



North Carolina State University

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

Office of the Provost
and Vice-Chancellor

August 18, 1987

Mr. Ernest G. Murphrey
Director, University Accounting
Box 7205
NCSU Campus

Dear Mr. Murphrey,

I am requesting written approval for our Annual African-American Coordinators Conference. In our effort to recruit and retain African-American students, a cadre of African-American Coordinators has been established, one in each of the nine academic schools and the graduate school, with the following specific goals: to increase the number of Black students entering the University as undergraduates, improve the academic performance and increase the rate of persistence to graduation of Black students, and increase the number of Black Students entering as graduate students.

Each year we have a one and one-half day conference in order to evaluate the previous year, to review our original goals and to outline the goals and objectives for the upcoming year. This conference has been traditionally held at the Aqueduct Conference Center in Chapel Hill. To aid as a facilitator for this conference, a noted educator from outside the University is invited to participate.

I am requesting that permission be granted to hold this annual conference on a continuing basis for the purposes stated above.

Thank you for your consideration in this matter.

Sincerely,

A handwritten signature in cursive script, appearing to read "Lawrence M. Clark".

Lawrence M. Clark
Associate Provost

LMC:lmr



North Carolina State University

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

Office of the Provost
and Vice-Chancellor

December 29, 1987

MEMORANDUM

TO: African-American Coordinators
FROM: Lawrence M. Clark *LMC*
RE: Spring 1988 Meetings

The monthly meetings of the African-American Coordinators have been scheduled for the Spring 1988 semester.

The meetings will be held in room 616 Poe Hall on the following dates:

Thursday, January 7, 1988 - 2:30 p.m. to 4:00 p.m.

Tuesday, February 9, 1988 - 10:30 a.m. to 12:00 p.m.

" March 8, 1988 - 10:30 a.m. to 12:00 p.m.

" April 12, 1988 - 10:30 a.m. to 12:00 p.m.

" May 10, 1988 - 10:30 a.m. to 12:00 p.m.

Please schedule these meetings on your calendars. If you have any scheduling conflicts please call Liz Riley (X-3148).

LMC:lr

AFRO-AMERICAN COORDINATORS
1987-88

Jerry Bettis
Forestry
1001 J Biltmore
Box 8802
NCSU Campus
x-3181

Bobby Pettis
School of Engineering
115 Page Hall
Box 7904
NCSU Campus
x-3264

Thomas Conway
Special Services
528-A Poe
Box 7105
NCSU Campus
x-3533; 3163

Charles Joyner
School of Design
221 Brooks
Box 7701
NCSU Campus
x-2201

Joan Griffin
School of Humanities and
Social Sciences
8105 Tompkins
x-7456

Joe Brown
Academic Advancement for
Student Athletes
Box 7104
NCSU Campus
x-2464 or 3680

William Grant
School of Agriculture and
Life Sciences (Zoology)
1627 A Gardner
NCSU Campus
x-2402

Marva Motley
School of Veterinary Medicine
4700 Hillsborough Street A-204
Box 8401
NCSU Campus
829-4205

Anona Smith
School of Education
208 Poe Hall
Box 7801
NCSU Campus
x-2231

Andrew Barner
School of Textiles
217 Clark
Box 8301
NCSU Campus
x-3780

Wandra Hill
School of Physical and
Mathematical Sciences
Box 8201
NCSU Campus
x-2502

Beverly McLaughlin
Counseling Center
Box 7312
NCSU Campus
x-2423

Endia Hall
Coordinator for Afro-American
Affairs
Box 7314
NCSU Campus
x-2441

EX-OFFICIO
Lawrence M. Clark
Associate Provost
201 Holladay
Box 7101
NCSU Campus
x-3148

Augustus Witherspoon
108 Peele Hall
Box 7102
NCSU Campus
x-7461

Janet Howard
Lifelong Education
210 McKimmon Center
Box 7401
NCSU Campus
x-7007

Faheem C. Ashanti
Counseling Center
Box 7312
NCSU Campus
x-2423

Frankye Artis
Academic Skills Program
100 Reynolds Coliseum
Box 7104
NCSU Campus
x-7053

Minnie Brown
Adult and Comm. College Education
2205 Candyflower Place
Raleigh, NC 27610
833-5956



North Carolina State University

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

Office of the Provost
and Vice-Chancellor

December 3, 1987

MEMORANDUM

TO: African-American Coordinators
FROM: Lawrence M. Clark *LMC*
RE: Pre-Holiday Luncheon

As the semester winds down and the holidays approach, I would like for our group to get together one last time before the new year. We've scheduled a dutch luncheon for all Coordinators and Friends on:

THURSDAY, DECEMBER 17, 1987

11:30 - 1:30 p.m.

JOEL LANE'S RESTAURANT (Library Room)
MISSION VALLEY INN

I hope you'll be able to join us. Please RSVP Liz Riley (x3148) by December 15, 1987 and let her know if you will be bringing a guest. I look forward to seeing you all - let's make this a joyous Pre-Holiday Fellowship.

LMC:lr



North Carolina State University

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

Office of the Provost
and Vice-Chancellor

November 19, 1986



MEMORANDUM

TO African American Coordinators
FROM *RWE* Regelyn W. Edwards for Dr. Lawrence M. Clark
SUBJECT Meeting Schedule and Pre-Holiday Luncheon

Due to busy schedules for the remainder of the year, the Coordinators meetings regularly scheduled for the first and third Mondays are cancelled. We will resume our meetings in January.

We do, however, want to come together before everyone departs for the holidays so we've scheduled a DUTCH LUNCHEON for all Coordinators and Friends on:

WEDNESDAY, DECEMBER 17, 1986

11:30 - 1:30 p.m.

JOEL LANE'S RESTAURANT (Library Room)
MISSION VALLEY INN

(They have daily luncheon specials and a soup/salad buffet)

We hope you will be able to join us. PLEASE RSVP BY DECEMBER 10, 1986.
I have to confirm a number, let me know if you're also bringing a guest.
You may reach me at 737-7007, 2038 or leave a message with Dr. Clark's Office.

Please calendar this luncheon--let's make this a joyous Pre-Holiday Fellowship.

/re



North Carolina State University

Coordinators
Holiday
Lunch

Raleigh, N. C. 27695-7101

Office of the Provo
and Vice-Chancellor

November 19, 1986



Cue

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TO African American Coordinators
FROM *WHE* Regelyn W. Edwards for Dr. Lawrence M. Clark
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/re

AFRO-AMERICAN COORDINATORS
1987-88

Mr. Jerry Bettis
Forestry
1001 J Biltmore
Box 8802
NCSU Campus
x-3181

Mr. Bobby Pettis
School of Engineering
115 Page Hall
Box 7904
NCSU Campus
x-3264

Mr. Thomas Conway
Special Services
528-A Poe
Box 7105
NCSU Campus
x-3533; 3163

Mr. Charles Joyner
School of Design
221 Brooks
Box 7701
NCSU Campus
x-2201

Ms. Joan Griffin
School of Humanities and
Social Sciences
8105 Tompkins
x-7456

Dr. Joe Brown
Academic Advancement for
Student Athletes
Box 7104
NCSU Campus
x-2464 or 3680

Ms. Endia Hall
Coordinator for Afro-American
Affairs
Box 7314
NCSU Campus
x-2441

Dr. William Grant
School of Agriculture and
Life Sciences (Zoology)
1627 A Gardner
NCSU Campus
x-2402

Ms. Marva Motley
School of Veterinary Medicine
4700 Hillsborough Street A-204
Box 8401
NCSU Campus
829-4205

Anona Smith
School of Education
208 Poe Hall
Box 7801
NCSU Campus
x-2231

Dr. Harold Freeman
School of Textiles
217 Clark
Box 8302
NCSU Campus
x-2551

Ms. Wandra Hill
School of Physical and
Mathematical Sciences
Box 8201
NCSU Campus
x-2502

Ms. Theresa Hayes
Counseling Center
Box 7312
NCSU Campus
x-2423

EX-OFFICIO
Dr. Lawrence M. Clark
Associate Provost
201 Holladay
Box 7101
NCSU Campus
x-3148

AFRO-AMERICAN COORDINATORS

Jerry Bettis
School of Forest Resources
Teach. Tech-Forestry
1001-J Biltmore
Box 8002
3181

Whinner

Theresa Hayes
Counseling Ctr.
Psychologist
200 Harris
Box 7312
2423

Beverly McLaughlin

Joe Brown
Prog. of Acad. Advancem., Coord.
Stu. Athl.-Acad. Skills Prog.
124 Reynolds
Box 7104
2464

OK

Wandra Hill
School of Phy. & Math. Sci.
CO-OP/Afro-Amer. Stu. Affai
121 Cox
Box 8201
7841

Lawrence M. Clark
Provost Office
201 Holladay
Box 7101
3148

Frankie Carter on Arnold Bell on Ad. L. Minnie Brown

Janet Howard
Minority Recruiter
Division of Lifelong Educ.
210 McKimman
Box 7401
7007

OK

Thomas Conway
Prog. of Acad. Advancem., Dir.
Acad. Skills Prog.
529-Poe
Box 7105
3163

OK

Charles Joyner
School of Design
Asst. Dean
200-B Brooks
Box 7701
2201

Miss

Andrew Barber
Harold Freeman
School of Textiles
Assoc. Prof. Chemistry
217 Clark Nelson B-1
Box ~~8002~~ 8301
~~3181~~ 3780

OK

*Mary Linney
Counselor, Student Affairs
200 Harris Hall
Box*

Marva C. Motley
Sch. of Vet. Medicine
Student Admissions Dir.
4700 Hillshorough
Box 8401
829-4205

William C. Grant
School of Agri. & Life Sci.
Assoc. Prof.-Zoology
1627-A Gardner
Box 7617
2402

OK

Minnie Brown

Bobby Pettis
Sch. of Engineering
Minority Stu. Serv. Dir.
115 Page
Box 7904
3264

NO

Juan S. Griffin
School of Humanities & Soc. Sci.
Lect.-English
286 Tompkins
Box 8101
7456

OK

Anona Smith
Sch. of Education
Recruiter
Dean's Ofc.-208 Poe
Box 7801
2231

7160

Endia Hall
Division of Student Affairs
212 Harris
Box 7314
2441

not Howard

*File -
a-a-
Coordinators*

Regally Wilder
608 Poe Box 7801
2238, 2239

AFRO-AMERICAN COORDINATORS

Jerry Bettis
School of Forest Resources
Teach. Tech-Forestry
1001-J Biltmore
Box 8002
3181

Theresa Hayes
Counseling Ctr.
Psychologist
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124 Reynolds
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Anona Smith
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Recruiter
Dean's Ofc. - 208 Pae
Box 7801
2231

Endia Hall
Division of Student Affairs
212 Harris
Box 7314
2441

Reynold Wilder
608 J Pae/Box 7801
2238/2239

no dinner

Beverly McLaughlin

ok

Frankie Arter or Arnold Bell or Add. Minnie Brown

ok

ok

ok

ok

ok

Miss

No

miss

7160

Janet Howard

Dr. Ashanti

AFRO-AMERICAN COORDINATORS
1987-88

Jerry Bettis
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1001 J Biltmore
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201 Holladay
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x-3148

② Afro-American Coordinators

NORTH CAROLINA STATE UNIVERSITY

Raleigh, N. C.

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

TO: Ms. Suzanne Jasper
Commission for Education
138 North Hawthorne Rd.
Winston Salem, NC 27104

April 22, 1987
Date

ACTION REQUESTED ON ATTACHED:

- Note and Return
- For your information (need not return)
- Please handle
- Please answer; furnish me copy
- Please circulate
- Please draft reply for my signature
- Please give me your comments
- Requires your approval
- Please return attachments

Re: Afro-American Coordinators

Attached is the roster of our Afro-American Coordinators as you requested.

FROM: *Carolyn Ingram*

AFRO-AMERICAN COORDINATORS

Jerry Bettis
School of Forest Resources
Teach. Tech-Forestry
1001-J Billmore
Box 8002
3181

Joe Brown
Prog. of Acad. Advancm., Coord.
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2464

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2561-3780

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Recruiter
Dean's Ofc.-208 Pae
Box 7801
2231

8/4

Mr. Clark

To complete

~~Agro-American
Coordinators
Conference~~

Long

THE EDUCATION OF AFRICAN-AMERICAN
AT
N. C. STATE UNIVERSITY

- A. The Afro-graphic model of socio-cultural development serves as the basis for the Coordinator's position on the education of African-American students at NCSU. The overall objective is to assist NCSU in becoming an institution that will graduate educated African-Americans who are high minority/high mainstream in cultural orientation.
- B. In order to achieve this broad objective, it was necessary first to formulate a list of goals. At the Spring 1986 Coordinator's retreat the following were proposed as goals:
1. enhancement of male-female relationships
 2. understanding of bi-culturality
 3. increased cultural flexibility
 4. development of a sense of "bonding"
 5. development of an appreciation for Black cultural values and African history
 6. development of an appreciation for total education (versus training)
 7. development of leadership ability
- C. For the sake of clarification, a thorough examination of these proposed goals is the next step. The following questions can be applied to each goal:
1. What does this goal mean? What key concepts are represented by this goal?
 2. Why does this goal need to be addressed? What is the importance (immediate and long-range) of this goal?
 3. What problems (immediate and long-range) could occur if this goal is not addressed?
 4. Does this goal fit the Afro-graphic model such that high minority/high mainstream cultural orientation is encouraged?
- The attached worksheet can be used in this examination process.
- D. Once the proposed goals have been examined and clarified, they can be accepted or rejected. If necessary, additional goals can be proposed.

This worksheet can be used to record responses to the questions in section C of the outline.

GOAL	MEANING/KEY CONCEPT	Importance	Potential Problems	Afro-Graphic Fit

Name
Bic #
NCSU Campus

AFRO-AMERICAN COORDINATORS

Jerry Bettis
School of Forest Resources
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North Carolina State University

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

Office of the Provost
and Vice-Chancellor

February 13, 1987

MEMORANDUM TO: Afro-American Coordinators and Friends

FROM: Carolyn R. Ingram *CR*
Secretary to Dr. Clark

The next meeting of the Afro-American Coordinators has been scheduled for Friday, February 20, 1987 at 2:30 p.m. in the Holladay Hall Conference Room. Dr. Nash N. Winstead will be joining us for this meeting. Dr. Murray Downs was also scheduled to attend; but unfortunately, he now has a conflict of schedule.

Please be sure to attend this very important meeting!

/c

AGENDA

Afro-American Coordinators Meeting

February 20, 1987 - 2:30 p.m.

Holladay Hall Conference Room

Introduction by Dr. Lawrence M. Clark

Opening Remarks by Dr. Nash N. Winstead and Status of Consent Decree

Update From Each School by Coordinators

Reflections: Afro-American Symposium
Academic Awards Program
Scholarships
Leadership Conferences
Afro-American Lecture Series

Future Directions



North Carolina State University

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

Office of the Provost
and Vice-Chancellor

February 13, 1987

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North Carolina State University

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

Office of the Provost
and Vice-Chancellor

September 17, 1987

MEMORANDUM

TO: African-American Coordinators and Friends

FROM: Lawrence M. Clark *LMClark*

SUBJECT: Coordinators Conference

I am looking forward to our annual conference at the Aqueduct Center on Wednesday and Thursday, September 23, and 24.

This conference is a most important one. We will have no outside speaker. The focus of the conference will be on developing strategies in the retention of the African-American students at North Carolina State. The retention of African-American students is a very serious issue at this time and we need to come to this meeting prepared to discuss this issue with all of our collective wisdom.

Looking forward to seeing you at 5:00 at the Aqueduct Center on Wednesday, September 23, 1987. Dinner will be served promptly at 6:00 pm.

LMC:emr

Heenah Bond
25% COTTON FIBER



North Carolina State University
Division of Student Affairs

Department of Student Development
Coordinator of Afro-American Student Affairs
211 Harris Hall
Box 7314
Raleigh, NC 27695-7314
Telephone (919) 737-3835

MEMORANDUM

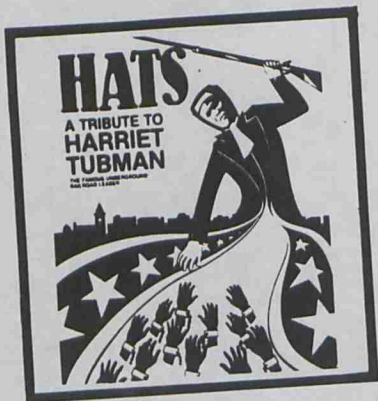
TO: Afro-American Coordinators and Friends
FROM: Endia B. Hall *EH*
Coordinator of Afro-American Student Affairs
DATE: January 5, 1987
SUBJECT: Center Stage Performances

LMC

Please help promote the performances listed on the attached flyer (Center Stage Salutes Black Artists). Contact Sharon Herr at the Center Stage Box Office (ext. 3927) if you need additional flyers or more information.

