

African American Symposium



GAN

AAS

North Carolina State University
Freshman Orientation

INTRODUCTION

ACKNOWLEDGEMENTS

The African-American Symposium would not be possible without the continuing support of the Chancellor, the Provost Office, and the Division of Student Affairs.

We gratefully acknowledge the contribution and support of the following members of the planning committee for their participation in the 1988 African-American Symposium:

Mr. Eddie Lawrence, Ms. Olivia Day, Mr. Andre Branch, Ms. Marjorie Roach, Dr. William Grant, Ms. Wandra P. Hill, Dr. Lawrence M. Clark, Mr. Ron Foreman, Mr. Andrew Barner and Ms. Barbara Best-Nichols, co-chairpersons of the Counselor Selection committee, Ms. Anona Smith, Dr. Carol Love, Dr. Bruce Winston, Ms. Frankye Artis, Ms. Liz Riley, and Mr. Thomas Conway, co-chairpersons of the Training for Facilitators committee, Dr. Augustus Witherspoon, Mr. Robert Allen, Dr. Joe B. Brown, Jr., Ms. Janet Howard, chairperson of the Evaluation committee, Dr. Brenda Allen, Dr. Theresa Hayes, Mr. Arnold Bell, Ms. Pat Smith, chairperson of the Parent's Session committee, Ms. Rosa Hinton, and Ms. Wanda Abdullah.

A special word of thanks must go to Mr. Xavier Allen who gave unselfishly of his time, patience, and talent to improve the quality of the Symposium Handbook.

Likewise, we would also like to express our appreciation to Ms. Evelyn Reiman and Mr. Mike Borden. Their timely suggestions and assistance have been a tremendous help to us.

Many other persons were helpful in different ways. We are

especially grateful for the support and dedicated services rendered by the African-American Student Affairs staff. We would also like to thank our colleagues in Student Development. Thanks for being there when we needed you!

And last, but certainly not least, we gratefully acknowledge those

students who have given freely of themselves in service to their fellow peers. To our counselors, hosts, and hostesses, thank you very much for your efforts. We are really grateful.

Cover design by Guy Marshall

TABLE OF CONTENTS

Greetings from the . . .	
Chancellor	2
1987-88 Student Body President	2
1987-88 Miss NCSU	2
Chancellor's Advisory Council	2
Coordinator	3
Symposium Objective	4
Songs and Prose	
"The Greatest Love of All"	5
"Lift Every Voice and Sing"	5
"I, Too"	5
Symposium Staff	
Counselors	6
Hosts and Hostesses	6
Helpful Information	
The Counseling Center	7
Academic Advising	8
Academic Support Services	11
Financial Aid	12
Did You Know...	13
Courses of Special Interest	13
Successful Study Habits	14
African-American Enrollment At NCSU	15
The Coordinators	18
Notes	19
Reflections	
"Reflections"	21
"You Are"	22
How To Fail	23
How to Succeed	23
Organizations	24
Faculty/Staff Directory	29

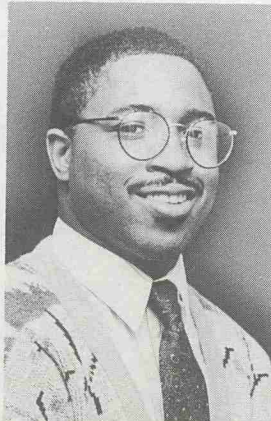
GREETINGS



I would like to welcome you to North Carolina State University, and I hope that your years ahead will be prosperous as well as rewarding. As African-American students, we face difficulties that other students may not, but there are many opportunities available to help you academically as well as organizations designed to build a stronger network among African-American students. I encourage you to take advantage of these opportunities so that your years at NCSU will be as fulfilling as they can be. Frustrations may come, but with determination you can achieve any accomplishment that you desire and your dreams can become reality. Again, I encourage you to set your goals high and to strive to do your very best in all that you pursue.

Sincerely,

Stacy Hilliard
Miss NCSU



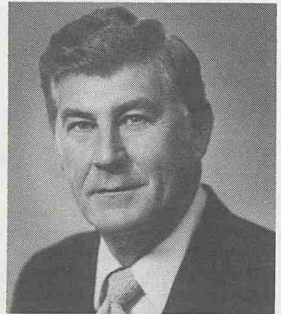
I send you my warmest welcome and congratulations for choosing North Carolina State University. The responsibilities for being a successful student will be totally up to you. Be sure that you have your priorities in order as you begin your college experience. You alone control your own destiny!

Through determination and faith, many African-American students have been able to overcome great odds to make our individual dreams come true. Our personal success stories abound in the lives of future African-Americans who are healthy, who go to school and do well, who get decent jobs and who live comfortably as adults.

I strongly feel that our future is shaped by students who set trends by working, dreaming, planning and struggling. My central message is that the future belongs to African-American students who prepare for it today. If we meet the challenge with the spirit and determination of our ancestors,

there's no limit to what we can achieve here at N.C.State.
Most sincerely,

Kevin D. Howell
Student Body
President 1987-88



Let me welcome you to North Carolina State University. My Advisory Council for African-American Affairs and I have put together a series of programs we believe will help you in your adjustment to college life and enhance your academic achievement at this University. Our goal is to work with you in any way we can to make your transition to this campus a positive experience.

N.C. State University is committed to serving all the people of our state and nation, and this program, in a small way, is a reaffirmation of that commitment.

I look forward to meeting with you during your stay at NCSU.

Bruce R. Poulton
Chancellor

GREETINGS

GREETINGS FROM THE CHANCELLOR'S ADVISORY COUNCIL ON AFRICAN-AMERICAN AFFAIRS

The members of the Chancellor's Advisory Council on African-American Affairs welcome you to North Carolina State University. The University is committed to assuring that every student has the opportunity to maximize his or her academic and personal potential.

The Chancellor's Advisory Council for African-American Affairs is dedicated to providing support for you as you make the adjustment to campus life. This Symposium is one of the activities we sponsor to help you progress toward your goal of academic success. Although this Advisory Council is concerned with all programs and activities affecting African-Americans here at North Carolina State University, two of its most important purposes are:

- (1) To promote the academic achievement of African-American students, and
- (2) To help African-American students deal with the challenge of being a minority group at a predominately white university.

This Symposium was established to address these purposes. The theme for our Symposium is:

"SELF INVESTMENT IS THE BEST INVESTMENT"

We look forward to personally meeting each of you!

GREETINGS FROM MS. ENDIA HALL, COORDINATOR OF AFRICAN-AMERICAN STUDENT AFFAIRS

Welcome! I am pleased to be one of the first to congratulate you on having chosen to continue your education and expand your career opportunities here at NCSU. In doing so, you have also accepted the challenge to complete your education at a predominantly white institution without compromising your cultural integrity.

For many of you, this opportunity promises to be a very exciting time in your life. At the same time, the transition from high school life to college life will more than likely produce some anxiety for most of you. A number of questions probably come to mind:

- Will I like it here?
- Where do I go if I need help?
- Will I like the other students?
- Will I meet new friends who share the same interests?
- Will I be just a number?
- Do I have what it takes to make it here?
- Will I adapt to living with a roommate who is different from myself?

In response to these questions, here is what some students have said about the Symposium:

"The greatest feeling I had was knowing that the black faculty really care about me as an individual..."

"The advisors make you feel... 'proud to be black'."

"The sight of other blacks made me feel comfortable."

It is our hope that by participating in the African-American Symposium, you will gain insight into these and many other issues you will face as a first-year African-American student.

This handbook should serve as a handy reference tool throughout your academic career. Keep it and refer to it as you need to. Most of all, **read it thoroughly**. Remember, it was written and compiled with your particular needs in mind.

Again, congratulations and best wishes for a very successful first-year experience.

Endia B. Hall
Coordinator of
African-American
Student Affairs



SYMPOSIUM OBJECTIVE

THE AFRICAN-AMERICAN SYMPOSIUM: A STATEMENT OF PURPOSE

Life on a university campus is an exciting experience. You will find the college years to be filled with challenges and reward. It is during this time that young people acquire vast amounts of knowledge, explore identity issues and begin working toward vocational goals.

In order to successfully adjust to the demands of college life, you must develop a number of academic and personal skills. In the academic area, you must learn university regulations and procedures, select appropriate courses, read and study

effectively, conduct library research, produce high-quality written assignments and perform laboratory or studio exercises. It is essential that you demonstrate acquired knowledge by passing tests and exams.

In the personal area, you will be challenged to develop the independence that is needed to survive without the ever-present support of your family. Effective communication skills and self-awareness are essential in living and working harmoniously with different kinds of people.

As an African-American student attending a predominately white university, the typical college adjustment demands will be particularly challenging for you. The purpose of the African-American Symposium is to help

you and other African-American students deal with the challenges that you will encounter as you strive to reach your academic and personal potential at N.C. State University.

Through your involvement in the African-American Symposium, you will gain valuable insight into N.C. State University from the perspective of our African-American students, faculty and staff. You will have the opportunity to learn some college "survival skills" and begin building your personal campus support network. The African-American Symposium provides the foundation for the support that will ease your adjustment to college, enhance your personal development and facilitate optimal academic achievement.

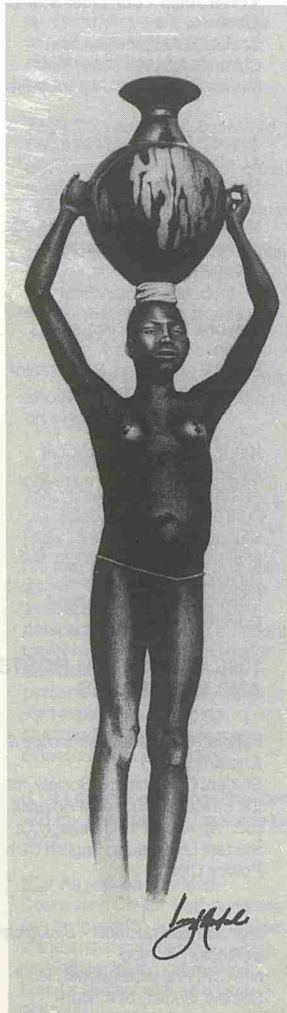


SONGS AND PROSE

THE GREATEST LOVE OF ALL

I believe the children are our
future
Teach them well and let them
lead the way
Show them all the beauty they
possess inside,
Give them a sense of pride, to
make it easier.
Let the children's laughter,
remind us how we used to be.
Everybody's searching for a
hero;
people need someone to look
up to.
I never found anyone who
fulfilled my need.
A lonely place to be, so I learned
to depend on me.
I decided long ago, never to walk
in anyone's shadow
If I fail, if I succeed, at least I'll live
as I believe.
No matter what they take from
me,
They can't take away my dignity!
Because the greatest love of all,
was happening to me.
I found the greatest love of all
inside of me.
The greatest love of all, it's easy
to achieve.
Learning to love yourself is the
greatest love of all.
And if by chance that special
place
That you've been dreaming of,
Leads you to a lonely place,
Find your strength in love.

* For taking notes, there is a
NOTES section on page 18.



Guy Marshall

LIFT EVERY VOICE AND SING

Lift every voice and sing,
Till earth and heaven ring,
Ring with the harmonies of
Liberty;
Let our rejoicing rise
High as the listening skies,
Let it resound loud as the rolling
sea.
Sing a song full of the faith that
the dark past has taught us;
Sing a song full of the hope that
the present has brought us;
Facing the rising sun
Of our new day begun
Let us march on till victory is won.

James Weldon Johnson

I, TOO

I, too, sing America.
I am the darker brother.
They send me to eat in the kitchen
When company comes,
But I laugh,
And eat well,
And grow strong.
Tomorrow,
I'll sit at the table
When company comes.
Nobody'll dare
Say to me,
"Eat in the kitchen,"
Then.
Besides,
They'll see how beautiful I am
And be ashamed,--
I, too, am America.

Langston Hughes

SYMPOSIUM STAFF

1988 SYMPOSIUM COUNSELORS

Selene Hudson - *Computer Science (Junior)*
New Horizons Choir (1987-88 president), Peer Mentor Program, Society of Black Physical and Mathematical Scientists (vice president), Student National Technical Association (secretary), PAMS Council (secretary), Black Students Board, Co-op Program

Kevin Christian - *Mechanical Engineering (Senior)*
Alpha Phi Alpha Fraternity, Inc., Black Repertory Theatre (founding president), Thompson Theatre's University Players, Society of African-American Culture, Black Students Board

Anne Swinton - *Applied Sociology (Senior)*
Society of African-American Culture (1987-88 secretary), Pre-professional Health Society (president), Black Students Board, Peer Mentor Program

Melvin Crenshaw - *Electrical Engineering (Junior)*
Alpha Phi Alpha Fraternity, Inc. (parliamentarian, step master), Student Senator, Minority Affairs Committee in Student Government, Government Liaison Committee

Kirk A. Wilder - *Law and Political Philosophy (Junior)*
Peer Mentor Program, Alpha Phi Alpha Fraternity, Inc. (secretary, assistant dean of pledges), Intramural Flag Football and Basketball, Co-op Program, Student Senator, Society of African-American Culture, Society of Black Engineers

Xavier Allen - *Computer Science (Junior)*
Society of African-American Culture (vice president), Peer Mentor Program, Co-op Program

Joseph Briggs - *Accounting (Junior)*
New Horizons Choir, Bragaw Minorities Activities Board, Peer Mentor Program, WKNC-FM Disc Jockey, University Transition Program Tutor

Meyona Bryant - *Industrial Engineering (Junior)*
NAACP (treasurer), Peer Mentor Program (textual historian)

Kevin Calhoun - *Mechanical Engineering (Senior)*
Alpha Phi Alpha Fraternity, Inc. (1987-88 president), Black Students Board (1986-87 vice chairman), Co-op Program, R.J. Reynolds tutor, Chancellor's Liaison Committee, Student Government

1988 SYMPOSIUM HOSTS AND HOSTESSES

Felicia Atkinson - *Economics & English (Junior)*
Student Government, Society for the Ethical Treatment of Animals (SETA), Alpha Phi Omega, N.C. Student Legislature, English Club, Politics Club

Monaca Richardson - *Biological Sciences (Senior)*
NAACP, Pre-professional Health Society, Society of African-American Culture, Peer Mentor Program

John Tate - *Accounting/Business Economics (Senior)*
Peer Mentor Program (team leader), South Hall Senate, Student Center (1987-88 treasurer), Accounting Society, National Association of Black Accountants, Student Center (vice president), New Horizons Choir

Jessica Brown - *Business Management (Senior)*
Alpha Kappa Psi Professional Business Fraternity, United Student Fellowship

Jacqueline Hines Cannady - *Textile Chemistry (Sophomore)*

Jenita Flowers - *Criminal Justice (Junior)*
Quad African-American Activities Board, United Student Fellowship

Karen M. George - *Middle Grades Science Education (Sophomore)*
Peer Mentor Program

K. Samona George - *Psychology (Sophomore)*
Ladies of the Black and Gold

Terrence Griffin - *Business/Accounting (Senior)*
Thompson Theatre Set Design Crew, Intramural Sports, NAACP (Fayetteville)

Angela J. Medlin - *Visual Design (Junior)*

Tamisa L. Sapp - *Business Management/Economics (Junior)*
Peer Mentor Program

Dorothy Shell - *Chemistry (Senior)*
New Horizons Choir, United Student Fellowship

HELPFUL INFORMATION

THE COUNSELING CENTER: SHOULD I OR SHOULDN'T I?

Frequently, students are reluctant to use the university Counseling Center because they have questions about counseling and its usefulness. The questions that students raise represent misconceptions and fears about counseling. By examining the answers to some of these questions, students can get a more accurate picture of what the Counseling Center is all about and how counselors might be helpful.

1. Just what is counseling?

Counseling is support and assistance. Professional counselors and psychologists are available through NCSU's Counseling Center to help students with academic, vocational and personal concerns. They help students make decisions about issues such as choice of major, class selection and career goals. They also provide personal support for family problems, roommate conflicts, relationship concerns and other personal/emotional matters.

2. Isn't it true that only "crazy" people need counseling?

NO! At one time or another, everyone can make use of the support and assistance that a counseling professional can offer. This is especially true for freshmen students who must learn to manage the many new pressures that are a part of adjusting to the demands of college.

3. I wouldn't want to confide in someone who might "put my business in the street." Can counselors be trusted?

YES! Counselors can be trusted because they are very serious about protecting the privacy of the students with whom they work. There are ethical and professional guidelines that assure confidentiality. Counseling Center staff members will not disclose information about a student without that student's expressed permission.

4. If I have personal problems, why shouldn't I be able to handle them on my own?

It is always helpful to have an objective person with whom to discuss things. In many situations, a student may have no idea about how to handle a problem that he/she has never had to deal with before. NCSU's counselors are available to provide an outside perspective that will help a student clarify his/her thinking and make decisions when dealing with personal concerns. They have vast experience in helping students find solutions to many different kinds of problems.

5. If I go to the Counseling Center, will my parents and teachers find out?

NO! As previously stated, Counseling Center staff members can be trusted to adhere to ethical standards of confidentiality which prohibit disclosing information about a student without his/her permission.

6. Do counselors really care

about students? How do I know that it's not "just a job" to them?

First and foremost, counselors and psychologists are people who sincerely care about other people. Otherwise, they would not have undergone the extensive education and training that was required to make them effective in responding to the needs and concerns of students. To NCSU's Counseling Center staff members, the well-being of students is highest priority. If this were not the case, they would probably be employed elsewhere!

7. I was taught never to talk to "strangers" about personal issues, especially family matters. What if I'm too embarrassed to talk to a counselor about something that's really personal?

It is not unusual to have trouble talking to someone you don't know very well about personal concerns. Keep in mind that NCSU's counselors and psychologists respect the privacy of students and have their best interest at heart. Understanding this will make it a bit easier for a student to approach them for support and assistance with personal problems.

If you have further questions about counseling or NCSU's Counseling Center, please feel free to call 737-2423 or come by 200 Harris Hall.

Prepared by Theresa Edwards
Hayes, Ph.D.
(Former NCSU Counseling Center
Psychologist)

HELPFUL INFORMATION

WHAT YOU NEED TO KNOW ABOUT SOUND ACADEMIC ADVISING

Sound academic advising lays the proper foundation for a successful academic year at NCSU. Here are six important points to remember about advising. Carefully read and understand each one of them. **Your success depends on it!**

- If you are **not** receiving advice from your advisor, see the Coordinator of Undergraduate Advising to request a change (see figure 1).
- If you wish to be academically successful, you must pace your

academic progress. During your first year, you are advised not to take over 14 hours per semester (see figure 2).

Likewise, during your sophomore year, you are advised not to take over 16 hours. You shouldn't feel as if you have to play catch up by taking a heavy academic load after your sophomore year.

- Generally, academic programs offered at NCSU are difficult four-year programs. One particular note that you should keep in mind is that on the average, students graduate from NCSU in five years. You **do not** have to take the maximum course load as suggested on the curriculum

sheet for your particular major.

- Acquire a University calendar because **you** are responsible for remembering all University drop dates for courses.
- Know what your rights are as a student. You can find this information by reviewing your Student Handbook.
- If you aren't sure who you need to see about any concern, call the **African-American Coordinator** in your school.

Prepared by Ms. Wandra Hill and Dr. Robert Bereman

*For taking notes, there is a **NOTES** section on page 18.

SAMPLE FRESHMAN YEAR SCHEDULE

(Computer Science Curriculum)

Fall Semester		Credit Hrs.
CSC 295A	Special Topics: Introduction to Pascal	3
ENG 111	Composition and Rhetoric	3
MA 111	Algebra and Trigonometry	4
SOC 202	Principles of Sociology	3
Physical Education		1
		14
Spring Semester		Credit Hrs.
CSC 101	Introduction to Programming	3
ENG 112	Composition and Reading	3
MA 102	Analytic Geometry and Calculus I	4
SOC 204	Sociology of Family	3
Physical Education		1
		14

figure 1

HELPFUL INFORMATION

Agriculture & Life Sciences

Agricultural Economics
Agricultural Business Management
Agronomy
Crop Science
Soil Science
Animal Science
Applied Sociology
Biological & Agricultural Engineering
Biochemistry
Biological Science
 Entomology
 Microbiology
 Nutrition
Botany
Conservation

Fisheries and Wildlife Sciences
Food Science
Horticultural Science
Individualized Study Program
Medical Technology
Pest Management for Crop Protection
Poultry Science
Zoology
Pre-Medical, Pre-Dental, & Pre-Optometry
Agricultural Institute
School of Veterinary Medicine
(Representative for Undergraduates)

Dr. R. K. Perrin
Dr. R. K. Perrin

Dr. D. A. Emery
Dr. H. J. Kleiss
Dr. J. C. Cornwall
Dr. A. C. Davis
Prof. G. B. Blum, Jr.
Dr. F. B. Armstrong
Dr. C. F. Lytle
Dr. H. B. Moore
Dr. G. H. Luginbuhl
Dr. J. D. Garlich
Dr. C. G. Van Dyke
Dr. J. W. Gilliam
Dr. L. D. King
Dr. R. L. Noble
Dr. V. A. Jones
Dr. W. E. Ballinger
Dr. E. W. Galazener
Dr. G. C. Miller
Dr. B. C. Haning
Dr. J. F. Ort
Dr. G. C. Miller
Dr. J. F. Roberts
Dr. H. B. Craig

Dr. D. J. Moncol

Design

Prof. R. P. Burns

Education

Adult and Community Education
Agricultural Education
Curriculum and Instruction
Counselor Education
Education, General Studies
Elementary and Secondary Administration
English Education
Foreign Language Education
Health Occupations Education
Higher Education Administration
Industrial and Technical Education
Industrial Arts Education
Instructional Technology
Mathematics Education
Middle Grades Education
Occupational Education

Dr. R. W. Shearon
Dr. L. R. Jewell
Dr. Peter Martorella
Dr. Norman Sprinthall
Dr. Robert Snow
Dr. Bettye MacPhail-Wilcox
Dr. R. J. Pritchard
Dr. Arlene Malinowski
Dr. Judith A. Davis
Dr. William Harvey
Dr. J. R. Clary
Dr. Dick Peterson
Dr. E. S. Vasu
Dr. L. W. Watson
Dr. J. Arnold
Dr. J. R. Clary

COORDINATORS OF ADVISING figure 2

HELPFUL INFORMATION

Occupational Education, Graduate Coordinator
 Psychology
 Reading Education
 Science Education
 Social Studies Education
 Special Education

Dr. L. R. Jewell
 Dr. P. W. Thayer
 Dr. B. J. Fox
 Dr. J. H. Wheatley
 Dr. C. W. Harper
 Dr. C. L. Crossland

Engineering

Biological & Agricultural
 Civil Engineering
 Chemical Engineering
 Electrical & Computer Engineering
 Engineering Operations
 Engineering Undesignated
 Industrial Engineering
 Materials Science & Engineering
 Mechanical & Aerospace Engineering
 Nuclear Engineering
 Textile Engineering & Science

Prof. G. B. Blum, Jr.
 Prof. G. H. Blessis
 Dr. D. B. Marsland
 Ms. Joan Larson
 Prof. F. M. Richardson
 Dr. Hubert Winston
 Mr. C. L. Smith
 Dr. Ray B. Benson
 Dr. R. J. Leuba
 Dr. Orlando Hankins
 Dr. Roy H. Johnson

Forest Resources

Dr. L. C. Saylor

Humanities & Social Sciences

Economics & Business
 English
 Foreign Languages & Literature
 History
 Philosophy and Religion
 Political Science
 Sociology & Anthropology
 Speech-Communication
 School Undeclared

Dr. M. M. Sawhney
 Mr. B. L. Puryear
 Dr. P. E. Blank
 Dr. Lina Cofresi
 Dr. K. S. Vincent
 Prof. W. C. Fitzgerald
 Dr. K. S. Petersen
 Dr. Mary L. Walek
 Dr. R. S. Rodgers
 Prof. W. C. Fitzgerald

Physical & Mathematical Sciences

Chemistry
 Computer Science
 Marine, Earth, and Atmospheric Sciences
 Mathematics
 Physics
 Statistics
 PMS, No Curriculum

Dr. Robert Bereman
 Dr. W. P. Tucker
 Ms. Joyce Hatch
 Dr. E. F. Stoddard
 Dr. M. J. Evans
 Dr. Gary Mitchell
 Dr. J. Wasik
 Dr. J. Wasik

Textiles

Textile Chemistry
 Textile Engineering and Science
 Textile Management and Technology

Dr. M. H. Mohamed
 Dr. G. N. Mock
 Dr. B. S. Gupta
 Dr. M. L. Robinson

University Transition Program

Mr. Thomas Conway

University Undesignated Program

Ms. Joan Mills

COORDINATORS OF ADVISING figure 3

HELPFUL INFORMATION

UNIVERSITY ACADEMIC SUPPORT SERVICES

Listed below are tutorial services available to all students. You are encouraged to utilize these resources in an effort to maximize your academic potential. Please consult the 1988 Student Handbook distributed during Freshman Orientation for more information regarding Academic Programs and Services, Housing, Residence Life, Student Activities and University Policies.

The **College of Agriculture and Life Sciences** operates a Biological Sciences Interdepartmental Program to assist any student enrolled in BS 100, General Biology, or BS 105, Biology in the Modern World. For more information, contact Dr. Charles Lytle, 2717-A Bostian Hall, 737-3341.

The **College Of Engineering** conducts the R. J. R. Nabisco, Inc., Tutelage Program for students who are enrolled. This endeavor has two components--the Summer Transitional Program (STP) and the Academic Support and Achievement Program (ASAP).

The STP operates only during the second summer session each year and is open only to entering freshmen in engineering. A special effort is made to encourage STP attendance by students who show a particular weakness in their Math or English backgrounds. The ASAP operates during the spring and fall semesters. Tutorial sessions are offered in all freshman-level engineering courses and in the beginning sophomore-level courses such as ENG 111 and 112, PY 205 and 208, CH 101,

105, and 107, MA 102, 201, and 202, CE 214 and MAE 206. For more information, contact Mrs. Mary Freedman, Riddick Annex, 737-2341.

The **College of Forest Resources** conducts a tutorial service through its College honor society, Xi Sigma Pi. Individual or small group assistance is provided upon request for any student enrolled in the College and for any course the student is taking. For more information, contact Mr. Jerry Bettis or Ms. Charlotte Swart, 2028-D Biltmore Hall, 737-2883.

The **College of Humanities and Social Sciences**, through the English Department, conducts tutorial sessions in Tompkins Hall. For more information, contact Dr. Jack Durant, 131-G Tompkins Hall, 737-3353 or Carmine Prioli at 737-3870.

The Department of Political Science and Public Administration uses funds from a U. S. Department of Housing and Urban Development Work Study Program to pay for tutorial recipients of HUD Work Study Assistance. For more information, contact Dr. J. Oliver Williams, 220 Link Building, 737-2060.

The **College of Physical and Mathematical Sciences** provides tutorial opportunities in Chemistry, Mathematics, Physics, and Computer Science.

The Chemistry Department conducts tutorial sessions in 120 Dabney Hall for all undergraduate chemistry courses. For more information, contact Dr. William Tucker, 208 Dabney Hall, 737-2546.

In addition, the Chemistry Department conducts a Minority Problem Solving and Test

Preparation session for Chemistry 101. For more information, please contact Lisa Upchurch in 520 Dabney Hall, 737-3559.

The Mathematics Department maintains an Audio-Visual Tutorial Center in 244 Harrelson Hall. The Center features video tapes for the following courses: MA 102, 111, 113, 114, 122, 201, 202, and 301. The Center is open 8am to 5pm Monday through Friday, and 7pm to 10pm Sunday through Thursday. For more information, contact Dr. Robert Savage, 235 Harrelson Hall, 737-3157.

The Physics Department maintains a tutorial room in 214 Cox Hall for all students enrolled in 200 level physics courses. For more information, contact Dr. R. R. Patty, 105 Cox Hall, 737-2521.

The Computer Science Department conducts a Minority Tutorial for CSC 101. For more information, contact Kelvin Bryant at 737-7173.

The **College of Textiles** conducts tutorial sessions for students enrolled in T203, Introduction to Polymer Chemistry. For more information, contact Dr. Gilbert, 218-B Clark Laboratories, 737-2551.

The **Program of Academic Support Services (PASS)** is a free tutorial program open to any undergraduate student. It provides one-to-one and small group tutorials in many subject areas, with emphasis being placed on freshman and sophomore courses in English, foreign languages, mathematics, and sciences. However, students needing such assistance in any course may contact the PASS staff in 528-A Poe Hall.

HELPFUL INFORMATION

Tutoring sessions focus on study skills and learning techniques as well as on course content. Tutors are carefully selected for their ability to communicate and their expertise in their subject areas. A seminar in college tutoring is offered to enable tutors to develop proper skills. The PASS staff works cooperatively with faculty members whose courses are tutored.

