

Campus Echo

North Carolina College of Dentistry

Member

ASSOCIATED COLLEGIATE PRESS



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Letter To Editor

Dear Mr. Editor,

Recently there has been a lot of controversy concerning Greek-letter organizations. In the last issue of the *Campus Echo*, the *Roving Reporter* did an article on the following question, "Do Greek letter organizations have a place on a college campus?" During the week of December 4, the SGA circulated leaflets with a statement about frats being warned.

The comments about Greek-letter organizations have greatly disturbed me. I guess that the reason for this disturbance is that most of the people making these comments could not pledge "How Can I Graduate in Four Years," or, better still, "Dog Phi Dog." In other words, most of these people do not have the average to pledge. Then since they do not have the average to pledge, they do not see any good in Greek-letter organizations.

Okay, so you don't see any good. Well, let me ask you this question, are you doing anything constructive? Are you lowering the college's status by taking a semester break for the whole semester instead of the few days between semesters. This is only one example to start you to thinking.

Now, let's look at the Greek-letter organizations. How many of you other than those in a sorority or fraternity use your time to tutor children not attending NCC without pay? Have any of you done volunteer work at a hospital when you could have been studying? Although it is a tradition, what other club has decided to give goods to the needy for Thanksgiving? How many have helped in voter's registration? These are only a few of the questions that you should ask yourself before you jump out and say, "They do a good job, however, of decorating the campus with colors." What is it? Do you envy their dressing on family day?

The statement, "They are thought of too highly and they don't live up to their leadership ability," puzzles me. What are you trying to say? Are you saying that people in Greek-letter organizations do not have the ability to lead? If that is the case, why do students pledge? Evidently they must be doing something. Students are not coerced to join. Pledging and joining are strictly voluntary. Yet students join groups where there is no leadership ability, says some people.

Now what do you mean by this, "I do not agree with the method that the Greek organizations use to recruit new members." Let me get you straight from the jump. Greek organizations do not have recruiting stations. It makes no difference to them whether Lottie, Dottie, and the rest pledge. Students pledge on their own accord. If they want to be subjected to "public humiliation," whatever is meant by this word, then they pledge. If they don't, so well and good. Although these organizations maintain a great deal of secrecy, everybody knows what is going on. Freshmen might be dumb at first, but later they learn. You would be crazy to jump in a pile of bushes not knowing what was there.

So the next time that you are confronted with this question, don't just make a comment to be making one. Think before you speak.

NORMA BROWN



ROVING REPORTER

QUESTION: Do you think NCC is doing all it can to educate its students?

Billy Shropshire, senior, majoring in Geography and minoring in Biology from Charlotte, N. C. "No, but are the students doing all they can to educate themselves? I often think about the students in large colleges and universities throughout the nation, the fact that they do not have compulsory anything. (class, assemblies, etc.) The students of these institutions usually make the best out of the college rules. In our case here at NCC, discipline has a lot to do with the students' success. NCC's campus is building and we can make or break it."

Martha Cooley, freshman, majoring in Sociology and minoring in Biology from Rowland, N. C. "Yes, I think NCC is doing all it can to educate its students. The various facilities and activities are evidence that NCC is striving to prepare its students for the world which they will have to face when they complete their education."

Milton Jenkins, sophomore, majoring in Chemistry and minoring in Mathematics from Roanoke Rapids, N. C. "Yes, I think NCC is doing a fairly good job in educating its students under the circumstances. With due respect to the financial situation of the college and where this finance is coming from, I think NCC is doing a sizable job, even though there are a few other small things that can be done to enrich the education of the students here. Proof of the effective educational system here at NCC can be seen in the fact that it is rated very highly among Negro colleges."

Barbara Avery, sophomore, majoring in Sociology and minoring in Psychology from Getvel, N. C. "No, I don't think NCC is doing all it can to educate its students because we are not given the best possible library service, the best possible classroom teachers and the best possible equipment to work with. It is true that we do have some very bad teachers. I realize the fact that by NCC's being a Negro college in the South, it does not have the means to get the best. But I do feel that NCC can do better than it is doing. Perhaps, with the coming of the new President of this institution, things will improve."

Walter Carrington, freshman, Health Education major and Biology minor from Durham, N. C. "I think NCC is doing all it can to educate its students. There are several things, however, to take into consideration to support this assumption. Most of the teachers are doing all they can to help the students get an understanding of their work and accomplish the goals they have set."

