

THE OMAHA GUIDE

Published Every Saturday at 2418-20 Giant St.
Omaha, Nebraska
Phone WEhster 1517

Entered as Second Class Matter March 15, 1927,
at the Post Office at Omaha, Nebr., under
Act of Congress of March 3, 1879.

TERMS OF SUBSCRIPTION \$2.00 PER YEAR

All News Copy of Churches and add Organizations must be in our office not later than 5:00 p. m. Monday for current issue. All Advertising Copy or Paid Articles not later than Wednesday noon, preceding date of issue, to insure publication.

Race prejudice must go. The Fatherhood of God and the Brotherhood of Man must prevail. These are the only principles which will stand the acid test of good.

EDITORIALS

NEGRO HISTORY WEEK

The Association for the Study of Negro life and History sponsors the celebration of Negro History Week. This year it falls between February 5 and 12.

It is most unfortunate, however, that some persons have a misconception of the meaning of Negro History Week. It shows a lack of knowledge of the background and the present status of the Negro to think that what should be known about these matters may be covered during 1 week. The Negro has participated in the making of world culture along with the other races, which thus achieved, and his contribution requires just as much time for careful investigation and study.

The Association for the Study of Negro Life and History has always emphasized as the proper sort of celebration not the staging of a few speeches by distinguished men. The work should be given over entirely, or inventory, of what the schools and colleges have accomplished in these fields during the entire year. The participants, therefore should be those who have done the work—not those persons placed on these programs to amuse rather than instruct and inspire.

Working along this line, therefore, most of the institutions of learning have joined with the Association in reaching the desirable end of developing Negro History Week into Negro Year. While the Association distributes informative literature and issues annually an attractive poster inviting attention to the special exercises suggested for the second week of February, it tries its best to disabuse the public mind of any effort to dispose the Negro in the curriculum during seven days.

Probably the most telling factor in approaching this desirable result has

been THE NEGRO HISTORY BULLETIN. Nine issues are published each year, and a special issue for February dealing in detail with Negro History Week is made available early in the year. The Bulletin carefully outlines the work for the entire year and thus supplies a satisfactory guide for the study of the Negro.

Beginning in October, 1937, the Bulletin undertook to cover briefly in the language of children the history of the Negro from Africa unto the present in America. Each issue had a chapter following in the natural order the preceding thought, and feature stories were added for further emphasis. Persons and events to be remembered were scheduled from month to month.

This year the Bulletin is working along the same line. Starting in Oct. 1938, the periodical is undertaking to cover in simplified style the outstanding achievements of the race. These will finally present the important facts of the life and history of the Negro from a new point of view. The October issue dealt with oratory, the one for November with poetry, that of December will treat of fiction, that of January of the drama, and in the natural order will come music, painting, sculpture and philosophy.

In appreciation of this effort made to keep the thought of the Negro before the children during the whole year the schools through the country have cooperated very satisfactorily. The subscription list of the Bulletin has already passed the 4,000 mark, and the circulation is made up mainly of teachers and pupils who use the various issues as supplementary literature in the teaching of social science. The tendency has been not only to preserve the issues as they appear from month to month but to secure them in bound form at the end of the school year in order that the schools thus concerned may be able to build upon what they have achieved from year to year.

In the furtherance of this program the Association must emphasize the necessity for cooperation in the nationwide movement not to give the record of the Negro casual or nominal consideration but to work persistently toward the goal of offering the American children of both races the same opportunity to study all other peoples of the earth. We must ever emphasize the truth and popularize the truth in order to free men's minds from error and prejudice. In thus keeping before the

public what the Negro has thought and felt and attempted and accomplished the race will not become a negligible factor in the public mind.

For further information address, the Association for the Study of Negro Life and History, 1538 Ninth Street, N. W., Washington, D. C.

C. G. Woodson, Director.

THE ELECTION

The elections are over. Every patriotic American will accept the results without rancor if it is the cardinal principle of democracy that the people rule—even as it is the cardinal principle of dictatorship that the people be ruthlessly submerged to the whim of the dictator.

To the thinking citizen, who is less interested in partisan politics than in good government, the real significance of this election is the revival of the two party system, the very foundation of the republic. It is a well known fact that even men high in the Democratic party have looked with disapproval on that party's excessively great Congressional Republican majorities of recent years. And it will be remembered that following the World War, the Republicans had a similar top heavy majority, faced no influential opposition, and certain abuses were the result.

This election has to a large extent readjusted the balance of power in Congress to the status envisioned by the founding fathers. That makes for sound government. Whatever party you follow, whatever your political allegiance, if you believe in democracy, you will welcome the resurgence of an effective political opposition as a check on whatever party happens to control Congress at the moment.

