



ECSC GETS INTO THE ACT

With the violent eruptions which have occurred on the university and college campuses of our nation, I feel that some of our Vikings, although few in number, have felt that ECSC has needed to get into the act. Consequently we have had some violent eruptions on our campus during the course of the last month.

What was the cause for such action on our campus? We were all aware of the proposals which the members of our student council were in the pro-

cess of having passed by the Advisory Committee. But the student body did not run into conflict in having these proposals approved. And they did not advocate a need for such actions. In fact, the proposals were approved before these disturbances broke out. So this couldn't have been the basis for the violence. In looking at the situation clearly, I see no just cause for these incidents which occurred.

It seems that the slight fire damage to our office of maintenance and the raid of the freshman girl's dormitory, were merely done by some individuals who wanted to put ECSC in the news along with the other colleges and universities. But unlike us those other colleges and universities had just reasons for their protests and demonstrations.

These disruptions which have occurred should help us realize that we must carefully examine the schools of thoughts behind these movements to which we lend ourselves. We should try to see to what ends our actions may lead. Most of all, I feel that we should always have a meaningful and just cause for our actions. Let it not be said of us that we act violently without cause.

ASSOCIATE EDITOR

THE BASIS FOR UNREST AT ECSC

The college is now faced with many problems concerning the recent stage of unrest here at ECSC. What was the basis for such unrest, which seemed to be freshmen centered?

Freshmen come to ECSC and are constantly pressured with various types of circumstances, a numerous amount of which are depressing. They may be disappointed to find their classes too full, they may be forced to take remedial English, they may have financial problems, they may have roommates who are not to their liking or they may find that their curfew hours are just not favorable to them. These adjustment difficulties are only a few of those which freshmen experience. So how can we really expect them to endure without voicing their opinions.

When freshmen enter a college they bring with them new ideas, better insights into present day problems and numerous modes of change. They seek to develop the betterment of our institution through change. And we should realize that this goal of these students is not new. It is really one which was once possessed by our sophomores, juniors and seniors when they were freshmen. Because our freshmen see a need for change at ECSC on a large scale, they complain and complain earnestly. These complaints of our freshmen need to be clearly understood. And together as a college fam-

Letter To The Editor

Dear Editor:

The problem I wish to present is not one in which I am asking you to solve, but I am writing, feeling you could help by publishing it in the campus newspaper. Perhaps it will be read by an authority from the appropriate source.

On page 60 of the college bulletin concerning course load, you will find:

A regular full-time student must register for a minimum of 12 semester hours.

On page 61:

A student registered for less than 12 hours or equivalent is classified as a part-time student.

On page 72:

Course loads of 8 semester hours or more will bear the full-time tuition charge. Fee assessments for part-time students and Special Students are adjusted.

On page 65:

No student taking less than 12 hours will be considered for Dean's List or the Honor Roll.

What I am in question about is why a part-time student carrying 8 to 11 semester hours, charged as a full-time student is not recognized on the Honor Roll or Dean's List?

This seems unfair to me and also to others who fall in this situation. May I have a reply from an authority on this question?

As time changes so does the general ideas of the students here at ECSC. To meet the demands of these students we must try to compromise in order to bring progress to our campus.

Faculty Member Speaks Out Lack Of Unity Or Lack Of Communications

by Mr. Arun Sinha
In the last issue of the COMPASS, the editorial stressed the need for unity among students. I have attempted in this article to show that the basic problem is not disunity but lack of communication.

Let us look at the first student government meeting of this semester. The students came away from the meeting disappointed. Almost all of them were depressed by the fact that nothing had been accomplished and that an apparent division existed within the student body. The question that was running through every student's mind was, "Why are we so disunited?"

A major cause, in my opinion was the absence of communication among the students. They all had grievances, some of them were genuine, some were not, some of them were major ones, others were not, but regardless of the nature of those grievances, it became increasingly clear, that the students had not discussed the issues even among themselves. So tightly blocked were the channels of communication between the students during the meeting. My rea-

sons for believing this are two fold: The first is the emotional rather than the intellectual nature of the meeting. The meeting consisted mainly of emotional outbursts, instead of intelligent questions and answers, displayed in a manner that would help students find solutions to their problems. The emotional nature of the meeting proved to me that communication between students was non-existent and all of a sudden they had found a place to give vent to feelings which had been bottled up inside them for sometime.

The second reason for my beliefs springs from what I observed after the student government meeting. After the meeting the students gathered together in groups for further discussion. I happened to be with some such groups in the Lighthouse Center. One concerned student told me that on several occasions he had tried to talk to other students about our problems but had met with silence, indicating a distrust between students--distrust fostered by lack of communication. Another incident further confirmed my belief. Two students, in the course of their conversation, suddenly discovered that their views were in accord; they had never been able to discuss it and find out others viewpoints.

Another example of the lack of communication is the differences that exist between the freshmen and upper-classmen. Some of those differences are natural, arising from the differences in outlooks of a freshman and, say, a senior. But there are other differences which can be attributed to a lack of communication. One junior told me that the reason he did not participate in the activities of the student government was because the only two things that he ever heard discussed were longer hours for the women students and the lack of good food. He wanted, and rightly so, the body to discuss the problems of the academic area too. In essence what he was

saying was that issues relevant to only one section of the student body were discussed, and those that were relevant to him, were not. Now, had there been greater communication between the students these differences could have been resolved. Thus there would result greater participation in the affairs of the student government.

I feel, therefore, that the factors which were taken as indicators of disunity were nothing but the first sparks of communication. So the first great need, is not for reform but for resumption of communication, both verbal and written. Students must begin talking to each other, and exchanging ideas. The student government can help in this area by holding regular bi-weekly meetings.

The medium for written communication is provided for by your COMPASS, although it has not been exploited to its fullest extent. Some students have complained to me that one of the reasons why it has not been used is because of censorship. If this is the reason, why haven't the students not made a concerted effort to get rid of it. And how many students have ever even bothered to write an article, or express an opinion in the paper and have it turned down. --not very many, I am sure.

I, as a new faculty member who is not thoroughly familiar with all of the workings of the college, would welcome criticism and comments on this essay.

My Neighbors



"Now, my opinion, for what it's worth..."

THE COMPASS

For Students and Alumni

Published by

STATE COLLEGE NEWSPAPER STAFF

Elizabeth City, N. C.

Members: Columbia Scholastic Press Association



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- Opinions expressed in articles are not necessarily those of COMPASS or the College.

It was only 25 years ago, we were told that we weren't as smart as our parents. Today, we are told we aren't as smart as our kids. Something must have gone wrong somewhere!—John Maverick, The Cherryvale (Kans.) Republican.