

**Summer Echo**  
*North Carolina College of Education*

This is the summer edition of THE CAMPUS ECHO. It is the official student paper of the NCC Summer Students. PHONE 2-2171 EXT. 325



**Which Side?**

By Dr. J. H. Taylor

The great majority of people composing our Summer School Community like to think of themselves as liberals in matters religious, political, social, and economic. The liberal position is assumed because of what is happening along all fronts. However, the road to this point has been rough and rocky. The going has been hard.

In the matter of religious freedom, which side would you have been on in the Anne Hutchinson (the woman who did not know her place) in the 17th Century controversy? Mrs. Hutchinson criticized the preachers of her day. She told the mothers who gathered at her home on Monday that the elders were not telling the truth in their Sunday sermons. The result was that collections fell off—Mrs. Hutchinson was "churched" and expelled. Anne Hutchinson was a trouble maker. She rebelled against the "Lord's anointed." Would you have stood with this lonely and defenseless woman "who brought all this trouble on herself," or the gentlemen of the cloth who could have "preached you into heaven or hell?" We honor Mrs. Hutchinson today as one of the great forerunners of religious freedom.

Two centuries later another woman attracted unusual attention. Margaret Fuller was a born rebel. She considered most of the conventions of her day as relics of a barbarous past. Particularly did she rebel against the inferior position of women. The things which she advocated shocked the sensibilities of the upright. Finding no peace in her own country, she went to Italy in search of her brand of happiness. On her way back home she went down to the sea in a ship; but women today are the better off because of her revolt against the conventions of the time. What would have been your judgment of Margaret Fuller?

In their opposition to human slavery, William Lloyd Garrison called the Constitution a covenant with death and an agreement with hell; Wendell Phillips desecrated the flag; William S. Seward proclaimed the higher law; John Brown plotted an insurrection; and Henry D. Thoreau urged civil disobedience. The positions taken by these men were contrary to the mores and customs of their day. They were branded as stirrers-up of trouble — of interfering with the orderly workings of society. Would you have spoken up in behalf of these men and what they stood for?

A tall, gaunt, ugly, ill-clothed man, who told smutty jokes, was a candidate for high office. His voice was high pitched. His personality was repelling. There was no accurate record of his birth. Religiously, he was unorthodox. He did not belong to a church. Little was known about his upbringing. He espoused the cause of the lowly slave. Emancipation would bring about economic dislocation. The slave controversy was unsettling business relations. His opponent was suave. His personality was magnetic. His eloquence raised mortals and brought down angels. He would let well enough alone. He was experienced. Would you have voted for Abraham Lincoln or Stephen A. Douglas?

What would have been your attitude toward a man who hobnobbed with drunkards; with bums; with women of the street? with thieves and robbers? who denounced the respectable people of his day? who disregarded teachings about the Sabbath? who saw good in the disinherited? Where would you have been on the day of the march to Golgotha?

**Audio-Visual Aids: Photography In The School**

By James E. Parker

James S. Kinder, author of a popular textbook on audio-visual materials and techniques, makes this statement: "Every teacher should own a camera of some kind. In addition every school should have a camera." The first part of this declaration may be a bit too strong, but it signals the important role that photography can play in the school.

At least three rather significant articles relating to the use of photography in the school have appeared in AUDIO-VISUAL INSTRUCTION (official journal of the Department of Audio - Visual Instruction, N-EA within the last year. An important and challenging yet comparatively unexplored, value

of photography Mr. Parker lies in what the teachers can do with it themselves. The values of photography for the student are unlimited. The services a photographic program can provide for the school are surprisingly great. The cost of setting up and of operating a photographic darkroom in the school might be less than what some schools are paying for professional photographic services, to say nothing of the educational benefits that can be derived from the school's own photographic laboratory.

It is the purpose of this article to (1) point out some of the values a photographic program can have for a school, (2) provide some suggestions for setting up a program, and (3) provide some information on sources of help in implementing the program.