Future historians of these United States, who bring to their work a critical, unbiased mind will marvel at the blindness of a people who allowed a tenth of their population, four-fifths of it located in nineteen southern states to develop in a shroud of ignorance while nine-tenths of the people were given a push in the development of their thinking faculties.

When these historians have studied the problem carefully, they will conclude, and rightly so, that a number of years in the development of our land can properly be labeled the "lost years" in American education. For it is during these years following the Civil War that America witnessed a turning back of the clock and the cornerstone laying

of a warped educational system whose effects, not only on the South but the whole of the United States, are only too apparent today.

It is in the appraisal of these lost years that future historians will find the cause of bigotry, prejudice, suffering and lopsided progress in a country lined with an abundance of all the necessary resources and tools for bringing to its citizens a decent way of living.

It is to this period that they will turn to find the cause of his country's failure to give to all its citizens security in their homes, security in their jobs, in their physical well being and in the belief of a continuing democracy in America.

A REVOLUTION

In the excitement of looking over the 1939 automobiles at the recent National Automobile Show in New York, few spectators realized they were actually taking part in a revolution.

And what a revolution—bloodless and life-saving. A vote was being taken on questions pertaining to automobile operation and regulation from the standpoint of safety.

One of the questions was: "Which one of the following has been the most effective in making you think seriously about automobile accidents? 1. Personal enforcement experiences, 2. Personal accident experiences; 3. Safety educational experiences." At a time when a total of 3,920 votes had been cast, No. 1 stood 649, No. 2, 944 and No. 3, 1,704.

And there is your revolution, namely, public understanding which resulted from consistent and regular safety education to show that only by personal cooperation between drivers and law enforcement authorities can automobile deaths and accidents be curbed or reduced. During the past year or two, the steady upward trend was broken.

Segregated Schools in the North

Theoretically, Negro students have the right to attend the same colleges & universities in the North under the same conditions as white students.

In practice however, they suffer discriminations, ranging from petty annoyance to complete exclusion from educational institutions. Often they are discriminated against in recreation, special courses, and extra-curricular activities.

BUYER'S GUIDE

by Clarence H. Peacock

What can the Negro do to improve his status? This question was directed to a cross section of American Industries in a survey made in 1936 by the American Teachers Association on the subject of "The Negro and the next depression." The statements made by the companies to the above question should be of particular interest to members of our group and should be of great benefit to us in our struggle for a more secure economic future.

While many different answers were given, I have picked out the following significant statements of representative companies in each field of industry. However, these statements should be considered as indicative and not conclusive.

A STEEL COMPANY—"A Negro can best improve this status by impressing upon his superiors an attitude of dependability as to his workmanship,

and as to his behavior on the job and off the job. We have some very poor Colored men and some very excellent ones. I should say that the Colored men we employ have shown considerable improvement over the past few years, especially as to their sense of responsibility and workmanship. Whether this will be lasting is a question. As we all know once the Colored man receives regular pay over a period of time, in many instances he becomes more lax in his attention to his job, having a tendency to lay off at intervals."

A HOTEL—"He should learn to work to employer's interest. This would eliminate too frequent changes in personnel."

OIL AND GAS COMPANY—"Securing better and more rounded education acquired either before or after employment would have tendency to make them more versatile and more

easily absorbed in a larger variety of work assignment during the period of their industrial service. With better knowledge and educational background, it would necessarily follow that his services would be more productive to industry as a whole and to himself as an individual."

RAILROAD AND PULLMAN COMPANY—"The Negro of today with opportunities for learning has a better chance to maintain his position than years past; and there seems to be no reason why he should not be able to stand his ground as well as any other group in the event of another depression."

MEAT PACKING COMPANY—"Live within salary earnings. Refrain from signing name on assignment blanks for all kinds of merchants. The Negroes are the most willing of any group to sign wage assignments."

NEWSPAPER—"Need of men and women of ability and initiative to study and practice crafts and vocations. Mechanical and semi-professional occupations require apt, alert conscientious people who will accept their tasks as opportunities to improve both the methods and the results they undertake."

AUTOMOBILE—"More interest in welfare of business as a whole. Develop a serious attitude toward their job."

COAL COMPANY—"Work more regularly. Make provision for future in the way of taking better care of his earnings."

INSURANCE COMPANY—"Our experience and contact lead us to believe that the Negro might improve his opportunity for regular employment: 1. Raise efficiency to improve product, resulting in continue employment; 2. Develop reliability."