



Getting all members of the staff together for a picture proved a more difficult task than putting out an issue. Above are most of the members who've made such a workable unit with their editor. Sitting left to right are Rowena Peterson, Dorothy Becton, Katrina Robinson, Annie McCullough; standing left to right, Leonza Loftin, Mattie Cogdell, Laura Gilmore, Editor; Mary C. Perry, Charles Cooper, Mary McEachern, Barbara Weeks, Sarah Becton, and Cornel Davis. Those who have helped us tremendously are Johnnie Daniels, Ernestine McKoy, Floyd Woodard, Ernie McNeil, Barbara Myrick, Christopher Simmons, Shirley Studifen and Shirley Washington.

Student Elections

April Ideal for Polls

Fellow students, we have an opportunity to participate in one of man's most cherished institutions — voting. Although we are voting for student leaders, this is a great chance for us to get practice for the national and state levels of voting.

These students whom we will choose to represent us in all of our campus activities must be the best ones for the positions so designated. How can we determine the right candidate to cast our vote for? This is a question that all voters should ask themselves. In all elections the persons chosen to run for certain positions should have a campaign manager who can arouse the voters for his particular candidate. The candidate should be positive about his stand on any question directed to him by a voter. Everybody realizes that a candidate should be qualified for the position that he is trying to obtain. Absolutely no one would vote for a candidate who is unqualified. All candidates should have special locations on the campus in which to state their platform, and in doing so, to attract voters.

Students, during election time there should be a buzz of excitement all over Fayetteville State College. The fervor should increase as each platform is presented by a candidate. Student elections should be an all campus affair because they are the most important event on our campus.

This school year we would like to have our student elections in April. If it is possible for us to have them this month, we will have time to enjoy them. Also, the newly elected officers would have a chance to start planning for next year well in advance.

We are asking for college-wide participation — students and faculty. Remember, the man who votes has power behind his pen.

Laura Gilmore

The Weight

The pier is narrow, the ocean is wide and the walk, quite treacherous. The unwary traveler is certain prey to the cooling ocean foam, incognizant of the perils therein.

One walks carefully along, toeing the mark as best one can — then suddenly a slip, pressure, and the weight. The arms start to flail, recklessly and aimlessly, but swimming comes hard under the pressure and the weight. Everywhere there is water, too much to drink, too deep to tread. The pressure increases and the abominable weight presses on, pushing one ever downward, downward toward chaos and calamity.

The body cavities begin to give way to the outside pressures and that devastating enemy, illiteracy, sets in; first vegetating, now apnoea. One becomes increasingly aware of the weight, the desire to escape responsibility and the pressure, the need to forever compete and excel. The easy way out seems to be death, but many choose otherwise, many wish to live.

The eyes are now open as never before and the mind registers more clearly the need to shake the weight and cope with the pressure. One sees bodies, bodies quite like one's own, floating upward toward success and accomplishment, their weight supported by those objects of buoyancy, books. From them comes the inspiration; in them is the key to knowledge and the route to the illumined pier. Now the designated few find themselves reaching upward, grasping desperately for the buoys and the ascension to success. The voyage is rugged, the body seems ready to give way, but the fulfillment of accomplishment gives one the stamina.

Now the wounds of illiteracy start to heal through the magic of knowledge; the trip is much smoother now and the rate of ascension, controlled through desire.

One could never know the joys and rewards of knowledge, fully, without first having experienced the weight, the pressure and the ultimate trip to sanctuary.

Rendell Brown

APOLOGIZES

The Voice's staff, apologizes to Miss Tilola May for not printing her poem with correct lines of verse enveloped for its best effect. Her poem "Does That Sound like you and Me," is reprinted under her direction on page three. The staff owes Miss Bethenia Pierce an apology for attempting to give her poem artistic effects through revision, and for losing her intended message and tone in the process.

MODERNISTIC EASTER

Easter originally was the time of the year set aside for the commemoration of Christ's crucifixion and resurrection. It was a time for giving praise to one who was so noble as to lay down his life for our sins. Yet it seems that everybody and everything received more praise this year than Jesus did.

Our ancestors celebrated this magnificent event in a spiritual way. This was, to them, indeed a day for worship and praise for such a great man. No doubt the biggest portion of their Easter Day was spent in the churches of their choice giving praise to Jesus. How many of us spent the BIGGEST portion of our Easter Day in church? If we did attend church, did we attend to worship Jesus or to show our new Easter outfits?

In this modernistic time, we seem to have modernized everything. Even though Easter is the time set aside for the commemoration of Christ's crucifixion and resurrection, we have so modernized this definition that one could very easily say that Easter is the time for throwing a big party for your friends or showing "Mary Sue" that you can do anything as well or better than she or resting because you are tired and don't feel like doing anything else.

Yes, we have really taken the true meaning out of Easter. However, there may have been a devoted few who left the true meaning in Easter this year. Were you one of these few?

The Values of Student-Faculty Relationship

Your first encounter with the faculty will probably be with members of the administrative personnel—the dean of men or women, the registrar, your advisor, or counselor, and perhaps the president. They are all there to help you. In a small institution opening days are usually characterized by rush and hurry and conferences are necessarily brief, but later, many opportunities are available for friendly discussions which may help to solve your problems. You should learn what are the duties and responsibilities of each official so that you can exercise intelligent choices in deciding to whom to go for a particular problem.

