

## The Voice

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## It's Nice To Be Important, But It's More Important To Be Nice

This is an adage that should require no further unfolding, especially in an air of academic study, enveloped by scholars, young and old, who hold intelligence as their chief asset. It warrants a word though.

Far too many of us are carried away in our own narrowly created worlds. We have forgotten the joy of existence that being true to this adage brings. We have come up with new definitions for all the old terms, meanings that have meaning only on our own terms.

We seem to relish those false worlds that we have built, in order to keep the real world from seeing our real selves at work, at play, at peace. As Miss Hayes puts it in her poem at the right, they are worlds made deceptive by our favorite hues.

The injurious results of these make-believe-worlds, built mainly on insecurity and its accomplices, are inharmonious relations and unorganized organization. We do no one justice, least of all ourselves, because in such an atmosphere, everyone is cheated out of something.

The most tragic effect of this false cloak is that we taint those about us, who ape this structure of grapevines and inefficiencies as desirable, and who enter the real world only to form similar colonies. This mental hazard presents a dilemma for a minority, trying to escape one kind of bondage, only to come face to face with a more soul demanding kind of bondage.

If we forget it all the year around, at least let us remember at Christmas, that, while it's nice to be important, it's more important to be nice.

On a clear day, rise and look around you and you'll see just who you are. If then, you find it impossible to be nice — just be fair.

## CULTURAL LAISSEZ - FAIRE

Friday, November 18 provided a brief relief for many of the students on campus. Instead of the heavy drudgery of total classroom work, we had the opportunity to mingle with each other and renew some old acquaintances. Most of us were happy to see that day.

We met several of our old high school teachers and we were able to attend some of the sessions of the N.C.T.A. meeting. We were able to talk with old classmates, who have entered the teaching profession.

The day of the N.C.T.A. meeting was a day of "cultural laissez-faire" for most of us. While there was a respite from formal learning on the part of the majority of students, we feel that each of us gained something from the almost class-less day.

Most FSC students possess insight and they have values which enable them to grasp richness. We are a far distance from the thoughtless few dependents, who misrepresent us, and cause the many to be unjustly judged.

We rejoiced, not because we were excused from many classes, but because the monotonous routine was broken. Each class has its means of entertaining, but the boredom comes in merely knowing that we must meet a class at a particular hour on a certain day.

Perhaps we will have another almost class-less day, so that we may again be able to use our own better judgement. For everything that we can know or experience, individual, common gains can be made. We acquired much from the almost class-less day.

MATTIE COGDELL

## Is This What They Really Mean?

"We'll have to get together on that." (We'll put this off and ignore it as long as we can, indefinitely, if possible.)

"I can't be there because of a previous engagement." (You and your silly program can go jump in a lake; I couldn't care less.)

"I'll do everything I can to help out, but both of my committees have to function at the same time." (Maybe now, I won't have to work with either one.)

"I'm sorry; I still haven't gotten around to doing it; we've been so busy lately." (Maybe if I stall a little longer, you'll find somebody else to do it.)

"Thank you for your confidence, but I regret to say that I must decline the nomination." (I just barely missed that one. If I don't pay attention, somebody's going to put me to work.)

"We would like to thank Mrs. \_\_\_\_\_ for that excellent suggestion, and we recommend that she head a committee to carry it out." (Since you want to make more work, you can do it yourself.)

To be continued in next edition.

## IMAGE

A look! The eye beholds! The wheels of the mind begin to turn! A fuzzy haze is transformed into a clear picture and lo! An IMAGE!!! The mind's view of what is, be it true or false — good or bad. Freshmen, What is your image of FSC?

I feel that the campus, on a whole, is fine, but there are certain aspects that could be improved. First of all, the campus needs improvements in recreational facilities for the students and the faculty. Secondly, as a biology major, I am taking chemistry and I feel that we do not have adequate equipment in the chemistry lab, to perform the required experiments and to obtain accurate results.

Paris Jones

Fayetteville State College is an institution of higher learning where not only knowledge is displayed, but also, a warm feeling of friendliness.

Cynthia Williams

I have found Fayetteville State College to be an environment of different personalities. All working toward the same goal, preparing themselves for the challenges of tomorrow.