There are at least three general areas in the school program in which a photographic laboratory can provide valuable help. First of all, photographic materials can be produced for the classroom. Individual student and group reports often can be enhanced with student-made illustrative photographic materials. Pictorial documentation of important field trips can add to the total effect of these activities. The teacher



can make use of photographs in developing concepts, appreciations, and attitudes. He can share his travel experiences with his classes by using photographs which he made on his trips, correlating them with the curriculum, and developing in his students personal respect and confidence. Second, the school's public relations program can be enhanced by a photographic laboratory. School-made photographs can be valuable aids in interpreting the aims and needs of the school to the general public, to parents, to boards of education, and to state legislatures.

School-made photographs can enhance school publications — the school paper and the yearbook. Third, a good photographic program in the school can provide opportunities for individual students.

Some students may discover aptitudes for a profitable vocation. Others may develop photographic skills which they can employ as leisure-time activities. Still others may develop into serious amateurs, developing a means of creative expression. These benefits may be derived from classes in elementary photography or from a well conceived photography club. The benefits derived from a school photographic service in any one or all of these areas will more than justify the cost and effort involved in initiating the program.

A first step in getting a photographic program developed in the school is to find an enthusiastic and capable teacher who has had some photographic training and experience, or who is willing to undertake a period of intensive training. Some teachers can teach themselves. This teacher should be given time to develop the program and to provide the necessary supervision for effective production. A small room, with running water, should be set aside for a darkroom. A basement room is ideal for this purpose because of the need for controlling temperatures. A minimum-cost darkroom can be equipped for as little as fifty dollars (-50.00), including an

inexpensive enlarger. Of course, a good enlarger, costing considerably more than fifty dollars, should be provided if possible. Good equipment is essential for quality work. An inexpensive enlarger will have a cheap lens, and best quality work cannot be achieved. A good camera, suitable for the school's needs, should be provided. If possible, two cameras of different types should be available. (See SUMMER ECHO, June 29, 1957, "How To Select A Camera".)

A number of manufacturers of photographic materials and equipment have established school and camera club services. Eastman Kodak Company, Rochester, New York; Ansco, Binghamton, New York; Argus Cameras, Inc., 405 Fourth Street, Ann Arbor, Michigan, have all set up school and camera club services. Schools should write to have their names placed on the mailing lists of the companies. Eastman Kodak Company provides a catalogue of audio-visual materials on a free loan basis for schools.

Sets of slides are available on such topics as "Taking Pictures People Like", "Developing, Printing, and Enlarging", and "Filters". Sets of mounted prints are also available for study. Motion pictures are also available. Ansco provides similar materials. The Education Service Division of Argus Cameras has a rather unique service for schools. A camera kit is given to schools which have classes in photography with twenty-five or more students, or to school camera clubs with twenty-five or more students, provided these activities have been in process two or more years. It is almost unbelievable when one discovers the wealth of services and materials available to schools in this area.

**WELCOME TO DURHAM, AMERICAN TEACHERS ASSOCIATION**

**Our Association Is At Your Service During Your Stay in "The Friendly City"**

**DURHAM COUNTY TEACHERS ASSOCIATION**



**OFFICERS**

- |                         |                         |
|-------------------------|-------------------------|
| MRS. E. BERNICE JOHNSON | President               |
| MRS. CELESTE SAUNDERS   | Vice President          |
| MISS WILLIE MAE STEWART | Recording Secretary     |
| EARNEST P. ROBINSON     | Corresponding Secretary |
| MRS. MINERVA EVANS      | Treasurer               |
| J. L. MOFFITT           | Parliamentarian         |

**COLLEGE VIEW DRIVE-IN THEATRE**

Sunday-Monday-Tuesday  
JULY 28-29-30

**The Robe**

- VICTOR MATURE
- RICHARD BURTON
- JEAN SIMMONS

Wednesday and Thursday  
JULY 31—AUGUST 1

**Carmen Jones**

- Dorothy DANDRIDGE
- Harry BELAFONTE
- Pearl BAILEY

Friday and Saturday  
AUGUST 2-3

**The Tall Men**

- CLARK GABLE
- JANE RUSSELL

Sunday-Monday-Tuesday  
AUGUST 4-5-6

**The Rain Maker**

- Burt LANCASTER
- Catherine HEPBURN
- Wendell CORNEY

Wednesday and Thursday  
AUGUST 7-8

**Lust For Life**

- Kirk DOUGLAS
- Anthony QUINN

CAROLINA'S FINEST  
— Cinemascope Screen —