NOTE: NCSU students are eligible for a \$15.00 package price for all three performances.

Happy New Year!



**Hats: A Tribute
To Harriet Tubman**

Wednesday, January 28, 1987, 8:00 p.m.

Join Sandra Dunson Franks in her internationally acclaimed one-woman show as she recreates the inspirational life of Harriet Tubman. In her electrifying performance, Ms. Franks shares the dreams and courage of the strong-willed freedom fighter. A production that has delighted thousands of people — black, white, young and old.

Tickets: GP \$13.00 NCSU \$6.50

Joseph Holmes Dance Theatre

Wednesday, February 4, 1987, 8:00 p.m.

Joseph Holmes Dance Theatre brings magic to the stage as the dancers perform a unique blend of classical ballet, African folk, American modern, and Broadway show styles developed by Joseph Holmes, former student of black American choreographer Alvin Ailey. Delightful, thought-provoking and always absorbing!

Tickets: GP \$10.00 NCSU \$5.00

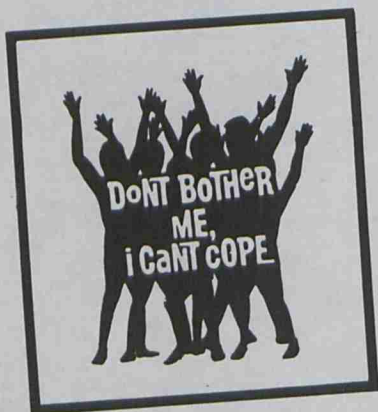


**Don't Bother Me, I Can't Cope
North Carolina
Black Repertory Company**

Saturday, February 7, 1987, 8:00 p.m.

Spanning gospel, jazz, rock and soul, this spirited Broadway musical features a cast of twelve who will escort you through a day in a life of dreams and woes common to all humanity, expressed through The Black Experience. The infectious energy will send you home clicking your heels and snapping your fingers!

Tickets: GP \$14.00 NCSU \$7.00



All performances in Stewart Theatre in the NCSU Student Center

SAVE 20% See them ALL for only \$30.00!
when purchased as a package

TICKETS MAY BE PURCHASED AT THE CENTER STAGE BOX OFFICE (737-3104)
Tickets also available at Ladd's Bookshop of North Ridge (878-4404)

Performances of HATS: A TRIBUTE TO HARRIET TUBMAN, Joseph Holmes Dance Theatre and DON'T BOTHER ME, I CAN'T COPE are funded in part by the City of Raleigh Arts Commission through the Grassroots Arts Program. Joseph Holmes Dance Theatre and DON'T BOTHER ME, I CAN'T COPE are jointly supported by a grant from the North Carolina Arts Council and the National Endowment for the Arts in Washington, D.C., a federal agency.



② Afro-American Coordinators

LNC

North Carolina State University
School of Education
School of Agriculture and Life Sciences

Department of Adult and Community College Education
Box 7801, Raleigh, NC 27695-7801

October 1, 1986

MEMORANDUM

TO: Dr. Lawrence M. Clark
Associate Provost

FROM: Arlene Fingeret *Arlene Fingeret*
Associate Professor

It now has been more than a month since Robert Shreefter and I had the opportunity to meet with you about the Physical Plant Adult Basic Education program. In that meeting you said that you would investigate the possibility of involving the Afro-American Advisory Committee in our quest for additional funding for the program, and that you would see if it would be possible to arrange for Mr. Shreefter to be able to buy benefits from the University. At this time he is unable to buy benefits because his salary comes from temporary funds.

I look forward to hearing soon about any progress (or obstacles) you have encountered. I will call your office in the next few days to discuss these matters with you.

Thank you for your assistance with this important program.

10/14/86
Reggie -
Will you invite
Dr. Fingeret to attend
the next Afro-American
Coordinators meeting.
Carolyn Ingram

Robert Shreefter



North Carolina State University

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

Office of the Provost
and Vice-Chancellor

October 23, 1986



MEMORANDUM

TO **Afro American Coordinators**

FROM *Regelyn W. Edwards* Regelyn W. Edwards for Dr. Lawrence M. Clark

SUBJECT Meetings and Symposium Follow-Up and etc. . . .

The Afro-American Coordinators meetings for the next two months November 3 and 17; December 1 and 15, will be held in Room 500 Poe Hall at 2 p.m. Please calendar and plan to attend.

Provost Nash Winstead will be attending our November 3 meeting. Dr. Clark has asked each Coordinator to prepare a written report of student's progress in your School and your activities in assisting them. Please come prepared to discuss your report with the Provost. Meetings with the Provost will occur twice yearly.

By now all of you should have received the announcement about the upcoming **Afro-American Symposium Follow-Up Session**, Sunday, October 26 at 7 pm in the **University Student Center Ballroom**. We hope you will be able to attend and participate.

Effective November 3 you may reach me at 737-7007 or 2038, 210 McKimmon Center, Box 7401, NCSU Campus. As always, whenever I can help you, I'm a phone call away.

If any of you Coordinators would like to get on the Afro-American Colloquium schedule, please let me know, I'm working on 1987 now. Be supportive, Dr. Pam Banks-Lee was gracious enough to accept for November, I'm hoping we can hear from the School of Design for December. Here's looking at you!



North Carolina State University
School of Physical and Mathematical Sciences

③ Afro-American
Coordinators

Office of the Coordinator
of Afro-American Student Affairs
and Cooperative Education
(919) 737-7841

Box 8201
Raleigh 27695-8201

Dear Coordinator/Directors:

I visited Emory a couple of
weeks ago and I wanted to
share this information w/you. Lmc

✓

WANDRA



EMORY UNIVERSITY

MINORITY STUDENT PROGRAMS

The following programs have been designed to enhance the academic, social and personal development of the minority student at Emory University:

ORIENTATION

During freshman orientation, two activities designed especially for black students are conducted. First, a reception for black students and their parents to which all black Emory College students and faculty, selected black administrators, and other selected faculty and administrators are invited. The second activity is two sessions during the Enterphase Seminars called, Academic Life and the Black Student and Campus Life and the Black Student. These seminars are designed to identify and discuss some of the concerns black students may face at Emory.

FRESHMAN WORKSHOPS

During the academic year, the freshmen, All Star Leaguers, and faculty mentors are involved in a series of workshops. The purpose of the workshops is to continually orient students to college life. Specific goals are to: (1) assist students in making a smoother transition from high school to college life; (2) to provide a support group of peers so that issues of mutual concern can be addressed in the peer group setting; (3) to enhance relationships between new students, All Star Leaguers, and faculty mentors; (4) to identify challenges that may occur during college life and discuss ways to deal effectively with them; and (5) to enjoy the company of each other and have fun.

ALL STAR LEAGUER PROGRAM

The All Star Leaguer Program is basically a peer helper program in which students assist fellow students in adjusting to, and successfully functioning within, Emory University. This adjustment process may result from the All Star Leaguer's work in helping new students become oriented to the University, involved in student organizations, aware of campus resources, academically successful, and personally adjusted. All Star Leaguers are selected for the program after the submission of an application, letters of recommendation and an interview. Students selected as All Star Leaguers participate in pre-service training prior to the beginning of school and on-going in-service training throughout the academic year. Students are assigned to one or more incoming freshmen, mostly at random, since studies indicate that random assignment has been just as successful as assignment based upon selected criteria. However, some students meet freshmen during Senior Weekend or on other visits to the campus and choose their helpee based upon this acquaintance.

FACULTY MENTOR PROGRAM

The Faculty Mentor Program targets black freshmen for participants. The program is designed to enhance the developmental process of black students at Emory. The specific goals of the program are (1) to create a feeling of belonging and sense of community, (2) to enhance personal and academic adjustment, (3) to provide continuing orientation to college life, (4) to enhance identity formation (i.e. self-concept and self-esteem), (5) to motivate and inspire students by providing moral support, and (6) to assist students in understanding the Emory system and how to negotiate it. Each freshman is assigned (with his/her All Star Leaguer) to a faculty member or administrator. This group meets on a monthly basis. The meetings range from informal rap sessions on topics of interest to social activities, such as attending a play.

ACADEMIC SUPPORT PROGRAM

The Academic Support Program is provided to assist students in becoming more effective and efficient in their study skills and habits and to assist them in mastering course content areas. The program includes:

- (1) peer tutoring in course content areas, primarily math and science;
- (2) information on how to study a particular area, e.g.
How to study Physics;
- (3) monitoring of academic progress and academic counseling;
- (4) encouraging students to take advantage of the study skills workshops and individual assistance offered by the Reading Center and the Academic Counselor in Emory College;
- (5) Coordination of special academic advising for selected incoming students who need careful advising.

AWARDS BANQUET

Though motivation is intrinsic, it can be enhanced if recognition is received for one's accomplishments. To increase students' achievement incentive, a yearly recognition and awards banquet is held. Excellence Awards recognize outstanding black student achievement in both scholarship and leadership/service. The awards were conceived to recognize achievement in those honored and inspire the pursuit of excellence in all students.

WORKSHOPS

This is a catch-all category. The term is used to allow flexibility in planning programs based on students' immediate needs. The workshop, seminar, program, etc. varies yearly. During the past, topics have included male-female relationships, managing stress, college expectations, assertion, and black-white relations.

GRADUATE STUDENT ACTIVITIES

At least two activities are provided each year for graduate and professional school students. A committee, composed of students from each of the graduate and professional school divisions, advises on specific activities to be implemented. The activities vary each year and are designed to be informative. A second goal of these activities is to provide a sense of community. Because there is a great deal of autonomy within each academic division, precluding much interaction between students, this second goal takes on a greater sense of urgency for most students.

OTHER

Each year, two or more programs are presented in conjunction with ethnic minority organizations on campus, i.e., the African American and African Studies Program, the President's Commission on the Status of Minorities, the Black Student Alliance, the black greek groups, etc. These organizations also do programming independent of the Office of Minority Student Programs and Services.

MINORITY STUDENT SERVICES

Is it virtually impossible to provide an inclusive list of services provided to minority students. Consequently, the list below demonstrates the nature of the services provided.

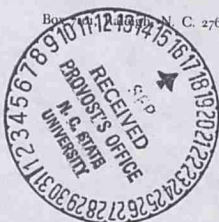
1. Counseling with students on issues that require decision making and problem solving. (Extensive counseling and psychotherapy issues are referred to the Counseling Center.)
2. Serve as an advocate for students.
3. Formal advisor to the Council of Black Student Organizations and informally advise other black student organizations.
4. Provide information on summer educational programs and graduate school opportunities.
5. Assume administrative responsibility for the Black Student Alliance House.
6. Coordinate services with other Campus Life areas to meet student needs.



Office of the Provost
and Vice-Chancellor

North Carolina State University

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



September 16, 1986

me

Memorandum

To Afro-American Coordinators

From *Regelyn W. Edwards* for Dr. Lawrence M. Clark

Subject The Fall **Afro-American Coordinators Conference**

The Afro-American Coordinators Conference will be held Wednesday September 24 through Thursday afternoon, September 25 at the Aqueduct Retreat Center in Chapel Hill, North Carolina. Dr. Charles Finch of Decatur, Georgia will be our facilitator.

At our September 15 meeting, Dr. Clark distributed the following books: Great African Thinkers, C.A. Diop edited by Ivan Sertima and the Nile Valley Civilizations to whet our appetites for the upcoming session with Dr. Finch.

At an earlier meeting, Thomas Conway and Theresa Hayes distributed a paper entitled, "The Education of African-Americans at N. C. State University" (attached). This paper is a spin-off from the last conference. You are asked to review this paper and come prepared to discuss it.

We have an excellent video series entitled, "Africa-A Voyage of Discovery" that would be most beneficial to us as African Americans who are interested in our heritage. We could all view them if we come together for a group session (lunch/evening) or if you would like to check them out on an overnight loan basis. Three suggested programs that you "must" see are: "Different but Equal", "The Bible and the Gun" and "The Magnificent African Cake." Please call me at 2688 or leave a message at 3148 to arrange.

The Coordinators Conference will be conducted the same as the one held in the Spring. Plan to arrive at Aqueduct by 5:30, dinner will be served at 6 p.m. We hope everyone will be able to attend. Please call me at 2688 or Dr. Clark's office in Holladay at 3148 or 3409 to say whether you will be attending. We need to know immediately to give an accurate count for overnight accommodations.

Thank you for cooperating.

THE EDUCATION OF AFRICAN-AMERICAN
AT
N. C. STATE UNIVERSITY

- A. The Afro-graphic model of socio-cultural development serves as the basis for the Coordinator's position on the education of African-American students at NCSU. The overall objective is to assist NCSU in becoming an institution that will graduate educated African-Americans who are high minority/high mainstream in cultural orientation.
- B. In order to achieve this broad objective, it was necessary first to formulate a list of goals. At the Spring 1986 Coordinator's retreat the following were proposed as goals:
1. enhancement of male-female relationships
 2. understanding of bi-culturality
 3. increased cultural flexibility
 4. development of a sense of "bonding"
 5. development of an appreciation for Black cultural values and African history
 6. development of an appreciation for total education (versus training)
 7. development of leadership ability
- C. For the sake of clarification, a thorough examination of these proposed goals is the next step. The following questions can be applied to each goal:
1. What does this goal mean? What key concepts are represented by this goal?
 2. Why does this goal need to be addressed? What is the importance (immediate and long-range) of this goal?
 3. What problems (immediate and long-range) could occur if this goal is not addressed?
 4. Does this goal fit the Afro-graphic model such that high minority/high mainstream cultural orientation is encouraged?

The attached worksheet can be used in this examination process.

- D. Once the proposed goals have been examined and clarified, they can be accepted or rejected. If necessary, additional goals can be proposed.

This worksheet can be used to record responses to the questions in section C of the outline.

GOAL	MEANING/KEY CONCEPT	Importance	Potential Problems	Afro-Graphic Fit

AGENDA

MINORITY COORDINATORS MEETING
HOLLADAY HALL CONFERENCE ROOM
Friday, August 31, 1984

The duties of the Minority Coordinators are to help with recruitment and retention of Afro-American Students. Possible approaches to aid in the maximizing of potential for student success are:

1. Monitor students overall program and be available (in cooperation with the academic advisors) for counseling or referral to appropriate resource persons.
2. Establish dialogue with other faculty members in the school and solicit their assistance in a variety of efforts to maximize student retention.
3. Inform students about various learning and counseling resources on campus and encourage them to use these resources regularly.
4. Continue efforts to identify and remove the psychological pressures that impede learning and realization of a meaningful educational experience.
5. Plan, develop and/or coordinate other activities to facilitate student achievement.

STRUCTURE AND ORGANIZATION

FUNCTIONS AND PROCEDURES

STUDENT PROFILE

ANALYSIS AND EVALUATION

RELATIONSHIPS WITH OTHER PROGRAMS

In addition to the familiar cognitive factors, these recommendations are based in part on several non-cognitive variables which have been identified through research. These factors seem to have a significant effect on the recruitment and retention of Black students. These factors are:

- 1) POSITIVE SELF-CONCEPT OR CONFIDENCE - Strong self-feeling, strength of character, determination, independence.
- 2) REALISTIC SELF-APPRAISAL, especially academic. Recognizes and accepts any deficiencies and works hard at self-development; recognizes need to broaden his/her individuality.
- 3) UNDERSTANDS AND DEALS WITH RACISM - Realist based upon personal experience of racism; is committed to fighting to improve existing system; not submissive to existing wrongs, nor hostile to society, nor "cop-out".

- 4) PREFERS LONG-RANGE GOALS TO SHORT-TERM OR IMMEDIATE NEEDS. Able to respond to deferred gratification.
- 5) AVAILABILITY OF STRONG SUPPORT PERSON to whom to turn in crises.
- 6) SUCCESSFUL LEADERSHIP EXPERIENCE in any area pertinent to his/her background (church leader, sports, etc.)
- 7) DEMONSTRATED COMMUNITY SERVICE - Has a strong sense of culture identity; has involvement in his/her cultural community.



North Carolina State University

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

July 2, 1986

Office of the Provost
and Vice-Chancellor

MEMORANDUM

TO **Afro-American Coordinators**

FROM Regelyn Wilder Edwards *RWE*

SUBJECT Upcoming Meetings and Activities



On behalf of Dr. Lawrence Clark, I would like to thank you for all the time and help you gave toward the Afro-American Symposium. It was a beautiful success, even on the most hectic day and Endia Hall is to be commended.

Our regular biweekly meetings will resume August 4 and 18 in room 500 Poe Hall. We appreciate your past attendance and look forward to more informative meetings. By the way, please let us know when you will not be able to attend a scheduled meeting. It is better to cancel than for only two to show up . . . many thanks!

