

NEWS LETTER

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TRUE LOYALTY

The reputation of a school is determined largely by the conduct of the athletes and spectators in school sports. Whether you play on a team or root from the sidelines, be fair, be loyal, be true to the finest standards of sportmanship. Do your best. Win or lose, you gain from playing the game. The successes and failures are measured largely on the basis of the loyalty you have for your team. The desire to win or to give all that one has comes to view when he knows that you are loyal to him and the cause which he represents. Be a good loser; if you win, take your laurels modestly, without abusing the feelings of the loser.

S.T.C. athletic teams have risen to great heights. They will continue to progress if you have this kind of loyalty.

HOW SAFE IS YOUR FUTURE?

Well, maybe not your future, but the future of those that you love—They are hale and hearty now. Yet, I am certain that you cannot predict what tomorrow will bring.

Since you cannot be sure, come with me and make a contribution. You say, "For what?" You mean you don't know, chum! Well, I'll tell you. A few years ago, Franklin D. Roosevelt, then president of the United States inaugurated a program that has gained momentum as time has gone by. This program was designed to aid in the fight against Polio, or infantile paralysis.

The only way this dreadful disease can be fought is by the contributions that you make. You know that it takes money to do anything though, don't you? You know, this fight is not carried on in the interest of any particular group. It is carried on in the interest of humanity and for the benefit of all races, creeds and colors.

You say you think it's worthwhile? I agree with you one hundred percent, for I have seen what this dreadful disease can do. Children crippled for life and old people in agony almost beyond physical endurance. It isn't a pleasant sight to behold.

The drive for contributions officially began at 12:01 A.M., aJanuary 15th. So let's hurry, fellow, and make ours. Tell your friend to inform his buddies, so that we all can be sure that we are making donations to aid in the fight of a disease that could affect us or any of our loved ones.

SUPPORT THE MARCH OF DIMES

WHO ARE YOU ON THE CAMPUS?

Are you the individual who knows in reality that after finishing Elizabeth City State Teachers College, your school days will have just begun? Though you go forth from the greatest schools of the land, you pass through a preparatory school and enter as a freshman in the new school of life. You merely exchange kind and patient instructors for the ones whose tasks are heavy, whose rule is harsh, who will show but little indulgence for your unlearned lessons. "The learning that is not translated into doing is like a tree that bears foliage, but no fruit."

Are you the individual, better known as the ex-service man, returning to school with an unquestionable understanding of why you entered school? Do you have that will power to conceive and do for the goal for which you are striving?

Are you the competent individual who is habitually gaining knowledge during the class hour and who will stand out in later years as your community leader?

Or are you that individual who, by degrees, has been tried by your conscience for the crime of killing your parents who are working laboriously to put you through school and who have faith that you will make adequate adjustment in society?

—James Cooper

MISS ANDERSON SECOND IN POLL OF KEENEST WOMEN

Concert singer Marion Anderson came in second in the Book of Knowledge Annual Poll to find the twelve top brainy women in the United States. It was the first year the singer had been named to the list. Miss Anderson ran second to Mrs. Eleanor Roosevelt who was named the "smartest woman in America for 1950." Other newcomers to the honor, voted the parents in a nation wide survey included: Helen Hayes, actress, Marguerite Higgins, war correspondent; Helen Keller, writer and sociologist; Florence Rena Sabin, physicist; and Senator Margaret Chase Smith.

A THANK YOU NOTE

We sincerely thank all of you wonderful people who use the gym for not wearing gym shoes to class. You must realize that if you did so you would carry a great deal of dirt into the gym and on the court and scar the beautiful finish that was so lately applied.

Thanks to the many spectators for taking care not to walk on the court with street shoes after and before a basketball game. You seem to be aware that special preparations, such as dance floor wax or meal cannot be applied before a game.

Thanks to the spectators also for the wonderful way in which they refrain from leaving paper, trash of every type, and gum to litter the floors of the building. It is seldom that you even see a drink bottle of any kind in the various places they are usually found. This is truly commendable.

Last but definitely not least, we thank the Hardwood Pirates of State Teachers College for the tokens of victory, captured for our Treasure Chest. It is with a great deal of pride that we say "We have a really great team at old S.T.C."

ARE YOU DOING YOU BEST IN COLLEGE?

