

CO-ED Visitation

By Emanuel Vaughn

There are many things to consider when speaking of co-ed visitation. Security must be considered the most important thing. An effective way of monitoring who is where cannot be agreed upon and the system to make the host or hostess accountable for their visitors actions must be created. Many methods have been suggested by students: sign in, visitation by time schedule, weekend visitation, etc., but all of these must be carefully monitored to ensure that the rights of everyone involved are not infringed upon. If this issue ever became strong enough to force some changes to be made, something would be worked out.

Some students were given the opportunity to express their opinion on the co-ed visitation issue and here is what they had to say:

Serena McNair - I'm for co-ed visitation because we are adults and should be treated that way. If you're visiting someone, you should be made to leave your ID at the front desk. In the event that someone is caught in a room without signing in, they should be asked to leave and the person they were visiting should not be allowed to have visitors any longer.

Myra Beatty - I'm against co-ed visitation mainly because of my experience while living in Bryant Hall. Many nights I wanted to use the restroom and there were more men than women in the hallway. This type of thing not only went on in the particular hall I lived in, but the entire dorm. One night while I was preparing for bed, a young man opened my door, came into my room, and just stood there totally nude. All I could do was scream, but no one came to my assistance except my roommate, who was on the other end of the hall making a phone call. There is not much that can be done, as far as campus police

are concerned, because the young ladies constantly leave the doors open and anyone can walk in. But if co-ed visitation were allowed, I would be in favor of the sign-in/sign-out method. The host or hostess would leave their ID along with the ID of the visitor at the main office. Then, if anyone were caught in a room and they were not signed-in, the persons involved should face suspension from the university, or in the case of non-students, be barred from the campus.

Edgar Smith - Yes, there should be co-ed visitation at FSU. After all, we're supposed to be adults. Although Fort Bragg may present a problem, there are ways to monitor visitors. Visitors should be made to present some ID at the front desk. That's the way it was done at the school I transferred from (U. of Maryland) and it worked out just fine.

Kelvin Craig - There should be co-ed visitation. It would work to an advantage for the students if used properly, I mean as far as studying with a female. As far as the problem with Fort Bragg, that will be here no matter what. Maybe a time-schedule type visitation would be best. I say this because a 24-hour visitation privilege might present problems.

Daryl Jones - I'm for it because we're supposed to be grown-ups and responsible for our actions. We should have 24-hour visitation. But, if the person's roommate is bothered by your being there, you should leave. If you don't leave, your visitation rights should be taken away.

Finally, one student with mixed emotions on the issue seemed to sum up the dilemma of co-ed visitation: "I believe it should be, but then again, it should not be. I say it should be because if the library is closed, a guy and gal can get together to do their work. The reason I say there shouldn't be is because the guys and gals will get together and no school work will get done."

FSU Presents Georgi Riabikoff

The Lyceum Committee and the Area of Music of Fayetteville State University presented Georgi Riabikoff in concert on Tuesday, October 27, in the Rosenthal Choir Room.

Riabikoff, a pianist from Europe, who has won international acclaim, comes from a musical family related to Tchaikovsky and Aachmaninoff. He gave his first concert at the age of four, and studied in European conservatories and with the great composer and pianist, Sergei Prokofieff.

During the war and the terrible years of Nazi occupation he helped Jewish families to hide and escape death. Trapped by the Gestapo, he refused to reveal their hiding places. The Nazis, knowing he was a fine boy pianist, swore he would never play again and drove hot spikes through his palms, broke his arm and crushed his fingers. In spite of all tortures he did not betray these people.

He was rescued by British and United States troops. Through faith, determination and long agonizing practice he regained use of his hands and began to play again. He was a concert pianist in the American Special Services and gave many concerts for the United and British Armies.

After the war Riabikoff studied with Walter Giesecking and Conrad Hansen. He played in many cities in Europe,

Salzburg and other World Music Festivals. In New York he has studied with Claudio Arrau and the great pianist and pupil of Rachmaninoff, Mme. Gina Bachauer.

U.S. Is Only 8th Richest Country

Many think the United States is number one in everything, especially where financial matters are concerned. That is far from the truth. It is actually seven places from the truth.

According to the World Bank, America stands at number eight when ranked in the order of per capita gross national product.

In 1979 dollars, the U.S. gross national product per person is \$10,630. The number one nation in this respect is Kuwait, a country bulging with oil money. The Kuwait GNP per capita is \$17,100.

