

# THE VOICE

A NEGRO WEEKLY

"Dedicated to the promotion of the cultural, social and spiritual life of a great people"

Rev. Melvin L. Shakespeare

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Business Address

2225 S Street Phone 5-6491

If no answer call 5-7508

Rubie W. Shakespeare

Advertising & Business Manager

Mrs. Joe Green

Circulation Mgr.

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### "How Does He Do It?"

Harrison Dillard, Herb McKenley, William Mathis and other champions of the group seemed to have finished and come out with a large margin. That is why I could hear all about me Saturday as I sat in the blistering sun listening to the hearty applause given the Negro athletes, in the A. A. U. Meet. "How does he do it."

They were competing not for themselves alone but for 14,000,000 Negro Americans. They had to do it. They are aiding in the elimination of prejudice by their splendid conduct on the fields of sports—no boasting—no unnecessary display of cockiness—no indications of inferiority. They are just unassuming American athletes, doing a good job in their respective fields.

Wherever the Negro gets a chance he overcompensates and becomes better. The Negro students know they won't get anywhere unless they are better, so they become better.

The belief that color prejudice in America is on the way out is generally accepted. This belief was reaffirmed on the field of the A. A. U. meet and throughout the entire city during the past week. No incident of embarrassment, or tentation has been reported. Lincoln was simply host to a group of fine American Athletes with ability, courage and good sportsmanship.

In San Antonio during the A. A. U. Track and Field meet last year the same courteous treatment was received. Let's pretend that we are on the sports field from now on and just be American citizens.

### Our Children

By Mrs. W. B. Davis



#### OUR CHILDREN

I have recently come in contact with a good many parents who are interested in books and literature for a small child, and I am happy to give you a bit of information about these.

There is a period when the child is beginning to develop many skills and learning how to manage his own body, he is quite the center of the universe to himself and his parents. He is interested, then in very simple stories about himself and his activities, especially those activities which are actually in progress. The thrill of recognition of the familiar is still very great and he likes pictures of children like himself engaging in activities similar to his own. Pictures of objects in his environment still fascinate him.

#### Sound

A nursery child shows enjoyment of rhythmic sound and repetition of sound. We find this repetition and rhythm in Mother Goose rhymes and other jingles. Children enjoy sound in connection with pictures or experiences, "The cow says—Moo," "The engine says 'choo-choo'."

#### Words

The child is learning to talk and so enjoys using words he knows and adding others to his vocabulary. He still likes to point out objects in pictures and name them, these pictures should be simple and clear, with objects that are easily recognizable. Most of the object books now in print have too many objects on one page, besides showing objects that are not familiar to a small child.

#### Color

I believe that a child of this age enjoys color and so should be provided with colorful environment and brightly colored playthings.

(To Be Continued)

### Dark Merit



by

Kathryne

Favors

#### The Free Negro During Slavery

The conditions in the North which existed towards the free Negro caused many of them to look in the direction of the South. In the South, many of the Negroes became again enslaved against their wills for such petty crimes as petty thievery, which any man stricken by such great poverty might commit. They were often arrested as suspected fugitives, vagrancy or illegal residence. In these cases, the free Negro was not allowed to testify so it was up to the official charging him to prefer whatever punishment he desired. Many of them, therefore, became reenslaved.

One might wonder how the situation of the free Negro compared with that of the white man. According to Carter G. Woodson, "The freedman was not a citizen in any Southern State after 1834 and was degraded from that status in certain States in the North. In most States free persons of color had the right to own and alienate property with some limitations. They could even own and sell Negro slaves. Statutes and customs, however, prohibited them from owning whites as servants, and during the intense slavery agitation of the thirties this right of holding Negroes as slaves was gradually restricted to whites. This was due to the benevolent use made of it by certain Negroes, who purchased more than their wives and children. For fear of improper uses, too, free Negroes in the South were not allowed to own such property as firearms, dogs, fire locks, poisonous drugs, and intoxicants. As they were prohibited from serving in the State Militia, they would have no need for firearms. The Negro, moreover, had a weak title to property in himself. If the Negroes right to be free were questioned, the burden of proof lay on him. In some cases, however, the free Negroes had a little chance in the courts. When charged with crime the free Negro had the right to trial by jury and, after indictment could give bond for his liberty. It must be remembered, however, that the Negro could not expect a fair trial; for, consistent with the unwritten primitive law of the white man in dealing with the blacks, "judgment preceded proof."

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