road

and ready to play in Richmond by 4:30. We won the championship decidedly." Although Groomes is a firm believer in hard work and dedication in practice he will revert to "gimmicks" to motivate his team when he feels it is necessary.

"Since I've been coaching at A&T, I have always had an established ace pitcher," said Groomes, who is known around the A&T campus as "Big Ten." There was James Baten, who never lost a game during his four year career, and more recently, Al Holland, who led the nation in strikeouts for three seasons.

"This year we have to prove we can win without Al Holland. With him on the mound, we knew that all that was needed to win was a few runs because Al just wasn't going to give up too much.

"We will have to be a scrappy team this year, everything we get we are going to have to protect."

Although the baseball program generates interest among the male student population. At the beginning of spring workouts 75 per cent usually turn out.

"I never cut a player from the team," said Groomes. "Over the years I have developed my own type of farm system and I feel that if a youngster has the desire and patience to stick it out and wait until he can become a vital part of the team then he should receive every chance."

Last Saturday Groomes won his 301st game as the Aggies defeated Shaw University 15-7 in Raleigh. There is no talk of retirement so it appears that Mel Groomes will be around Aggiefield for many more seasons.

A RIDDLE IN RHYMES

by Rev. T.M. Walker

WHAT AM I?
Originally I came from the forest soil
Where in timber-land I grew.
Physically I was involved in one's toil
Until his special work was through.
From timber-land I was taken away,
Which means that I had to die.
With tools in hand men fashioned me one day
Into an object to glorify.

WHAT AM I?
After the hand tools had fashioned me well,
Immediately I became a burden.
Those were fools using me as history can tell,
For the evil planning was not sudden.
Pre-meditated murder was committed on me,
But this I can't justify.
It makes me shudder to look back and see
How the killers did this and got by.

WHAT AM I?
Strong shoulders carried me up a hill
To where I was anchored into earth.
Mean soldiers stood by ready to kill
The Man who ushered in the new birth.

From my out-stretched hard wooden arms,
A suspended object swung high
To save the wretched from eternal harm
So that their soul shall never die.

WHAT AM I?
(The answer to last week's riddle is BROADCASTING STATION. The answer to this riddle will appear in the next issue of THE TRIBUNAL AID.)

122nd Oserance Address

and to a contemplative mood by our young. Where there can be no secure reliance on the honesty and integrity either of their elders or their peers, many have inevitable returned to reading and meditation and to the quest for the ultimate law to gain some fling for a higher purpose in life. That in essence is what the students of William and Mary and of Harvard and Yale did in that earlier Colonial time of the lull before the full blow of the American revolution. If they had not done so then, and if our present students were not now doing so, then our nation with all of its power and wealth may soon lie in the dust of the future world like Percy Bysshe Shelly's Ozymandias, whose inscription read, "My name is Ozymandias, king of kings, Look on my works, ye might and dispair!" but of whose works nothing remained but decay and the boundless bare stretches of arid wasteland. He and his land were but a blotted memory of what might have been.

The greatest threat that we face is not historical racism as you have been accustomed to think, but rather the dominance of economic power over democracy itself. The excessive concentration of wealth, power and control of both national and international affairs by multinational corporation oligopolies has great meaning for us. We must be concerned whether they have any greater loyalty to any one country than to another, and whether in structure and operation they are compatible with or antithetical to a democratic government. Two thirds of such multinational enterprises are corporates of the United States. Their decisions have a more comprehensive impact upon all of the concerns of both our survival and the quality of

the domestic life of our nation than any issues associated with domestic racism. As a matter of fact, the recently orchestrated oil crisis must be seen in a vastly larger context than the so-called school bussing issue. Even with respect to the continued existence of Livingstone College, decisions are already being made in government, in philanthropic foundations, and in business which will greatly affect whatever you propose to do in the future, and Livingstone cannot be left to flail blindly into the wind like King Lear.

