

## My First Day on the New Job

On the fifth of September I began my new job at Elizabeth School. My position was assistant to the special education teacher in the orthopedic class. I entered the building with a mingled feeling of fear and curiosity.

As each of the children emerged from his cab, I was greeted with a warm hello and a cheery smile. I was treated as though I had always been a part of their friendship circle yet this was an entirely new world into which I had stepped—a world of wheelchairs, crutches, and braces. These unfamiliar objects were the cause of my fears. I had the feeling that I could not become accustomed to the life these children lived.

Standing at a distance, I watched the children as they greeted each other, carried on a conversation, or played. While I was standing there, an idea came to my mind—these children are just like any other children whom the world considers normal. After I thought this idea over, the realization that these children were normal except for a physical handicap seemed to lessen my fears and made me more sure of myself.

By this time I had gained enough courage to join one group which needed some help with the puzzle they were working. Little by little my fears diminished, and I began to enjoy being with them.

After the playtime, Mrs. Morrison, the special education teacher, gave out textbooks and made the assignments. We, then, began working with each child individually. As I approached each child, my fears would return and be conquered. I soon could greet them with the same flashing smile that they gave me.

When the cabs had gone and each child was on his way home, I realized what this one day had meant to me. I had overcome a fear of dealing with a person who through no fault of his own was different from me. I had learned that even though a child could not run and play he had the same thoughts and emotions as one who could. After only five hours I knew that all my fears were overcome forever by the thrill of teaching a child who was eager to learn in spite of his handicap.

## Constitutional Changes

Cut Out and Paste in Handbook

### XII. ARTICLE IV

Section 2, Clause (a) Nominations must be in the hands of the Nominating Committee at least two weeks prior to the election for the purpose of approval, acknowledgement, and publication. In the event a person received a nomination against his or her wishes, he or she may withdraw from the election by filing a written notice of withdrawal with the Nominating Committee not later than three days after the nominations have been publicized.

Section 4, Clause (a) An election for the selection of Executive Council officers shall be held by April 15. Election of publication officers shall be held by May 10.

Section 4 Clause (d) In case of a vacancy in an elective office the Student Council shall appoint someone to fill the office until the next election.



Charlotte Collegians Enjoy Coffee Hour

## Where Is Your Money?

Take a look at the billboards and the newspapers around town and you'll see that today as never before the banks are out to get your money. The reason, of course, is that with our great rate of economic expansion and our "tight" money, the banks just can't get enough money to finance all the requests they have for loans. The result is a better return for you on your savings.

There are three places where most of us today keep our rainy day money. They are commercial banks, savings bonds, and savings and loan associations. The first things we should look for in deciding which of these we would like to invest our money in are the rate of interest paid, insurance from theft or depression, a convenient location, and the ease or difficulty with which we can obtain our money in an emergency.

Commercial banks usually pay a lower rate of interest than savings and loan associations but offer many conveniences and services such as drive-in branches, personal loans and checking accounts. Legally they can require you to give an advance notice, usually of about thirty days, but practically such a wait would be required only in an economic emergency.

Savings bonds have the advantage that they can be bought at almost any bank or post office and can be kept at home until needed and then be easily cashed at any bank after the sixty-day waiting period. The rate of interest paid on them is dependent upon the number of years that you hold the bond. If you do not plan on holding your bond more

than a couple of years, you would make more money by placing your money in a bank that pays a one and one-half percent interest or above. Their major advantage is the fact that they represent about the securest form of investment that you can make.

If your money is in a savings and loan association, you are a shareholder in the association which has the advantage of giving you a high rate of interest. The disadvantage is that, if you wished to withdraw your money in a hurry, the association has the privilege of paying you a little at a time. In actual practice this is rarely done except in depression times unless you have an unusually large account.

The medium that you decide to use depends upon your personal desires and needs. You may want the high rate of interest of a savings and loan association or the security of government savings bonds. You may decide to take the middle road and enjoy the convenience of a commercial bank, but you should make certain that the bank or loan association is insured by the Federal Deposit Insurance Corp. (banks) or the Federal Savings and Loan Insurance Corp. (associations). You may, if you have a large sum of money, wish to split it up into smaller sums and enjoy the benefits of several different mediums of investment. But regardless of the medium you decide to use, we hope that you'll always know where and why your money is there.

## From The National Poetry Association

### COLLEGE STUDENTS

All college students are cordially invited to submit original verse to be considered for possible publication in the ANNUAL ANTHOLOGY OF COLLEGE POETRY.

Rules: Mss. must be typed or written in ink on one side of a sheet.

Student's home address, name of College and College address must appear on each mss.

Students may submit as many mss. as is desired. Theme and form may be in accordance with the wish of the student contributor. In order to give as many students as possible an opportunity for recognition, and because of space limitations—shorter efforts are preferred.

CLOSING DATE FOR SUBMISSION OF MANUSCRIPTS NOV. 5.

### COLLEGE TEACHERS AND LIBRARIANS

All college teachers and librarians are cordially invited to submit original verse to be considered for possible publication in the AN-

### NUAL ANTHOLOGY OF POETRY OF TEACHERS AND LIBRARIANS.

Rules: Mss. must be typed or written in ink on one side of a sheet.

