

THE COMPASS

For Students and Alumni

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Student Teaching—An Unforgettable Experience

A student spends twelve years in elementary and high school. He comes to college and goes to classes with fellow students for three or four years. One would think that this constant and somewhat lengthy association with students would give a person a very good understanding of the needs, interests and ways of students. On the contrary, attending classes with students, taking courses in Human Growth and Development, and other Psychology courses just give a basic idea of what students are really like. They might also afford some ideas on how to solve some problems presented by students.

Student teaching is the first chance that a person preparing for the teaching profession gets to see what teaching and dealing with students are actually like. The impact is tremendous. One finds that many of the things that he has learned from books can

not be applied to some of the students' problems. Lack of teaching experience forces the student teacher to do many things in a trial and error manner.

There are types of students in the school that have never been mentioned in college textbooks. Mastery of subject matter and good teaching methods are not enough for effective teaching, as the student teacher sometimes finds out after numerous errors. Each individual student has his own unique way which has to be dealt with by the inexperienced student teacher.

Student teachers are constantly challenged by their students. The students are trying to find their weak points. Pupils will even go so far as to ask questions, even though they have their fingers on the answers. The student teacher must be alert and "on his toes" at all times. He will find the experience challenging, enjoyable, trying, and certainly unforgettable.

"To Cheat or Not to Cheat?"

By James H. Jackson

During the process of acquiring an education, almost everyone is confronted with the question, "To cheat or not to cheat?" Some people have a desire to achieve, no matter what the cost or consequence may be. These people go along with the old adage that "It is better to cheat than to repeat." But in the final analysis, this attitude in keeping with the educational concept of honesty?

Many students who matriculate at an institution of higher learning are under the assumption that college is not different from high school. After they are introduced to the objectives and requirements of their field of study, they find that the process of acquiring a college education is not very easy. But since they have a

desire to achieve and to please their community and their parents, to avoid penalties, they resort to making grades by cheating. By cheating, these students advance each year without honestly learning anything. Before they realize it, they have been graduated and are teaching in either an elementary or secondary school. Before they realize they did not really learn anything by cheating their way through college, they are hindering the progress of the students they teach.

The future of the children of tomorrow depends, to a great extent, on what the college students of today learn. The college student should do some critical thinking on the subject of cheating. In evaluating the subject of cheating he should ask himself, "Is it really better to cheat?"

Printemps

Le printemps est clothe dans son vêtement de verte.
Les brises fraîches du vent, invisible,
Apporte poules flottaison au milieu des airs, hautes!
Et voi vous les nuages, proche.

Oh, comme beau il fait appert:
La premiere saison de l'annee est arrivee.
Et qui mais varrait les arbres denudee pousse
Avec feuilles vertes ou les rivieres fleux.

(Translation)

Spring-Time

Spring is clad in its garb of green.
The fresh breezes of the wind, unseen,
Bring fowls floating in the mid-air,
high.
And soaring beneath the clouds,
nearby.

Oh, how beautiful it does appear:
The first season of the coming year.
And who would but watch the bare
trees grow
With leaves of green where the rivers
flow.

—Roxanna Smith

Are Spring and Folly Synonymous?

Spring is here. The trees are budding, the grass is getting greener. Life seems to be becoming revitalized. While nature is really becoming conspicuous and lively, students seem to go in just the opposite direction in regard to studying. The beautiful warm weather draws students away from their books to the shade of green trees.

Students, Spring is no time for folly. Learning must not stop just because it is more comfortable outside the classroom. Sure, it would be convenient if school were only a winter concern. But, how long would it take one to make up for the learning that would be missed if class was stopped in Spring?

So, get to work. Fight the temptations of Spring and "Spring Fever." We are now in the home stretch; a good performance is paramount.

April — is NEA's

"Teaching Career Month".

The Lost Three

It was a bright day with brisk breezes blowing on the streets of New York City, when a group of six left their hotel to attend a meeting of the Teachers College Division of the U.S.P.A. in the Casa Italiana Auditorium, Columbia University. That morning was different from the first in the city; in fact, it was an ideal one for photography.