The **Program of Academic Advancement (PAA)** is a special unit formed to serve all undergraduate students who may encounter some degree of difficulty in their academic work at NCSU. With its headquarters in Room 124 of Reynolds Coliseum (737-2464), its staff provides such students with that extra measure of support and guidance which can make the difference between success and failure at the University. Many students invited to participate are targeted prior to their enrollment at NCSU, but any student may seek assistance at any time during his/her academic career.

The **Learning Disabilities Program**, a part of Handicapped Student Services, serves all learning disabled students enrolled at NCSU. Services include: testing to identify learning disabled students, helping accommodate and interpret the needs of these students to the faculty, and providing tutors and other assistance according to the student's individual needs. Ms. Lelia Brettmann, the Coordinator and contact person, is located in 200 Harris Hall, 737-7653.

OBTAINING FINANCIAL AID

Financing an education is a big problem for many students. If you are in need and want financial aid you must apply as early as possible, preferably by March 1.

Eligibility for recipients of all financial aid is based on need.

To be considered for available assistance, students must fill out the Financial Aid Form (FAF) processed by the College Scholarship Service. Please read all instructions thoroughly. All students applying for aid must be admitted into a regular degree program at North Carolina State University.

You will be considered for the following types of aid by completing the FAF:

- Pell Grant
- Supplemental Opportunity Grants
- University Grants
- Minority Presence Grants (1st year minority students only)
- North Carolina Student incentive Grant
- Perkins Loans (formerly National Direct Student Loans)
- University Loans
- College Work-Study
- Guaranteed Student Loan

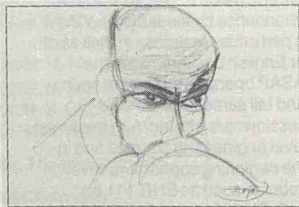
Due to the competition for scholarships, grants, loans, and other financial aid, the FAF should be mailed between January 1 and March 1 to receive the maximum amount of aid.

If you are interested in Special Scholarships, you should contact your Department or the Merit Awards Office.

The aid is supplied to help you, so take advantage of it! The FAF can be obtained from the office of Financial Aid at NCSU or the College Scholarship Service, P. O. Box 176, Princeton, N.J., 08540.

For information regarding your eligibility requirements, you should stop by the Financial Aid Office in room 213 Peele Hall or call 737-2421.

Prepared by Ms. Rosa Hinton and Ms. Wanda Abdullah



HELPFUL INFORMATION

DID YOU KNOW... AFRICAN-AMERICAN FIRSTS AT NCSU

- **First to Enroll** -
Robert Lee Clemmons:
graduate student EE, Fall of
1953.
Hardy Liston: graduate student
ME, Fall of 1953.
- **First Undergraduates to
Enroll** -
Edward Carson, Manuel
Crockett, Summer of 1956.
- **First to Receive a BS** -
Irwin Richard Holmes, Jr., May
of 1960.
- **First Faculty Member** -
Vivian Henderson, Economics,
1962.
- **First Athlete on a
Scholarship** -
Al Heartley, basketball, 1969.
- **First President of the
Student Senate** -
Eric Moore, 1969 - 1970.
- **First Miss NCSU** -
Mary Evelyn Porterfield, 1970.
- **First to Receive a Ph.D.** -
Male: Augustus M.
Witherspoon, 1970.
Female: Nanette Smith
Henderson, 1973.
- **First Fraternity** -
Alpha Phi Alpha, 1971.
- **First Sorority** -
Delta Sigma Theta, chartered in
1975 (organized 1972).
- **First Alumna to Earn A
Law Degree** -
Genevieve Sims, North Carolina
Central University, 1986.

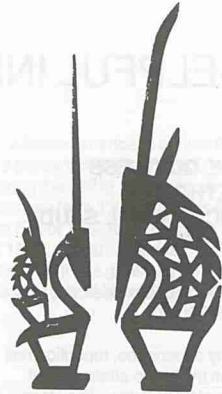
- **First Student Body
President** -
Kevin Howell, 1987.
- **First Appointment to A
Department Head
Position** -
Dr. Don C. Locke, Department
of Counselor Education, 1987.

COURSES OF SPECIAL INTEREST

College is more than just an opportunity to prepare yourself for a career. It is a unique opportunity to broaden your horizons. At no other time in your life will you have such a diverse range of topics at your disposal.

Specifically, NCSU offers numerous courses that focus on either the African-American or African culture. The courses listed below are in this category. (**Note:** Some of these courses may satisfy certain departmental electives, or they may be used as free electives.)

- ANT 330-**
Peoples and Cultures of Africa
- ENG 248-**
Introduction to African-American
Literature
- HI 275-**
Introduction to History of South
and East Africa
- HI 276-**
Introduction to History of West
Africa
- HI 372-**
African-American History Through
the Civil War
- HI 373-**
African-American History Since
1865



Tji Wara head crests Bamba, Mali. Tji Wara was a mythical hero who taught humans how to till the land. Consumed members of the mutual aid society wear these crests on wicker hats when the fields are to be planted. The female crest has a little one on her back.

- HI 475-**
History of the Republic of South
Africa: Race, Class, and Politics in
Historical Perspectives
- HI 476-**
Leadership in Modern Africa
- SOC 305-**
Racial and Ethnic Relations
- SP 212-**
Interracial Communication
- SP 298B-**
African-American Theatre
- UNI 295B-**
Special Topics: Africa and the
World

In addition to these courses, the leadership module "**Leadership Strategies for African-Americans**" has been added to the Leadership Development Series and will be offered to all interested students. For more information, contact the Student Leadership Center at 737-2451 or 737-2962.

Any of these leadership modules will give you a more well-rounded education. Don't let this opportunity pass you by.

Prepared by Dr. Gail Hankins and
Ms. Endia Hall

HELPFUL INFORMATION

THE QUIGLESS METHOD TO SUCCESSFUL STUDY HABITS

By Milton D. Quigless, Jr., M.D.
(Raleigh, NC)

In my experience, repetition has been the key to attainment of factual knowledge. The steps outlined below are found to be absolutely fool-proof in the learning and retention of factual knowledge.

1. Check your lecture schedule for the coming day and spend approximately 20 minutes scanning the textbook chapter on the same subject as the lecture. During this scanning pay strict attention to any new or unfamiliar terms and get a quick grasp of the broad concepts involved.
2. In the lecture itself, sit near the front of the room and take very detailed notes. Be sure to ask any question which may occur to you at the end of the lecture. Do not ever hesitate to ask questions because having scanned the material the night before, you already have a general idea of what is to be discussed. Any time you have a question, you may rest assured that many other persons in the classroom do also.
3. On the evening following the lecture, take a second notebook and the textbook and rewrite the notes from the lecture given that day. Use the textbook to fill in any gaps concerning the subject which the lecturer did not cover or covered poorly. For an hour of lecture, it should take

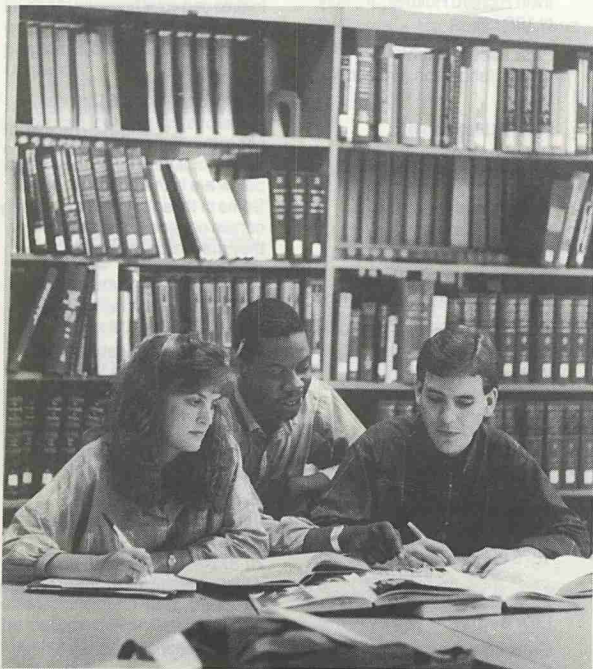
approximately two hours to recopy the notes with reference to the textbook.

4. Starting approximately five days before a mid-term or final examination, take a third notebook and outline the notes which were recorded in the second notebook. Having completed this outline, you should be absolutely well equipped to take any examination on factual data presented in any lectures.

You will note that you have been exposed to the subject matter at

least four times: 1) the night before the lecture; 2) the evening following the lecture; 3) during the lecture; and 4) during the five days before the examination.

I realize that this process using three notebooks is time consuming. This will generally require that you study on the average of five hours a night five or six nights a week. A person should never study on Saturday because Saturday afternoon and night is time for cleaning the brains by any recreation that does not involve studying.



HELPFUL INFORMATION

A NOTE ON AFRICAN-AMERICAN ENROLLMENT AT NCSU

The following data describes the patterns of African-American

enrollment at North Carolina State University over the past five fall semesters. Statistics include all new freshmen and transfer undergraduates and excludes those African-American students who are not citizens of the United States.

African-Americans constituted 9.2 percent of the total enrollment during the Fall of 1987 with an increase from 1,664 students in the Fall of 1982 to 2,202 in the Fall of 1987. African-American enrollment has grown by 38 percent over this five-year period.

Table 1
NCSU TOTAL AFRICAN-AMERICAN ENROLLMENT

	<u>FALL 83</u>	<u>FALL 84</u>	<u>FALL 85</u>	<u>FALL 86</u>	<u>FALL 87</u>
African-American Total	1,793	1,917	2,116	2,290	2,202
University Total	22,505	23,506	24,023	24,558	24,021
% African-American	8.0	8.2	8.8	9.3	9.2

*Office of Institutional Research statistics



Table 2

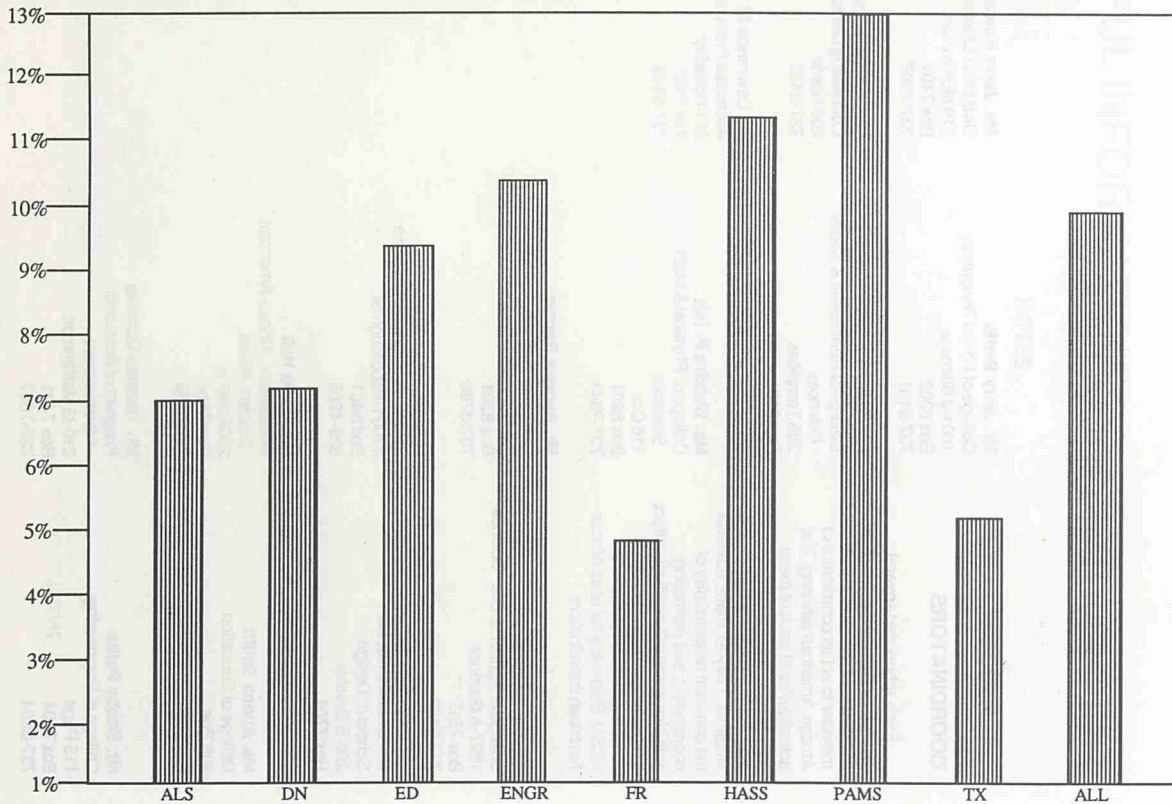
NCSU AFRICAN-AMERICAN UNDERGRADUATE ENROLLMENT*

	FALL 83	FALL 84	FALL 85	FALL 86	FALL 87
<u>AG. & LIFE SCIENCES</u>					
African-Am. Total	139	150	162	181	170
School Total	2,644	2,709	2,567	2,494	2,439
% African-American	5.3	5.5	6.3	7.3	7.0
<u>DESIGN</u>					
African-Am. Total	18	27	27	28	30
School Total	439	435	418	416	419
% African-American	4.1	6.2	6.5	6.7	7.2
<u>EDUCATION</u>					
African-Am. Total	30	35	34	47	65
School Total	509	561	533	593	692
% African-American	5.9	6.2	6.4	7.9	9.4
<u>ENGINEERING</u>					
Afro-Am. Total	391	433	435	526	574
School Total	5,254	5,304	5,268	5,246	5,412
% Afro-American	7.4	8.2	8.3	10.0	10.6
<u>FOREST RESOURCES</u>					
Afro-Am. Total	27	30	29	28	29
School Total	648	638	630	553	584
% Afro-American	4.2	4.7	4.6	5.1	5.0
<u>HUMANITIES & SOCIAL SCIENCES</u>					
Afro-Am. Total	425	446	475	502	501
School Total	3,664	3,637	4,056	4,254	4,485
% Afro-American	11.6	12.3	11.7	11.8	11.2
<u>PHYSICAL & MATH. SCIENCES</u>					
Afro-Am. Total	125	199	248	245	227
School Total	1,695	1,848	2,060	2,151	1,932
% Afro-American	7.4	10.8	12.0	11.4	11.7
<u>TEXTILES</u>					
Afro-Am. Total	90	93	87	52	48
School Total	735	871	949	851	787
% Afro-American	12.2	10.7	9.2	6.1	6.1
<u>ALL EIGHT SCHOOLS</u>					
Afro-Am. Total	1,235	1,388	1,494	1,687	1,773
School Total	15,489	15,890	16,787	16,871	17,043
% Afro-American	8.0	8.7	8.9	10.0	10.4

* Office of Institutional Research statistics

AFRICAN-AMERICAN UNDERGRADUATE ENROLLMENT

BY PERCENTAGE OF SCHOOL IN 1987



HELPFUL INFORMATION**THE AFRICAN-AMERICAN COORDINATORS**

Each school and several divisions within the institution have designated a faculty or staff member to act as coordinator of African-American advising. The actual duties of each of these coordinators differ according to the needs of the school and its students. They all share, however, the common responsibility of coordinating and promoting activities which will positively affect the retention and graduation of African-American students at NCSU. Below is a list of all African-American coordinators.

Dr. William C. Grant
College of Agricul. & Life Science
1627-A Gardner
Box 7617
737-2402

Mr. Charles Joyner
School of Design
200-B Brooks
Box 7701
737-2201

Ms. Anona Smith
College of Education
208 Poe
Box 7801
737-2231

Mr. Bobby Pettis
College of Engineering
115 Page
Box 7904
737-3264

Mr. Jerry Bettis
College of Forest Resources
1001-J Biltmore
Box 8002
737-3181

Ms. Joan S. Griffin
College of Humanities & Social Sciences
286 Tompkins
Box 8101
737-7456

Ms. Wandra P. Hill
College of Physical & Math. Sciences
116 Cox
Box 8201
737-7841

Mr. Andrew Barner
College of Textiles
B-1 Nelson
Box 8301
737-3780

Mrs. Marva C. Motley
School of Veterinary Medicine
4700 Hillsborough St.
Box 8401
829-4205

Ms. Endia Hall
Coordinator, African-American Student Affairs
2008 Harris
Box 7314
737-3835

Mr. Thomas Conway
Program of Academic Advancement
210-G McKimmon
Box 7401
737-7007

Ms. Janet Howard
Division of Lifelong Education
210 McKimmon
Box 7401
737-7007

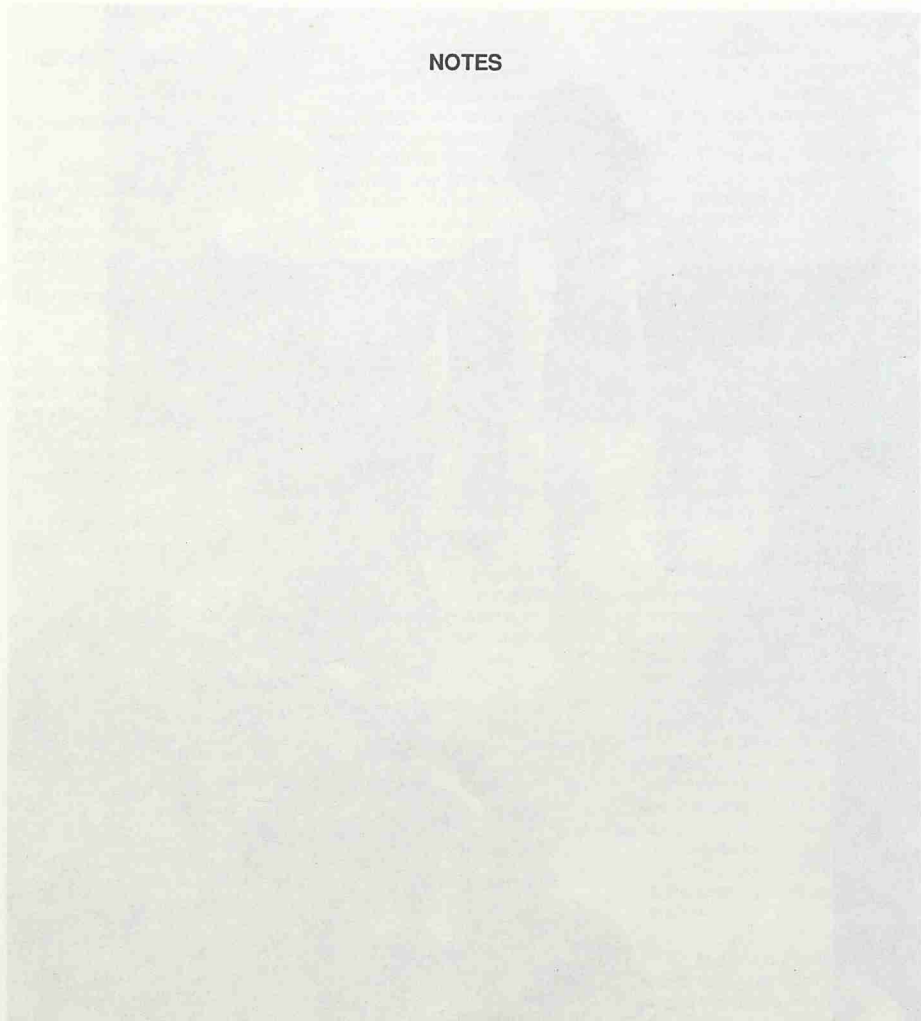
Dr. Charles Ashanti
Counseling Center
200 Harris
737-2423

Dr. Lawrence M. Clark
Associate Provost
201 Holladay
Box 7101
737-3148

HELPFUL INFORMATION

REFLECTIONS

NOTES

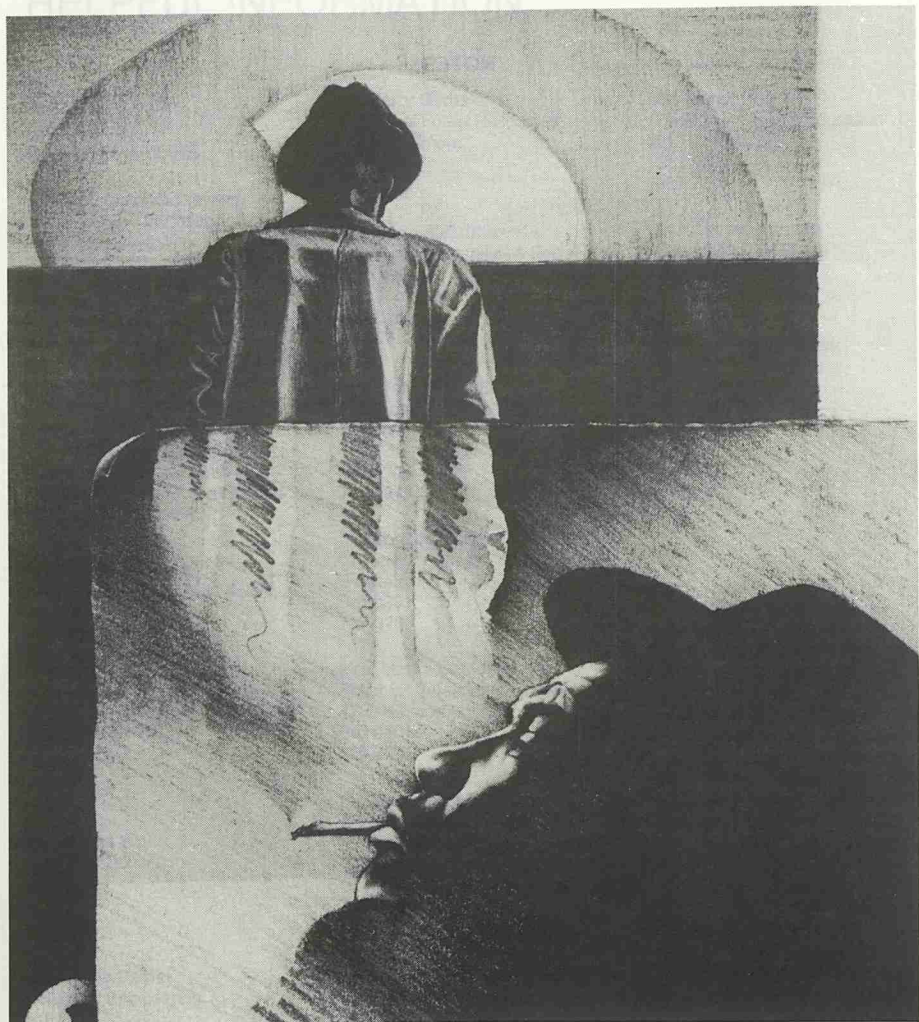


Notes on the author's...
 name, address, and telephone...

Information on the...
 author's...
 contact information...

Information on the...
 author's...
 contact information...

REFLECTIONS



Guy Marshall

REFLECTIONS

"REFLECTIONS. . ."

To the future leaders of America,

My name is Miguel and I am a senior product design major here at NCSU. I have put together a few thoughts and reflections from my past experiences here which may prove helpful in your endeavors while here at State.

The regimented disciplinary environment provided by military school has really been a major plus in my pursuit of higher education. This factor has been a major reason why I have been able to survive at a university such as State.

Before entering college, I was somewhat cognizant of the

*You are the future,
There's no doubt about it
there's nothing that you
can't achieve
You are the future,
So don't ever doubt it.
You can succeed. . .
Just believe.**

*chorus taken from "You Are the Future"
written by Gerry Thomas and Vaughn Harper

various challenges prevalent among predominantly white university settings. This awareness leads to what I feel should be your first and foremost objective upon entering the college scene--**planning well and working your plan.** The best way to do this is to utilize all available resources. This will enable you to become the individual you ought to be with respect to your aspirations of becoming a professional.

Second, you should pay special attention to your environment. Do not become a victim of ignorance by allowing your environment to have so much control over your socialization that your mind becomes infiltrated with negative viewpoints about your own identity: This can lead you to a point of no return. Allowing these forces to dampen your spirits about your true identity is very detrimental to your educational and developmental process.

Negligence towards understanding your own heritage and not standing up for it are serious threats to our future, not to mention your own. Total or partial acceptance of the majority's ideology is not the attitude to take on either. As an African-American student, you must become cognizant of your own heritage. Understand that you can be just as much of a contributor to the growth of this nation as anyone else. This will become more apparent as you pursue your heritage.

Furthermore, you can achieve this without being perceived as a radical. From an

objective standpoint, you should take time to observe what is actually taking place in your surroundings. Compare this with what you have observed about yourself. You are someone who can make a positive difference in the environment we share. As you become exposed to the full vision of your true identity, your unlimited capabilities will surface. In return, this realization will be one of your greatest assets. It will help determine whether or not you will ultimately achieve your goals. While pursuing higher education, it is your responsibility to preserve your own heritage/identity. In the process, understand and respect other identities with the intention of creating peace, harmony, and unity both amongst ourselves (as African-Americans) and in world we share.

And lastly, you should learn the principles of priorities and responsibilities which translate into pure discipline. This will require a strong inward desire to excel, regardless of the obstacles that may stand in your way. Through discipline, you will be able to manage your time to the point where you have the time necessary to become a total person. College is not necessarily easy, nor are these guidelines if they are not fully implemented. Take the initiative. Maintain enthusiasm by uplifting one another.

And last, but certainly not least--keep your faith in the spirit of Christ that dwells in you.

Miguel Langford
Class of 1988

Some of the gifts you receive are
from those ancestors
whose lives cross your path on a
day to day basis
They provide you with both the
positive and negative
images that life tends to present
us

**Within you is the strength
the pride, the hopes,
the pain, the praise,
and best of all, the
combined gifts of
your ancestral heritage**

There are those whose gifts you
receive that you are
yet to greet, to know, to
experience

And then, there are those who
are yet to be born
they too, will be touched by their
ancestral gifts
through you and yours

But you must know and
understand that the
quality of life, the pathways they
may choose
and negotiate in many
ways will depend on your
contribution--or lack of
contribution

So, stroke wisely through the
sometimes stormy
waters of life,
But, also, stroke swiftly with the
insight,
hindsight, and foresight of your
ancestors leading
the way

For YOUR ANCESTORS watch
you closely and carefully--
In you they have invested the
gifts of the family system

They anxiously await and
anticipate your truths,
Your contributions, your
outcomes

They proudly rejoice in the
possibilities that life
presents you and yours

And they are fully aware of the
extra "LUGGAGE"
that you MUST bear

The "pain" and "orgasm" is theirs
as well

Above all, they proudly await the
arrival of the newborn--
The next generation of
pathfinders

Because it is upon your
truths
triumphs,
contributions,
integrity,
And commitment

That the next generation's
PRESENCE will be felt by the
world!

Because, "YOU ARE."

by Forrest D. Toms

REFLECTIONS

HOW TO . . . F-A-I-L AT NCSU

There are many reasons why students fail at NCSU, but three reasons immediately come to mind. First students, especially African-American students, don't rely on each other enough. Instead of asking a fellow student for a copy of his homework, one should ask that student to explain the homework. Second, students don't utilize the resources that are given to them by the university. For instance, very few students attend first-level engineering tutorials offered by the department. And perhaps the most outstanding reason why students fail is that they just don't "stick it out." During the first couple of weeks of school, everyone is full of enthusiasm. After the first series of tests, however, students seem to slack up regardless of how they did on their tests. All in all, students should stick to the old phrase "when the going gets tough, the tough get going."

Greg Washington
Class of '88

From my personal experiences here at NCSU, I have found that there are four ways to avoid going down the path leading to academic failure:

1. **Self-evaluation.** Only you as an individual know how demanding a class load you can handle. That's why you should never let others tell you what classes to take. It could prove to be a big mistake.
2. **Attitude.** If you go into a course thinking that you are not going to do well, then chances are

you won't. Never go into a course with a negative attitude because in the long run, it will hinder your performance.

3. **Approach.** The way in which you approach studying can actually make or break you. Don't confuse studying hard with trying to study all of the time. When you study, it should be a few hours of concentrated effort. Staying up all night trying to study or worrying about your studies all the time does more harm than good.

4. Rest and relaxation.

Because we are humans and not machines, we need time to "blow off steam." During this time the books should be both out of sight and out of mind. Proper relaxation can help clear your mind and prepare you for the next time you need to concentrate. But be forewarned: too much rest and relaxation can be a fatal hazard.

Antonio Green
Class of '88

If you come to NCSU with the idea that you don't need anyone and don't want to help anyone, then you will fail at NCSU. Although you may graduate with a 4.0 GPA, it doesn't mean a thing if you haven't helped someone along the way.

Kevin Clark
Class of '88

HOW TO SUCCEED AT NCSU

To succeed at NCSU, you have to put your priorities in order. You must know what courses you need in order to get your degree,

and you must then plan your program carefully. More importantly though, you must develop the discipline necessary to get your work done. Success at NCSU also means that you must create a reliable network of persons whom you can get help from if you need it. If you do all of these things—and develop persistence, your college experience will be an enjoyable one.

Melvin Crenshaw
Class of '89

An African-American student must learn to use his talents and use the proper resources and facilities offered in order to succeed at a predominately white institution. Networking is the key. In order to be successful at NCSU, an individual must learn the system—that is, he must learn to communicate with high officials, professionals, upperclassmen, and the community around them. NCSU is a virtual land of enchantment and opportunity for African-American students.

