

Let Us Get Merrily On Our Way

Integration in the schools and colleges of the United States is a serious problem, not just one that belongs south of the Mason-Dixon line. The major cities in the United States have their own integration problems.

Recently, the New York Board of Education made a survey dealing with this major problem. It was disclosed that the board intends to transfer 1,000 or more teachers from their present positions and send them to the more difficult ones. The report showed that the difficult schools had a far greater proportion of emergency and substitute teachers than did the all-white schools in more favored economic areas.

There is, of course, no official segregation in the city of New York. Segregation there is illegal. But, as has been pointed out by the NAACP, there is a de-facto form of segregation. This is caused by the present residential pattern. Children go to their neighborhood schools.

When the Supreme Court held that segregation is unconstitutional, some educators and community leaders insisted that southern areas as well as northern areas should re-examine their policies.

The final reports by the New York Board have set off the fireworks. These deal with zoning and teacher assignment.

In essence, the zoning report called for the creation of a central zoning unit with power to redraw school district lines. In some cases the new zones would permit children who now attend predominantly colored schools to go to near-by white schools. The teacher assignment recommendations would make it the board's practice to assign as it sees fit, including moves to the difficult schools in predominantly underprivileged sections of the city.

The public school teachers of New York stated that their "morale will break sharply" if they are assigned, against their will, to difficult schools. The Board stated that "all children deserve good teachers. We don't want to penalize pupils in the poorer economic area by giving them an undue proportion of the less able teachers."

The final decision of adopting the teacher assignment and zoning will have to be made by the board. Actually, the new changes would not end all segregation in schools. It would take a housing revolution to do that. As long as there are discriminatory residential patterns, there will be segregation in the schools. But the new program, as proposed by the Board on integration, would certainly eliminate most of the by-products of segregation.

The important thing, as we see it, however, is that New York has fully recognized its problem and is taking steps in the direction of solution. The rest of the country may well follow this example or, better still the advice of Judge Walter E. Hoffman who recently declared Virginia's "pupil placement" law "unconstitutional on its face." Said Judge Hoffman, "we might as well get merrily on our way (with integration) . . . I see no reason for postponement."

Rocking Chair Decisions Must Go

Apparently North Carolina College's Student Government has decided that it no longer can tolerate rocking chair decisions; they must be burned. The students are getting restless over the administrative policies of the college and have decided that the only way to gain attention is to refrain from the status quo.

Recently, there have been many discussions and meetings dealing with certain rules and regulations governing the college community. These meetings and discussions were held because students were determined to be heard, since they are bulwarks of a free society in a free country. As a major source of new knowledge and as a training ground for many of tomorrow's leaders, the students can truthfully say that they should be able to express their opinions about administrative policies.

On February 16, 1957, a petition was submitted to the Student Welfare Committee concerning a list of grievances drafted by students leaders to bring to the attention of the administration their concern over administration policies. Student leaders representing each organization on the campus community were summoned in to express their major opinions about the present conditions existing on the campus. It was the opinion of these students that one particular official connected with the administration has entirely too much authority, for example, that of denying students the privilege of having a dance. The Student Welfare Committee is the committee to decide on punishments for students who violate the rules and regulations of the college. It is the belief of these students that the Student Welfare Committee should exercise this authority and not delegate it to one particular official.

An example of what can happen when one official has an undue amount of authority is the plight that the Veterans' Club is now in because it cannot secure permission to have a dance. Its social program has, to all intent and purposes, been virtually wrecked by the arbitrary exercises of authority on the part of one official.

Campus Echo

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Letters To The Editor

AMAZED GRAD

501 White Avenue
Morgantown, W. Va.
February 11, 1957

Dear Editor:

I had the undesirable privilege of reading the editorial written by guest editorialist Andress Taylor in your January 30 publication. Mr. Taylor's bit of research on hurdling and pole vaulting I found to be amusing, but his attack upon the college's actions relative to Mr. Calhoun and Mr. Atwater I found to be positively disgusting and unwarranted.

It is inconceivable to me where Mr. Taylor got the idea that he could compare a man who has emerged victorious over a field of the world's best competitors in his specialty with a man who has excelled in a single one of the many colleges in the world. It is evident that Mr. Taylor's conception of the merit of these two men relative to the benefit of the college was given very little forethought; otherwise, even he could have seen that the college's gestures toward Mr. Calhoun before and after his Olympic debut were the least it could have done.

Mr. Taylor's point about the college's need for more culture developing activities was well taken; however, it is a pity that it has been vastly overshadowed by the absurdity of the grounds for his editorial. In some of the larger colleges and universities, fraternities and sororities sponsor many of the culture developing activities, but they too, like the college, must have funds and strong memberships. As I recall, Mr. Taylor has already denounced the fraternities and sororities on North Carolina College's campus, much to the delight of many cynical nonaffiliates, probably reducing the much needed student body support of those citizen building, character developing organizations to a lower ebb. Yet, Mr. Taylor wants a well developed cultural environment, so he says.

