

Assembly Programs

Good or Bad

by Lynette Gutridge

How many times have you gone to a class and found it canceled because of an assembly? Don't get the wrong impression. Assembly programs are an enjoyable source of entertainment for the students and the faculty.

Many universities do not use class time for special programs. They feel that valuable class time is lost and the student is left with time to kill.

A common complaint among the administration and faculty is that many students fail to attend the programs. There have been a few cases where the students and the faculty have not been aware of the programs.

This breakdown in communication makes the problem twofold, you have the loss of time and the expense of the program.

Once the wires were so crossed that many students being honored at a special assembly were not informed of the necessity of their presence until AFTER the assembly program.

Viewpoint



Is it possible that the student body is not interested in these programs? Are school funds and valuable time being wasted? If so, maybe the time and money could be channeled into other directions and activities.

This is not to say the need for an assembly program is out of the question. Concentration on a few well planned programs could give better results and become an asset to all involved.

Students could be looking forward to the next program and maybe we could do away with the practice of passing the roll sheet during the program or, better yet, not having your instructor escort the class to the auditorium. What next, agold star?



THANKS A MILLION,

To the Student Body, Faculty, Administration, and the Community

for your time, support, and efforts, in making the 1982 Coronation Ball a success.

It is a night I will always remember.



May God bless you!

**Lynette Watson
Miss Elizabeth City State University
1982-1983**



SGA

Meetings

by R.J. Walker

It has come to my attention that the attendance of students at the past SGA meetings has been very low. Students must take into consideration that these meetings are held for no one but the student body.

Many students tend to gripe and complain about situations and various functions that occur which they disagree with. If these students attended the meetings, they would be able to express themselves more effectively. Those who don't attend these meetings should remain silent; for the major purpose of a student body meeting is to give the students a chance to express their feelings and attitudes.

Finally, everyone must remember that it is we, the students, who make the university. We cannot possibly get the things we want done by not attending our meetings. The more students that express their opinions, the more problems we can solve. We must apply unity and responsibility if we want our problems eliminated.

Attention

*Got a cause?
Want to complain?*

*Write to Viewpoint
box 143 Moore Hall*

Editor



Special Support for Black Colleges Urged

The Howard University Institute for the Study of Educational Policy today announced the publication of its latest monograph, "Black Colleges As Instruments of Affirmative Action." The publication, authored by Dr. Kenneth S. Tollett who is director of ISEP, presents a constitutional and political justification for the preservation and enhancement of Black colleges and universities.

The monograph builds a compelling argument for Black institutions of higher learning, a topic of great concern to the nation and, in particular, to the Black community. The author attacks the notion of "reverse discrimination" and argues that other movements of a lesser priority (such as feminism, consumerism, environmentalism, ageism and gay rights) have displaced Blacks in the civil rights movement. He argues that this is detrimental to social progress for Blacks and defies the original intent of the Reconstruction Amendments.

The author states that unless Blacks are returned to center stage, their social condition will not improve and the injustices of the past will continue into the future. Dr. Tollett views Black colleges and universities as institutions designed to correct or eliminate past and present discrimination, and they are, therefore, instruments of affirmative action.

Dr. Tollett states the functions of Black colleges: "Black colleges structurally, uniquely, and functionally provide Black students "credible models of success, psycho-socially congenial settings," "special group oriented transitional enclaves," and insurances against a generally declining interest in the education of Blacks." Structurally, inherently, and functionally, but not uniquely, Black colleges "provide economic resources for their communities," "express and contribute to educational pluralism by widening freedom of choice of both Blacks and White students," and discover, store and preserve the Black cultural heritage."

This publication is the first in the Institutes's Black College Project Series and provides intellectual and legal support to black institutions.

The announcement of the publication is being made today at a press conference at the Institute, located on the fourth floor of Notre Dame on the Howard University West Campus, 2900 Van Ness St., N.W.