With the election of the first African-American student body president (as well as the first African-American Miss NCSU in 16 years as well as her runner-up), the NCSU community is gaining a broader perspective in dealing with the leadership capabilities of the African-American student.

NCSU's campus still contains prejudicial overtones, but more importantly, it is a university in the midst of a social, racial, and moral attitude adjustment for the betterment of the campus population.

Brian Nixon
Class of '89

Kim Whittington
Class of '89

ORGANIZATIONS

ASSOCIATION FOR THE CONCERNS OF AFRICAN-AMERICAN GRADUATE STUDENTS

The Association for the Concerns of African-American Graduate Students (ACAAGS) is an independent student organization for individuals with concerns for African-American graduate students at North Carolina State University. Part of the organization's stated purpose is to address the concerns and seek solutions to problems that affect its members individually as well as collectively--our cultural bond. All members of ACAAGS have in common their membership in the Graduate School--our academic bond. Therefore, since everybody participating belongs to the Graduate School, the organization seeks to ensure that members understand its rules, methods of operation and the unique activities involved.

President: Carolyn Prince
 Advisor: Dr. Augustus Witherspoon

ASSOCIATION OF PROSPECTIVE BLACK ACCOUNTANTS

The North Carolina State University Chapter of the National Association of Black Accountants has the following aims:

- to unite persons interested in enhancing opportunities for minority groups in accounting, economics, and business management through membership in the Association.
- to assist and encourage members of minority groups in

entering accounting professions.

- to stimulate acquaintances and fellowship among members of minority groups.
- to provide opportunities for members of minority groups to increase their knowledge of accounting practices and methods and increase their individual capabilities.

President: Greg Williams
 Advisor: Dr. Alvin E. Headen, Jr.

SOCIETY OF BLACK ENGINEERS

The National Society of Black Engineers (NSBE) is a pre-professional society for those African-Americans enrolled in engineering and other technical-related fields such as computer science. NSBE serves as a meeting ground for addressing the issues that concern the members. In particular, one of its goals is to stimulate and develop student interest in engineering and all people in the community. The chapter also promotes participation in all disciplines and levels of responsibility in the field of engineering. NSBE is interested in getting African-Americans into the field of engineering and seeing that they graduate.

President: LaShane Crutchfield
 Advisor: Mr. George Bland

SOCIETY OF BLACK PHYSICAL AND MATHEMATICAL SCIENTISTS

The Society of Black Physical and Mathematical Scientists consists of all African-American students enrolled or interested in the School of Physical and

Mathematical Sciences. The organization is designed for the purpose of keeping African-American students up-to-date on current issues and concerns that involve them directly or indirectly. The Society also allows students to meet faculty, staff, and fellow classmates who are very important in the college atmosphere. SB-PAMS gives African-American students the opportunity to voice their needs as students on this campus. SB-PAMS sponsors weekly tutorials in Mathematics, Computer Science, and Statistics.

President: Antonio Green
 Advisor: Dr. Robert Bereman
 Co-Advisor: Ms. Wandra P. Hill

PRE-PROFESSIONAL HEALTH SOCIETY

The major emphasis of the Pre-Professional Health Society is to assist in maximizing students' potential for success at NCSU in science and health-related fields. The organization holds study sessions prior to major exams, conducts field trips and invites guest speakers in fields of study or of interest to the members.

President: Anne Swinton
 Advisor: Dr. William C. Grant

ALPHA KAPPA ALPHA

Alpha Kappa Alpha Sorority, Incorporated is an international service sorority. Since its founding at Howard University in 1908, AKA has dedicated itself to promoting high scholastic and ethical standards as well as service to all mankind. In keeping with its declared purpose, AKA has

ORGANIZATIONS

engaged in varied programs of civic, social, and educational service. Health programs sponsored by the national body promoted each of its local chapters to educate and to encourage better standards of living, to increase services and health facilities for all groups, and to cooperate with established health agencies to bring the benefits of their services more fully to every segment of the population. The Kappa Omicron Chapter continues to enrich the college life of young African-American women.

President: Tammy Peele
Advisor: Dr. Gail Hankins

DELTA SIGMA THETA

Delta Sigma Theta Sorority, Incorporated, is a public service sorority with an international link of sisterhood. There are 25 active members of the Mu Omicron Chapter on campus who strive for high academic achievement and who have a high standard of morality. The sorority sponsors various cultural, social and civic activities throughout the year.

President: Elizabeth Gwyn
Advisor: Ms. Rosa Hinton

SIGMA GAMMA RHO

Sigma Gamma Rho was founded at Butler University, Indianapolis, Indiana, in 1922 by seven young ladies who desired to strengthen the African-American community. Their goals have been exemplified in their slogan "Greater service greater progress," and has given ΣΓΡ the sisterhood qualities that place it among the very best. The members of ΣΓΡ plan to uphold

the sorority's tradition of excellence by promoting high academic, moral, and ethical standards.

President: Monica N. Mooror
Advisor: Ms. Lillian Purrington

GREEKS UNITED

Greeks United is a corroboration of African-American fraternities and sororities committed to the unification of African-American greek-letter organizations. The purpose of Greeks United is to provide representation for all African-American fraternities and sororities and to help in the preservation of the cultural heritage of African-Americans. The member organizations of Greeks United are Alpha Kappa Alpha, Delta Sigma Theta, and Sigma Gamma Rho, Kappa Alpha Psi, Phi Beta Sigma, Omega Psi Phi, and Alpha Phi Alpha.

President: Gregory Washington
Advisors: Mr. Eddie Lawrence
Ms. Endia Hall

ALPHA PHI ALPHA

Alpha Phi Alpha Fraternity, Incorporated, founded at Cornell University, Ithaca, New York in 1906, is the nation's oldest African-American fraternity. The fraternity was founded by seven young college men who saw a need to strengthen the African-American community on college campuses and to make efforts to change society's narrow-minded ideas of that era. Today, ΑΦΑ has continued to pursue goals that benefit all mankind. The brothers of the Eta Omicron Chapter have strived to maintain good academic standing, provide outstanding

leadership roles, and willingly serve the campus since the chapter's founding in 1971. All are encouraged to help continue to work for the enhancement of our society.

President: Kevin Clark
Advisor: Dr. Don C. Locke

KAPPA ALPHA PSI

Kappa Alpha Psi is dedicated to upholding the ideals of achievement, brotherhood, service, and scholarship. The Kappa Xi Chapter here at N.C. State actively promotes these ideals through various projects both on and off campus. Prominent members of ΚΑΨ consist of: Mayor Tom Bradley of Los Angeles, Arthur Ashe, former tennis professional, and Robert Bridges, superintendent of the Wake County Public Schools.

President: Denis Suggs
Advisor: Mr. Kenneth Moore

OMEGA PSI PHI

Omega Psi Phi is a service fraternity comprised of men who accepted the concepts of manhood, scholarship, perseverance, and social uplift as their guiding principles. ΩΨΦ is always interested in attracting men of high ideals and ambitions. Notable men of ΩΨΦ are: the Reverend Jesse Jackson, the late Dr. Ronald McNair, Physicist and U.S. Astronaut, and Mr. Clarence Lightner, former Mayor of Raleigh.

President: Roderick Robinson
Advisor: Mr. Anthony Knox

ORGANIZATIONS

PHI BETA SIGMA

From the moment of its official inception on January 9, 1914, Phi Beta Sigma Fraternity has sought to return something of value to the community from which it springs. In a very real sense, the motto "Culture for service and service for Humanity" is a daily guidepost by which each Sigma man must measure himself. Our members see themselves as trustees of skills, abilities, ideas; and time and as vehicles through which positive change can be achieved. Because the depth of our organization extends far beyond the level of an ordinary club or association, a prospective member of ΦΒΣ must, as the Good Book says, "Study to show thyself approved . . . a workman that need not be ashamed."

President: Harry Southerland
 Advisor: Mr. Rex Smith

NEW HORIZONS CHOIR

New Horizons was formed in the fall of 1977 under the leadership of Eleania Ward and Ronald Foreman. With the help of Mrs. Ward and the Music Department, New Horizons soon became an accredited class (a one-hour elective). New Horizons has traveled extensively in North Carolina, Maryland, and the District of Columbia. Its repertoire features gospel music (spirituals and contemporary), anthems, and a variety of other styles. Interested persons may go to the Price Music Center to audition.

President: Elbert Alexander
 Advisor: Mrs. Eleania Ward

UNITED STUDENT FELLOWSHIP

The United Student Fellowship began in the fall of 1975 under the leadership of Miss Annetta Austin. Then known as the "Black Fellowship", Miss Austin and others felt there was a need for African-American students on this campus to have a place to worship. Now with a pastor, the Reverend Shelton Murphy, other ministers, an executive board, and a congregation that embraces all students who will come, the United Student Fellowship has a continuing goal of being an outreach on this campus for Jesus Christ.

President: Bruce Grady
 Advisor: Mr. Kelvin Bryant

BLACK REPERTORY THEATRE

Black Repertory Theatre (BRT) is NCSU's African-American drama group and is one of the newest African-American organizations on campus. The group was founded in the Fall of 1986 as a brainchild of Dr. Patricia Caple, who now serves as the organization's advisor. BRT encourages the production of African-American plays that involve all students. It provides a forum for discussion of the "black experience" and contributions of blacks to the theatre. BRT also acts as an instrument through which people with no theatrical training can gain access to the opportunity to learn and participate in various theatrical functions. We welcome all interested students to come out and learn more about BRT. Meetings are held every other

Monday at 7 p.m. in the Thompson Theatre classroom.

President: Patrenia Werts
 Advisor: Dr. Patricia C. Caple

DANCEVISIONS

DanceVisions is North Carolina State University's dance group. It was formed in February 1978, by a group of NCSU students who were involved in high school dance groups and wanted to continue dancing in college. The group became an official university organization in March 1978. As a chartered organization, the purpose of Dance Visions is to give young men and women the opportunity to express themselves creatively through body movement. The group does not require previous dance experience; however, auditions are held each semester.

President: Randi Pannell
 Advisors: Mr. Thomas Conway
 Ms. Mychele Conway

BLACK STUDENTS' BOARD

The Black Students' Board (BSB) organizes African-American social and cultural events for the campus. Various programs sponsored by this Committee include Black Awareness Week, the Martin Luther King Comemoration Ceremony, Black History Month, the Pan-African Festival, and the Minority Career Fair. This Committee has been especially active with a most successful Career Fair and a leadership workshop.



ORGANIZATIONS

President: Wesley Batts
Advisor: Mr. Larry Campbell

NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE

The National Association for the Advancement of Colored People (NAACP) began as the Niagara Movement in 1909. Today, there are over 60,000 active members in the 600 college and youth units alone. The college units strive to improve the political, educational, social, and economic status of all minority groups. Keeping the public aware of the effects of racial discrimination helps the NAACP eliminate all forms of racial prejudice. We encourage intellectual, militant, and effective leadership among the leaders as well as the members of the chapter. Our motto: Never be satisfied with the status quo, push for positive change!

President: Tenesha Bazemore
Advisor: Mr. Spurgeon Cameron

PEER MENTOR PROGRAM

The social and academic pressures of college, coupled with a student's first experience away from home may leave many freshmen bewildered. This experience can be even more difficult for the African-American freshman who finds himself on a predominantly white campus, particularly one as large as NCSU. The Peer Mentor Program aids freshmen in their academic, emotional, and social adjustment to life here at NCSU. Each mentor is paired with up to four freshmen whom he/she maintains close

contact with throughout the year. The mentor serves as a "big brother" or "big sister" to incoming African-American freshmen to help ease the transition from high school to college. Typically, mentors make themselves available to freshmen to assist them with any problems that they may face. The Peer Mentor Program continues in its effort to increase and maintain the enrollment of African-American students and to help ensure that each student realizes his/her own potential.

President: Betty LeGrande
Advisors: Mr. Eddie Lawrence
Ms. Endia Hall

SOCIETY OF AFRICAN- AMERICAN CULTURE

The Society of African-American Culture (SAAC) was organized in 1968 by African-Americans for African-Americans. SAAC informs African-American students and faculty of local and campus-wide political issues. SAAC also provides a forum for the concerns of African-American students and allows them the opportunity to actively participate in an influential and fulfilling college organization. In conjunction with its political responsibilities, SAAC is also responsible for the maintenance of a sense of heritage at a predominantly white institution through cultural programming and celebration of special African-American events. Feel free to contact the President of SAAC if you have any questions or ideas.

President: Dennis Rogers
Advisor: Dr. Don C. Locke

Dr. [Name], [Title], [Address], [Phone]

Dr. [Name], [Title], [Address], [Phone]

Dr. [Name], [Title], [Address], [Phone]

Dr. [Name], [Title], [Address], [Phone]

Dr. [Name], [Title], [Address], [Phone]

Dr. [Name], [Title], [Address], [Phone]

Dr. [Name], [Title], [Address], [Phone]

Dr. [Name], [Title], [Address], [Phone]

Dr. [Name], [Title], [Address], [Phone]

Dr. [Name], [Title], [Address], [Phone]

Dr. [Name], [Title], [Address], [Phone]

Dr. [Name], [Title], [Address], [Phone]

Dr. [Name], [Title], [Address], [Phone]

Dr. [Name], [Title], [Address], [Phone]

Dr. [Name], [Title], [Address], [Phone]

Dr. [Name], [Title], [Address], [Phone]

AFRICAN-AMERICAN FACULTY AND PROFESSIONAL PERSONNEL 1988-1989

COLLEGE OF AGRICULTURE AND LIFE SCIENCES

Dr. Brenda F. Allen Specialist-Leadership/Home Economics-Agriculture Extension Services	Box 7605, F-5 Ricks	737-2770
Mr. Larry Bass Extension Specialist, Horticulture Science	Box 7609, 170 Kilgore	737-3537
Dr. Leon Boyd Assistant Professor, Food Science	Box 7624, 116 Schaub	737-2959
Dr. Clyde E. Chesney District Program Leader, Agricultural Extension Services, Extension Assistant Professor, Recreation Resources Administration	Box 7602, 300 Ricks	737-2380
Dr. William C. Grant Professor of Zoology, Coordinator, Special Programs-ALS, African-American Student Affairs Coordinator	Box 7617, 1627-A Gardner	737-2402
Dr. Ronald E. Jarrett Associate Professor, Crop Science	Box 7620, 2407 Williams Hall Addition	737-2326
Dr. Cynthia Johnson Human Development Specialist & Assistant Professor, Agricultural Extension Services	Box 7605, F-2 Ricks	737-2770
Dr. Thoyd Melton Associate Professor, Microbiology	Box 7615, 4609 Gardner	737-7136
Ms. Pauline E. Moore 4-H Specialist Emeritus		833-0770
Dr. Beulah M. Parker Associate Professor, Entomology	Box 7613, 2715 Gardner	737-3341
Mr. Sherman N. Shelton District Program Leader Emeritus	Box 2316 Killarny Dr., Greensboro, NC 27406	
Ms. Barbara Terry Visiting Lecturer, Zoology	Box 7617, 2712 Bostian	737-3341
Ms. Bernadette G. Watts Instructor, Extension Specialist-Educational Programs	Box 7607, 300 Ricks Hall	737-2380
Dr. James P. West District Extension Director, Extension Associate Professor, 4-H Youth Development, Agricultural Extension Services	Box 7604, 307 Ricks	737-3780
Dr. Catherine Whiteside Resources Associate, Entomology	Box 7624, 320 Schaub	737-2974
Dr. Mary J. Whitmore Expanding Food Nutritional Educational Program Coordinator, Home Economics-Agricultural Extnrsion Services	Box 7605, 101 Ricks	737-2782
Dr. Ulysses G. Whitworth Assistant Professor, Animal Science	Box 7621, Box 7601	737-2673

Dr. Augustus Witherspoon Assoc. Dean-Graduate School Professor, Botany	Box 7102, 108 Peele Box 7612, 3211 Gardner	737-7461 737-3345
Dr. Tommy E. Wynn Associate Professor	Box 7611, 2717 Bostian	737-3341

SCHOOL OF DESIGN

Ms. Chandra D. Cox Assistant Professor	Box 7701, 201-F Leazar	737-2095
Mr. Charles E. Joyner Associate Professor, Department Head, Assistant Dean, African-American Student Affairs Coordinator	Box 7701, 200-B Brooks	737-2208

COLLEGE OF EDUCATION

Dr. Lawrence M. Clark Professor, Math Education Associate Provost, University Administration	Box 7101, 608-J Poe	737-3148
Ms. Rosa Colquitt Assistant Professor, Adult Community College Education (ON LEAVE)	Box 7901, 310 Poe	737-3590
Dr. Herbert A. Exum Associate Professor, Counselor Education, Associate Dean of Education	Box 7801, 208 Poe	737-2231
Dr. Edgar I. Farmer Associate Professor, Occupational Education	Box 7801, 502-C Poe	737-2234
Dr. William B. Harvey Associate Professor, Educational Leadership-Program Evaluation	Box 7801, 608 Poe	737-3127
Dr. Don C. Locke Associate Professor, Counselor Education	Box 7801, 520-K Poe	737-2244
Dr. Diane Scott-Jones Assistant Professor, Psychology	Box 7801, 761 Poe	737-2254
Ms. Anona Smith Coord., Recruitment Education, African-American Student Affairs Coord.	Box 7801, 208 Poe	737-2231
Dr. Lee V. Stiff Assistant Professor, Math-Science Education	Box 7801, 326-D Poe	737-2238

COLLEGE OF ENGINEERING

Dr. Winsor E. Alexander Professor, Electrical & Computer Engineering	Box 7911, 334 Daniels	737-2336
Mr. George Bland Associate Dean of Engineering, Undergraduate Programs, Associate Professor, Electrical & Computer Engineering	Box 7904, 116 Page	737-3693

Mr. Charles B. Cook Research Assistant, Electrical & Computer Engineering	Box 7911, 115 Daniels	737-2878
Dr. Orlando E. Hankins Assistant Professor, Nuclear Engineering	Box 7909, 2112 Burlington	737-3292
Mr. William T. Holloman, III Cooperative Education Senior Coordinator, Engineering	Box 7904, 115 Page	737-2300
Mr. Robert L. McLymore Extension Safety Specialist, 4-H Safety, Biological & Agricultural Engineering	Box 7625, 201-A Weaver	737-2672
Mr. Bobby D. Pettis Minority Student Services Director, Dean's Office-Engineering, African-American Student Affairs Coordinator	Box 7904, 115 Page	737-3264
Dr. Hubert Winston Associate Professor & Director of Academic Affairs	Box 7901, 115 Page	737-2315

COLLEGE OF FOREST RESOURCES

Mr. Jerry L. Bettis Instructor, Foréstry, African-American Student Affairs Coordinator	Box 8002, 1001-J Biltmore	737-3181
Dr. Carolyn S. Love Assistant Professor, Recreation Resources Administration	Box 8004, 4004-A Biltmore	737-3276

Dr. Clyde E. Chesney (SEE COLLEGE OF AGRICULTURE AND LIFE SCIENCES)

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Mr. Gerald W. Barrax Associate Professor, English	Box 8105, 230 Tompkins	737-3870
Dr. Joe B. Brown, Jr. Urban Affairs, Assistant Professor Special Projects Coordinator	Box 7401, 210-G McKimmon	737-7007
Mr. Reginald D. Butler Instructor, History	Box 8108, 104 Harrelson	737-2483
Dr. Patricia Caple Associate Professor, Speech Communication	Box 7305, Thompson Theatre	737-2405
Mr. William A. Cheek Assistant Professor, Physical Education	Box 8111, 2032 Carmichael	737-2487
Dr. Edward Clark Associate Professor, English	Box 8105, 216 Tompkins	737-3863
Ms. Joan S. Griffin Lecturer, English, African-American Student Affairs Coordinator	Box 8101, 286 Tompkins	737-7456
Dr. Thomas N. Hammond Associate Professor, Foreign Language & Literature	Box 8106, 121 1911 Building	737-2475
Dr. Gail Hankins Assistant Professor, Speech Communication	Box 8104, 206 Winston	737-2450

Dr. Alvin E. Headen, Jr. Assistant Professor, Economics & Business	Box 8110, 311-B Hillsborough	737-2885
Dr. Karla Holloway Associate Professor, English	Box 8105, 201 Tompkins	737-3863
Dr. Doris L. Laryea Associate Professor, English	Box 8105, 235 Tompkins	737-3870
Dr. Wilma Peebles-Wilkins Associate Professor, Social Work Programs, Sociology & Anthropology	Box 8107, 332 1911 Building	737-3921
Dr. Joyce O. Pettis Assistant Professor, English	Box 8105, 285 Tompkins	737-3866
Dr. Traciell V. Reid Assistant Professor, Political Science & Public Administration	Box 8102, 223 Link	737-2481
Dr. Linda Smith Assistant Professor, Sociology & Anthropology	Box 8107	737-3291
Mr. Rex Smith Lecturer, Physical Education	Box 8111, 2405 Carmichael	737-2487
Mr. Matthew Towns Visiting Lecturer, Economics & Business	Box 8110	
Dr. Odell Uzzell Professor, Sociology & Anthropology	Box 8107, 327 1911 Building	737-3114
Mr. Gary E. Wall Lecturer, Physical Education	Box 8111, 2048 Carmichael	737-2487

COLLEGE OF PHYSICAL & MATHEMATICAL SCIENCES

Ms. Hazel M. Batts Lecturer, Math	Box 8205, 311 Harrelson	737-7178
Dr. Cavell Brownie Associate Professor, Statistics	Box 8203, 608-C Cox	737-2534
Mr. Kelvin Bryant Lecturer, Computer Science	Box 8206, 123-E Daniels	737-7173
Dr. Amassa Fauntleroy Professor, Mathematics	Box 8205, 360 Harrelson	737-2386
Ms. Wandra Hill African-American Student Affairs Coordinator, Physical & Mathematical Sciences	Box 8201, 116 Cox	737-7841
Mr. Lavern Williams Instructor, Mathematics	Box 8205, 205 Harrelson	737-2381

COLLEGE OF TEXTILES

Mr. Andrew Barner African-American Student Affairs Coordinator	Box 8301, B-1 Nelson	737-3780
---	----------------------	----------

Mrs. Barbara Best-Nichols Librarian, Textiles	Box 8301, 112 Nelson	737-3043
Dr. Pamela Banks-Lee Assistant Professor, Textile Engineering & Sciences	Box 8301, 201-A Nelson	737-3481
Dr. Harold Freeman Associate Professor, Textile Chemistry	Box 8302, 217 Clark	737-2551
Dr. James W. Rucker Assistant Professor, Textile Chemistry	Box 8302, 209 Clark	737-2551

COLLEGE OF VETERINARY MEDECINE

Mr. George W. Barner Laboratory Manager	Box 8401, 4700 Hillsborough St.	829-4200
Dr. Cecil F. Brownie Assistant Professor of Anatomical Physiological Science & Radiology	Box 8401, 4700 Hillsborough St.	829-4229
Ms. Marie Green Personnel Director	Box 8401, 4700 Hillsborough St.	829-4208
Ms. Pamela C. Howard Purchasing Materials Manager	Box 8401, 4700 Hillsborough St.	829-4209
Dr. Gwendolyn Y. McCormick Assistant Professor-Companion Animal & Special Species Medicine, Associate Director-Animal Resources	Box 8401, 4700 Hillsborough St.	829-4238
Ms. Marva Motley Director, Student Admissions, African-American Student Affairs Coordinator	Box 8401, 4700 Hillsborough St.	829-4205
Dr. G. Sylvester Price Resident Small Animals Internal Medicine Companion Animal & Special Species	Box 8401, 4700 Hillsborough St.	829-4200 ext. 472
Dr. Jacqueline Umstead Resident, Food Animal & Equine	Box 8401, 4700 Hillsborough St.	829-4200 ext.563

ACADEMIC SKILLS PROGRAM

Ms. Frankye B. Artis Counselor/Services Coordinator, Academic Skills Program	Box 7104, 100 Reynolds	737-7053
Mr. Arnold Bell Coordinator of Program Evaluation	Box 7105, 528-A Poe	737-3163
Dr. Joe B. Brown, Jr. (SEE COLLEGE OF HUMANITIES & SOCIAL SCIENCES)		
Mr. Thomas Conway, Jr. Assistant Director, Academic Skills Program	Box 7105, 124 Reynolds	737-2464

ADMISSIONS

Ms. Rhonda Huffman Assistant Director	Box 7103, 112 Peele	737-2437
--	---------------------	----------

ATHLETICS

Mr. Edward M. Baldwin Assistant Coach-Women's Basketball	Box 8501, Case Athl. Ctr. 2-B	737-2880
Mr. Curtis A. Frye Assistant Track Coach	Box 8501, 115 Reynolds	737-3455
Mr. Ray Martin Assistant Basketball Coach	Box 8501, Case Athletic Center	737-2104

FINANCE AND BUSINESS

Mr. Preston Bethea, Jr. Manager, Internal Audit Division	Box 7202, B-4 Holladay	737-2389
Ms. Marilyn D. Freeman Analyst Program, Administrative Comptroller Services	Box 7209, B-21 Hillsborough	737-2794
Ms. Mary Y. Harrison Analyst Program, Administrative Comptroller Services	Box 7209, B-21 Hillsborough	737-2794
Mr. Nathaniel L. Hines Auditor, Contracts and Grants	Box 7214, Leazar	737-2153
Ms. Paulette Jervay Director, Foundation Accounting & Investment	Box 7207, Suite B Holladay	737-2110
Ms. Deborah P. Lane Accounts Payable Manager	Box 7204, 1 Holladay	737-2158
Mr. Clarence A. Morgan, Jr. Auxiliary Services, Comptroller Sales Supervisor	Box 7224, Student Supply Str.	737-2161
Ms. Mary L. Saunders Purchase Officer, Purchasing & Stores	Box 7212, 210 Alumni Bldg.	737-2171
Ms. Mardecia Stallings	Box 7208, 14 Peele	737-3310

Analyst Programmer, Administrative Comptroller Services

Mr. James Sweet, Jr. Director-Student Loans	Box 7213, 2 Peele	737-2985
Ms. Fran S. Weston Fringe Benefits Manager, Payroll & Benefits	Box 7215, Admin. Serv. Bldg.	737-2151
Mr. Charles R. Williams Analyst Programmer, Administrative Comptroller Services	Box 7209, B-21 Hillsborough	737-3541

HUMAN RESOURCES

Ms. Deborah S. Matthews Manager of Position Management	Box 7210, Admin. Office Bldg.	737-3736
Mr. John Sellars Classification Analyst	Box 7210, Admin. Office Bldg.	737-7175
Ms. Bessie H. Taylor Classification Analyst	Box 7210, Admin. Office Bldg.	737-7175
Ms. Phyllis J. Wright Employee Relations	Box 7211, Admin. Office Bldg.	737-3703

D.H. HILL LIBRARY

Mrs. Barabara Best-Nichols (SEE COLLEGE OF TEXTILES)

Ms. Arneice H. Bowen Catalogue Librarian	Box 7111, D.H. Hill	737-2603
Ms. Snadra C. Dunn Monographic Catalogue Librarian	Box 7111, D.H. Hill #1121	737-2603
Ms. Margaret R. Hunt Head-Collection Development & Acquisition	Box 7111, D.H. Hill	737-3187

LIFELONG EDUCATION

Dr. O. Bruce Winston Continuing Education Specialist, University Extension	Box 7410, 147-F McKimmon Center	737-2261
Ms. Janet Howard Minority Recruiter	Box 7401, 210 McKimmon Ctr.	737-7007

PHYSICAL PLANT

Mr. Lawrence B. Bradley Assistant Director for Operations	Box 7219, 109 Morris	737-2181
Mr. Frank B. Bynum Landscape Services Superintendent	Box 7218, Lands Services Bldg.	737-3401
Mr. Berry Dunston, Jr. Building Services Superintendent	Box 7219, Park Shops	737-3323

STUDENT AFFAIRS

Ms. Wanda Abdullah Assistant Director, Financial Aid	Box 7302, 213 Peele	737-2421
Dr. Faheem Charles Ashanti Staff Psychologist	Box 7312, 200 Harris	737-2424
Mr. Larry E. Campbell Assistant Program Director	Box 7306, 3114 University Student Center	737-2451
Ms. Patricia Davis Smith Coordinator of Handicapped Student Services	Box 7312, 200 Harris	737-7653
Ms. Florence Francis Assistant Director, Financial Aid	Box 7302, 213 Peele	737-2421
Mr. R. Keith Hairston Counselor, Upward Bound Program	Box 7314, 205 Peele	737-3632
Ms. Endia B. Hall Coordinator, Afro-American Student Affairs, Student Development	Box 7314, 212 Harris	737-3835
Ms. Cynthia J. Harris Director, Upward Bound Program	Box 7314, 205 Peele	737-3632
Dr. Charles A. Haywood Associate Vice Chancellor	Box 7316, 209 Harris	737-3499
Ms. Rosa Hinton Assistant Director, Financial Aid	Box 7315, 208 Harris	737-2421
Ms. Audrey L. Jones Assistant Director, Residence Life	Box 7315, 208 Harris	737-2406
Ms. Beverly Jones Area Director, Residence Life	Box 7315, 208 Harris	737-2406
Ms. Mary Linney Counselor	Box 7301, 28 Dabney	737-2396
Mrs. Brenda D. Moore Assistant Director, Financial Aid	Box 7302, 213 Peele	737-2421
Mr. Vincent Phillips Musician in Residence	Box 7311, 201 Price	737-2981
Ms. Eleania B. Ward Assistant Director of Music	Box 7311, 210 Price	737-2981

