

Yet you expect so much. Well, keep expecting. Cause newspapers don't suddenly spring out of thin air. They take long hours of work and contemplation. If you don't think it's rough for an undermanned staff to produce a newspaper, we invite you to try it.

Yes, there is a need for the *Black Ink* editors to apologize, because we haven't provided ample leadership. And there is a need for you to apologize, because you haven't provided ample support.

## Some random notes

The Mini-Yearbook is scraping like the devil for staff members. Yet, few people have indicated an interest in the publication. They somehow seem to expect the thing to suddenly materialize during spring semester, with a hard cover, color pictures and everybody's mug shot.

Yearbooks, however, don't pop out of thin air.

If history repeats itself, a small, overworked staff of dedicated students will produce *Ebony Images*. And the very people who will find time to criticize the yearbook in the spring will be the same lazy Negroes who refused to work for it in the fall.

Former *Black Ink* Editor Bruce Sampson was inadvertently omitted in our historical portrait of the *Ink* last spring.

Sampson visited our office recently (concerning a community-based tutorial program) and reminisced that the 1971 editions of *Black Ink* were produced with a \$500 budget. The final issue, he said, was produced as a mimeographed newsletter when the funds inevitably ran out.

But it's nice to know that, thanks to Bruce and his staff, the *Ink* came out, one way or another.

## No laryngitis here

It is interesting to note that Black faculty members all too often develop a case of laryngitis when a pertinent issue arises in the Black community.

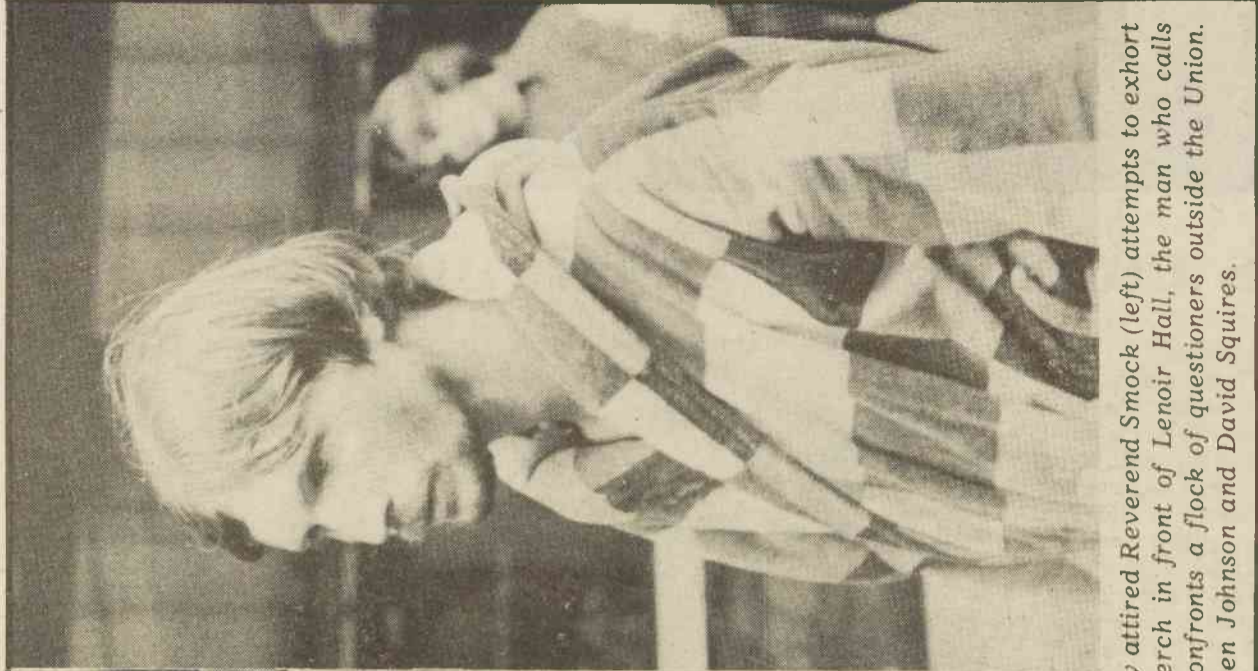
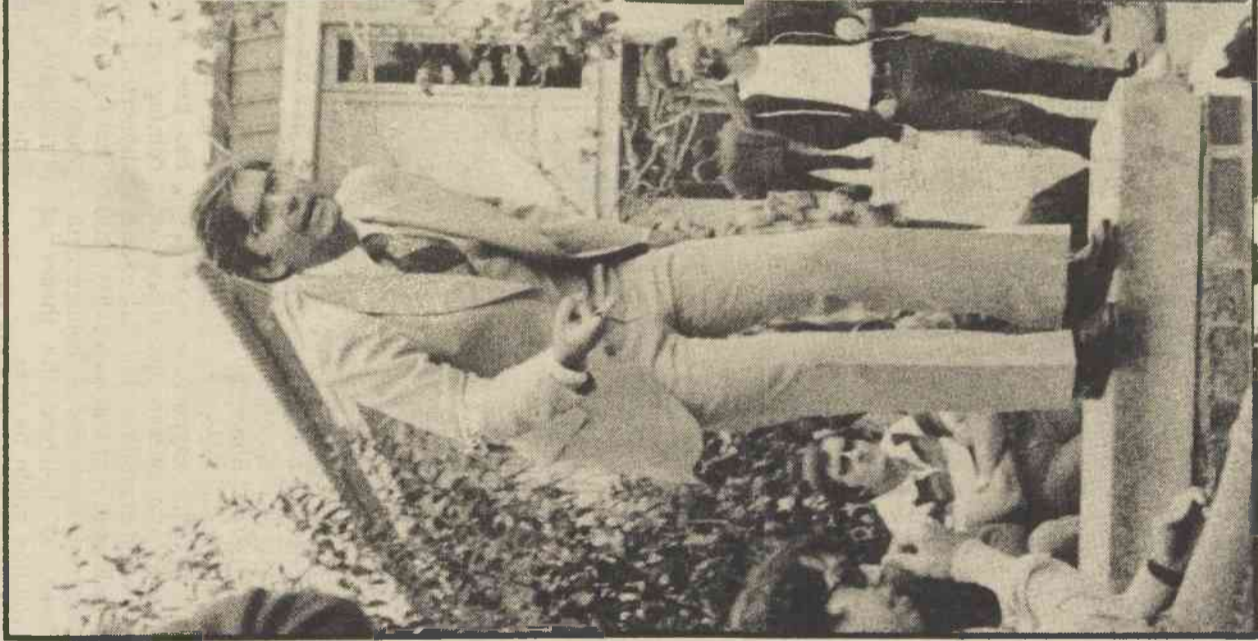
A lucid case in point is the Black Student Movement's University Day demonstration.

