

Life Is What You Make It

Many say that there is no way to determine or alter the future of one's life, while others believe life is what you make it.

There are those who have a goal and work hard at achieving it. Others sit around and wait for everything to be handed to them. The hard workers usually come out on top. In most cases, the ones sitting around waiting will always be waiting.

In some cases, the hard workers never reach the top. Someone is always waiting to knock them down a step lower. In America this is the case of most Black people. If

one is black, he has to be twice as good, if not even three times better than the next man. Because of the low rate of black successes, blacks are classified as the ones who sit around waiting for everything to be handed to them. In today's society, it takes more than determination to succeed; education is the number one factor. Without education, determination is like having the right key but standing in front of the wrong door.

One might argue that there is no need to want to succeed in the white man's world, because it will only corrupt the

minds of the black people. This person should ask himself, how can he live in a world and not be a part of it? Even if this part is very small, it is needed to make a whole. Black successors are needed to put and keep the black man on top, to make a society of his own and to keep it in peace and harmony.

Life can be what you make it. We were all put here for a purpose and it is up to us to find out what that purpose is. If life is determined to destiny, then everyone should stop and wait for life to take its own course.

Rosenda Brandon

BLACKS MUST UNITE

It is becoming more and more evident that the black man and his race must get themselves together. For many years the life of a black man has been one of unending turmoil and strife. In many instances this is brought on by the blacks themselves, although many may not believe this to be true. If, in the very beginning, blacks had realized that the only way for them to make any progress in the "white man's society" was to learn to believe and to trust each other, they would never have been treated the way they have.

Today, there seems to be a much better trend towards blacks uniting. More people are beginning to realize how important it is to join together and revolt against the thing which has held them back for so long.

In the beginning, blacks tried peacefully to get the whites to change their ways, but the whites only got rid of this "peaceful" black man. By doing this, the white man has proven that the only thing they believe in is violence. Once the blacks start these acts of violence, they are called liberals, Communists and anything else the white man can think of to hide the fact that the black man is only trying to obtain what is rightfully his. They are the ones who toiled in the hot sun and cold to build this country and to make it what it is.

Norman Rhone

FASCINATING WORDS

MAD

by Mary Ruffin

1. insane
2. beside oneself
3. stupefied with astonishment
4. fear or suffering
5. dazed
6. carried away by enthusiasm or desire
7. wildly excited
8. infatuated
9. furious
10. beside oneself with anger
11. rabid
12. extravagant in gaiety

The Scholastic Aptitude Test

Each year well over one million high school seniors labor for three hours and more over the scholastic aptitude tests, the multiple-choice examinations that are supposed to predict and evaluate a candidate's verbal and mathematical level. Although I will admit they have been extremely helpful to colleges in the past; today, they have been found to favor the conventional student over the non-conformist or creative minds. They also, according to expert criticism, are a form of discrimination against those with merely different backgrounds. Some colleges when questioned, indicated that a slum-bred youth, brought up with little benefit of relaxed conversation and reading are strictly at a disadvantage when measured by the SAT. This test is nothing more than a measurement by customary yard sticks of verbal and reading sophistication.

Some schools have already taken steps and have dropped the SAT, others, I hope, will follow suit and do likewise. You might ask why speak out against something that has become a move in our educational world. The distrust lies in any kind of examination, especially the SAT because it and no other examination is supposed to evaluate the student totally.

The Sat points a finger at certain high school seniors and says because of your low score, you cannot scholastically get through our curriculum. Apply elsewhere! This pushes him to a trade school and hampers his future. All in all, the SAT says let us segregate the intellects from the smart, the average, and the stupid.

Lastly, any kind of test score does not guarantee the presence of those human qualities and intellectual abilities we value most. With this in mind, it seems only right to ask for the test to be thrown out, replaced, or the emphasis put on it to be lightened.

