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## EVERYDAY EXPERIENCES

- The Best Day: Today.
- The Greatest Asset: Health.
- The Best Investment: Service to others.
- The Best Teacher: One who makes us want to learn.
- The Best Religion: Reverence, Gentleness, Trust, Inward Awareness, Cheerfulness.
- The Greatest Deceiver: One who deceives himself.
- The Greatest Mistake: Giving up.
- The Easiest Thing to Do: Find Fault.
- The Greatest Troublemaker: Tongue.
- The Meanest Feeling: Jealousy.
- The Greatest Need: Jesus Christ.

ANON

## HOW TO STAY IN COLLEGE (??)

1. **Bring the professor newspaper clippings dealing with his subject.** Demonstrates fiery interest and gives him timely items to mention to the class. If you can't find clippings dealing with his subject, bring in any clippings at random. He thinks everything deals with his subject.
2. **Look alert.** Take notes eagerly. If you look at your watch, don't stare at it unbelievably and shake it.
3. **Nod frequently and murmur, "How true!"** To you, this seems exaggerated. To him, it's quite objective.
4. **Sit in front, near him.** (Applies only if you intend to stay awake.) If you're going to all the trouble of making a good impression, you might as well let him know who you are, especially in a large class.
5. **Laugh at his jokes.** You can tell. If he looks up from his notes and smiles expectantly, he has told a joke.
6. **Ask for outside reading.** You don't have to read it. Just ask.
7. **If you must sleep, arrange to be called at the end of the hour.** It creates an unfavorable impression if the rest of the class has left and you sit there alone dozing.
8. **Be sure the book you read during the lecture looks like a book from the course.** If you do math in psychology class and psychology in math class, match the books for size and color.
9. **Ask any questions you think he can answer.** Conversely, avoid announcing that you have found the answer to a question he couldn't answer, and in your younger brother's second-grade reader at that.
10. **Call attention to his writing.** Produces an exquisitely pleasant experience connected with you. If you know he's written a book or an article ask in class if he wrote it. As to whether or not you want to do some work, in addition to all this, well, it is controversial and up to the individual.

—Robert Tyson, Department of Psychology and Philosophy, Hunter College, N. Y.

—From Ed. Class — Dr. W. Pace, Instructor



CHAPEL SPEAKER — Curtiss Watters, News Director of Radio Station WFLB (and retired US Army Lieutenant Colonel) addressed the FSC faculty and student body on the position of the United States in the Viet Nam Crisis.

# The Tutorial Program Of F.S.C.

"One man can make a difference and every man should try." These words were once a part of the life of the late President of the United States, John F. Kennedy. They are now the motto of the newly organized Tutorial Program of Fayetteville State College. This program, the first of its type to function on the campus of F.S.C., marks an end to repeated attempts and untiring efforts that began in this direction two years ago.

First of all, I have witnessed many an autumn night — in far places, on land and lake, and at home — but never such a night as that of November 15, 1965. Under the high fast convoy of the dark clouds of that night, under the dimness of the moonlight, and in a cold, slapping wind, 3 determined faculty members, 11 concerned parents, 13 brave tutees, and 13 dedicated tutors walked hurriedly up the steps of Harris Hall and into the warmth of a prepared conference room. Here, all 40 persons assembled to hear a welcome address by one of the tutors, to hear an address by Judith Wilkins, Directress of the Tutorial Program of F.S.C., and for a get-acquainted session, which proved to be the most exciting part of all. Throughout the program, the tutees displayed deep interest and the parents, deep concern. The faculty advisers pledged their full support. President Jones of Fayetteville State College, and Mr. W. T. Brown, Principal of Washington Drive Junior High School where the tutees are students, sent their messages of commendation. Thus, with punch and cookies, chuckles and smiles, joy and happiness, and with sparkling eyes and glad faces of everyone present, the Tutorial Program of F.S.C. was now officially launched. The affair successfully ended and back into the night, a night I shall long remember, to our dwelling places we happily went.

Consequently, because of the above facts, and because of the series of meetings that the versatile and dedicated Miss Judith Wilkins held with Dr. Jones, with state officials who coordinate such programs throughout the state, with Mr. Brown of Washington Drive, F.S.C. is most fortunate to have a tutorial program.