On September 9, Dr. Clark would like your support and participation at a "GET ACQUAINTED SOCIAL FOR NEW BLACK FACULTY" at the Faculty Club beginning at 6:30 p.m. The evening will consist of a dinner, introductions and some sort of entertainment. Your input is appreciated. (The cost of the meal will be between \$7-\$8)

On September 24-25, we will again "retreat to advance" (seems like I've heard that somewhere before) at the Aqueduct Conference Center in Chapel Hill. We are planning to invite Ms. Frances Cress Welling from Howard University to facilitate this event. Get ready!

Sometime during the month of October, we would like to sponsor a "TRIBUTE TO LANCE JEFFERS NIGHT". As some of you know, Lance was an Afro-American poet and Professor of English here at NCSU before his death last year.

Dr. Clark will be on a well deserved vacation July 7 through August 1, 1986. Tis the season for re-creating!

Please calendar the dates underlined above--seems we will have a busy semester. I wish you all a fun-filled summer . . . I'll be somewhere around here; let me know if I can be of assistance okay!

/e

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④ Afro-American Coordinators



North Carolina State University

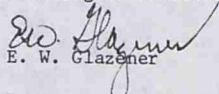
School of Agriculture and Life Sciences
Academic Affairs, Extension & Research

Academic Affairs
Office of the Director
Box 7601, Raleigh 27695-7601
(919) 737-2614

September 5, 1986

MEMORANDUM

To: Department Heads
Teaching Coordinators

From: 
E. W. Glazener

Subject: Part-Time Assistance of Mrs. Minnie Brown

We are pleased that Mrs. Minnie Brown, who has had a wide range of experience in working with people in adult education and sociology, will be available to counsel with minority students in the School of Agriculture and Life Sciences on Thursday of each week. She will also be available to assist faculty advisers and others in counseling with minorities. Appointments to visit with her may be made at 111 Patterson Hall, Telephone - 3249.

EWG:pbm

cc: Dean D. F. Bateman
Dr. L. M. Clark





North Carolina State University

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

Office of the Provost
and Vice-Chancellor

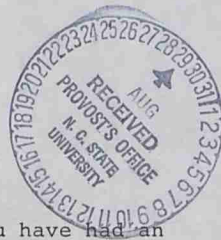
August 28, 1986

MEMORANDUM

To **Afro-American Coordinators**

From Regelyn W. Edwards *RWE*
Assistant to Dr. Lawrence M. Clark

Re Meetings for the Month of September



W E L C O M E B A C K ! We certainly hope that you have had an enjoyable summer and are now ready to r-u-n through this busy semester!

For the month of September, the first meeting normally scheduled for the first Monday will be held instead on Tuesday, SEPTEMBER 2, 1986 over lunch from 11:30-1:30 at the NCSU Faculty Club, Brown Rm. Student Center. We are aware that classes may interfere so, whichever time is most convenient for you to come, please do.

Dr. Joe Brown and Ms. Janet Howard will host our SEPTEMBER 15, 1986 meeting at the McKimmon Center second floor conference room at 2 p.m. We change meeting places from Poe Hall whenever a fellow Coordinator decides to host it. When you are ready, let me know.

Please try to make these meetings. It makes a difference when you are not there.

/we



North Carolina State University

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

Office of the Provost
and Vice-Chancellor

July 2, 1986

M E M O R A N D U M

TO Afro-American Coordinators

FROM Regelyn Wilder Edwards *RWE*

SUBJECT Upcoming Meetings and Activities

On behalf of Dr. Lawrence Clark, I would like to thank you for all the time and help you gave toward the Afro-American Symposium. It was a beautiful success, even on the most hectic day and Endia Hall is to be commended.

Coordinators
mtg
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/e

② Afro American Coordinators



North Carolina State University

School of Agriculture and Life Sciences
Academic Affairs, Extension & Research

Academic Affairs
Office of the Director
Box 7601, Raleigh 27695-7601
(919) 737-2614

June 26, 1986

MEMORANDUM

TO: Dr. Lawrence M. Clark
Associate Provost

FROM: William C. Grant *William C. Grant*
Coordinator of Special Programs



SUBJECT: Activities during 1985-86

As Coordinator of Special Programs in the School of Agriculture and Life Sciences (SALS), I have responsibility for activities in African-American Affairs as well as Health Affairs. The following is a description of those activities.

Special Program Activities during 1985-86

African-American Recruitment and Retention Activities

Recruitment

A. Continuation of Pilot Project

The School of Agriculture and Life Sciences continued its pilot project to inform African-American youths about careers in agriculture. Six counties (Wake, Franklin, Johnston, Vance, Orange, and Warren) participate in the project that involves the Office of 4-H and Youth Development. As part of this effort, the Associate Director of Academic Affairs participated in a Science Career Day in Johnston County in October 1985. Similarly, representatives from the Biological Sciences Program, the Food Science Science Department, and I participated in Science Exposition Day in Johnston County on Saturday, April 19, 1986.

In addition to the above activities, we began a series of evening meetings with African-American students and their parents in the pilot counties to acquaint them with opportunities in SALS. The first in this series of meetings was held on Wednesday, May 28, 1986 in Orange County. Approximately 70 persons attended.

B. Workshops for Middle School and Junior High School Science Teachers

As an extension of our previous on-campus program and tour for Middle School and Junior High School counselors, we have initiated plans to host a two-day workshop for science teachers from those grade levels to enhance their knowledge of SALS. The intent is that they will transmit this information

Dr. Lawrence M. Clark
June 26, 1986
Page 2

to their students, including African-American students, telling them of the new opportunities in SALS. The workshop will also feature sharing of science teaching techniques and educational resources.

C. Group Efforts

Representatives from SALS, academic Affairs participated in group recruitment efforts sponsored by the University's Admissions Office. We continued to cooperate with the Admissions Office in making contacts with African-American students and in providing the students with departmental and curricular information as requested. We also hosted a group of students and their families in a session in the Poultry Science Department during African-American Visitation Day, Saturday, March 22, 1986.

D. Letters and Telephone Calls

During the Spring semester 1986, letters were sent to high school rising seniors who were listed on the Admissions Office's SAT College Board Search and who had expressed an interest in SALS. Subsequently, faculty members from several SALS departments telephoned the students to provide additional information as needed. African-American students were part of this group.

In addition to the above contact with students, telephone calls were made to African-American students who had been admitted to NCSU and SALS but had not yet indicated that they would attend. Many expressed appreciation for the additional information that they received and for this personal contact.

E. Career Exploration Day

Members of SALS Academic Affairs Administration, the Office of 4-H and Youth Development, selected faculty, and students from several SALS departments participated in Career Exploration Day for 4-H Members, held on Saturday, September 28, 1985. The program featured discussion sessions, exhibits, and tours that provided information on programs in SALS and on career opportunities in agriculture and in the life sciences.

F. Summer Research Apprentices Programs

For several years, we have conducted the USDA Research Apprenticeship Program. The program has provided summer research experience for African-American high school students, primarily rising seniors. Two students are in this program at present. In addition to the above program, I am directing the 1986 Minority High School Research Apprentices Program this summer, and three African-American students are participating in research activities.

Retention

I maintain liaison with the Provost's Office and with administrators in the University's Academic Skills Program to monitor the progress of African-American students in SALS, and I work to foster communication between students and their advisors and professors. I sent letters to African-American students in SALS who received Mid-semester Academic Difficulty Reports and instructed them to confer with their teachers and their advisors on means to improve their performance. Subsequently, I held individual conferences with students whose academic standing was precarious to assess their current situation.

Throughout the year, I engaged in efforts to inform and encourage students to utilize University resources and programs designed to maximize their potential for success. In addition, I used the Preprofessional Health Society as a vehicle to assist them in meeting special needs such as their formation of self-help tutorial groups, and the dissemination of information on summer enrichment programs and other health career information.

Health Affairs

The health career advising program was continued and enhanced. The program consists of my specialization to counsel students on health career opportunities. This involves acquisition of health career information from various local, regional, and national sources for use in health career advising. About one hundred students scheduled individual conferences with me to discuss health careers.

Several groups of students accompanied me to health career conferences at several institutions, including University of North Carolina School of Medicine, University of North Carolina General Administration (Optometry Recruitment Conference), and North Carolina Central University (Meharry Medical College Recruitment Conference, a component of North Carolina's Contract Program).

Health career seminars featured invited speakers who discussed opportunities in medicine and allied health sciences, enabling students to obtain first-hand information about their areas of interest. Speakers from East Carolina University School of Medicine and the Schools of Medicine and Dentistry, University of North Carolina at Chapel Hill provided information about their Summer Enrichment Programs that enhance students' potential to enter and complete successfully the professional school curricula.

In addition to the above seminars, members of the North Carolina State University Preprofessional Health Sciences Review Committee, of which I serve as Chairman, held two preprofessional health advising conferences (September 11, 1985 and February 12, 1986) during which students were given detailed information on professional school admissions criteria, admissions tests, and application procedures. Combined attendance at the two conferences was about 185 students. As a follow-up of the conference in February, the Review Committee

arranged for a professor from the English Department to conduct a Workshop on Writing for preprofessional health science students during the evening of March 26, 1986.

As in previous years, significant numbers of NCSU students were admitted to various health professional schools. For example, the following indicates admissions data for some professional programs for Fall 1985:

<u>Professional Schools</u>	<u>Number of NCSU Students Admitted</u>
Medical schools	38
Dental schools	4
Optometry schools	7
Pharmacy schools	3
Medical technology programs	8

Preliminary indications are that similar results will be obtained for Fall 1986, perhaps with increases in medicine and pharmacy, and the addition of two students in podiatric medicine.

AFRO-AMERICAN COORDINATORS

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Stu. Athl.-Acad. Skills Prog.
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CO-OP/Afro-Amer. Stu. Affairs
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Endia Hall
Division of Student Affairs
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Regelyn Wilder
608-J Pae/Box 7801
2238-2239



North Carolina State University

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

Office of the Provost
and Vice-Chancellor

February 11, 1986

TO Afro-American Coordinators
FROM Regelyn Wilder for Dr. Lawrence M. Clark
RE Next meeting of the Afro-American Coordinators

On Monday, February 17, 1986 at 2 p.m., the Afro-American Coordinators will be meeting at the Cultural Center. This meeting will be hosted by Endia Hall and Theresa Hayes. Other guests from the Division of Student Affairs will be attending.

It was decided at the last meeting of the Coordinators, that we would begin meeting twice per month--there are many things we have yet to cover. Please calendar this meeting and make every effort to attend.

Thank you.

LMC:w



1985 - 86



AFRO-AMERICAN AFFAIRS

ANNUAL REPORT

Submitted by:

Wandra P. Hill
Afro-American Coordinator

Enclosures:

Comments from the Afro-American Survey
Afro-American Eyeopeners
1986-87 Afro-American Affairs Budget



North Carolina State University
School of Physical and Mathematical Sciences

Office of the Coordinator of
Minority Student Affairs
(919) 737-2502

Box 8201
Raleigh 27695-8201

May 20, 1986

MEMORANDUM

TO: Dr. Robert Bereman, Associate Dean
FROM: Wandra P. Hill, Afro-American Coordinator
RE: Afro-American 1985-86 Annual Report

My primary goal, for the 1985-86 academic school year for Afro-American Student Affairs was to increase the retention of Afro-American students in our school. My secondary goals were as follows: (1) to encourage more Afro-American students to get involved with Cooperative Education; and (2) to co-sponsor more programs with the Society of Black Physical and Mathematical Scientists.

In reviewing my primary goal of retention of Afro-American students, it became apparent that any programs and activities sponsored would affect other schools. The following programs were instituted with the assistance of our office: (1) The Chemistry Problem-Solving Session (Fall and Spring); (2) The Physics Minority Help Session (Spring); (3) Afro-American Student Contact Activities; (4) Afro-American Leadership Retreat; and (5) the Math and CSC Study Groups.

The Chemistry Problem-Solving Session is co-sponsored by the Chemistry department and our office. The Fall Chemistry Problem-Solving Session was successful and 70% of the students who attended three or more sessions made C or better in CH 101; 18% received D; 11% received NC; 1% received IN. (Note: All students who received NC's attended less than three sessions.) Fifty percent of the students did not begin to attend sessions until after mid-semester.

Problem-Solving Sessions were also provided for CH 105. Sixty-five percent of the students who attended received C or better; and 35% received D/NC.

The success of these programs are attributed to the genuineness and excellent teaching ability of the session facilitator, Ms. Kathy Lee. Being an Afro-American, she served as a mentor to the

students. The evaluation of the Problem-Solving sessions for CH 101, 105, and 107 support these conclusions that she has a caring attitude; and that she is able to provide positive reinforcement to each student with whom she interacts. The overall evaluations of these sessions indicate the following: (1) instructor is patient and gives students confidence; (2) sessions assist students in understanding the course; (3) would like to have more sessions; and (4) the care attitude the facilitator has encourages them to continue in the chemistry class.

The Physics Minority Help Session was instituted Spring '86 and the response was minimal. A total of seven students attended and these did not attend on a regular basis. Two reasons students did not respond well were as follows: (1) students were notified by our office late in the semester about this Help Session; (2) consistent follow-ups in the mail or telephone calls were not made as we did when we first began the CH 101 Problem-Solving Sessions.

The Afro-American Student Contact Activities consisted of the following activities: (1) Minority Student Affairs Get Acquainted Hour; (2) Can We Talk Meetings (three times a semester); (3) Weekly Minority Walk-In Afternoons; (4) Individual Academic Advising and Counseling; (5) Afro-American Eyeopener twice a semester; (6) Motivational Brochures/Materials sent out twice a semester; (7) Mail-outs on every program sponsored and co-sponsored by our office, as well as programs sponsored by other schools that would be of interest to Afro-Americans; (8) Afro-American Recruitment activities; (9) the Afro-American Symposium; (10) Black Quiz Contest; and (11) the Afro-American Graduate and Undergraduate Banquet.

Annually, we have the Minority Student Affairs Get Acquainted Hour so that our students will have the opportunity to meet faculty, staff, and other Afro-American students.

The purpose of the Can We Talk Meeting is two-fold. The primary purpose is to allow students the opportunity to talk to me about any problems that they are experiencing and the second reason is to give me the chance to get to know our students better. The SBPAMS has on an average of 20 students per meeting.

The Weekly Minority Walk-Ins Afternoons provided each Afro-American student with easy access to talk with me individually. Again, this gave me another opportunity to develop rapport with the students and to offset any long term personal problems that students might otherwise encounter. On an average, I see 10 students per week through walk-ins. I spend at least 50% of my time in individual counseling and academic advising of Afro-American students. In the fall, I saw an average of 200 Afro-American students per/month for academic advising and counseling. The number of student contact increases after mid-semester.

The Afro-American Eyeopener has two purposes. The first one is to provide general information and the second one is to inspire

academic success. As the semester proceeds, the academic work becomes intense and the students stress level increases. The newsletter is used at this point as a reminder that they can and will succeed if they HANG ON!

The motivational brochures, materials, and general mailouts have informational value as well as serve as a catalyst to encourage students to succeed.

Most of my job in working with Afro-American students is teaching them to "BELIEVE IN THEMSELVES" and to work diligently to succeed academically.

Afro-American Affairs has done very little with respect to recruitment; however, this spring we had our first "Can We Talk" Afro-American meeting for prospective students on February 15, 1986. It was very well attended by prospective students and their parents. As a part of the program, 12 of our upper classmen shared some of their NCSU experiences. We followed up, by making individual calls to Afro-American students who indicated an interest in NCSU and sent them letters about our program.

The Afro-American Symposium has served as a catalyst, to build self-confidence in new Afro-American students attending NCSU for the first time. It gives me the opportunity, to work with our students before they enter the university and make them aware of the resources and the importance of networking.

Every Afro-American student in PAMS participated in at least two of the activities listed above. The individual sessions with students have been very important because of the loss of their support system. In redeveloping their support system, they realize our office is a part of their new network. They know that in our office, they are not a number but an individual.

The Afro-American Black Quiz Contest provides all students in PAMS the opportunity to learn more about the Afro-American culture. It exposed factual information that may have never been discussed and provided additional role models for Afro-American students.

The undergraduate and graduate Afro-American Annual Awards Banquet honored five of our students who had 3.0 averages or better. Kelvin Bryant and Soloman Abraham received the outstanding Afro-American Graduate Student Award for their academic pursuit of excellence.

Enclosed is a small sample survey of Afro-American Affairs completed at the end of the semester. Forty surveys were completed. The following information was collected: (1) at least 75% of the students used the office for counseling or advising. (2) 93% of the students read the Afro-American Eye-Opener; (3) 98% receive our mailouts; (4) 75% attend the SBPAMS meetings. (5) 89% of the students will continue in PAMS next semester; (6) 85% of the students who completed the survey are in CSC; (The individual

comments about the survey are enclosed.) and (7) 100% of the students used the Afro-American office for one reason or other.

Our office sponsors a Minority CO-OP Interest Meeting to encourage Afro-American students to participate. We have approximately 14 interest meetings per year and we have only had three Afro-American students attend. We usually have one Minority CO-OP Interest Meeting per semester and we average about eight Afro-American students per semester. We will continue our outreach to Afro-American students to get involved with CO-OP.

