

Campus Echo

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## Henderson Talks On Rhodesia

Black vs: White Labor In Rhodesia

Professor Ian Henderson, a former history teacher at the University of Rhodesia, spoke to an audience of NCC students and faculty members on October 3 on race relations in Rhodesia.

Professor Henderson, who took his studies in England and Oxford, was the consultant for the *Encyclopedia African and The Revision of African History*.

Professor Henderson opened his speech by discussing the wage differentials between the white ruling class and black masses. He revealed that the Africans are highly deprived of the essentials of life. His quoted figures of wage differentials indicated that the Africans receive approximately \$40 a month and the Rhodesians of European extraction receive \$300 a month.

Henderson attributed the wage differential to the historical background of Rhodesian's labor migration. He stated that since the labor migration of Rhodesia began in the 1920's, whites have consistently received higher wages.

There are two classes of people in Rhodesia according to Henderson, the rich and the poor. The poor are mostly farmers and failure of crops constitutes a disaster. He referred to such a catastrophe in 1966 when crops failed, causing the death of thousands of African children.

Professor Henderson closed with the point that political power must precede the improvement of economic conditions.

## -NCC Enrolls-

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brary science students, and 53 law students. Females enrolled in all schools total 1,957 while the male enrollment is 1,227.

Comprising the total of 3,184 are 2,898 full-time and 286 part-time students, McMillon said.

## ROVING REPORTER

By Bessie Dingle

Question: How do you feel about the class attendance law at North Carolina College?

Susan Ellis, a sophomore majoring in History from Greensboro, N. C. "The class attendance law is basically sound in its purpose; however, I feel that under some circumstances it should be disregarded. It is also my belief, though, that the mature college student does not need this law because he is able to decide whether he needs to go to class or not."

Gilbert C. Ford, freshman majoring in Business Administration from Gastonia, N. C. "I feel that the law is very unfair. I feel that if a student can keep up with his work and maintain good grades, he should have to go to class only at exam time."

William Hailey, a sophomore majoring in Accounting. "Class attendance is a matter of wanting to or not wanting to. Knowledge is not gained by one's presence in class but by his desire to acquire it."

Susie A. Purvis, a junior majoring in English from Williams ton, N. C. "It should be entirely up to the students whether they go to classes or not. They paid their money and if they profit from it better by cutting class, then let them cut at their own discretion."

Stuart A. Broome, senior majoring in Health Education from Hickory, N. C. "Since the instructor is given an alternative of turning in cuts, the rule remains somewhat the same in that most instructors advocate no more than three cuts."

Samuel Coleman, senior, majoring in Physical Education from High Point, N. C. "I feel that most students should know exactly when they should attend class. Since we are considered "grown-ups" we should be treated accordingly. After all, we are paying our own bills."

Beverly Washington, freshman, majoring in Math from Durham, N. C. "I don't like it. For one thing, if a student is late in registering he receives cuts for not being in class I don't like the idea of receiving three cuts on the day before Christmas."

Thelma Johnson, sophomore majoring in Physics from Eliza-

bethtown, N. C. "Really, I think that it should be up to the student as to whether or not he wants to cut classes. I also realize that the college must have some kind of standards. But if we the students are to be grown-ups, why not treat us like we are. After all, it is our money that is being wasted."

Barbara Corbett, sophomore, Social Science major from Elizabethtown, N. C. "The class attendance law is meaningful in its own way. For those who need restriction as far as class attendance is concerned, this law is favorable; but for those who are able to weigh the pros and cons as to whether they should attend class or not, this restriction is not needed."

Rosella D. Allen, freshman majoring in Home Economics from Wilson, N. C. "To me it is all right with anyone who wants to cut his class. I think class is very important."

Dorothy Shaw, junior majoring in Art from Rleigh, N. C. "I feel that the class attendance law is an insult to the thinking ability of the student. If a student can go to class once during a semester and get his work, he should be given extra grade points instead of subtracting from what he has. I imagine that the administration is attempting to protect those among us who don't think wisely, but I feel that they should have been protected enough in the secondary schools."

Charles D. James, sophomore, majoring in Business Administration from Wilson, N. C. "I feel this law is much too strict. If it has to be controlled by school government to keep students from failing, I think they should increase the number allowed, otherwise let students be on their own as far as being present when tests or information of importance is being given. I definitely oppose subtracting grade points because the student is most likely to make a low grade by missing class regularly."

