

THE STUDENT SPEAKS: BOOK RENTAL SYSTEM

Last year, Winston-Salem State College devised a different system for issuing textbooks to students. This system provided that all students should receive books on a rental system. At the beginning of each year, the students pay a set fee for the rental of their books, therefore, permitting them to have all of the books needed for their courses.

Many students have expressed their dissatisfaction over this system. The reply to them is to be patient, after all, this is an "experimental system for the college." Should patience last an entire year?

The ownership of these books enables students to start a home library. The incoming freshman, deprived of this opportunity, will never know what it is to own a book, nor have it for future reference or as a supplementary source.

A former student said, "I did not receive any of the books that I needed in my last semester's work at college." A freshman student thought that she had left the rental system behind when she finished high school. She was very disappointed when two of her books were misplaced and she had to pay an additional fee for their loss, later to find that they turned up in someone else's possession.

The classroom instructor continues to make assignments with the knowledge that some of the students do not have access to these books. The student is held responsible for carrying out these assignments.

This situation also places the student at a disadvantage because if the book is in the school library, there is a possibility that it is in use. If it is not in the school library, the student then has to gather the information from some other source.

It saves time to own a book. If a student owns a book, he can study at home and will not be compelled to spend all of his free time looking for a library book that is in use by members of the same classroom. The student can check favorite passages of interest. Passages that are important to review or to remember.

The rental system sometimes cripples the student because often when he receives all of his textbooks, the semester has been half completed.

Rental of books is economically unsound for the college student. The student who pays the rental fee and finds that his courses require two textbooks, often finds the second text a paperback that requires extra expense.

If this system is to continue, there should be a settlement between the student and the college, wherein, the student pays the rental fee according to what he receives.

The mature college student often prefers not to rent, but to buy and own. Are we to rent our education and return it when we no longer have any need for it? This also holds true for the tools that are needed for learning. It is said that in five or six years these tools may become obsolete.

It may be wise to offer students the option of buying or renting.

—Barbara W. James

NEW PRIVILEGES FOR COEDS

Young women at Winston-Salem State College have long clamored for more privileges. The administration, in considering the privileges previously held by the young women on campus, revised and issued new privileges according to the classification of the students. Each coed maintaining an average of "B" and having complimentary behavior records will be awarded additional privileges.

How long these privileges will be in force will depend wholly upon the coeds of the campus. The young women now have an opportunity to prove that they are mature individuals and will act accordingly. Young women of the college are expected to conduct themselves as women of character on the campus and in public places in the community. Infraction of rules and the general abuse of the privileges granted will not be tolerated by the administration.

The members of the Women's Senate and the dormitory councils probably could be influential in counseling and guiding the young women. They could devise a code which will include the following suggestions:

When leaving campus have your date to meet you at your dormitory.

Avoid places designated as being off limits by the administration.

Avoid hitching or asking strangers for rides in their cars. Never ask young men to purchase items for you in public places.

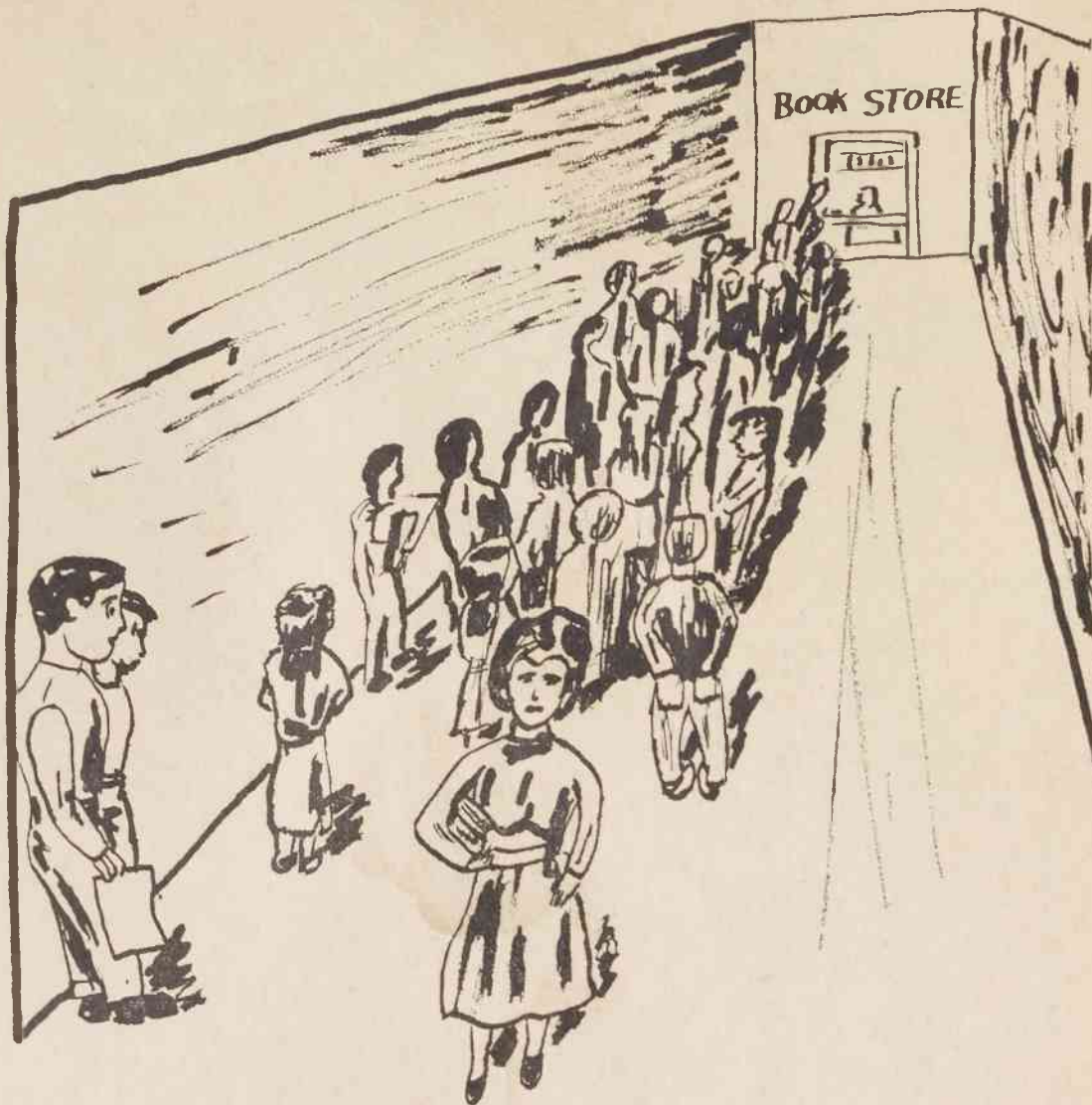
Leave place of entertainment at least 30 minutes before time due in dormitory to be sure of arriving safely on campus.

