

GREAR'S HERE

By JOYCE GREAR

If you've been around here two, three or four years and you don't think you know very much, then you're not thinking this by yourself. What's your problem Broncos? Are you tired of knowing little and missing out on a lot? If you are--count yourself and me. That's two, too many!

I've heard a lot of talk in three years. I've seen too much of the wrong kind of action and very little of the right. What's your problem Broncos?

Do you have all day, every day, droop in some classes? Why don't you ask a few questions, suggest discussions, plan projects, or play tick tack toe. Oh, you have? And you still have that problem, don't you?

Are you in Elementary Education? Do you ever talk with children? Are you in English and can't write grammatically correct?

Are you in Math and still can't add this up and get the sum:

- Your problem
- My problem
- My problem
- Your problems

Our problems Broncos

Do you have yours, and I still have mine to get? In some classes, do you find it's cheat or repeat.

Does the man know his stuff? Nol We've got a problem Broncos.

Can the man get it across Bronco? Nol We have got a problem fellow. Yes, I said we. We-We-We. If he's no good to you, I don't want him either!

TO THE INSTRUCTOR:

If you've been around here one, two or twenty years and you don't think you inform very much, then you're not thinking this by yourself. What's your problem teacher of men and women? Are you tired of knowing something and not getting it across the desk? If you are--count yourself

and I know I can add one more. That's two, too many! For what! For anything my friend.

I've heard a lot of information in three years. I've heard too much about what was done in your undergraduate years, and I've heard very little about changing mine to keep them from walking around like Siamese twins. What's your problem teacher. I don't want what you got twenty years ago. I want all of that and more.

Do you have all day, everyday droop in some or all of your classes?

I take six courses this semester, and I'm ready. Six instructors, who instruct me, are you ready?

I want some action this semester because I'm tired. I'm tired of knowing little and missing out on a lot. I want a fight. What are you going to do about it? "I want the facts and the ideas. I don't want just the methods if they aren't practiced. What would you do to change education? If you won't speak up for yourself, tell me where to find someone who has or will". I'm ready. I'm ready for a fight. I'm ready to find.

I want to fight. But, I can almost bet you are not willing. I want to shake your hand and come back fighting. I want to learn something. I want to learn many, many somethings. I want to learn what you know and to find it if you don't know. I want you to tell me where to search for ideas. But, you won't do it, and there are a lot of things I want from life.

I'm tired teacher. I'm tired of sitting in class and learning nothing. I don't want just the methods if they aren't practiced, I want your ideas on how to change the ideal that's not practiced.

WHAT DO YOU KNOW, TEACHER?

If you have been wanting a change for the better, then you're probably just as tired as I am.

I've talked, argued, explained, agreed, discussed and accepted until I'm blue-black in the face. If you want change--you have to understand.

I would like to shake your hand and come back to class fighting, teacher of mine.

I would like to learn from you, learn with you and question what we learn.

I want to learn what you have learned and ask you where I can go from there.

I want to challenge you.

EMPLOYMENT RACIAL BIAS ON ALL SIDES

Excerpts from "The Negro and Fair Employment," by Irving Kovarsky, professor of business administration at Iowa, published in the Kentucky Law Journal:

Both unions and management, in addition to government, have important roles to play in elimination discrimination in employment; yet thus far neither has fully accepted its responsibility.

Although unions have always emphasized their desire to attain equal employment opportunities and although union leaders have generally attempted to eliminate discrimination, unions continue to engage in the practice.

Industry, on the other hand, while making extensive noteworthy contributions to society, has shown little tendency to deal with moral questions.

Industrial management can curtail discrimination in industry only if it accepts the responsibility to do so and exerts the appropriate effort. Recent studies have shown that with positive management planning, equal employment opportunity can be achieved.

Government Inaction

To date, not one federal government contract has been terminated nor is there any evidence of a refusal to let a contract because of discrimination.

In one case reaching the federal district court, the President's Committee on Equal Employment Opportunity had delayed action on a complaint for two years.

If an employer hires only white employees when Negroes are available or a union excludes Negro applicants, there is evidence of discrimination. But we are a concerned group of leaders and future leaders.

It is a shame that year after year we carry the same ugly statistics, to wit: fifty per cent of our freshman class does not return the following year. Yet, we do not regard it as shameful: we reflect upon it with pride! Instructors pin it to their chests as a badge to assert the difficulty of

Art of Diplomacy Alive



Two presidents try the biblical notion of reasoning together to find understanding in the recent series of workshops brought on by student discontent. President of the College, Dr. Rudolph Jones, left, and President of the Student Government, Mr. Hector McEachern, display the willing flexibility of a long line of diplomats who have brought peaceful solutions to dissident factions in the history of the world for the betterment of the masses.

grasping their subject matter. The students bask in glory that they are of the surviving half. Is that good? Is that good when we realize that we are losing more students than we are graduating? So we feign an attempt at helping! We institute tutorial programs. Isn't anyone aware that the subject matter is not failing the students? Maybe the real problem requires more effort than we are willing to give. Maybe no one wants to get at the real problem, but certainly no one can deny its existence.

This is just one of the lies. You know them, all of them. I am not concerned with spotlighting the lies; I want to spotlight you! You made them, and you must destroy them! Lying is a sin, and sins lead to hell. These lies are on the verge of making this institution our hell. I am afraid that all of the self-acclaimed angels are about to have their wings singed. I am convinced that all of us, students and teachers, are faced with the choice to either destroy the lies, or be destroyed by lies. This problem can wait no longer--it is a now problem that demands a now solution.

If you wish to be an individual, then you must work toward the solution. If not, then don't pretend too. We don't need pretenders; we need doers. If you must ride, then ride a horse! Don't continue to ride on the waves of pseudo-intellectual achievement. A teacher

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PEACE CORPS VOLUNTEERS TO CONGO

WASHINGTON -- The Peace Corps has been invited to send Volunteers to the Congo, Peace Corps Director Jack Vaughn announced this week.

The Congo becomes the 61st country in the developing world in which the Peace Corps is involved in programs to serve. Twenty four are in Africa.

Earlier this week Vaughn said the Peace Corps had agreed to return to Guinea.

Volunteers will go to Swaziland for the first time next month in another new program announced earlier this year.

Vaughn said a Peace Corps representative will soon go to Kinshasa, the capital of the Congo in January to consult with Congolese officials on ways to best utilize Volunteers, and how many.

Volunteers are scheduled to go to Guinea next spring and to the Congo, a nation of more than 15 million people, next fall, at the earliest.

A representative in Guinea last week worked out details on a request by the Guinean government for some 20 volunteers trained as mechanics in a program similar to one Volunteers were involved in when the Peace Corps was asked to leave that West African country two years ago.

Currently, about 3,000 Volunteers serve in Africa.