

Toward Freedom

Carver School Students Learn Freedom's Dynamics

WHITE and Negro citizens directly engaged in the struggle for Negro democratic rights and others desirous of filling in a serious gap left by their public school education could profit immensely by enrolling for one or more courses in the George Washington Carver School.

I am impressed with this fact not only because the School is now receiving registrations for the second term, but even more by constantly recurring evidence of the need for deeper understanding of the Negro question by Negroes and others who innocently fall prey to the confusion and trickery promulgated by enemies of the Negro people.

For example, President Roosevelt's letter to the National Association for Advancement of Colored People last week commenting upon their opposition to compulsory peacetime military service gently pointed out an error which none who really understands the dynamics of the Negro question during this period would ever make. The NAACP had told the President that compulsory military service would perpetuate jimcrowism in the army. But the President replied, in effect: You overlook the fact that the Negro's status in America is not static, but is tremendously dynamic; that we are in process now of



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breaking down traditional jimcrow barriers in the armed forces, and we have every intention that that process shall continue.

A Carver School student of the science of social change, with special reference to the Negro in America, would have known at the outset that—now, of all times—one cannot predict the future in terms of **what is**, but that he must be primarily alert to **what is becoming**. Even without the President's courteously administered lesson, he would have looked toward the future with confidence—and thereby fought for Negro freedom more correctly and more effectively.

TO TAKE another example, Rep. Adam Clayton Powell's speech in the House last week against a so-called "anti-discrimination" amendment to the May-Bailey Bill is being misinterpreted (consciously by some unprincipled forces) as a blow to FEPC. The fact is, however, that that speech headed off a cheap political trick by Dewey Republicans to get a premature "test of strength" on the coming permanent FEPC bill under the most unfavorable conditions possible; that the amendment would have added nothing that the present FEPC does not do, but would have greatly weakened the forces honestly fighting for permanent FEPC legislation.

Many politically naive citizens were taken in by this cheap GOP maneuver, and are still

confused over an issue which Reps. Powell, Dawson, Marcantonio, DeLacy and others saw clearly from the outset. But students of the Negro in American politics at the Carver School would be very unlikely to be so confused.

Still another illustration is seen in certain reactions to last week's Georgia polltax repeal. Some people tend to discount the action on grounds that Gov. Arnall is no "sincere" friend of the Negro, and that many of the Georgia legislators voted for polltax repeal with no "intention" of having more Negroes vote, expecting rather to keep them disfranchised through the "white primary." But a Carver School student of the Negro question would know that attitudes are but secondary forces of history; that the real basis for the polltax repeal lies in the rapidly changing economic and political foundations of the South; and that, whatever may be the "intentions" of certain Georgia legislators, the wider use of the franchise by southern Negroes and poor whites is now irrevocably on the agenda of history.

The Carver School (57 W. 125 St.; AT. 9-6969) is the only Negro people's school in the country. It offers a wide variety of practical and valuable courses on the Negro and other subjects and thereby afford progressive New Yorkers an invaluable opportunity for gaining much-needed insight which few other sources can give.