There are only two possible answers to this question — Yes, or No. If not, what is the cause? Emotional disturbances, bad study habits, or the don't-care attitude? No doubt, there are many other reasons. I am inclined to believe that too many of us have the don't-care attitude. Maybe, we have forgotten the importance of increasing our learning. Education is important to each of us. Why? A good question.

Living in an ever-changing world, we, to satisfy one of the basic needs, must change with it. Today, a degree means nothing alone. People are more interested in how much material we have absorbed by being exposed to learning situations. In accordance with this, we must, while in school, aim not only for the highest possible grades, but also for the retention of as much material as possible. Are you doing this; or are you contented with just being "in the race"?

It isn't too late to take stock of yourself and improve. It is never too late or too early.

—Booker

HOW CAN STUDENT-TEACHER RELATIONSHIP BE IMPROVED?

A. Miss G. B. Prater—There are many areas in which student-teacher relationships could be improved. Students and teachers should be given work together. There should be an opportunity for students to help teachers formulate certain rules, patterns and programs. Students should be given more freedom in and out of the classroom and should be respected as individuals. Students can contribute ideas and opinions that will help the teacher as well as the teacher being able to help the students.

A. Miss M. D. Martin—One way of improving student-teacher relationship is by having an interchange of social ideas, instead of lessons all the time. Student and teachers should participate in social activities on the same level.

A. Mr. Kellogg — Having studied the situation carefully, I am inclined to conclude that there is no area of student-teacher relationship that needs improvement.

A. Mr. G. Clarke—I feel that student-teacher relationship can best be improved by following these eight points:

1. Have a degree of social distance determined by the persons involved.
2. Be not concerned with whom, where, or how other people, irregardless of their social status, spend their leisure time.
3. Realize that all persons cannot, should not, and will not be intimate friends.
4. Choose our own friends and let other people do likewise.
5. Learn to tolerate other people's ideas, opinions and actions.
6. Don't mix business and pleasure. That is, while in the classroom; if you are a teacher, be the teacher; if the student, be the student.
7. Let our titles be relative rather than absolute.
8. Listen to Louis Jordan's "Everyman to his own profession," and consider its philosophy.

Analyzing the Issues

The international scene is full of uncertainty, which means that it has become clear that the great need is the education of public opinion. It is also quite evident that we are required to search out the minds of the nation and mold them for the jobs that the world role will call for.

On the national scene we are mainly concerned — at the time of this writing—with the Great Debate. We listen to the leaders of our nation discuss the issue of the moment and sometimes we have cause to doubt their capabilities. Here, we have need of informed opinions.

Our state issues are important primarily for North Carolinians. The issues that will closely concern our homes and schools are vital factors in our lives. Usually, it has been our custom to have only a minor interest in such affairs. Let us correct this oversight.

Here, within the confines of our seat of learning, we can become leaders and also learn to respond to leadership through intellectual discussions of the pressing issues. In these discussions our ignorance of issues and doubts could be dispelled and our beliefs made firm. "One person with a belief," wrote John Stuart Mill, "is a power equal to ninety-nine who have only interests."

We do have great need of a forum on our campus. Men must be molded for leadership, and what better place can be found than that place where men can analyze issues freely.

As we look forward to the organization of our discussion group, and as we begin to analyze the issues that will come before us, let us take "belief" as our key word—the belief that derives from conviction and from courage; the faith that alone dispels fear and indecision.

—Roland Bowser

EDUCATOR SAYS BOYS SHOULD START SCHOOL AFTER GIRLS

Prominent educator says that boys of six are not as bright as girls the same age and urged that the school entrance age for boys be raised.

Frank R. Pauly, director of research for the Tulsa, Oklahoma public schools, told a meeting of American Association for the Advancement of Science in Cleveland "Many children are not ready for the traditional first grade of public school when they are approaching six years of age. Particularly is this true of boys." The Oklahoma educator maintained that, ideally, admission to school should be based on a thorough mental and physical testing program geared to the individual child. Since this is not possible in a large public school system, however, Pauly advocated revising existing laws to permit boys to begin school three months later than girls. Such actions would solve many mental hygiene problems, he added declaring: "There will be less frustration for boys, their parents, and their teachers if this slower development is recognized and provided for through the extension of kindergarten or otherwise."

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