Many of the other nations ahead of the U.S. in this respect were rebuilt by America with the Marshall Plan after World War II. They are Switzerland, Sweden, Denmark, West Germany, Norway and Belgium.

Wake Forest University School Of Law
Campus Visit by Mrs. Jean Hooks, Director of Admissions, on
November 2, 1981 in the Placement Office.

SREB Endorse Higher Standard

LEXINGTON, KENTUCKY -- Legislators from 14 Southern states voted to endorse a call for raising academic standards for high school graduation, college admission, and teacher employment, during the 30th Legislative Work Conference of the Southern Regional Education Board (SREB) held here October 11-14.

The action by the Conference came after its review of *The Need for Quality*, the initial report of the SREB Task Force on Higher Education and the Schools that makes 25 recommendations for across-the-board educational improvements, including tighter selection of teachers, higher salaries to reward good teachers, and reduced duplication in vocational-technical programs.

"We applaud the report's emphasis on tightening course requirements in the high schools and on raising college admission standards," the Conference declared in its "Call for Action," which urged the educational establishment "to lead and constructively channel the growing public support for academic standards."

The 120 Legislators also vowed to "call upon our legislative colleagues to support specific efforts to improve academic performance."

The Conference's statement also noted that the SREB Task Force report "recognized that the current maze of certification regulations does not insure quality teachers, and we endorse the need to reform these rules."

In addition, the Conference noted that implementing the 25 SREB recommendations will require "more cooperation between the school and college sectors than we have witnessed in the past," and called for the following actions in each Southern state:

- joint meetings by state boards of education and higher education to discuss the 25 SREB recommendations and possible state actions;
- review of the SREB report by state legislative education and higher education committees and finance-education subcommittees and consideration by legislative committees of related suggestions from state boards of education and of higher education and from local school boards and colleges;
- cooperative efforts by college presidents and superintendents of school districts on matters such as providing effective remedial education for high school students ill prepared for college work, strengthening math and science offerings in the schools, and challenging the full potential of gifted high school students;
- statewide commissions appointed by governors to evaluate all vocational and manpower programs within a state for the purpose of eliminating duplication and addressing real labor market demands.

Attrition Remains A Problem

Perhaps students should get a certificate of survival along with their diploma.

The causes of attrition are far more complicated than mere financial and grade problems. How a student is accepted and fits in on campus is the major factor in retaining students. Studies show that students need to develop a feeling of worth on campus to stay.

The attrition problem is becoming more acute because colleges must stabilize enrollment somehow in the face of a shrinking student population base.

Most colleges know very little about why their students withdraw. Even when records are maintained, the reasons for withdrawal are usually summarized as financial, academic, personal and unknown, with the last two being marked most often.

Sometimes, the reason can be narrowed down to be simply the lack of a relationship with an adult who cares, or the lack of involvement in a worthwhile way with a group. This can lead to isolation.

Academic boredom is often the real reason, especially for students who find their first inside look at college classes to be a repeat of what they were taught in high school. Ineffective teachers can also lead to classroom boredom.

Students who have no interaction with faculty members, or with groups, and who have no outside interests, such as a part-time job, find themselves feeling empty and reduced to being just a number in a large institution's student populace.

Students who stay in college seem to find their non-academic lives more

challenging than those who dropped out. This indicates a strong correlation between the level of involvement in the social system of the university than those who leave college.

The social factors, not aptitude, expectation or field study, are most important in the decision to stay or drop out.

The decision of whether to stay or leave is usually determined by the first six weeks on campus. Students arrive at the institution ...they are new, they are basically shy, they are awed by this thing called university. It takes time for them to become involved with the university and the community.

Students who find themselves in the wrong program or are uncomfortable with their housing situation or their advisor are more likely to find fault with a lot of things as they arise. Eventually, the student piles up more bad marks than good marks and decides to call it quits.

Low enrollment means tighter budgets, less academic diversity, less research, the possible loss of the tenure system (perceived as key to academic freedom) and the deterioration of campuses.

Retaining one student for four years means the same as recruiting four students over those four years, because of attrition.

And recruiting is made much easier if students are satisfied with the product. The best recruiting information is available from the present student body. A disgruntled student who leaves will never return to the home community saying, "I failed"; rather, he will outline why the college failed him..., which is bad publicity for the institution.