STUDENT HEALTH SERVICES

Mrs. Brenda Bessard Director of Nursing	Box 7304, Clark Building	737-2564
Mrs. Helen Bates LPN-Staff Nurse	Box 7304, Clark Building	737-2564
Mrs. Norma Boykin RN-Staff Nurse	Box 7304, Clark Building	737-2564
Mrs. Gail Brackett Medical Officer	Box 7304, Clark Building	737-2564
Ms. Eloise Dowtin Lead Nurse	Box 7304, Clark Building	737-2564
Mrs. Janice Gale LPN-Staff Nurse	Box 7304, Clark Building	737-2564
Mrs. M. Elaine Goodson Family Nurse Practitioner	Box 7304, Clark Building	737-2564
Mrs. Ernestine Keith RN, MSN-Nurse Practitioner	Box 7304, Clark Building	737-2564
Mrs. Dinah Moore RN-Staff Nurse	Box 7304, Clark Building	737-2564
Mrs. Vickie Sanders LPN-Staff Nurse	Box 7304, Clark Building	737-2564
Mrs. Harriet Taylor Nursing Assistant	Box 7304, Clark Building	737-2564
Mr. Willie Umphrey Orderly	Box 7304, Clark Building	737-2564

UNC CENTER FOR PUBLIC TELEVISION

Mrs. Audrey Kates Bailey Prod. Reporter	Box 8601, 211-A TV Center	851-0685
--	---------------------------	----------

URBAN AFFAIRS AND COMMUNITY SERVICES

Mr. Spurgeon Cameron Assistant Director	Box 7401, 259 McKimmon Center	737-2578
Mr. Frank Emory Assistant Director & Continuing Education Specialist	Box 7401, 223 McKimmon Center	737-2261
Mr. Roderick Shields Project Supervisor	Box 7401, 276 McKimmon Center	737-3211

PART-TIME

Mr. Donald Baker	Box 8104, 212 Winston	737-2450
------------------	-----------------------	----------

Visiting Lecturer, Speech Communications

Mr. Elwood Becton Box 8109, 201 Patterson 821-2152
Visiting Lecturer, Economics & Business

Ms. Minnie Brown 2205 Candyflower Place 833-5956
Extension Professor Emeritus, Adult & Community College Education,
Home Economics

Ms. Norma J. Burgess Box 8107, 1911 Building
Visiting Lecturer, Sociology & Anthropology

Mr. Phillip G. Freelon Box 7701, Brooks
Visiting Lecturer, Design

Mr. Donald L. Hairston Box 8205, Harrelson
Visiting Professor, Mathematics

Ms. Janice Kennedy Box 7607
Adj. Assistant Professor, Adult & Community College Education

Mr. Alvin D. Lester Box 7701, Brooks
Teaching Technician, Design

Dr. Bishop M. Patterson Box 7801, Poe
Adj. Assistant Professor, Occupational Education

Mr. Louie E. Ross Box 8107, 1911 Building
Visiting Instructor, Sociology & Anthropology

Mr. Thomas A. Shpeherd Box 8107, 1911 Building
Visiting Instructor, Sociology & Anthropology

Ms. Genevieve Sims Box 8102, Link
Visiting Lecturer, Political Science & Public Administration

Dr. Phail Wynn, Jr. 1637 Lawson St.
Durham, NC 27703
Adj. Assistant Professor, Adult & Community College Education

ADMINISTRATORS

Dr. Lawrence M. Clark Box 7101, 201 Holladay 737-3148
Associate Provost/Affirmative Action Officer

Dr. Herbert A. Exum Box 7801, 208 Poe 737-2231
Associate Professor Counselor Education, Associate Dean-Education

Dr. Charles Haywood Box 7316, 209 Harris 737-3499
Associate Vice Chancellor, Division of Student Affairs

Dr. Augustus Witherspoon Box 7102, 108 Peele 737-7461
Associate Dean-Graduate School



North Carolina State University
Division of Student Affairs

PEER MENTOR PROGRAM



DATE: 10/6

MEMORANDUM

TO: Lawrence Clark

FROM: ENDIA B. HALL ^{ESBA}
COORDINATOR OF AFRICAN-AMERICAN STUDENT AFFAIRS

PLEASE FIND ATTACHED INFORMATION/MATERIAL WHICH I WOULD LIKE TO SHARE WITH YOU.

316 of the 469 African-American freshman students currently enrolled attended the A-A symposium.

PLEASE RETURN
 NO NEED TO RETURN/FOR YOUR DISSEMINATION



North Carolina State University

Division of Student Affairs

Department of Student Development
Harris Hall
Box 7314
Raleigh, NC 27695-7314
Telephone (919) 737-2441

August 29, 1989

MEMORANDUM

To: Dr. Thomas H. Stafford, Jr.
Ms. Evelyn Reiman
Mr. George Dixon
Dr. Murray Downs

From: Mr. Michael R. Borden *Michael R. Borden*

Re: Orientation Attendance

Below are 1989 attendance figures for Freshman Orientation (June and August), the African-American Symposium (June and August) and New Student Orientation (January and August).

Session I Agriculture & Life Sciences (A-K),
University Undesignated Curriculum

African-American Symposium 15 [24]
Total Students 353

Session II Agriculture & Life Sciences (L-Z), Agricultural Institute
Textiles

African-American Symposium 21 [30]
Total Students 466

Session III Engineering (A-K, all TEU), Forest Resources (PPT, RRA,
SFR, WST only)

African-American Symposium 38 [70]
Total Students 587

Session IV Engineering (L-Z) and Education & Psychology

African-American Symposium 49 [62]
Total Students 679

Session V Humanities & Social Sciences and University Transition Program

African-American Symposium 126 [141]
Total Students 638

Session VI Forest Resources (FOR, CON only), Design and Physical & Mathematical Sciences, all other freshman not attending in summer, all transfer students (excluding Engineering and Humanities & Social Sciences)

African-American Symposium	³⁸ 058	[64]
Transfer Students	52	[00]
Total Students	706	

GRAND TOTAL

	<u>1989</u>	<u>1988</u>	<u>1987</u>	<u>1986</u>	<u>1985</u>
*Total Freshman Students	3370	3401	3202	2815	3137
African-American Symposium	316	445	280	288	341
Agricultural Institute	59	127	50	67	82
Transfer Students	52				

SUPPLEMENTAL ORIENTATIONS

New Student Orientation (Transfers, Lifelong Education)

January 1988	70	(80 no-shows due to snowstorm)
August 1988	255	
January 1989	60	
August 1989	178	

"[]" represents the number of African-American students who attended a particular orientation session. Not all African-American students who attended orientation came to the Symposium.

* This number includes African-American Symposium participants, but not Agricultural Institute or transfer participants.

@ This number includes students who missed the Symposium in the summer and returned for the fall program.

African-American Symposium Statistical Summary

African-American Freshman Students who attended
1989 African-American Symposium

Session #	# Attending Symposium Day 1/ Day 2	# Attending Orientation Day 1/ Day 2
1	15/15	24
2	21/20	30
3	36/38	70
4	47/49	62
5	126/126	141
6	30/38	64
Total =	316	391
Difference =	75	

North Carolina State University



Academic Skills Program
Reynolds Coliseum
Box 7104

6-1-88 Date

TO: Dr. Witherspoon

Attached are the outlines for the
sessions on "Who am I?" and "Where
have we been?". Please make any
corrections and/or additions that
you feel are necessary. I hope
that I was able to express the
essence of our interview in outline
form. Call me at 7053 if you have
any questions.

Thanks,

Frankye

FROM: _____

WHO AM I?

Basic Assumption : One must have a sense of self-worth and self-confidence to move forward. Self-worth comes out of a background of seeing Peoples in history looking like we do that have made contributions to civilization.

Objective: Give African-American students the opportunity to look at themselves from a new perspective.

- I. Naming of a people (Time frame: 5-7)
 - a. central to this is the fact that you name yourself if you want it to be positive.
 - b. be conscious of land base connection
 - c. be conscious of culture
 - d. why is it difficult to deal with the term "African-American" ?
 - e. It is necessary to deal with the falsehoods concerning Africa

- II. Slide presentation (Time frame: 30 minutes)

- III. Dealing with the concept of "Self"
(Time frame: 10 minutes Facilitator can dialogue with audience)
 - a. within group separation based on skin color
 - b. Assigning morality to hair texture - nobody else does
 - c. Sense of belonging - you're an exception only in the sense that all people are different
 - d. Character - you come from a proud people
 - e. the effect the system has on relationships - why we have difficulties dealing with people who look like us

WHAT HAVE WE DONE?

- Goal:** Impart the knowledge that Dignity is the essence of a man's success. Never compromise your dignity for anyone.
- Objective:** Initially, the facilitator summarizes what has taken place. Secondly, what has taken place must be put in the proper perspective. This perspective being that certain expectations of each student exist that are hidden in the diverse cultural evolution of Black and White America. Thirdly, the group will interactively explore these diverse hidden expectations.
- Basic Assumption:** Racism and institutionalized racism causes victims to feel that they have no Culture. Historically, educational materials were developed and written falsely to show that the oppressor is superior to those he oppresses.
- Result:** "Shackles on our minds" effect.

CONTENT

What are the hidden expectations?

- 1. Education:** Think about your experiences in school so far, for example, "can you visualize students who started with you in the first grade who dropped out along the way? Were they better students than you? Why did they drop out? Scenario - Remember the students who were around you. Who did you find in slow learner and average classes? (Africans American students, mostly males.) Why? (watch for the fact that most students will blame the victim). The significance of the decisions made by people in authority must be pointed out at this time.
- 2. Emulating others:** The process of African-American students taking on the characteristics of others must be explored. For example, emulating the student who sits in the back of the room with his/her hat on, feet on the desk and a pair of headphones on. This can be totally defeative for the African-American student even if he chooses at some point to change his/her behavior because the image has already been set in the mind of the instructor. Also, emulating others in the choice of relationship partners, for example, who one chooses to be friends, study partners, etc.

3. Role of Faculty: African-American faculty have a responsibility to help African-American students. If not African-American students, there would be no need for African-American faculty. We must be brought back to the homogeneous state that is indicative of our shared heritage.
4. Role of Parents: African-American parents must realize that their child is first a part of his/her own culture.
5. Reconciliation: make sure that students understand that the African-American student is the most loyal American.

North Carolina State University
Division of Student Affairs

PEER MENTOR PROGRAM



MEMORANDUM

TO: *Lawrence Clark*

FROM: ENDIA B. HALL *EBA*
COORDINATOR OF AFRICAN-AMERICAN STUDENT AFFAIRS

PLEASE FIND ATTACHED INFORMATION/MATERIAL WHICH I WOULD LIKE TO SHARE WITH YOU.

316 of the 469 African-American freshman students currently enrolled attended the A-A symposium.

PLEASE RETURN

NO NEED TO RETURN/FOR YOUR DISSEMINATION

Session VI Forest Resources (FOR, CON only), Design and Physical & Mathematical Sciences, all other freshman not attending in summer, all transfer students (excluding Engineering and Humanities & Social Sciences)

African-American Symposium	68 ³⁸ [64]
Transfer Students	52 [00]
Total Students	706

GRAND TOTAL

	<u>1989</u>	<u>1988</u>	<u>1987</u>	<u>1986</u>	<u>1985</u>
*Total Freshman Students	3370	3401	3202	2815	3137
African-American Symposium	316	445	280	288	341
Agricultural Institute	59	127	50	67	82
Transfer Students	52				

SUPPLEMENTAL ORIENTATIONS

New Student Orientation (Transfers, Lifelong Education)

January 1988	70	(80 no-shows due to snowstorm)
August 1988	255	
January 1989	60	
August 1989	178	

"[]" represents the number of African-American students who attended a particular orientation session. Not all African-American students who attended orientation came to the Symposium.

* This number includes African-American Symposium participants, but not Agricultural Institute or transfer participants.

@ This number includes students who missed the Symposium in the summer and returned for the fall program.



North Carolina State University

Division of Student Affairs

Department of Student Development
Harris Hall
Box 7314
Raleigh, NC 27695-7314
Telephone (919) 737-2441

August 29, 1989

MEMORANDUM

To: Dr. Thomas H. Stafford, Jr.
Ms. Evelyn Reiman
Mr. George Dixon
Dr. Murray Downs

From: Mr. Michael R. Borden

Michael R. Borden

Re: Orientation Attendance

Below are 1989 attendance figures for Freshman Orientation (June and August), the African-American Symposium (June and August) and New Student Orientation (January and August).

Session I Agriculture & Life Sciences (A-K), University Undesignated Curriculum

African-American Symposium	15 [24]
Total Students	353

Session II Agriculture & Life Sciences (L-Z), Agricultural Institute Textiles

African-American Symposium	21 [30]
Total Students	466

Session III Engineering (A-K, all TEU), Forest Resources (PPT, RRA, SFR, WST only)

African-American Symposium	38 [70]
Total Students	587

Session IV Engineering (L-Z) and Education & Psychology

African-American Symposium	49 [62]
Total Students	679

Session V Humanities & Social Sciences and University Transition Program

African-American Symposium	126 [141]
Total Students	638

African-American Symposium Statistical Summary

African-American Freshman Students who attended
1989 African-American Symposium

Session #	# Attending Symposium Day 1/ Day 2	# Attending Orientation Day 1/ Day 2
1	15/15	24
2	21/20	30
3	36/38	70
4	47/49	62
5	126/126	141
6	30/38	64
Total =	316	391
Difference =	75	

FRESHMAN SURVEY

LAST NAME _____ FIRST _____ MI _____
ADDRESS _____ CITY _____
STATE _____ ZIP _____ MALE _____ FEMALE _____

COLLEGE ENTERING IN FALL:

Ag. & Life Science Engineering: _____ Textiles
 Agricultural Institute Forest Resources Univ. Undesignated
 Design Humanities & Social Sciences UTP
 Education Physical & Mathematical Sciences

In what leadership position(s) have you served? _____

What did you do in High School..

Student Gov't? Write for Newspaper? Sports?
 Hi-Q/Quiz Bowl? Other: _____

Are you interested in the programming of cultural/social programs on campus? YES NO

Do you like to... Design Posters? YES NO
 Write? YES NO
 Draw? YES NO

What are your three (3) favorite types of music?

Classical Reggae Jazz
 Gospel Soul Other: _____
 Rhythm & Blues Rock & Roll

Which of the following do you do?

Sing Play piano by ear.....How Long? _____ yrs.
 Sing well Play piano by music..... How Long? _____ yrs.
 Sing solos Write music

What instrument(s) do you play?

Piano Bass Drums
 Keyboard Saxophone Trumpet
 Violin Other(s): _____

Would you audition for a variety/talent show during the school year? YES NO

Would you be interested in joining NEW HORIZONS CHOIR? YES NO

Have you studied dance? YES NO How long? _____ yrs.
 If yes, which one(s)?
 Modern Jazz Ballet Tap Other: _____

Would you like to be contacted by DanceVisions? YES NO

Of the following, place an "O" next to the item(s) you have done and an "X" by the item(s) you would be interested in doing:

- | | | |
|--|---|---------------------------------------|
| <input type="checkbox"/> Public Speaking | <input type="checkbox"/> Oratorical Contest | <input type="checkbox"/> Write Poetry |
| <input type="checkbox"/> Attend Plays/Musicals | <input type="checkbox"/> Act/Sing in Plays | <input type="checkbox"/> Lip-Sync |
| <input type="checkbox"/> Community Theatre | <input type="checkbox"/> Drama Classes | |

What show(s) have you been in as an actor, singer, dancer or technical help? [*List the show(s) and role(s) you played*]

If you have worked in any of the following areas, indicate them with an "X".

- | | | | |
|---|----------------------------------|---|------------------------------------|
| <input type="checkbox"/> Lighting | <input type="checkbox"/> Sound | <input type="checkbox"/> Video Production | <input type="checkbox"/> Costuming |
| <input type="checkbox"/> Set Construction | <input type="checkbox"/> Make-Up | <input type="checkbox"/> Photography | <input type="checkbox"/> Publicity |

What was the last book you read for "YOUR" enjoyment? _____

Would you like to be contacted by a BLACK REPERTORY THEATRE member? YES NO

BELOW IS A LIST OF AFRICAN-AMERICAN ORGANIZATIONS ON CAMPUS.
 INDICATE THE ORGANIZATION(S) YOU WOULD LIKE TO HAVE MORE INFORMATION ABOUT:

- | | |
|---|---|
| <input type="checkbox"/> Alpha Kappa Alpha Sorority | <input type="checkbox"/> Nat'l Assoc. of Black Accountants |
| <input type="checkbox"/> Alpha Phi Alpha Fraternity | <input type="checkbox"/> New Horizons Choir |
| <input type="checkbox"/> Black Repertory Theatre | <input type="checkbox"/> Omega Psi Phi Fraternity |
| <input type="checkbox"/> Black Students Board | <input type="checkbox"/> Peer Mentors |
| <input type="checkbox"/> DanceVisions | <input type="checkbox"/> Phi Beta Sigma Fraternity |
| <input type="checkbox"/> Delta Sigma Theta Sorority | <input type="checkbox"/> Sigma Gamma Rho Sorority |
| <input type="checkbox"/> Heritage Society | <input type="checkbox"/> Society of African American Culture |
| <input type="checkbox"/> Kappa Alpha Psi Fraternity | <input type="checkbox"/> Society of Black Engineers |
| <input type="checkbox"/> NAACP-NCSU Branch | <input type="checkbox"/> Society of Black Phy. & Math. Scientists |
| | <input type="checkbox"/> United Student Fellowship |



North Carolina State University

Department of Student Development
Division of Student Affairs

Coordinator of African-American Student Affairs
2008 Harris Hall
Box 7314
Raleigh, NC 27695-7314
(919) 737-3835

June 6, 1989



TO: Ms. Wandra Hill
Dr. Robert Bereman
Dr. William Grant

FROM: Endia Hall
Coordinator of African-American Student Affairs

RE: Training for Orientation Counselors

Thanks so much for your help in facilitating a stimulating and, hopefully, thought-provoking training session for Orientation Counselors regarding the African-American Symposium. This is always a challenge due to the sensitivity of the issues - but, you all handled it superbly - as I knew you would! You can not imagine how uplifting it is for me to know that I can always depend on you for your support when I need it most - and I really needed it this week. Thanks for being there.

Thank you! Thank you! Thank you!

cc: Dr. Lawrence Clark



North Carolina State University

Department of Student Development
Division of Student Affairs

Coordinator of African-American Student Affairs
2008 Harris Hall
Box 7314
Raleigh, NC 27695-7314
(919) 737-3935

June 6, 1989



Dear Janet,

Thank you for arranging for us to use a room in the McKimmon Center for our meeting on Friday, June 9th. We genuinely appreciate you and the generous contribution of your time in support of the African-American Symposium.

Thanks again.

Endia B. Hall
Coordinator of African-American
Student Affairs

cc: Dr. Lawrence Clark

OUTCOMES OF SELF-KNOWLEDGE

Knowledge of self is more than just the recall of certain historical events and significant heroes. Self knowledge, more than anything else has to do with knowing how we, as human beings, work and what our real potential is. The historical and cultural events are simply examples of the best of human capability. Human goals and aspirations are defined by these cultural and historical images.

The outcomes of self-knowledge are many and affect all aspects of human life. These outcomes can be summarized in four general areas:

- I. Self-acceptance
- II. Self-preservation
- III. Self-help
- IV. Self-discovery

The foundation for most of human productive activity is found in these four processes which are direct outcomes of self-knowledge.

I. SELF-ACCEPTANCE

Self-acceptance is the beginning for all positive social activity. Knowing who you are acquaints you with the best of your human potential and leads to a productive acceptance of self. Accepting self means that you like self and have a commitment to self. Accepting self means that you want to be yourself and not anyone else's self. The self-accepting person does whatever he can to express himself. From physical feature to cultural features, the objective is to express self. The no-self-accepting person tries to change their features to look like another self. For example, they might have their nose surgically "corrected" to look like the nose of another racial group. Rather than simply grooming and styling their hair, they may drastically alter their hair in a form to look like the hair that they accept.

Self-accepting people recognize and follow those who represent their best self-interest. In fact, they willingly follow only those who have most clearly demonstrated a commitment to their highest interest. They respect the interests of others if it does not mean working against their own self interest. They never evaluate their leadership on the basis of its success in fulfilling other's self-interest. They are automatically disposed to support whoever demonstrates sincere concern in their interest.

Self-acceptance is the basis for unity behind

constructive leadership. Love for one's self generates a commitment to one's cause and it builds a strong bond with those who share your interest in your group and goal. Genuine self-interest does not require you to hurt others self-interest unless that interest is in opposition to yourself.

II. SELF-PRESERVATION

There is an old saying that, "Self-preservation is the first law of nature". The evidence suggests that it certainly is a law of nature, but in the human situation, the first law is self-knowledge. Certainly any life form that knows its nature either instinctively or rationally, certainly operates in a self-preserving way. The key, however, is knowing one's nature because without such knowledge, the law of self-preservation does not hold and people can and frequently do engage in self-destructive behavior.

The apparent contradiction that we often see among people who say that they love life, while actively abusing themselves in such a way that their destruction is certain, can be explained by this idea. It becomes impossible to engage in successful self-preserving activity if you don't know who you are or what you are. It's rather easy to accept your self-destructive habits if you are not aware that you have the ability to conquer any and all habits. Without knowledge of your group self, then it becomes easy to engage in the destructible behavior of the group without that you are attacking. Most self-destructive behavior including suicide and fratricide, are illustrations of the self-preservation law gone awry. Such behaviors could probably be effectively countered through adequate self-knowledge.

III. SELF-HELP

Self-help is another rather fundamental human drive that again has its basis in self-knowledge. Human beings strive for independent self-mastery, not only in terms of their personal development, but also in their social development. The young child likes to tie his own shoe once he knows how. People like to take care of their own needs when they know who they are. Depending on someone to supply your basic needs is a by-product of the type of slavery condition which requires that people must be deprived of self-knowledge. Looking to others to educate your children, provide economic resources, and to build your institutions only occurs for people without self-knowledge. People who know themselves want to fully care for self. Cooperation with others is certainly a part of self-help, but dependency is not. When you control none of the fundamental resources of your survival, then you are dependent. People with self-knowledge naturally revolt against such conditions, and are

determined to do something for self.

IV. SELF-DISCOVERY

The final significant outcome of human self-knowledge is the drive for self-discovery. Self-discovery is the process which maintains self-acceptance and actually continues to feed self-knowledge. It negates any opposition to one's self because it is an ever-expanding field. Self-discovery is the fuel for exploration, scholarship, and all the pursuits that guide our actions towards increasing the store of human information. Intrigued by the self-acceptance which has come from even limited self-knowledge, the person is actively motivated to know more about self in the personal and group sense. It is this desire for more knowledge that drives the development of ever-expanding institutions, research, and the thousands of projects which characterize the search for knowledge.

People with a strong foundation in self-knowledge maintain considerable enthusiasm for acquiring ever greater knowledge. To discover more about self in the broadest sense is the motivation for most serious educational activity. Spurred by the drive for self discovery, people give only minimal energy to any priority for knowledge which takes them away from self. Certain socially oppressed groups, when restricted in knowledge of themselves, expend excessive energy in pursuit of knowledge of their oppressors who they have often come to value above themselves.

SUMMARY

Knowledge of self is more than a catchy phrase. The ancient masters of Egypt taught, "man, know thyself". Ancient revelations and modern science agree that the real power in human capability is based in consciousness of self or self-knowledge. As we have seen in this section, knowing who we are is the power of psychological, economic, political, and social effectiveness. People who know who they are can change themselves and change their world. Each person and each "tribe" must have self-knowledge if there is any hope of their survival and successful competition with the rest of humanity.

Taken from THE COMMUNITY OF SELF by Dr. Naim Akbar

EXCERPT FROM "WHAT MAN LIVES BY"

. . .BUT MAN IS REALLY WHAT HIS DREAMS ARE. MAN IS WHAT HE ASPIRES TO BE. HE IS THE IDEALS THAT BECKON HIM ON. MAN IS THE INTEGRITY THAT KEEPS HIM STEADFAST, HONEST, AND TRUE. IF A YOUNG MAN TELLS ME WHAT HE ASPIRES TO BE, I CAN ALMOST PREDICT HIS FUTURE.

IT MUST BE BORNE IN MIND, HOWEVER, THAT THE TRAGEDY IN LIFE DOES NOT LIE IN NOT REACHING YOUR GOALS. THE TRAGEDY LIES IN HAVING NO GOAL TO REACH. IT ISN'T A CALAMITY TO DIE WITH DREAMS UNFULFILLED, BUT IT IS A CALAMITY NOT TO DREAM. IT IS NOT A DISASTER TO BE UNABLE TO CAPTURE YOUR IDEAL, BUT IT IS A DISASTER TO HAVE NO IDEAL TO CAPTURE. IT IS NOT A DISGRACE NOT TO REACH THE STARS, BUT IT IS A DISGRACE TO HAVE NO STARS TO REACH FOR. NOT FAILURE, BUT LOW AIM IS THE SIN.

DR. BENJAMIN E. MAYS

Wednesday's May 31, 1989

3:30 p.m.

Symposium Planning
Committee

Where: 118 Page

- Maize Dunn 2315 / Andre Kinlaw
Tiffany Shephard
Mia Swan
Rob Robinson \$5.00

4. Counselor selected

Symposium Handbook is
being prepared by Extension is

~~not~~

- Scheduling
- Training -
- Registration (How to Handle
name tags, schedules
Check w/ Linc)
- Social - Have Students
help plan
- Money from Parents
How to Handle

^{contact}
Bills Signer Coles
Meals - 175 total estimate
Housing

⇐ Beverly Jones
replaced Cheryl Cunningham

Follow-Up - Check
w/ LNC

* Black Student (Female) who
has white parents (child
has had nightmare about
coming to the Symposium

360 Black Freshmen right now

* What is the actual Count

5/31/89

June 13 First Session of Symposium

Pauline Goza - ^{Pretest &} Post test

Lon Foreman - Working w/ students to pull together talent show

Friday - 10 meeting w/ Coordinators at McKimmon

June 7 - Orientation Counselor
white & Black

2:30 - 4:00

Lobby of Carroll or Metcalf

Articles on - Cultural Differences
if you have these share w/ Endia
for Counselors

Dates Apr. / Min. Undesignated

June 13-14 Tues. - Wed.
(Smallest group) ^{ap. / agr. / inst. / Zentile} 17-18 Sat. - Sun. (Sam Robinson)

Engineering / Forest Resources
June 20 - 21 Tues. - Wed.

Eng. / Ed. & Psychol.
June 24 - 25 Sat. - Sun.

SKASS - UTP

June 27 - 28 Tues. - Wed.

Late Orientation
Aug 16 - 17 (Plans / Design / Forest Resources)

June 27-28 (Conway suggested having
~~double~~ double sessions)

Registration - What info do
you (Linc) want in terms
of registration

Also: what do you do for those who
miss their perspective Symposium

mtg. ^{June} Next Wednesday ~~3:30~~ 4:00

(Maize Dunn) Page

or
500 or 311 Poe Hall



North Carolina State University

Box 7101, Raleigh, N. C. 27695-7101

June 12, 1989

Office of the Provost
and Vice Chancellor

MEMORANDUM

TO: Ms. Endia Hall, Coordinator
African-American Student Services

FROM: Lawrence M. Clark *LMC*
Associate Provost

SUBJECT: Counselors - African-American Symposium

I would like to restate our original commitment regarding student workers for the 1989 African-American Symposium due to the fact that we have not had any increase in our operational budget.

The original commitment for each African-American Symposium session is that we will pay 4 students for sixteen (16) hours of work at a rate of \$4.00 per hour. This means that each student would earn a maximum of \$64.00/session ($\$64.00 \times 4 \text{ students} = \265.00). The total amount paid to students for 6 sessions at \$265.00/session should not exceed \$1,536 ($6 \text{ sessions} \times \$265.00 = \$1,536.00$).

Please give me a call should you have questions.

LMC/ci

(SAMPLE)

1988 NEW STUDENT ORIENTATION/SYMPOSIUM SCHEDULE
COLLEGE OF AGRICULTURE AND LIFE SCIENCES (ALS)

DEAN DURWARD BATMAN
ASSOCIATE DEAN JAMES OBLINGER

TUESDAY, JUNE 14

4:30 p.m. - 5:30 p.m.

5:30 p.m. - 6:15 p.m.