I am proud to be associated with the Society of Black Physical and Mathematical Scientists. This organization is making a difference in the retention and recruitment of Afro-American students. The SBPAMS sponsored the following programs: (1) Math Study Group Sessions (four meetings during the semester) are study sessions with Afro-American graduate and undergraduates volunteering to assist any black student for two to three hours every other week; (2) CSC Study Group Sessions are study sessions with Afro-American graduate and undergraduate volunteers assisting any Afro-American for two to three hours every other week with Math or CSC. The participation was good and I do hope we can formalize these programs in the 1986-87 academic school year. About 25 students attended these sessions, which were not officially publicized. Ms. Saundra Wall (MA-Graduate), Mr. Dennis Williams (MA-Graduate), Ms. Patricia Gunter (MA-Undergraduate), Mr. Darrell Cook (ST-Graduate), Mr. Kelvin Bryant (CSC-Undergraduate), Mr. Walter Gould (CSC-Undergraduate), and Ms. Kathy Lee (CH-Graduate) worked with these students at the CSC and Math Study Group sessions along with working with other Afro-American students individually. (3) The SBPAMS Christmas Dinner was sponsored to thank students who have done well academically, as well as student participants in the Afro-American Student Affairs Programs. (4) SBPAMS End of the Year Luncheon: The purpose of this celebration was to congratulate the seniors and to thank those students who assisted in special programs for SBPAMS.

As a part of my retention efforts, I spend over 50% of time advising, counseling, and developing programs for Afro-American students. Over 85% of the Afro-American students who were on academic warning were seen for individual advising. At least 91% of the students who received mid-semester difficulty slips were advised, counseled, or referred to the appropriate resource to correct any problems they were experiencing academically.

As with any program, teamwork is essential. Our program has proven a success due to the assistance of Teresa Bennett, Melvina Lee, Karen Mahoney, Larry Richardson, and Regelyn Wilder-Edwards. Each of them demonstrated an understanding of the philosophy of our office and got the job done effectively while maintaining good rapport with Afro-American students. Having Afro-American students working with me provided the visibility I want to project to Afro-American students, as well as faculty/staff. Ms. Bennett, who is presently my secretary has done an outstanding job and is one of

the most responsible persons I have ever worked with. She has come to understand and work well with Afro-American students and compliment my style of getting the job done in a professional matter but "never losing-the common touch." I am very pleased with her work and do hope we will be able to reward her for her outstanding performance.

The Afro-American Coordinator's monthly meetings have served as a sounding board for the work I do with Afro-American students. This meeting has been one of the most encouraging factors in my experience as a Coordinator. These meetings have allowed me to realize that we are doing as much or in some cases more than most schools in working on the retention of Afro-Americans. These meetings have reinforced the need to see students for more individual counseling and academic advising.

In addition, I have worked with several other schools and done numerous workshops on self-confidence, Afro-American culture in the residence halls and for the Academic Skills Program.

My recommendation, in order to increase our enrollment and retention of Afro-American students is as follows: (1) to formalize an Afro-American CSC Help Session; (2) to formalize an Afro-American Math Help Session; (3) to reward the secretary for Afro-American students and CO-OP to continue the professional consistency; (4) along with the third recommendation, to acquire someone who can be a receptionist; and (5) to continue financial support for Afro-American programs, as well as SBPAMS.

All the programs that were begun in 1984-85, 1985-86 academic year will be intensified during the 1986-87 school year and will be evaluated at the end of the 1987 academic year.

It has been an exceptionally busy year and one that has proven successful in meeting my primary and secondary goals. I look forward to the challenge of the 1986-87 academic year with great enthusiasm.

COMMENTS MADE FROM THE AFRO-AMERICAN SURVEY

PLEASE MAKE ANY COMMENTS ABOUT ANY EXPERIENCES THAT YOU HAVE HAD WHILE IN PAMS? (QUESTION 11)

It takes a lot of studying and extra time to become successful in this field.

The department was fine, but I'm just not a technical minded person.

I have just transferred into PAMS from Engineering and immediately noticed the support of and positive attitude toward minority students from the PAMS faculty & staff. It is appreciated!

I had the experience of wanting to give up in CSC. With great advising & counseling, I have decided to continue with my major with a greater determination to accomplish all that is set before me.

Out of the number of times I have visited the Minority Coordinator's office, I have understood what a minority coordinator's purpose is and how I can benefit.

Publications arrive late.

PAMS is an organization that encourages and supports all minority students. I feel PAMS is an excellent program and school.

The experience that I had in PAMS, well, I didn't experience a thing.

It's hard, but I hung in there, signed, sealed, and delivered.

The program headed by Wandra Hill is very essential, very informative and very organized. No better person could have been hired for this program. No better program could have encouraged black students as this did!!!

When I first came to NCSU, I was always down. After visiting Miss Hill, my spirits began to pick up and now my grades are a lot better than they were last semester.

I would like to highly commend our Afro-American Coordinator, Wandra Hill for her advising, counseling, and friendship.

I've only been in PAMS one semester and I do not have any comments to make.

Curriculum is quite difficult. I wish I had prepared myself better in high school.

I was a math tutor and I found the experience quite useful and worthwhile. I hope this program will continue and grow!

QUESTION 11:

My worst experience with PAMS has been with my CSC 101 class, only because the professor was one of the worst I've had.

Once while visiting with Wandra Hill, I was very encouraged. And this usually happens every time I visit with her. I look forward to going into her office always.

Ms. Hill has been a great help to me as a graduate & undergraduate student.

MISCELLANEOUS QUESTIONS:

QUESTION 3: HAVE YOU UTILIZED ANY OF THE MINORITY TUTORIAL SESSIONS? No, yes, yes as a tutor

QUESTION 5: DO YOU RECEIVE THE MAILINGS FOR BLACK PAMS STUDENTS FROM THE COORDINATOR'S OFFICE? Sometimes
Yes, but not on time.

QUESTION 10: DID YOU SUCCESSFULLY COMPLETE CSC 200-S?
No, did not take.
Not required to take CSC 200-S

QUESTION 9: DID YOU TAKE CSC 200-S LAST SEMESTER?
I took regular 200.

WILL YOU CONTINUE IN PAMS NEXT SEMESTER? IF SO, WHY AND IF NOT, WHY? (QUESTION 7)

No, because I will be transferring to the department of IE.

No, changing major.

Yes, because even though I'm having difficulty now, I feel that it is a good program that will benefit me in the future.

Yes, to continue CSC degree.

Not sure, it all depends on how I start off in 102 CSC.

Yes, because I will not be graduating until May '87.

Yes, I hope to continue in PAMS next semester because I'd like to keep pursuing a degree in Chemistry.

No, graduating!

Yes, because this is my first semester in PAMS and my experiences thus far have been positive and I have no reason to leave PAMS.

Yes, I am majoring in Chemistry and plan to obtain my degree in Chemistry. I will stay in PAMS.

No, changing majors and schools.

Yes, because PAMS encourages the black PAMS students to pursue their career goals at State.

Yes, enjoy my major. (Chemistry)

Yes, I like the Computer Science studies and I think I will be able to graduate in this area.

No, transferring into EE.

No, in the School of Engineering.

No, I will transfer

Yes, I am determined to make it through CSC.

No, I am transferring to a different school year.

No, I am in the School of Humanities

Yes, because it contains my major which is my future career.

Yes, I am still interested in it.

QUESTION 7:

Yes, I don't plan to change majors.

Yes, I feel that the organization can really grow into a super aid for the minority students who need help with adjusting to study habits.

Yes, the PAMS program helps me in my decision making and also it's a neat place to get advising.

Yes, will continue to work on a Master in Math.


No, because either the work is too difficult or my background is not strong enough to do so.

No, I am changing majors.

1986-87 Afro-American Affairs Budget

Afro-American Stationery.....	\$ 200.00
Telephone Calls.....	400.00
Travel.....	1000.00
General Mailout.....	800.00
Photocopy.....	600.00
Publicity Information.....	100.00
Annual Reception.....	200.00
Coordinators & Student Retreat.....	600.00
Annual Grad./Undergrad. Banquet.....	125.00
TOTAL.....	4025.00

SCHOOL OF PHYSICAL and MATHEMATICAL SCIENCES Opener
AFRO-AMERICAN STUDENT AFFAIRS



THIS ISSUE CELEBRATES OUR
SALUTE TO THE
ACCOMPLISHMENTS
OF
AFRO-AMERICANS

This issue of the Afro-American Eye-opener salutes the accomplishments of the African-American pioneers who paved the way for each of us. So many African-Americans gave their lives, time and efforts to make sure all of us had an equal opportunity as well as to help make America what it is today. We have a very proud heritage to share with America. Let's make sure that the strives we make today and in the future will not make the past accomplishments in vain.

In honor of Black History Month, the Society of Physical and Mathematical Sciences is sponsoring their first Black History Quiz Contest for all students in PAMS. The Quiz consist of eighty questions about Blacks in history. The student in PAMS who gets the most answers correct will receive \$50.00. If there is a tie, the names of the persons who have the same number of questions answered correctly will be put into a box and the President of the Society of Black Physical and Mathematical Scientists will pull one name out of the box. The Quiz is included in this newsletter and any other student who did not receive one in PAMS may secure a copy of it in 116 Cox Hall. All entries must be turned in by Thursday, February 20, 1986 by 4:00pm in 116 Cox Hall in a sealed envelope.

The winner will be announced at the regular Society of Black Physical and Mathematical Scientists and the Can We Talk meetings on Monday, February 24, 1986 at 5:30pm. If you have any questions about this contest please contact Darrell Cook at 829-1239 or Wandra Hill at 737-7841.

SBPAMS BLACK HISTORY QUIZ

DO YOU KNOW.....

1. WHO INVENTED THE FIRST AUTOMATIC STOP LIGHT AND GAS MASK?
2. WHO HEADED THE FIRST "OFFICIAL BLACK" MASONIC ORDER, ORGANIZED IN THE U.S. IN 1787?
3. WHO IS KNOWN AS "THE MOTHER OF AFRICAN-AMERICAN DANCE"?
4. WHO WAS CALLED THE BLACK MOSES AND THE GENERAL?
5. WHO WAS THE FIRST PRESIDENT OF THE BLACK SOCIETY OF PHYSICAL AND MATHEMATICAL SCIENCES?
6. WHO FOUNDED THE AME CHURCH?
7. WHO WAS THE FIRST BLACK IN A PRESIDENTIAL CABINET?
8. WHO SERVED UNDER F.D.R. AS A DIRECTOR OF NEGRO AFFAIRS?
9. WHO WAS THE FIRST AMERICAN BLACK ROMAN CATHOLIC BISHOP?
10. WHO WAS THE FIRST BLACK JUSTICE OF THE U.S. SUPREME COURT?
11. WHO WAS THE FIRST BLACK APPOINTED A GOVERNOR ON THE FEDERAL RESERVE BOARD?
12. WHO WAS THE BLACK BIOLOGIST WHO RECEIVED THE FIRST SPINGARN MEDAL?
13. WHO WAS THE FIRST BLACK ELECTED TO PHI BETA KAPPA AND THE FIRST BLACK PH.D.?
14. WHO WERE THE FIRST BLACKS TO WIN WIMBLEDON TENNIS CHAMPIONSHIPS?
15. WHO WAS THE FIRST BLACK TO RECEIVE THE PULITZER PRIZE IN POETRY?
16. WHO WAS THE FIRST BLACK MALE TO RECEIVE A PH.D. FROM NCSU?

17. WHO WAS WILLIAM A. HINTON?
18. WHO WAS ERNEST E. JUST?
19. WHO WAS LEWIS H. LATIMER?
20. WHO WAS JAN MATZELIGER?
21. WHO IS THE NOTED PHYSICIST, MATHEMATICIAN AND ELECTRONICS SPECIALIST WHO IS THE CURRENT DIRECTOR OF ENERGY AND ENVIRONMENT IN MASS.? (ALSO TAUGHT PHYSICS AT ST. AUGUSTINE'S COLLEGE IN RALEIGH.)
22. WHO IS THE BLACK WOMAN WHO IS NOTED FOR HER WORK ON ABSORBING PROBLEMS OF INTERPLANETARY TRAJECTORIES, SPACE NAVIGATION, AND THE ORBITS OF SPACECRAFT?
23. WHO IS DONALD COTTON?
24. WHO IS THE NOTED PHYSICIST WHO IS NOTED FOR HIS OUTSTANDING WORK WITH GIFTED DISADVANTAGED COLLEGE STUDENTS AT STANFORD UNIVERSITY?
25. NAME THE FIRST BLACK MAN ELECTED PHI BETA KAPPA?
26. NAME THE BLACK WHO INVENTED A MOVEABLE REFRIGERATION UNIT THAT REVOLUTIONIZED THE FOOD TRANSPORT BUSINESS.
27. NAME THE FIRST BLACK TO BECOME A ROMAN CATHOLIC BISHOP IN THE U.S. IN THE 20TH CENTURY.
28. PRIOR TO CURTIS MAYFIELD, WHO WAS THE LEAD SINGER OF THE IMPRESSIONS?
29. SHIRLEY VERRETT IS FAMOUS FOR HER PERFORMANCES IN WHAT TYPE OF PRODUCTION.
30. WHAT BLACK ABOLITIONIST WAS BORN ISABELLA BAUMFREE IN 1797?
31. WHAT DAY, EACH YEAR, WILL MARTIN LUTHER KING, JR.'S BIRTHDAY BE CELEBRATED AS A U.S. FEDERAL HOLIDAY?

32. FROM WHAT UNIVERSITY DID MARTIN LUTHER KING, JR. OBTAIN HIS Ph.D.?
33. WHAT ORGANIZATION DID MALCOLM X FORM AFTER LEAVING THE NATION OF ISLAM?
34. WHAT BLACK AMERICAN TRACED HIS ANCESTRY BACK SEVERAL GENERATIONS TO HIS CLAN IN AFRICA AND PUBLISHED A BEST-SELLING BOOK THAT WAS USED AS THE BASIS FOR ONE OF THE MOST VIEWED TELEVISION PROGRAMS IN HISTORY?
35. WHAT WAS THE FIRST STATE TO DECLARE MARTIN LUTHER KING'S BIRTHDAY A LEGAL HOLIDAY?
36. WHAT RESEARCHER IS NOTED FOR HIS CONTRIBUTION IN DEVELOPING THE CLEAN AIR MACHINE FOR THE ENVIRONMENT AND HEALTH?
37. WHAT BELOVED MUSICIAN WAS KNOWN AS SACHEL MOUTH?
38. WHAT BLACK COLLEGE IS KNOWN FOR THE NUMBER OF ITS ALUMNI IN PROFESSIONAL FOOTBALL?
39. WHAT BLACK PIONEERED IN OPEN HEART SURGERY AND BECAME THE FIRST TO OPERATE ON THE HEART?
40. WHAT BLACK HEMATOLOGIST WON THE 1971 J.D. LANE AWARD FOR EXCELLENCE IN CLINICAL RESEARCH?
41. WHAT WAS PERCY JULIAN'S CONTRIBUTION?
42. WHY COULDN'T JULIAN BOND ACCEPT HIS NOMINATION FOR VICE PRESIDENT OF THE UNITED STATES IN 1968?
43. WHY DOES THE NAME OF PAUL CUFFEE STAND OUT IN AFRO-AMERICAN HISTORY?
44. WHICH BLACK WOMAN FOUNDED A BANK AND SERVED AS ITS PRESIDENT AT THE TURN OF THE CENTURY?
45. WHICH FIERY JOURNALIST WAS THE FIRST BLACK MAN ELECTED TO HARVARD UNIVERSITY'S PHI BETA KAPPA SOCIETY?

