

### I Am Curious (Black)

I am writing this time on the black student. Since I have been a student longer than anyone at the college, I think this gives me the right to be an authority on the wiles and ways of black students.

The students of our times have led the way to social change. During the struggle for civil rights, the cry was for integration and equality. Today, the aim of the black students is black independence, and the emphasis is on cultural pride. Black students are seeking their identity. They want institutions that will allow them to control their own destiny. They want a curriculum that is relevant to better service to their community. They have decided to use their skills for the development of Black America. They no longer aim at being black white people.

Students are finding that working within the system to bring about change is fruitless. The system itself is illegitimate. It is easy for all to see that America has been engaged in systematically enforcing racism, individual and institutional.

Students find the situation so hopeless they become bitter and frustrated; they think of resigning from the system as it presently is and starting a new system.

This does not necessarily mean the development of a separate state. Students still want to work within the structure of the institutions of America. They want to revise and reorient the system. It is imperative that the educational institutions address themselves to the needs of the black community. The curriculum has to prepare the black mind to deal with the system. This cannot be done with a faculty running the gamut from those concerned about "helping our poor little colored students" to those who believe that black students do not have the capacity to learn, so there is no need to be serious about teaching them. How many of your instructors have had a meaningful discussion about W. E. B. DuBois, Stokely Carmichael, LeRoi Jones, Eldridge Cleaver or Malcolm X? The college has got to stop imitating middle-class white academic goals. We should decide if we really want to be white.

I have a few comments to make about the upcoming "black studies" program. I hope this is a program directed toward the academic exploration of courses from a black perspective. Some college administrators seem to think all a black studies program consists of is a Negro professor reciting Negro subject matter. This is not the case. Negro colleges have been doing this for years but have still produced white copies. We must change our opinion of black studies from the study of traditional courses of Negritude (i.e., Negro history, art, and religion) to a more comprehensive approach in planning the curriculum. Colleges in the past have geared their programs to being white facsimiles. A black studies program should make the student point out the uniqueness of the black culture and not try to blot out the aware of his blackness and make him proud. The program should non-white character of some facets of academia.

I would like to see courses developed that deal with the black perspective; education courses about the history of the education of black Americans; sociology courses about the influence of black culture on America; racism in America, sociology of the black family; courses in economics dealing with the exploitation of the black consumer. These are the things one expects in a black studies program.

Another problem I am concerned about is the Ph.D. hang-up we have here. We are so caught up in the doctorate syndrome that we often take people here that have little to contribute just to showcase their degrees. More emphasis should be placed on the acquisition of talent rather than degrees. First-rate colleges will hire people without regard to the extent of formal education if they believe it is to the advantage of the student whom they try to serve. For example, we would never hire an unschooled dockworker like Eric Hoffer, but Berkeley in California did. I hope the time for a re-evaluation has come.

This is my last column for the Argus. I have enjoyed working for the paper and getting in everybody's way. I want to thank the entire college family for the patience and kindness I received and wish good luck to everybody. And that, good people is —30—

—Albert McDaniel

### Kimbrough Elected In S.G.A. Elections

Leslie Kimbrough, a junior history major from Winston-Salem, was elected president of the Student Government Association for 1969-70 in campus elections held May 2.

Kimbrough defeated Ronald Dyson, a junior business major from Washington, D. C.

Four other SGA positions were also filled. Edward Lewis, a junior physical education major from Washington, D.C., will be director of judicial affairs. Lewis is a member of Kappa Alpha Psi.

Randolph Mills, a sophomore business major from Jacksonville, N. C., will be director of financial affairs. Mills is a member of

Omega Psi Phi.