Vernattia Williams

In my opinion, Fayetteville State College is one of the best institutions of higher learning in the state of North Carolina. Since I am not aware of the surroundings of the other colleges, I can speak only from the heart and not from knowledge. Because the requirements for entering the college have been increased, the college should produce better students. The addition of the three new buildings to the campus has brought more comfort, the chance for wider knowledge and beauty.

Mary Carlise Lassiter

FSC to me, is a place, which if properly used, by ALL of its people, could be a wholesome place of mental and physical development in the most extraordinary ways.

Joseph Gibbons

To me, FSC is an institution, not only of higher education, but of high social achievements. It helps inspire the mind intellectually as well as socially.

Stanley Elmore

HECTOR McEACHERN

## "To Laugh Or Not To Laugh"

"To laugh or not to laugh," that is the question. Fellow students you have just been challenged to a duel of intelligence and your social maturity. Will you fight to the death your inability to know when a program or play is serious or meant for jest, or will you laugh, despite the fact that you are making a laughing stock out of yourself, by not knowing the way to react to this type of situation?

As the curtains opened on a light tragedy presented by our own Fayetteville State College Drama Guild last month, the laughing never stopped. Because of this lack of courtesy to the cast of the play, the whole meaning was lost in a laugh.

All of us are not guilty of this thoughtless reaction; however, if we had guests on our campus and they attended one of our programs, they would think that we didn't know any better. It certainly would be unfortunate to be thought of as a laugh. That is the impression that some of us are making.

## THE RACE

## Toward Speed Reading

FSC was privileged to have a lecture-demonstration on "Reading Dynamics," by Mr. and Mrs. Dabner White in late November. The main theme of the gathering was centered around the "boom" toward faster reading in the business world.

Mr. White is an expert in theories, problems and mechanics of rapid, comprehensive reading. New accent was focused upon the age-old problem of increasing the reading rate while paralleling the rate of understanding.

About sixty persons from the college attended the session, where Mr. White noted that, because of rapid changes in the technological complexities of the universe, more and more attention is being given to the phase of reading faster, and at the same time, clearly understanding what is read.

Mr. White is managing director of Reading Dynamics in North Carolina, and he and Mrs. White head the Reading Dynamics Institute at Greensboro. The purpose of the lecture-demonstration was to sell those in attendance on the idea that better reading skills are an aid in receiving the utmost

from a society which dwells on increased productivity.

The Reading Dynamics Institute at Greensboro guarantees to increase the reading efficiency of any student by at least three times, with satisfactory comprehension, if the student takes the initiative to attend all classes and follow all assignments as outlined by the instructor. In following exact instructions, the average student may experience a four and one half times increase in reading speed and improvement in comprehension and recall.

The classes consist of sessions of two and one half hours, each meeting once a week, plus practice sessions which equal a mere total of twenty five hours for the entire course. Most of the time and effort are spent in building reading speed and working on comprehension and recall and study skills.

All things considered, it was established that many persons waste time and energy by reading too slowly, by failing to recall and to think about what they have read; thus, emphasis is not only being put on "Why Johnny Can't Read," but also on why Johnny can't read faster.

JAMES STACKHOUSE

## SKETCH PAD



DEAN J. C. JONES



MR. SAM JONES

Sketchpad acknowledges the efforts of Dean of Students, Mr. J. C. Jones, in making the dedication ceremonies successful. Gentleman Sam Jones won our esteem as a workhorse and the backbone of the Broncos, especially in guiding them to the 22-16 victory over Winston Salem.

## A DECEPTIVE WORLD IN COLOR

The world and all its glows  
Are but excuses, for meanings  
To communicate and plunder.

Perhaps it seems easy to find that  
All and all peace of mind  
That never seems to let one be  
The plant of life and immortality.

We shift through days and moments  
And seconds, to see, to look, to  
make a dream of reality, to skid  
Away and yet hold our own.

We make a dream our world  
And yet we can't explain that  
Dreams and make-believe are one,  
And both are all the same.

Though we make excuses to  
Accept what we have, never  
Daring to admit that we're afraid,  
We seek to know, but fear what is  
Known, and comfort our minds  
With twisted and distorted hopes  
For fears to let go, and find  
Ourselves a mere fragment of life . . .

Gladys L. Hayes