

DO YOU THINK THAT AN IMPROVED INTELLECTUAL CLIMATE IS ADVANCED BY THE STUDENT?

65 FRESHMEN RESPOND

Of the sixty-five freshmen students to whom the question was put, fifteen of them answered in the negative. This group cited the main reasons as lack of proper backgrounds, negative attitudes of employed personnel, the rebellious nature of the young, and too much emphasis on grades per se.

Twenty-three of the students thought that, by the very nature of students being involved academically and through extracurricular activities, that they definitely contributed to the intellectual climate.

The remaining twenty-seven students saw FSC students as contributing to the intellectual climate, but not as much as they should, because of frustrations wrought upon the student body because of faculty, administration, and staff members, whom they feel are responsible for setting the pace for them. The following responses are indicative of each group. They do not intend to embarrass any segment of the schools' populace; rather, they are symbolic of America's freedom of the press. Such a synthesis of ideas normally tends to better awkward situations.

The majority of the students on Fayetteville State College campus do not contribute to the intellectual and cultural climate of the school. Most of our students will not challenge the teachers and their classmates in the classroom. They do not read outside information with the aid of the textbook assigned to them. They do not try to get another author's opinion; instead, they take too much for granted from the classroom textbook, from the discussions, and whatever the instructors tell them. This is not good, especially for college students, when the majority of them plan to teach. How can one expect to become well-rounded or at least partially well-rounded if he does not read current material, and material from other sources? This is where many of our students fail. They do not read and therefore, they contribute very little to the intellectual climate.

Many of our students fail to attend the cultural programs sponsored on campus. They consider them too boring, simply because they do not understand what is taking place. A good example of this is the lyceum program held on campus last Friday evening. Each year the school uses sums of money to have these programs and for the last two years, they have had the North Carolina Little Symphony on our campus. If only one could have seen the small number of students from Fayetteville State present, one could really say that they definitely do not intend to ever become culturally enriched. They are not interested in removing the great barrier of dislike for culture and in trying to enjoy it gradually. This is only one example; there have been other lyceum programs with a small attendance.

In the years to come, I sincerely hope that more students will begin to value an intellectual and cultural climate.

Jessie L. Morris

I believe that the low morale on our campus is the main deterrent to students contributing to the intellectual climate. I will discuss three reasons why student morale is low, how it can be improved, and how then — but not until then — the students will really help the intellectual climate to improve.

In trying to determine why enthusiasm among our students is not what, in my opinion, it should be, I decided to get opinions from several students.

Among the reasons given by some of our students, two occurred most often: there is poor relationship between the members of our college family (the administration, the teachers and the students), and there is so much emphasis placed on grades that much of the enjoyment of our college activities is lost.

There appears to be a coldness between the administration and students. The students and some persons in the administrative offices, for instance, do not seem to be a part of the same "family."

There is a sternness that not only causes students to dislike these members of this part of the school organization, but a sternness which also causes students to lose respect for them. This hurts the morale of the students, affecting their contributions to the intellectual climate.

There also appears to be a barrier between some teachers and students. The students are more or less afraid of these instructors, and this too, can hurt the morale of the students. Needless to say, this stymies student perspective and in turn, leaves him little to give to the total climate.

Thirdly, there seems to be a barrier between students and other students. When some students go to the games at our school, they sit quietly and watch the games; they do nothing to try to spur their fellow classmates (the athletes) on to win the games. This, in itself, is proof enough that our morale is low, and if students do not bolster their classmates on, there is a possibility that their morale might get even lower.

The second reason given by students, that there is too much emphasis placed on grades, is, from my observation, a true one. This constant appeal on the part of parents and friends of students perhaps results in higher grades in some cases, but it is my opinion that it does much to destroy the students' morale.

