

Teach Me

by Tonia Y. Clare-Jones

Instructors of Fayetteville State University: Are you using your degree to facilitate academic excellence or to undermine and intimidate students? Is your degree the only measure of intelligence?

For centuries, critics, scholars, and great philosophers have argued with great curiosity and passion: "What makes one an intelligent being?," I believe a number of professors at Fayetteville State University have been plagued by the same complex question. With no other answer, they resolve, "Yes, my degree makes me intelligent. It sets me way above my students not only as a scholar, but also as a human being, and therefore, it gives me not only the power, but also the right to

- a) be condescending,
- b) be an intimidator or
- c) question the students' abilities based on ethnicity or gender.,,

This dangerous berating and belittling of students must stop! No more should students' ears ring with dulling, condescending, and insecure statements such as "I have my degree, you need to get yours,," or "I already have what you are trying to get,," or "It's my way or no way,," It is this type of superficial mentality that imposes academic terror and intimidation upon students, and these two qualities are not conducive to the learning process.

A professor who is so arrogant as to believe that he or she has nothing to learn, or to gain, from the student is the biggest of all demigods. Learning is a continuous and cumulative process. Professors who are unwilling and unable to admit that they too are imperfect creatures, capable of making mistakes, are loaded guns; their tar-

Resurrection

by Eric McQueen

We have laid in this grave of oppression and ignorance for a long season, but now we've been called to rise. For too long we like fools have returned to our own folly. The Black community is in a shambles, as a result of our own actions. We have allowed ourselves to be misled by a system that seeks our destruction. Homicide is on the rampage through our community. Teenage pregnancy, drug abuse, incarceration, crime, unemployment, poverty and broken homes are all prominent portions of our community. Our foolishness is laid out on television, radio, newspapers and magazines for the whole world to see.

The shame that is attached to the Black community drives some Blacks to reject themselves. We begin to integrate with things that are foreign. This denial of self has led to cosmetic surgery, altered hair color, colored contacts, and altered behavior to assimilate characteristics that are magnified by this hypocrisy. The abundance of foolishness in our commu-

gets are submissive students and intellectually passive students.

Fayetteville State University is comprised of some African American instructors who bring centuries of powerlessness with them into the class, and although they may represent and embody a knowledgeable people, are they guilty of using their degrees to be condescending to students? Are they using their degrees to exact loyalty and submissiveness from stu-

dents based upon insults and intimidation? Ultimately, is the classroom governed by a dictatorship or do students have the right to be heard, to petition, to challenge, to demand that they be treated with respect regardless of gender or race.

Fayetteville State University is also comprised of some white instructors who seem to be here merely for a paycheck. Instructors who have no regard for the academic welfare of students are dangerous seeds. These seeds bring forth a fruit of disguised ignorance. These instructors also bring biased baggage to a historically black university and dump it on the laps of their students. Not only do they seem not to care about the scholastic development of the student body as a whole, but also, they have the annoying habit

nity has us in a mental grave, where we have lay stagnant for centuries.

Due to the condition of our state, Minister Louis Farrakhan called for one million Black men to rise up from their hellish state and set the community in order. The One Million Man March that took place October 16, 1995 in Washington D.C. was a return to self. It's time for us to end this mockery of self and abandon this system that has put us on a course for self-destruction. October 16, 1995 was a Holy Day of Atonement that signified an elevation to the one who created us, not the ones who made us. On that Holy Day, the Black man and Black woman were asked to repent of the rejection of themselves and who they were created to be. In honor of this day, all people of color were asked not to go to work, not to spend money and not to send their children to school. All disputes should have been settled, the time has come to end all division among the family and community. Prayer and fasting are in order to cure us of being such a hard-hearted, stiff-

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of patronizing us academically and intellectually. Their patronizing us keeps them from having to deal with us on a sincere and sagacious level.

They give us superficial information that they feel is pertinent and reduce us to mimicking robots who are asked to remember answers merely to pass tests. The college experience, the true college experi-

ence, should not begin and end with rote memorization. Tests based only upon rote memorization do not test intelligence or learning capabilities.

All they prove is the slothfulness of the professor and show a blatant disregard for the student's ability to learn on an elevated, erudite level. I would ask any professor who assigns an excessive workload just to show authority or one who constantly criticizes and ridicules a student, "What are you trying to prove?," Those of us who are academically and intellectually alive are not amused, intimidated, or impressed by these tactics. Are you trying to prove that because you have a degree and we don't, that we should be unquestioningly receptive and appreciative of any academic instruction you give us, regardless of its relevance? If your academic instruction is demeaning, condescending, insulting, and just plain stupid, you haven't proven anything except that you are

Rites of Passage

by Vadrin Colvin

In response to Stephanie Taylor's editorial, "But At What Cost?," (*Broncos' Voice*, October Issue), I do not belong to a Black Greek-Lettered Organization, but I seem to get a different understanding of the purpose of the so-called "hazing," tactics that they have been accused of using. By no

means are the techniques meant to be malicious in nature. In my opinion, it's the exact opposite. The act of pledging a fraternity or sorority has been equaled to that of the biblical rite of passage that Moses endured, braving the heat of the desert after exile from Egypt. The process also reflects the turmoil and suffering of Blacks in the history of our stay in America. The "blood, sweat, and tears," spilled by our ancestors in the creation of this country is characterized in form during the pledging process. Like "The Dozens," a game

traditionally played by Black children, pledging initiates and prepares one for the racism and oppression awaiting them in White America. Rigorously training the pledgee for induction into an organization that has subsequently proven to be more efficient in providing service for the larger community on the whole than any of its white counterparts is a welcome procedure for some. The number of weeks it takes to pledge a student as a "Black," Greek in no way compares to the life-time of abuse that Black Americans have suffered at the hands of white supremacy. Never would I condone serious bodily harm, injury, or death to any of my brothers or sisters. However, I believe Ms. Taylor misses the point of pledging by concentrating on the "negative," of a "positive," thing. We must always keep in mind that hardship and strife must be endured for any and all ranking positions we earn in life.

using your degree to assert power and to intimidate students into intellectual silence. Your degree in this light becomes nothing more than a tarnished, dusty trophy.

I am in no way dismissing the instructors' knowledge of his or her given field, but does the instructor possess wisdom--the ability to use this knowledge in a positive and intellectual capacity and to convey it to his or her students in a substantive and academically credible manner? This qualification is the true test of a "degreed," person, not some plaque on the wall that one refers to when it is convenient to do so.

I have cited the vices of many of the professors at F.S.U., but I would be remiss if I didn't include the charges against the students. I charge you with apathy. I challenge you, the student body, to insist vocally upon the right to be heard, to petition, to challenge unfair treatment at the hands of professors. You have the right not to be intimidated and not to be forced into some invisible, silent role to pacify the instructor in order to pass the course. Shutting up and selling out your ideas just because they don't coincide with the instructors' opinions will ultimately lead to you selling your-self short of a credible, competitive and substantive education. Many of us have been silenced and forced to be invisible for centuries. At a university, of all places, we should assert our intellectual and academic rights. We must fight mind-forging manacles and loosen ourselves from fettered, oppressive, and tyrannical spirits that present themselves in the form of "Professor.,,

Students, I implore you, Rise! demand to be taught--not patronized,

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