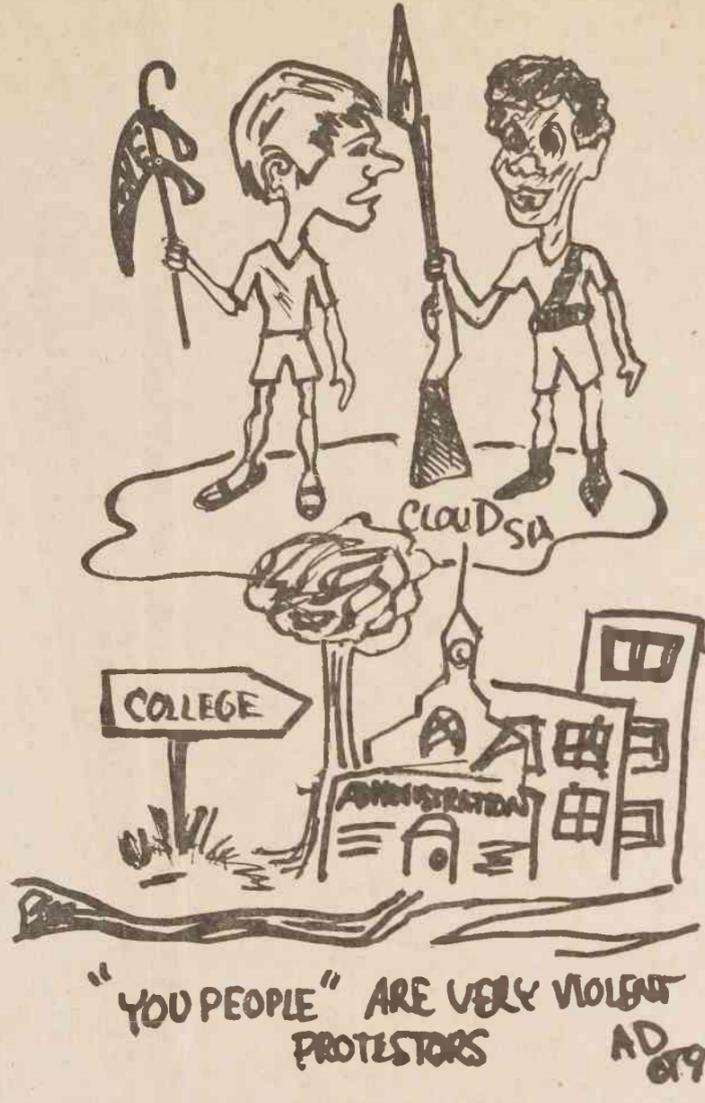
Clynethia Rodgers, sophomore English major from Goldsboro, N. C., will be director of secretarial affairs. She is a member of Delta Sigma Theta.

Frank Foster, sophomore history major from Tuckahoe, N. Y., will be director of social affairs.

Each of the four was automatically seated since there were no opponents.

Still to be named is a director of student affairs. SGA president-elect Kimbrough will name someone to the position with approval of the student council.

Class representatives to SGA will be chosen next September.



### To The Editor

I read with mixed emotions the letter of Brother Earl Hart to the Argus. I felt for one thing that the Letters column was serving its true purpose: to give students the opportunity to express freely their opinions on any subject, including — in fact, especially — the way the school is run. Progress toward anything is rarely made except in a climate of free discussion.

On the other hand, the letter saddened me, because Brother Hart is doing himself an injustice. Carl Sandburg said once, or maybe many times, that the ugliest word in the language is "exclusive." People who have been excluded know the sting of it; but it is a two-edged knife. It cuts both ways. When you start excluding Bach and Beethoven because they weren't black, you aren't hurting Bach and Beethoven greatly, but you are doing yourself a disservice. The upsurge of interest in Black Studies seems to me a great thing. It is bound to be a source of tremendous enrichment and pride in identity; but if it is accompanied by a refusal to consider that part of the culture which was contributed by non-blacks, then much of the advantage has been lost.

I am a pig; and though Plato, Bach, and Shakespeare had skin approximately the same color as mine, they probably aren't any more my ancestors than they are yours. By the same token, it never occurred to me that the builders of the Pyramids weren't my cultural ancestors — they belonged to the same human race. Great men, by their very nature, belong to all of us.

For three years I was a student on the Winston-Salem State campus and it is difficult for me to address a letter to "you" when I am so accustomed to thinking of the student body there as "we." Black men have suffered greatly at the hands of whites and perhaps repudiation is inevitable; but while you are rejecting the white man, please, please, for your own sakes and for the sake of all those who are trying to keep alive a spark of love and genuine brotherhood in this crazy world, don't embrace the worst of the white man and call it your own. Don't imitate his prejudice, his exclusiveness, his stupidity and racism. Black is beautiful; but hatred, no matter who practices it, is ugly. You may be able to recognize a skin-brother by looking at his skin. You can tell a soul-brother only by looking at his soul.

