

NEWS LETTER

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LET'S LOOK TO SPRING

The second quarter has finally come to an end, and with it the winter season also. Now, let us look forward to one of the most beautiful seasons of the year, Spring.

We should not only look forward to the beautiful weather but should strive to make better grades. The beautiful sunshine and the lazy spring fever do not necessarily have to hinder our progress scholastically. Spring should be an incentive to spur us on to greater undertakings and better grades. So when spring comes this year and trees start budding, and flowers begin to blossom, let us grow in knowledge, too.

—Irene Exum

OPINIONS ABOUT SUBJECTS

As the Spring quarter begins, you can find that the Winter quarter is already forgotten. One might overhear a student saying, "Well, it really doesn't matter what I got in Math as long as I passed" or "I am not worrying as long as Mr. Teacher will 'C' me out of American Literature." It seems as if the student has forgotten the main reason for coming to college and is now only concerned with getting by and having a good time.

"The Collegian" has obtained answers from different people on the question. Why are so many collegians content with just getting by without even trying to do average work?

Some of the answers are

1. "Some students are forced to come to school and realize that they are being supported without having to work, so they stay and accept the careers."
2. "Some courses are required of students, but they do not wish to take them; consequently, the student rebels against the course and the teacher and does just enough to keep from having to take the course over."
3. "Many students realize that if they fail in a course they will have to leave school and probably work, so they use school as a "Winter Resort" and do just enough to stay there."
4. "At all times the students are not responsible; they do not know how to study; therefore, they can not do any better because they need help and assume a "don't care" attitude."
5. "Since just getting by will get a degree without studying, why bother when there are so many other things to do?"

PETER WEDDICK MOORE

Our College honored Peter Weddick Moore, on February 26 for his outstanding contribution to the foundation of such a great institution. Dr. Moore's spirit is still with the College with hundreds of graduates and ex-students as living witnesses.

Dr. Moore, the eldest of five children, was born near Faison's Depot in Duplin County, June 24, 1858. In spite of the fact that his parents, Weddick Moore and Alecy Thompson Moore, were slaves, Dr. Moore rose from slavery to a position as educator and statesman, and dedicated his life to the service of both races of his state.

The first school Dr. Moore attended was one probably established by the Freedmen's Bureau, though there are few records regarding his youth. The second strongest factor in shaping his life was a school taught by a very brilliant Negro named Burke Marable, a former student of Shaw. Although Dr. Moore took advantage of all opportunities for more study, he received but little formal elementary education.

Dr. Moore obtained a certificate to teach in a one-teacher school in a district known as Holly Grove, about ten miles from Clinton, at the age of twenty. The school term was short, and he worked a little piece of ground from which he earned enough money to enter Shaw University in the fall of 1880. He received his A.B. degree from Shaw in 1887, and later the university conferred upon him the M.A. and L.L.D. degrees in recognition of his contribution to education.

After leaving Shaw University, Dr. Moore taught for a time in the schools of Bertie County. After leaving there, he went to assist the principal of the State Normal School in Plymouth, North Carolina. In 1891 the Elizabeth City State Normal School was established by the General Assembly and Dr. Moore was selected as principal to take charge of the plans for the opening of the school. The General Assembly appropriated the sum of nine hundred dollars. The citizens of Elizabeth City, with the help of Dr. Moore and his assistant, J. H. Butler, opened the school January 4, 1892, with sixty pupils. Each year the enrollment increased, and professional courses were added to the curriculum.

As educator and statesman, Dr. Moore still lives in the hearts of people for the services he has rendered to his race, community and state.

NINE COMPLETE COURSE

Nine seniors completed their course requirements for the Bachelor of Science degree at the end of the second quarter. They are: John Eli Bias, Carolyn Aramenta Boone, Constance Bailey Chandler, Billy Ralph Hodge, Landon Robert Miales, Willard Carter Moses, Doris Lidener Smith, Rebecca Naomi Spruill, and Mary Louise Wise.

—Constance Taylor

**GIVE TO
 RED CROSS
 TODAY!**

HAVE THEY FORGOTTEN GOD?

Many people of the South do not think an interracial school system will work. Why? They have forgotten God is the maker of man. They have forgotten that no man stands alone in the sight of God.

