

THE COMPASS

For Students and Alumni

Published by
STATE TEACHERS COLLEGE NEWS PRESS CLUB
 ELIZABETH CITY, N. C.
 Member:
Columbia Scholastic Press Association

- | | |
|------------------|--|
| EDITOR-IN-CHIEF | Clarence E. Biggs |
| ASSOCIATE EDITOR | Sunny S. Vick |
| LITERARY EDITORS | Lois Gray, Thelma Howard, John Jordan |
| SPORTS EDITOR | James T. Jackson |
| SOCIETY EDITOR | Joyce Moore |
| EXCHANGE EDITOR | Frances Brown |
| REPORTERS | Theresa Diddy, Marlene Elliott, Mildred Thomas, Theresa Diddy, Marlene Elliott, Gloria Melton, and Joyce Wilson. |
| SECRETARY | Hompson Bland, Annie R. Lea, Louvella Johnson, Gloria Melton, and Joyce Wilson. |
| TREASURER | Lois Gray |
| CARTOONIST | Roy Selken |
| TYPOSET | Lorraine Walker |
| ADVISER | Elmer R. Rogers
Mrs. E. H. Mitchell |

Seniors—Where Do We Go From Here?

We came to Elizabeth City State College in 1958 as little green freshmen. With our major goal being to graduate in 1962, we tackled our problems with an inspiring spark of perseverance which has successfully brought us this far.

After graduation, no doubt, many of us will ask ourselves—Where do I go from here? Will it be to Graduate School? To a high or elementary school? Or to various branches of the Armed Forces? Which ever the case may be, let us all remember that we have spent four years in an institution of higher learning and are nearing the time when we should share some of our experiences with those about us. We can no longer consider ourselves as students, for we are professional people, leaders and above all—educators.

A Good Dormitory

The success of the dormitory program depends upon the dormitory counselors. What are some of the qualifications of a good dormitory counselor?

A good counselor behaves in such a manner as to get respect from the residents of the building. This means his behavior at all times must be of such a type that any student can look to him as an example.

The good counselor takes initiative in keeping order, cleanliness and good manners among the hall residents.

The good counselor takes the initiative to speak up for the right on his floor or section. He does not wink at infractions of the rules.

The good counselor takes the initiative in organizing a good dormitory social, recreational and educational program in his hall.

The good counselor will resign from his position if he cannot follow the regulations and gain respect from the residents in his hall.

The Dining Hall

The students are quite concerned about the present situation in our dining hall. It seems as if the new set-up is not as effective as the old one.

It seems that since the lining system in the dining hall has been revised, students are having more conflicts. They have trouble getting to their seats because the line is in the center. When a student is sitting, he is liable to get hit on the head by a by-asser. There have been a large number of trays knocked out of students' hands because of the arrangement.

In helping to solve this problem, students would like to use two doors to enter the dining hall instead of one door, for when there is bad weather, there is much exposure. It would also be better for the students to leave the dining hall through the back door after they put their trays in the dish room.

The present arrangement is causing too many problems. Is there a better way?

During the rest of our lives we will, to a great extent, be shaping the lives, thoughts and ideas of many of the youngsters with whom we associate. Do we wish to see them suffer in later years from our mistakes? Or do we wish to know that we, graduates of Elizabeth City State Teachers College, played major roles in helping young people to think critically, and to develop themselves to their maximum capacity?

Again, let us ask ourselves—Where do we go from here? The choice is ours.

A Time for Inspiration

As students of a progressive education system, we are willing to do our best in all of our classes; but, in some instances, we fail to get the aspiration and encouragement that we need from some of our instructors.

When we feel, even before the end of the semester, that we are going to flunk inspite of our efforts, we get very much upset. When teachers say—"Your case is extremely hopeless, we have nothing to which to look forward. We need your support and sympathy, even though we are failing. Many of us cut our classes because we are told, indirectly, that unless a miracle takes place, it will be impossible for us to pass certain courses.

We wish to know if it is possible for some of our instructors to be a little more interested in us.

Teaching Devices

The modern trend in education is to use as many teaching devices, including audio-visual aids, as possible to make the teaching-learning process more effective. What effect does this have on the classroom teachers? Does it mean that eventually, teaching machines and educational television will replace teachers? That is the question.

