

# JUST TRY T-E-A-C-H-E-R

If one-fourth of our VOICES echo over and over the same student-teacher issue, then we apologize. We regret that "three-fourths" of our voices are not heard. The contributors to these editions and the staff consider the educational problems on the campus an issue. But Broncos, it's an urgent one!

The best instructors here give up information and turn it loose to eager and dead minds alike. Some of us are eager because we still hope for a chance to compete fairly. The others are dead because they have been stomped to death by "that ole Bronco spirit". Give us the news!

We cannot lightly view the dedication and genuine desire to deliver that a few of our instructors possess. We are thankful because there might not be a Fayetteville State College if all of the best were like the worst. Instruction should be an art. We have artists who prove their points, explain their conclusions, express their own and standard ideas and teach. Oh, Michelangelo, however, we have finger-painting classes for Kindergarten teachers too.

We pay, Is that not enough? Don't you want your money's worth?

The bill <sup>day</sup> comes up. All but a few instructors recite everything but the right things. And students, we pay now in time and money, later in money and failure.

On Monday, February 17, 1969, after this paper went to press, the campus assembled for a workshop. What was said? What was decided? What will change?

We challenge the teachers to try. If you teach it and get it across fairly, we can throw it back. Try us--put up or shut up. Yet, as long as we pay, we have a choice. You should not have one instructor. To your own teaching be true. You cannot then be wrong to any student. Right now you are wrong, what are you going to do?

1. I'm not retarded. I can learn!
2. Try me, teacher.
3. Teacher--I know!
4. Teacher get ready!
5. Good God--I can't stand my teachers!
6. Say it Loud!--What's wrong with teachers?
7. No where to Run--Teacher
8. Teachers' Day will come.
9. Give it up--or turn us loose
10. Didn't hear it through the grapevine or in the classroom.
11. Teaching is all we need to get by
12. Come see about me, teacher
13. You can't hurry teacher!
14. I lost a teacher!
15. In the classroom hour!
16. Where did our teacher go?
17. Money is here, and Oh my, teacher now you're gone!
18. Just sitting in the chair in the class!
19. T-E-A-C-H (find out what it means to teach me)
20. I can get no satisfaction

## The American School System

For many years the American school system has sought, as they say, to educate the masses. The attempt to educate the masses has made the American school system unique in the history of our civilization. This uniqueness, if weighed and evaluated properly, will fall flat if one will actually measure the progress which the American school system has made as to the level of education developed.

The masses found in America are made up of all kinds of people. In specific, the masses range from the poorest poor to the richest rich. The American school system has taken on the task of trying to educate all these people and proud of doing this. Realizing and half-way admiring its attempt to educate all persons, I find myself questioning the actual level or quality of the education given. In viewing the composition of the masses as they relate to quality education, we find that we must view the culturally deprived or poor child. This child is forced to go to school until he reaches the age of sixteen because he is required to do so. He is there, but many of the instructors fail to give him the proper amount of help that he needs. For this reason, the poor or slow learning child is often neglected in the classroom and the authorities are unwilling to cope with the situation in a way that will offer equal opportunity for all students.

The American school system is, perhaps, the most unique; but as far as the level and quality of its education is concerned, it is relatively inferior. In order to eliminate the poor quality of students leaving high school and attending college, we must first seek to improve the quality of education which the poor are receiving, if an improvement in the quality of American people can rightfully consider their school system as being unique.

THE EDITOR

# HAVE YOU PLACED YOUR WANT AD YET?

February is an interesting month, starting with Groundhog Day and ending with George Washington's Birthday. This month also takes on new proportions for a few people who are unhappy with their job assignments and their present positions.

There will be few college presidents' positions open; but with as much know how as many of us have proclaimed, we just might get some consideration from Podunk College or from various other colleges. I understand Podunk has been open for ten years, and is, in reality, a very young institution but has had ten presidents in its ten-year existence, so faithful, have heart. Podunk, as I understand, also hires a completely new faculty each year. Then there are the students, the people who registered as students, (pardon me) who found themselves more fitted for running a college than being instructed in one. This is your month. In case you might be interested in a college position, may I suggest a few approaches for landing an instructor's job. It is not as hard now as it once was to land on a college faculty, but they will still want your transcript, (this is required by the accreditation association), and also a letter of recommendation from some one, your grandmother, or the man who runs the general store in your home town. The Dean will be interested in whether or not you might be able to spell "cat" and whether you have a proper wardrobe. The on-going dress for a proper wardrobe is described as a suit that has pants which are too long for shorts and too short for long. I feel most of you can qualify with that. Deans are quite persistent, the Dean won't mind you wearing glasses but he might want you to take a bath at least twice a week and to know how to flush a toilet. To save you from all the explanations on your first venture, I suggest you just make up a data sheet stating where you were born, what church you attended and what research journals you have contributed. He also might be interested in your school, that is the last school you attended. What did they think of you? Were they unhappy to see you leave, or pleasantly happy if you would not throw their names around for prestige's sake and embarrass them. Now Salary! Don't take the first offer, when they offer you four hundred a month, tell them the garbage man in your hometown brings home four a month. If he doesn't know what you mean by four a month, say to him, "Man get with it; four a month

means four hundred a month. Where have you been all my life?" At this point, you might have the Dean in an apologetic mood. Tell him that you spent two years at Fayetteville State College and in those two years you showed them not only how a college should be run, but you were a close advisor to the president as long as you had at least a half-dozen people that felt the same as you. Also include that you helped take over the administration building in one of the protest movements. Now go back to your demands. Tell the Dean you

are sure from your experiences that you can have the students running the school in less than six months. If he asks you right then and there, "Would you be interested in the Dean's job?" tell him, "Hell no," your experience is with stirring up trouble, and the Dean's

job is putting down trouble. Be sure and tell him one reason that you would not accept the Dean's job, is because of the fact that most Deans are "Uncle Toms" and one thing you ain't, you're glad to say is an "Uncle Tom".

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(Continued on page 4)

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