Jo, Anna, and Ree wanted to take pictures before going into the auditorium. Upon leaving the subway, they briskly walked in front of their companions not knowing that they were taking a different direction from the one used previously. They were sure that they knew the way to the place of the meeting. Wandering along, they soon found a beautiful scene near Low Library with just the background for their pictures. There they posed, primped, and smiled until they had taken all the pictures their films would allow.

Jo, realizing that they had primped and posed too long, called to Anna and Ree saying, "Gosh! we must hurry. It is time for our meeting, and the others will be wondering where we are."

Her companions followed her until they reached the street. There Anna and Ree took the lead, for they were positive they knew the direction. Continuing down the street, past the bookstore they had visited the day before, they went across to Amsterdam Avenue. Up! Up! Up! the avenue they went, looking at all the markings along the way but not recalling any familiar ones.

"I have never seen this," said Ree. "But we are on the right street," chimed Anna and Jo. "That looks like the building we want there."

With all the energy left, they rushed over to the building only to find that it was like the many others—all stone, but not the Casa Italiana. Sad, with resentment for having followed each other's advice, with hurting feet (for some members had chosen to wear three inch heels), with knowledge of the rapid passing of time, they became panicky. They made many unnecessary steps up and down Amsterdam Avenue, near 116th Street, before deciding that there must be some way of getting to that building.

Someone suggested going back where they had taken pictures. The idea was welcomed because there, they could rest those tired feet.

"I am going to stay here until someone finds me," announced Anna as she sat on the bench.

"We are going to find that Casa Italiana," said Ree.

Ree and Jo trod off, leaving Anna alone to wait it out.

"Let me see that bulletin. There is a map of the campus in it. The auditorium should be listed there," said Ree. "Look! It is here. Right at the corner of that Amsterdam Avenue about the second building down."

"That was so silly of us not to think of that before. Should we go and let Anna know?" asked Jo.

"No. If I had, she should be sure we are right first," said Ree.

Yes indeed, they had found the Casa Italiana. They joined their group and went to get Anna. For the rest of the day those ever-loving photographers stuck to the group for they had learned their lesson.

—Louvellia Johnson

God Needs Men

A movie, entitled "God Needs Men" marked the ending of Religious Emphasis week.

The story, which was spoken in the French Vernacular, was about a group of people who lived on an island in the poorest conditions and made a meager living by fishing. They were so like savages that the last Bishop that they were able to get, left them. One man, who still loved God, served them until another would come. In the end, however, he was really responsible for getting the people to serve God and help the people to know Him. God needs men such as this.

A Negro History Teacher Evaluates Emancipation

Late January 1, 1863, Abraham Lincoln, true to his promise of September 22, 1862, issued a proclamation which later events proved to be the beginning of the end of slavery in the United States. For almost two centuries, America was a land in which two diametrically opposed systems existed side by side: freedom and slavery; liberty and oppression; opportunity and frustration. Here is fruitful ground for any psychologist.

The Emancipation Proclamation is important for many reasons. As Allan Nevins in the January 5, 1963 issue of the *Saturday Review* eloquently observed:

"Lincoln's two immortal documents, the preliminary and the final emancipation proclamations, represent one of the turning points in our social and economic development, and the fulfillment of our national destiny. The stroke of his pen lifted the aims of the war to a higher level, infused a new moral spirit into the conflict, and gave our ideals of democracy far greater breadth and strength than they had previously possessed. It is true that the war had been on for nearly a year in 1863 when the proclamation freed slaves only where the Federal Government as yet possessed no authority, and left them untouched where its writ ran in Missouri, Kentucky, and Maryland. But every southward march by the Union Army thereafter was a liberating march. Everywhere that news of the proclamation penetrated, in Federal and confederate territory, it sounded the death knell of slavery. Throughout Britain and Continental Europe it rallied all liberal men to the northward march of freedom by month its power increased."

The War Amendments—that is the XIII, XIV and XV Amendments—followed the Emancipation Proclamation. Then followed a brief period when Negroes—fewer than most people admitted—served in state governments in the Federal legislature. In an age racked with corruption and vice, they—most of them—showed themselves to be unusually honest. Some of them—Blanche K. Bruce and Sirhan Revels are outstanding examples—were men of learning and refinement.