Teachers have reached a phase in their teaching profession where competition between teaching devices and classroom teachers has grown much keener. And unless they have a knowledge of how to use or operate specialized aids then the situation might prove to be challenging. It could mean, however, that only the best teachers could be used in our modern school systems. Are you one of the best? Are you striving to be one of the best?

What will it take on our part to meet this need? A course in Audio-Visual Education can do much; but to acquire theory of a subject without learning practical applications means very little to any classroom teacher.

The overall effect of teaching devices will have on classroom teachers will be determined, for the most part, by how well we as teachers and prospective teachers prepare ourselves for the task.

The trouble with blowing your own horn is that it seldom leaves any wind for climbing.

Pictures at an Exhibition

"Beauty is truth, truth beauty," that is all.

The recent exhibition of Mr. James McMillan's paintings undammed the proverbial flood of comments from students and faculty; thus, one may assume that he was successful in presenting meaningfully ordered experiences in which the spectator actually participated. Mere interest or indifference would have meant that the artist had failed to communicate. Nonetheless, the response was highly ambivalent; most viewers agreed that the paintings were a distinguished sensibility at work with the elements—tone, line, color, and form. These elements were moulded into a unity and dominated by the personality of the artist.

Paradoxically, the criticisms most frequently leveled against the paintings attack both the sensibility which informs them and the unity of the direct emotional apprehension of the subjects treated. Two most frequently voiced criticisms were these: (1) the artist greatly distorted the human figure; and (2) the paintings were depressing depictions of frustrated and unhappy people.

Such criticisms indicate that the viewers felt the emotionally charged experiences presented; cathexis occurred. One must consider the works in terms of the artist's intention; Mr. McMillan was not interested in presenting the usual appearance of people and objects—in photography. His sharply individualized, dramatically distorted forms people as intensely personal, an unique private, vision of the world and its inhabitants. When successful, the realist painter also presents such a personal inner view of the world, natural appearances serve only as his starting point.

The second criticism, that gloom and unhappiness pervade the canvases, is a statement of fact describing the experience resulting from seeing and emotionally responding to the paintings. However, the viewer must again ask why such "unhappy," such "unbeautiful" treatment was used. Apparently, the spectators wanted paintings which were perfectly imitated happiness and euphoria. What was desired was the Platonic presentation of beauty; such works have been painted inevitably however, they are static, finished, complete. They have no unanswered questions, dam to provoke thought, and, most damning of all, they leave the viewer uninvolved, unengaged.

Although one does not experience a sense of closure with the pictures exhibited, one does experience truth. Shakespearean themes are stated; to be or not to be; the great gaping emptiness left by death; the contradictions which permeate human existence; the necessary condition for thought, for exercise of one's reasoning faculty; maternal love in a world threatened by atomic destruction; the weight of fear; the continual struggle of man against invincible forces. These themes raise questions which dismay and which have no comforting answers.

What is more provoking, the nag-

With a Song in My Heart

With a song in my heart and a glow on my face,
 I'll walk the whole day long;
 With a lift in my voice and a deed in my mind,
 Life will be but a dream and a song.

If I bring to each dawn,
 Spirits that are high and gay,
 No one can despair my memories
 As I go forth each day.

I'll smile for the world is new
 For a song comes straight from me—
 And my days will be much happier—
 Just watch, and you will see!

So, whenever I'm feeling downhearted
 And a song is in my heart,
 I'll have rewards I'll treasure;
 From me they'll ne'er depart.
 —Joyce Brown

On Standardized Tests

Standardized tests are being used more frequently in our high schools, colleges and universities to, supposedly, better evaluate students. However, these tests should be studied and carefully examined before being administered.

Some qualities that are said to be true about standardized tests are: they are valid; they are reliable; and they are fair. In many instances this does not hold true. The persons who help in composing such tests base their questions and problems on that with which they think students should be familiar. But too many times they have a limited knowledge of students in particular localities. In some cases, they may not be acquainted with the textbooks, newspapers, magazines and other pieces of literature that have been made available to students. This being a reality, is a student to be blamed when he makes a low score on a standardized test that was sent from California to North Carolina? Are his teachers at fault? Who is to be blamed?

Such tests are good in that they challenge students and give them a chance to see how much they know. However, many are invalid and unfair because they include items that students have never read or heard about.

Will giving more tests of this nature help students to make higher scores? Although this might be of a greater advantage to students, think standardized tests would be more meaningful to students and more helpful for use by teachers if they were administered earlier in the grades. In this way, students would acquire a better knowledge of how to take tests and, in some cases, know what to expect.

