

### The Voice

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## NEIGHBORLY F.S.C. PROFESSORS

By BETTY COOPER

### IN WORKSHOP

A workshop in the language arts at Leak Street School, Raleigh, North Carolina, was directed by Mr. Jasper Turner, with the aid of Mrs. Cora Massey and Miss Winifred Johnson. The workshop, whose theme was "The Philosophy and Organization of the Language

Arts," was held Friday and Saturday, January 6-7.

Sessions were held in "The Teaching of Grammar in The Elementary Schools," by Mrs. Massey; in "The Teaching of Reading Skills in Elementary Schools," by Miss Johnson, and "An Integrated Program in the Language Arts," by Mr. Turner.

Mr. J. C. Watkins, Principal of Leak Street School, felt the need of such a workshop for his teachers and consulted the FSC faculty members last August to help out. There were thirty-three teachers

involved in the workshop, all from Leak Street School. Mrs. Faye Dot Fulton, a 1965 FSC graduate, was one of the teacher-students.

Mr. Watkins reported that in terms of effectiveness and benefit to the language arts program at Leak Street School, the program was a booming success, in that it was of great value to the participants for future planning and practical application in the language arts.

### SCOPE AND SEQUENCE

Mr. Jasper Turner, FSC Professor of Social Studies, recently talked to the staff of Lewis Chapel Elementary School on "Social Studies Scope and Sequence." The nature of the talk should be of vital interest to FSC's prospective teachers.

Mr. Turner covered such problems as organizing social studies to achieve basic objectives, effective planning through definite suggestions, existing patterns of organization, importance of the child's immediate environment, explanation of the term "sequence," and principles that determine the sequence.

Among his most pertinent points, Mr. Turner said that, "In bringing the social studies program to life, teachers may use the textbook approach, the unit approach, the social learning approach, or some combination of these."

Other points stressed were: the social studies program should be based upon a clearly formulated point of view; it should be developed by school personnel, with the assistance of resource experts; the process of planning the social studies program should contribute to the professional growth of the teacher, and, the organization of the program should be flexible, and it should be studied critically in the light of state and local educational needs.



Joyce Bannerman, a sophomore at FSC, is shown here with Dr. Martin Luther King, Pulitzer Prize winner for his efforts for peace. Joyce met the renowned peace leader on vacation this summer in Georgia.

an academic scholarship, work-study aid, etc.

It is the sincere belief of all persons interested that Upward Bound will flourish by continuous efforts built upon a firm foundation of friendship, good will, and greater understandings.

## UPWARD BOUND

(Continued from Page One)

will come from the immediate Fayetteville/Cumberland area. A full-scale recruitment program will make use of all media of communication with special attention being focused upon sources as public school officials, secondary school principals, guidance counselors and teachers; Cumberland County Action Program, Inc., Youth Educational Services, and other social welfare organizations from whom names of qualified students maybe obtained. In addition, personal interviews with the nominees and their families will be conducted. From these sources, a dossier on each of the applicants will be prepared for presentation and selection of Upward Bound student participants (and alternate-participants) by the Advisory and Policy Group Committee.

Following the end of the 8-weeks summer period, FSC proposes to continue its interest in the student participants of Upward Bound through a 10-month follow-up program of close supervision and guidance. This program will include opening the facilities of the college for continued work on laboratory and library assignment; to provide the students with tutorial guidance, counseling, and testing services; to encourage Upward Bound students to enter college at FSC or any college of their choice; to avail such students with financial assistance, whether it be

as such an interaction is less likely in a larger college or university. If such a relationship is formed, the QES student gains some incentive for the best education possible.

A student who seeks a quality education must start early in his pursuit. Time is the deciding element in reference to achieving any goal. Quality education is no different. It requires all of the time a student has for study and leisure. He budgets his time wisely, trying to allow for learning experience of all kinds that will help him.

Another aid in achieving a quality education is the association with other students whose goals identify with yours. Knowing that others are shooting for the same star will make it more tempting for you to reach, if not at first, then either at the same time, or not too far behind. In this manner the student builds up his drive and incentive to succeed. One other avenue that leads to quality education and an improved intellectual climate is the forming of study groups to discuss homework problems and social problems which will increase your chances of achieving your goal.

