

NEWS LETTER

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STUDENT PARTICIPATION

Within our college community there dwell many, many types, personalities, and "characters" that perhaps if screened before entering our community could never gain access to our environment. It is an accepted fact that all members of such a community are here for the sole purposes of preparing themselves for their rightful positions in life. We often wonder if this is their reason for being here?

These groups and types include introverts and in some deploring instances exhibitionists. For the most part there is some given stimuli, or a chemical reaction that takes place within the human body, that causes discontentment and doubt as well as loss of respect and character degrading for those involved.

Areas of our community as well as structures have definite purpose for the successful operation of such a community. To give these areas and structures our deepest respect should be the specific goal of all members of such a college community as we have here.

When participation reaches the degrading point, then it is time for us to think and ask ourselves if we are worthy of membership in such a community.

—Pruden

A Need For Inventory

The rumor that particular individuals loosened the tops on salt and pepper shakers was shrugged off; however it seems that the rumor is true.

What can be more of a calamity than to have an unlimited amount of salt or pepper overseason your food to the extent that it cannot be eaten? Especially when there is no outlook for a second serving.

Such actions are not only unfair but wasteful. They suggest the immaturity of the college student. It is almost inconceivable that persons seeking to be prepared educationally, to go out to become leaders would commit such an act.

I suggest that students take an inventory of themselves and decide whether or not their stock is a good example of education which may be useful in the development of character of boys and girls in the elementary schools.

A NORTH CAROLINA PIONEER

James Yakin Joyner's promotion of educational advancement made him an outstanding figure in North Carolina. However, his accomplishments did not come the easy way; they were the result of many struggles, defeats and setbacks which seemed to inspire him more. Beginning his work under the administration of governor Charles Brantley Aycock in 1901, his primary aims were to create an adequate school system and to promote educational opportunities for every child.

Joining forces with Aycock and McIver, he along with them, devoted himself to the educational awakening in 1906 and Governor Aycock in 1912. Dr. Joyner continued as head of the public school system until 1919. At this time, he retired because he felt that to continue would impair his health.

Upon leaving office, he saw much of what he had striven for accomplished, for the public school system was well established with great expectation which later came to pass. The school system had come a long way, for, when the program began under Governor Aycock, support of public schools was far from universal.

Retirement from office did not mean that Dr. Joyner had severed connections with public affairs. He spent a great deal of time, after 1919, in La Grange and much attention was given to his tobacco farms. He played a prominent role in a successful battle, in 1939, to lengthen the school term to nine months.

Dr. Joyner was active in movements of similar nature until his death a few weeks ago. He was never disturbed by being a loser and always defended what he thought was right. He lived an unusually active life, serving his state well by meeting oppositions and surmounting them; and continuing with the same ingenuity, then alone, as he had displayed with his worthy colleagues.

—Myrtle B. Hill

RELIGIOUS INFLUENCE

The Thanksgiving, Christmas, Religious Emphasis, and Daily Devotional activities sponsored on our campus have enriched student life morally and spiritually.

Let us show appreciation for these efforts by attending the religious services and giving our full support. Eventually, if not now, we shall come to the full realization of the powerful influence of religion in our daily lives.

STRIVE

Life holds for us many problems
Most difficult to decide
Success is not easily taken—
It comes to those who strive.

It isn't the all "A" student,
Or the one who wins the race,
But the one who is willing to strive
And win for himself a place.

Though at times the going seems rough
And the problems are hard to solve
There is a goal ahead
So look up, smile and strive.

—Irene Exum

THE SCHOOL MUST HELP BUILD DEMOCRATIC WAYS

The purpose of any school today is to develop the whole child mentally, physically, morally and socially. In developing the child, not only are we concerned with the rate of growth, his mentality, and way of living, but how he, in later years, will carry out the basic fundamental ideas of democratic ways that the school has tried to plant.

The teacher plays an important role towards the development of the child. She should motivate as well as encourage learning. Her approach and method of teaching help the child to get a view on life, accept responsibilities in leadership, live with others, and live a wholesome life. The organizing of self-governing bodies in school and the election of officers help him understand our federal system. In teaching him to practice social equality, the teacher is helping him to mature intellectually and become a good citizen. The value and usage of money, our federal postal system, press clubs, and our federal reserve bank further emphasize the rights of a democratic nation. Teaching the child the value and uses of our Judiciary system, and putting the teaching in action in the governing body, which he himself helps elect, enable the child to grasp the idea thoroughly.

If democracy is practiced in our school system, the child will readily accept the challenge of a government such as ours. The school must help build democratic ways.

—Dorothy Smith

OUR SONG

The following article appeared on the cover of the March 1929 issue of the State Normal Banner.

To thee, O dear State Normal,
A tribute song we sing
Of thy true worth to all of us
O, may we honor bring.
Chorus:

Hail to thy lovely halls,
State Norman School,
We hear when duty calls,
State Norman School;
Faithful and ever true
We'll be to you,
For in our hearts we still love thee
State Normal School.
So now we'll join together
For S. N. S. to work;
Let not a one be faint at heart
Or any duty shirk.

J. Wallace Brown

This appropriate school song was written by our music instructor, Mrs. J. Wallace Brown. The words are lofty in sentiment and the tune is fascinating and thrilling. It is hoped that the words of this song will live always in the hearts of S. N. S. students.

"Guest in the House"

by

Hagar Wilde and Dole Eunson

MOORE AUDITORIUM

April 12, 1954

WHERE DO WE START

Due to the recent emphasis on art as a means of expression, many elementary schools have been seeking ways and means of putting an effective art program in action. Therefore the theme, Starting an Art Program in the Elementary School, seemed to be quite appropriate for this, our first art clinic. The common fallacy in many persons thinking is that the art program starts with the materials, tools, and equipment which are provided for artistic expression. Admitting that these are necessary and essential to the launching of any successful art program, they are not the starting points.

The art program in reality begins with the art teacher; his attitude, his training, and his awareness of art possibilities. The teacher's attitude is the most important because in the final analysis it determines what type of art program will be put into practice. It can not be overlooked that training is important, however, a teacher with the proper attitude and enthusiasm will improve his training and increase his awareness of art possibilities.

The child and his experience should indicate the direction the artistic expression should take. The "drawing out" method should be employed whenever possible so as to find out what the child wants to say and then providing ways and means for him to express himself through art media. What the child creates is not nearly so important as the process of organization that takes place within him during the act of creation. When art viewed from this standpoint, then the "process" (as Dewey states) becomes more important than the product. There is a reciprocal effect in which the child alters the material in some way in producing the product and in turn is affected by the material or materials which he has manipulated. In the manipulation of materials he discovers new ways and means of expression which open up to him new worlds of thought and adventure. The real magic is not in the materials but in the creativeness that is applied to them by the child. Only when the child is free to explore will he be able to discover the unknown worlds.

—Albert Martin

F T A HOLD INSTALLATION

The Future Teachers of America held an installation service for eight new members January 22, 1954 at 7 P.M.

After a reading of the history of the organization by Miss Carol Banks, Elaine Welch, F T A president, welcomed Chestina Fosque, Carolyn Proctor, Gladys Proctor, Gilbertine Winslow, Willie Spence, Mary Munn, Barbara Copeland and Estella Simpson. To these students were given lighted candles which they held as T. S. Jackson, sponsor, pledged them into F T A.

After the installation services, Mrs. Jackson entertained the club in the College Canteen.