

**THE VOICE**

OFFICIAL PUBLICATION OF THE STUDENT BODY

Edited and Published by the Students

FAYETTEVILLE STATE TEACHERS COLLEGE

Fayetteville, North Carolina

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**Student Writes N. C.  
 "Poem of the Day"**

A man who may have the makings of a poet moved a step in that direction when on February 7, the "News and Observer," published in Raleigh, carried his short lyric poem, "Negative," as the North Carolina Poem of the Day. He is Virginia-born Charles Haynes, a junior, who is majoring in Elementary Education.

Haynes says he has been scribbling as far back as he can remember, but that he has taken his work seriously since 1951. His poem

**MORNING**

The incipience of dawn stirs.  
 The existentialists trod their pathetic way.  
 The drunk cradles his empty bottle on the curb.  
 The dilapidated cabs rattle over the rough, uneven street.  
 The tinkling of the milk wagon  
 The fading of celestial bodies  
 The staggering steps of a sleepy man not yet awake.  
 The irritating flickering on of window lights,  
 Even the hungry cat knows that all this is morning.

—Rolan Alphonso Nowlin

"Negative" is the outgrowth of his observation of the futility of human striving. This feeling has been crystalized by certain impressions gained through his experience as a soldier in the United States and especially in France and Germany.

The opening and closing stanzas of "Negative speak for themselves:

**Negative**

Zero—  
 Negative,  
 All is negation.  
 Man strives only to find  
 Nothing . . .  
 The child is born,  
 Lives positively.  
 (Future rosy),  
 Is educated, marries,  
 Reproduces, dies, is . . .  
 Nothing.  
 Civilizations rise,  
 Flourish  
 Fight wars,  
 Crumble and become . . .  
 Nothing.  
 Nothing,  
 Man was to start;  
 Man in the end is . . .  
 Nothing.

—Charles Haynes

Haynes is the son of Mrs. Vera V. Mann who resides at 1662 Hunter Street, Norfolk, Va.

**Teaching As A Profession**

As one thinks about the future of education in North Carolina he must necessarily be concerned about the preparation and abilities of those who are to teach and about the teaching profession in general. It is of special interest to all of us at Fayetteville State Teachers College since this institution is devoted exclusively to the training of teachers.

Much has been written about the qualities of a good teacher. Perhaps one of the best statements on this subject is that of Dr. Albert N. Jergensen, President of the University of Connecticut. After stating that only young people of good character, personality, scholarship, and aptitude for teaching should be admitted to a program of teacher education, Dr. Jergensen, writing in the February issue of the *Connecticut Teacher*, lists the following competencies which every teacher needs in order to teach effectively:

**Competence in human relations.** The teacher must know how to work effectively with children, their parents and other members of the staff.

**Competence in subject matter.** Teachers should have broad backgrounds in many areas of knowledge and human endeavor. It is out of this broad cultural background that specialization should grow.

**Competence in methods and materials of instruction.** The teacher must not only know the subjects she teaches, but she must know how to work effectively with youngsters in helping them to understand and appreciate that subject.

**Competence in professional improvement activities.** Since teachers share so prominently in the development of the curriculum they should know how to participate in curriculum problems. They need to understand the total curriculum of the school, including the aims of education, the philosophy of education and the relationships between the various subjects.

**Competence in community participation.** The teacher should understand the community in which she works, its problems and resources, and participate in its activities.

In the May 26, 1956 issue of *School and Society*, the editor, William W. Brickman, says, "In the proper sense of the term, a teacher is a many-faceted person—a well-informed, conscientious citizen, a well-educated individual, scholar if you will; a competent technician in the classroom; and a helpful, inspiring guide to his pupils."