Why is it that there are those who will not accept the Negro? Is it that they consider him inferior or superior when they will not accept him in the same setting with other racial groups? Is it that they fear that the Negro seeks revenge for sufferings during the reign of slavery?

It seems hard to realize that human beings of different beliefs worship the same God. Do they not realize that God has the power over man, that he can humble him at the feet of one who enslaves him? The Negro is human and is entitled to life, liberty, and the pursuit of happiness.

Integration has worked in one of the largest and most important organizations in our country, the United States Army; and it has raised the morale, unity, and effectiveness of this strategic department. It can do the same in life and in public schools, if politicians and many prejudiced parents let the issue alone and realize that God will act in due time and solve the problem in his own way.

—Olando Hill-'59

MR. LEAP YEAR TO THE RESCUE

On our campus the young women greatly outnumber the men. This, of course, has left many co-eds without dates. However, they have not had too long to worry, for Mr. Leap Year has been ushered in by 1956. Now, the girls are free to go after "their men" legally.

Mr. Leap Year is welcome since he eliminates wall-flowers and no-escort situations. He gives the girl permission to step forward and ask for a dance, or to ask that special some one to be her escort to that next dance or concert.

Girls, if you have had your eye on a certain fellow for quite some time, now is your chance to "break the ice" and still not be considered a bit bold or unladylike. This is also a good time to get your husbands, for 1960 is a long time to wait.

Get busy, girls. We have only three hundred more days. After all, it's Leap Year!

—Elsie Sharpe

CAMPUS HIT PARADE

"It's Almost Tomorrow" — and we're still playing "Bid Whist".

"A Tear Fell" — when we received our grades.

"Memories of You" — the teacher who "C'ed me through."

"Play it Fair" — when you enter your classroom on exam day.

"Roses Never Fade" — I never forgot that teacher who gave me "F".

"I'm Not Worthy of You" — the "A" I received in a certain subject.

"Feel So Good" — now that the quarter is over.

"Ain't It Fun" — to play cards and forget your homework.

"I Wish I Knew" — how to find each exam for the final.

CHATS WITH THE DEAN TO STUDENT TEACHERS:

Everyone is excited about the very fine job practice teachers are doing in the local schools this quarter. Very favorable comments have reached my office from various sources. I have been posting as much information about job opportunities for graduates as I possibly can. The initiative, however, is up to the senior. If you are beginning to make application now for September vacancies, you may have waited too long already. If you have not made the proper contacts, please begin to do so at once.

After graduation, please write to inform the office of your employment status. The morale of everyone who has ever attended STC is affected by our knowledge of the success we are having in placing graduates. It is also encouraging to high school seniors who plan to teach.

If you plan to teach in September, the office will do everything possible to find the vacancy you have always been looking for. To incoming student teachers — congratulations and good luck. To outgoing student teachers — congratulations.

ATHLETICS AND EDUCATION

Is athletics a part of our education? I sometimes wonder if we think it is. Let us see now — What goes into education? Ability to think on one's feet, discipline, culture, and many other factors. Does the athletic program have anything to do with these? I say that it does.

Let us take discipline. A coach, first of all, in order to get the best an athlete has to offer has to treat him like a person, laying down his rules and regulations and abiding by them strictly, or else his task is defeated before he begins. Such are the coaches' first acts of discipline. If an athlete is told that he is to be put off the squad or team for breaking these rules, it must be done so. Enforcement of rules is necessary. Thus discipline is one of the first steps in the process of molding the life of an athlete.

Next is the ability to think on one's feet. This means that a person is trained to think quickly and accurately in a spur-of-the-moment situation. It is important for the athlete. As a person is taught how to think quickly and respond in classroom situations, so is he on the athletic field, basketball court or what have we. Throughout these activities, situations arise in which a player has to think quickly and diagnose in seconds, in order to be effective and come out on top. Does this not help, too, in molding the life and character of an individual?

Last is culture. Through athletics individuals are taught to develop moral stamina, mental alertness. They are taught to take not only triumph, but defeat. These are important in developing culture. These are necessary to make better men. As athletes live together in groups, they develop relationships which are the means of enriching social living, not only for the campus participation, but for adjustment in later years. Think this over. Find out for yourself. Is athletics a part of education just as mathematics, science, social studies, or any other college course?