

NEWS LETTER

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Be Co-operative

I think that students in college should co-operate since they are there as one big family. As Attorney Diggs said: "If a person is one who tries to get his or her lessons along with another person, then, it is fair for the two to work together." . . . If one sees that a person is interested in learning, then he or she ought to be unselfish enough to want to help that person. I am not saying that a student should prepare lessons for another student, but help him if he calls for help, if he feels that the person means well. For one cannot reach any goal, no matter how gifted he is, without the help of someone.

I feel that students should co-operate whenever they have to secure material from the same source. Some students will get the newspaper or magazine from which the information is to be gotten and hold it. Sometimes they will tear out pages or articles, or even take the book. Things like this should not happen in any college. Everyone is here for the same purpose, working and striving for the same goal. It should be a pleasure for individuals to share, aid, and be kind to those who are trying to take advantage of the opportunity of being able to go to an institution of higher learning. If students are co-operative, many others will be able to become adjusted to college life and its curriculum.

—Agnes L. Shaw

It May Happen

There's no escape. I'm attacked on all sides—even cornered. That is what has happened to me. Is there no way out? I had no idea it would attract so much attention. I was something, my very own, that I let develop. But now it has caused me to suffer questions, exclamations, and even threats.

I do not relate this to you for compassion or sympathy. It is merely given that you may avoid the same pitfall, if, however you consider it one. Listen to my story.

I took my seat in a classroom one morning a few minutes before the regular class hour. The instructor, incidently, spied my left hand and exclaimed, "why, if you don't paint those nails. I'll cut them off". I smiled and agreed to do so, for I, too, had felt that they should be painted.

Some weeks later, during a class period, I was rubbing my face, when to my sorrow, the same instructor saw them again. This time, she questioned, "Why don't you cut those nails?" They prove that you do not do any work." Again I smiled and made some kind of reply. At the same time I was agreeing with her about cutting them off. For they were much longer; yet, I was also thinking about the two nails on the other hand that I had lost while laundering.

When I was visiting a student teacher a few days later, one of her students came in. Having become acquainted she asked, "How do you keep your nails so long, and what do you do to make them grow? The child had asked a question, and she expected an answer. I could not ignore the youngster, but, on the other hand, how could I give an intelligent answer? I smiled again and replied that I had made it a habit. Silly answer, you might think, but tell me what you would have done in such a spot.

I tried to forget this event and content myself—only to be thrown back into the same predicament as I walked into class the following morning. I was in a very jovial mood when two classmates beckoned. Upon going over to see what was controversial, I heard the same expression, "Why don't you cut those nails; they look like claws." I laughed it off and promised to think about it.

I have been thinking seriously about cutting off the nails, but I am also reminded how different are people's views. Some have said, "What long nails you have; I wish mine would grow." Others have said, "You have some beautiful nails. So I have concluded that it is just one of those things that may happen to anybody, and I shall keep my nails long—and painted star bright!

—Myrtle Hill

Students of the Week

Students whose names appear below are saluted as students of the week, January 21. Recognizing the campus need, they, under the leadership of Lonnie Davis, Clarence Dowd, Edgar Pittman, used their Saturday afternoon to transplant trees from the grove to the front campus. For this praise-worthy attempt to improve the general appearance of our campus, congratulations are extended to the

following:

Lonnie Davis, Clarence Dowd, Edgar Pittman, Robert Booth, Lee Booth, John Cashwell, Walter Coulter, Gilbert Cradle, John Jackson, Landon Mailes, Robert Scott and Willie Steele.

It is the intention of these young men and others to extend this project to the inner campus.

—Rosa L. Ebron

LET'S GET OUR MONEY'S WORTH

"Do you know any easy subjects that I can take this quarter, some that are really sops?"

To some students these words may sound vaguely familiar. They suggest that a student may want an education, but is not willing to work for it.