6:15 p.m.

8:30 p.m.

AFRICAN-AMERICAN SYMPOSIUM

Symposium Registration (North Gallery/Lobby
University Student Center, 2nd floor)

Dinner (Ballroom)

FIRST GENERAL SESSION

Presiding: - Dr. William Grant Professor,
Zoology and Coordinator, Special Programs

"Who Am I?" - Dr. Lawrence Clark,

Associate Provost/Affirmative Action Officer

"Reflections of the African-American
Symposium"

"Wrap-up" - Ms. Wandra Hill, African-American/Co-op
Coordinator, PAMS

Parents' Conference: Informal Discussion with
Faculty and Staff (South Gallery)

Mr. Thomas Conway, Assistant Director,
Academic Skills Program

Ms. Wandra Hill

Dr. William Grant

Ms. Rosa Hinton, Assistant Director,
Financial Aid

WEDNESDAY, JUNE 15

8:00 a.m. - 8:45 a.m.

8:45 a.m. - 11:00 a.m.

8:45 a.m. - 9:50 a.m.

9:55 a.m. - 11:15 a.m.

11:30 a.m. - 12:40 p.m.

Breakfast (Ballroom)

SECOND GENERAL SESSION

Parents' Information Session (Board Room)

Ms. Pat Smith, Coordinator, Handicapped Student
Services

Mr. Joe Brown, Coordinator, Special Projects

Concurrent Workshops for Students

(Rotate every 35 minutes)

Round 1

Session I: "Self-Esteem/Self-Confidence" (Walnut Room)

Ms. Wandra Hill

Session II: "The Difference Between Education and
Training" (Blue Room)

Mr. Thomas Conway

"Values and Socialization" (Walnut Room)

Mr. Robert Allen, Education Consultant, Department
of Community Colleges

Lunch (Ballroom)

Presiding: Dr. William Grant

"Being a Student at NCSU"

Ms. Terry Porter, Assistant to the Coordinator
of the MSEN Pre-College Program

(SAMPLE)

12:45 p.m. - 1:30 p.m.

Dialogue with the Academic Program/
African-American Coordinator of your school
Ms. Wandra Hill
Dr. William Grant

1:30 p.m. - 3:00 p.m.

Dr. Leon Boyd, Assistant Professor, Food Science
Close-out (Walnut Room)
"What Have We Done?"
Dr. Lawrence Clark

1989 SYMPOSIUM HOSTS/HOSTESSES

Ben Bohannon 1914 A Generation Dr. Raleigh, NC 27612 783-7965 / 782-6547	Industrial Engineering
Mavis Boye 408 Hillstone Dr. Raleigh, NC 27615 847-8059	Textile Design
Shema Carraway 607 B Sullivan 831-1224	Speech Communication
William Crowder 602 D Sullivan 831-1208	Computer Science
Karen George 607 A Sullivan	Science Education
Samona George 607 A Sullivan	Speech Communications
Tonia Harris 403 B Sullivan	Mathematics
Kedrick Lowery 114 Alexander 737-6809	Accounting
Scott Mitchell 120 Bagwell 737-6380	Industrial Engineering
Danielle Saunders 3201-E Calumet Dr. Raleigh, NC 27610 828-1324	Computer Science
Michael Shepard 112 Alexander 737-6809	Computer Science
Kirk Wilder 1402 Varsity Dr Raleigh, NC 27606 833-4795	Law/Political Philosophy
Lannie Wylie 501 B Sullivan 831-1168	Zoology

1989 SYMPOSIUM COUNSELORS

Andre Kinlaw
South Hall
737-5991

Speech Communication

Roderick Robinson
1914-A Generation Dr.
Raleigh, NC 27612
782-6547 / 840-2406

Industrial Engineering

Tawanda Shepard
323 East Moore St
Benson, NC 27504
804-8301

Social Work

Mia Swann
902 Sullivan
Box 16267
831-1309

Computer Science

1989 Freshman Orientation/Symposium Dates

June 13-16
Agriculture and Life Sciences (last name A-K)
- University Undesignated Curriculum -

June 17-20
Agriculture and Life Sciences (last name L-Z)
Agricultural Institute (2 year students)
Textiles

June 20-23
Engineering (last name A-K, all Textile
Engineering [TEU] students)
Forest Resources (Pulp and Paper Science and
Technology (PPT), Recreation Resources
Administration (RRA), Wood Science and
Technology (WST), School Undeclared (SFR)

Forestry (FOR) and Conservation (CON) ONLY
see Aug.16-21 below.

June 24-27
Engineering (last name L-Z)
Education & Psychology

June 27-30
Humanities & Social Sciences
- University Transition Program

August 16-21
Forest Resources (Forestry [FOR], Conservation
[CON] ONLY)
Design
Physical & Mathematical Sciences
All freshmen not attending in June (by
permission only)

Please refer to your acceptance letter to
determine the college/school and curriculum to
which you have been admitted in order to sign
up for the correct orientation session.

*50% of
cards are
in*

*Each
Coordinator
will select
participants for
his or her session*

*435 students
entering*

21 TP63

Engin. 144

U. N. C. 15

SALS 55

Design 1

Ed. 14

Forestry 11

OHASS 102

PAM 17

Text. 13

Ag. Inot. 3

Agenda

1989 African-American Symposium Update

Friday, June 9, 1989

10 a.m.

McKimmon Center, Room 8-B

I. Remarks Ms. Endia Hall
Introduction of Symposium Counselors

II. Profile of 1989 Ms. Liz Riley
African-American Freshman Class
435 students entering 1989

III. Freshman Talent Survey Mr. Ron Foreman

IV. African-American Freshman Ms. Mary Howard Hamilton
Research

Will administer Developmental Task & Lifestyle Inventory

V. Closing Comments Dr. Lawrence Clark

NORTH CAROLINA STATE UNIVERSITY
Office of Provost and Vice-Chancellor
Holladay Hall -- Box 7101

Raleigh, N. C.

TO: *Kira*

6/9/89
Date

ACTION REQUESTED ON ATTACHED:

- | | |
|--|--|
| <input type="checkbox"/> Note and Return | <input type="checkbox"/> Please draft reply for my signature |
| <input type="checkbox"/> For your information
(need not return) | <input type="checkbox"/> Please give me your comments |
| <input checked="" type="checkbox"/> Please handle | <input type="checkbox"/> Requires your approval |
| <input type="checkbox"/> Please answer; furnish me copy | <input type="checkbox"/> Please return attachments |
| <input type="checkbox"/> Please circulate | |

*Attached are forms for the
Counselors to fill out for
hours worked beginning
with the first session of the
Symposium on June 13, 1989.
Also attached is the Bi-weekly
Payroll schedule. If there are
questions, please call. Endia must
approve all hours worked. I
cannot pay for time that is turned
in after cutoff.*

FROM: *Carol Ingram*

NOTES

SYMPOSIUM PLANNING COMMITTEE

May 26, 1989

PRESENT: Endia Hall, Mazie Dunn and Carolyn Ingram

Next meeting of the Symposium Planning Committee

May 31, 1989 3:30 118 Page Hall

Four (4) Counselor have been selected

1. Andre Kinlaw
2. Tawanda Shephard
3. Mia Swan
4. Rod Robinson

Symposium Handbook is being printed in Ag. Extension

OTHER MATTERS TO DISCUSS CONCERNING THE SYMPOSIUM:

- Scheduling
- Training
- Registration (Name Tags, schedules, etc.)
 - ***Check with Dr. Clark to see if he has any suggestions***
- Social - Have students help plan
- Money from Parents - How to handle

Note: Endia will contact Lynn Coles reference bill for meals and will contact Beverly Jones reference housing bill. (Estimate of 175 students)

CONCERN: Black student (female) who has white parents (child has had nightmare about coming to the Symposium)

360 Black freshmen students are registered right now (this number needs to be confirmed)

NORTH CAROLINA STATE UNIVERSITY

Raleigh, N. C.

Office of Provost and Vice-Chancellor
Holladay Hall — Box 7101

TO:

5/31/89
Date

ACTION REQUESTED ON ATTACHED:

- | | |
|--|--|
| <input type="checkbox"/> Note and Return | <input type="checkbox"/> Please draft reply for my signature |
| <input type="checkbox"/> For your information
(need not return) | <input type="checkbox"/> Please give me your comments |
| <input type="checkbox"/> Please handle | <input type="checkbox"/> Requires your approval |
| <input type="checkbox"/> Please answer; furnish me copy | <input type="checkbox"/> Please return attachments |
| <input type="checkbox"/> Please circulate | |

Dr

431 Confirmed

*to attend
as of 5/30/89
per Liz Riley*

FROM: _____

1989 Freshman Orientation/Symposium Dates

① June 13-16
Agriculture and Life Sciences (last name A-K)
University Undesignated Curriculum

② June 17-20
Agriculture and Life Sciences (last name L-Z)
Agricultural Institute (2 year students)
Textiles

③ June 20-23
Engineering (last name A-K, all Textile
Engineering [TEU] students)
Forest Resources (Pulp and Paper Science and
Technology (PPT), Recreation Resources
Administration (RRA), Wood Science and
Technology (WST), School Undeclared (SFR)

Forestry (FOR) and Conservation (CON) ONLY
see Aug.16-21 below.

④ June 24-27
Engineering (last name L-Z)
Education & Psychology

⑤ June 27-30
Humanities & Social Sciences
University Transition Program

August 16-21
Forest Resources (Forestry [FOR], Conservation
[CON] ONLY)
Design
Physical & Mathematical Sciences
All freshmen not attending in June (by
permission only)

Please refer to your acceptance letter to
determine the college/school and curriculum to
which you have been admitted in order to sign
up for the correct orientation session.

CIVIL EMPLOYMENT ELIGIBILITY VERIFICATION (Form I-9)

1 EMPLOYEE INFORMATION AND VERIFICATION: (To be completed and signed by employee.)

Name: (Print or Type)	Last	First	Middle	Birth Name
Address: Street Name and Number	City	State	ZIP Code	
Date of Birth (Month/Day/Year)	Social Security Number			

I attest, under penalty of perjury, that I am (check a box):

- 1. A citizen or national of the United States.
- 2. An alien lawfully admitted for permanent residence (Alien Number A _____).
- 3. An alien authorized by the Immigration and Naturalization Service to work in the United States (Alien Number A _____ or Admission Number _____, expiration of employment authorization, if any _____).

I attest, under penalty of perjury, the documents that I have presented as evidence of identity and employment eligibility are genuine and relate to me. I am aware that federal law provides for imprisonment and/or fine for any false statements or use of false documents in connection with this certificate.

Signature	Date (Month/Day/Year)
-----------	-----------------------

PREPARER TRANSLATOR CERTIFICATION (To be completed if prepared by person other than the employee). I attest, under penalty of perjury, that the above was prepared by me at the request of the named individual and is based on all information of which I have any knowledge.

Signature	Name (Print or Type)
Address (Street Name and Number)	City State Zip Code

2 EMPLOYER REVIEW AND VERIFICATION: (To be completed and signed by employer.)

Instructions:

Examine one document from List A and check the appropriate box. OR examine one document from List B and one from List C and check the appropriate boxes. Provide the Document Identification Number and Expiration Date for the document checked.

List A Documents that Establish Identity and Employment Eligibility	List B Documents that Establish Identity	List C Documents that Establish Employment Eligibility
<input type="checkbox"/> 1. United States Passport <input type="checkbox"/> 2. Certificate of United States Citizenship <input type="checkbox"/> 3. Certificate of Naturalization <input type="checkbox"/> 4. Unexpired foreign passport with attached Employment Authorization <input type="checkbox"/> 5. Alien Registration Card with photograph Document Identification # _____ Expiration Date (if any) _____	<input type="checkbox"/> 1. A State-issued driver's license or a State-issued I.D. card with a photograph, or information, including name, sex, date of birth, height, weight, and color of eyes. (Specify State) _____ <input type="checkbox"/> 2. U.S. Military Card <input type="checkbox"/> 3. Other (Specify document and issuing authority) _____ Document Identification # _____ Expiration Date (if any) _____	<input type="checkbox"/> 1. Original Social Security Number Card (other than a card stating it is not valid for employment) <input type="checkbox"/> 2. A birth certificate issued by State, county, or municipal authority bearing a seal or other certification <input type="checkbox"/> 3. Unexpired INS Employment Authorization Specify form # _____ _____ Document Identification # _____ Expiration Date (if any) _____

CERTIFICATION: I attest, under penalty of perjury, that I have examined the documents presented by the above individual, that they appear to be genuine and to relate to the individual named, and that the individual, to the best of my knowledge, is eligible to work in the United States.

Signature	Name (Print or Type)	Title
Employer Name	Address	Date

STUDENT'S WORK-STUDY DAILY WORK RECORD

This is the student's daily work record. It is to be turned in promptly every two weeks to the department in which you work. A schedule of exact payroll dates may be seen in the department where you work. The secretary in that department will tell you when to turn in your daily work record.

The departmental secretary makes the original regular payroll sheet plus two copies of the payroll sheet. The department keeps one carbon copy of the payroll sheet and sends the original payroll sheet and one carbon copy of the payroll sheet and one copy of the student's daily work record to Mary Usry, 213 Peele Hall.

In counting your hours, begin with Saturday and end with Friday of each week.

The U. S. Office of Education requires that we have an exact record of hours worked.

<u>DATE</u>	<u>TIME WORKED</u>	<u>TOTAL HOURS</u>
SATURDAY	_____	_____
SUNDAY	_____	_____
MONDAY	_____	_____
TUESDAY	_____	_____
WEDNESDAY	_____	_____
THURSDAY	_____	_____
FRIDAY	_____	_____
	<u>TOTAL BY WEEK:</u>	_____
SATURDAY	_____	_____
SUNDAY	_____	_____
MONDAY	_____	_____
TUESDAY	_____	_____
WEDNESDAY	_____	_____
THURSDAY	_____	_____
FRIDAY	_____	_____
	<u>TOTAL BY WEEK:</u>	_____

I hereby certify that the above is a true statement of the hours worked and that the student's work has been satisfactory.

STUDENT'S SIGNATURE: _____

SUPERVISOR'S SIGNATURE: _____

STUDENT'S WORK-STUDY DAILY WORK RECORD

This is the student's daily work record. It is to be turned in promptly every two weeks to the department in which you work. A schedule of exact payroll dates may be seen in the department where you work. The secretary in that department will tell you when to turn in your daily work record.

The departmental secretary makes the original regular payroll sheet plus two copies of the payroll sheet. The department keeps one carbon copy of the payroll sheet and sends the original payroll sheet and one carbon copy of the payroll sheet and one copy of the student's daily work record to Mary Usry, 213 Peele Hall.

In counting your hours, begin with Saturday and end with Friday of each week.

The U. S. Office of Education requires that we have an exact record of hours worked.

<u>DATE</u>	<u>TIME WORKED</u>	<u>TOTAL HOURS</u>
SATURDAY	_____	_____
SUNDAY	_____	_____
MONDAY	_____	_____
TUESDAY	_____	_____
WEDNESDAY	_____	_____
THURSDAY	_____	_____
FRIDAY	_____	_____
	<u>TOTAL BY WEEK:</u>	_____
SATURDAY	_____	_____
SUNDAY	_____	_____
MONDAY	_____	_____
TUESDAY	_____	_____
WEDNESDAY	_____	_____
THURSDAY	_____	_____
FRIDAY	_____	_____
	<u>TOTAL BY WEEK:</u>	_____

I hereby certify that the above is a true statement of the hours worked and that the student's work has been satisfactory.

STUDENT'S SIGNATURE: _____

SUPERVISOR'S SIGNATURE: _____

NOTES

SYMPOSIUM PLANNING COMMITTEE

May 26, 1989

PRESENT: Endia Hall, Mazie Dunn and Carolyn Ingram

Next meeting of the Symposium Planning Committee

May 31, 1989 3:30 118 Page Hall

Four (4) Counselor have been selected

1. Andre Kinlaw
2. Tiwanda Shephard
3. Mia Swan
4. Rod Robinson

Symposium Handbook is being printed in Ag. Extension

OTHER MATTERS TO DISCUSS CONCERNING THE SYMPOSIUM:


- Scheduling
- Training
- Registration (Name Tags, schedules, etc.)
 - ***Check with Dr. Clark to see if he has any suggestions***
- Social - Have students help plan
- Money from Parents - How to handle

Note: Endia will contact Lynn Coles reference bill for meals and will contact Beverly Jones reference housing bill. (Estimate of 175 students)

CONCERN: Black student (female) who has white parents (child has had nightmare about coming to the Symposium)

360 Black freshmen students are registered right now (this number needs to be confirmed)

Recommended Articles To Be Included In
Symposium Handbook

- 
- 1.) Counseling Center Services
 - 2.) Withdrawal Process
 - 3.) University Calendar
Dates to Remember
 - 4.) Prerequisites - How to use the Catalog as a Resource
 - 5.) Planning an Appropriate Courseload - Understanding the Role
of the Adviser
 - 6.) Importance of Attending Class
 - 7.) How to Read your ADA (Charles Joyner)
 - 8.) Networking
 - 9.) How to Compute your GPA

An Analysis of the
North Carolina State University
African-American Symposium

INTRODUCTION

The annual North Carolina State University African-American Symposium is a one and one-half day long program designed to help African-American freshmen begin their adjustment to life on a predominantly white college campus. Since the program began in the summer of 1983, African-American faculty and staff members and upperclassmen have focused on raising the consciousness of the students by addressing issues and answering questions related to the social, cultural, and psychological heritage of African-Americans. The implications of these issues and questions help students reach a better understanding of themselves and the important roles they will have as African-American students. In addition, the successes they experience at NCSU and at later points in their lives will be a vital source of encouragement for future generations of African-Americans. This document will examine the purpose and the content of the African-American Symposium in depth in order to reiterate the need for the program's continuance.

PURPOSE

The purpose of the African-American Symposium is three-fold. First, African-American students are taught strategies needed to overcome academic, social, cultural, and emotional obstacles at NCSU. Second, students are taught that assimilation with and imitation of the dominant white culture is not necessary for success at a predominantly white institution. The alternative is bi-culturalism or cultural plurism. And third, students learn of their own rich culture and of the tremendous contributions their African and African-American forefathers have made to world civilization. This three-pronged approach is manifested in a series of inter-related seminars and activities moderated by African-American faculty, staff members, and upperclassmen. The early interaction with people who have gone before them at NCSU gives the freshmen the courage they need for coping with one of the most dramatic and difficult transitions they may ever experience in their lives.

CONTENT

The symposium is divided into eight sections which provide students with information that will enhance their overall performance and experience as African-American students at NCSU. One of the sessions is designed for the students' parents who are undoubtedly concerned about their children's well-being while at school. Below are the the titles and objectives of each symposium section.

- I. "Who Am I?"
 - Strengthens students' identities through pride in African-American heritage

- II. "Self-Esteem/Self-Confidence"
 - Emphasizes the role of self-confidence in Students'success at NCSU

- III. "Being a Student at NCSU"
 - Gives personal experiences of former and current NCSU students

- IV. "Education vs. Training"
 - Establishes the importance of making the most of the NCSU experience

- V. "Help! It's Right Around the Corner"
 - Urges students to take advantage of campus support services

VI. "Values"

- Gives insight into social/personal adjustment at NCSU

VII. "Where Have We Been?"

- Summarizes the previous sessions of the symposium

VIII. "Parents' Session"

- Provides parents with information on late adolescence, development, academic requirements and university policies

I. "Who Am I?"

The "Who Am I?" segment is the initial session of the African-American Symposium and functions as a means to establish a serious, action-oriented tone for the entire symposium. The objective of the session is to help students understand who they are as individuals and where they came from as a people. An examination of the rich and influential accomplishments of their African and African-American forefathers reveals to the students the importance of their presence in society.

For many of the African-American freshmen, their first in-depth exposure to their heritage is during this portion of the symposium. Among the topics covered are the biological and physical aspects of African-Americanism such as skin color, hair texture, and facial features, the accomplishments of their forefathers, and the history of the names and labels placed on African-Americans by other racial and ethnic groups over time. The pooling of this type of information enables students to see where they fit in the macrocosm.

Another point emphasized during the session is the need for

African-Americans to grasp how the mainstream culture functions without surrendering or replacing their culture with it. In other words, cultural pluralism or bi-culturalism allows African-Americans to learn how the majority functions in order to have full access to the rights and privileges often stripped from them because of their African ancestry. At the same time, African-Americans enjoy, support, and contribute to the African-American heritage which has significantly contributed to civilization.

II. "Self-Esteem/Self-Confidence"

Very often African-American students fall into the trap of believing the derogatory comments made to them by their teachers, families, and friends. The constant belittling of the value and significance of individuals may be manifested in individuals adopting the role of a "nobody" or a "nothing" and consequently demonstrating low self-esteem. Hence, the "Self-Esteem/Self-Confidence" session of the African-American Symposium aims to increase the self-confidence of African-American students by encouraging them to believe in themselves and to work towards goals and aspirations that will find worthwhile and rewarding.

The session begins with a general introduction to the stages of the psychosocial developmental process. This information enables students to begin a process of self-examination which may provide explanations for how and why they feel the way they do about themselves.

Following the introduction, students are given the opportunity to actively participate in exercises which allow them to share their thoughts about themselves with others. One exercise, "The Animal Game," requires students to name an

animal they believe reflects their personalities. Students choosing similar animals form groups and discuss why they chose the animal they chose as well as why they chose to attend North Carolina State University. When the groups come back together to form one unit, the game is discussed. The self-esteem moderators are able to draw psychological implications from the discussion the game generates, and in turn, share these implications with the students. In addition the moderators suggest books and articles the students can read in order to strengthen the deficiencies their self-images may suffer.

In a similar exercise, students look through magazines and chose pictures they think are attractive and pictures they think are unattractive. The students discuss how they relate to the pictures they chose. The emphasis of this exercise is to teach students to feel good about the person they are inside despite their external appearances.

The session motivates students to make changes in their personalities and self-images if the changes will enhance their chances of success while studying at NCSU as well as in later life. The comfort of knowing that they are not

4 15

alone in the potential alienating environment of college is reinforced by the intimate self-disclosures, growing, and fellowship that plays an important role in the session's success.

N.H. UOVR/
3 June 1987

VIII. "Parents' Session"

The stresses a student experiences upon entering college are inevitably shared with the student's parents and siblings. The "Parents' Session" of the symposium is a means of reducing parents' anxieties about leaving their children at school and prepares them for helping their children adjust to college life.

The first part of the session addresses the psychosocial changes students undergo as they enter a new phase in their lives -- being a college student. For example, the relationship between parent and student changes from an adult versus child relationship to an adult versus adult relationship. In addition, the relationship between the student and the siblings who remain at home is examined. The siblings at home have to adjust to changes including the now empty room the student occupied at home and the different way the student treats and speaks to the siblings. A parent's understanding of these shifting factors can make the transition from home life to college life smoother for both the student and the family.

The second part of the sessions examines the academic and financial requirements of the university. Parents obtain information regarding university policies such as grade reports, curriculum requirements, suspension retention, and mid-semester academic reports. An estimate of the average

cost of education is given in order to help parents become financially prepared. Furthermore, parents are informed of important dates and deadlines that occur throughout the academic year.

The final section of the session takes the form of an informal, open question and answer forum. Parents meet one another, exchange addresses and phone numbers, and start to form support networks. Validity is given to parent's questions as they discover their concerns are shared by other parents. The moderators provide the parents with needed emotional support, thereby showing their concern for the well-being of the students and their families. Parents also have the opportunity to meet some of the African-American faculty and staff members who may play important supportive roles for their children during their academic career at NCSU.



North Carolina State University

Box 7101, Raleigh, N. C. 27695-7101

Office of the Provost
and Vice Chancellor

June 9, 1988

MEMORANDUM

TO: George Worsley
Vice Chancellor for Finance and Business

FROM: Lawrence M. Clark *L.M. Clark*
Associate Provost

RE: Request for additional funds for the Continuation Budget

I am writing to outline for our Affirmative Action Office, an additional request for funding for our continuation budget. This request is a recalculation of the need for our African-American Symposium. The African-American symposium is an integral part of the freshman orientation for the African-American students.

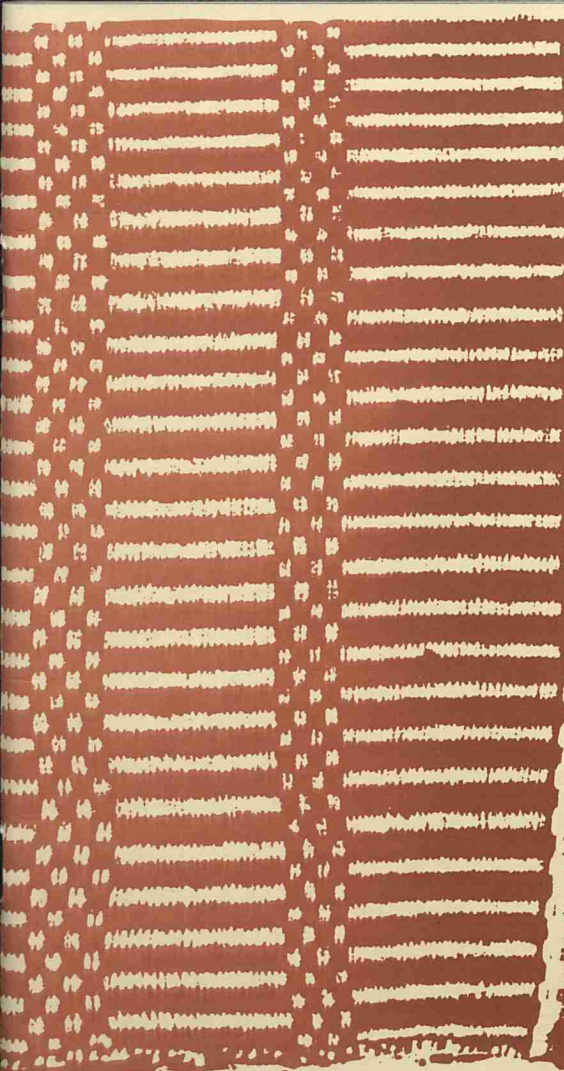
We have requested a \$3,000 increase for the housing and dining for the anticipated increase in the number of students. We also need an additional \$3,000 in our budget for student wages. In the past we have employed four (4) students per African-American Symposium session to serve as student counselors and guides. Due to an increase in the number of students, in order to make the symposium more effective, we feel the need to double the student counselors to eight (8).

Our request is summarized below:

<u>Object Code</u>	<u>Additional Funding</u>	<u>Project</u>
*1450	\$3,000	African-American Symposium
3400	1,500	Black Faculty and Staff Directory
3900	3,000	African-American Symposium

*This is the additional request over and beyond the request of March 24, 1988.

cc: Nash N. Winstead
Marion Neal



STUDENT HANDBOOK

1989
1990

AFRICAN-AMERICAN SYMPOSIUM
NORTH CAROLINA STATE UNIVERSITY

CONTENTS

GREETINGS	1
<i>The Chancellor</i>	1
<i>Student Body President</i>	1
<i>Miss NCSU</i>	1
<i>Coordinator of African-American Student Affairs</i>	2
<i>Council on African-American Affairs</i>	2
THE AFRICAN-AMERICAN SYMPOSIUM	3
<i>Statement of Purpose</i>	3
<i>Symposium Staff & Counselors</i>	4
HELPFUL INFORMATION	5
<i>The Counseling Center</i>	5
<i>Academic Advising</i>	6
<i>Advisor Coordinators</i>	7
<i>African-American Coordinators</i>	8
<i>Financial Aid</i>	9
<i>Academic Support Services</i>	10
<i>Courses of Special Interest</i>	11
<i>African-American Enrollment at NCSU</i>	12
<i>Key to Successful Study Habits</i>	14
<i>African-American Firsts at NCSU</i>	15
<i>Campus Organizations</i>	16
REFLECTIONS	20
<i>Impressions of West Africa</i>	20
AFRICAN-AMERICAN FACULTY AND STAFF DIRECTORY	22

ACKNOWLEDGEMENTS

THIS HAND BOOK WAS COMPILED AND prepared by African-American Student Affairs staff members in the Department of Student Development as a reference for freshmen students participating in the African-American Symposium/ Freshman Orientation program at North Carolina State University.

The African-American Symposium would not be possible without the continuing support of the Chancellor, the Provost, and the Vice- Chancellor for Student Affairs.

