

A Rebirth Of Pride

The Compass salutes the members of ECSU's Concerned Black Awareness Council for their tenacious quest to ensure that students be exposed to black history before they graduate. Largely due to their efforts, it now appears that World Civ, a required course, will be taught from an Africentric perspective.

ECSU's administrators deserve praise, too, for their flexibility and willingness to listen to the voice of the students, who, last year, startled some officials with a silent demonstration to dramatize their request to mandate black studies at ECSU.

Mandating black studies at ECSU is an important first step in raising the consciousness of our students about the rich contributions African-Americans have made to the country and the world. Elsewhere in this issue, an article points out that air conditioners, irons, refrigerated trucks and stop lights were all invented by black Americans. Yet how many people are even aware of these, and other notable accomplishments of black Americans?

Black Americans have also made valuable contributions to the arts, science, music and literature—to name only a few. We believe that it is important that Americans of all races be made aware of these accomplishments. If we cannot learn about these contributions at an HBCU, where else are we to learn about them?

It's a shame we need special courses to learn about the African role in history, but most standard history books

have not given Africans, or African-Americans, a fair shake.

The apparent change in the curriculum comes at a time when more and more members of ECSU's black student body are showing pride in African history and culture. Witness, for example, ECSU's African-centered Coronation, and the guest speakers and meetings sponsored by CBAC—and witness Nikita Sutton's moving speech during the Black History Month Assembly.

ECSU is not the only campus experiencing a rebirth of racial pride and solidarity. At UNC-Chapel Hill, after years of struggle, black students have finally prevailed in their efforts for a black cultural center. The only debate left is a choice between two sites. This success offers more proof of what focused, committed minority students can accomplish.

For those who doubt that America still needs improvement in race relations, we refer them to the video clip of four policeman beating a prone and helpless black motorist named Rodney King.

Not all of ECSU's black students show an interest in history, and, although that is their right, we salute those students, like Tarik Scott, Ursula McMillion and Ralph Nixon, who are working hard to bring racial pride and solidarity to the campus.

In the words of ECSU's freshman Nikita Sutton:

"We as black people must stand as the rock. We as a black people must make sure that we keep this race alive."

Class 'a waste of time' ECSU student declares

To The Editor:

If you were a school administrator and you knew a certain professor was going to be leaving in the middle of the semester because she was awarded a grant for studies, would you allow a class of hers to be offered? I wouldn't, not unless I already had another professor lined up and the students who signed up for the class knew that there would be a change of professors.

Let me tell you what happened in "Introduction to Phonetics," last semester. The first day of class, we seven female students, were told that there were some conflicts in scheduling and that the class might not be available. We were told to come back Friday afternoon or Monday morning and we would find out whether the class was available or not. We returned and were told that the class would be taught. We thought, "Great! No problems! We need this course for our majors!"

But we were wrong to think we wouldn't have any more problems.

The next problem was that we had to buy a workbook. After the initial shock of finding out it would cost us twenty dollars, we went to buy them. Guess what? The book store did not have enough copies for all the students. This was hard to believe! How could you not have enough copies? You only have seven students!

Once we bought the books, and the ones who did not have books placed orders for them, we began class. Or so we thought. The professor gave us worksheets to do since not everyone had books. Cool. I can understand that. What I can't understand, is why, when we are paying for three course hours, that we only meet two days a week! Sometimes only once! Now, I'll admit that it is nice not to have class once in a while but only having class once a week?

Please! How are we supposed to learn the basic fundamentals of speech therapy when we aren't in class with a teacher?

More bad news came. We heard it through the grapevine that our professor would be leaving about three weeks before midterms. We asked her if this was true and she said it was. She said that we should be getting a new teacher by midterms. She wanted us to cover chapters 1-5 by midterms, on our own! We hadn't even covered two chapters in the whole six weeks of class!

Now I realize that most of your learning is supposed to be done by yourself, but if you don't understand what you are doing and have no one to ask, what are you supposed to do? We signed in with the secretary, did the assignments given to us, and we waited. We waited until they told us we had a teacher, but due to bureaucratic red tape we had to wait until her papers were processed.

Our new instructor's papers were processed within a week and a half and then there she was. She is a nice lady and I wouldn't want to hurt her feelings, but we were lost. It wasn't her fault. She wasn't the one who said, "Offer the class, we'll worry about the teacher later." She was a victim of the administration as much as we were.

I feel that this class was a waste of all the students' time and efforts. Although I have decided not to go into this field, the other six students who are interested in speech therapy are in trouble. They are going to have to learn what wasn't taught, just to be able to take the rest of the courses offered in this field. I feel that we should be refunded our money for this class.

What did we pay for? We paid for a lot of grief and not much class.

Sarah Beth Workman

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POETRY

The Moon and I

Beneath the moon, I sit.
And, here, Love, I will wait
for you to come join me.
I pray you will not be late.

For it is getting lonely
beneath the silver moon.
Oooh! There's a falling star!
I wish to see you soon.

Raindrops Are Falling

Raindrops are falling.
The clouds are gray.
The grass is dew-filled.
There's no sun today.

There's a break in the clouds.
The sky's turning blue.
The sun's coming out.
That's my image of you.

Sheika

Sheika