

NEWS LETTER

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Significant Theme for Education Week

With the world in its present state of turmoil, no better theme could be chosen for American Education week, November 5-11, than: "Government of, by, and for the People". Students of education in school and colleges all over the country have discussed and perhaps demonstrated what it means to live in a country where "the people rule", where the people divest that right to rule with their properly chosen representatives, rather than having it wrested from them by power-mad demagogues.

Following the general theme, special themes were selected for each day of the observance: Moral and spiritual values; responsibility of the citizen; meaning of the ballot; urgent school needs; and freedom's heritage.

Thus, our leaders of tomorrow have a grand opportunity of availing themselves of a rich experience in the working's of our system of government and in the roles they must play in preserving the American ideal.

This, too, is an opportunity for Mr. and Mrs. Average Citizen. If each of us will demonstrate, by some act of cooperation, the understanding and faith we have in the American ideal, American Education Week will remain a part of us throughout the year.

Practically the whole world today looks to America for guidance. She must, therefore, rededicate herself to the tasks of citizenship and take a greater interest in affairs of state, for an educated populace is our assurance of good government. Lack of interest is an invitation to disaster.

Straighten Up, My Friend

Say, Bub, what's happening at S.T.C.? Let's each of us search ourselves thoroughly. By that I mean, let's look into the mirror and analyze our thoughts. We are sinking, mate. Our school spirit is as fathomless as the waters of the blue Pacific. Do you understand what I mean, bub? I mean, we seem to be running around in circles. We have reached the point where we think everybody is against us, and we go into our shells like lowly turtles that have no alternative.

Let me tell you something, chum; we have to hold our heads high, take things in stride. This is a changing world. We are forced to accept things and go along with the progressive group or falter and be left as the hermit, by the wayside grasping as

a drowning man will for the last straw that will support him. But there is a silver lining behind each cloud, regardless of how dark that cloud may appear to the naked eye.

I do admit that each of us sincerely believes that our troubles, regardless how large or how small, are always worse than those of the fellow-man of ours. Let's be cognizant of the fact that we are more fortunate than those desiring the tenure of a period of college. Let's strive to stick our chests out, dig into our reserve of energy and ambition, and go forward with the knowledge that the time we spend here and the education that we acquire will make a better world for generations of our own flesh and blood that must surely come.

To My Fellow Students

War is the cry of men to whom civilization has lost its value patterns. They find solace in ruin and destruction. Their illusions have become better disillusion so there is no alternative except a tragic end.

There are cries among men today, here at this institution, who can find nothing in life, and the thought of time spent here seems in a way meaningless. A. E. Hausman wrote:

Oh, never fear man, nought's dread
Look not left nor right:

In all the endless road you tread,
There's nothing but the night.

Very dubious wasn't he, fellow students? Just as some of us here are when it comes to acquiring and retaining subject matter so that we can receive degrees, become better employed and display what we have learned to the community at large in order to make this world a better place in which to live.

The preceding thoughts, fellow students, are thoughts of the weak. The weak cannot survive. There is no place in society for those that cry and weep and "sing the blues." Civilization is too far advanced for such. Wake up men! Let's face reality. We cannot survive unless we become strong, for the strong always dominate the feeble. No task is too great for the man that has the will to do; he has to apply himself, and in the words of an anonymous poet:

When things go wrong, as they sometimes will,
And the road you're traveling, seems uphill

When life itself get you down a bit,
Rest, if you must, but don't you quit.
Life is queer with its twists and turns,
As all of us sometimes learn
And many a failure turn about,
When he would have won, had he stuck it out.

Good luck to you, all fellow students, let's stick it out. We owe that much to our families, our communities, and to ourselves.

SNOWWHITE?

During the time of the French Revolution, when the months in France were named Thermidor, Floreal, Nivose, etc. Sheridan proposed to extend the innovation to the English language, beginning with January, as—"Frcezy, Sneazy, Breezy, Wheezy, Showery, Lowery, Flowery, Bowery, Snowy, Flowy, Blowy, Glowry.

The Great Delusion

During the last few years of our experience and memory, we have seen in America the most rapid increase in the standard of living the world has ever known. This is why we should be sure that our system of free competition and industrial development is sound. We have seen what it produced. We have seen what it can do. We have seen our friends and neighbors profit by it.