Then came the reaction. The period from around 1876 to 1900 saw the Negro in the United States descending to a position that was little higher than the one he held during the antebellum period. Negroes were disfranchised, they were being lynched in increasing numbers, they were subjected to all types of humiliation and degradation. Henry W. Grady of Georgia could observe that the Negro was politically dead and such a former abolitionist as T. W. Higginson could "sit in tears" over the death of a slave owner in Thomas Nelson Page's "Marse Chan." This was Paul Buck's "Rose to Reunion."

The Price We Pay for an Education

The price we have to pay for an education is exceedingly great. The price has to be paid in several respects. They are as follows: (1) We have to spend several hours per day studying; (2) We have to spend several hours in classes; (3) We have to take courses under many teachers who have negative attitudes toward the students; and (4) We have to pay for an education financially.

When I speak of spending several hours studying, I am merely saying that as students, who has the greatest in seeking an education has to study several hours to accomplish his goal. My second point is that each student has to spend several hours or is required to spend several hours in classes in order to spend the information which was taught by the instructor. Of course, the information can be grasped by some brilliant students even if they do not go to classes, but since it is required that

Then came the voice crying in the wilderness: "The Problem of the Twentieth Century is the Problem of the Color Line." In 1903, W. E. B. DuBois, the first Negro to receive a doctorate in history from Harvard University; W. E. B. DuBois, whose *Suppression of the African Slave Trade* was number one in Harvard Historical series; this DuBois published the *Souls of Black Folk*, an impassioned plea for the Negro to be treated as a man. From 1910 to 1935 DuBois became the chief spokesman of the American Negro. His importance lies in two achievements: for thirty years (1903-1933) he made himself the loudest voice in demanding equal rights for Negroes. Secondly, he held high the ideal of liberal education at a time when it was fashionable to solve the race problem by teaching Negroes obsolescent skills.

In 1909, the N.A.A.C.P. and the Association for the Study of Negro Life and History were born. In 1911, the National League on Urban Conditions among Negroes—known popularly as the Urban League—came into being. These organizations hammered at the conditions of Negroes in the country and on three levels sought to improve the lot of the Negro. The N.A.A.C.P. fought the Urban League sought to improve education in 1915 when the "grandfather clause" as condition for voting were outlawed by the Supreme Court. The A.S.N.L.H. sought to go back into historical records and thus give the Negro an anchor in the past. The Urban League sought to improve the working condition of Negroes in such cities as New York and Chicago. The Journal of Negro History, *The Crisis* magazine and *Opportunity* (a monthly periodical) sought to give Negro writers a hearing. *Opportunity* went out of existence a few years ago because its editors thought their mission had been accomplished.

From 1915 onward the story of the Negro was one of an up-hill struggle. True, there were setbacks in the twenties and thirties; true, there, even today Negroes are not completely free; still, there is room for optimism.

What would I, a Negro History teacher, evaluate as most important as a beginning, even though some may say a very poor beginning. But to me the Emancipation Proclamation is one of the most important documents in American History. It freed not only the Negro, it also freed the nation. This evaluation was slow to come. It was this important fact does not only vitiate the truth therein implied.

What does all this mean today? Though the majority of us have made great strides since 1863, the cry "Free by 63," meaning 1963, is still more of a hope than a reality. We are still not completely free. There is still much to be done.

—Frank Perera

they go, they have to pay the price of spending several hours in classes. My third point is that we have to take courses under teachers who have negative attitudes toward the students. I would consider this a big price which has to be paid by the students. I say this because students must study to accomplish very little, and studying under teachers whom they do not particularly like.

My fourth point is that we have to pay a price for an education financially. This problem varies with different people. For example, students who come from well-to-do families probably would not consider this a large price for an education, wherein, students from families of the low-income bracket would consider this a rather large price to pay for an education.

In my conclusion, I would say that the price we have to pay for an education is a large one.

—James Slade, '64