46. WHICH BLACK DOCTOR PIONEERED IN BLOOD PLASMA RESEARCH AND BECAME AN EXPERT ON "BANKED BLOOD"?
47. WHICH BLACK HELPED TO DESIGN AND PLAN THE CITY OF WASHINGTON, D.C.?
48. WHICH WORLD-FAMOUS BARITONE WAS ALSO A FOOTBALL ALL-AMERICAN, WAS ELECTED TO PHI BETA KAPPA, AND HELD A LAW DEGREE FROM AN IVY LEAGUE UNIVERSITY?
49. WHERE AND BY WHOM WAS THE SIT-IN MOVEMENT INITIATED?
50. NAME AT LEAST TEN BLACK FACULTY/STAFF MEMBERS AT NCSU.
- | | |
|----|----|
| A) | F) |
| B) | G) |
| C) | H) |
| D) | I) |
| E) | J) |
51. HOW MANY BLACK STUDENTS ARE CURRENTLY ENROLLED IN PAMS?
52. WHEN WAS THE BLACK SOCIETY OF PHYSICAL AND MATHEMATICAL SCIENCES STARTED?
53. WHO INVENTED THE STRIKING CLOCK?
- | | |
|------------------------|------------------------------|
| A. MATT HENSON IN 1787 | C. BENJAMIN BANNEKER IN 1761 |
| B. NAT THURMAN IN 1784 | D. NATHANIEL DETT IN 1761 |
54. WHICH OF THE FOLLOWING WERE INVENTED AND PATENTED BY BLACKS?
- | |
|--|
| A. HORSESHOE, LAWMOWER AND GOLF TEE |
| B. BOTTLE CAP, PENCIL SHARPENER AND FOUNTAIN PEN |
| C. FOLDING CHAIR, ELEVATOR, REFRIGERATOR, CLOTHES DRYER AND AUTOMATIC STOP LIGHT |
| D. ALL OF THE ABOVE |
55. WHO INVENTED THE MACHINE FOR PICKING COTTON?
- | |
|--------------------------------|
| A. A. P. ALBERT OF LOUISIANA |
| B. G. F. GRANT OF ARKANSAS |
| C. S. L. DICKERSON OF KENTUCKY |
| D. J. P. BLAKE OF TEXAS |
56. WHO INVENTED THE FIRST PRACTICAL REFRIGERATOR SYSTEM FOR TRUCKS AND RAILROAD FREIGHT CARS?
- | |
|----------------------------------|
| A. KENNETH SPANN OF DETROIT |
| B. FREDERICK M. JONES OF DETROIT |

- C. EMMITT LONG OF PHILADELPHIA
- D. CLARENCE LASTER OF PHILADELPHIA

57. WHO "INVENTED" ICE CREAM?

- A. WILLIAM KING
- B. HARTS BROWN
- C. LEON WIGGINS
- D. AUGUSTUS JACKSON

58. IT WAS NOT UNTIL SOME TIME AFTER THE EMANCIPATION OF SLAVES THAT BLACKS WERE ALLOWED TO OBTAIN PATENTS FOR THEIR INVENTIONS. WHO WAS THE FIRST BLACK MAN TO SECURE A PATENT FOR HIS INVENTION?

- A. GEORGE WASHINGTON CARVER, FOR HIS METHOD OF EXTRACTING MINERALS FROM PEANUTS
- B. HENRY BLAIR, FOR HIS SEED-CULTIVATOR
- C. WILLIAM BALLOW, FOR HIS HAT RACK
- D. TONY HELM, FOR HIS ALL-ANGLE WRENCH

59. WHAT IS THE TITLE OF THE "NEGRO NATIONAL ANTHEM"?

- A. "WE SHALL OVERCOME"
- B. "LIFT EVERY VOICE AND SING"
- C. "SWING LOW SWEET CHARIOT"
- D. "GO DOWN MOSES"

60. WHAT DO THE FOLLOWING BLACKS HAVE IN COMMON? JEAN TOOMER, WALTER WALLACE THURMAN, JESSE FAUSET, RUDOLPH FISHER, NELLA LARSEN, ALAIN LOCKE, CHARLES S. JOHNSON AND WILLIAM STANLEY BRAITHWAITE.

- A. THEY WERE ALL WRITERS AND CRITICS DURING THE NEGRO RENAISSANCE THAT BEGAN IN HARLEM IN 1922
- B. THEY WERE ALL EDITORS OF CRISIS MAGAZINE, THE OFFICIAL JOURNAL OF THE NAACP, AT ONE TIME OR ANOTHER
- C. THEY WERE ALL MEMBERS OF THE ORIGINAL FOUNDING GROUP OF THE NAACP
- D. THEY WERE ALL ELECTED TO THE BLACK WRITERS' HALL OF FAME

61. WHO IS THE AUTHOR OF THE FOLLOWING BOOKS? THE FIRE NEXT TIME, ANOTHER COUNTRY AND TELL ME HOW LONG THE TRAIN'S BEEN GONE.

- A. JAMES BALDWIN
- B. MALACHI GREENE
- C. ARNA BONTEMPS
- D. ELDRIDGE CLEAVER

62. WHEN AND WHERE WAS THE FIRST BLACK OWNED AND OPERATED BANK CHARTERED?

- A. MARCH 2, 1888, IN RICHMOND, VIRGINIA
- B. AUGUST 16, 1922, IN FOREST CITY, ARKANSAS
- C. MAY 14, 1936, IN JACKSON, MISSISSIPPI
- D. SEPTEMBER 12, 1926, IN COTTONPLANT, ARKANSAS

63. WHAT IS THE LARGEST PRIVATELY HELD BLACK BUSINESS IN THE U.S.?

- A. ATLANTA LIFE INSURANCE COMPANY
- B. FULLER PRODUCTS
- C. CONVERS FORD AGENCY

D. AFRO-SHEEN PRODUCTS

64. WHO WAS KNOWN AS "MR. BASKETBALL" OF HIS ERA?
A. BILL RUSSELL
B. RONALD WILLIAMS
C. MICKEY GALLIMORE
D. SWEETWATER CLIFTON
65. WHO WAS THE FIRST BLACK BASKETBALL STAR TO LEAD HIS LEAGUE IN SCORING?
A. CHUCK COOPER
B. WILT CHAMBERLAIN
C. BILL RUSSELL
D. SAM BARNES
66. WHAT IS THE LARGEST BLACK INSURANCE COMPANY IN THE WORLD?
A. SUPREME LIBERTY AND LIFE INSURANCE COMPANY
B. ARKANSAS MUTUAL INSURANCE COMPANY
C. THE NORTH CAROLINA MUTUAL LIFE INSURANCE COMPANY
D. GOLDEN STATE MUTUAL INSURANCE COMPANY
67. WHAT WAS THE NAME OF THE FIRST NEWSPAPER FOUNDED BY A BLACK MAN IN AMERICA?
A. THE UNDERGROUND RAILROAD
B. FREEDOM'S JOURNAL
C. STRIDING FOR FREEDOM
D. THE FREE PRESS
68. THE FIRST EDITOR OF CRISIS, THE OFFICIAL ORGAN OF THE NAACP, WAS:
A. WALTER WHITE
B. W. E. B. DU BOIS
C. A. PHILIP RANDOLPH
D. ROY WILKINS
69. IT WAS THE MOST FAMOUS OF ALL BLACK ABOLITIONIST NEWSPAPERS.
A. NORTHERN LIGHT
B. NORTH TRAILS
C. NORTH STAR
D. NORTH JOURNEYS
70. ASIDE FROM HIS ABOLITIONIST ACTIVITIES, HE IS SAID TO HAVE BEEN A GREAT LECTURER AND NEWSPAPER EDITOR. HIS NAME IS:
A. FREDERICK DOUGLASS
B. SEATON ANDREWS
C. LYLE MURPHY
D. ANDREW BILLINGSLEY
71. IT IS THE CITY WHERE THE JOHNSON PUBLICATIONS ARE HEADQUARTERED.
A. MEMPHIS, TENNESSEE
B. DETROIT, MICHIGAN
C. ST. LOUIS, MISSOURI
D. CHICAGO, ILLINOIS
72. THE FIRST BLACK COLLEGE FOOTBALL GAME WAS PLAYED BETWEEN:
A. JOHNSON C. SMITH UNIVERSITY AND LANE COLLEGE
B. HOWARD UNIVERSITY AND MORGAN STATE UNIVERSITY
C. JOHNSON C. SMITH UNIVERSITY AND LIVINGSTON COLLEGE
D. LIVINGSTON COLLEGE AND KENTUCKY STATE COLLEGE

73. WHO WAS THE GREATEST BLACK GOLFER TO EMERGE IN THE LATE 1960'S?

- A. ARTHUR ASHE
- B. LEE ELDER
- C. GENE AMMONDS
- D. HAROLD CAISON

THE FOLLOWING ARE EXCERPTS FROM THE WRITINGS OF SOME NOTABLE BLACKS. IDENTIFY THE PERSON WHO WROTE:

74. "WE WANT OUR FREEDOM NOW: WE WANT IT ALL; WE WANT IT HERE!"

- A. CLEVELAND L. ROBINSON
- B. MARTIN LUTHER KING, JR.
- C. GEORGE C. DUMAS
- D. EDMUND C. WEAVER

75. "OUR STUDENTS HAVE COME TO UNDERSTAND THAT WHEREAS THEY MARCHED AND TALKED LOUDLY DURING THE 1960S, TODAY THEY MUST STAGE LONG, QUIET SIT-INS IN THE LIBRARY AND STAND-INS IN THE LABORATORY IF THEY ARE TO COMPETE IN THE YEARS THAT FOLLOW."

- A. MILTON K. CURRY
- B. LEROY MILES
- C. ELIAS BLAKE
- D. GEORGE H. THOMAS

76. "WELL, SON, I'LL TELL YOU:
LIFE FOR ME AIN'T BEEN NO CRYSTAL STAIR.
IT'S HAD TACKS IN IT
AND SPLINTERS
AND BOARDS TORN UP,
AND PLACES WITH NO CARPET ON THE FLOOR --
BARE..."

- A. ANDRESS TAYLOR
- B. WILLIAM COUCH
- C. LANGSTON HUGHES
- D. HERB JEFFRIES

77. MATCH THE INVENTIONS WITH THE INVENTOR

INVENTIONS

- 1. ELECTRIC RAILWAY
- 2. POTATO CHIP
- 3. TOGGLE HARPOON
(USED IN WHALING)
- 4. SELF-SETTING ANIMAL TRAP
- 5. STEAM LUBRICATOR, LAWN SPRINKLER, AND
STEAM DOME
- 6. FOLDING IRONING TABLE

SCRAMBLE CLUES

- ELIJAH MCCOY
- W. B. PURVIS
- HURAM S. THOMAS
- ELIJAH MCCOY
- LEWIS TEMPLE
- W. S. CAMPBELL
- FREDERICK MCKINLEY JONES

7. HE WAS THE FIRST BLACK ASTRONAUT CHOSEN TO MAKE A JOURNEY TO THE MOON. HE HAD A DOCTORAL DEGREE IN CHEMISTRY AND WOULD HAVE MADE ONE OF THE FIRST LUNAR TRIPS, BUT HE DIED IN THE CRASH OF AN AIR FORCE F-104 JET AT EDWARDS AIR FORCE BASE, CALIFORNIA, IN 1968.
8. HE WAS THE FIRST MAN TO REACH THE NORTH POLE (1909). HE ARRIVED A BIT AHEAD OF COMMODORE ROBERT E. PEARY AND RAISED THE AMERICAN FLAG THERE.
9. HE WAS THE FIRST PERMANENT SETTLER IN CHICAGO. HE BUILT A CABIN AT THE MOUTH OF THE CHICAGO RIVER IN ABOUT 1790. HIS TRADING POST SPREAD OUT TO INCLUDE A FORTY-FOOT HOUSE, LAKEHOUSE, DAIRY, SMOKEHOUSE, WORKSHOP, STABLE AND BARN.
10. HE DEVELOPED MANY PRODUCTS FROM THE PEANUT, THE SWEET POTATO AND THE SOYBEAN AND CHANGED THE ECONOMY OF THE SOUTH BY FREEING IT FROM DEPENDENCE ON COTTON. THE DEPARTMENT OF AGRICULTURE PUBLISHED HIS IDEAS FOR FARMERS ALL OVER THE WORLD.

79. WHAT ARE (OR WERE) THE FOLLOWING PERSONS PRIMARILY KNOWN FOR?

NAMES

SCRAMBLE CLUES

- | | |
|--------------------------|-------------------|
| 1. HUEY P. NEWTON | MUSICIAN |
| 2. WALTER E. FAUNTROY | CHEMIST |
| 3. WILLIAM E. BROWN, JR. | SOCIAL ACTIVIST |
| 4. JIMI HENDRIX | CONGRESSMAN |
| 5. BARBARA JORDON | AIR FORCE GENERAL |
| 6. LOUIS STOKES | CONGRESSWOMAN |
| 7. EDWARD GREER | ARMY GENERAL |
| 8. DONNY HATHAWAY | SINGER |
| 9. ORNETTE COLEMAN | CONGRESSMAN |
| 10. PERCY L. JULIAN | MUSICIAN |

80. READ THE POSSIBLE ANSWERS AND PICK THE CORRECT ONES BASED ON THE DESCRIPTIONS THAT FOLLOW.

1.
 - A. JAMES BALDWIN
 - B. CHARLES KINNARD
 - C. JESSE JACKSON
 - D. DAVID BLAKE

HE IS A NOVELIST WHO WAS BORN IN NEW YORK CITY AND GREW UP IN HARLEM. HE ATTENDED THE DEWITT CLINTON HIGH SCHOOL, WHERE HE EDITED A SCHOOL MAGAZINE. HE BECAME A NEWS REPORTER AND SOON AFTERWARD AN ESSAYIST AND NOVELIST. HIS WRITINGS INCLUDE GO TELL IT ON THE MOUNTAIN, ANOTHER COUNTRY AND THE FIRE NEXT TIME. HIS WRITINGS CRITICIZED ANTI-BLACK ATTITUDES.

2.

A. RALPH J. BUNCHE	C. RALPH J. MILLER
B. WILLIAM H. HASTIE	D. WILLIAM H. BURROUGHS

HE WAS AN AMERICAN DIPLOMAT, POLITICAL SCIENTIST, AND EDUCATOR BORN IN DETROIT, MICHIGAN, THE GRANDSON OF AN AMERICAN SLAVE. HIS STUDIES AT THE

IT WASN'T LONG AFTERWARD THAT SHE FORMED A GOSPEL SINGING GROUP WITH HER OLDER SISTER, ERMA, AND TWO OTHER GIRLS.

7. A. MADAME C. J. PRENTICE
B. MADAME C. J. LAWTON
C. MADAME C. J. WALKER
D. MADAME C. J. WALLER

SHE (1868-1919) WAS A LEADING COSMETIC MANUFACTURER, A HIGHLY SUCCESSFUL BUSINESSWOMAN AND ONE OF THE FIRST AMERICAN WOMEN MILLIONAIRES. SHE GAVE FREELY OF HER WEALTH TO WORTHY EDUCATIONAL AND CHARITABLE INSTITUTION.

8. A. VIRGIL L. JONES
B. OWSLEY G. SPILLER
C. PRINCE HALL
D. JAMES L. LIGHTFOOT

HE (1735-1807) WAS THE FOUNDER OF THE FIRST BLACK MASONIC LODGE. HE WAS BORN THE SON OF AN ENGLISH FATHER AND A FREE BLACK WOMAN IN BARBADOS IN THE BRITISH WEST INDIES. AT THE AGE OF TWELVE, HE WAS APPRENTICED TO A LEATHER MERCHANT. AFTER A FEW YEARS, HE GAVE UP HIS APPRENTICESHIP AND, AFTER WORKING AT A VARIETY OF JOBS FINALLY CAME TO BOSTON IN 1765. WORKING IN AND AROUND BOSTON, HE SAVED ENOUGH MONEY TO BUY PROPERTY AND TO BECOME A VOTER. DURING HIS SPARE TIME HE EDUCATED HIMSELF.

9. A. THURGOOD FREEMAN
B. CARL ROWAN
C. THURGOOD MARSHALL
D. CARL ROISTER

HE IS A LAWYER, AND WAS BORN IN BALTIMORE, MARYLAND. HE STUDIED LAW AT HOWARD UNIVERSITY AND IN 1933 BEGAN PRACTICE IN HIS NATIVE CITY. HIS WORK AS COUNSEL FOR THE NAACP AND THE HANDLING OF CIVIL RIGHTS LITIGATION LED TO HIS APPOINTMENT BY PRESIDENT KENNEDY AS FEDERAL APPELLATE JUDGE IN 1962 AND PRESIDENT JOHNSON'S APPOINTMENT OF HIM TO THE SUPREME COURT IN 1967.

10. A. JESSE DAVIS
B. LESTER GARRARD
C. OWEN DAVIS
D. JESSE OWENS

BORN IN ALABAMA, HE IS A BLACK AMERICAN TRACK AND FIELD STAR. CONSIDERED THE GREATEST TRACK ATHLETE OF THE CENTURY, HE FIRST SHOWED HIS EXCEPTIONAL SKILL WHILE IN HIGH SCHOOL IN CLEVELAND, OHIO. IN 1935, AS A MEMBER OF THE OHIO STATE UNIVERSITY TRACK TEAM, HE BROKE THREE WORLD RECORDS AND TIED A FOURTH IN ONE DAY. AT THE OLYMPIC GAMES IN 1936, HE WON FOUR GOLD MEDALS BY EQUALING THE WORLD RECORD IN THE 100-METER RACE (10.3 SECONDS), BY BREAKING IT IN THE 200-METER RACE (20.7) AND ALSO IN THE BROAD JUMP (26 FEET 5 5/16 INCHES) AND WINNING THE 400-METER RELAY.