Teacher's Home Address, name of College and College address must appear on each mss.

There are no limitations as to theme, form or style. Teachers may submit as many mss. as is desired. Appropriate certificates will be sent to those whose poetry qualifies for publication.

CLOSING DATE FOR SUBMISSION OF MANUSCRIPTS JAN. 1. ADDRESS:

COLLEGE POETRY ANTHOLOGY  
National Poetry Association  
3210 Selby Avenue  
Los Angeles 34, California

TEACHERS POETRY ANTHOLOGY  
National Poetry Association  
3210-G Selby Avenue  
Los Angeles 34, California  
Dennis Hartman, Secretary.

## Project Be Ready

By Walter E. Hill

At six o'clock in the morning of July 4, 1951, a C-124 United States Air Force Globemaster left the runway of Westover Field, Springfield, Mass. Aboard this aircraft were thirty-seven men on the first leg of a project, labeled by the Air Force, "Project Be Ready."

Aboard the aircraft there was a general feeling of excitement, for each man knew he was destined for many thousands of miles' travel by air, train, and boat, all in foreign lands, such as England, France, Germany, Switzerland, Belgium, and Scotland to mention only a few.

Ten hours after takeoff, a small island in the middle of the Atlantic Ocean with the name Azores, welcomed these American specialists on a semi-world wide tour. After a hearty breakfast plus a fast tour of a still sleeping village on an island three miles square with a thousand miles of water on each side, this crew again took to the air.

July 5, 1951, 6:00 P.M. a small town in upper England played host to these same thirty-seven men. After sleeping arrangements and a fast tour had been made, all was secured for the night because at 6:00 A.M. July 6, a train bound for London, England was to be used as second step for the successful completion of "Project Be Ready." July 6, 6:00 P. M. two army trucks were used to whisk these men from a downtown train station in London, England to a small town twenty-seven miles away where all accommodations had been previously arranged. A restricted to quarters order was issued.

## Jim Smith

By Charles Couch

Jim Smith came by the house last night.

He's old and gaunt now;  
Not as I remembered him  
From school days;  
A common boy,  
Always in the background,  
From the other side of the tracks.  
He never did do anything  
Except play his trumpet.  
And the day I smashed it  
He cried.  
He never has forgiven me.

We used to pick on him.  
We used to threaten him  
And he would sweat drops of blood,  
Cold drops.  
I said that he would never amount  
to much.

But now he's a success  
As men call success:  
He has money.  
Now when he walks down the street  
People are nice.  
No one taunts him, because  
He has money.  
His clothes are nice,  
Not torn  
And flaked with mud.  
Then he had no friends;  
Now he has no enemies, because  
Jim Smith has money.

But now  
I feel sorry for him  
Because he knows.  
Then he did not know; he had  
No money.  
I think he'd rather have no money  
and  
No false, fair weather friends.

Jim Smith came by the house last night.  
He still feels like he is picked on.  
Not outside; but inside,  
Where it hurts.

There was much disappointment at not being able to see the world's largest city, but this order restricted to quarters, seemed to add insult to injury. These were the outward opinions given by the men; however, beneath the surface each had a feeling of dedication to duty and an unsuppressible vow that the project to which they were assigned would not only succeed but would also be a goal to which others after them, would hope to attain.

July 7, 1951, 3:00 A. M. thirty-seven men in Rislep, England, were shaving, dressing, laughing and talking, but all this activity was irrelevant, for each was thinking: this is the day; today is the first day that my skill and my abilities will be put to the supreme test; today is the first of several days that my performance will require absolute perfection, that mistakes are mistakes and there will be no time nor chance for rework.

In the smoke-filled briefing room, no sound other than the voice of the briefing instructor is heard. Each man is concentrating on what his behavior should be in case of emergency. At 5:00 A.M. in the pre-morning dawn, one plane leaves the runway; aboard are seventeen men, each a perfectionist in his particular field: pilot, navigator, photo engineer and so on down the line. Their time in the air will be twenty-four hours. Their course is plotted; each knows exactly what to do at exactly what time.

July 8, 1951, 5:00 A.M. a United States Air Force plane, laden with information and a very tired but expert crew, lands at point of takeoff after one full day of air travel. This crew lands with the knowledge that the information they have gathered can and will be used in peace and war.

## The History of Charlotte College

### PART TWO

A serious crisis arose in November, 1948, when the North Carolina College Conference voted to discontinue sponsorship of college centers after June, 1949. The College Conference believed that the emergency in education was over, but the Charlotte Board of School Commissioners saw the need of a local college and took steps to keep Charlotte College Center open to the youth of the area. The State General Assembly, during its 1949 session, authorized the Charlotte Board of School Commissioners to administer Charlotte College as part of the public school system. The expenses of operating the college were to be met by charging the students tuition. The need of a community college was brought out by the enrollment in Charlotte College during the fall quarter of 1949; 67% of the students attending the college were from Charlotte and 14% were from Mecklenburg County.

Charlotte College was formally opened on Tuesday, September 21, 1949, under the direction of the Charlotte City School Board, and independent of the University of North Carolina. The nineteen students who graduated in June of 1950 had the honor of being the first students to graduate from Charlotte College and marked the completion of the college's first year of operation on its own.