Patricia Johnson  
Class of '68

I'm usually a very agreeable person, but sometimes my feathers have the tendency to be ruffled. On our campus there appear to be a number of black advocates—young men and women who are giving their hearts, souls, and bodies to attain a situation which we call "Black Power." My opinion is, and will remain, that we are too color conscious. The best way to obtain an identity is to know thyself first. If we can be accepted for who and what we are, race will be a secondary problem. We often have the tendency to sound like the KKK, whom we despise because they stress white superiority. By observation, it appears that we are doing the same thing—except that it's black superiority. I am torn in half now, because I don't know if I'm advocating racial equality or black superiority. I'm sure lots of other people are confused also. To give an example of this, we were once fighting for integration. Now that we have it (or at least a slight token), we don't seem to appreciate it any more. Now we want black universities and a soul city. We want complete isolation or a chance to return to Africa. This makes us wonder if we are progressing too fast, or if this is what we really want. Personally, I think the Caucasians are doing very well in their adjustment, for we gave them very little time to accept it and become used to the idea for we want equality and we want it now! I'm not writing this letter to the editor to knock what has been done or to un-do it. I'm writing because I feel that, if we know and better ourselves, as individuals, we can accomplish far more than what we are accomplishing at the present time.

—A Concerned Student (Name withheld by request)

### Commencement Speaker Announced

The Rev. Carl A. Hangartner, S.J., professor of education at St. Louis University, St. Louis, Mo., will deliver the principal address at the Winston-Salem State College commencement on May 25.

Father Hangartner will speak on "Mobility: The Educational Challenge of the Seventies."

The commencement program will be at 3 p.m. in Whitaker gymnasium.

Father Hangartner earned his bachelors and masters degrees at St. Louis University and received the doctor of philosophy in education from Yale University.

He joined the St. Louis University faculty in 1955 as assistant dean of the college of arts and sciences and in 1957 was named assistant professor of education. Since 1960 he has served as coordinator of teacher education at the University and was named full professor in 1966.

He has been chairman of the editorial advisory board of the Journal of Teacher Education and was elected to serve as chairman of the National Council for Accreditation of Teacher Education for the 1967-69 term.

### Howard Is Journalism Intern

Two freshmen at Winston-Salem State College have been accepted as summer interns by the Winston-Salem Journal and Sentinel.

The State students — W. W. (Terry) Howard of Staunton, Va., and Ronald Jordan of Winston-Salem — were among 90 college and high school students who applied for the 13 intern positions on the two newspaper staffs.

Terry Howard will work in the Journal and Sentinel's sports department, and Ronald Jordan will be on the Journal news staff. He is already working there part-time and, while in high school, was a teen page correspondent for the Twin City Sentinel.

The interns will meet weekly with the director of the intern program, Jim Laughrun, assistant city editor of the Sentinel, for study of all phases of newspaper operation. The rest of the time they will work at their assignments as other members of the staff do.

### Popular Teachers To Leave

Mr. and Mrs. Robert Cummings, popular instructors at Winston-Salem State College, will be enrolled next year as graduate students at UCLA, following a tour of Africa.

After trips to Louisiana, Florida, and New York, Mr. and Mrs. Cummings will fly to Senegal, West Africa, and then to Guinea, Ghana, Kenya, and Tanzania, concluding their trip by visiting Ethiopia and Egypt.

They will then return to the United States to resume studies in American History and African Studies at UCLA.

"The student body at Winston-Salem State is one of the best in the state of North Carolina," says Mr. Cummings, "but I would like to see more responsible participation in community affairs by our students, particularly by our Greek organizations."

Mr. Cummings sees the more radical students on this campus in most cases as having better understanding and better grades in comparison with non-militant students.

"Radical students are not content with classroom learning alone, but are also interested in education outside the classroom," he says.

### The News Argus

The News Argus is published periodically by the students of Winston-Salem State College with offices in Carolina Hall, Room 22.

Editor-in-Chief ..... Joseph M. Lightsey  
 Managing Editor ..... Gail Owens  
 Sports Editor ..... Thomas Andrews  
 Art Editor ..... Alex Davis  
 Office Manager ..... Diane Deal  
 Reporters ..... Ruby Jones,

Bessie Dove, Lillian Hoggard, Myrtle Hargrove,  
 Sandra Garris, William Richardson, Albert MacDaniel, Warner Howard, Julian Sheppard

Typists ..... Dorothy Battle,  
 L. Kay Pulliam, Joan Holland, Linda Roseman,  
 Diane Best

Photographer ..... Arthur Blue  
 Society Editors ..... Glenda Hood, Lillian Hoggard