

# P. E. Department Has Problems

The Physical Education Department this year seems invariably to be falling into moral decay with weak personalities in charge. Why? Because many physical education majors have expressed open dissatisfaction with two dominant personalities in the department. These students feel that the department is run by these two figures in a somewhat dictatorial manner.

These students also conclude other instructors are afraid to react because of fear. The Physical Education department is a perfect example of that old adage, "Where there is fear, there is also respect."

Recently a dominant figure in the department made a statement which didn't seem appropriate for an instructor at the college level. The statement, "A third grader can perform better than some of our majors," is a direct reflection of this person's attitude. Evidently, such a statement came from a sick mind. Many of us know his kind and express open dissatisfaction with such comments.

Do you think it is possible to learn tennis if you don't play the game? A certain instructor in the Physical Education Department seems to think so. This man feels that tennis can be learned by osmosis, or just by reading a book. Just where is he coming from?

One of our coaches is an excellent teacher, but the thing is, he doesn't think it's necessary to attend classes. In swimming class, he comes only to pass out D-slips,

when he really doesn't know student ability. I guess his one concern is football, and only football.

The old saying, "the crop sticks to the soil", must have been meant to describe the two dominant figures in our department, for they are always telling you how dumb you are. In this particular dance class, this dominant figure will say something that will make you consider changing your major. This is also true in this person's hygiene class.

The most dominant figure feels that every physical education major is in the wrong field if he doesn't participate in some kind of sport. To prove his philosophy, one young man who was a star football player in high school chose not to play football at Winston-Salem State University and this "figure" forced him to change his major. This individual has to remember that we didn't come here to play sports, but to get an education. In his class sessions you can't voice your opinions because he will say something to embarrass you.

Many students feel that this dominant figure is a victim of circumstances. Knowing that his job will be on the line if he changes the tone of his voice, he just goes on with what is said. His classes are the most boring in the department.

Because one of our coaches is handicapped, the dominant figures seem to run right over him. He is what you might call the "Black Sheep" of the department.

A female figure in the department is a good teacher, but like most high school teachers, she has her pets. If you aren't one of them, you can use part of the 23rd to describe your position: "Ye though I walk through the valley of Death," because that's just what it's like.

We, as physical education majors, want to respect those above us, but how can we if they don't respect us? Therefore we are forced to fight fire with fire, or be quiet and take what they give out. If we fight on their terms, they will win. By using their power and influence to get you a D or F- for your final grade, or by taking away your financial aid etc. We may not win, but they will know that there's been a fight.

When students and teachers cannot get together to obtain a mutual understanding, then someone is not doing his or her job.

In the case here at WSSU, the job is not being done, and something has to be done.

We don't want to sing that song the New York Giants fans made popular, "Good-bye (to whom it may concern)" by the students of our school.

To improve the Physical Education Department we need to:

1. Form a better relationship between student and teacher.
  2. Demand better guidance from staff members.
  3. Wipe out class favoritism.
  4. Have students and staff members working together to reach common goals.
  5. Make more use of filmstrips and recordings.
  6. Invite physical educators from other schools for lectures.
  7. Take trips to expand our knowledge of physical education.
- Bro. Clevell Roseboro

## MY NAME'S UNIMPORTANT

I know my name is long and hard to remember. We've been in school for nine weeks, and if you haven't learned it yet, I don't think you ever will. So I don't think it is necessary for you to call the roll anymore, just to learn my name.

It has come to my mind, that you might be calling the roll to check by class attendance, and using it in determining my grade. We all know that this can't be right, because classes are non-compulsory. I don't have to come to your class! The only requirement of me is to pass in your assignments when they are due, and be there when your tests are administered. Am I correct in my assumption?

You tell me that I can't learn anything outside class. I agree with you to a certain extent, but I don't come to your class because I don't learn anything. If your class is really worthwhile, and the students are getting anything out of it, they will come to class.

I appreciate your half-hearted interest in me that you have shown in the past few weeks. I only ask that you check my work and grade me accordingly, but don't use my class attendance in determining my grade.

Only 16 Days  
Until  
Vacation!!!

## STUDENTS BLAST DORM MATRON

Present and past residents of Colson Hall have long tolerated the revolting and downright unscrupulous assinine attitude and personality of one dormitory matron. It has been brought to the attention of the News Argus that this matron, who has been here for approximately eighteen years, is still employing old fashion tactics in the supervision of the young ladies of Colson Hall. Therefore, the News Argus has taken a survey of the sisters on campus to get to the bottom of this problem. One question was asked a number of sisters on campus, "How do you feel about this dormitory matron?" Here are a few answers to this question:

"I am a junior here at WSSU. During my freshman year I resided in Colson Hall and became acquainted with this dormitory matron. The only thing I can say about her is that she is very rude in her treatment of the young ladies in the dorm. I believe one of the happiest days of my life was when I left the realm of Colson Hall."

"There really isn't an all bad side to any one person. Although most of the young ladies didn't get along with her I found her to be a real nice person."

"I am a resident of Bickett Hall (senior dorm), but once I did stay in Colson Hall. I would like to forget those days. They were pure hell, and I think something should be done about her."

## TIRED, WEARY AND FRUSTRATED

I am relating my topic to a certain department of the University, the department of Social Science. The broadest field in education with an extended range beyond all other educational studies and one which should be thoroughly understood and taught. Some of our instructors don't see it that way. If they did they wouldn't turn it into a sleeping session for the students. Some also have nerve enough to complain about class attendance, but they have no right to complain because the fault is entirely theirs. Sure, I know that the students also should make the class interesting, but they can't do it by themselves. That is why we have instructors. But no student wants to go to class and listen to some drab lecture which serves only as a lullaby to put him to sleep.