There are more tactful ways, undoubtedly unknown to Mr. Taylor, of making people cognizant of the necessity of a more cultural environment than to take away from a man or organization the honor and opportunity which they so richly deserve in many instances. It is ironic that not once did he say, "Mr. Calhoun is a great competitor and is an asset to both the track game and North Carolina College." Yet, he was writing what was to have been his unbiased opinion of the issue.

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The college has a history of not giving too much consideration to student proposals. This has caused many students to assume an attitude of despair on the prospect of ever securing a change in obnoxious rules and policies. In fact, it seems that the more distasteful a policy is and the more students protest against it, the more steadfastly does the administration adhere to it. Student proposals are most frequently rejected on the grounds that they are impractical and unworkable. But how does anyone know that they are? Have any of them ever been tested and found so? The students say that it is not necessary to have the police department and a regiment of chaperons at each dance. Is this so absurd?

The short-sighted policy of disregarding student proposals is sure to lead to some kind of disruption. Twice in the past two years we have had demonstrations simply because the students did not feel that they had any other effective means of redress. It is worthwhile to note that the second was much more violent than the first. Already the handwriting is on the wall. The students have already threatened to impeach the president of the Student Government if something is not done quickly. Let us hope that something is done in the immediate future to calm student unrest before some form of unpleasantness takes place.

TO TAYLOR

Dear Mr. Taylor,

I am sure that I voice the sentiments of the vast majority of the of the students here of our college community when I write that I think your article (in the January ECHO) was both untimely and absurd.

Mr. Taylor, you are, in all probability, among the horribly few who cannot appreciate the beauty of the graceful strides of a hurdler such as our own Lee Calhoun; perhaps you are not cognizant of the beautiful rhythmic repetition with which a hurdler clears the impediments before him; perhaps you are not aware of the terrific amount of stress and strain placed upon the athletes competing in today's track and field events.

Any distinguished scholars certainly deserved recognition upon revisiting our campus, but it would have been rather ridiculous for our college not to have backed a brilliant athlete such as Lee Calhoun. It would, I think, have been ridiculous for our school to have refrained from honoring an athlete who honored us. Mr. Calhoun not only brought honor to himself but he brought fame to the United States of America and attention to every student and faculty member at North Carolina College. I personally think that every student attending this college should be grateful and appreciative rather than cynical and critical.

Mr. Taylor, have you forgotten that we as a race have made progress through athletic as well as scholastic channels. Dr. Ralph Bunche has helped us, but Jesse Owens has, too. Dr. Mary McLeod Bethune has helped us, but Althea Gibson has, too. Booker T. Washington elevated us, but Jackie Robinson did also.

With no reflection on the part of (Continued on Page 12)

CONGRATS

Dear Editor:

I have been planning to write you ever since your paper took honors in the Intercollegiate Press competition. My staff is interested in the details for possible emulation, and I would appreciate any information you can give me about the competition. And in the meantime—congratulations on a job well done!

Sincerely yours,
ALFRED FARRELL, Adviser
The Lincolnian
Lincoln University,
Lincoln University, Pa.

GROW UP!

Dear Editor:

I think that it is high time that we, the students of NCC, stop acting like adolescents and begin facing facts. I say "we" because I feel just as guilty of the juvenile conduct on this campus as those who are actually responsible for it should feel. NCC and its students are inseparable. Even though we regret to admit it, we are just as liable for the dishonorable recognition which NCC receives as we are for the honorable recognition.

College is "supposed" to be an institution of higher learning, but I feel that the students here are attempting to disprove this maxim. Recently there have been indications on this campus which prove that we are not as mature and intelligent as high school students. It is believed that "non-sense" belongs to adolescents, but I think that college students also share this possession with the teen-agers, for we find students at NCC full of it. We do things here that even surpass the pranks of high school students.

For example, when one student decided to exercise one of his democratic privileges—freedom of the press—we resort to unintelligent means of opposition. We make use of the school's property to post signs to display our disagreement, rather than use the voice of the students—The Campus Echo—to voice our opinions in a democratic manner. This method of protest which we use is similar to that of an individual who has never attended college. By such a reaction, we are upholding the accusation that we are not college students but students enrolled in college.

We are too narrow-minded in our thoughts. We should never allow ourselves to think that because we believe something everyone in the world should believe it. If we believe something, let us hold to that belief and do not try to force it upon others.

The editorial published in the January edition of the CAMPUS ECHO has set off repercussions that imply that the students at NCC are not mature enough to accept intelligently an individual's personal opinion on a matter. If this implication is so, we have failed to obtain the advantages of a higher education. Are we going to continue to degenerate toward ignorance? Are we always going to "follow the crowd" whether the crowd is right or wrong?

Voltaire once said, "I disapprove of what you say, but I will defend to the death your right to say it." This is a good policy for us to adopt as students of today and leaders of tomorrow. A person's rights are his; we

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MISTAKEN VIEW

Dear Editor:

I think Mr. Taylor displayed his nescience magnificently in his article on Lee Calhoun's participation in the Olympics. However, I do not think he wrote as he felt. If his purpose was to arouse the student body—mission completed. If his purpose was to gain social, political, or scholastic recognition, I think he failed in this endeavor, and I suggest he try some other approach.

Melvin Woodburn