

The New ECSU King and Queen

page 4

Violence and Hip-Hop and Music Reviews

page 8

Spiders make their homes under toilet seats!

page 9

The Goodie Bag
The home of the puzzles, inspirations, poems, and comics.

page 10

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The Compass

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ECSU STUDENTS MARCH TO THE POLLS

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On Nov. 5, the Elizabeth City State University Student Government Association sponsored a "March to the Polls." The march included students who were destined to make their voices heard. Approximately 36 students participated.

Although it was cold and cloudy that afternoon, the students faithfully waited in front of Bedell Hall. They then marched from Bedell Hall through the Complex and then walked to the K. E. White Graduate Center. Campus police escorted them.

This important march aimed to increase student-voting rolls.

"I think this will encourage more

morale for the school," said Mario Jackson, an ECSU senior and one of the march organizers.

"I think it is a very good and popular experience. I'm glad that we can come together with one common goal and one common cause," said Jason Mitchell.

Voting was not the only the issue at the march for Viking family. It was also served as Ms. ECSU Tanyetta "Tai" Pittman's platform.

"It is important for students to show their concern for issues that affect students, such as funding for education, transfer credit systems, and other issues that affect Northeastern North Carolina," she said. "By ECSU students participating in the march during the electoral process, this will ensure the longevity of our fine institution."



Participants in the March to the Polls.

(Photo by Rich Harvey)

OUTSTANDING STUDENT RISES TO THE TOP

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One of Elizabeth City State University's students is preparing for his career as a Math college professor by winning first place in undergraduate student research and having articles published.

Carl Seward is a junior Math major with a minor in Secondary Education, and he is from Portsmouth, Virginia.

He attended a National Technical Association Conference in Las Vegas, Nevada, in September that centered around National Aeronautics and Space Administration related subjects, and won first place for the second consecutive year in undergraduate student presentations. Seward competes against students from Howard University, Tuskegee University, Alabama A&M, and other bigger schools.

"Winning first place is a big deal to me because it shows that students at ECSU are equally qualified in areas in comparison to bigger schools," said Seward.

His second award is for the National Technical Association Achievement Award. This award was in competition from 50 student chapters, and his was chosen, because his work was academic and scholarly.

His third award is having his first publication printed in the Journal of National Technical Association that he wrote a year

ago during his first research internship. He has presented this article in other conferences on a smaller level and he has won first place in all of those as well. Any articles that he writes are detailed and easy to edit.

"These awards make me want to work harder because if I can strengthen my resolve now, I can do my best in the area I'm interested in," said Seward.

Carolyn Mahoney, the Vice Chancellor for Academic Affairs, consults with Seward often and is encouraging to him. She told him that it is unusual for an undergraduate student to be published in this area, because it is very competitive.

Seward is also able to defend the validity of his publications, and this process is unusual for an undergraduate student.

He is planning to go to graduate school at North Carolina State University because they have a 5-year master's and doctorate's program.

"North Carolina State University is inclusive, and they make a conscious effort to progress in race relations," said Seward.

He also recently came back from a Seizing Opportunities for Advancing Research Scholars Conference. SOARS is for all majors and it involves a consortium of Historically Black Colleges and Universities. Seward wants to take advantage of every opportunity that is offered to him.

Carl Seward is definitely making moves to secure a spot in a career that he passionately loves.

ECSU RECEIVES \$1.9 MILLION GRANT TO ADDRESS TEACHER SHORTAGE

Office of University Relations and Marketing

The Elizabeth City State University School of Education and Psychology got another major boost in support of its comprehensive plan to prepare more teachers for the region's public schools. The U.S. Department of Education recently awarded ECSU with a \$1.9 million grant for the Northeastern North Carolina Transition to Teaching Project (NNCTTP).

ECSU designed its project to meet the criteria set by the U.S. Department of Education.

The purpose of the project is

to recruit and retain highly qualified mid-career professionals, paraprofessionals, and recent college graduates as teachers in high-need public schools. This program also encourages the development and expansion of alternative routes to certification under state-approved programs. For example, programs that will enable individuals to be eligible for teacher certification within a reduced period of time or that rely on the experience, expertise, and academic qualifications of an individual, or other factors in lieu of traditional course work are encouraged.

The ECSU School of Education and Psychology invited 21

LEAs (Local Education Agencies) in northeastern North Carolina to participate. Ten of these school systems applied, nine of which met the criteria and were accepted as partners in the project. The nine school districts are Bertie, Edgecombe, Gates, Halifax, Hertford, Hyde, Martin, Perquimans, and Washington counties. Each of these nine districts met the "high need" criteria which included high poverty rate and teacher turnover.

ECSU project director, Dr. Claudie Mackey, indicated that the project's services will take

a multi-faceted approach and will incorporate research that has identified best practices. Some of these best practices include providing mentors and other support, utilizing technology for teaching and delivery of courses, ensuring availability of resources and support centers, providing convenient course schedules, offering seminars for the PRAXIS I and II, and offering monetary incentives for taking courses.

For more information, contact the School of Education and Psychology at 335-3298.