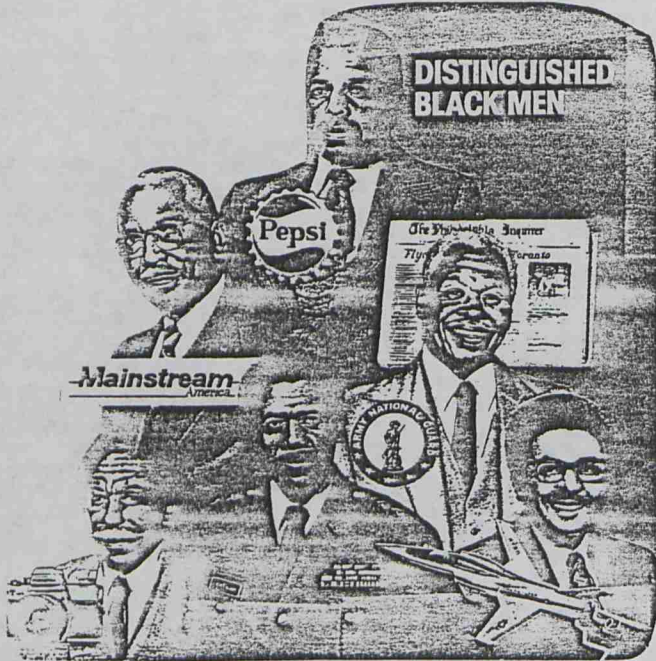
Pardon

By Connie Young

I got so wrapped up in being me
I forgot there was a you.
Please forgive what you see in me
And pardon what I do.
If you remember and can't forget,
My life will be the same.
But, if I remember and you forget
Then "friend" must be your name.

DISTINGUISHED BLACK MEN

FOR A BLACK MAN TO DISTINGUISH HIMSELF IN AMERICA, IT IS OFTEN SAID THAT "HE MUST BE TWICE AS GOOD AS OTHER MEN...A SUPERMAN." HAVING HURDLED THE OBSTACLES OF DENIGRATION AND DISCRIMINATION, MANY BLACK MEN CONTINUE TO ACHIEVE SUCCESS IN VARIOUS FIELDS...MANY HAVE ALSO MAINTAINED A SINCERE COMMITMENT TO HUMANISTIC CONCERNS. WE SALUTE SIX MODERN DAY "SUPER MEN."



H. NAYLOR FITZHUGH - PIONEER MARKETING SPECIALIST AND "DEAN" OF BLACK BUSINESS. GRADUATING FROM HARVARD UNIVERSITY AS ONE OF THE FIRST BLACKS TO EARN AN M.B.A., H. NAYLOR FITZHUGH ENTERED THE WORLD OF ACADEMIA AND SOON BECAME THE SPIRITUAL FORCE OF THE HOWARD UNIVERSITY SCHOOL OF BUSINESS. WITH A WARM DISPOSITION AND HIGH STANDARDS OF EXCELLENCE, HE BEGAN THE TASK OF PREPARING STUDENTS FOR ACHIEVEMENT IN THE BUSINESS WORLD. A FIRM BELIEVER THAT AN UNDERSTANDING OF BUSINESS AND ECONOMICS IS VITAL TO BLACK SURVIVAL, PROFESSOR FITZHUGH RETIRED FROM ACADEMIA 31 YEARS LATER AND ENTERED THE CORPORATE WORLD. HE BECAME VICE PRESIDENT OF THE PEPSI-COLA COMPANY (1965-1974) WHERE HE IS STILL THE COMPANY'S PROJECT CONSULTANT. HE HAS WRITTEN ARTICLES AND BOOKLETS ON MARKETING, MANAGEMENT AND SMALL MINORITY BUSINESS ENTERPRISE.

GORDON PARKS - PHOTOGRAPHER/PAINTER/POET/JOURNALIST/AUTHOR/COMPOSER AND FILM DIRECTOR. FROM FORT SCOTT, KANSAS AND A BOYHOOD OF POVERTY, DISCRIMINATION AND VIOLENCE TO INTERNATIONAL SUCCESS AS AN ARTISTIC GENIUS, GORDON PARKS HAS ALWAYS WORKED FROM A SENSE OF UNIVERSALITY...AND TODAY IS WIDELY REGARDED AS ONE OF THE MOST SUCCESSFUL MEN IN AMERICA. AS LIFE MAGAZINE'S FIRST BLACK PHOTOGRAPHER, HE BECAME ONE OF AMERICA'S TOP PHOTO-JOURNALISTS. TWENTY YEARS LATER, AS A FIRST BLACK FILM DIRECTOR, AFTER WRITING, PRODUCING, DIRECTING AND SCORING THE FILM ADAPTATION OF HIS ACCLAIMED BOOK, "THE

LEARNING TREE," HE WENT ON TO DIRECT THE FILM, "SHAFT" AND ONE OF ITS TWO SEQUELS...AND "LEADBELLY." A COMPULSIVE ACHIEVER WITH AN IRREPRESSIBLE URGE TO COMMUNICATE, MR. PARKS HAS WRITTEN THREE SUCCESSFUL VOLUMES OF POETRY, A PART MEMOIR, AND "SHANNON," HIS 10TH BOOK AND LATEST NOVEL.

GEORGE L. BROWN - VICE PRESIDENT FOR GRUMMAN CORPORATION. FORMERLY A JOURNALIST, POLITICIAN AND PUBLIC SERVANT. BORN IN LAWRENCE, KANSAS, HE EARNED A B.S. DEGREE IN JOURNALISM FROM HE UNIVERSITY OF KANSAS IN 1950. AT THE UNIVERSITY OF COLORADO, HE DID GRADUATE WORK IN INTERNATIONAL RELATIONS, BUSINESS MANAGEMENT AND MUNICIPAL GOVERNMENT. JOINED THE STAFF OF THE DENVER POST IN 1950; WAS APPOINTED TO THE COLORADO HOUSE OF REPRESENTATIVES IN 1955 AND WAS ELECTED TO THE COLORADO STATE SENATE IN 1956 (THE FIRST BLACK TO SERVE IN THAT BODY). ELECTED LT. GOVERNOR OF COLORADO (ANOTHER BLACK FIRST) WHILE SERVING THE SECOND YEAR OF HIS FIFTH 4-YEAR TERM IN THE STATE SENATE (1956-1974). APPOINTED VICE PRESIDENT FOR MARKETING, GRUMMAN ECOSYSTEMS CORP., JAN. 1974 AND SENIOR VICE PRESIDENT, GRUMMAN ENERGY SYSTEMS, INC., JUNE 1979, AND ELECTED VICE PRESIDENT FOR GRUMMAN CORPORATION, 1980.

HENRY M. MILLER - BUILDER/LAND DEVELOPER AND PUBLISHER. FROM FORTH WORTH, TEXAS TO TUSKEGEE INSTITUTE WHERE HE GRADUATED IN 1941, HENRY MILLER MOVED TO LOS ANGELES, CALIFORNIA IN 1942 AND PIONEERED A SUCCESSFUL CAREER IN BUILDING AND LAND DEVELOPMENT. POSITIVE, ARTICULATE AND PROGRESSIVE, MR. MILLER ENTERED THE PUBLISHING BUSINESS IN 1981 AND BY MAY 1982, THE FIRST ISSUE OF HIS NEW MONTHLY MAGAZINE, "MAINSTREAM AMERICA" WAS READY. AN ACTIVE REPUBLICAN PARTISON, HE HAS SIGNIFICANT RELATIONSHIPS TO GOP SOURCES.

CALVIN G. FRANKLIN - MAJOR GENERAL AND COMMANDING GENERAL, DISTRICT OF COLUMBIA NATIONAL GUARD - ENGINEERING AND MANAGEMENT SPECIALIST. GENERAL FRANKLIN COMBINED A CIVILIAN CAREER AND A MILITARY CAREER AND ACHIEVED SUCCESS IN BOTH. FROM HIS ENLISTMENT IN THE CALIFORNIA ARMY NATIONAL GUARD AS A PRIVATE TO HIS APPOINTMENT BY PRESIDENT REAGAN ON DEC. 4, 1981 AS COMMANDING GENERAL OF THE D.C. NATIONAL GUARD, GENERAL FRANKLIN HAS HELD PROGRESSIVELY HIGHER LEVEL LINE AND COMMAND POSITIONS IN THE CALIFORNIA ARMY NATIONAL GUARD AND IN THE U.S. ARMY. AT THE SAME TIME, HE HAS HAD OVER 20 YEARS OF ENGINEERING AND MANAGERIAL EXPERIENCE IN THE AEROSPACE AND ELECTRONICS DIVISION OF GENERAL DYNAMICS CORPS., SAN DIEGO.

WILLIAM L. ROWE - PREMIER PUBLICIST/PIONEER JOURNALIST AND PRESIDENT OF LOUIS-ROWE ENTERPRISES, INC., NYC. FROM SOUTH CAROLINA TO PHILADELPHIA TO NEW YORK CITY AND THE WORLD, "BILLY" ROWE HAS ACTED AS PUBLIC RELATIONS CONSULTANT FOR SOME OF THE MAJOR CORPORATIONS AND OUTSTANDING PERSONALITIES IN THE COUNTRY. IMAGINATIVE, DECISIVE, DARING AND DEDICATED, MR. ROWE HAS BEEN A FIRST IN MANY AREAS...FIRST OF THE BLACKS CITED FOR BRAVERY IN THE SOUTH PACIFIC AND AWARDED A SILVER STAR AS A WORLD WAR II WAR CORRESPONDENT...FIRST BLACK BROADWAY PRESS AGENT...FIRST BLACK CORRESPONDENT ASSIGNED TO COVER HOLLYWOOD...FIRST BLACK DEPUTY POLICE COMMISSIONER OF NYC. MR. ROWE WAS INVITED BY DR. KING ON HIS HISTORIC TRIP TO OSLO TO RECEIVE THE NOBEL PEACE PRIZE.

DISTINGUISHED BLACK WOMEN

AROUND THE NATION, BLACK WOMEN ARE MOVING INTO POWER POSITIONS AND EXCELLING. TRADITIONAL NOTIONS OF THE BLACK WOMAN HAVE GIVEN WAY TO NEW, IF NOT ALWAYS READILY ACCEPTED, CONCEPTS OF INTELLIGENT, INNOVATIVE, PRODUCTIVE AND DECISIVE HUMAN BEINGS WHO HAPPEN TO BE BLACK AND WHO ALSO HAPPEN TO BE FEMALE. MOREOVER, THESE HAVE ALWAYS BEEN REMARKABLE BLACK WOMEN, ACHIEVING DESPITE OPPRESSION.

WE SALUTE HERE SIX MODELS OF EXCELLENCE AND POSITIVE IMAGE MAKERS.

RACHEL ROBINSON - DEVELOPER-CONSULTANT-B

REGISTERED NURSE. AS PRESIDENT OF THE J.R. DEVELOPMENT CORP. - A FIRM ENGAGED IN REAL ESTATE DEVELOPMENT, CONSTRUCTION, MANAGEMENT OF MULTI-FAMILY HOUSING DEVELOPMENTS, AND TRAINING OF PROPERTY MANAGERS - MRS. ROBINSON HAS DEVELOPED AND BUILT A TOTAL OF \$54,000,000 IN FEDERALLY SUBSIDIZED HOUSING UNITS IN NEW YORK DURING THE FIRM'S 11-YEAR EXISTENCE. SHE RECEIVED A MASTER'S DEGREE FROM NEW YORK UNIVERSITY IN 1960 AND ENTERED THE MENTAL HEALTH FIELD AS A PSYCHIATRIC NURSE. WHEN HER HUSBAND, THE GREAT BASEBALL PIONEER, JACKIE ROBINSON, DIED, SHE DECIDED TO KEEP HIS DREAM ALIVE AND TOOK THE REINS OF HIS ONE-YEAR-OLD DEVELOPMENT COMPANY...AND MADE IT GROW. MRS. ROBINSON IS CHAIRPERSON OF THE JACKIE ROBINSON FOUNDATION.

ROSINA C. TUCKER - 102 YEARS OLD-PIONEER ACTIVIST FOR THE FOUNDING OF THE BROTHERHOOD OF SLEEPING CAR PORTERS, THE FIRST BLACK UNION TO WIN A CONTRACT FROM A MAJOR CORPORATION (1937). UNDER UNION FOUNDER, A. PHILIP RANDOLPH'S ABLE LEADERSHIP, MRS. TUCKER, THE WIFE OF A SLEEPING CAR PORTER, VISITED HUNDREDS OF WIVES OF PORTERS URGING THEM TO ENCOURAGE THEIR HUSBANDS TO JOIN THE UNION DESPITE THE THREAT OF DISMISSAL BY THE POWERFUL PULLMAN CO. SHE WORKED AS A LIAISON BETWEEN THE UNION AND THE PORTERS. THIS FORMER PIANO TEACHER, CHURCH WORKER AND DEVOTED BROTHERHOOD WORKER STILL LIVES IN THE NORTHWEST IN WASHINGTON, D.C. WHERE MANY SECRET MEETINGS TOOK PLACE. WITH A POWERFUL AND RESONANT VOICE, AT 100 MRS. TUCKER NARRATED AN OUTSTANDING DOCUMENTARY HISTORY OF THE PULLMAN PORTERS, "MILES OF SMILES... YEARS OF STRUGGLE".

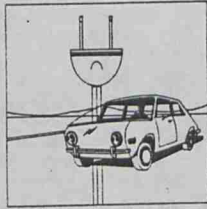
OPHELIA DEVORE MITCHELL - EXECUTIVE PUBLISHER/CONSULTANT AT 18, ORGANIZED ONE OF THE FIRST BLACK-OWNED MODEL AGENCIES...AND IN 1947, FOUNDED ONE OF AMERICA'S EARLIEST BLACK-OWNED CHILD SCHOOLS, OPHELIA DEVORE SCHOOL. WITH THE PHILOSOPHY THAT "BEAUTY IS AS BEAUTY DOES" NOT AS BEAUTY SEEMS, MRS. DEVORE TOUCHED THE LIVES OF MORE THAN 10,000 OF HER SCHOOL'S GRADUATES AND INFLUENCED MANY OTHERS. AMONG THEM ARE DIAHANN CARROLL, CECILY TYSON AND RICHARD ROUNDTREE. FOR OVER TWO DECADES, SHE HAS HAD OPHELIA DEVORE COSMETICS. IN INDUSTRY, HER EXPERTISE HAS BEEN SOUGHT AS A CONSULTANT IN MARKETING, ADVERTISING, PUBLIC RELATIONS AND OTHER AREAS. MRS. OPHELIA DEVORE MITCHELL IS CURRENTLY PUBLISHER/EDITOR OF THE COMPANY'S JOURNAL, "OPHELIA AND THE BEAN" AND CEO OF OPHELIA DEVORE ASSOCIATES, INC. IN NEW YORK CITY.

XERMONA CLAYTON - TV HOST/PRODUCER AND IDENTICAL TALKS, CLAYTON WORKS IN THE METRO AREAS FOR TURNER BROADCASTING SYSTEM, INC., A FIVE-COMPANY CONGLOMERATE. SHE IS HOST/PRODUCER OF SUBSTITUTION WTBS'S POPULAR SUNDAY NIGHT TALK-SHOW, "OPEN UP" WHICH TOURS ONE CITY THROUGHOUT THE UNITED STATES, INCLUDING HAWAII AND ALASKA, AND INTERNATIONALLY IN PUERTO RICO, CANADA, GIBRALTAR, SPAIN AND MEXICO WITH A VIEWING AUDIENCE OF 22 MILLION. APPOINTED TO THE TBS PERSONNEL DEPT. IN THE CORPORATE POSITION OF COORDINATOR OF MINORITY AFFAIRS, SHE IS TBS'S LIAISON TO MINORITY COMMUNITIES AND ORGANIZATIONS. A PIONEER IN TV, MS. CLAYTON BEGAN HER BROADCASTING CAREER IN 1967 AND WAS THE FIRST BLACK PERSON IN THE SOUTH TO HAVE HER OWN TELEVISION SHOW. IN 1969, SHE WAS SUBJECT FOR "DEWAR'S PROFILE."

DR. EDITH FRANCIS - SUPERINTENDENT OF NEW JERSEY PUBLIC SCHOOLS IN NEW JERSEY IS ONE OUT OF 15 BLACK SUPERINTENDENTS IN THE U.S. BORN IN HAWAII, DR. FRANCIS COMPLETED THE BACHELOR'S AND MASTER'S DEGREES AT HUNTER COLLEGE AND THE DOCTORATE AT NEW YORK UNIVERSITY. WITH OUTSTANDING LEADERSHIP ABILITY, SHE BEGAN HER CAREER AS A TEACHER AT THE HUNTER COLLEGE ELEMENTARY SCHOOL FOR THE INTELLECTUALLY GIFTED CHILD...LATER BECOMING THE SCHOOL'S PRINCIPAL AND ASSISTANT DIRECTOR OF THE HUNTER CAMPUS SCHOOLS. DR. FRANCIS BECAME PRINCIPAL OF PRINCETON'S RIVERSIDE SCHOOL AND WAS LATER APPOINTED THAT DISTRICT'S SUPERINTENDENT OF SCHOOLS SUBSEQUENT TO HER PRESENT APPOINTMENT. DR. FRANCIS WAS THE FIRST BLACK IN ALL OF THE ABOVE MENTIONED POSITIONS.