We gratefully acknowledge the contribution and support of the following members of the university community for their role in planning and participation in the 1989 African-American Symposium:

Dr. Winsler Alexander, Dr. Brenda Allen, Mr. Robert Allen, Ms. Frankye Artis, Dr. Pamela Banks-Lee, Mr. Andrew Barner, Mr. Arnold Bell, Ms. Barbara Best-Nichols, Mr. Jerry Bettis, Mr. Michael Borden, Dr. Joe Brown, Dr. Patricia Caple, Dr. Lawrence Clark, Mr. Thomas Conway, Mr. Ronald Foreman, Ms. Pauline Goza, Ms. Joan Griffin, Dr. Orlando Hankins, Dr. Theresa Hayes, Ms. Wandra Hill, Ms. Janet Howard, Ms. Mary Howard Hamilton, Mr. Charles Joyner, Mr. Eddie Lawrence, Dr. Don Locke, Dr. Carolyn Love,

Ms. Cira Mervin, Ms. Brenda Moore, Mr. Bobby Pettis, Ms. Terry Porter, Ms. Evelyn Reiman, Ms. Liz Riley, Ms. Anona Smith, Ms. Pat Smith, Dr. Thomas Stafford, Ms. Wanda White, Dr. Bruce Winston, Dr. Hubert Winston, and Dr. Augustus Witherspoon.

A special word of thanks must go to Mr. Xavier Allen who has given unselfishly of his time, patience, and exceptional talent to improve the quality of the Symposium Handbook for the last two years. We have come a long way thanks to "X". We would also like to thank our colleagues in the Department of Student Development.

We would like to acknowledge Karl Larson of the NCSU Department of Agricultural Communications for design and page layout. Also special thanks to Guy Marshal and Miguel Langford for allowing us to use copies of their original artwork. And last but certainly not least, we gratefully acknowledge those students who have given freely of themselves in service to their fellow peers. To our counselors, hosts, and hostesses, thank you very much for your efforts. We are really grateful.

Miss NCSU

I WOULD LIKE TO WELCOME YOU TO NORTH Carolina State University, and I hope that your years ahead will be prosperous as well as rewarding. As African-American students, we face difficulties that other students may not, but there are many opportunities available to help you academically as well as organizations designed to build a stronger network among African-American students. I encourage you to take advantage of these opportunities so that your years at NCSU will be as fulfilling as they can be. Frustrations may come, but with determination you can achieve any accomplishment that you desire and your dreams can become reality. Again, I encourage you to set your goals high and to strive to do your very best in all that you pursue.

Stacy Hilliard

— Stacy Hilliard

STUDENT BODY PRESIDENT

I SEND YOU MY WARMEST WELCOME AND congratulations for choosing North Carolina State University. The responsibilities for being a successful student will be totally up to you. Be sure that you have your priorities in order as you begin your college experience. You alone control your own destiny!

Through determination and faith, many African-American students have been able to overcome great odds to make our individual dreams come true. Our personal success stories abound in the lives of future African-Americans who are healthy, who go to school and do well, who get decent jobs and who live comfortably as adults.

I strongly feel that our future is shaped by students who set trends by working, dreaming, planning and struggling. My central message is that the future belongs to African-American students who prepare for it today. If we meet the challenge with the spirit and determination of our ancestors, there's no limit to what we can achieve here at N.C. State.

Brian L. Nixon

— Brian L. Nixon

CHANCELLOR

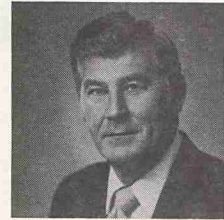
LET ME WELCOME YOU TO NORTH Carolina State University. The Council for African-American Affairs has put together a series of programs which we believe will help you in your adjustment to college life and enhance your academic achievement at this University. Our goal is to work with you in any way we can to make your transition to this campus a positive experience.

N.C. State is committed to serving all the people of our state and nation, and this program, in a small way, is a reaffirmation of that commitment.

I look forward to meeting with you during your stay at N.C. State.

Bruce R. Poulton

— Bruce R. Poulton



COORDINATOR, AFRICAN-AMERICAN AFFAIRS

WELCOME! I AM PLEASED TO BE ONE OF the first to congratulate you on having chosen to continue your education and expand your career opportunities here at NCSU. In doing so, you have also accepted the challenge to complete your education at a predominantly white institution without compromising your cultural integrity.

For many of you, this opportunity promises to be a very exciting time in your life. At the same time, the transition from high school life to college life will produce some anxiety for most of you. A number of questions probably come to mind:

Will I like it here?

Where do I go if I need help?

Will I like the other students?

Will I meet new friends who share the same interests?

Will I be just a number?

Do I have what it takes to make it here?

Will I adapt to living with a roommate who is different from myself?

In response to these questions, here is what some students have said about the Symposium:

"The greatest feeling I had was knowing that the black faculty really care about me as an individual..."

"The advisors make you feel... 'proud to be black'."

"The sight of other blacks made me feel comfortable."

It is our hope that by participating in the African-American Symposium, you will gain insight into these and many other issues you will face as a first-year African-American student.

This handbook should serve as a handy reference tool throughout your academic career. Keep it and refer to it as you need to. Most of all, **read it thoroughly**. Remember, it was written and compiled with your particular needs in mind.

Again, congratulations and best wishes for a very successful first-year experience.

Endia B. Hall

— Endia B. Hall

THE COUNCIL ON AFRICAN-AMERICAN AFFAIRS

THE MEMBERS OF THE COUNCIL ON African-American Affairs welcome you to North Carolina State University. The University is committed to assuring that every student has the opportunity to maximize his or her academic and personal potential.

The Council for African-American Affairs is dedicated to providing support for you as you make the adjustment to campus life. This Symposium is one of the activities we sponsor to help you progress toward your goal of academic success. Although this Advisory Council is concerned with all programs and activities affecting African-Americans at North Carolina State University, two of its most important purposes are:

- To promote the academic achievement of African-American students
- To help African-American students deal with the challenge of being a minority group at a predominately white university

This Symposium was established to address these purposes. Our theme is:

"SELF INVESTMENT IS THE BEST INVESTMENT"

We look forward to personally meeting each of you!



STATEMENT OF PURPOSE

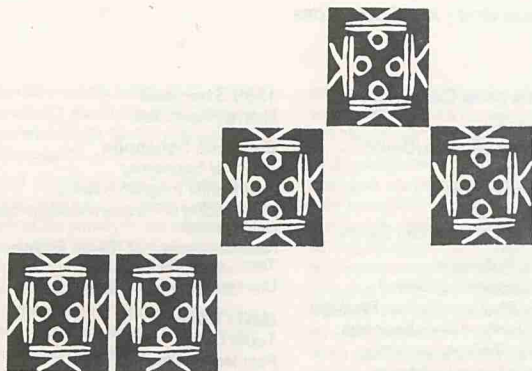
LIFE ON A UNIVERSITY CAMPUS IS AN exciting experience. You will find your college years to be filled with challenges and reward. It is during the time spent in college that young people acquire vast amounts of knowledge, explore identity issues and begin working toward vocational goals.

In order to successfully adjust to the demands of college life, you must develop a number of academic and personal skills. In the academic area, you must learn university regulations and procedures, select appropriate courses, read and study effectively, conduct library research, produce high-quality written assignments and perform laboratory or studio exercises. It is essential that you demonstrate acquired knowledge by passing tests and exams.

In the personal area, you will be challenged to develop the independence that is needed to survive without the ever-present support of your family. Effective communication skills and self-awareness are essential in living and working harmoniously with different kinds of people.

As an African-American student attending a predominately white university, the typical college adjustment demands will be particularly challenging for you. The purpose of the African-American Symposium is to help you and other African-American students deal with the challenges that you will encounter as you strive to reach your academic and personal potential at N.C. State University.

Through your involvement in the African-American Symposium, you will gain valuable insight into N.C. State University from the perspective of our African-American students, faculty and staff. You will have the opportunity to learn some college "survival skills" and begin building your personal campus support network. The African-American Symposium provides the foundation for the support that will ease your adjustment to college, enhance your personal development and facilitate optimal academic achievement.



SYMPOSIUM STAFF AND COUNSELORS

1989 SYMPOSIUM COUNSELORS

Andre Kinlaw

Speech Communication (Senior)
Black Entrepreneurs
Student Government
Black Students Board
Society of African-American Culture

Roderick Robinson

Industrial Engineering (Senior)
Omega Psi Phi Fraternity, Inc., President
National Society of Black Engineers
National Pan-Hellenic, Secretary
Chancellor's Liason Committee
African-American Student Advisory Council, Chairman

Mia Swann

Computer Science (Junior)
Black Society of Physical and Mathematical Scientists, Treasurer, Vice-President
Peer Mentor Program
Women's Student Committee
African-American Symposium Volunteer Hostess
African-American Student Advisory Council
Student National Technical Association

Tawanda Shepherd

Social Work (Junior)
Board of Directors of University Student Center Member
Union Activities Board, Secretary
Peer Mentor Program, Team Leader

1989 SYMPOSIUM

HOSTS/HOSTESSES

Benjamin Bohannon

Industrial Engineering
Peer Mentor Program (1989-90)
Black Society of Physical and Mathematical Scientists
National Society of Black Engineers, Treasurer (1989-90)
University Scholars Program

Mavis Boye

Textile Design
Peer Mentor Program
New Horizons Gospel Choir (1989-90)
Dance Visions (1989-90)

Shema Carraway

Speech Communication
Pan-African Fashion Show Participant
Lady of Black and Gold

William Crowder

Computer Science
Peer Mentor Program
Black Society of Physical and Mathematical Scientists
National Society of Black Engineers
University Scholars Program

Karen George

Science Education
Peer Mentor Program, Team Leader
Symposium Hostess 1988
NAACP

Samona George

Speech Communication

Tonia Harris

Middle Grades, Mathematics
North Carolina State University Scholars Forum
North Carolina Teaching Fellows
Black Students Board, Executive Assistant
Pan-African Committee, 1989

Kedrick Lowery

Accounting
Omega Psi Phi Fraternity, Inc.
Resident Advisor
Summer Conference Advisor
Peer Mentor Program
Financial Aid Scholarship Committee
Library Assistant
Student Government, Executive Assistant

Scott Mitchell

Industrial Engineering
Alpha Phi Alpha Fraternity, Inc.
Summer Conference Assistant
Resident Advisor
Cooperative Education Program — Lorillard, Inc.

Danielle Saunders

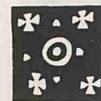
Computer Science
Peer Mentor Program

Michael Shepard

Computer Science
Alpha Phi Alpha Fraternity, Inc.
Summer Conference Assistant
Resident Advisor

Lannie Wylie

Zoology
Lady of Black and Gold
Pan-African Fashion Show Participant



THE COUNSELING CENTER

FREQUENTLY, STUDENTS ARE RELUCTANT to use the university Counseling Center because they have questions about counseling and its usefulness. The questions that students raise represent misconceptions and fears about counseling. By examining the answers to some of these questions, students can get a more accurate picture of what the Counseling Center is all about and how counselors might be helpful.

Just what is counseling?

Counseling is support and assistance. Professional counselors and psychologists are available through NCSU's Counseling Center to help students with academic, vocational and personal concerns. They help students make decisions about issues such as choice of major, class selection and career goals. They also provide personal support for family problems, roommate conflicts, relationship concerns and other personal/emotional matters.

Isn't it true that only "crazy" people need counseling?

NO! At one time or another, everyone can make use of the support and assistance that a counseling professional can offer. This is especially true for freshmen students who must learn to manage the many new pressures that are a part of adjusting to the demands of college.

Can counselors be trusted?

I wouldn't want to confide in someone who might "put my business in the street."

YES! Counselors can be trusted because they are very serious about protecting the privacy of the students with whom they work. There are ethical and professional guidelines that assure confidentiality. Counseling Center staff members will not disclose information about a student without that student's expressed permission.

If I have personal problems, why shouldn't I be able to handle them on my own?

It is always helpful to have an objective person to discuss things with. In many situations, a student may have no idea about how to handle a problem that he/she has never had to deal with before. NCSU's counselors are available to provide an outside perspective that will help a student clarify his/her thinking and make decisions when dealing with personal concerns. They have vast experience in helping students find solutions to many different kinds of problems.

If I go to the Counseling Center, will my parents and teachers find out?

NO! As previously stated, Counseling Center staff members can be trusted to adhere to ethical standards of confidentiality which prohibit disclosing information about a student without his/her permission.

Do counselors really care about students? How do I know that it's not "just a job" to them?

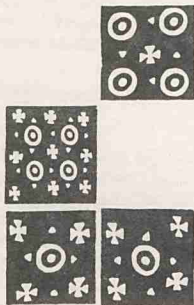
First and foremost, counselors and psychologists are people who sincerely care about other people. Otherwise, they would not have undergone the extensive education and training that was required to make them effective in responding to the needs and concerns of students. To NCSU's Counseling Center staff members, the well-being of students is the highest priority. If this were not the case, they would probably be employed elsewhere!

What if I'm too embarrassed to talk to a counselor about something that's really personal? I was taught never to talk to "strangers" about personal issues, especially family matters.

It is not unusual to have trouble talking to someone you don't know very well about personal concerns. Keep in mind that NCSU's counselors and psychologists respect the privacy of students and have their best interest at heart. Understanding this will make it a bit easier for a student to approach them for support and assistance with personal problems.

If you have further questions about counseling or NCSU's Counseling Center, please feel free to call 737-2423 or come by 200 Harris Hall.

Prepared by Theresa Edwards Hayes, Ph.D. (Former NCSU Counseling Center Psychologist) May 1987



ACADEMIC ADVISING

Sound academic advising lays the proper foundation for a successful academic year at NCSU. Here are five important points to remember about advising. Carefully read and understand each one of them.

Your success depends on it!

■ If you are **not** receiving advising from your advisor, see the Coordinator of Undergraduate Advising to request a change.

■ If you wish to be academically successful, you must pace your academic progress. During your first year, you are advised not to take over 14 hours per semester (refer to sample schedule). Likewise, during your sophomore year, you are advised not to take over 16 hours. You shouldn't feel as if you have to play catch up by taking a heavy academic load after your sophomore year.

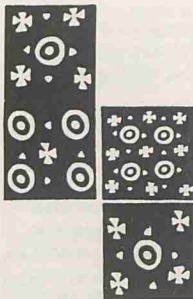
■ Generally, academic programs offered at NCSU are **difficult** four-year programs. One particular note that you should keep in mind is that on the average, students graduate from NCSU in five years. You **don't** have to take the maximum course load as suggested on the curriculum sheet for your particular major.

■ Acquire a University calendar because **you** are responsible for remembering all University drop dates for courses.

■ Know what your rights are as a student. You can find this information by reviewing your Student Handbook.

■ If you aren't sure who you need to see about any concern, call the African-American Coordinator for your college.

Prepared by Ms. Wandra Hill and Dr. Robert Bereman



SAMPLE FRESHMAN-YEAR SCHEDULE

Fall Semester

		Credit Hours
CSC 295A	Special Topics: Introduction to Pascal	3
ENG 111	Composition and Rhetoric	3
MA 111	Algebra and Trigonometry	4
SOC 202	Principles of Sociology	3
	Physical Education	1
	Total credit hours	14

Spring Semester

		Credit Hours
CSC 101	Introduction to Programming	3
ENG 112	Composition and Reading	3
MA 102	Analytic Geometry and Calculus I	4
SOC 204	Sociology of Family	3
	Physical Education	1
	Total credit hours	14

ADVISOR COORDINATORS

AGRICULTURE & LIFE SCIENCES

Agricultural Economics Dr. R. K. Perrin
Agricultural Business Mgmt. Dr. R. K. Perrin
Agronomy
Crop Science Dr. D. A. Emery
Soil Science Dr. H. J. Kleiss
Animal Science Dr. J. C. Cornwell
Applied Sociology Dr. A. C. Davis
Bio. I & Ag. Engineering Prof. G. B. Blum, Jr.
Biochemistry Dr. F. B. Armstrong
Biological Science Dr. C. F. Lytle
Entomology Dr. H. B. Moore
Microbiology Dr. G. H. Luginbuhl
Nutrition Dr. J. D. Garlich
Botany Dr. C. G. Van Dyke
Conservation Dr. J. W. Gilliam or Dr. L. D. King
Fisheries and Wildlife Sciences Dr. R. L. Noble
Food Science Dr. V. A. Jones
Horticultural Science Dr. W. E. Ballinger
Individualized Study Program ... Dr. E. W. Glazener
Medical Technology Dr. G. C. Miller
Pest Mgmt. for Crop Protection Dr. B. C. Haning
Poultry Science Dr. J. F. Ort
Zoology Dr. G. C. Miller
Pre-Med., Pre-Dent., & Pre-Opt... Dr. J. F. Roberts
Agricultural Institute Dr. H. B. Craig
School of Veterinary Medicine (Representative for Undergraduates) Dr. D. J. Moncol

DESIGN Prof. R. P. Burns

EDUCATION

Adult and Community Ed. Dr. R. W. Shearon
Agricultural Education Dr. L. R. Jewell
Curriculum and Instruction Dr. Cathy Crossland
Counselor Education Dr. Don Locke
Education, General Studies Dr. Robert Snow
Elementary and Secondary Admin.
..... Dr. Bettye MacPhail-Wilcox

English Education Dr. R. J. Pritchard
Foreign Language Ed. Dr. Arlene Malinowski
Health Occupations Ed. Dr. Judith A. Davis
Higher Education Admin. Dr. William Harvey
Industrial and Technical Ed. Dr. J. R. Clary
Industrial Arts Education Dr. Dick Peterson
Instructional Technology Dr. E. S. Vasu
Mathematics Education Dr. L. W. Watson
Middle Grades Education Dr. J. Arnold
Occupational Education Dr. J. R. Clary
Occupational Ed., Graduate Coordinator
..... Dr. L. R. Jewell
Psychology Dr. P. W. Thayer
Reading Education Dr. B. J. Fox
Science Education Dr. J. H. Wheatley
Social Studies Education Dr. C. W. Harper
Special Education Dr. C. L. Crossland

ENGINEERING

Biological & Agricultural Prof. G. B. Blum, Jr.
Civil Engineering Dr. John F. Ely
Chemical Engineering Dr. D. B. Mansland
Computer Science Ms. Joyce Hatch
Electrical & Computer Eng. Ms. Joan Larson
Engineering Operations Prof. F. M. Richardson
Engineering Undesignated Dr. Hubert Winston
Industrial Engineering Mr. C. L. Smith
Materials Science & Eng. Dr. Richard L. Porter
Mechanical & Aerospace Eng. Dr. R. J. Leuba
Nuclear Engineering Dr. Robin P. Gardner
Textile Eng. & Science Dr. Mansour H. Mohamed

FOREST RESOURCES Dr. L. C. Saylor

HUMANITIES & SOCIAL SCIENCES

..... Dr. M. M. Sawhney
Economics & Business Ms. Sandra R. Alvis
English Mr. Rod Cockshutt
Foreign Lang. & Literature Dr. Arlene Malinowski

History Dr. James Mulholland
Philosophy and Religion Prof. W. C. Fitzgerald
Political Science Dr. Erika S. Fairchild
Sociology & Anthropology Dr. Mary L. Walek
Speech-Communication Dr. Rebecca Leonard
School Undeclared Dr. Charles D. Korte

PHYSICAL & MATHEMATICAL SCIENCES

..... Dr. Robert Bereman
Chemistry Dr. W. P. Tucker
Marine, Earth, and Atmospheric Sciences
..... Dr. E. F. Stoddard
Mathematics Dr. M. J. Evans
Physics Dr. Gary Mitchell
Statistics Dr. J. Wasik
PMS, No Curriculum Ms. Wandra Hill

TEXTILES

..... Dr. M. H. Mohamed
Textile Chemistry Dr. G. N. Mock
Textile Engineering and Science Dr. B. S. Gupta
Textile Management and Technology
..... Dr. M. L. Robinson

UNIVERSITY TRANSITION PROGRAM

..... Mr. Thomas Conway

UNIVERSITY UNDESIGNATED PROGRAM

..... Ms. Arlene Ugbaja

AFRICAN-AMERICAN COORDINATORS

Each college and several divisions within the institution have designated a faculty or staff member to act as coordinator of African-American advising. The actual duties of each of these coordinators differ according to the needs of the college and its students. They all share, however, the common responsibility of coordinating and promoting activities which will positively affect the retention and graduation of African-American students at NCSU.



Dr. Faheem C. Ashanti

Counseling Center
2000 Harris
Box 7312
737-2423

Mr. Andrew Barner

College of Textiles
B-1 Nelson
Box 8301
737-3485

Mr. Jerry Bettis

College of Forest Resources
1001-J Biltmore
Box 8002
737-3181

Dr. Joe B. Brown

Academic Advancement/
Student Athletes
Box 7104
737-7334

Dr. Lawrence M. Clark

Associate Provost
201 Holladay
Box 7101
737-3148

Mr. Thomas Conway

Academic Skills
124 Reynolds
Box 7104
737-2464

Dr. William C. Grant

College of Agriculture & Life Science
1627-A Gardner
Box 7617
737-2402

Ms. Joan S. Griffin

College of Humanities &
Social Sciences
286 Tompkins
Box 8101
737-7456

Ms. Endia Hall

Coordinator, African-American
Student Affairs
2008 Harris
Box 7314
737-3835

Ms. Wandra P. Hill

College of Physical & Math. Sciences
121 Cox
Box 8201
737-7841

Ms. Janet Howard

Division of Lifelong Education
210 McKimmon
Box 7401
737-7007

Ms. Rhonda Huffman

College of Engineering
120 Page
Box 7904
737-3264

Mr. Charles Joyner

School of Design
221 Brooks
Box 7701
737-2201

Mr. Eddie Lawrence

Assistant Coordinator,
African-American Student Affairs
2008 Harris
Box 7314
737-3835

Mrs. Marva C. Motley

College of Veterinary Medicine
4700 Hillsborough St. A-204
Box 8401
829-4205

Dr. Beverly McLaughlin

Counseling Center
2000 Harris
Box 7312
737-2423

Mr. Bobby Pettis

College of Engineering
120 Page
Box 7904
737-3264

Ms. Anona Smith

College of Education
226 Poe
Box 7801
737-7160

Dr. Augustus Witherspoon

108 Peele
Box 7102
737-7461

FINANCIAL AID

FINANCING AN EDUCATION IS A BIG PROBLEM for many students. If you are in need and want financial aid you must apply as early as possible, preferably by March 1. Eligibility for recipients of all federal aid is based on need.

To be considered for available assistance, students must fill out the Financial Aid Form (FAF) processed by the College Scholarship Service. Please read all instructions thoroughly. All students applying for aid must be admitted into a regular degree program at North Carolina State University. You will be considered for the following types of aid by completing the FAF:

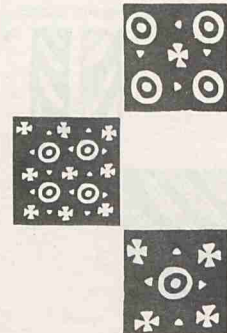
- Pell Grant
- Supplemental Opportunity Grants
- University Grants
- Minority Presence Grants (1st year minority students only)
- North Carolina Student Incentive Grant
- Perkins Loans (formerly National Direct Student Loans)
- University Loans
- College Work-Study

Due to the competition for scholarships, grants, loans, and other financial aid, the FAF should be mailed no later than March 1, but not prior to January 1 to receive the maximum amount of aid.

If you are interested in Special Scholarships, you should contact your Department or the Merit Awards Office. The aid is supplied to help you, so take advantage of it! The FAF can be obtained from the office of Financial Aid at NCSU or the College Scholarship Service, P. O. Box 176, Princeton, N.J., 08540.

For information regarding your eligibility requirements, you should stop by the Financial Aid Office in 2005 Harris Hall or call 737-2421.

Prepared by Ms. Wanda Abdullah White



ACADEMIC SUPPORT SERVICES

Tutorial services are available to all students. You are encouraged to utilize these resources in an effort to maximize your academic potential. Please consult the 1988 Student Handbook distributed during Freshman Orientation for more information regarding Academic Programs and Services, Housing, Residence Life, Student Activities and University Policies.



The **College of Agriculture and Life Sciences** operates a Biological Sciences Interdepartmental Program to assist any student enrolled in BS 100, General Biology, or BS 105, Biology in the Modern World. For more information, contact Dr. Charles Lytle, 2717-A Bostian Hall, 737-3341.

The **College of Engineering** conducts the R. J. Reynolds Tutelage Program for students who are enrolled. This endeavor has two components — the Summer Transitional Program (STP) and the Academic Support and Achievement Program (ASAP).

The STP operates only during the second summer session each year and is open only to entering freshmen in engineering. A special effort is made to encourage STP attendance by students who show a particular weakness in their Math or English backgrounds. The ASAP operates during the spring, fall, and summer semesters. Tutorial sessions are offered in all freshman-level engineering courses and in the beginning sophomore-level courses such as ENG 111 and 112, PY 205 and 208, CH 101, 105, and 107, MA 141, 142, and 241, CSC 101, and 102. For more information, contact the R.J. Reynolds Tutelage Office, 120 Page Hall, 737-7205. The Computer Science Department conducts a Minority Tutorial for CSC 101. For more information, contact Kelvin Bryant at 737-7173.

The **College of Forest Resources** conducts a tutorial service through its College honor society, Xi Sigma Pi.

Individual or small group assistance is provided upon request for any student enrolled in the College and for any course the student is taking. For more information, contact Mr. Jerry Bettis or Ms. Charlotte Swart, 2028-D Biltmore Hall, 737-2883.

The **College of Humanities and Social Sciences**, through the English Department, conducts tutorial sessions in Tompkins Hall. For more information, contact Dr. Jack Durant, 131-G Tompkins Hall, 737-3353 or Carmine Prioli at 737-3870.

The Department of Political Science and Public Administration uses funds from a U. S. Department of Housing and Urban Development Work Study Program to pay for tutorial recipients of HUD Work Study Assistance. For more information, contact Dr. J. Oliver Williams, 220 Caldwell Hall, 737-2060.

The **College of Physical and Mathematical Sciences** provides tutorial opportunities in Chemistry, Mathematics, Physics, and Computer Science.

The Chemistry Department conducts tutorial sessions in 120 Dabney Hall for all undergraduate chemistry courses. For more information, contact Dr. William Tucker, 208 Dabney Hall, 737-2546.

In addition, the Chemistry Department conducts a Minority Problem Solving and Test Preparation session for Chemistry 101. For more information, please contact Ms. Wandra Hill, 737-7841.

The Mathematics Department maintains an Audio-Visual Tutorial Center in 244 Harrelson Hall. The Center features video tapes for the following courses: MA 111, 113, 114, 122, 141, 241, 242, and 301. The Center is open 8 a.m. to 5 p.m. Monday through Friday, and 7 p.m. to 10 p.m. Sunday through Thursday. For more information, contact Dr. Robert Savage, 235 Harrelson Hall, 737-3157.

The Physics Department maintains a tutorial room in 214 Cox Hall for all students enrolled in 200 level physics courses. For more information, contact Dr. R. R. Patty, 105 Cox Hall, 737-2521. We also conduct Physics Help Sessions for African-American students. For more information, contact Mr. Walter Bryant.

The **College of Textiles** conducts tutorial sessions for students enrolled in T203, Introduction to Polymer Chemistry. For more information, contact Dr. Gilbert, 218-B Clark Laboratories, 737-2551.

The **Program of Academic Support Services (PASS)** is a free tutorial program open to any undergraduate student. It provides one-to-one and small group tutorials in many subject areas, with emphasis being placed on freshman and sophomore courses in English, foreign languages, mathematics, and sciences. However, students needing such assistance in any course may contact the PASS staff in 528-A Poe Hall.

COURSES OF SPECIAL INTEREST

Tutoring sessions focus on study skills and learning techniques as well as on course content. Tutors are carefully selected for their ability to communicate and their expertise in their subject areas. A seminar in college tutoring is offered to enable tutors to develop proper skills. The PASS staff works cooperatively with faculty members whose courses are tutored.

The **Program of Academic Advancement (PAA)** is a special unit formed to serve all undergraduate students who may encounter some degree of difficulty in their academic work at NCSU. The PAA staff, headquartered in Room 124 of Reynolds Coliseum (737-2464), provides such students with that extra measure of support and guidance which can make the difference between success and failure at the University. Many students invited to participate are targeted prior to their enrollment at NCSU, but any student may seek assistance at any time during his/her academic career.

The **Learning Disabilities Program**, a part of Handicapped Student Services, serves all learning disabled students enrolled at NCSU. Services include: testing to identify LD students, helping accommodate and interpret the needs of these students to the faculty, and providing tutors and other assistance according to the student's individual needs. Ms. Lelia Brettmann, the Coordinator and contact person, is located in 2000 Harris Hall, 737-7653.

THE UNDERGRADUATE MINOR IN AFRICAN-American Studies at North Carolina State University allows the student to pursue a comparative and interdisciplinary study of the cultural and historical experiences of African-Americans and the peoples of Africa while earning credits for a major in one of the University degree programs.

The purpose of this program of study is to acquaint students with the cultures of Sub-Saharan Africa and the historical experiences of people of African descent in the Americas. Colonialism has had and continues to have enormous impact on modern African societies.

Thus, the curriculum focuses on the issues of stability, development, politics, leadership, illiteracy, art, and the individual in modern Africa. The program also enables the student to understand the cultural survival mechanisms which link African-Americans to the peoples of Africa. The Minor explores international topics from cross-cultural and transnational perspectives. It provides some tools that students can use to better understand the global context of the modern world. Students seeking a Minor in African-American Studies must fulfill general University requirements for a selected major. Transcripts of students satisfactorily completing their program will bear the statement, "Minor in African-American Studies." The Minor requires 15 credit hours, and it is

strongly suggested that students in this Minor demonstrate proficiency in a foreign language at the 200 level. There will be three required courses and two electives. A grade of C or better is required in all courses counting toward this Minor. All of the courses listed below are three credits.

