

NEWS LETTER

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Getting the Yuletide Spirit

Immediately following our Thanksgiving holiday, we prepare ourselves for the coming Christmas season. Our attention is centered on getting in the right frame of mind for the most important holiday of the year. As one writer has wisely said, "The spirit of Christ's birth is the light of the world."

Christmas carries a tradition of almost 2,000 years. It is the one time when our hospitable hearths welcome our friends. The old familiar Christmas Carols, the Yule Log, the exchange of gifts with our friends—all help to paint a glowing picture of cheerful Christmas sentiments and customs.

In spite of all of the Christmas rush, we never forget to trim the tree, to hang the stocking, and to place the last piece of mistletoe in the living room. Sometimes we say to each other "I just can't feel the Christmas spirit this year," and we worry lest, in our hurry, we miss that spirit.

The Spirit of Yuletide never fails us, however, as the Christmas Day approaches, for there is a feeling of sensational mystery, and expectant joy that steals over us, and we say softly to ourselves, "Behold, I bring you glad tidings of great joy which shall be unto all people."

Improving of the Instructional Program

As a result of a recent survey made by the State Educational Commission, we focus our attention on the many improvements that can be made in our elementary schools in North Carolina.

After a careful, comprehensive study of the prevailing situation, the commission recommends an additional supervisory leadership for the teachers. Since this is one of our greatest needs, the teachers should accept the responsibility of leadership in planning and evaluating, with emphasis on

maintaining the intimate interest of the pupils. They should do everything possible to improve the techniques for leadership.

In addition, it is believed that the elementary schools should place more attention on the individual pupil, providing him with fundamental tool subject matter, and giving a knowledge of his community and its valuable resources. He should be given an adequate supply of material, supplies and equipment, and a healthful and attractive school environment.

A good elementary school seeks to provide an instructional program that will meet needs which all youth will have in common. Among these are the ability to think rationally, to understand the rights and duties of a citizen, to know the influence of science on human life, and to develop and maintain good health and physical fitness.

I, personally, believe that in of the progress that is being made in our elementary schools in North Carolina, there should be more sincere effort placed on the improvement of the quality of our present instructional program.

MR. T. S. JACKSON

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at Johnson C. Smith University, Charlotte, N. C. Leaving there, he went to Taladega College, Alabama, where he remained until 1945. In 1945-46 he was employed at Paine College, Augusta Georgia. He came to Elizabeth City State Teachers College in 1947 as instructor and chairman of the department of Education, in which position he has commanded the respect of both faculty and students.

Associated with the Dean in the work here is his wife, Mrs. Irene G. Jackson, who is the efficient supervisor of student teaching in the primary grades.

Not only has Mr. Jackson served as a leader in the work of the schools but in the communities as well. As president of the Alabama Teachers Association, he led a fight for equalization of teachers' salaries. For a number of years, he has been affiliated with various civic and social organizations, including the NAACP.

Mr. Jackson believes that laymen and professionals, skilled and unskilled, of the community, should cooperate for the purpose of improving the socio-economic life. He is also firmly convinced that education, to be effective, must be functional.

Inquiring Reporter

With Alumni At Homecoming

Hattie O. Privott '48—"The Homecoming was a great improvement, and I hope this activity continues to grow."

Miss Privott is teaching forty-two children in the third, fourth and fifth grades at Harrellsville, N. C.

Miss Virginia Manley '48—"It was a most enjoyable occasion."

In Gainesville, Virginia, Miss Manley is teaching the grammar grades.

Miss Sarah Pelham '46—"Homecoming was great, and I had an enjoyable time." For two years Miss Pelham has been employed at the W. S. Creecy High School at Rich Square, N. C.

Miss Dollie Willie '48—"Homecoming was pleasant, and I enjoyed being with my friends." Miss Willie is teaching in the graded school of Waverly, Virginia.

Miss Maryland James '47—"The team exhibited the spirit of champions, and I hope they never lose it." Miss James who is teaching in Warsaw is also working hard to develop a basketball team and a volley ball team.

HOMECOMING CANDIDATES

EXPRESS GRATITUDE

The Homecoming of 1948 was a very successful one, and I consider it a great honor to have represented the Senior Class. Although the Seniors did not win, they have no regrets for the preparation for the event. May those who come after us not falter as they strive to make Homecomings of the future memorable.

—Eliza Rita Johnson

I wish to express gratitude to the Juniors who chose me to be a competitor in such a gala affair. Working with the class was not a new affair, but a happy one. Many services have been performed by me for my class and also other organizations on the campus. I am always willing to cooperate with my fellow classmates and friends.

May next year's Miss Homecoming be a Senior!

—Lillie S. White

I am greatly pleased with the outcome of the Miss Homecoming Contest, for I, the Sophomore

Bits From Barber

Twenty-Four Hours Of Learning

Our College offers twenty-four hours of learning every day. Every person, whether student or faculty member, is learning. Such a program prepares young men and women so that they may go back into the communities from which they have come and be better leaders.

As College students who are expecting to be leaders of the Negro youth of tomorrow, we must make the proper use of the twenty-four hours in each day. This means not only studying and reading, but taking part in athletic games, participating in dramatics, choral club activities and debating. It means also observing the activities of the participants.

We, the leaders of American Negro youth of tomorrow, shall have to be well acquainted with all kinds of people and all types of work if we expect success. Our own College offers us this opportunity in the twenty-four hours of learning each day. We should not let the time go by without some accomplishments, but grasp the opportunities that our children may advance.

Development Through Religious Activities

We have several religious activities on the campus for the development of the students. For instance, there is something to be gained through the "Y" Associations, Vespers, Sunday School and Prayer Meeting.

Unfortunately, there is a type of student who has not learned the value of religion; and, therefore, he is not interested in these services. Still there is another type who really has developed a strong appreciation for religion. Eventually, this student will be capable of leadership. Gradually, he will come in possession of those qualifications which will make him a well-rounded individual.

candidate, was victorious due to the untiring efforts of my fellow classmates and friends.

Pecola E. Bowser

Though I did not win, I greatly appreciate my classmates and friends who stood by me. I thank all who worked for my class and for me.

—Mattie M. West