

# AYENI FACULTY NOTES

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## BEGINNING THE DAY

He who every morning plans the transactions of the day and follows out that plan, carries a thread that will guide him through the labyrinth of the most busy life. The orderly arrangement of his time is like a ray of light which darts itself through all his occupation. But where no plan is laid, where the disposed time is surrendered merely to the chance of incidents, chaos will soon reign.

-- Victor Hugo

## OFFICIAL COMMUNIQUE

1. Six-weeks examinations for the Spring Quarter will be held on Thursday and Friday, April 26-27.
2. Registration for the second six-weeks of the Spring Quarter will be held Saturday, April 28.
3. Final examinations for the Spring Quarter will be held May 21 - June 1.
4. The National Teacher-Trainers in Home Economics and Agriculture are holding their annual conference at A and I State College April 9-14. There are in attendance supervisors of eighteen states together with representatives from Washington. The group will be present at a special chapel Monday, April 9 at 11:00 a m.
5. Pan-American Day will be celebrated at Chapel Thursday, April 12, with Dr Wesley M Carr as the chief speaker under the sponsorship of Mrs A T Watkins and the Department of Romance Languages.

## OFFICIAL MEETINGS

1. The Commencement Committee will meet Monday, April 9 at 3:00 p m in A207.

## FACULTY IN THE NEWS

Dr Virginia Nyabongo attended a Pan-African Congress in New York April 1-8.  
Dean George W Gore, Jr was Honors Day Speaker and represented the institution at the Founders Day Program at Johnson C Smith University, Charlotte, North Carolina, April 6-7.

Mrs F A Sanders represented the institution at a County-Wide Exhibit Day Program at South Pittsburg, Tennessee on Thursday, April 5.

## MUSIC FESTIVAL

The 17th Annual Festival of Music and Art is being sponsored by Fisk University April 26-28. The program includes seminars on African, Caribbean and American relations. An Art Exhibit will be on display from 4:30-6:00 p m each day of the Festival with Haitian pictures by Aaron Douglas, the Rockwell Kent Exhibit and African Exhibit. Tea will be served Friday and Saturday at 4:30 p m at the International Student Center.

## POST-WAR PLANS OF NEGRO SOLDIERS

Many Negroes in the Army have demonstrated the capacity to acquire complicated mechanical and manipulative skills and the ability to apply them in practical situations. Acquisition of these skills has required diligent application in addition to manifest capacity. Such application was elicited in response to appropriate motivation and guidance; well-graded instruction, adapted to the needs of the individual man; and assurance that the individual developing the skill would be given ample opportunity for its use. There are important lessons that Negro educators can learn from this Army experience.

As a result of their training experiences in the Army, many Negroes will be more attentive, in the post-war period, to the possibilities of education. A number will have a wish to continue their technical training. Some who have achieved officer status will return with an increased desire for higher education. Others who have done classification work in the Army and have served as administrative and personnel officers in different echelons of command, will seek further training in personnel work.

Objective data, which have been collected, indicate that Negroes are, in fact, making educational plans for the time when they will be demobilized. The proportion of Negro enlisted men who express a desire for education after the war exceeds that of white enlisted men. This is true of Negroes at every level of education. Let me cite some comparative figures in which you may be interested:

1. The percentage of Negro enlisted men who have graduated from high school and are making plans for further schooling (full-time or part-time) is 51.4; the comparable percentage for the white enlisted men is 33.1.

2. The percentage of Negro enlisted men who have had some college and are planning on further schooling is 65.8; the comparable percentage for white enlisted men is 51.6.

3. The percentage of Negro enlisted men who have graduated from college and are planning on further schooling is 60.9; the comparable percentage for white enlisted men is 30.9.

When you consider that upwards of 100,000 Negroes in the Army have had the equivalent of a high school education or better, you get some idea of the magnitude of the post-war educational problem. It is of course conceivable that some of the plans may not materialize for any one of a number of reasons. But as educational leaders, you can do much to capitalize on this educational interest expressed by Negroes. And you can make your courses of instruction so meaningful and practical that they will be intrinsically motivating.

The men planning to return to school have the characteristics usually found in the school population of which they plan to become a part. They are, for the most part, under 25 years old, unmarried and high school graduates. While about two-thirds of the men returning to school intend to enter or continue college, their educational interests are strongly slanted toward vocationally useful curricular.

-- Excerpt of Address given by General Arthur G. Trudeau, Acting Director of Military Training, ASF, at Annual Meeting of National Association of Collegiate Deans and Registrars at Wilberforce University, March 21, 1945.