Perhaps there are those who are not smart enough to realize what they are doing by giving up the opportunity paid for by their parents or guardians. They would not buy tickets to a basketball game, and then not go, simply because it is too much trouble to walk to the gymnasium. Certainly not, that does not happen very often. They pay to see the games, and they go to get their money's worth. And yet these same individuals try to enroll in courses labeled "easy" and think they are smart, when in reality they are giving up what their parents are paying for — a College education.

Soon another quarter will begin. Instead of trying to pick the easy courses, let us get the most from the courses that are offered. Let's get our money's worth.

—Mary Tillery

The Whole Self—Theory

An observation of the practical things of everyday life might seem far-fetched to the average person, but the little things in life are those that count, as has been so often said.

Little do we contemplate the readiness and aggressiveness that are exercised when a cat catches a mouse. In an attempt to capture her prey, the cat makes herself ready by conditioning all of the faculties of her body so that her effort will not be in vain. She sharpens her claims, and as she is observed we see her prancing very softly about, working her whole self into a readiness that is vital to accomplish her feat. Once she is ready, she plunges forward not with a paw or her head, but with her whole self and the attempt is victorious.

Many times matters of importance enter our lives. We try desperately to push them in the background. We tackle them only with our hands while our minds are engaged in some other activity. Most times our pursuit is a failure. We do not utilize the whole self. At other times we try to discard matters of importance by putting them aside. While we sleep, our subconscious minds and mental capacities are taxed. We awake and ponder the problem at hand. We use all the faculties. We think; we analyze our thoughts; we record. We promise that inner self we will do research on the matter. The mind is satisfied.

Later we search books, magazines or any source that is relative to our problem. We get expert viewpoints. We talk them over with friends and instructors. Then from our point of view we draw conclusions. So it is life. We form our philosophy, select our objectives and charter the course. We use our entire faculties to the limit of their capacities (for then and then only will we rest contented) and we achieve our goals. But we must use the whole self theory.

—Nina Clay Perry

Saturday Classes

Students of the Elizabeth City State Teachers College faced a new situation at the beginning of the second quarter — Saturday classes. At first, there was much controversy. Some were in favor of the classes, while others denounced them.

It should be stated here, I suppose, that there are advantages and disadvantages. If we enumerate the advantages, we shall find that more time is allowed between classes through a longer class week, thus permitting more study. Saturday formerly had been a day of relaxation. Now some of that energy is directed into an educational channel.

As for the disadvantages, I think that Saturday classes make it impossible to go home as many weekends as we desire. Laundering, scrubbing, etc. must be done on some other day, or on Saturday afternoons. Also, we shall have to keep up with our assignments daily and not wait for Saturday.

In keeping these points in mind, let us look at Saturday classes from an educational point of view. Think of the sacrifice in time and effort our instructors are making in order that we may face a life with more knowledge and understanding. Let us then appreciate and take advantage of this opportunity afforded by Saturday classes.

—Thelma Davis

Poetry Corner

ETERNAL LOVE

I looked for you, darling, everywhere,
In every lad I'd meet;
And just when I'd given up in despair,
Heaven dropped you at my feet.

When I first look into your eyes,
I knew that you were mine,
Your first kiss to me was Paradise,
And you an angel divine.

You played with my love as though
'twere a toy
And completely broke my heart;
Yet I'd gladly give my life for just
one hour of joy
That only you can impart.

Though my eyes o'er flow with tears,
I'll get along somehow,
And say through the years that I'll
love you
As tenderly as I do now.

—Annette B. Jones

EVENING

The moon begins her stately ride
Across the summer sky;
The happy wavelets lash the shore,—
The tide is rising high.

Beneath some friendly blade of grass
The lazy beetle cowers;
The coffers of the air are filled
With offerings from the flowers.

And slowly buzzing o'er my head
As swallow wings her flight
I hear the weary plowman sing
As falls the restful night.

—Paul Laurence Dunbar

One way to success is to make hay
of the grass growing under other folks
feet.

—The Gilcrafter