The constituents of the program are the following tutors: Judith Wilkins, Directress of the Tutorial Program; Gilbert Roth, Coordinator of Students; Edward McDonald, Director of Publicity; Corine Musgrave, Mary Karnegay, Janet Tillman, Mary McEachern, Harriet Moore, Ethel Biggs, Judy Raleigh, Janet Barfield, George Langford and Cecil Ramsey. Many thanks are given to Mr. George Langford, Student Body President, for his untiring efforts in helping to organize this program. Serving as faculty advisers to the program are Mrs. W. W. Bishop and Dr. M. George. Both attended the meeting of Nov. 15 and pledged their full support.

Briefly, tutoring is not teaching. Tutoring simply provides the assistance and support which a concerned parent can and does provide. Tutoring is essentially an interrelationship of two individuals working closing together. In this respect, the following purposes of the Tutorial Program are observed:

1. To improve the educational achievement of the student
2. To better the student's picture of himself and to increase his life experience

3. To widen the horizons of the student through his contact with a concerned, helpful, more experienced person

The program seeks to help potential dropouts. The tutor does not need experience, but he must commit himself to the tasks of the program and remain faithful throughout the program. Tutoring requires as little as two hours a week, and students from all fields of study may participate.

Perhaps needless to say, all of us cannot answer the far-away call for help that is sounded daily by the culturally deprived nations of the world. Perhaps, all of us cannot go to Viet Nam, Ghana, The Dominican Republic, Algeria, or to Afghanistan to help those that find it very difficult to help themselves. Nevertheless, we can give our help to those so close to us. We, especially as college students, can help those in our own city or state. The present tutors of the Tutorial Program of F.S.C. realize this fact. The tutors, as learned students, are aware that our first responsibility is to share our knowledge with others. This can never subtract, but in many ways add to our own knowledge. The tutors ask for nothing and expect nothing in the way of monetary value, and will receive no money for our services.

Perhaps, most important of all, is the fact that each tutor knows that he might very well be the determining factor in the tutee's success or failure in school. Therefore, over a period of months, each tutor will be working toward success with his tutee. Each tutor knows that every man can make a difference. All of us shall be trying. Any interested student wishing to join us in our efforts, is welcome.

Edward McDonald,  
Director of Publicity

## Simplest Way To Make A Good First Impression

Barbara Carter

Actions speak louder than words, and a smile says, "I like you. You make me happy. I am glad to see you."

This is why dogs make such a hit. They are so glad to see us that they almost jump out of their skins. So, naturally, we are glad to see them.

An insincere grin? No. That doesn't fool anybody. We know it is mechanical and we resent it. I am talking about a real smile, a heart-warming smile, a smile that comes from within, the kind of a smile that will bring a good price in the market place.

You don't feel like smiling? Then what? Two things. First, force yourself to smile. If you are alone, force yourself to whistle or hum a tune or sing. Act as if you were already happy, and that will tend to make you happy.

"Whenever you go out of doors, draw the chin in, carry the crown of the head high, and fill the lungs to the utmost; drink in the sunshine; greet your friends with a smile, and put soul into every handclasp and you will move straight to the goal."

Peruse this bit of sage advice from Elbert Hubbard—but remember, perusing it won't do you any good unless you apply it.



RECENT CAMPUS VISITOR AND CHAPEL SPEAKER — Avatus Stone, Director of Small College Recruiting for the U. S. Peace Corps.

## "How Do They Rate You, Professor?"

From NEA Journal, Nov., 1965  
Commentary by Gracie Brown

Through an analysis of a few hundred students in a few colleges and universities, Harold G. Shane, University Professor of Education, Indiana University, Bloomington, Indiana, has found the cause of much of the unrest among college students. This unrest stems from the dissatisfaction with classroom experiences. Most of the remarks received from the students were made kindly, and were "qualified by the fact that the students were speaking about some not all instructors."

Here is a sample of what students think of the teaching and learning processes in their colleges and universities:

Professors should be discouraged from reading lecture notes.

Professors should avoid repeating in lectures material that is in the textbook.

More professors need to cultivate the skill of lecturing.

Professors should base quizzes on significant aspects of lectures, specific assignments, or the textbook.

Assignments need to be less vague and hasty.

As to how professors could improve the human dimension of the campus, students suggested that:

Professors could be less dogmatic.

Faculty members should show more personal concern for students.

Students would prefer to hear less sarcasm.

Faculty feuds need to be kept out of the classroom.

These views of the students of the need for improved instruction and better relationships between students and the faculty are true of students not only in Indiana but also here at Fayetteville State College. Although no formal inventory has been taken, many of these assessments apply to how our students feel. Now is the time for us to give heed to our concern for better teaching and learning.