Always conduct yourself in a lady-like manner for you are a reflection of the college.

Always strive to live by your religious and moral convictions.

Young women, you asked for a chance to prove that you are trustworthy! Now you have the opportunity to prove that you are adults and responsible.

—Delores M. Scales



WELL, I FINALLY GOT ONE

AD

Education In Itself Is Not Enough

By Barbara James

We have been living with fear, and fear is the father of cruelty and blindness. It leads us to lash out at all nonconformists — which in the long run means all men and women of independent minds — and it has had the fantastic result of inducing us to entrust our hope of national survival to an incomprehensible weapon whose mere existence has frightened us half out of our wits.

The immediate question is: What can we do personally as future educators in such a crisis?

First, get rid of fear; our priceless spiritual heritage as Americans as our strongest reliance. The central core of that heritage is a simple faith in the infinite possibilities of human life.

Next, consider what a better education is, and how it can be applied. Consider, in short, what sort of education will enable the future leaders of America to make society the vehicle in which the human race can continue to make progress.

The educated man will need to know everything that can be taught about mankind — its history and its dreams; its methods of organization; the economic, social, and psychological laws it obeys. He must be familiar with the arts — those peculiar means by which the human spirit tries to communicate the incommunicable. He must know himself, his chosen calling, and the world in which that calling is to operate.

Above all things, he must realize that education in itself is not sufficient. He must be able to use his knowledge with a full awareness of his own responsibility.

He must also understand the full worth of the star-touched faith that comes down to us from our own past, that ancient sense of wonder which draws in its train the belief that the spirit of man can finally reach the loftiest peaks its imagination can discern.

Our inborn faith must come

to our rescue. We need boldness and imagination: the boldness that finds materials for victory when the battle seems lost, the imagination that can look beyond the present crisis to the world that is waiting for us to enter it. Man is still God's instrument on earth. Man's dreams are still things that survive him and become real.

Arts Helps Citizens

By John Beaty

"Art develops worthy citizens," art instructor Roland Watts said. One of the purposes of education is to develop citizens who are assets to their communities, he said.

Art contributes greatly to developing good citizens, he said. Through art children can develop creative expression, experience freedom of thought, and problem solving, he explained.

"Creative expression is the child's reaction to his experience," Watts said. "All children have creativeness and this desire to create is satisfied through art. Creating and expressing are experiences of Democracy. These experiences are in direct relationship to our democratic way of life."

Another characteristic of a worthy citizen is the ability to reason and decide for himself. Art can develop such a person, he said. "Artistic pursuits bring about freedom of thought," Watts said.

Watts pointed out that the ideals of the contemporary art program are very similar to democracy itself. Both are based upon the belief in freedom of thought, he said. "In art, children are confronted with many problems," he said. "Solving these problems themselves, provide experience in problem solving. Being able to think freely, create and express and to solve problems are the things provided through art. These are also characteristics that make a worthy citizen."

The In-Service Teachers

By Lavelle Foster

Winston-Salem State College provides opportunities for professional growth, convenience and familiarity during the 1963 Summer School Session in-service teachers on campus said in interviews.

A recent survey indicated that the in-service teachers attending Winston-Salem State College selected this school to renew their certificates because of the reasons stated above along with several other reasons.

Fifty-three percent came because of convenience. "I came because I wanted to remain at home with my family," said several teachers. It is more economical to attend this college, several teachers replied.

Twenty percent came because they were interested in learning more effective ways of teaching. "I came to learn how to use audio-visual materials effectively," they said.

Twenty percent came because they are graduates of Winston-Salem State College. They wanted to return to their alma mater to renew their certificates.

The remaining seven percent came for miscellaneous reasons.

The same teachers were also asked "What have you accomplished during the 1963 Summer School Session?"

"The Audio-Visual Workshop has made me aware that even the best teachers are better when they have the proper tools and materials to do the classroom job," said one teacher. Several teachers said that they learned about new materials used for teaching and how to use these materials effectively.

The teachers who attended the journalism workshop said that they can go back to their respective schools in the fall with valuable information on writing newspaper articles.

Several teachers expressed their desire for additional courses in Audio-Visual Education and English on the graduate level.

The News Argus

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