Such dimensions of the economic and political life of our nation must become our serious and studied concern not just from the narrow spectrum of racism, but from the more fundamental recognition that racism is but a small part of a larger scenario. What kind of society will there be in the third century of this nation? Will the great promises of liberty and democracy survive at all in this new mode of multinational economic and governmental organization? It is no accident that there are fewer rather than more democratic governments in the world since World War II, in spite of all of the more than thirty countries which have come to independence in the name of democracy in the past two decades. It is even more a matter of concern that even more of the old and traditionally republican governments of Europe have migrated away from, rather than toward, the democratic republican model.

Even as we look at the quantum leaps in the advancement of science and technology in which America has taken the major strides, this fact and what it will mean for the future utilization of human beings has already been clearly indicated to us.

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Inside our institutions or learning, we must come to grips with the fact that computer based technology is not compatible with the full utilization of trained persons, let alone the larger numbers of ill or marginally trained technicians. We must make a conscious and determined effort to educate as many of our young adults as possible to full professional competency at all costs, because there is a fundamental difference between full professional qualification as a scientist, engineer, architect, or business executive, and the massive orchestration of large numbers of minority students into obsolescence at the level of technicians and aides.

Our single greatest higher educational challenge is to consciously prepare a cadre for succession to the total range of leadership responsibilities in this nation. We must think not only of leadership for our own organizations and institutions, but leadership to improve the quality of the total society itself. We did not replace Dr. Ralph J. Bunche at the United Nations, Mr. Hobart Taylor Jr. at the Export Import Bank, Dr. Robert Weaver at the Department of Health, Education and Welfare, Dr. Andrew Brimmer at the Federal Reserve Bank, or Dr. Percy Julian at the Julian Laboratories. It is not that we do not have men and women of comparable capability and preparation, but that they are in too short supply. Therefore, our institutions must not be diverted to any other priority than concentration upon increasing that pool. We also cannot afford to have future leadership arise, as in the past, more by accident of circumstance than by our conscious discipline and systematic

design.

It is our responsibility to consciously prepare lines of succession to such positions as those of Supreme Court Justice Thurgood Marshal, Cabinet Members Dr. Robert Weaver and Mr. James Coleman, Federal Bank Directors Dr. Andrew Brimmer and Mr. Hobart Taylor, Jr.; on the one hand, and NAACP Executive Director Mr. Roy Wilkins, and President Dr. W. Montague Cobb, Urban League Executive Director Vernon Jordan, United Negro College Fund Founder Dr. Frederick D. Patterson and every conceivable role across the spectrum of business, industry, education, religion and public service from the head of the family to the head of State. It is the gravest responsibility to both educationally and psychologically prepare this generation to aspire not only for the basketball court, but for the Supreme Court; not only to be a duke, but to be a disciple; not only to inhabit the slum house but to occupy the White House; and with respect to the quality of that leadership, not only to inspire others to transcend the ghetto but to be the special catalysts to save the nation and all its people.

What the nation does in its public educational policy priority and resource allocation is one thing; but what we do in our private institutions to the lives of our youth, regardless of race or any other mitigating irrelevance, is quite another thing. We must first know the different before we can fully appreciate the need for the extraordinary dedication to make the difference. This institution

and her sister institutions maintained their fidelity to education as a right to culture and as a responsibility to full professional competence in spite of past century of public, regional and private foundation commitment to support only vocational and teacher training education for Negroes on the explicit assumption stated in many ways that the liberal education of Negroes would create within them unrealizable aspirations. We ran the tortuous gauntlet of our civil rights process to break that cycle and to establish education for dignity as well as for work on firmer foundations within the structure of both regional and national higher education policy. Now we meet at the other end of the cycle another massive commitment of us to subordinated education now euphemistically called "career" education, combined with an anti-intellectual power rhetoric. These even tried to replace the fundamentals of the disciplines and knowledge of the fields of liberal and professional higher education, even in our liberal arts colleges. We have seen both historically and contemporaneously the cost and consequences of that course.

Continued
Next Week

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