In the Social Science department it seems obvious that some of the instructors don't care if the students learn anything, as long as their monthly paychecks come. It's every student for himself and the ghettos for us all when it comes down to classes.

Our administration discarded a few incompetent instructors this past semester, but I think they missed quite a few. What's the use of dismissing instructors when you still have some of the same calibre here, and are replacing them with the same trash?

This is a university and the students here should be taught at the university level by competent instructors devoted to the better education of the students. If you, the instructor, refuse to teach on this level then please leave and don't feel bad about leaving us behind because a tear we shall not shed.

The situation is very critical and everyone in the Social Science department is indeed tired, weary, and frustrated.

Bro. Lenton Rhodes

## Profile Of A Professor

The staff, faculty, and student body of Winston-Salem State University take great pride in welcoming Mr. William T. Burke to our campus this year. Mr. Burke is an instructor in the English department. Mr. Burke received his A.A., A.B., and M.A. in English at Boston University. He did further graduate work at New York University and the University of Texas, Linguistic Institute. He is now completing his dissertation at University of Texas.

Mr. Burke has had much professional experience. He was associated Professor of English, West Carolina University, Cullowhee; Assistance Professor of Linguistics, University of North Carolina, Chapel Hill; Linguist, Peace Corps Phillippine Training Program, San Jose State College, California; Project Director, Peace Corp Iran Pahlavi University; Training Project, University of Texas; Research Assistant, University of Texas; Assistance Professor of English, University of Southern California; Professor in Linguistics, University of Georgia; Instructor of English, University of Wichita; Graduate Assistant, New York University; Instructor in English, Northeastern University, Boston.

A native of Bridgewater, Massachusetts, Mr. Burke is the youngest of four children. He grew up on prison grounds where his father was Prison Master. By growing up on prison grounds, he had trustee inmates as some of his earliest playmates. This, he believes, accounts for some of his adult reactions to people. He is still naive enough to look for good qualities in the worst of people.

Mr. Burke's talents are very broad. He played leading roles in the Boston University light opera association. This was an organization devoted to the production of Gilbert & Sullivan comic operas. He played the tenor lead of Marco in *The Gondolier* and Nanki-Poo in the *Mikada*, and thinks sometimes that his way of looking at life is quite Gilbertian.

He has many interests and hobbies. He enjoys music of all kinds, from rock to classical. He is a rather good ballroom dancer, for an old bachelor. He also likes antiques of all sorts, especially the cultural history tied up in them. But his greatest outside interest is in analytical or descriptive bibliography.

Mr. Burke thinks the policy of non-compulsory attendance is "a sham." He thinks that young people, for all their supposed sophistication, don't really know what's good for themselves. He doesn't believe that students today are getting everything that they should out of their college experience. He said, "In my day, we were very square, but we did seek out faculty members, ask them questions, and try to profit from the luxury of several years of working with ideas in a University rather than taking upon themselves issues and problems which we were not at all ready to cope with."

He also thinks the students are bright, intelligent and capable, but they have more interest in *The Black Revolution* than *Brain Power*. He doesn't like revolutions, because the key to successful intergration is Education. He said the real problem is ignorance on both sides.

Sister LaWanda Peace

## YOUR STUDENT N.E.A.

What is Student N.E.A.?

The Student National Education Association is the pre-professional association for college and university students preparing to teach. It is an integral part of the National Education Association, a voluntary, independent and non-governmental professional association.

What may become a member?

Any student enrolled in a college or university and preparing for a career in the teaching profession may become a S.N.E.A. member by joining a local unit. A member of the S.N.E.A. is also a member of the State Education Association and the National Education Association with all rights, privileges, and responsibilities of associate membership in these professional associations.

What are its purposes?

The S.N.E.A. program provides opportunities for students preparing to teach:

To develop an understanding of the teaching profession through participation in the work of local, state, and national education associations.

To develop an understanding of the history, ethics, organizations, policies, and programs of local, state, and national education associations.

To interest capable young men and women in education as a life-long career, and to encourage selective standards for persons admitted to approved programs of teacher education.

To gain practical experience in working together and in working with local, state, and national education associations on problems of the profession and society.

The S.N.E.A. holds its regular meetings every first and third Monday of each month in room 201 of Coltrane Hall. Anyone wishing to join is welcome to attend the meetings.

Sister Darlis Silver

## HAVE YOU HEARD . . .

About the letter written by one of our students in answer to the underground newspaper, "Call Me Black", which was recently circulated on our campus? We are very fortunate to have in our midst such a literary giant with the knowledge of a Plato or Judith Crisp, and the ambiguousness of one of our most militant leaders, Roy Wilkins. To you fellow student, we give great thanks.

About the jive NIGGER who turned one of our most prominent students away from the gate of the homecoming football game? It seems the student was without an ID card but did possess an activity book, drivers license (with picture), library card, last years ID card, (with picture), draft card, social security card, discharge papers, and birth certificate. All, except the birth certificate, having a valid signature as proof of positive identity. Still the white man with the natural tan insisted that the student pay the full price of admission. To you we would like to say that it is people like you who make it bad for the true BLACK people of this world. Your type will forever hold this university down. You are a true TOM!

About the certain young man who received so many proposals of courtship from both men and women after the presentation of the Omega's womanless wedding? Unfortunately he has turned them all down. It would have made an interesting topic of discussion in the Argus.

About the talk going on around campus of the old Columbia Heights School building? In this day and age of modern equipment and automation one wonders why this building is being torn down by hand. At that rate it may be down by the time our freshmen are ready to graduate. It is really a shame, or is it?