In discussion groups with students who are striving for a quality education, there will doubtless be exposure to world-wide issues, and one of the components of a quality education is probing for a deeper understanding of the world as it is today.

A quality education program can only succeed if the student and instructor work together.

\*Simpson, Ansel P. and Charles I. Brown.

The Quarterly Review of Higher Education Among Negroes,

## A Memorandum And Challenge To "Let's Get-It-Done-Nowers"

Students on college and university campuses all over the United States and the world are the initiators of most of the ideas which give rise to changes in standard patterns of behavior and procedure. They use protest marches, sit-ins, strikes and picket lines to demonstrate their desire for a change.

Fayetteville State College students are typical college students, in that they have marched on several occasions in protest for a change.

Presently, there is an increasing amount of talk about whether or not the student is getting his money's worth from the institution in which he is enrolled. FSC students have caught the fervor to investigate this situation. This small percentage of students is realizing that a better intellectual climate is needed here on FSC's campus.

The question is: As a student at FSC, DO YOU THINK THAT AN IMPROVED INTELLECTUAL CLIMATE IS ADVANCED BY THE STUDENT?

(Editor's Note: Your reaction to the following proposal is invited.)

### A Proposal for a Student Initiated Quality Education Program

More emphasis is now being placed on getting a quality education. It was once thought that a college degree signified attainment of a quality education; however, this is not the case. Certain barriers, such as the faculty and administrative commitment and ambition, among other influences, often handicap the student in achieving a quality education.

In the final analysis, however, the student is responsible for obtaining the best education possible. Too long the student has been pampered with watered down, frivolous, busywork assignments and grading "on the curve." It is now time for him to stand on his own and try to rekindle an interest in a better quality of teaching, thereby establishing higher grading systems and more worthwhile classroom activities.

### THE PROPOSAL

It is felt that the quality education program is the answer for educational excellence.

The proposal suggests that each student who is seeking a quality education be referred to as a QES (Quality Education Student). All of the student's work, such as examinations, research assignments, and overnight assignments, will be subjected to a critical examination by the faculty. On all such work assignments the student should designate himself as QES to give him an opportunity to feel that he is striving for perfection.

\*The first in the above series of three editorials is the essence of the article by Messrs. Brown and Simpson. Students may secure a copy from the Office of Institutional Research.

The two following editorials reflect my reactions to the proposal—Editor, Laura Gilmore.

## AN EDITORIAL

It would appear that a gauntlet has been thrown down to the "action generation" of Fayetteville State College via the memorandum and challenge included in this issue of THE VOICE. This writer is of the opinion that, since we have been responsive to other challenges of our time and have already rectified some and are slowly rectifying others, we can do no less than accept the challenge of the QES proposal. A first impression of the QES proposal as it is presently drawn is that it would prove to be cumbersome and perhaps ineffectual in practice, but surely there is little that can be said against the intent of the proposal.

My own reactions to the intent of the proposal is that, if a mediocre education is enough for you in this twentieth century, then you must resolve to be forever left behind. Two generations ago, graduation from high school was no mean achievement; one generation ago it was considered the epitome of educational attainment to be a college graduate. Now graduation from secondary school is not considered particularly distinctive, nor is graduation from college considered to be the ultimate it once was. Now it is being seen with a clarity as never before that education, at any one level, is but one of a series of never ending steps on the staircase of educational enlightenment. This staircase goes up, up, and up to the final hours of life, in order to live fully, which means that one must be aware of what is going on in the world. To the student this may sometimes mean that he, THAT HE must see to it that he gets the best formal education that he can.

## A Second Editorial

The best education is a quality education. To achieve the highest education standards a co-existent relationship between students and instructors must be utilized. This situation can be more readily established in the smaller institutions. This is true, because in a small college, the student can get to know his instructor and vice-versa; where

## Katrina's World

By KATRINA ROBINSON



## LATER