MADAME LEOLA EARLY - ENTREPRENEUR-SOCIAL WORKER-COMMUNITY LEADER. PRESIDENT OF EARLY HAIR CARE PRODUCTS, INC. WITH A PRODUCT LINE THAT INCLUDES SHAMPOO, HAIR CREAM, HAIR OIL AND PRESSING OIL. AFTER MORE THAN 20 YEARS OF RESEARCH, MADAME EARLY HAS ANNOUNCED THAT SHE HAS A NEW PRODUCT THAT RESTORES HAIR. SHE BEGAN THE RESEARCH WHEN SHE LOST HER OWN HAIR WHILE A STUDENT AT HOWARD UNIVERSITY. IN HER SMALL PRATT CITY LAB IN BIRMINGHAM, ALABAMA, MADAME EARLY DOES ALL OF THE MIXING HER PRODUCTS. SHE IS CURRENTLY CONSIDERING EXPANDING AND SELLING STOCK IN HER COMPANY. HER NEW PRODUCT HAS FDA APPROVAL AND WILL SOON BE ON THE MARKET AS A TRUE HAIR RESTORATIVE. MADAME EARLY CONTINUES TO WORK AS A SOCIAL WORKER. SHE IS A LEADER IN THE AFRICAN-METHODIST EPISCOPAL CHURCH, AND CO-HOST OF A RADIO SHOW ON SUNDAY MORNINGS.

*Electronics and
Energy-Saving Cars*



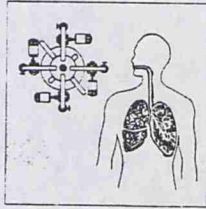
Louis W. Roberts
1923 - to the present

Louis W. Roberts, physicist, mathematician and electronics specialist, is Director of Energy and Environment at the Transportation System Center in Cambridge, Mass. The center, part of the U.S. Department of Transportation, develops energy conservation practices for the transportation industry. Currently, the industry uses about half of this country's total petroleum demand, but is required by the Energy Conservation Policy Act to reduce fuel use in all vehicles.

Roberts' productive career has included an assignment as chief of the Optics and Microwave Laboratory in the Electronics Research Center of the National Aeronautics and Space Administration. Earlier, he founded, and was president of, his own microwave concern. In addition to his industrial and government research experience, Roberts has served as a professor of physics at Howard University and professor of math and physics at St. Augustine's College.

Educated at Fisk University and the University of Michigan, Roberts hold 11 patents, all in electronic devices, and has written many papers on electromagnetism, optics and microwaves.

*Clean Air Machine for
Environment and
Health*

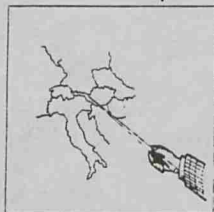


Rufus Stokes
1924 - to the present

Rufus Stokes' concern for cleaner air for all Americans caused him to focus his research on developing air filtration equipment. Born in Alabama, Stokes later moved to Illinois where he worked as a machinist for an incinerator company. In 1968, he was granted a patent on an air-purification device to reduce to a safe level the gases and ash from furnace and powerplant smoke; the filtered smoke also became nearly invisible.

Stokes has tested and demonstrated several models of his "clean air machine" in Chicago and elsewhere to show that it may be used in many ways. His system is intended, not only to help people with respiratory problems, but to benefit plants and animals as well; a side effect of the filtered air is the improvement in the appearance and durability of objects such as cars and buildings that are usually exposed to outdoor pollution for lengthy periods.

*Propellants and
Nuclear Reactors—
Energy from Research
in Chemistry*



Donald Cotton
1939 - to the present

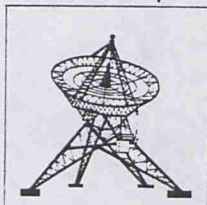
Donald Cotton, the technical lead for nuclear chemistry research and development at the Department of Energy, plans, manages, and evaluates research and development on reactor materials and chemistry carried out in DOE national laboratories. He identifies the breeder reactor needs of less-developed nations an assignment which has taken him to several European states.

Dr. Cotton first worked as a physical chemist at the Naval Propellant Plant at Indian Head, Maryland. From there he moved to the Marine Engineering Laboratory in Annapolis where he worked on the combustion of hydro-carbon fuels and invented a microwave absorption technique for measuring solid propellant burning rates. Later he researched liquid state chemistry and liquid gas propellants.

His career extended beyond the laboratory. For 2 years Cotton was science editor for Libratterian Books, presenting scientific and technical subjects to lay readers.

Cotton's degrees in physical chemistry include an M.S. from Yale University and a Ph.D from Howard. He has lectured at universities in Africa and South America, has patents to his credit, and has written many scientific papers.

*Mapping and
Tracking Space
Missions*



Katherine Johnson
1918 - to the present

Katherine Johnson is an Aerospace Technologist at the National Aeronautics and Space Administration's Langley Research Center, Hampton, Virginia. Trained as a mathematician and physicist in colleges of her native West Virginia, she has worked on absorbing problems of interplanetary trajectories, space navigation, and the orbits of spacecraft. These spacecraft included the Earth Resources Satellite which has helped locate underground minerals and other essential earth resources. Johnson analyzed data gathered by tracking stations around the world during the lunar orbital missions- the moon shots. Later, she studied new navigation procedures to determine more practical ways to track manned and unmanned space missions. For her pioneer work in this field, she was a recipient of the Group Achievement Award presented to NASA's Lunar Spacecraft and Operations team.

*Computer Codes
for Energy
Technology*

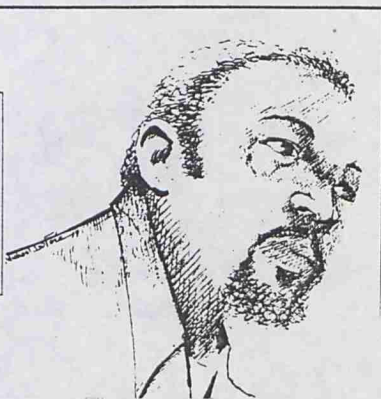
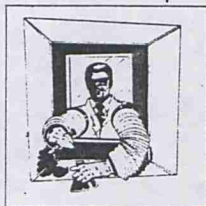


Annie Easley
1932 - to the present

Annie Easley is among the growing group of women who are making major contributions to energy research and management. Working at the National Aeronautics and Space Administration's Lewis Research Center in Cleveland, Ohio, Easley develops and implements computer codes used in solar, wind, and other energy projects. Her energy assignments have included studies to determine the life of storage batteries (such as those used in electric vehicles) and to identify energy conversion systems that offer the greatest improvement over commercially available technology.

A native of Birmingham, Alabama, Easley has worked for NASA and its predecessor agency since 1955. She continued her education while working and, in 1977, obtained a degree in mathematics from Cleveland State University. Over the years she attended many courses in her specialization offered by NASA.

*Teamwork Discovers
New Chemical
Elements*



James Harris
1932 - to the present

Nuclear chemist James Harris was a member of the scientific team at Lawrence Berkeley Laboratory that discovered two new elements just a few years ago. Harris joined the laboratory, which is operated for the Department of Energy by the University of California, in 1960, after years of research at Tracerlab, Inc. At Berkeley he sought to complete the periodic table of chemical elements.

In the course of several years the laboratory produced a number of new elements by bombarding special targets in an accelerator. The research team purified and prepared the target material and, after hundreds of hours of bombarding the target with carbon, detected element 104 for a few seconds in 1969. Element 105 was produced in 1970 when the same target was bombarded with nitrogen. Element 104 was named Rutherfordium, and 105, Hahnium, in honor of two atomic pioneers.

Unlike most of his colleagues, Harris did not have a Ph.D. degree. The Texas native had a B.S. from Houston-Tillotson College in Austin and had taken graduate courses in chemistry and physics. However, his alma mater conferred an honorary doctorate upon him in 1973, largely because of his work as co-discoverer of elements 104 and 105.

*Moving Solar
Technology from
the Laboratory to
Industry*



Lawnie Taylor

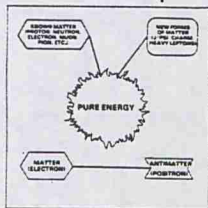
Physicist Lawnie Taylor, chief of market development and training in the Department of Energy's solar offices, plans and directs programs to accelerate the commercialization of newly developed solar technologies.

Before joining the Energy Research and Development Administration in 1975, Taylor operated his own building-system engineering firm in Los Angeles. Previously he held scientific research and management positions in Columbia University's Nuclear Laboratory, the Aerojet-General Corporation's nuclear rocket project, and the Xerox Corporation's space program. Taylor received a NASA award for his development of an Apollo experiment.

Taylor received his B.S. and M.A. degrees in Physics from Columbia University and has completed academic requirements for the Ph.D. in physics at the University of Southern California.

Among his many civic activities Taylor has been a newspaper publisher and the founder of several recognized organizations concerned with housing, education, and economic development in the low-income community. Taylor has also authored many publications on science and technology, education, and equal opportunity.

*From Developing
Physics Research to
Developing Gifted
Students*



Ernest Coleman
1942 - to the present

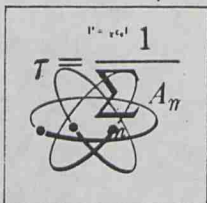
Ernest Coleman has directed high energy physics research at three Federal agencies - the Atomic Energy Commission, the Energy Research and Development Administration, and the Department of Energy.

Coleman, a Phi Beta Kappa student at the University of Michigan, received his B.S., M.S., and Ph.D degrees there. After graduation he was awarded a year's research fellowship in high energy physics by the German Government and studied in Hamburg. Upon his return to the United States, Coleman taught at the University of Minnesota, first as Assistant Professor of Physics and then as Associate Professor.

During a year as visiting Professor at Stanford University he became director of the summer science program for gifted disadvantaged college students. He has continued to head this program and has brought highly motivated and able students into the field of physics.

For his contributions to physics education, particularly for disadvantaged students, and for his contributions to physics research and its applications in education, Coleman received the Distinguished Service Award of the American Association of Physics Teachers.

Ph.D. at 19
Leads to Nuclear and
Space Research



J. Ernest Wilkins, Jr.
1923 - to the present

Mathematician, physicist and engineer, J. Ernest Wilkins, Jr., has contributed his talents mainly to the research and development of nuclear power.

As a teenager, Wilkins attracted nationwide attention when he received his college degree at age 17 and his doctorate from the University of Chicago at 19. He taught mathematics and did research at the University's Metallurgical Laboratory which was working on the atomic bomb. Later, he became part owner of a company which designed and developed nuclear reactors for power generation.

His primary achievement has been the development of shields against gamma rays from the sun and nuclear sources. He developed mathematical models by which the amount of gamma rays absorbed by a given material may be calculated; this technique is in wide use among researchers in space and nuclear projects.

Wilkins served for several years as Distinguished Professor of Applied Mathematical Physics at Howard University. A member of the National Academy of Engineering, he was formerly president of the American Nuclear Society.

THE BLACK NATIONAL HYMN:
"LIFT EVERY VOICE AND SING"

I

LIFT EV'RY VOICE AND SING
TILL EARTH AND HEAVEN RING
RING WITH THE HARMONIES OF LIBERTY;
LET OUR REJOICING RISE
HIGH AS THE LIST'NING SKIES
LET IT RESOUND LOUD AS THE ROLLING SEAS.
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.

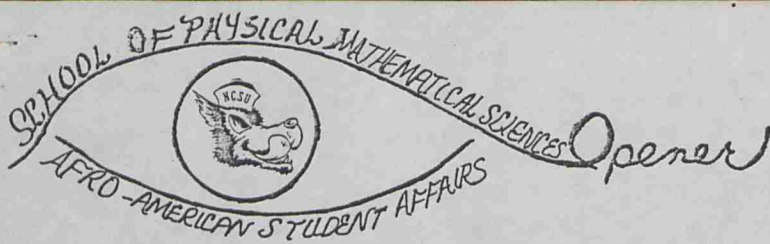
II

STONY THE ROAD WE TROD,
BITTER THE CHAST'NING ROD
FELT IN THE DAYS WHEN HOPE UNBORN HAD DIED;
YET WITH A STEADY BEAT
HAVE NOT OUR WEARY FEET
COME TO THE PLACE FOR WHICH OUR FATHERS SIGHTED?
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.

III

GOD OF OUR WEARY YEARS, GOD OF OUR SILENT TEARS,
THOU WHO HAST BROUGHT US THUS FAR ON THE WAY;
THOU WHO HAST BY THY MIGHT
LED US INTO THE LIGHT,
KEEP US FOREVER IN THE PATH WE PRAY.
LEST OUR FEET STRAY FROM THE PLACES, OUR GOD WHERE WE MET
THEE;
LEAT OUR HEARTS, DRUNK WITH THE WINE OF THE WORLD, WE
FORGET THEE.
SHADOWED BENEATH THY HAND,
MAY WE FOREVER STAND
TRUE TO OUR GOD, TRUE TO OUR NATIVE LAND.

BY: JAMES WELDON JOHNSON & J. ROSAMOND JOHNSON



"WELCOME"

to the

SCHOOL OF PHYSICAL AND MATHEMATICAL SCIENCES

Welcome Black freshmen, transfer students, special students and returning students to PAMS. I am sure you enjoyed your summer and you are now ready to settle back into classes.

On Monday, September 16, 1985 at 4 p.m., the Minority Student Affairs Office is sponsoring a "GET ACQUAINTED HOUR" in the Walnut Room of the University Student Center. I would like each Black student to have the opportunity to meet the Dean, Associate Deans, Minority Coordinator, faculty, staff, facilitator of problem solving sessions for Minorities in CHEM 101 and other guests. This "GET ACQUAINTED HOUR" will also give you the opportunity to meet other Black students in PAMS. If you have any questions about this activity, please contact Wandra Hill at 737-7841.

NEW BEGINNINGS

How often we wish for another chance

To make a fresh beginning,
A chance to blot out our mistakes
And change failure into winning-

And it does not take a new year

To make a brand-new start,
It only takes the deep desire
To try with all our heart

To live a little better

And to always be forgiving
And to add a little "sunshine"
To the world in which we're living-

So never give up in despair
And think that you are through,
For there's always a tomorrow
And a chance to start anew.

-Helen Steiner Rice

PAMS MINORITY STUDENT AFFAIRS PROGRAM

The Minority Student Affairs Program was developed to strengthen the recruitment and retention of Black students in our School.

The Minority Student Affairs Program will sponsor/co-sponsor the following activities for the Fall:

- (1) Monthly "Can We Talk Meetings" for Black students;
- (2) Minority "Walk-In Afternoons" every Thursday from 1:30-5:00 p.m.;
- (3) Stress Management Workshops;
- (4) Afro-American EYE OPENER (Black student publication issued twice each semester);
- (5) Black Leadership Workshop;
- (6) Individual sessions with students who have Academic Warnings I and II
- (7) Test Anxiety Workshop
- (8) Monthly meetings of the Society of Black Physical and Mathematical Sciences

You will receive notices about all of these programs.

The Minority Coordinator for PAMS is Wandra Hill. The program is located in the Dean's office, Room 116 Cox Hall. The telephone number is 737-7841. If you have any questions, please feel free to call Ms. Hill.

DON'T QUIT!!

When things go wrong, as they sometimes will,
 When the road you're trudging seems all uphill,
 When the funds are low and the debts are high,
 And you want to smile, but you have to sigh,
 When care is pressing you down a bit
 Nest if you must, but don't you quit.
 Life is queer with its twists and turns
 As every one of us sometimes learns,
 And many a fellow turns about,
 When he might have won had he stuck it out.
 Don't give up though the pace seems slow
 You may succeed with another blow.
 Often the struggler has given up
 When he might have captured the victor's cup;
 And he learned too late when the night came down,
 How close he was to the golden crown.
 Success is failure turned inside out
 The silver tint of the clouds of doubt,
 And you never can tell how close you are,
 It may be near when it seems afar;
 So stick to the fight when you're hardest hit
 It's when things seem worst that you mustn't quit.

Unknown

SOCIETY OF BLACK PHYSICAL AND MATHEMATICAL SCIENTISTS

On November 19, 1984 at one of the "Can We Talk Meetings" sponsored by the PAMS Minority Coordinator, the idea was born for the SOCIETY OF BLACK PHYSICAL AND MATHEMATICAL SCIENTISTS.

The major goal of this organization is to improve the retention and graduation rate of Black students in the School of Physical and Mathematical Sciences. The curriculums of Applied Mathematics, Biomathematics, Chemistry, Computer Studies, Marine, Earth and Atmospheric Sciences, Mathematics, Physics and Statistics are included in the Society.