Gloria Walker, sophomore, majoring in Sociology and minoring in Psychology from Littleton, N. C. "I think NCC is doing what it can to educate its students. It is really left to the individual to grasp or educate himself. If NCC has the material then, I feel that it is the responsibility of the student to get it."

Sandra Harris, sophomore, English major and Drama minor from Durham, N. C. "Yes, I think NCC is doing all it can to educate its students. I feel that NCC has adequate facilities and enough time to put them to work for us. Going to college involves the participation of both the students and teachers. I feel that NCC has done its job by securing the best possible instructors."

Larry Hexstall, senior, majoring in Public Health and minoring in Psychology from Elizabeth City, N. C. "Yes, NCC is doing all that it can do within the range of the economic, psychological, and individual barriers that must be abolished. These are the barriers which I think need to be overcome in order that the true academic freedom may exist."

Richard Shannon, freshman, majoring in Business Administration and minoring in Accounting from Winston-Salem, N. C. "No, I don't think NCC is doing all it can to educate its students. Some teachers don't explain the lessons to students and then give the hardest tests possible. All some of them think of are their pay checks and not the students' welfare."

Patricia Evans, senior, majoring in Home Economics and minoring in Education from Durham, N. C. "I think NCC has a good educational program; however I can't say whether it is doing all it can to educate its students. To me, this is a two-way situation; students must want to be educated and they need to be motivated to the extent that they will do all they can to educate themselves. This brings in the role of the students and the teachers. No instructor can educate alone."

Samuel Snipes, Jr., sophomore, majoring in Sociology and minoring in Economics from Durham, N. C. "Definitely no. I think that the administration of NCC and some members of its staff are not as accurate and up-to-date as the staff of a college of this size should be."

College-Church Dilemma Discussed

"The Dilemma of the Negro Institutions — The College and the Church" was the focus of a forum sponsored by the *Campus Echo* on December 8. The panelists, all of North Carolina College, were Dr. Charles A. Ray, chairman of the Department of English; Dr. James Brewer, professor of History; Mr. Russell Adams, assistant professor of Political Science; Reverend John Chappell, Director of the United Campus Christian Ministry; and Reverend J. Neal Hughley, college minister. Each speaker gave his opinion of the topic.

Dr. Ray stated that racism is our main problem today and that there are still impediments which cause racism in the colleges and churches. Dr. Ray used the urban renewal program as an example, indicating that many Negro churches are open to the white public, but that with urban renewal some of the churches have to move out of their locations to more highly Negro-concentrated areas.

Remarks made by Dr. Brewer concerned the previous education of the Negro. He said that the education of the Negro could be put in a two-chapter book. The first chapter, he pointed out, would tell how the Negro has been educated to be slaves, out bearing the qualities of a child and a clown. The second chapter would tell how the Negro has been taught to live with discrimination, segregation, and self-hate. He said that no toleration can be transferred into the technology of a modern age. He also felt that Negroes are not prepared for chapter three, the period of integration. He stated his position as, "I favor having complete identification in the mainstream of life."

Both the church and the college are showing a net loss, Mr. Adams felt. "The ministers of the Negro churches are losing ground as compared to former contributions," he said. He also said that there was a falling away of young membership in the churches. He thought that since Martin L. King and a few others, there had been no contributions from the church. Schools, in his opinion, have always been behind, both in equipment and in finances. About the quality of schools, he said, "I see a chaotic and dim future." But for quantity he said, "I see a good future." The difference he felt in the professors of white and Negro colleges is that the Negro professors on a whole have the attitude of having a higher status than the professors of comparable rank at a white institution.

Reverend Chappell relayed his thoughts by using two models. The first model was "The Investigation" which is the story of World War II where the only survivors were those who helped the system along. In parallel, he said that the institutions of the church on college are a part of the society. The solution, he said was, "To change the Negro you have to change the system of society." The problem he feels is in choosing the direction that those institutions should take. Model II emphasized the point that the Negro institution is a reflection of the society as a whole.

Dr. Hughley felt that the philosophy of accommodation is practically dead. He said, "The Negro school is faced with the immediate task of becoming an American institution."

After the panelists finished, there was a general question and answer period.

MERRY CHRISTMAS

AND A

HAPPY NEW YEAR

FROM THE

CAMPUS ECHO

STAFF