

Opinion

Multiethnic Curriculum: My Own Thoughts

by Laurence DeShields

The color line constitutes a formidable deterrent, to introducing and sustaining teaching about black American history and culture in school districts and the institutions of our nation. The factor that causes enormous disquiet and traumatization in school districts is not the concept of multiethnicity, but rather, the aspect of multiethnicity that focuses on the black American in American life. The history and experiences of black Americans are lacking in academic validity and significance.

In view of the hostility and "de-educating factor" that we as blacks have endured, since our ignominious transport to this country, it is remarkable that today we believe in our fundamental humanity and worth.

The notion that Black History is a separate history is nonsense. Black American history is inextricably interwoven with the history of our nation. The significant move should be a presentation of the authentic record which depicts the reality and truth of the role and contribution of black Americans to American history. Textbooks have been little assistance in this effort.

A genuine multiethnic curriculum focusing on blacks will require critical and sedulous reexamination of the idealistic professions of our Declaration of Independence, the "melting pot theory", and the concept of equal opportunity. The curriculum of the student must be the realities of our history, past and present: the historic

failure of our nation to extend the blessings of liberty to twenty-five million blacks despite their citizenship; the transfer of blacks from the plantation to the urban ghettos; continued poverty in our society in the face of unparalleled prosperity.

Curriculum planners, teachers, administrators, and the mass media have a tremendous responsibility in correcting the wrongs of the past and present. Teachers and administrators carry a special responsibility in helping all children, particularly those who have been told repeatedly by their society that they do not have value and worth because of the color of their skin.

Black history provides a basis for the unfolding of and objective and factual depicting of American history. Our public schools and institutions

must be humanized in order to help black children and youths to discover themselves and recognize their fundamental worth and value. In short, a person who does not know his or her history cannot really take pride in what he is, particularly if he has been told countless times that he or she has no meaningful past.

There is a new generation of black Americans who are proud and inspired by their heritage; and uncompromisingly honest in their delineation of the plight of black Americans in today's society. Nothing less than a "radical reconstruction" of the curricula of our nation's public schools is required to bring truth, integrity, and reality to blacks in a multiethnic curriculum.

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Destroy Student Apathy: Activate, Participate, Motivate

By Patrice Gibson

In propose the following questions to the student body of WSSU to provoke thought on these issues:

For example, why are we so slow to open up to new experiences? Why do we blatantly refuse to take full advantage of available opportunities offered to us as a student body? A perfect example of this would be student Co-oping. It would only make good sense to use this opportunity to meet and work with potential employees. If students are interested in Student Co-oping they can get more information in the Public Relations Building.

Another area where we hold ourselves back is being "conscientious in attitude." There is no reason for a student to sit in class and not participate in class

discussion. Yet nonparticipation more often than not is the case in the classroom, where the same one or two students do most of the talking. Our parents spent over \$1600 for us to sit in class, act like a monk, and not contribute to the class discussion. (The only person who can take a vow of silence anywhere - are monks.) Again, don't be fooled by that old saying "silence is golden"; that is a load of bull! Silence is more often than not - deadly!

Last but not least is good old student apathy which is at an all time high on this campus. No justification can be found for student apathy. WSSU has over 70 clubs and organizations just waiting for people to participate. When you the student comment and

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