

THE COMPASS

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"The Role Of Black Power In Securing Equality For The Negro Race" By BILLY KIRKPATRICK

Perhaps the most forefront issue in the minds of the Negro college students of today is that of the Black Man's position in the American society. What forces have impeded the Negro's social growth in this country? And, when can we, or our children of tomorrow, look back and say that "the 'dark age' that existed for the Negro throughout the 17th, 18th, 19th, and 20th centuries has ended?"

This has been the concern of the Black Power advocates as well as the advocates as well as the conservative leaders of the Black Movement in America. The chief difference of the two advocates is that of "how" to attain equality for the Negro population in America. Here opinions have varied.

The leaders of the Black Power Movement have presented their "demands" to the white man and, in turn, has "demanded" the white man to honor his wishes.

"He has been militant" says the news media. Well, we must agree that men like Brown and Carmichael have been quite demanding. They have threatened to "burn, to shoot, and to bomb." For such threats they have been branded by the white man as militant, and as usual, the Negro, being so indoctrinated by the white man's propaganda machine, accepts this viewpoint. Well, as far as I am concerned, a crime is a crime only when it has been committed. Perhaps to the white man's regret, Carmichael and Brown have not taken out their matches, cocked their pistols, or planted their bombs. They have only talked of such actions.

To be sure the Negro of America not only needs people like Dr. King and the Honorable Roy Wilkins but also they need people like Brown and Carmichael. Why? Well,

we all understand the Negro's level of education in this country. Many are poor and others are poorer and, therefore, unaware of the injustice that has been done to their race. In Alabama, Georgia, South Carolina and practically all Southern States there are large numbers of Negroes who barely scratch out a living and accept his burdens as simply his unfortunate heritage. He tells them that God will fortunate heritage. He tells his children to be satisfied with what they have. He tells them that God will make a way. He believes that the white man is superior and consequently honors this falsified superiority.

Does Dr. King reach these people? Does the poverty stricken Negro understand the white man's legislative approach to solving his problem? No. If he did, then, I am sure that he would not be complacent with his position in society.

On the other hand, he understands the meaning of struggle—for his life has been filled with struggles for survival. Thus he has relied heavily upon his physical strength throughout his life. And so when this segment of our people hear the terms such as "we will take, we will hit, we will drag, etc." which are used by the Black Power advocates, they are reached and they feel the essence of the power that they can exert into the racial issue. This is clearly what the Black Power advocates are doing—they are reaching the poverty stricken Negro. They are establishing unity among the black race as to what the black men want in this country.

Thus, the black man's dreams lie in the pressure that he exerts upon the leaders of this country whether it be expressed through factual or fictional tones.

Beta Beta Beta Inducts

The Society began the year with their members Jannie R. Ellis and Leon McNeil working very hard screening prospects. On December 11, 1968, they proudly welcomed Lacy McLaurin and Angenette Ruffin to full membership. Also Josephine Grant and Hazel Battle were welcomed as provisional members.

Jannie R. Ellis is president, Leo McNeil is secretary with Dr. Sekender Khan as advisor.

Biology Department

Two students received grants from the Academy of Science. Angenette Ruffin and Leo McNeil who are biology majors have received grants to further or start research in some aspect of biology.

Leo McNeil, a senior, has done research on the diatoms for over a year. Angenette is a junior.

These same two students accompanied five other majors as well as their Department Head, Dr. Sekender Khan, on a trip to Virginia State College at Petersburg on January 6.

Upon arrival the students were greeted by Dr. B. R. Woodson, Professor of Biology at the college. He showed the students the equipment and materials that they had and he also showed them the projects they had under research. After a tour of State's campus, the E SCS Biology majors returned to a laboratory that had been set aside for their use.

The purpose of the trip was to classify algae that had been found in Pasquotank County. Samples of algae of different species were taken on the trip.

Others included in the group besides those already mentioned were: Dorothy Warren, Hazel Battle, Floyd Felton, Lacy McLaurin and Flora Rooks.