Despite all the reasons mentioned above for our present school morale, I still feel that with certain improvements, our morale can reach its peak and that the intellectual climate can be greatly advanced as a result. Some of these changes could be (1) a change in the attitude of the administration. The administrators should stop trying to constantly prove their superiority; (2) a change in the attitudes of the teachers. They should work a little bit harder to show the students that they (the teachers) are interested in them, not only as students, but also as individuals; (3) a change in the attitudes and behavior of students. Students should realize that the athletes are striving to uphold the name of their school, and that they (students) should do all that is possible to help them; and (4) the non-grading system should be used. In this way, the striving for good grades will not have as much emphasis as it has now, and a heavy burden will be lifted from the shoulders of many students.

It is my opinion that if these things are done, we will have a school filled with young men and women who are proud of it. Then the morale of the school will be restored and the intellectual climate will benefit and grow.

Kitty White

I think the intellectual and cultural climate of FSC is developed to a certain extent by the students. Many students on different occasions have open discussions on race, religion, sex, and other known topics of the day; also many of our students participate in writing the school paper, expressing their ideas on various controversies.

As far as cultural development is concerned, we have at FSC, many students in the fine arts. Many fine piano players are found here ranging from concert pianists to rock and roll band members. At FSC we have many fine poets, and story writers. Their poems and stories are enjoyed by most of our students in the school newspaper. We have many singing groups, besides the choir, which express the cultural trend of the younger generation. We also have many students who are interested in the lost culture of the Negro. These students read books and discuss among themselves how the culture of the Negro may be regained after so many years of domination, and repression by the white man.

Yes, the intellectual and cultural climate of FSC is developed to a certain degree by the students, with help from the teachers.

William Flake

Fayetteville State College students do not help to develop or add to the intellectual and cultural climate on campus.

Many of the FSC students do not understand anything of an intellectual nature; therefore, they tend to shy away from these activities by giving excuses. They could become wise on the subject of some activities by reading and inquiring about them.

The majority of our students are irresponsible persons as a whole. They don't feel that it is their responsibility to attend these intellectual discussions and symphonies as much as it is their responsibility to attend a game or a dance. What they don't know is that these cultural activities help to stimulate the student.

—Shirley Brewer

The students at Fayetteville State College have not been exposed to the fine arts as they should have been. The intellectual and cultural aspects of life have not been stressed for them.

I don't think the students here realize the importance of a cultural and intellectual background which is needed in a society of today. It's not a matter of "book learning," but everyone should have a cultural background in order to participate in politics, educational programs and other things of this type.

The answer to the question placed in THE VOICE, in my opinion, would be no.

—Marian A. Lawton

I feel that the majority of our students are not as intellectual and as cultural as they should be. The majority of the students feel that rock-and-roll and jazz are the only types of music. This is not true, because there are other types of music that are very beautiful. These types are classical and opera. The students here believe that classical music was recorded for the purpose of putting you to sleep and that opera should be used to scare cats and dogs from their homes.

In our curriculum we take intellectual and cultural subjects, but we refuse to let them be a part of our lives. When we take these subjects, we only want the grades, not the benefits.

—Patricia A. Brown

The question (Do Fayetteville State College students help foster an intellectual and cultural climate on campus?) can be answered in many ways. It depends upon the individual who's answering it, and the things that he takes into consideration. One would have to note that there are students here from different backgrounds, and cultures. Usually an individual carries with him everywhere the things he has been used to; however, not all of the students here come from backgrounds that emphasize the cultural and intellectual sides of life. Naturally, we couldn't expect these students to practice things that they have not been exposed to.

In answering the question, I would say yes. Some FSC students do help foster this type climate on campus, and some don't, for the simple reason that they cannot.

—Helen Boyce

The students of Fayetteville State College are somewhat intellectually and culturally deprived. They have not risen to the reasonable level of refinement of mind, morals and taste. Nor are they seeking to improve these essentials for an intellectual and cultural climate.