Whether or not standardized tests measure exactly what they purport is still a question in the minds of many.

In Appreciation

The members of the Thalia Sorosis Club would like to express their sincere gratitude to Mrs. D. E. Thomas, sponsor of the Thalia Sorosis Club, for the kind things that she has done to make the club a success.

The following are Thalia Sorosis Officers of 1961-62: President, Mary Leavens; Vice-President, Janice Pleck; Secretary, Strela Barnes; Assistant Secretary, Margie Cole; Treasurer, Jerry Belton; Reporters, Viola Garris and Alice Jones.

giving questions will not be dismissed from the mind. Why do the pictures show only one side of life? What is happiness? Why has the artist stretched the torso to the breaking point? Is he saying that man is on the tough rack of life? Is man's fate to challenge life to the very limit of his powers?

No answers are given these basic philosophic questions. Nonetheless, these questions must be raised and dealt with by all men. Is it not, in fact, the discomfort aroused by such queries which makes the viewer run from the paintings crying, "Why doesn't he paint happiness?" Does not the word "happiness" here stand for the word "answers"?

The essential, even existential, loneliness of the artist is felt and seen in Mr. McMillan's work; that loneliness is an unescapable fact of all men's lives: Loneliness is, after all, the corollary of man's freedom, his responsibility.

High tribute is paid these works of art in the criticisms one cannot fail but hear the indignantly uttered word, "Why?" Thus, the cycle is complete: a man explicitly expresses the human condition, and we revere with the echo of his passionate comment on this wrynecked, woealding world.

An Experience to Share

A year ago, several sit-in demonstrations were staged at a Rexall Drug Store in Hopewell, Virginia by a group of freedom-fighting Negroes. I am happy to say that I was one of those Negroes.

As we sat at the tables restricted to us as persons, we read Bibles, newspapers, magazines and novels. The manager, who, incidentally, was chairman of the school board of my high school, asked us to move. We remained silent and kept our seats. Later he returned and asked us to move again. However, this time he was treated to call the police.

When the policemen finally arrived, they arrested us, escorted us to the police station and placed us in jail. The jail was very unpleasant; but we remained only a few hours having been freed on \$250 bond each.

Our first court trial was in May, 1961. Many added lost valuable time from work; and students many hours from school for the trial. Our lawyers, Leonard Holt and Joe Jordan, presented a very strong argument in our favor. Despite their efforts in our defense, we were sentenced to 60 suspended days in jail. However, the case was appealed to a higher court.

Many restless months passed and we waited impatiently for a trial date. Many changes took place in Hopewell, also. For example, Woolworth's 5 and 10 store opened its lunch counter to us, and many Negroes secured jobs which were once given to white persons only. These changes were quite encouraging.

On March 28, 1962, we no longer waited to be notified of a trial date, for we sat in a packed court room—tense, but not frightened, waiting for our names to be called and to take the witness stand.

Finally, the court clerk called, "Marie Rodgers." I arose and took the oath. When he asked, "Guilty" or "Not Guilty," I said, "Not Guilty." All eyes were focused on me as the clerk read the warrant—the charges upon which I was tried: "Trespassing on the premises of the George D. Drug Store." The time was limited and the judge proceeded rapidly. In a short time, I was sentenced. The other defendants were tried in the same manner.

The adults were sentenced 30 suspended days in jail, and the juveniles were put in the custody of their parents. However, the case was appealed to the Supreme Court of the state.

After the trial, I had the honor of meeting and conversing with the Honorable, Reverend Martin Luther King, Jr., who had been present at the trial.

This, truly was a timely challenging exciting and unforgettable experience. Now, I await, with anxiety, the June 12, 1962, court decision. This will be a great day for me. My hopes for the best rest in God.

—Marie Rodgers '65

The Need For Leadership

In our democratic college, community leadership is very important. In order to operate, all bodies need a leader and leadership.

We, the members of Elizabeth City State Teachers College, are in need of leadership. We are reaching the time when we should be concerned with electing our students, the president of Student Council, and Miss S.T.C. Now is the time when we should give consideration and try to find students who are capable leaders.

We have the responsibility of choosing students of whom we can be proud as leaders, students of whom we can be proud to have represent us. It is up to you to give attention to our need for leadership.

Life is too short to be little.
 —Benjamin Disraeli