There is great concern among teachers today about the many criticisms that have recently been directed toward teachers as a group. This seems to be an effort to lower the status of teachers in the eyes of the general public. When we think of the excessive teaching loads, the low salaries and the poor working conditions generally, it must be agreed that teachers had enough to worry about before the advent of this recent criticism. It is true that teachers are not accepted by the public and by those who employ them as truly professional workers. It should be the sincere desire of every person now working as a teacher as well as those now enrolled in teacher training institutions to strive unceasingly to have teaching recognized and respected as a profession comparable to law, medicine, dentistry, or engineering. This recognition will never be realized until teachers themselves understand and exhibit the earmarks of professional workers. G. B. Leighbody, supervisor of industrial teacher training at the University of the State of New York, has listed the following as the earmarks of a professional worker:

1. The professional worker does not require close supervision or direction.
2. The professional worker does not regard himself as an employee.
3. The professional worker does not work by the hour.
4. The professional worker does not expect to be paid by the hour.
5. The professional worker takes full responsibility for the results of his efforts and actions.
6. The professional worker continually seeks self-improvement.
7. The professional worker contributes to the skill and knowledge of the profession.
8. The professional worker respects the confidence of others.
9. The professional worker is loyal to his fellow workers.
10. The professional worker avoids rumor and hearsay.
11. The professional worker adjusts his grievances through proper channels.
12. The professional worker meets his professional obligations.
13. The professional worker is sensitive to the problem of his fellow workers.
14. The professional workers not advance himself at the expense of others.
15. The professional worker is proud of his profession.
16. The professional worker's chief desire is to render a service.

A teacher has to perform both routine and creative tasks. Teachers become professional when they are able to perform the creative and unique acts of teaching. One

**It's Happening Again**

In high school some of my fellow classmates were envious of me because I got my lessons and got along with the teachers. Usually, I get along with people whether they're my teachers or not. Some students have teachers whom they dislike, but fortunately enough, I've never had an instructor whom I wasn't fond of. Sometimes I heard that students have said things about me such as being "teacher's pet," or that the teachers liked me better than they did other students. The other students even called me by one of our teachers' names. That I usually laughed off, but the other remarks made me feel bad. Sometimes I have gone out of my way to act or be like some of my classmates because I didn't want them to dislike me. I just knew that after I got to college that I would be rid of that type of immature thinking, but tonight I found that people in college are basically the same as people in high school. One of my friends told me what some of the students were saying about me in reference to the trip that the Drama Guild makes. It was said that I would go if no other junior went. Also, it was said that when people asked me to help them with their lessons I was terse with them. I have tried to help some students, but what they want is for me to tell them all the answers so that they will not have to do any thinking for themselves. What I call "help" is guiding someone and then letting him work out the small details in an assignment for himself. When I don't give students the entire answers, they say that I am selfish. I don't usually let hearsay bother me, but when I hear something like this, well, it upsets me. I know that people are different, but if I felt that someone was getting along well in school and if I wanted to do as well as he did, then instead of envying him, I would watch him to see what he did that I wasn't doing. I try to be like other students—I want to be their friend—but when I hear of some of the remarks that they have said about me because I try to do well and receive good grades, I feel hurt and disappointed in them.

—A Student Theme

(Name withheld upon request)

authority has said that thorough scholarship and a high grade of technical skill will doubtless be instrumental in gaining for teaching the status of a profession with all its perquisites. It is not too early for the students at FSTC to give serious consideration to their part in making teaching a profession in the truest sense.

—R. Jones, Dean

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MEMBERS OF THE VOICE STAFF (at least those who could be found when the photographer was ready) are, left to right—Lillian Dorsette, Novella Whitted, John Reavis, Julia Kelly, and Velma Malloy.



NEW INITIATES of the Omega Beta Chapter of the Zeta Phi Beta Sorority are, left to right, back row—Amanda Brown, Doris Murphy; middle row—Ruth Colvin, Agnes Floyd, Katie McMillan; front row—Margaret Evans, Rosa Farmer, Ruth McMillan. Evelyntyne Humphrey is not pictured. (See story on page 7, column 5).