How can anyone who has witnessed all of these developments, starting with the great home improvements of modern plumbing and electric lights, and followed by the recent development of the automobile, airplane and radio, believe our system is fundamentally wrong?

Behind the "Iron Curtain" the majority of the people do not enjoy the luxury of these modern appliances. They do not enjoy the luxury of these modern appliances. They do not even enjoy the luxury of free thought, speech and religion. Free competition and industrial development cannot thrive in a country that employs police-state methods.

A country patterned after our own would undoubtedly have to follow our methods and use our system in order that it might gain a stature similar to ours in world standing. It would need a strong centralized government to foster enterprise. It would need advanced schools to turn out capable leaders. It would need freedom to give it decent and respectable citizens.

No American should suffer from the great delusion that any form of statism which promotes the dictatorship of the few, instead of the initiative of the millions, can produce a happier and more prosperous society.

—Roland Bowser

Inquiring Reporter

Martha Booker

This time the question is directly to our Freshmen.

Q. What do you like best about dormitory life since you have been at State Teachers College?

A. Ruth Privott.

Since I have been a freshman at State Teachers College my time has been very well spent with studies and recreational activities, but the greater happenings are in the dormitory. It is very exciting to be away from home with hundreds of girls. On a whole, dormitory life is doing much in helping me to adjust myself to living with many people and still remaining a wholesome individual.

Elaine Brown:

Dormitory life is fine. Since I have been here I have made many new friends. I find it very easy to study because if I need any help I am within reach of it.

Doloris Brewington:

I love the rooms. Everything is so convenient. The conditions for studying are fine. I have also enlarged my circle of friends.

Ruth Hemby:

I can say only one thing. Everything is fine. Dormitory life far exceeds anything I ever imagined.

Margie Anderson:

Dormitory life is everything I expected. I especially enjoy the company of all the girls.

Evangeline Forbes:

I like the convenience of everything, and the friendliness of all the girls.

First Speaker of the Year

Mr. N. V. McCullough proved his ability to speak well when he appeared before the student body and spoke on the subject, "A Full Life At Your Command," or "Know Thyself."

Mr. McCullough made it known that our age is not the birth of edict, "Know Thyself," but that as early as five hundred years before Christ, the philosophers suggested that one know himself, and it became their common decree. Continuing, he emphasized that there is no need to be without vital information about yourself, for this can be got by the proper study of English through which a proper study of mankind is made, revealing his hopes, ambitions, successes and failures—his relationship with his fellow man, his environment and his God.

To help one become aware of and familiar with the many sides of man that enable us to better know ourselves, since our actions, thoughts, emotions and ambitions are similar to those who went before us, literature is important. The reading of numerous books or intellectual abilities will not give this knowledge, but constant tests to make sure that one is progressing, not regressing should be undertaken. The combination of these will bring about an understanding of mankind to himself.

To read intelligently, appreciatively, and meaningfully one must be aware of words and sentences in the English language. Anyone who throws away the tools which are necessary for the English language is throwing away the opportunity to fulfill and enrich his life—the opportunity to know himself. Unless he strives for the preferable in our English communication, he will be like the dullard who never reads books, who never makes decisions for himself and who is always "hanging between, in doubt to deem himself a God or Beast."

What Is School Spirit?

Many persons or students do not have school spirit because of the fact that they fail to know the real meaning and value of it. It is more or less innate; no one touches it; no one sees it; yet it is there.

School spirit is the interest one has in a given institution of learning, the attitude toward its programs or activities. It is that inward feeling that makes one think that no task involving his school is too hard for him to tackle. It is the willingness of the individual to cooperate with the student body in losses or wins in any activity in which they participate. It is the sacrifice or giving up of one's privileges to help the institution. The person who has school spirit is energetic, taking leading roles for the benefit of his school. He strives to preserve all of his strength so that it may be effectively used to improve existing conditions, whatever they may be.

This intangible feeling for an institution makes the students conscious of the necessity of having it, and he lets this feeling motivate his every action in supporting the activities of his school, not for himself alone but for students yet to come.

—Lessie M. Cooper