

Campus Echo

North Carolina College at Durham

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Life In Dormitory Widens Education

By John Mizelle

During my stay at North Carolina College, I find that living in the dormitory is educational. Before a person can understand fully why living in the dormitory is educational, he must realize that education involves at least three aspects. They are (1) that of teaching the accumulated heritage of the past, (2) that of training students for life by helping them to learn to adjust to their surrounding environment and (3) that of building a rich meaningful world in which to live. It is the purpose of this article to discuss several advantages in living in the dormitory. Let us first consider social development.

Since the beginning of time man has always wanted to be accepted by his fellowman. This truth can be seen most vividly in group living. Since association together is necessary for our survival, we have a social impulse to live with others of our kind.

Man also possesses a social drive, the wish for recognition. Every man desires to have his associates think highly of him and to recognize him as a desirable, superior creature. This social appetite has been the major force behind the making of man's complex societies and cultural habits. This force which has driven man throughout the year will also make the average college student living in the dormitory into the type of person who is accepted by society.

The personality and social habits acquired in the dormitory are priceless in helping one meet the challenges of the world. For example, in holding down a responsible job in this modern age, it is essential for the individual to be well versed in his given field, but he also must be able to socialize and communicate with his co-workers in an intelligent manner. Dormitory life alone, however, doesn't develop well-rounded individuals; it plays a major part along with campus activities and sports.

To give a specific case in which I prospered, I will state a rewarding experience with one of my roommates. My roommate, who was from Africa, gave me a wealth of knowledge about his section of the world: its history, status in the world, customs and culture. In return, he learned a lot about America from me. But, most of all, I saw how America looks in the eyes of other people.

Everyone's roommate, however, is not from Africa; nine out of every ten roommates come from different parts of the country or state. Hence, the bringing together of different cultures and ways of life, exchanging of knowledge, and learning to live with students broaden one's education greatly.

ROVING REPORTER

Question: Do Greek-letter organizations have a place on a college campus?

Alva Taylor, junior, majoring in sociology and minoring in Library Science from Columbia, S. C. "Yes, I definitely feel that Greek letter organizations have a place on the college campus, but I also feel that the prestige and position of the organization dominates or should dominate the place that the organization holds."

Daniel Holding, freshman, majoring in business administration and minoring in economics from Durham, N.C. "Yes, I think they have a place on a college campus because they give the student a feeling of seniority."

Tommie Porter, senior majoring in physical education and minoring in health education from Chicago, Illinois. "No I do not agree with the method that the Greek organizations use to recruit new members. After all, if one is qualified scholastically, he should not be subjected to this public humiliation. Public humiliation should not be used to measure one's loyalty to the organization."

Vivian Biggs, sophomore, majoring in biology and minoring in chemistry from Williamston, N. C. "Yes, a Greek-letter organization for that matter gives a person a chance to develop socially."

Maurice D. Hinton, sophomore majoring in sociology and minoring in psychology from Knightdale, N. C. "Generally speaking, I think Greek-letter organizations have a place on campus. These organizations help students become mature women and men. Besides, that's what college is for, not just for an education but to develop mature women and men."

Ellis Jones, junior, majoring in German and minoring in English from Durham, N.C. "No, I think the position of the Greek-letter organizations on the campus has been greatly over-emphasized. They are thought of too highly and they don't live up to their leadership image."

Hattie Long, senior, majoring in business education and minoring in education from Burlington, N. C. "Yes, I think the Greek-letter organizations have a place on a college campus just as any other club. Personally, I don't like Greek-letter organizations, but for those who do, then they should be placed on campus for their own interest."

Yvonne Adams, junior, majoring in English and minoring in music from Kings Mountain, N. C. "Yes, I feel that any type organization enables one to get along better with his fellow students and to work together whether socially or otherwise. The Greek-letter organizations carry the same effect on this campus. They also, in more ways than one, encourage students to strive harder for better grades."

Edna M. Davis, sophomore, majoring in business education and minoring in education from

Beaufort, N. C. "Yes, Greek-letter organizations do belong on a college campus. But I also believe that it should be left up to the individual whether or not to join. There are some who believe that unless one is a member of a Greek-letter organization, he is not recognized very much. But this is not true, and it has been proved many times on this campus."

Larry Barden, junior, majoring in Art and minoring in History from Durham, N. C. "No, I think the Greek-letter organization on the campus is that of a social order. The organizations are the biggest pretense, since unsuccessful revolt. Brotherly love. I say more like "Big Brother."

Franklin Lowe, junior, majoring in Chemistry and minoring in Mathematics from Panama. "I think that the only reason that Greek-letter organizations occupy a place on campus is that they constitute an old tradition. Other than that, they are of no constructive benefit to the college."

Mildred Joyce, sophomore, majoring in Mathematics from Mayodan, N. C. "Yes, I think Greek organizations add to the moral, social, and academic status of college students. They help to promote togetherness, brother-and-sisterhood as well as fellowship. Through active participation in one of these organizations, a student may also broaden his horizons and obtain a sense of pride in himself and his school."