During one of those rare and memorable occasions in which the *Daily Tar Heel* thoroughly, accurately, and fairly covered a Black-oriented news event, most of the Black faculty members interviewed had nothing to say. Others marched past in the faculty procession and failed even to acknowledge our presence.

Thank goodness, however, that all Black faculty members don't crawl into cubbyholes or raise snorty noses into the air when controversy arises.

One of those exceptions is English professor Lee Greene, who always frankly and honestly said whatever he believes.

Greene doesn't always agree with what Black students say or do, but he does make it known that he feels we're all in this together, whether we're students, faculty members, or administrators. What it all boils down to, he believes, is that we are all Black, whether we teach, learn, excel, flunk out, earn \$40,000 a year or use food stamps.



While the smartly attired Reverend Smock (left) attempts to exhort students from a perch in front of Lenoir Hall, the man who calls himself Stephen, confronts a flock of questioners outside the Union. Staff photos by Allen Johnson and David Squires.

## Does weighted grading give 'sorry incentive'?

jectivity. Who is to say that college preparatory courses are more important than vocational courses—who is to say that the businessman is more important than the bricklayer, the doctor more important than the cook, or the journalist more important than the retailer? This weighted grade system blatantly degrades the student who becomes a blue collar worker, automatically classing him as inferior.

By Ike Cummings

At Chapel Hill High School, a controversy has arisen over what is called "weighted grading." In this system, a student who takes the college preparatory courses—chemistry, trigonometry, physics, etc.—graduates with a higher class rank than the student who takes vocational courses—consumer math, typing, bricklaying, home economics. On the surface, this procedure may seem perfectly fair. But is it?

Actually, the weighted grade system has many flaws, the first of which is sub-

guess it's too bad that it shows on the high school level."

Many proponents say that attaching more value on college preparatory courses increases incentive to take them. However, taking a course just for a higher class rank and grade is a "sorry" reason. A more legitimate incentive should be that student's particular goal in life.

Other proponents of the system say that class rank would be the same anyway. If so, why employ such a differentiating system?

Further insult to the potential blue collar worker is that often the work load in the vocational curriculum is just

as difficult for him as the work load in the college prep program. A case in point is history, a vocational course taught by Mrs. Joyce Clayton which is taken by both types of students. Although both the vocational and college prep students say that the course is quite difficult, an "A" made by the college prep student counts more than an "A" by the vocational student.

Clearly, the weighted grading system looms as an unnecessary and unfair practice. It is insulting and degrading to the students endeavoring to make an honest living as blue collar workers.