Most students are depressed because of the scarce social activities, so in their quest to find something exciting to do, they usually do something uncultural or un-intellectual. Often it is in provocation of the stringent laws of the institution. This is found everywhere. True! But the climate here is one of deprivation and students are not intellectual or cultural enough to cope with this situation as students are in other big schools.

—Frank Williamson

A well established teacher-pupil relationship is essential in order for the students at Fayetteville State College to contribute to the intellectual and cultural climate of the college.

The question of whether Fayetteville State College students contribute to the intellectual and cultural climate of the school is debatable. Many of the instructors would probably give a negative answer to this question, because they seem to feel that the students are anything but intellectually and culturally refined. They seem to overlook the fact that in order for the students to achieve in these respects, they must have some knowledge or contact with those particular atmospheres. The teachers should show the way. Education alone doesn't offer the necessary qualities.

The student must get to know the instructor personally and have some type of respect for him. The student should have some friendly relationship with the instructors, and the instructors, in return, should become friendly and well acquainted with the students. When the teacher-student situation becomes better established, Fayetteville State students will contribute more to the intellectual and cultural environment.

Lorraine Solomon

It is on FSC's campus just as it is on almost every college campus. There are the ones who are interested and there are the ones who are not interested in any intellectual or cultural activity; however, it does seem as if the greater part of Fayetteville State Students are the ones who are not interested and who make no attempts to become acquainted with the cultural aspects of college life.

Social activities play the most dominant role in the lives of Fayetteville State students. They tend to isolate themselves from nearly everything else. They show a lack of participation in almost everything that will keep them mentally alert and growing. As a result of this lack of participation, they never offer themselves to become acquainted with what they do not know. Too many students have a very indifferent attitude to cultural and intellectual activities. They should be constantly reminded of this while they still have the opportunity to take advantage of them.

Rosa Brown

The answer to this question can be in the affirmative or the negative. The students of Fayetteville State College do help to foster an intellectual and cultural climate to a certain extent. This is done by the formation of different honor societies, "Who's Who," discussions on major issues, the printing and distribution of a college newspaper, student assemblies, and the productions of famous works of literature. All of these help in the development of the appreciation of the finer things in life.

On the other hand, there are numerous bad influences which may cause these items to be overlooked or abandoned. These could be summed up in one big category; the privileges which are granted the students. Another could be the lack of attendance requirements for different programs, plays, lectures or discussions, and use of the educational facilities. If the presence of all the students were a necessity to these things, the intellectual and cultural climate on campus would be greatly improved.

Stanley Elmore

Students at Fayetteville State College do not participate in intellectual and cultural activities, nor do they live in an intellectual and cultural atmosphere. Students tend to withdraw from intellectual activities because they feel that they cannot meet the academic requirements. Usually when students enter college, they have a tendency to say, "I would like to be in a sorority or honor club," but later change their minds because they cannot meet the necessary requirements. Students on campus do not have respect for themselves and others. They seem to forget their home training.

Students also show lack of manners, especially during programs of cultural backgrounds, they laugh at the wrong things and at the wrong times. Usually the students on Fayetteville State College's campus would rather attend a dance than a symphony, mainly because they have not been taught to appreciate the finer things in life. Students fail to show interest in debating clubs and other cultural organizations which would challenge their thinking ability. Students at Fayetteville State College tend to shrink from affairs that aid in developing their culture as well as their intellect. They treat such affairs as though they were voodoo.

Brenda Britt

The students here on the campus of Fayetteville State College do not, as a majority, encourage an intellectual and cultural environment conducive to the fulfillment of a higher educational atmosphere. As seekers of higher knowledge, our students should be as concerned with being exposed to the finer arts as they are with academic studies.

There are some students here who realize the importance of a well-rounded curriculum, required and elective. However, many of these same students are influenced by their schoolmates to the extent that their values are distorted by opinions which are founded on the wish to avoid something felt to be dull or uninteresting, rather than a true attitude which substantiates reasons for ignorance of the finer arts.

Norman Wilson

The Voice

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