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LET'S FACE THE FACTS

By now almost everyone is aware of the fact that a formal college education is becoming more and more a "must" for ambitious young Negro Americans. Thousands of people have just begun to realize that a college education is a prerequisite for almost any job that pays a decent wage. Competition gets keener. The once-vacant jobs are now being filled by people who are efficient and skilled, persons who are capable of meeting the situations of life as they present themselves.

We who are fortunate enough to be in school have the advantage. When we stop to consider how many students are deprived of this opportunity because their schools have been bombed, we are encouraged to "carry on." Yes, we are greatly blessed, but the question is, "are we taking advantage of "all" our opportunities"?

Let us face the facts. Are we spending our time wisely by studying in the library, or do we while our time away on unimportant activities? Are we eager to learn more of the things that we already know something of, or are we satisfied with the little knowledge we have? Are we content just to be in school, or are we anxious to become educated? One author has said: "There is lots of difference in schooling and educating. Schooling stops when we stop school, but education goes on as long as there is a spark of life in our bodies."

Education is not subject matter alone. It reaches wider, deeper and higher than book learning. Education is assuming responsibility; it is being responsible leaders; it is exhibiting personality traits; it is learning and putting into practice the social graces. Let each of us examine number one. If we fall short of anything that will help to make us desirable citizens, now is the time to do something about it.

IMPLICATIONS OF N. C. E. C.

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educational levels as between the two groups in reference to acceptable standards. The Report indicates that during the next ten years there will need to be constructed for white youth approximately 250 new school buildings and 650 additions. For Negroes, on the other hand, the data reveal that during the same period (ten years) there will need to be constructed approximately 275 new school buildings and 185 additions. The program would result in the abandonment of 330 white schools in operation and 950 schools for Negroes now being utilized.

Concentrating on specific racial differentials evidenced in the Report, it is clear that the difference in achievement as between white and Negro pupils increases with advancement in grade level and that the retention of students in high school for whites is higher than in high schools for Negroes. It may be observed that in 1946 over 60 per cent of the Negro High School children of the State were enrolled in schools below the standard required for accreditation. Similarly, of the 201 Negro high schools, 96, or roughly 48 percent, employed from one to three teachers. In other instances the Report showed that North Carolina ranked lowest in a group of 7 states in the percentage of educable children from 5 to 17 years of age actually enrolled in school.

In schools for Negroes, the county elementary and high schools have the largest number of failures in comparison with other groupings and as between the races. The Report indicates that annually one out of eleven white children fails to advance in grade whereas one out of six Negro children fails to get promoted. Similarly, one out of four white children while only one out of 14 Negro children who enter the first grade graduates on time. The seriousness to the Negro group as a whole of all these conditions is brought to bear when it may be observed, as the commission demonstrated, that in terms of median achievements by grade levels the average Negro child learns or completes considerably less than white children on comparable levels.

The data show also, that urban white children are further advanced in all subjects than either urban or rural Negro children with the greatest variation of achievement shown at the twelfth grade, with the variation from grades four to twelve consistently increasing.

The situation means that inadequate buildings and equipment, failures, grade overageness, lack of completion of secondary school, together with substandard

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Yesterdays, Today's And Tomorrows

Yesterdays, all behind us,
Serve only to remind us
Of victories we've won,
Of duties left undone;
Who lingers long upon them,
Most surely ware among them;
A useless life to pass
In blind unconsciousness.

Today's are always with us,
Each a new chance to give us;
One at a time well live,
Is truly wealth received.
Who would live in the present,
Must not cling to the pleasant
Memories of yesterday;
But master each today.
Tomorrows all before us,
To constantly allure us
On towards some fancied height,
On which we would alight,
Who waits to climb tomorrow
Must wake ere long to sorrow;
And learn, amid the gloom,
Tomorrows do not come.

The Best Is Yet To Be

Keep on learning. The mind is like a muscle. It grows strong with use. Do something every day to discipline your mind. Undertake a hard task. Find a way out of some difficulty. Keep records and do some writing regularly. Learn to estimate and criticize your own work. Allow time for daily reading. Read newspapers with discrimination and give more time to books. Use free public libraries. Form a library of your own. Spend at least as much for two books as you do for the movies. Include biography, history, poetry, science and current affairs. Avoid the trivial and the vulgar. What goes into the mind comes out in life. Select what goes into your mind as carefully as you do the food that nourishes your body. Your mind is the master key to the good life. The first mark of a student is an appreciation of the worth, dignity, power, and usefulness of his own mind.
From N. E. A. Journal, Jan., 1949.

For Serious Meditation

... No one can afford to fail himself.
... Society is always saved by the few.
... Only one stone can be laid at a time.
... They please us most who demand our best.
... Abiding happiness comes from what one is, not what one has.
... Desire to do what you must do.
... Do some difficult reading every day.
... No one is free who is a slave to a useless habit.
... Gandhi accomplished more for humanity in his generation than did all the militarist of the world.