Perhaps in your college there are one or more special advisors with whom you can talk about many of your educational, vocational, and personal problems. If your problems are in the field of physical health, the college health service usually provides opportunities for consultation. In many cases, special college officers are available to help you with problems of living arrangements, finances, campus activities, and other aspects of college living.

In the classroom and laboratory comes the opportunity for contacts with faculty members and for their interested and intelligent guidance of your intellectual pursuits. These opportunities begin in the classroom but should not end there. A greeting as you pass in the halls, a suggestion as you meet in the library, a walk across campus, or some other affair, a serious conference over a mutually interesting problem and you are friends. Your professor is no longer a "voice" whose utterances you hastily transcribe in your notebook. The influence of a fine personality may be greater and more lasting than any purely intellectual experiences; though if the two influences can be combined, the possibilities for lasting value are among the greatest that life can offer.

Robert Breeden, Jr.

Students Who Protest

More and more college students on campuses all over the country are marching in protest against the hierarchy of college authority, the administration. The situation has gained much attention through all of the major communication facilities, such as newspapers, radio, television, and magazines. All of these media report present conditions and developments without delving into the causes for such reactions by the misplaced generation. This misplaced generation is composed of the college student who is neither child nor adult. He is not a child because he is supposedly mentally, physically, emotionally, and socially mature; he is not an adult because he can not support himself financially; therefore, the college student has a serious problem that causes him to be always on the defensive.

Harold Taylor of New York University says in his article, "The Understood Child" in *Saturday Review* that parents are sometimes the cause of this unrest and misunderstanding that explode from the college student. He says that modern parents treat their children on an equal basis. They always try to understand the child's feelings and moods. He concludes that when the child goes to school, he expects the same amount of understanding from his teachers at school. As the student grows older, his attitude toward school subjects is held in a different perspective from his out-of-school life. Striving to make good grades is only a means of getting a diploma or as some hipped students remark, "beating the racket."

There are other schools of thought concerned with the reasons for so much unrest among college students; consequently, we can be assured that the underlying causes for the revolt by college students are being scrutinized. Whenever the basis for this problem is found, then we can work toward its correction.

Laura Gilmore

Symposium

The students of "Teaching Elementary School Subjects," sections one and two had their first group discussion recently. They analyzed the various problems that confront the elementary school teacher.

Mr. Jasper Turner, Instructor of the two sections, Miss Mary Kornegay and Miss Barbara Ware of section one and Mrs. Erma Saunders, Mrs. Dorothy Spearman and Miss Enda Marsh of section two led the discussion.

The first problem discussed was distinguishing the difference between skills and abilities. The second problem was evaluating in terms of behavior and learning. Attention was given to the question, "Should behavior evaluation be stressed more than learning evaluation?" and to the topic, "The brilliant child and the gifted child as a behavior problem." A question which raised a lot of controversy was: Are we to give guidance and instruction to an elementary school art class?

On the basis of how well the meeting went, the discussion seemed to have been a successful one. Of the combination of both classes, about two-thirds of the students attended the discussion. The committee carried the meeting very well and a large number of the students participated in helping the discussion to be carried forward.

From the liveliness in participations and expressions on the students' faces, it seemed that most of them had a sincere interest in the discussion.

The instructor contributed in helping us to try to find solutions and answers to the problems and questions. He was able to give us professional information, as he has taught in various schools and has encountered many of the problems that we discussed, problems that confront most teachers, especially those teaching on the elementary level.

(NADSA, Cont. from Page 1)
Wesley, Director; "A Raisin in the Sun" by Lorraine Hansberry, The Dunbar Dramatic Guild, Jackson State College, Mr. Edward J. Fisher, Director; "The Happy Journey to Camden" by Thornton Wilder, Saint Paul's College Players, Mrs. Elizabeth A. Young, Director.

On Saturday afternoon, the play festival was concluded with: "The Man in the Stalls" by A. Sutre, The Florida A&M University Playmakers, Dr. S. Randolph Edmonds, Director; "The Marriage-Go-Round" by Leslie Stevens, The University Players of Allen University, Mr. H. D. Flowers, Director; "Iphigenia" by Euripides, adapted by Julia R. Piggitt, Players Guild, Ft. Valley State College, Mr. Joseph Adkins, Director. Miss W. Johnson presided over the play festival. After the play festival, critiques were given by Mr. H. Millman and Mr. T. Soare of the Fort Bragg Playhouse, Fort Bragg, North Carolina.

In the evening, a banquet was held at which time awards were

given. The awards were: The Best Actor Award, Mr. Albert Brown; The Best Actress Award, Miss Tommie Harris, both from Jackson State College, for their roles in Lorraine Hansberry's, "A Raisin in the Sun." Best Supporting Actress, Miss Odessa Strickland, also of Jackson State and the same production. Best Supporting Actor, Mr. William Lloyd Burton, for his performance in "The Happy Journey." He is from St. Paul's College.

The conference and play was a great success and many visitors expressed their gratitude for the warm welcome which they received from the FSC students. This success could not have been possible had it not been for the diligent and untiring work of the Dramatic Committee. This Committee consisted of: Mr. E. Battle, Miss L. Turner, Miss W. Johnson, Mrs. Natalie Williams, Mrs. Ann Shepard, Mr. J. C. Jones, Dr. H. Eldridge, and Mrs. Grace Black.

Next year the conference will be held at Kentucky State College.

The Voice

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