

A PHILOSOPHY FOR F.S.C. ??

The aspirations and developmental plans of Fayetteville State College are rooted in its past and may be best expressed and understood in the light of its present philosophy, central purposes and resolves.

Fayetteville State College may be described as one which seeks to provide young men and women with educational experiences that will encourage the development of their intellectual abilities and the assumption of leadership positions in the state of North Carolina and the world. Concomitant with these primary emphases, the college seeks to lend to the development of higher levels of appreciation of ethical and moral standards, emotional and spiritual values, and the aesthetic. Attainment of these aims and purposes are sought by attempting to create within the student an unquenchable thirst for knowledge and by continuously stressing the ultimate worth of the good life which can be achieved most easily and best by educated men and women. To this end, the curricula offered by the college must, and do, lend themselves to the continuous evaluation and serious reflection of both teacher and student alike. Moreover, the philosophy of the college enjoins the student to take part in the conversations of the past by actively participating in meaningful discussions of the history of ideas, that they become aware of the forces which cause change, and that they develop a philosophy of life which has its roots in an ability to make logical deductions and inductions from their own personal experiences.

In exercise of the axiom to make of its students free thinkers, the college is not interested that its students become unthinking echoes of professional thought, but rather that they observe the principal that the "freedom to learn" as well as the "freedom to teach" requires the development of a student-capability to discern for himself what is true and what is false. In the furtherance of intellectual skepticism the college makes available in formal and informal settings notable scholars for idea-exchanges concerning the major human issues of the past and the present and the probabilities of the future. Out of these exchanges, it is purposed that students develop the habit of critical thinking, analyzing and synthesizing ideas, and drawing valid conclusions.

The curricula programs of the college are divided into two two-year periods. Basic to all of the curricula and the vocational aims of the student is a two-year lower-college General Educational Program. Some of the qualitative and quantitative aspects that receive principal emphasis in the General Education Program are: good citizenship, moral responsibility, well-developed sense of values, emotional stability, and an adequate knowledge of past and contemporary events. Upon completion of the lower-college are curricula that lead to baccalaureate degrees in eight fields — business education, English, health and physical Education, mathematics, science — biology concentration, social studies — history concentration, social studies — sociology concentration. Subject-matter concentrations in art education, music education, French and Spanish, and chemistry are also offered by the college.

Alongside the several teacher education programs, for which Bachelor of Science degrees are awarded, the curricula and vocational scope of the college has been enlarged within recent years to include non-teaching programs in biology, English, history, mathematics, political science, and sociology. In these non-teaching fields the graduating student is awarded the Bachelor of Arts degree.

Editor's Note: There is currently much justifiable ado about the "developing colleges," of North Carolina. As one of the state's developing colleges, Fayetteville State College has been requested by the Board of Higher Education to submit long-range proposals relative to its future development. Basic to any institutional program is an undergirding philosophy. A philosophy for FSC that invites the comment of student and faculty readers of *The Voice* is presented in this issue.

A reference point for readers who are interested in making comment on this draft may be found in *Fayetteville State College Catalog, 1964-66: With Announcements for 1966-67*, p. 23. Comment should be directed to Charles I. Brown, Director of Institutional Research, Campus Box 194, and not to the editor of *The Voice*. The Editor

FACULTY - STAFF "OUT PUT"

Led in numbers by Dr. Shia Ling Liu correspondent for the *China Weekly* and *China Daily News*, F.S.C. faculty members show a doubled output of publications in 1966-67 over 1965-1966, 95 to 47, according to Mr. C. I. Brown, director of the Department of Institutional Research.

Publications and artistic endeavors by college division and departments revealed the following: Administrative-faculty compiled 18 writings; Education and Psychology, 6; English department, 7; Music and Fine Arts, 23; Mathematics and Science, 10; Physical and Health Education, 1; and Social Sciences, 30.

The banner year on the part of the faculty included the publishing of materials in leading educational, scientific, professional, and communication medias, journals, publishing houses, and conventional reports.

The Fine Arts Department featured seven exhibits; dramatics professors directed five plays; The Social Science department was led in performance by Dr. Liu. The Mathematics and Science department professors, namely Drs. Henry M. Eldridge, T. T. Chao, Frissell R. Hunter and Joseph L. Knuckles, made their impact in their laboratory findings of "new knowledge."

In addition, the faculty was engaged in directing a number of publications, viz. The Yearbook, "The Voice"; and Alumni Newsletters; as book reviewers; guest speakers, consultants, placement officers for government, industry and foundations all focused to "improve the image of F.S.C." in the eyes of the nation.

