

NEWS LETTER



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MEMORY IS NOT ENOUGH

An ever-present debate is whether the school of today are as good as they were four or five decades ago. Most teachers agree that they are. However, this agreement does not satisfy the critic who says "Pupils really learned when I went to school."

Common sense and research tell us that, generally speaking, present-day schools accomplish far more than did those of the past. Today's curriculums are broader in scope, richer in detail, and more closely in line with everyday life. Some of the college subjects of 1920 are today successfully taught in high schools, and some of the old high school subjects have been moved down into the lower grades.

Teachers today are better equipped for teaching, particularly with respect to their understanding of the psychology, physical growth, and emotional development of children. Textbooks have been improved in content and organization. New teaching aids have raised the quality of learning, and more children are in schools—better schools.

Series of tests through the years in the same area, like New York's Regent's Examinations, show definite percentage increases and show that present-day pupils do better in every field.

The critic of today's schools offers no proof. He submits only his memories as evidence of the efficiency of the "good old schools". Research today, so far as reasonably similar conditions can be compared, has shown repeatedly that modern schools are without doubt much more effective.

Today's pupil is superior to his earlier counterpart in his range of interests, in his ability to handle thought questions, and in his capacity to apply knowledge and skills. He does not seem to do as well on memory tests of isolated facts, only because both school and society have less use for static encyclopedic knowledge.

ARE WE READY?

The students of Elizabeth State Teachers College are preparing to organize fraternities and sororities on the campus. Are we ready? I say, yes.

Such a move, however, is a very important one, and all little details should be carefully considered. Many colleges have had some serious problems concerning fraternal organizations. We could profit by their mistakes. There is not need to travel the same road and meet the same obstacles and handle them the same way.

Fresh, vigorous leadership on the part of students and wise guidance on the part of sponsors could eliminate much in the area of difficulties that could arise. One-hundred percent cooperation is needed from all.

Fraternal organizations can be an asset to our college and past-college social life.

Let us rise above every difference difficulty, and obstacle to make gains worthy of the greatness of our profession.

Are we ready? Yes!

THE ORDINARY

In our immediate environment are some of the greatest treasures of life. Ordinary, we call them, but that does not mean that they cannot be enlarged and utilized for our well being. If we so elect, the worldly may become sacred; the trite, a spiritual force.

It is natural for us to wish for the things we do not have; yet it is a fact that the more we get, the more we want. Our desires to possess grow as our possessions grow. Happiness lies not in what we have, for with all gains in material things, there are inevitable losses. Many a rich person has said that he longs for the old days. When, with meagre means, he could have great satisfactions and peace of mind.

O, the praise and blessings of the ordinary—the people, the places, experiences, the books we have at hand and see every day—all of them serving us well if we would but realize it.

Let us each build our world well. Though that world may not be large, it may be beautiful if we have the foresight and the spirit of contentment that may be found in the ordinary.

—Nina C. Perry

IT CAN BE DONE

This year a stronger and richer school spirit prevailed among the student body as well as the players at our school. The spirit was of a type such as this "We Can Do It", not "We Might Do It". With this feeling our football team went to war on the gridiron for the E.I.A.C. title. The opposing team, Norfolk Division of Virginia State, had her entire student body, band and cheer leaders on the field. State Teachers College was not represented in its entirety, but the spirit that existed within the students present overcame that of Norfolk Division.

As the boys fought for the title the student body fought also.

This is the only way it can be done.

—Wynola Davis

TEACHER'S RESOLUTIONS

I HEREBY RESOLVE

To learn to know my children. They want to be understood. Plan my work carefully each day. A teacher without a plan is like an architect without a blueprint. Appreciate my profession. Many organizations and individuals are laboring valiantly for better schools and teaching conditions. Cooperate with others. None of us can do effective work without the help of others. Keep myself in good physical and mental health. Teaching requires physical stamina and mental discernment. Know the materials I am presenting from the standpoint of usefulness and up-to-dateness. A good teacher is a scholar thruout life.

To ask good questions. A good question is frequently more effective than an emphatic declaration. Use my voice effectively. Frequently the way I say something is more effective than what I say. Avoid hasty, thoughtless remarks. They cause much of the world's trouble. Be patient. It is one of the basic virtues. Learn to live! Live to Learn!

Editor's News and Views

Can students be taught in school to develop an ability to learn from their experiences after they graduate? I believe that the answer is a definite "yes" and that schools not only can but should teach students how to go on learning after college.

Some schools have done as much as fifteen years of study in this area and from their findings it appears that the problem is a little more complex than one would ordinarily assume. However, I believe that it is safe to say that if a student knows how to do something and practices doing it until it becomes a habit, the chances are that he will continue to do it after graduation.

* * *

Because of the speeding on Southern Avenue, we shall have to ask the drivers to give the school children a brake.

* * *

One major need in southern schools of all levels is good public relations. A sound program could be worked out and properly "sold" to school administrators. Under such a condition, it is believed, the public will give much more vigorous support to the schools.

* * *

The work of the United Nations is not known to the average college student. Clubs and other interested organizations could remedy this by contacting the UN Chief of Public Information. We should know something about this group because what they do will largely affect our future.

BROTHERHOOD

We have committed the Golden Rule to memory; let us now commit it to life. — Edwin Markham.

YULETIDE MESSAGE

Mr. Eric Johnston, president of the motion picture industry, is one of our leading spokesmen in America today. I would like to pass on to you a part of a speech he made that was sponsored by the National Conference of Christians and Jews.

"We talk about building bridges of brotherhood around the world in answer to the Communist pretensions, and that's a splendid vision. But brotherhood begins on a man-to-man basis at home and not a mass-to-mass basis across the oceans. Without that footing, it is idle talk and an empty vision."

"We can't afford to blind ourselves to the disturbing and undermining racial and religious antagonisms in America. They will defeat our good intentions for a world brotherhood until we cast them out and live as brothers in our states, communities, and neighborhoods — not for a single week in any year, but day by day and year by year."

— The Editor.

THE WAY OF LIFE

A leader is best

When people barely know that he exists,

Not so good when people obey and acclaim him,

Worst when they despise him.

"Fail to honor people,

"They fail to honor you;"

But of a good leader, who talks little, When his work is done, his aim fulfilled,

They will all say, "We did this ourselves."

— Laotzu.

MODERN DANCE
GROUP APPEARS

Under the direction of Miss Dorothy Taylor, the class in Modern Dance presented an introduction to modern dance during the Assembly hour on December 12.

The curtain opened with a group in eurhythmics. These exercises were followed by other modern numbers including the tango. Participants were Cecelia Dowd, Winnie Durante, Martha Wood, Elizabeth Taylor, Suddie Dixon, Gloria Gause, Audrey Hailes, and Ada Martin. Their interpretation of the various numbers proved highly entertaining for the audience.

The closing number was a presentation of the "Fire Dance" by Miss Taylor who exhibited poise, charm and grace in her performance.

— Mazor Slade.

HOW TRUE

Happiness adds and multiplies when we divide it with others.

—o—

The greatest of all faults is to be conscious of none.

— Thomas Carlyle.

The only difference between a rut and a grave is their dimensions.

— Ellen Glasgow.