



## AFRICA in Today's World

IT'S QUITE POSSIBLE that the worst can happen in Africa--collapse, chaos and inter-racial war. But there's a better-than-even chance it WON'T according to noted commentator Roscoe Drummond of the Christian Science Monitor. In a dispatch from Uganda, he states:

Here is a turbulent continent spanning one-fourth of the surface of the earth on which 200 million Africans in 37 newly-created states—one third of the entire United Nations—have won control of their own destiny in 10 nerve-racking years.

Only the Africans can decide what will happen, but they can't decide entirely by themselves. Good will, patience, and sustained economic aid from the West are essential to bridge the gap between sudden failure and gradual success.

It can be success. I come down on the side of a good deal of hope for Africa's future. I do so after continuous and candid contact with economic experts and political leaders from 21 African nations met here in Uganda under the sponsorship of the Council on World Tensions to look realistically at the problems of African economic development.

These are Africa's, which Africans can now develop for Africans:

If the new and fragile states can sustain political stability.

If the West has the will and wisdom to provide marginal but crucial help.

If the struggle for liberation in white-controlled southern Africa does not end in an appalling inter-racial war.

Under these circumstances, the best can happen.

They believe it can be done and that a real beginning is being made.

They believe it can be done because this continent's resources — human, land, and water—are vast and various, mostly untapped and unexplored.

They believe it can be done because there is an intense, passionate, and tenacious will here among the African leaders and people to make their independence productive of a better life too long denied them.

It is being done. The proof rests on this central fact:

The gross national product of the entire continent of Africa is at the highest point in its history.

Most of the African nations have been on their own from two to eight years. During this period since independence, the gross national product—the sum total of goods and services produced — has been going up. This is an African achievement, not just a colonial achievement. This is a post-independence achievement and can fairly be said to be the fruit of independence. There need be no doubt about the compelling motivation, inherent intelligence, and learning capacity of Africans.

Take Africa's material resources. Africa is today producing commercially 49 of the 53 most important minerals and metals in use in the world—and much has not yet been geologically surveyed. Its iron-ore reserves are twice those of the United States. Coal reserves are estimated at 100 billion tons. It has a wealth of water power and land. The potential has only been scratched. New petroleum fields are being discovered.

If this keeps up, we can see in the making the Africa of great promise, not the Africa of terrible calamity.

Take Africa's human resources. There is a shortage of trained skills and trained talent, but there is no shortage of potential capacity. Today some 5,000 African students are studying in the United States every year and many more thousands in Western Europe.

How are they doing? The answer is that the general grades of the African students are equal to and often noticeably better than the average of the American students in the same universities, despite the problems of language and social adjustment.

## VOICE READERS COMPRISE a \$30,000,000 MARKET

# EDITORIAL

## Well, Have You Had Enough?

WITH ALL DUE RESPECT to those who labored so diligently to make it a success, we are forced to report that the 1965 Freedom Fund Banquet of the Las Vegas NAACP was something less than a "memorable event." In fact, a majority of the pathetically small gathering of 207 cash customers who attended the rather dismal affair probably would just as soon forget the whole thing.

This appraisal, which seems to be the consensus of participants who have expressed opinions to the VOICE, is no reflection on the efforts of the two distinguished guest speakers, the Rev. Lewis P. Bohler Jr. and Tarea Hall Pittman, or the talented master of ceremonies, Stan Irwin. And most certainly, the entertain-

ment provided by The Treniers, Myron Cohen and the An-Tone-Ettes was of the highest quality.

Nevertheless, what should have been a triumphant celebration of a truly great year in the history of the American Negro, both nationally and here in Nevada, proved an almost depressing occasion for most of those present.

It has been difficult to put a finger on exactly what went wrong last Thursday night. However, we strongly suspect that an appalling manifestation of self-aggrandizement in the souvenir program and awards presentations was a major factor in creating the undercurrent of gloomy disillusion that pervaded the assemblage.

We applaud the recognition accorded Assemblymen Mel Close Jr. and Vernon Bunker and State Senator B. Mahlon Brown, who spear-headed the successful drive for civil rights legislation in the State Legislature this year. We also feel that Eileen Brookman, Jimmy Gay, Bryn Armstrong and officials of Mark Twain Life Insurance Co. were entitled to the honors bestowed upon them, although several others equally deserving were overlooked. But our agreement with the awards committee stops there. Period.

There were other unfortunate facets to the occasion, including a direct affront to most members of the local NAACP executive board, but little good can be accomplished by a detailed post mortem. Suffice it to say that many eyes previously closed to a deplorable situation in this community were opened on June 17. Drastic reforms are vitally necessary. It's up to YOU to see that they are initiated and carried out.

ren; even that they are convinced these children cannot be taught. So many white teachers try to dodge service in ghetto schools that the United Federation of Teachers in New York City felt it necessary last month to deny formally that racial bias caused teachers to shun slum schools.

### Reassignment 'Not Enough'

The UFT opposes the plan to reassign experienced teachers to Negro ghetto schools, saying moving a few teachers is not a substitute for "more basic improvements."

It would seem that nothing is more basic in teaching children than experienced teachers. The UFT position is merely strengthening the growing belief in Negro circles that one of the prime obstacles to better education for Negro youngsters is the professional school establishment itself.

There is more than a scattering of evidence that if Negro children are really taught, a healthy percentage of them will learn and may turn up in the above-average category. Wouldn't it be the irony of ironies if this educability were to be revealed indisputably by Southern white college students instead of by the professional-liberal white teachers of the North?

## Georgia Collegians May "Prove a Point"

BY ROY WILKINS

In all the news of the end of the school year, the University of Georgia—for me—stood out above the rest.

It is true that the University of Alabama graduated the first Negro student in its entire history. It is also true that Ole Miss has had two "no noise" Negro students attending classes as a normal thing in this, its post-Meredith period.

It is also true that a Negro student at one of the exclusive New England prep schools who had his choice of several tempting acceptances chose to enroll at the university in his native North Carolina.

I know that the University of South Carolina has about 15 Negro students, that the first Negro graduate of Clemson College in South Carolina is to be employed by a firm of architects in Charlotte, N.C., and that the University of Texas is so accustomed to Negro students that it long ago ceased making announcements about them.

### Students' Teaching Project

But at the University of Georgia the significant news went below the university level to the root trouble of many headaches in the world of education. One hundred twenty-seven University of Georgia students have been manning a tutorial project in the university's home city of Athens among both white and Negro elementary and secondary children.

At first the project started with one Negro and one white school. The need was so great, the enthusiasm of the university students so contagious and the revelations and satisfactions so inspiring that the project has now spread to seven schools.

Formal reports are not yet available, but the word is that the Georgia students have been astonished at the educability of some of the youngsters, white and Negro. Some pupils have narrowed or closed gaps in reading, writing and arithmetic although they were months or even a year or two below their normal level.

### Children Being 'Endured'

Concerned groups of Negro parents and leaders of civil rights groups have charged all along that too many teachers—both Negro and white, in the North and in the South—are only enduring Negro children, not teaching them.

Some Negro teachers in the South are said to be turning out children in their own school day image, who are able to meet only the lowered achievement standards of a segregated community.

Some Negro teachers in the North are said to have adopted the callously sophisticated attitude of not struggling too hard to accomplish anything.

As for the white teachers of Negro children in the North, with notable and dedicated exceptions, the accusation is widespread that they do not teach Negro child-

**LAS VEGAS**  
**Voice**

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