Y.E.S.

Y.E.S. or Youth Educational Service is an educational organization devoted mainly to the care and to the betterment of the culturally deprived child. The organization was started in North Carolina by a group of interested students from the University of North Carolina at Greensboro, North Carolina, who felt a need for a better standard of living for the underprivileged youth.

As the organization developed, more interested persons decided to devote a small portion of their time to help tutor some needy child. The program has reached many hearts and it has helped some child to move forward with a stronger outlook on the future. Some of our fellow students at Fayetteville State College this summer and last fall decided to be among those few who realized the urgent need to set before the younger race a stronger foundation and to build in the minds of our small Americans a stronger hope for the future. As a fellow member of the Youth Education Program, I welcome you to join along with others in the fighting to bet-

How Moral Are Your Morals?

You are not considered "in" if you have not changed your moral code since entering college. The one drastic change that everyone should have made is the acceptance of pre-marital sex.

Dr. Seymore Halleck, director of student psychiatry at the University of Wisconsin, noted in a June issue of the *Fayetteville Observer* that about 70 per cent of the responses on a confidential questionnaire revealed that young women do not oppose pre-marital sexual experiences; on the other hand, only about 22 per cent of these girls actually admitted pre-marital sex participation. Obviously, they fear contradicting the general trend of opinion on this question.

There are four chief pro and con arguments concerning premarital sex. First, it is believed that premarital sex is like a game; it is fun as long as it lasts.

To refute this theory, Dr. Halleck concedes that sex has different meanings for both sexes. He notes that the female is almost always serious about sex experiences.

Second, it is argued that sex is an appetite just like hunger or thirst and that it must be satisfied. In contradiction to this statement Dr. Halleck concedes that every mature individual should be able to discipline his appetites whether they be sexual or otherwise originated.

Third, it is contended that sex is a way in which two people get to know each other better; however, Dr. Halleck says that getting to know a person sexually places that person in a vulnerable position. It may cause him to be wounded or both persons to be wounded.

Fourth, it is argued that sex is an expression of love or a sign or symbol of affection. Because Christians believe that love is at the root of all human relationships, everyone must therefore engage in pre-marital sex.

Dr. Halleck explains that this is merely a misunderstanding of the word love. Since we only have one word for love, it is an excusable mistake.

Dr. Halleck concedes his opposition by stating that sex should be inseparable from marriage for only then can true love be experienced. The Editor

ter our American Youth.

There will be a campus wide meeting for all persons interested in joining the tutorial program for the fall season on October 2, 1967. Please check the bulletin boards for further information concerning the tutorial program

—Clifton Mervin

Why Do Students Fail in College?

The answer to this question has not yet been answered fully. In the first place, college is a place in which a person can learn how to learn. The school usually teaches boys and girls how to pass courses in order to get a high school diploma. In college, students are asked to learn, to think, and to meet intellectual problems.

Some students fail because they are not being "spoon fed" by the high school teachers and parents who were eager to help with homework. A freshman's reaction to failure is a clear indication of whether he is a child or an adult. The adult simply works harder. The child tends to get lazy. He may blame the instructor, not realizing that it is he, not the instructor who has failed.

In some cases, the family's influence has a great impact on the student's failure. Since college life is a complicated existence, failure often comes to the student who cannot preserve the important balance between his academic and social life.

—CAROL RICHARDSON

LETTERS TO THE EDITOR

It is one of the policies of this newspaper to serve as a voice for the students at this institution. We would therefore, appreciate your pro and con reactions to any item that appears in this student publication.

Please submit all letters to the newspaper office, 312 Smith Administration Building. It is requested that all correspondence be signed by the writer.

"I am fleshly, sold under sin . . . For I know that in me, that is, in my flesh, there dwells nothing good; for ability to wish is present with me, but ability to work out what is fine is not present. For the good that I wish, I do not do, but the bad that I do not wish is what I practice. If, now, what I do not wish is what I do, the one working it out is no longer I, but the sin dwelling in me . . . I really delight in the law of God according to the man I am within, but I behold in my members another law warring against the law of my mind and leading me captive to sin's law that is in my members. Miserable man that I am! Who will rescue me from the body under going this death? . . . I myself am a slave to God's law, but with my flesh to sin's law." — Romans 7:14-25.

THE VOICE

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What'll You Have?
A place to play? or A place to study?