ANT 330

Peoples and Cultures of Africa

ENG 248

Introduction to African-American Literature

HI 275

Introduction to History of South and East Africa

HI 276

Introduction to History of West Africa

HI 372

African-American History Through the Civil War

HI 373

African-American History Since 1865

HI 475

History of the Republic of South Africa: Race, Class, and Politics in Historical Perspectives

HI 476

Leadership in Modern Africa

SOC 305

Racial and Ethnic Relations

SOC 311

The Black Family and Its Social Environment

SP 212

Interracial Communication

SP 298B

African-American Theatre

UNI 240

Introduction to African-American Studies

AFRICAN-AMERICAN ENROLLMENT AT NCSU

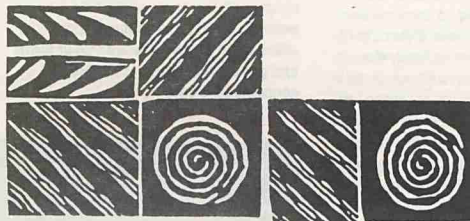
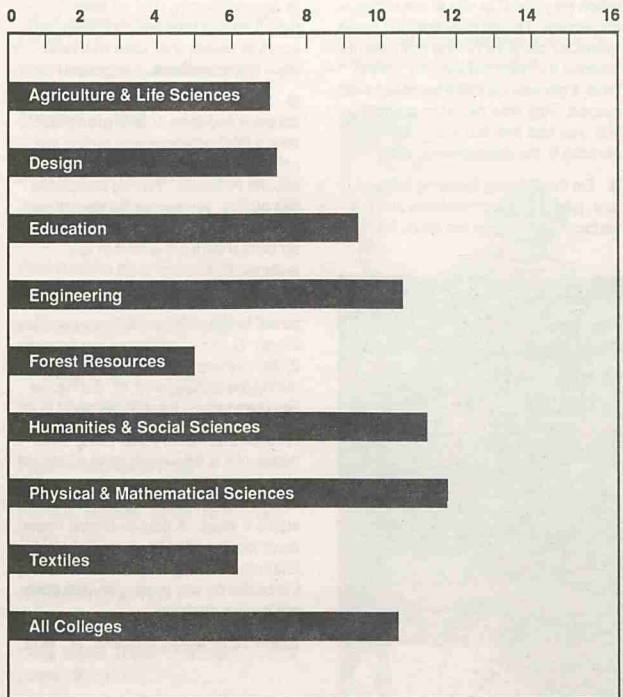
THE FOLLOWING DATA DESCRIBES THE PATTERNS OF AFRICAN-AMERICAN ENROLLMENT at North Carolina State University over the past five fall semesters. Statistics include all new freshmen and transfer undergraduates and excludes those African-American students who are not citizens of the United States. African-Americans constituted 9.2 percent of the total enrollment during the Fall of 1987 with an increase from 1,664 students in the Fall of 1982 to 2,202 in the Fall of 1987. African-American enrollment has grown by 38 percent over this five-year period.

NCSU AFRICAN AMERICAN UNDERGRADUATE ENROLLMENT

	Fall 84	Fall 85	Fall 86	Fall 87	Fall 88	Fall 84	Fall 85	Fall 86	Fall 87	Fall 88	
AGRICULTURE & LIFE SCIENCES						HUMANITIES AND SOCIAL SCIENCES					
African-Am. Total	150	162	181	170	168	African-Am. Total	446	475	501	513	564
School Total	2,709	2,567	2,494	2,439	2,495	School Total	3,637	4,056	4,485	4,631	5,172
% African-American	5.5	6.3	7.3	7.0	6.7	% African-American	12.3	11.7	11.2	11.1	10.9
DESIGN						PHYSICAL & MATHEMATICAL SCIENCES					
African-Am. Total	27	27	28	30	35	African-Am. Total	199	248	245	227	211
School Total	435	418	416	419	436	School Total	1,848	2,060	2,151	1,932	1,618
% African-American	6.2	6.5	6.7	7.2	8.0	% African-American	10.8	12.0	11.7	13.0	7.0
EDUCATION						TEXTILES					
African-Am. Total	35	34	47	65	67	African-Am. Total	93	87	48	39	40
School Total	561	533	593	692	716	School Total	871	949	787	744	660
% African-American	6.2	6.4	7.9	9.4	9.4	% African-American	10.7	9.2	6.1	5.2	6.1
ENGINEERING						ALL COLLEGES					
African-Am. Total	433	435	574	549	677	African-Am. Total	1,388	1,494	1,635	1,601	1,632
School Total	5,304	5,268	5,412	5,285	6,076	School Total	15,890	16,787	16,703	16,327	16,884
% African-American	8.2	8.3	10.6	10.4	11.1	% African-American	8.7	8.9	9.8	9.8	9.7
FOREST RESOURCES											
African-Am. Total	30	29	29	24	22						
School Total	638	630	584	499	492						
% African-American	4.7	4.6	5.0	4.8	4.5						

AFRICAN-AMERICAN UNDERGRADUATE ENROLLMENT

By percentage of college in 1987



NCSU TOTAL AFRICAN-AMERICAN ENROLLMENT

	Fall 84	Fall 85	Fall 86	Fall 87	Fall 88
African-American Total	1,917	2,116	2,215	2,254	2,380
University Total	23,506	24,023	24,420	24,138	25,537
% African-American	8.2	8.8	9.1	9.3	9.3

KEY TO SUCCESSFUL STUDY HABITS

IN MY EXPERIENCE, REPETITION HAS BEEN the key to attainment of factual knowledge. The steps outlined below are found to be absolutely fool-proof in the learning and retention of factual knowledge.

■ Check your lecture schedule for the coming day and spend approximately 20 minutes scanning the test book chapter on the same subject as the lecture. During this scanning pay strict attention to any new or unfamiliar terms and get a quick grasp of the broad concepts involved.

■ In the lecture itself, sit near the front of the room and take very detailed notes. Be sure to ask any question which may occur to you at the end of the lecture. Do not ever hesitate to ask questions because having scanned the material the night before, you already have a general idea of what is to be discussed. Any time you have a question, you may rest assured that many other persons in the classroom do also.

■ On the evening following the lecture, take a second notebook and the textbook and rewrite the notes from the

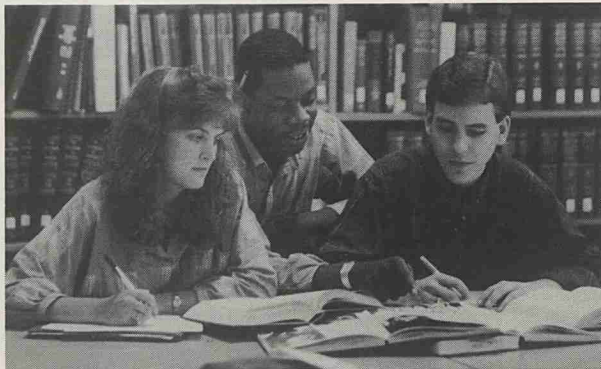
lecture given that day. Use the textbook to fill in any gaps concerning the subject which the lecturer did not cover or covered poorly. For an hour of lecture, it should take approximately two hours to recopy the notes with reference to the textbook.

■ Starting approximately five days before a mid-term or final examination, take a third notebook and outline the notes which were recorded in the second notebook. Having completed this outline, you should be absolutely well equipped to take any examination on factual data presented in any lectures.

You will note that you have been exposed to the subject matter at least four times: 1) the night before the lecture; 2) the evening following the lecture; 3) during the lecture; and 4) during the five days before the examination.

I realize that this process using three notebooks is time consuming. This will generally require that you study on the average of five hours a night five or six nights a week. A person should never study on Saturday because Saturday afternoon and night is time for cleaning the brains by any recreation that does not involve studying.

Prepared by Milton Quigless, Jr., M.D.



AFRICAN-AMERICAN FIRSTS AT NCSU

First to Enroll

Robert Lee Clemmons: graduate student EE, Fall of 1953.

Hardy Liston: graduate student ME, Fall of 1953.

First Undergraduates to Enroll

Edward Carson, Manuel Crockett, Summer of 1956.

First to Receive a BS

Irwin Richard Holmes, Jr., May of 1960.

First Faculty Member

Vivian Henderson, Economics, 1962.

First Athlete on a Scholarship

Al Heartley, basketball, 1969.

First President of the Student Senate

Eric Moore, 1969 - 1970.

First Miss NCSU

Mary Evelyn Porterfield, 1970.

First to Receive a Ph.D

Male: Augustus M. Witherspoon, 1970.

Female: Nanette Smith Henderson, 1973.

First Fraternity

Alpha Phi Alpha, 1971.

First Sorority

Delta Sigma Theta, chartered in 1975 (organized 1972).

First Student Body President

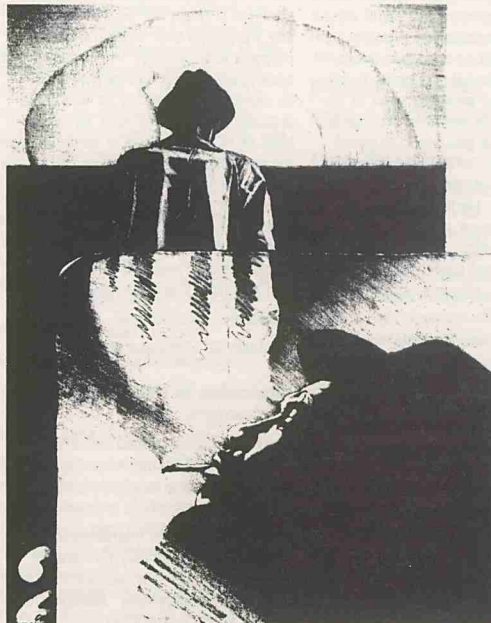
Kevin Howell, 1987.

First Appointment to a Department Head Position

Mr. Charles Joyner, School of Design, 1979.

First Student to Receive a Minor in African-American Studies

Quincy Nixon, 1989.



Guy Marshall

THE GREATEST LOVE OF ALL

*I believe the children are our future
Teach them well and let them lead
the way*

*Show them all the beauty they
possess inside,
Give them a sense of pride, to make
it easier.*

*Let the children's laughter, remind us
how we used to be.*

*Everybody's searching for a hero;
people need someone to look up to.
I never found anyone who fulfilled
my need.*

*A lonely place to be, so I learned to
depend on me.*

*I decided long ago, never to walk
in anyone's shadow
If I fail, if I succeed, at least I'll live
as I believe.*

*No matter what they take from me,
They can't take away my dignity!
Because the greatest love of all,
was happening to me.*

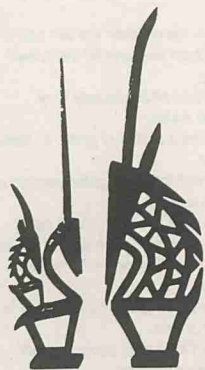
*I found the greatest love of all inside
of me.*

*The greatest love of all, it's easy
to achieve.*

*Learning to love yourself is the
greatest love of all.*

*And if by chance that special place
That you've been dreaming of,
Leads you to a lonely place,
Find your strength in love.*

AFRICAN-AMERICAN CAMPUS ORGANIZATIONS



Tji Wara Headcrests. Mali.

Tji Wara was a mythical hero who taught humans how to till the land. Costumed members of the mutual aid society wear these crests on wicker hats when the fields are to be planted. The female crest has a little one on her back.

THE AFRICAN-AMERICAN HERITAGE SOCIETIES

The African-American Heritage Societies consist of a group of five societies whose purpose is to provide Afrocentric-oriented research. Members of each society become aware of the significant contributions made by African-Americans throughout history and recognize as well as utilize the legacy of the prior contributions of African-Americans in their personal and professional development. The societies seek to develop a wholesome sense of belonging to one's own racial group and to develop an appreciation of one's own racial identity. The five components of the African-American Heritage Societies are: history, literature, oratory, science, and visual aesthetics. Members participate in an annual conference where each component presents some aspect of its investigations.

History Advisor: Ms. Joanne Woodard

Literature Advisor: Dr. Joyce Pettis

Oratory Advisor: Mr. Eddie Lawrence

Science Advisor:

Dr. Augustus Witherspoon

Visual Aesthetics Advisor:

Mr. Charles Joyner

Executive Secretary:

Dr. Iya Ilu Moses

ASSOCIATION FOR THE CONCERNS OF AFRICAN-AMERICAN GRADUATE STUDENTS

The Association for the Concerns of African-American Graduate Students (ACAAGS) is an independent student organization for individuals with concerns for African-American graduate students at North Carolina State University. Part of the organization's stated purpose is to address the concerns and seek solutions to problems that affect its members individually as well as collectively—our cultural bond. All members of ACAAGS have in common their membership in the Graduate School—our academic bond. Therefore, since everybody participating belongs to the Graduate School, the organization seeks to ensure that members understand its rules, methods of operation and the unique activities involved.

President: Dean Marsh

Advisor: Dr. Augustus Witherspoon

ASSOCIATION OF PROSPECTIVE BLACK ACCOUNTANTS

The North Carolina State University Chapter of the National Association of Black Accountants has the following aims:

- to unite persons interested in enhancing opportunities for minority groups in accounting, economics, and business management through membership in the Association.

- to assist and encourage members of minority groups in entering accounting professions.

- to stimulate acquaintances and fellowship among members of minority groups.

- to provide opportunities for members of minority groups to increase their knowledge of accounting practices and methods and increase their individual capabilities.

President: Greg Williams

Advisor: Dr. Alvin E. Headen, Jr.

SOCIETY OF BLACK ENGINEERS

The National Society of Black Engineers (NSBE) is a pre-professional society for those African-American students enrolled in engineering and other technical-related fields such as computer science. NSBE serves as a meeting ground for addressing the issues that concern the members. In particular, one of its goals is to stimulate and develop student interest in engineering and all people in the community. The chapter also promotes participation in all disciplines and levels of responsibility in the field of engineering. NSBE is interested in introducing African-Americans to the field of engineering and promoting a successful college experience.

President: Tamala Jamieson

Advisor: Mr. Bobby Pettis

SOCIETY OF BLACK PHYSICAL AND MATHEMATICAL SCIENTISTS

The Society of Black Physical and Mathematical Scientists (SB-PAMS) consists of all African-American students enrolled or interested in the School of Physical and Mathematical Sciences. The organization is designed for the purpose of keeping African-American students up-to-date on current issues and concerns that involve them directly or indirectly. The Society also allows students to meet faculty, staff, and fellow classmates who are very important in the college atmosphere. SB-PAMS gives African-American students the opportunity to voice their needs as students on this campus. SB-PAMS sponsors weekly tutorials in Mathematics, Computer Science, and Statistics.

President: *Eric Speight*

Co-Advisor: *Dr. Robert Bereman*

Co-Advisor: *Ms. Wandra P. Hill*

AFRICAN-AMERICAN SCIENCE AND HEALTH SOCIETY

Formerly the Pre-Professional Health Society, the major emphasis of the African-American Science & Health Society is to assist in maximizing students' potential for success at NCSU in science and health-related fields. The organization holds study sessions prior to major exams, conducts field trips and invites

guest speakers in fields of study or of interest to the members.

Co-President: *Anne Swinton*

Co-President: *Carmen Wimberely*

Advisor: *Dr. William C. Grant*

NATIONAL PAN-HELLENIC COUNCIL

The National Pan-Hellenic Council is a corroboration of African-American fraternities and sororities committed to the unification of African-American greek-letter organizations. Its purpose is to provide representation for all African-American fraternities and sororities and to help in the preservation of the cultural heritage of African-Americans. The Greek-letter organizations of the Pan-Hellenic Council are Alpha Kappa Alpha, Delta Sigma Theta, and Sigma Gamma Rho, sororities, and Kappa Alpha Psi, Phi Beta Sigma, Omega Psi Phi, and Alpha Phi Alpha, fraternities.

President: *Deborah Hazzard*

Co-Advisor: *Mr. Eddie Lawrence*

Co-Advisor: *Ms. Endia Hall*

ALPHA KAPPA ALPHA AKA

Alpha Kappa Alpha Sorority, Incorporated is an international service sorority. Since its founding at Howard University in 1908, AKA has dedicated itself to promoting high scholastic and ethical standards as well as service to all mankind. In keeping with its declared purpose, AKA has engaged in varied programs of civic, social, and educational

service. Health programs sponsored by the national body promoted each of its local chapters to educate and to encourage better standards of living, to increase services and health facilities for all groups, and to cooperate with established health agencies to bring the benefits of their services more fully to every segment of the population. The Kappa Omicron Chapter continues to enrich the college life of young African-American women.

President: *Tabula Bost*

Advisor: *Dr. Gail Hankins*

DELTA SIGMA THETA ΔΣΘ

Delta Sigma Theta Sorority, Incorporated, is a public service sorority with an international link of sisterhood. There are 25 active members of the Mu Omicron Chapter on campus who strive for high academic achievement and who have a high standard of morality. The sorority sponsors various cultural, social and civic activities throughout the year.

President: *Mabel Watson*

Advisor: *Ms. Brenda Gibbs*

SIGMA GAMMA RHO ΣΓΡ

Sigma Gamma Rho was founded at Butler University, Indianapolis, Indiana, in 1922 by seven young ladies who desired to strengthen the African-American community. Their goals have been exemplified in their slogan "Greater service greater progress," and has given ΣΓΡ the sisterhood qualities that place it

among the very best. The members of ΣΓΡ plan to uphold the sorority's tradition of excellence by promoting high academic, moral, and ethical standards.

President: *Hazel Williams*

Advisor: *Ms. Lillian Purrington*

ALPHA PHI ALPHA ΑΦΑ

Alpha Phi Alpha Fraternity, Incorporated, founded at Cornell University, Ithaca, New York in 1906, is the nation's oldest African-American fraternity. The fraternity was founded by seven young college men who saw a need to strengthen the African-American community on college campuses and to make efforts to change society's narrow-minded ideas of that era. Today, ΑΦΑ has continued to pursue goals that benefit all mankind. The brothers of the Eta Omicron Chapter have strived to maintain good academic standing, provide outstanding leadership roles, and willingly serve the campus since the chapter's founding in 1971. All are encouraged to help continue to work for the enhancement of our society.

President: *Kirk Wilder*

Advisor: *Dr. Don C. Locke*

KAPPA ALPHA PSI ΚΑΨ

Kappa Alpha Psi is dedicated to upholding the ideals of achievement, brotherhood, service, and scholarship. The Kappa Xi Chapter here at N.C. State actively promotes these ideals through various projects both on and off cam-

I, TOO

*I, too, sing America.
I am the darker brother.
They send me to eat in the kitchen
When company comes,
But I laugh,
And eat well,
And grow strong.
Tomorrow,
I'll sit at the table
When company comes.
Nobody'll dare
Say to me,
"Eat in the kitchen,"
Then.
Besides,
They'll see how beautiful I am
And be ashamed,—
I, too, am America.*

—Langston Hughes

pus. Prominent members of KΑΨ consist of: Mayor Tom Bradley of Los Angeles, Arthur Ashe, former tennis professional, and Robert Bridges, superintendent of the Wake County Public Schools.

President: Darrin Alston

Advisor: Mr. Kenneth Moore

OMEGA PSI PHI ΩΨΦ

Omega Psi Phi is a service fraternity comprised of men who accepted the concepts of manhood, scholarship, perseverance, and social uplift as their guiding principles. ΩΨΦ is always interested in attracting men of high ideals and ambitions. Notable men of ΩΨΦ are: the Reverend Jesse Jackson, the late Dr. Ronald McNair, Physicist and U.S. Astronaut, and Mr. Clarence Lightner, former Mayor of Raleigh.

President: Jerold Bryant

Advisor: Mr. Anthony Knox

PHI BETA SIGMA ΦΒΣ

From the moment of its official inception on January 9, 1914, Phi Beta Sigma Fraternity has sought to return something of value to the community from which it springs. In a very real sense, the motto "Culture for service and service for Humanity" is a daily guidepost by which each Sigma man must measure himself. Our members see themselves as trustees of skills, abilities, ideas, and time and as vehicles through which positive change can be achieved.

Because the depth of our organization extends far beyond the level of an ordinary club or association, a prospective member of ΦΒΣ must, as the Good Book says, "Study to show thyself approved . . . a workman that need not be ashamed."

President: Travis C. Rouse

Advisor: Mr. Rex Smith

NEW HORIZONS CHOIR

New Horizons was formed in the fall of 1977 under the leadership of Eleania Ward and Ronald Foreman. With the help of Mrs. Ward and the Music Department, New Horizons soon became an accredited class (a one-hour elective). New Horizons has traveled extensively in North Carolina, Maryland, and the District of Columbia. Its repertoire features gospel music (spirituals and contemporary), anthems, and a variety of other styles. Interested persons may go to the Price Music Center to audition.

President: Tawanda Shepard

Advisor: Mrs. Eleania Ward

UNITED STUDENT FELLOWSHIP

The United Student Fellowship began in the fall of 1975 under the leadership of Miss Annetta Austin. Then known as the "Black Fellowship", Miss Austin and others felt there was a need for African-American students on this campus to have a place to worship. Now with a pastor, the Reverend Shelton Murphy,

other ministers, an executive board, and a congregation that embraces all students who will come, the United Student Fellowship has a continuing goal of being an outreach on this campus for Jesus Christ.

President: Brian Freeman

Co-Advisor: Dr. Pam Banks-Lee

Co-Advisor: Mr. Kelvin Bryant

BLACK REPERTORY THEATRE

Black Repertory Theatre (BRT) is NCSU's African-American drama group and is one of the newest African-American organizations on campus. The group was founded in the Fall of 1986 as a branchchild of Dr. Patricia Caple, who now serves as the organization's advisor. BRT encourages the production of African-American plays that involve all students. It provides a forum for discussion of the "black experience" and contributions of African-Americans to the theatre. BRT also acts as an instrument through which people with no theatrical training can gain access to the opportunity to learn and participate in various theatrical functions. We welcome all interested students to come out and learn more about BRT. Meetings are held every other Monday at 7 p.m. in the Thompson Theatre classroom.

President: Medeva Ghee

Advisor: Dr. Patricia C. Caple

DANCEVISIONS

DanceVisions is North Carolina State University's dance group. It was formed in February 1978, by a group of NCSU students who were involved in high school dance groups and wanted to continue dancing in college. The group became an official university organization in March 1978. As a chartered organization, the purpose of DanceVisions is to give young men and women the opportunity to express themselves creatively through body movement. The group does not require previous dance experience; however, auditions are held each semester.

President: *Cassandra Johnson*

Co-Advisor: *Thomas Conway*

Co-Advisor: *Mychele Conway*

BLACK STUDENTS' BOARD

The Black Students' Board (BSB) organizes African-American social and cultural events for the campus. Various programs sponsored by this Committee include Black Awareness Week, the Martin Luther King Commemoration Ceremony, Black History Month, the Pan-African Festival, and the Minority Career Fair. This Committee has been especially active with a most successful Career Fair and a leadership workshop.

President: *Tracy Garner*

Advisor: *Mr. Larry Campbell*

NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE

The National Association for the Advancement of Colored People (NAACP) began as the Niagara Movement in 1909. Today, there are over 60,000 active members in the 600 college and youth units alone. The college units strive to improve the political, educational, social, and economic status of all minority groups. Keeping the public aware of the effects of racial discrimination helps the NAACP eliminate all forms of racial prejudice. We encourage intellectual, militant, and effective leadership among the leaders as well as the members of the chapter. Our motto: Never be satisfied with the status quo, push for positive change! Any interested student may call Mr. Spurgeon Cameron at 737-2578.

Advisor: *Mr. Spurgeon Cameron*

PEER MENTOR PROGRAM

The social and academic pressures of college, coupled with a student's first experience away from home may leave many freshmen bewildered. This experience can be even more difficult for the African-American freshman who finds himself on a predominantly white campus, particularly one as large as NCSU. The Peer Mentor Program aids freshmen in their academic, emotional, and social adjustment to life here at NCSU. Each mentor is paired with up to four freshmen whom he/she maintains close contact with throughout the year. The

mentor serves as a "big brother" or "big sister" to incoming African-American freshmen to help ease the transition from high school to college. Typically, mentors make themselves available to freshmen to assist them with any problems that they may face. The Peer Mentor Program continues in its effort to increase and maintain the enrollment of African-American students and to help ensure that each student realizes his/her own potential.

President: *Jennifer Elliott*

Advisor: *Ms. Endia Hall*

SOCIETY OF AFRICAN AMERICAN CULTURE

The Society of African-American Culture (SAAC) was organized in 1968 by African-Americans for African-Americans. SAAC informs African-American students and faculty of local and campus-wide political issues. SAAC also provides a forum for the concerns of African-American students and allows them the opportunity to actively participate in an influential and fulfilling college organization. In conjunction with its political responsibilities, SAAC is also responsible for the maintenance of a sense of heritage at a predominantly white institution through cultural programming and celebration of special African-American events. Feel free to contact the President of SAAC if you have any questions or ideas.

President: *Derrick Johnson*

Advisor: *Dr. Don C. Locke*

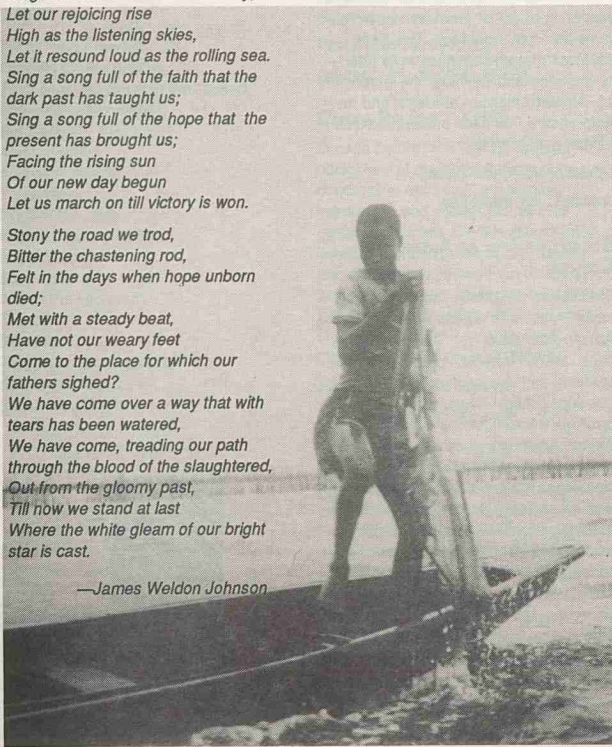


LIFT EVERY VOICE AND SING

*Lift every voice and sing,
Till earth and heaven ring,
Ring with the harmonies of Liberty;
Let our rejoicing rise
High as the listening skies,
Let it resound loud as the rolling sea.
Sing a song full of the faith that the
dark past has taught us;
Sing a song full of the hope that the
present has brought us;
Facing the rising sun
Of our new day begun
Let us march on till victory is won.*

*Stony the road we trod,
Bitter the chastening rod,
Felt in the days when hope unborn
died;
Met with a steady beat,
Have not our weary feet
Come to the place for which our
fathers sighed?
We have come over a way that with
tears has been watered,
We have come, treading our path
through the blood of the slaughtered,
Out from the gloomy past,
Till now we stand at last
Where the white gleam of our bright
star is cast.*

—James Weldon Johnson

**IMPRESSIONS OF WEST AFRICA**

THERE ARE MANY IMPRESSIONS WHICH RUN through my mind as I reflect upon my travels to West Africa. The land, the people, their lifestyle and culture, and the history all left an indelible impression upon my mind. It was a tremendous experience.

The land radiated with a warmth which I must say was greatly enhanced by the attitude and demeanor of the people. Beautiful blue waters of the Atlantic Ocean lapped the sandy shores. The sun projected its powerful presence, casting its powerful rays earthward. And beautiful palm trees—this was a welcome surprise which I thought existed only in Florida!

There is so much to say about the people, it seems difficult to know exactly where to begin. Their love and honesty runs almost as deep as the hues of their skin. I quickly noticed that the honesty of the African is something all the world should stand up and take notice of. Unlike the Western world, where our spoken word seems to carry such little weight, there, understanding and conversation are of utmost importance. The African says what he means and means what he says. His words are taken by him very seriously, and any task to which he has placed his word he will carry out with the utmost sincerity.

After having lived in America it has become somewhat commonplace to forget about what a tremendous effect traditional values play in our everyday lives. It seems as if honesty, trustworthiness and respect for one's fellow man have all but disappeared in our

individualistic, fast-paced, technological society. Oftentimes, when my thoughts carry me back to Africa, I think of the kindness and humanity which the people expressed toward me. I think of how in Africa, basic communication and conversation with one's neighbor is the order of the day.