Rena Says

...Bias Hall Is On The Ball

The girls in Bias Hall have improved a great deal in the last few months. They have elected officers, counselors, and committee members for the dormitory. They have also, decided upon showing their Christmas spirit by decorations and Christmas sisters.

They seem to be getting the hang of things since they have received their deficiencies and now they know that they have to really buckle down and study. The deficiencies will help some in that it will make them study more. It will hurt others, whereas, they will give up hope and say "I can't make anything else but a "D".."But, the best thing to do is do your best. Always strive to do
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Who...? Where...? What...?

Izola Young, '67, English Major, is teaching at Darden High School in Wilson.

Charles Keyes, '67, Social Science Major, is teaching at Belhaven High School in Belhaven.

Leroy Brickhouse, '67, Elementary Education Major is teaching at Springfield High School in Lucama.

James Powell, '67, Industrial Arts major, is teaching at Washington County Union High School in Roper.

Earl Tyson, '67, English major, is teaching at Mary Bethune High School in South Boston, Virginia.

Clarence Thomas, '67, Art major, is teaching at Harriet B. Davis High

School in Cleveland, Ohio. Marvin Spaulding, '67, Elementary Education major, is teaching at Crestview Elementary School in Clarksville, Virginia.

Bonnie L. Rushing, '67, English major, is teaching English and French at Brawley High School in Scotland Neck.

Randolph Mitchell, '67 Elementary Education major, is teaching at In-Borden High School in Enfield.

Robert T. Graves, '67, Social Science major is teaching in the Public Schools of the District of Columbia at Garnet-Patterson Junior High School in Washington, D.C.

The Spectre Of Students

(ACP)--"A spectre is haunting America -- the spectre of students. For the first time in the history of the United States, university students have become a source of interest for all the nation, a source of concern for much of the nation, and a source of fear for some of the nation. This is a phenomenon unique to the decade of the 1960's."

Three years have passed since Clark Kerr watched the beginnings of the student revolt at Berkeley from the vantage point of the presidency of the University of California.

In the year following the riot, the potentiality of "a Berkeley" hung heavily over many an administrator's head. Most campuses escaped but sporadic disturbances kept the spirit of student activism alive.

This year students everywhere have come into their own.

Regarding themselves as no longer "pawns" of anyone -- College administrators and Washington bureaucrats included. They have become what Kerr said no previous student generation managed to become -- "a potential force in history."

The specific banner on campus is "student power." At large, it might be revised to read "human power." Both concern a desire to direct one's own day-to-day life in a meaningful way, as free as possible from authority and mechanization.

The mood underlying the student movement is difficult to dissect. But one of its ingredients must certainly be the alienation that comes from the bigness and complexity of the university, which makes the student unable to affect his environment.

Instead, the student finds his environment -- the university, the Selective Service -- control-

ling him, telling him where he should live, what hours he should keep, whom he can or cannot hear speak on campus, whether he should go to war.

Le McEvoy, staff member of UCLA's Student Counseling Service, described the student's frustration in an essay in the UCLA DAILY BRUIN:

"One finds that the telephone, 'official' transcripts, registration cards, and other artifacts command far more respect and immediate response than do human beings. The tyranny of clocks, schedules, forms, IBM procedures, registration cards, and calendars has become so pervasive and powerful as to no longer be within reproach."

Like the hippies, student activists have a feeling of powerlessness. Unlike the hippies, the activists are working within the system to try to force change upon it rather than abandoning the system as hopeless.

The power the students have claimed for themselves is exerted in varying degrees of intensity--from mild demands for seats on a committee to strikes virtually shutting down an entire institution.

The term "student power" originated at the National Student Assn. Congress at College Park, Md., in August. As conceived, it was not meant to convey a desire for power or control over every aspect of campus life.

It does, however, have stark connotations, leading one University of Minnesota faculty member to call it a misnomer. Frank Verbrugge, acting dean of the Institute of Technology, said the term "gives the impression that students are pitted against faculty and administrators."

The NSA Congress
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