William Henderson, graduate student from Danville, Virginia. "I think any class attendance law is ridiculous. If a student feels he can do well in a course by not attending, why should (See Roving Reporter, Page 4)

## Faculty - Student Barrier Evident

By Aaron R. Graham

Education finds itself in a very similar state as does democracy. Someone has said that democracy may not be the best form of government but it is the best which has been devised thus far. Our educational system may not be the best but it appears to be the best our educational wizards could construct. Nevertheless, along with this system comes conditions which place the student in the position of fighting for survival in our fast moving society and the instructor as a hurdle that he must stride over. This problem is a result of our educational system and not of the student or faculty. We wish to address ourselves to this problem.

In the recent faculty-student leadership conference held at Capahosic, Virginia, one glaring necessity made its way to the surface. This necessity is a very serious need for breaking the opposition barrier between faculty and student. Students and faculty seem to feel a need to secure "arms" and defeat the other side. A very militaristic attitude exists between most faculties and student bodies. For the student, educational success hinges on how well he fights on the academic battleground.

The whole idea of opposition between the faculty and students, as we forestated, is not caused by either entirely. The core of the cause lies more specifically in the educational methods that we use today.

Two necessary evils in education today are tests and grades. For the student, he feels that he must master these so-called measurements of intellect; if he does not, the academic "ax" whacks off his head. The instructor is caught up in this upheaval by having to administer this necessary evil.

From the very educational genesis in colonial America, the teacher began to put on garb that has perpetuated the image in the mind of students that teachers feel that they are not to be questioned. The colonial student had to sit and "listen to the word," daring not to ruffle the feathers of the instructor. Of course the above statement is not as true today as it was to the colonial student. But we, as students today, still have a black cloud over our heads about instructors.

The question now is what can we do as faculty and students, to improve relationships.

One point brought out at the student-faculty conference was that students need to learn how to conceptualize. It is true that students need to be able to state their grievances in one, two, three form. It perturbs us, however, that many expect this of our students yet faculty members have not invested enough in their teaching methods to teach the student how to think. Many instructors are oriented to what the book says as being the pure gospel so much so that involvement in letting the student opionate is generally absent from many classrooms. We agree that students need to conceptualize but the accuser's finger should not point at the students alone but also at those who teach them.

We hold our hand up against those who feel that the Negro students score less on the standardized test than whites because they are not as bright. It does, however, indicate that of the testing services at many predominantly Negro schools are only good for having the sign on the door in bold print reading, "Testing Services." Most predominantly white schools prepare their students to take standardized examinations. Many give their students sample tests of the one to be taken. In contrast, the Negro student is sent into these examinations with his pencil and a slap on his back and a God-be-with-you attitude. It is unfair for us to kid ourselves about this fact. Testing services and related departments on the Negro college campuses need a very real dedication to their jobs.

One thing which helped the Capahosic conference become a success was the informality of it. This is a definite step in the right direction to destroying the student-faculty barrier. Students did not view the faculty and administrators completely on a functionalistic basis but as people. In the struggle to overcome this barrier of opposition between faculty and students, students will have to view faculty members as being individuals. The road to making this real involves faculties setting up a more informal relationship in their classrooms. It smacks with a bitter taste to know that some instructors feel that students should not find out that they are really people. Some have the attitude that in order to have respect, they must be as formal as possible.

Students who participated in the conference said that the conference changed many of their ideas about the faculty and the faculty conceded that they saw an enlightened side of students.

This is all good to hear but visits to Capahosic are rare, or for that matter, student-faculty conferences are seldom held. Students and faculty meet almost daily, however, in the classroom and yet there exists this idea of each group banding together and defeating the other. One way to get at this problem is for the faculty members to open their homes more to students.

Recreation or leisure time of faculty members and students should have guidelines considering the level of basic interest of the two groups. To promote a more relaxed relationship, joint activities are a real jewel. A monthly get together of faculty and students in the Student Union would not hurt any of us. Invitations to majors to visit one of the departmental member's homes to exchange similar interests and discuss new and better career possibilities is another means of creating better rapport between students and teachers.

It appears to us that at the moment the shattering of the barrier between faculty members and students is still a distant reality.