Karl Smith

COLLEGE FUND
(Continued from 1)
ties, professional schools, junior colleges and private secondary schools throughout the country. Last year, Colby College, Maine, made

a gift of \$12,200 in memory of the Rev. Dr. Martin Luther King, Jr., and Princeton University has contributed \$3,000 since 1967. The Fund's pre-alumni council raised a total of \$129,000.

Thoughts of the Month

THE BEGINNING OF FREEDOM IS THE WILL TO RESIST THAT WHICH ENSLAVES!



Institutional Research

AND OTHER COMMENTS

Charles I. Brown

SOME RECENT PUBLICATIONS

Brown, Charles I., (Book Review) Clarizio, Harvey F., MENTAL HEALTH AND THE EDUCATIVE PROCESS. Rand McNally Publishing Company, 1969, 476p. in CHOICE, December 1969, p. 1451.

_____, Faculty Compensation at Fayetteville State University and Comparable North Carolina Institutions, FSU INSTITUTIONAL RESEARCH, 5:2, pp. 7-59.

_____, and Dorothy J. Moore, et al., A Survey To Determine The Feasibility of Offering A Contemporary Ideas Course at FSU, FSU INSTITUTIONAL RESEARCH, 5:3, pp. 60-62.

_____, Some Professional Affiliations of FSU Personnel, FSU INSTITUTIONAL RESEARCH, 5:4, pp. 63-72.

Liu, Shia-ling, Vice-President Agnew and Freedom of the Press, CHINA DAILY NEWS, December 21, 1969.

_____, (Book) American Domestic and Foreign Policies in International Relations, TAIPER, December 1969.

_____, An Appraisal of Nixon's New Approach Toward Communist China, CHINA DAILY NEWS, January 15-16, 1970.

UNEXAMINED EXAMINATIONS

Mention of items akin to the following have been made in this column and elsewhere within the confines of our academic community, but in the view of those interested in the workings of the Admissions Committee such notices have made but a small imprint upon those who can assist a positive alteration of the University's admission policies and/or a speedier adoption of mainstream higher education practices.

INSTITUTIONAL RESEARCH - AND OTHER COMMENTS

"Forty-eight Schools in South Give Credit for New CEEB Exam", REGIONAL SPOTLIGHT, April 1969, p. 3.

Forty-eight colleges and universities in the 15 southern states are awarding college credit on the basis of scores received on the College-Level Examinations of the College Entrance Examination Board. Since the new program began in October 1967, about 55,000 persons in the South have taken the exams."

The point being made here is that upon faculty request the Admissions Committee sent for and received inspection copies of seventy-two different placement and advance placement examinations from ACT examinations were sent back unexamined save by the Mathematics Department and a woefully small scattering of individual faculty members.

SOME FURTHER NOTES ON GRADING AND CURRICULUM REVISION

"How and Why Brown Broke the Curriculum Mold" - Brown University has adopted what in many respects is the most flexible and progressive undergraduate curriculum to be found. Distribution requirements have been ended and students are expected to cluster their studies in ways which make sense to them. All artificial restraints have been removed from a concentration and major, and students are encouraged to put together concentrations which attract their various interests. All course work will be graded by an A, B, C system, thus eliminating grades of E and F. For freshmen, there will be about sixty modes-of-thought courses, which are small, informal, seminar-type classes. The attempt is to bring freshmen into contact with senior professors quite early. The pressures for these changes came first and foremost from one bright freshman who attracted around him a group of other students. After a successful drive that brought an end to the requirement that all students take their meals through college facilities, they turned to a study of the curriculum. This group made itself master of the literature of higher education as well as the methodology at Brown, and finally prepared a massive report for curriculum reform. It seemed, however, that the report would end as so many reports do, collecting dust. However, the students again organized and literally forced all faculty members to read and think about the 400 and some odd pages of critique. Finally the faculty attempted to implement portions of the report, and after the usual delaying tactics, including criticism of the report on philosophic grounds, Brown adopted its new curriculum.