When my mind reaches back to Africa, I also think of a land steeped in tradition. This tradition has helped to maintain within its borders that sense of humanity and respect for life which seems to pay tribute to both the people and their culture. I talked with a Togolese man and he said that in his country, even with the poverty which appeared widespread in the cities, the most serious form of crime faced in the cities was that of pickpocketing. Imagine that; no murder, no burglary; rape does not even exist as a form of crime in African societies! And this man even went so far as to say that should the police apprehend a pickpocket, one may never see him again. Those words conveyed to me that even in the midst of economic hardship, tradition and respect for one's fellow man have maintained the highest level of importance within African societies.

I witnessed the African's close interconnection with nature. I saw this in many places, but I noticed it prominently while visiting the universities. In addition, I noticed it in traditional religious practices. Below is a description of the University of Ghana. When we visited the university and talked with faculty, we sat in a classroom which lay

in a courtyard surrounded by several academic buildings:

Even in the schools, we are still in touch with nature. The classroom where we met Mr. Gyimah-Boadi was an open-aired classroom which naturally remained cool despite the outside temperatures and the absence of modern air conditioning. If one looked outside (no windows), he could see the beautiful flowers and trees. The campus was very spacious and remained in touch with nature. Judging from this picturesque scene, it appears that man has reached a compromise with nature and both have been satisfied.

I also noticed man's interconnection with nature in traditional religious practices. Although it is true that there are many forms of worship practiced on the African continent which deviate from the traditional form, I briefly talked to a Togolese man about the traditional practice of voodoo. To give you some historical background, voodoo is currently the oldest form of religion still practiced on the earth. In this country, voodoo has been interpreted to mean a sort of magic or sorcery practiced by people of African descent. According to religious scholars, voodoo involves trance-like communication with nature spirits and ancestors. In truth, however, the word voodoo literally means "to serve God", and it combines medicinal practices with religion. A friend even informed me how traditional dances incorporated roots of this ancient form of worship. It was believed that there existed a connection between both man

and nature, and this connection could be expressed through dance.

With this in mind, I would like to leave the reader with a sense of my connectivity — the African-American's connectivity — with his African brothers and sisters. One commonality shared by both Africans and African-Americans is a sense of hope. I saw this hope materialize in many ways—hopes expressed about the future, belief in a supernatural force which controls the currents of history and is present in our everyday lives. This hope also materialized itself in the belief on the part of more than a few Africans (and African-Americans alike) that Africa would again return to her former greatness.

Another commonality which I noticed was the sense of calm which pervaded the people whom I met. It appeared that no matter how tough the pressures of life may have gotten, there still existed that sense of calm about oneself. In general everyday terms, most people refer to it as "cool", a very appropriate term. It is a type of coolness which makes others stop and admire how calm a person could remain despite his situation. I saw this demeanor as being a cultural trait of each African I met and I could see that "cool" was not only a state of mind, but was physiological condition of his body as well. For example, I noticed how Mr. Ogubi remained calm and physically cool while wearing a suit and a tie in ninety-degree temperatures with the sun shining directly on him. More importantly, despite the poor economic conditions of the Togolese

and Ghanaian peoples, I recognized that they still maintained their sense of "cool". On the whole, the people did not reduce themselves to commit criminal acts or perpetrate violent acts against one another, nor was there a sense of chaos or despair felt by the people. I strongly believe that this expression of coolness, hope, and belief in God all have a direct link with each other.

No description of connectivity between the African and the African-American would be complete without mentioning time orientation. Contrary to the American conception of time, the African does not view it as a distinct progression of linear points; time is viewed as a rather indistinct, circular progression of events. If we look at a line, we notice that each point may be distinguished from any other point, each having relatively little connection to another. With a circle, however, we see that each point which lies on the circle's perimeter can not be as uniquely distinguished from another. This concept of time, like those mentioned above — hope and coolness — all have a connection to one another and help to make up the total African and African-American self.

Written by Xavier Allen

**COLLEGE OF AGRICULTURE AND
LIFE SCIENCES**

Dr. Brenda F. Allen, *Specialist, Leadership/Home Economics, Agricultural Extension Service*
Box 7605, F-5 Ricks
737-2770

Mr. Larry Bass, *Extension Specialist, Horticulture Science*
Box 7609, 170 Kilgore
737-3537

Dr. Leon Boyd, *Assistant Professor, Food Science*
Box 7624, 116E Schaub
737-2959

Dr. Clyde E. Chesney, *District Program Leader, Agricultural Extension Service, Extension Assistant Professor, Recreation Resources Administration*
Box 7602, 300 Ricks
737-2380

Dr. William C. Grant, *Professor of Zoology, Coordinator, Special Programs, ALS, Coordinator, African-American Affairs*
Box 7617, 1627-A Gardner
737-2402

Gregory P. Fenner, *Research Associate*
Box 7850, 4626 Gardner
737-7850

Dr. Ronald E. Jarrett, *Associate Professor, Crop Science*
Box 7620, 2407 Williams
737-2326

Dr. Cynthia Johnson, *Extension Human Development Specialist & Extension Assistant, Professor, Agricultural Extension Service*
Box 7605, F-2 Ricks
737-2770

Dr. Thoyd Melton, *Associate Professor, Microbiology*
Box 7615, 4609 Gardner
737-7136

Dr. Beulah M. Parker, *Associate Professor, Entomology*
Box 7613, 2715 Bostian
737-3341

Ms. Bernadette G. Watts, *Instructor, Extension Specialist, Educational Programs*
Box 7607, 300 Ricks Hall
737-2380

Dr. James P. West, *District Extension Director, Extension Associate Professor, 4-H Youth Development, Agricultural Extension Service*
Box 7604, 307 Ricks
737-3780

Dr. Ulysses G. Whitworth, *Assistant Professor, Animal Science*
Box 7621, Box 7601
737-2673

Dr. Augustus Witherspoon, *Assoc. Dean, Graduate School*
Box 7102, 108 Peele
737-7461
Professor, Botany
Box 7612, 3211 Gardner
737-3345

Dr. Tommy E. Wynn, *Associate Professor, Botany*
Box 7611, 2717 Bostian
737-3341

SCHOOL OF DESIGN

Ms. Chandra D. Cox, *Associate Professor*
Box 7701, 201-F Leazar
737-2095

Mr. Charles E. Joyner, *Associate Professor, Department Head, Assistant Dean, Coordinator, African-American Affairs*
Box 7701, 221 Brooks
737-2208

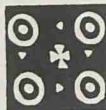
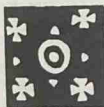
Marianetta Porter, *Assistant Professor, Design*

COLLEGE OF EDUCATION

Dr. Lawrence M. Clark, *Professor, Math Education, Associate Provost, University Administration*
Box 7101, 608-J Poe
737-3148

Mr. Scipio Colin, III, *Assistant Professor, Adult and Community College Education*
Box 7801, 310-M Poe
737-3590

Ms. Deborah Evans, *Coordinator, Mathematics & Science Education Pre-College Program*
Box 7801, 315 Poe
737-2013



Dr. Herbert A. Exum, *Associate Professor, Occupational Education, Associate Dean of Education*
Box 7801, 208 Poe
737-2231

Dr. Edgar I. Farmer, *Associate Professor, Occupational Education*
Box 7801, 502-C Poe
737-2234

Dr. William B. Harvey, *Associate Professor, Educational Leadership-Program Evaluation*
Box 7801, 608 Poe
737-3127

Dr. Don C. Locke, *Associate Professor, Department Head, Counselor Education*
Box 7801, 520-K Poe
737-2244

Dr. Rupert Nacoste, *Assistant Professor, Psychology*
Box 7801, 761 Poe
737-2254

Dr. Karen Norwood, *Instructor, Math and Science Education*
Box 7801, 602E Poe
737-2238

Ms. Anona Smith, *Coordinator of Recruitment, Education & Psychology, Coordinator of African-American Student Affairs*
Box 7801, 226 Poe
737-7160

Dr. Lee V. Stiff, *Assistant Professor, Math-Science Education*
Box 7801, 326-D Poe
737-2238

COLLEGE OF ENGINEERING

Dr. Winsor E. Alexander, *Professor, Electrical & Computer Engineering*
Box 7911, 334 Daniels
737-2336

Mr. George Bland, *Associate Dean of Engineering, Undergraduate Programs, Associate Professor, Electrical & Computer Engineering*
Box 7904, 120 Page
737-3693

Mr. Kelvin Bryant, *Visiting Instructor, Computer Science*
Box 8206, 123E Daniels
737-7173

Dr. Orlando E. Hankins, *Assistant Professor, Nuclear Engineering*
Box 7909, 2112 Burlington
737-3292

Ms. Rhonda W. Huffman, *Counselor, Engineering*
Box 7904, 120 Page
737-3292

Mr. Robert L. McLymore, *Extension Safety Specialist, 4-H Safety, Biological & Agricultural Engineering*
Box 7625, 201-A Weaver
737-2672

Mr. Bobby D. Pettis, *Minority Student Services Director, Dean's Office, Engineering, Coordinator, African-American Affairs*
Box 7904, 120 Page
737-3256

Dr. Hubert Winston, *Associate Professor, Chemical Engineering, Director of Academic Affairs*
Box 7904, 118 Page
737-2315

COLLEGE OF FOREST RESOURCES

Mr. Jerry L. Bettis, *Instructor, Forestry, Coordinator, African-American Affairs*
Box 8002, 1001-J Biltmore
737-3181

Mr. Clyde Chesney (See COLLEGE OF AGRICULTURE AND LIFE SCIENCES)

Dr. Carolyn S. Love, *Assistant Professor, Recreation Resources Admin.*
Box 8004, 4004-A Biltmore
737-3276

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Mr. Gerald W. Barrax, *Associate Professor, English*
Box 8105, 230 Tompkins
737-3870

Dr. Joe B. Brown, Jr., *Assistant Professor, Physical Education, Special Projects Coordinator*
Box 7401, 210-G McKimmon
737-2038

Dr. Patricia Caple, *Associate Professor, Speech Communication*
Box 7305, Thompson Theatre
737-2405

Mr. William A. Cheek, *Assistant Professor, Physical Education*
Box 8111, 2032 Carmichael
737-2487

Dr. Edward Clark, *Associate Professor, English*
Box 8105, 216 Tompkins
737-3863

Ms. Joan S. Griffin, *Lecturer, English, Coordinator, African-American Affairs*
Box 8101, 286 Tompkins
737-7456

Ms. Aiborta Haley, *Lecturer, English*
Box 8105, 281 Tompkins
737-3863

Dr. Thomas N. Hammond, *Associate Professor, Foreign Language & Literature*
Box 8106, 217 1911 Building
737-2475

Dr. Gail Hankins, *Assistant Professor, Speech Communication*
Box 8104, 206 Winston
737-2450

Dr. Alvin E. Headen, Jr., *Assistant Professor, Economics & Business*
Box 8110, 311-B Hillsborough
737-2885

Dr. Karla Holloway, *Associate Professor, English*
Box 8105, 201 Tompkins
737-3863

Dr. Doris L. Laryea, *Associate Professor, English*
Box 8105, 235 Tompkins
737-3870

Dr. Wilma Peebles-Wilkins, *Associate Professor, Social Work Programs, Sociology & Anthropology*
Box 8107, 332 1911 Building
737-3921

Dr. Joyce O. Pettis, *Assistant Professor, English*
Box 8105, 285 Tompkins
737-3866

Dr. Traci V. Reid, *Assistant Professor, Political Science & Public Administration*
Box 8102, 223 Caldwell
737-2481

Mr. Samuel L. Robinson, *Lecturer, Economics and Business*
Box 8109, 18-G Patterson
737-2258

Dr. Linda Smith, *Assistant Professor, Sociology & Anthropology*
Box 8107
737-3291

Mr. Rex Smith, *Lecturer, Physical Education*
Box 8111, 2405 Carmichael
737-2487

Dr. Maxine Thompson, *Associate Professor, Sociology & Anthropology*
Box 8107, 311 1911 Building
737-3114

Dr. Odell Uzzell, *Professor, Sociology & Anthropology*
Box 8107, 327 1911 Building
737-3114

Mr. Gary E. Wall, *Lecturer, Physical Education*
Box 8111, 2048 Carmichael
737-2487

Dr. Joanne Woodard, *Instructor, History*
Box 8108, 104 Harrelson
737-2483

COLLEGE OF PHYSICAL AND MATHEMATICAL SCIENCES

Dr. Charles E. Anderson, *Professor, Marine, Earth, & Atmospheric Sciences*
Box 8208, 204 Withers
737-7049

Dr. O. Keith Baker, *Instructor, Physics*
Box 8202, 104 Cox
737-2521

Dr. Cavell Brownie, *Associate Professor, Statistics*
Box 8203, 608-C Cox
737-2534

Dr. Ethelbert Chukwu, *Visiting Professor, Mathematics*
Box 8205, 354 Harrelson
737-7442

Dr. Amassa Fauntleroy, *Professor, Mathematics*
Box 8205, 360 Harrelson
737-2386

Dr. K.S. Kirolos, *Research Associate, Chemistry*
Box 8204, 514 Dabney
737-3616

Ms. Wandra Hill, *Coordinator, African-American Affairs*
Box 8201, 121 Cox
737-7841

COLLEGE OF TEXTILES

Dr. Pamela Banks-Lee, *Assistant Professor, Textile Engineering & Sciences*
Box 8301, 206 Nelson
737-3481

Mr. Andrew Barner, *African-American Student Affairs Coordinator*
Box 8301, B-1 Nelson
737-3780

Mrs. Barbara Best-Nichols, *Librarian, Textiles*
Box 8301, 112 Nelson
737-3043

Dr. Harold Freeman, *Associate Professor, Textile Chemistry*
Box 8302, 217 Clark
737-2551

Dr. James W. Rucker, *Assistant Professor, Textile Chemistry*
Box 8302, 209 Clark
737-2551

Ms. Cynthia A. Ruffin, *Librarian, Textiles Library*
Box 8301, Library, Nelson
737-3043

COLLEGE OF VETERINARY MEDICINE

Dr. Cecil F. Brownie, *Assistant Professor, Anatomical Physiological Science & Radiology*
Box 8401, 4700 Hillsborough St.
829-4229

Dr. Dawn E. Duncan, *Resident, Pathology*
Box 8401, 4700 Hillsborough St.
829-4361

Ms. Marva Motley, *Director, Student Admissions, Coordinator, African-American Affairs*
Box 8401, 4700 Hillsborough St.
829-4205

Ms. Wanda West, *Intern, Veterinary Medicine*
Box 8401, 4700 Hillsborough St.
829-9504

PART-TIME

Ms. D. E. Artis-Banks, *Visiting Instructor, Zoology*
Box 7617, 2707 Bostian
737-3494

Mr. Donald Baker, *Visiting Lecturer, Speech Communications*
Box 8104, 212 Winston
737-2450

Mr. Elwood Becton, *Visiting Lecturer, Economics & Business*
Box 8109, 201 Patterson
821-2152

Ms. Minnie Brown, *Extension Professor Emeritus, Adult & Community College Education, Home Economics*
2205 Candyflower Place
833-5956

Ms. Norma J. Burgess, *Visiting Lecturer, Sociology & Anthropology*
Box 8107, 1911 Building

Ms. Mary K. Deyampert, *Adjunct Instructor, Sociology & Anthropology*

Ms. Helen Dickens, *Coordinator, Cooperative Education*
Box 7110, 213 Peele
737-2300

Mr. Phillip G. Freelon, *Visiting Lecturer, Design*
Box 7701, Brooks

Mr. Donald L. Hairston, *Visiting Professor, Mathematics*

Mr. Sali H. Hakeem, *Visiting Assistant Professor, Economics & Business*
Box 8109, 216 1911 Building
737-2258.

Mr. Alvin D. Lester, *Teaching Technician, Design*
Box 7701, School of Design

Harold L. Martin, *Adjunct Associate Professor, Electrical & Computer Engineering*

Box 7911, College of Engineering

Robert Powell, *Visiting Assistant Professor, Counselor Education*

Mr. Louie E. Ross, *Visiting Instructor, Sociology & Anthropology*
Box 8107, 1911 Building

Mr. Thomas A. Shepherd, *Visiting Instructor, Sociology & Anthropology*
Box 8107, 1911 Building

Ms. Genevieve Sims, *Visiting Lecturer, Political Science & Public Administration*
Box 8102, Caldwell

Matthew J. Towns, *Visiting Lecturer, Economics & Business*

Dr. Edward L. Treadwell, *Adjunct Associate Professor, Biochemistry*

Ms. Sandra Wall, *Visiting Instructor, Mathematics*

Ms. Patricia Wigfall, *Visiting Lecturer, Political Science & Public Administration*
Box 8102, 228 Caldwell
737-2481

Dr. Phail Wynn, Jr., *Adjunct Assistant Professor, Adult & Community College Education*
1637 Lawson St.
Durham, N.C. 27703

ACADEMIC SKILLS PROGRAM

Ms. Frankye B. Artis, *Counselor/ Services Coordinator, Academic Skills Program*
Box 7104, 102 Reynolds
737-7053

Mr. Arnold Bell, *Coordinator of Program Evaluation*
Box 7105, 528-A Poe
737-3163

Dr. Joe B. Brown, Jr. (See COLLEGE OF HUMANITIES AND SOCIAL SCIENCES)

Mr. Thomas Conway, Jr., *Assistant Director, Academic Skills Program*
Box 7105, 124 Reynolds
737-2464

Ms. Arlene Ugbaja, *Associate Coordinator of Advising, University Undesignated Freshmen*
Box 7105, 528 Poe
737-3592

ADMINISTRATORS

Dr. Lawrence M. Clark, *Associate Provost/Affirmative Action Officer*
Box 7101, 201 Holladay
737-3148

Dr. Herbert A. Exum, *Associate Professor Counselor Education, Associate Dean—Education*

Box 7801, 208 Poe
737-2231

Dr. Charles Haywood, *Associate Vice Chancellor, Division of Student Affairs*
Box 7316,
2109 Student Services Center
737-3499

Dr. Augustus Witherspoon, *Associate Dean—Graduate School*
Box 7102, 108 Peele
737-7461

ADMISSIONS

Mr. Kovac Bynum, *Assistant Director, Admissions*
Box 7103, 112 Peele
737-2437

Ms. Elizabeth M. Riley, *Assistant Director, Admissions*
Box 7103, 112 Peele
737-2437

ATHLETICS

Mr. Jeffrey Blount, *Assistant Track Coach*

Mr. Dereck C. Whittenburg, *Assistant Basketball Coach*
Box 8501, Case Athletic Center
737-2104

COOPERATIVE EDUCATION

Ms. Deborah Branch, *Assistant Director, Cooperative Education Program*
Box 7110, 213 Peele
737-2300

Mr. William T. Holloman, III, *Assistant Director, Cooperative Education Program*
Box 7110, 213 Peele
737-2300

FINANCE AND BUSINESS

Ms. Mardecia Bell, *Analyst Programmer, Administrative Comptroller Services*
Box 7208, 14 Peele
737-3310

Mr. Preston Bethea, Jr., *Manager, Internal Audit Division*
Box 7202, B Holladay
737-3289

Ms. Mary Y. Harrison, *Analyst Programmer, Administrative Comptroller Services*
Box 7209, B-21 Hillsborough
737-2794

Ms. Paulette Jervay, *Director, Foundation Accounting & Investment*
Box 7207, B Holladay
737-2110

Mr. Clarence A. Morgan, Jr., *Auxiliary Services, Comptroller Sales Supervisor*
Box 7224, NCSU Bookstores
737-2161

Mr. James Sweet, Jr., *Director, Student Loans*
Box 7213, 1101 Student Services Ctr.
737-2985

HUMAN RESOURCES

Ms. Deborah S. Matthews, *Assistant Director, Human Resources*
Box 7210, Admin. Office Bldg.
737-3736

Mr. John Sellars, *Classification Analyst*
Box 7210, Admin. Office Bldg.
737-7175

Ms. Bessie H. Taylor, *Classification Analyst*
Box 7210, Admin. Office Bldg.
737-7175

D.H. HILL LIBRARY

Mrs. Barbara Best-Nichols (See
COLLEGE OF TEXTILES)

Ms. Sandra C. Dunn, *Monographic Catalogue Librarian*
Box 7111, D.H. Hill #1121
737-2603

Ms. Margaret R. Hunt, *Head, Collection Development & Acquisition*
Box 7111, 3128 D.H. Hill
737-3187

LIFELONG EDUCATION

Dr. Bruce Winston, *Continuing Education Specialist, University Extension*
Box 7401, 147-F McKimmon Center
737-2261

Ms. Janet Howard, *Minority Recruiter*
Box 7401, 210 McKimmon Center
737-7007

PHYSICAL PLANT

Ms. Gail Brackett, *Secretary*
Box 7219, Physical Plant
737-2181

Mr. Lawrence B. Bradley, *Assistant Director for Operations*
Box 7219, 109 Morris
737-2181

Mr. Frank B. Bynum, *Landscape Services Superintendent*
Box 7218, Physical Plant
737-2181

Mr. Berry Dunston, Jr., *Building Services Superintendent*
Box 7219, 4 Park Shops
737-2181

STUDENT AFFAIRS

Ms. Wanda Abdullah-White, *Assistant Director, Financial Aid*
Box 7302, 2005 Harris
737-2421

Dr. Faheem C. Ashanti, *Staff Psychologist*
Box 7312, 2000 Harris
737-2424

Mr. Larry E. Campbell, *Assistant Director*
Box 7306, 3114 University Student Center
737-2451

Ms. Patricia Davis Smith, *Coordinator of Handicapped Student Services*
Box 7312, 2000 Harris
737-7653

Mr. Willie F. Edmonds, *Counselor, Upward Bound Program*
Box 7317, 205 Peele
737-3632

Mr. Ronald A. Foreman, *Program Advisor, Assistant Track Coach*
Box 7306, 3114 University Student Ctr.
737-2451

Ms. Endia B. Hall, *Coordinator, African-American Student Affairs, Student Development*
Box 7314, 2008 Harris
737-3835

Ms. Cynthia J. Harris, *Director, Upward Bound Program*
Box 7314, 205 Peele
737-3632

Dr. Charles A. Haywood, *Associate Vice Chancellor*
Box 7316, 2120 Student Services Ctr.
737-3499

Ms. Cecilia R. Johnson, *Academic Coordinator, Upward Bound Program*
Box 7317, 205 Peele
737-3632

Ms. Audrey L. Jones, *Assistant Director, Residence Life*
Box 7315, 1103 Student Services Ctr.
737-2406

Mr. Eddie Lawrence, *Assistant Coordinator, African-American Student Affairs*
Box 7314, 2008 Harris
737-3835

Ms. Mary Linney, *Counselor, Career Planning & Placement Center*
Box 7301, 2100 Student Services Ctr.
737-2396

Dr. Beverly McLaughlin, *Counselor*
Box 7312, 2000 Harris
737-2423

Mrs. Brenda D. Moore, *Assistant Director, Financial Aid*
Box 7302, 2005 Harris
737-2421

Ms. Eleania B. Ward, *Assistant Director of Music*
Box 7311, 210 Price
737-2981

Ms. Wanda White, *Assistant Director, Financial Aid*
Box 7315, 2003 Harris
737-2421

STUDENT HEALTH SERVICES

Mrs. Brenda Bessard, *Director of Nursing*
Box 7304, Clark Building
737-2562

Mrs. Helen Bates, LPN, *Staff Nurse*
Box 7304, Clark Building
737-2563

Mrs. Norma Boykin, RN, *Staff Nurse*
Box 7304, Clark Building
737-2564

Ms. Eloise Dowtin, *Lead Nurse*
Box 7304, Clark Building
737-2564

Mrs. Janice Gale, LPN, *Staff Nurse*
Box 7304, Clark Building
737-2563

Mr. Andre Glenn, *Orderly*
Box 7304, Clark Building
737-2564

Mrs. M. Elaine Goodson, *Family Nurse Practitioner*
Box 7304, Clark Building
737-2564

Mrs. Ernestine Keith, RN, MSN, *Nurse Practitioner*
Box 7304, Clark Building
737-2563

Mrs. Dinah Moore, RN, *Staff Nurse*
Box 7304, Clark Building
737-2563

Mrs. Barbara Nichols, *Nursing Assistant*
Box 7304, Clark Building
737-2564

Mrs. Vickie Sanders, LPN, *Staff Nurse*
Box 7304, Clark Building
737-2562

Mr. Barrett Simmons, *Orderly*
Box 7304, Clark Building
737-2564,

Mr. Fred Yarbough, *Orderly*
Box 7304, Clark Building
737-2564

UNC CENTER FOR PUBLIC TELEVISION

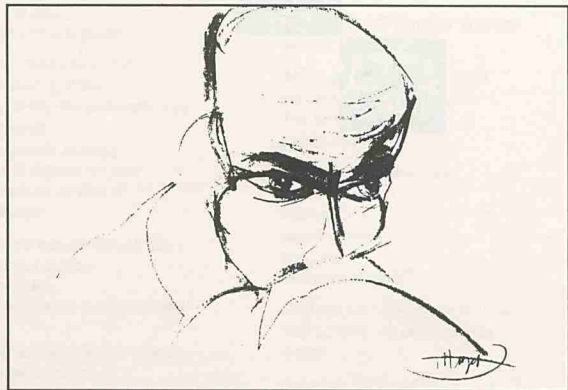
Mrs. Audrey Kates Bailey, *Production Reporter*
Box 8601, 211-A TV Center
851-0685

URBAN AFFAIRS AND COMMUNITY SERVICES

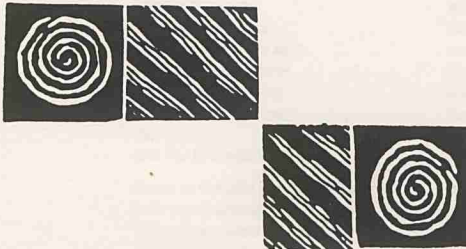
Mr. Spurgeon Cameron, *Assistant Director*
Box 7401, 259 McKimmon Center
737-2578

Mr. Frank Emory, *Assistant Director & Continuing Education Specialist*
Box 7401, 223 McKimmon Center
737-2261

Mr. Roderick Shields, *Project Supervisor*
Box 7401, 276 McKimmon Center
737-3211

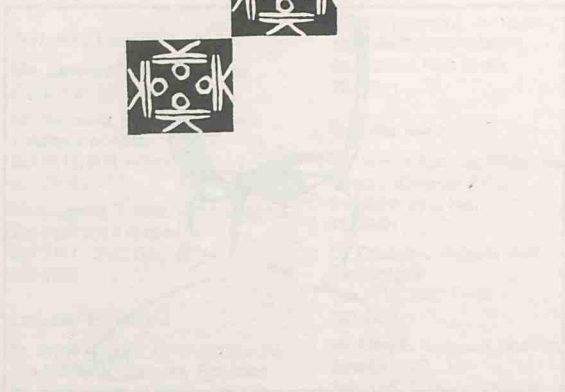


Miguel Langford





NOTES:





YOU ARE

*You are the descendant of a resilient,
durable, proud, and productive people
A people who are diverse,
family oriented and known to nurture
and love their offspring*

*You are the descendant of a people
who take pride in providing
the foundation for their offspring
to reach for higher grounds,
to carve out other pathways to
life's treasures*

*You are the recipient
of generations of family
and group sacrifices,
of violent and unspoken struggles,
of family pride and an undying sense
of love and commitment for family*

*Within you is the strength,
the pride, the hopes, the pain,
the praise, and best of all,
the combined gifts of your
ancestral heritage*

*Many of the gifts
have been shared
by those ancestors who
have come and gone,
without your knowing
of their contributions,
their truths,
and not to mention their love*

*Some of the gifts you receive are
from those ancestors
whose lives cross your path on a
day to day basis*

*They provide you with both the
positive and negative
images that life tends to present us*

*There are those whose gifts you
receive that you are
yet to greet, to know, to
experience*

*And then, there are those who
are yet to be born
they too, will be touched by their
ancestral gifts
through you and yours*

*But you must know and
understand that the
quality of life, the pathways they
may choose
and negotiate in many
ways will depend on your
contribution—or lack of
contribution*

*So, stroke wisely through the
sometimes stormy
waters of life,
But, also, stroke swiftly with the
insight,
hindsight, and foresight of your
ancestors leading
the way*

*For YOUR ANCESTORS watch
you closely and carefully—
In you they have invested the
gifts of the family system*

*They anxiously await and
anticipate your truths,
Your contributions, your
outcomes*

*They proudly rejoice in the
possibilities that life
presents you and yours*

*And they are fully aware of the
extra "LUGGAGE"
that you MUST bear*

*The "pain" and "orgasm" is theirs
as well*

*Above all, they proudly await
the arrival of the newborn—
The next generation of
pathfinders*

*Because it is upon your
truths
triumphs,
contributions,
integrity,
And commitment*

*That the next generation's
PRESENCE will be felt by the
world!*

Because, "YOU ARE"

by Forrest D. Toms



[The right side of the page contains a large, dense area of extremely faint, illegible text, likely bleed-through from the reverse side of the page.]