Albertine Hunter, senior, majoring in English and minoring in psychology from Rocky Mt., N. C. "No, they have no practical purpose academically. Their only purpose is for popularity and prestige. They do a good job, however, of decorating the campus with colors."

Patricia Gant, senior, majoring in business education and minoring in education from Winston-Salem, N. C. "Yes I feel that the Greek-letter organizations have a place on a college campus in that they better enable young men and young women to work together harmoniously in an effort to attain some definite goals in their lives."

Burnette Williams, Jr., junior, majoring in sociology and minoring in education from Merry Hill, N. C. "Yes, Greek-letter organizations do have a place on a college campus. They provide an opportunity for each member to carry out a responsibility. They also have a tendency to isolate members, somewhat, from the entire student body. They create a feeling of belonging to and as long as they create this feeling, Greek-letter organizations do have a place on a college campus."

Elaine Walker, sophomore majoring in psychology and minoring in sociology from Henderson, N. C. "Yes, I think that a Greek-letter organization has a place on campus because there is a position that must be achieved. This achievement motivates many students to advance more than they ordinarily would."

Sherlane Adams, sophomore majoring in accounting and minoring in mathematics from Winston-Salem, N. C. "Yes, Greek-letter organizations promote scholarship, leadership and togetherness among the student society. Through Greek organizations, students learn true loyalty and obtain a feeling of true belonging."

Eulis Parker, freshman majoring in accounting and minoring in business administration (See Roving Reporter, Page 4)

Do We Need The Negro College?

By Aaron R. Graham

Recently, North Carolina College's fund raising steering committee invited John P. Davis, editor of Report of the Cooperative College Department Program, New York City, and Dr. F. D. Patterson, founder of the United Negro College Fund and Ex Officio Chairman of the Cooperative College Development Program, to speak at a workshop and luncheon meeting to discuss methods of scholarship fund raising. Though this was the core purpose of the meeting, ranging through the discussion was the question "Is the Negro college on its way out?" We are concerned about this issue and feel it merits discussion.

Integration is one on the best things that has happen to the Negro. It has certainly provided new horizons for the Negro in educational fields. As many whites tell it, "O.K., you have integration, why not close shop" (the Negro College).

Based on the forestated points someone may ask "Do we need the predominately Negro college?" We have no hesitancy in echoing a thunderous "yes" as long as the economic situation of the Negro is as it realistically exists today. We need the Negro College; to close it now would shut the door of education in the faces of most of us.

We are reminded of an incident in one predominately white Southern School when the new federal Opportunity Grants program was passed which makes grants to needy students with ability. Administrators screened the student body to see who needed such aid. Only 3 per cent needed the aid. We need not take a poll to find out that this percentage would take a tremendous hike in the Negro college community, even if its student body was smaller as it is in most cases.

The question we would like to pose to the "Negro-College-close-shop advocates" is "Where would the 140 thousand Negroes now in the Negro colleges go, when we know it is real that he does not have the financial mechanics to pay the increased cost that he would encounter by matriculating at a predominately white college?"

Let us assume that the 140 thousand Negroes in college now were accepted. Then this leads us to our second question for the "Close-shop-advocates," "In light of the increasingly more burdensome college enrollment increase, how will you accommodate this addition justifiably?"

As a result of the 1964 civil rights bill which has a provision which calls for state supported institutions to have Negroes enrolled if it wishes to continue getting federal aid, many white institutions have now endorsed programs of recruitment of talented Negro students and give them scholarship aid to assure the federal government that it has a safe classroom mosaic of students. This means that the Negro college would get all the lower achievers. We need scholarship funds for support of the Negro institution.

It is commendable that the federal government has initiated, including the two programs this fall, four financial aid programs. There is the National Defense Student Loan, College Work-Study, Opportunity Grants, and the Guaranteed Loan Program. We are concerned about the absence of financial support of business, industry and private concerns in making their stake in education. The federal government should not have to shoulder financial support to people who need it alone.

Along with the "close-shop" theory there also exist an invasion of paternalism from white institutions. We are gravely concerned about this misconception that the white institution has attached to the Negro institution. They have the attitude of mothering the Negro institution along. This is as false as the Council on Human Relations in the civil rights struggle. Once there did exist a time when Negroes needed someone to talk for them, but gone are the days; Negroes now speak for themselves. And so it goes with paternalism from the white institutions. The Negro needs their cooperation, but nay for their paternalistic attitude.

We feel that as long as an institution performs a service it should be retained. The good school is not limited to the white institution. The evaluative quality of an institution depends on the resources of the institution and not the color of those who attend.

Ladies and Gentlemen, if we had the mechanics of finance, accommodations for 140 thousand Negro college students, justiable facilities for this addition, preparation for the increase college burden, available quality instructors, divorcement from white paternalism, proper methods of student motivation, a broad range of educational resources, we would endorse the "close-shop" theory. But we have not yet begun to grasp these needs.

We feel that the Negro college has a role in education as long as the forestated needs leave much to be desired.