Other goals of SB-PAMS are as follows:

- Establishing a network between students and faculty
- Providing an environment wherein students' needs can be met in a friendly and professional manner
- Assuring incoming freshmen that they do not have to struggle through their curriculum without any assistance from their peers
- Interacting with students in other curriculums in both academic and social activities
- Establishing a network between students and the business community

Officers for 1985-86

President	Darrell Cook
Vice-President	Walter Gould
Recording Secretary	Belinda Haselrig
Corresponding Secretary	Patricia Gunter
Treasurer	Aleta Withrow
Parliamentarian	Kevin Clark
Faculty and Staff Advisor	Dr. Robert Bereman Wandra Hill

SB-PAMS meets once per month (usually the third week) and serves as an excellent support group. The date and time of the first meeting for the Fall semester will be announced in the upcoming newsletter which you will be receiving during the first week of classes.

We look forward to seeing each of you in the Fall and having you join this outstanding organization. For more information, contact Wandra Hill at 737-7841 or Darrell Cook at 829-1239.

COOPERATIVE EDUCATION: GET INVOLVED!

Cooperative Education is a voluntary program which combines academic study with on-the-job experience related to the student's major or career goal.

In the School of Physical and Mathematical Sciences, the Alternate Plan is available to provide flexibility for students and employers. The Alternate Plan provides for alternating one semester of full-time work and one of full-time study. Therefore, three work periods are required on this Plan. Often CO-OP students may have to extend their graduation date, however, the advantages of the work experience far out weigh any disadvantage of a slightly delayed graduation date.

Unlike the type of employment students seek simply to make ends meet, CO-OP offers quality jobs which give students a chance to learn more about their field through practical experience. Students are paid the prevailing rate as employees who possess similar capabilities. They also receive salary increases as greater responsibilities are undertaken.

For the student, CO-OP is designed to add relevance to education by providing work experience in the student's field. This experience is expected to result in a greater sense of responsibility, an increased level of competence enhanced self-confidence, a greater degree of autonomy, a clearer sense of purpose, improved marketability upon graduation coupled with the provision for income for college expenses.

THE CHALLENGE

(by Dr. Marylyn Wilkes Granger)

IF I have to, I can do anything!
 My strength is derived from my determination--I am indestructible
 I am--whoever and whatever, I wish to be!
 IF I should find myself becoming discouraged, I will learn how to take heart!
 For I am not alone!
 IF I should find myself becoming anxious, frightened or depressed,
 I will learn how to overcome it!
 For I am not alone!
 IF I should find that I do not know how to cope, I will learn how!
 For I am not alone!
 IF I should see that those around me are "throwing in the towel" and
 urging me to do the same,
 I will resist, and "hang in there!"
 For I am not alone!
 IF I should find that there are problems that I cannot handle, I will seek assistance
 For I am not alone!
 IF I should find that I am lonely, I will seek and find solace and know--
 that I am not alone!
 I have the ability to succeed.
 Therefore, I will do it.
 I have the ability to achieve excellence.
 Therefore, I will achieve it!
 I have the ability to think positively.
 Therefore, I will do it.
 IF I have to, I can do anything!
 I am--whoever and whatever, I wish to be!
 I will learn and I will succeed!
 For I am not alone!

THE QUIGLESS METHOD TO SUCCESSFUL STUDY HABITS

by
Milton D. Quigless, Jr., M.D. (Raleigh, N.C.)

In my experience, repetition has been the key to attainment of factual knowledge. The steps outlined below are indeed time consuming, but in my experience, have been found to be absolutely foolproof 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 questions 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 lecture.

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, 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.

STAND
(Song by Bob Bailey)

You just stand, when all the courage seems to fade.
Stand, when it seems that evil will prevail,
Stand, for He shows us in detail that His love will never fail;
and He'll stand with us.

You just stand, when you said all that you can say,
Stand, and trust the Lord to make a way,
Stand and live your life from day to day,
Trust God to make a way and then walk through it,
For God has not given us a spirit of fear, but He's given us
love and power, and courage to resist the tempter's snare
So be not weary in doing well, for only time will tell,
That all the work He's begot in you, will help to see you through,
and all his word is true and everything he promised He'll do,
So having done all to stand, you just stand.

You just stand, for when you feel no one's on your side,
Stand, defy the urge to run and hide
Stand, go through and darkness override, trust God to turn the tide
and pull you through

All you've got to do is stand, for He's always there for you.
Stand, and He will lead you safely through,
Stand and though you know not what to do,
Know that He's looking out for you and He won't fail you.
My God has not given us a spirit of fear but He's given us
love and power, and all the courage that we need to resist
the tempter's evil snare.

So be not weary in doing well, but only time is gonna tell,
All the work He's begot in you, someday is going to help see
you through,
We know God's word is true and everything He promised He will do,
So having done all to stand, you just stand.

LIVE EACH DAY

Wouldst thou fashion for thyself
a seemly life?

Then do not fret over
what is past and gone;
And spite of all thou
may'st have left behind
Live each day as if
thy life were just begun

by J.W. von Goethe

TEST TAKING STRATEGIES

(taken from the Black Collegian, August/September 1981 Issue)

A. STRATEGIES FOR ANSWERING OBJECTIVE QUESTIONS
(Multiple Choice, Matching, Fill-in-the-Blank etc.)

Before answering:

- 1. Read the directions carefully.
- 2. Get a running start. Skim the entire exam to become familiar with the types of questions asked. Notice the various weights assigned to specific questions and sections. Quickly develop a time plan.

During answering:

- 3. Don't get stuck. If a question begins to take undue time and thought, mark it, leave it and return to it later. (Allow time to reconsider items you are unsure of and re-read all questions with negative wording.
- 4. Read all choices provided in a multiple choice question before deciding on the answer.

B. STRATEGIES FOR ANSWERING ESSAY QUESTIONS

Mechanics:

- 1. Read directions carefully. Notice whether you must answer all essay questions or whether you can choose.
- 2. Read all essay questions before beginning. Select those for which you are best prepared and begin with the easiest to inspire confidence and promote clear thinking. Avoid unnecessary content overlap by being aware of information that could be better used in answering another question.
- 3. Jot alongside each question. Quickly note a few key words and phrases alongside each question. List technical terms and names that come to mind.
- 4. Calculate time to be used in answering each question.

Content:

- 1. Note key instruction words in questions. The introductory word in a subjective question is one of great importance. Remember to observe the work that is used and do exactly what you are asked. (e.g. comment, compare, contrast, criticize, discuss, evaluate, summarize, etc.) It is estimated that five to ten percent of failures on individual questions are due to ignoring the key word or words.
- 2. Make a skeletal outline before beginning to write your answer. Refer to jottings and organize key words and supporting ideas. It will save time by providing direction and helping avoid repetition. In addition, if you don't have time to finish, you can instruct your teacher to refer to your outline and probably pick up more points.
- 3. Avoid a flowery introduction. Answer the question directly and forcefully in the first sentence. Sometimes you can turn the stem of the question into a direct answer (e.g. what are the reasons for ...? the reasons for . . . are).
- 4. Expand the first sentence according to the skeletal outline. Support generalizations with facts, illustrations, reasons and examples. Use technical terms and references from textbooks and lectures.
- 5. Summarize and conclude.
- 6. Re-read all answers and correct any errors in spelling, grammar and sentence structure.

Put this system to use and it will work effectively for you.

Davie Street United Presbyterian Church
 Rev. James Brown
 300 E. Davie Street
 Raleigh, NC
 834-8855

Deliverance Cathedral of Love
 Bishop M.S. Nesbitt
 1705 Curtis Drive
 Raleigh, NC
 834-6012

Elevation Baptist Church
 Rev. T. B. Jiles
 4927 New Bern Ave/Hwy.64E
 Raleigh, NC
 833-1887/755-1815

First Baptist Church
 Rev. C.W. Ward
 101 S. Wilmington Street
 Raleigh, NC
 832-1649

First Baptist Church
 Rev. Dr. Mack Timberlake, Jr.
 202 Watson Street
 Creedmoor, NC

First Congregation United Church of Christ
 Rev. Donald R. Ingram
 2410 Creech Road
 Raleigh, NC
 832-4704

First Cosmopolitan Baptist Church
 Rev. W. B. Lewis
 1515 Cross Link Road
 Raleigh, NC
 833-3283

Grace A.M.E. Zion Church
 Rev. J.A. Boyd
 102 Hill Street
 Raleigh, NC
 834-9289

Laodicea United Church of Christ
 Rev. George C. Hawkins
 2004 Rock Quarry Road
 Raleigh, NC
 832-2784

Lincoln Park Holiness Church
 Bishop Eli Ratcliff, Jr.
 13 Heath Street
 Raleigh, NC

Love Christian Center
 Rev. Arnell Dunn
 212 Lord Anson Drive
 Raleigh, NC
 832-8700

Martin Street Baptist Church
 Rev. David Forbes
 1001 E. Martin Street
 Raleigh, NC
 833-9756

Mt. Sinai Holiness Church
 Bishop Maude Pope
 301 S. Swain Street
 Raleigh, NC
 833-6879

Oak City Baptist Church
 608 Method Road
 Raleigh, NC
 832-6909

Pentecostal Holiness Church
 Rev. Cooke
 708 S. State Street
 Raleigh, NC
 821-5403

Providence Holy Church
 Rev. Buckrum
 900 S. Bloodworth Street
 Raleigh, NC
 833-0104

Resurrection Holiness Church
 Pastor M. A. McKoy
 610 Hillsborough Street
 Raleigh, NC
 834-1871

Rush Metropolitan AME Zion Church
 Rev. B. C. Young
 558 Cabarrus Street
 Raleigh, NC
 832-6270

St. Ambrose Episcopal Church
 Rev. Arthur Calloway
 813 Darby Drive
 Raleigh, NC
 833-8055

St. Paul AME Church
 402 W. Edenton Street
 Raleigh, NC
 832-2709

St. Matthews AME Zion
 Rev. Ralph Stephens
 805 E. Davie Street
 Raleigh, NC
 834-0509

Smith Temple Free Will Baptist
 322 S. East Street
 Raleigh, NC
 833-8647

Truway Holiness Church
 Bishop Geraldine Bailey
 off Old Stage Road
 Raleigh, NC

Upper Room Church of God
 Rev. James H. Turner
 2421 Lake Wheeler Road
 Raleigh, NC
 833-7714

Wake Chapel Baptist Church
 Rev. G. A. Jones, Jr.
 4200 Bland Road
 Raleigh, NC
 872-7776

Watts Chapel Baptist Church
 Rev. Dr. Frank Weaver
 3703 Holly Springs Road
 Raleigh, NC
 828-7348

Young Missionary Temple
 110 State Street
 Raleigh, NC
 832-4347

Christian/Inspirational Radio
 1240 AM WPJL 1550 AM WSES

Listed below are the general operating hours, locations and telephone numbers for the Services, Centers and Programs. These schedules vary, particularly during semester vacations, breaks, summer sessions and during examination periods.

A. Programs and Services Staffed During Business Hours Daily

Program	Location	Telephone
Academic Skills Program	528A Poe	737-3163
University Archives	G111 Library	737-2273
Career Planning and Placement Center	28 Dabney	737-2396
Computing Center Consulting	106 Hillsborough Bldg.	737-3035
Biology Learning Center	2717 Bostian	737-3341
Engineering Tutelage	115 Page Hall	737-2341
Students Supply Stores	Dunn Avenue	737-2161
Educational Media Center (SALS)	2318 Library	737-3971
Engineering Publications	101 Page	737-2310
Instructional Materials Production Center (Education)	511 Poe	737-2231
Instructional Technology Services (Textiles)	223 Nelson	737-3761

B. Programs and Services Staffed During Business Hours with some Evening and/or Weekend Services

Program	Location	Telephone
Counseling Center	200 Harris	737-2423
D. H. Hill Media Center	2305 Library	737-2977
Forest Resources Library	4012 Biltmore	737-2306
North Campus Bookshop	Erdahl-Cloyd Annex, D. H. Hill Library	737-3831
Curriculum Materials Center	400 Poe	737-3191
Design School Library	209 Brooks	737-2207
Mathematics Tutorial Center	244 Harrelson	737-3157
Burlington Textile Library	112 Nelson	737-3043
Veterinary Medical Library	4700 Hillsborough St.	829-4218

C. Programs and Services Staffed During Business Hours and Weekends with Extended Evening Services

Program	Location	Telephone
D. H. Hill Library		
Circulation	Circulation Desk	737-3364
Reference	East Wing	737-2935
Reserve	Erdahl-Cloyd Wing	737-2597
Computing Center	Hillsborough Bldg.	737-2517
Health Services	Clark Infirmary	737-2563

D. Programs and Services Staffed During Hours as Announced or by Appointment

Chemistry Tutorial Room	120 Dabney	737-2949
English Tutorial Sessions	129 Tompkins	737-3353

A Program for Developing Work Relationships (Get Acquainted Exercise)

2

Read silently. Do not look ahead in this booklet.

The conversation which you are about to begin is intended to point toward more effective human relations in a work setting. Tasks are accomplished more effectively if persons who work together have the capacity to exchange ideas, points of view, feelings, attitudes, and opinions freely. It is also important that you be able to clarify assumptions that you make about each other in relation to the work to be done.

3

The basic purpose of the discussion which you are about to have is to foster greater understanding of each other at work. By telling about oneself and by sharing perceptions of each other you will be working toward a higher level of trust.

These ground rules should be followed:

1. Take turns initiating the discussion. The program consists of a series of open-ended statements. Each of you should complete each statement orally. (Do not write in the booklet.)
2. All of this discussion is confidential.
3. Do not look ahead in the booklet.
4. Do not skip items. Respond to each one in the order in which it is presented.

When each of you has finished reading, turn the page and begin.

4

Basically I conceive my job to be . . .

5

Usually I am the kind of person who . . .

6

When things aren't going well I . . .

7

When I think about my responsibilities I think that . . .

8

I want to become the kind of person who . . .

9

Adopted from: A Handbook of Structured Experiences for Human Relations Training: By J. William Pheiffer and John E. Jones

I usually react to negative criticism by...

10

With this job I think I'll be best at

11

What I like about you is...

12

This conversation...

13

I joined this organization because...

14

During the past few months I've been...

Listening check: "What I hear you saying is;:"

15

The next thing I'm going to try to accomplish is...

16

My general image of you is...

17

I prefer to get feedback....

18

As a member of a team I...

19

I think my greatest weakness on this job will be

20

In conflict situations between people I usually
Briefly discuss how this exchange is developing.

21

I'm hoping that...

Listening check: "What I hear you saying is..."

22

think you see me as...

I like such things as...

23

The most important skill in developing work relationships is listening. To begin improving your ability to hear each other, follow these steps: complete the following item in two or three sentences; the listener then repeats in his own words what you said; then the listener completes the item, and you paraphrase what you heard.

Ten years from now I...

When each of you has had a turn, share what you may have learned about listening.

During this discussion, you may wish to continue the development of your listening by using the phrase, "What I hear you saying is..."

My first impression of you was...

24

25

I prefer to work with people who...

Right now I'm feeling...

26

What puzzles me about you is...

27

The next step in my career development seems to be...

28

The person I'm having the most trouble with...

29

Have a brief discussion of how this conversation is going so far. How open are you being? How do you feel about your participation up to this point?

30

need to...

You and I can...

Have a brief discussion of your reactions to this conversation.

This discussion was intended to open up a dialog which should be carried on continuously in your work relationship. You may wish to make definite plans to continue this exchange in the future. Some activities which you may consider are the following:

Go through this Dialog booklet again after about six months.

Make your relationship an agenda item in each meeting.

Contract with each other for support in changing your behavior at work.

Work through this exchange with other people with whom you work.

A. Program for Developing Work Relationships (Get Acquainted Exercise)

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Ten years from now I...

When each of you has had a turn, share what you may have learned about listening.

During this discussion, you may wish to continue the development of your listening by using the phrase, "What I hear you saying is..."

My first impression of you was...

24

25

I prefer to work with people who...

Right now I'm feeling...

26

What puzzles me about you is...

27

28

The next step in my career development seems to be...

29

The person I'm having the most trouble with...

Have a brief discussion of how this conversation is going so far. How open are you being? How do you feel about your participation up to this point?

30

I need to...

You and I can...

Have a brief discussion of your reactions to this conversation.

This discussion was intended to open up a dialog which should be carried on continuously in your work relationship. You may wish to make definite plans to continue this exchange in the future. Some activities which you may consider are the following:

Go through this Dialog booklet again after about six months.

Make your relationship an agenda item in each meeting.

Contract with each other for support in changing your behavior at work.

Work through this exchange with other people with whom you work.

872- 6624

Wp

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SOCIETY OF BLACK PHYSICAL AND MATHEMATICAL SCIENTISTS

MATH

WEDNESDAY, MARCH 12, 1986

COX 209

6:00 - 9:00 P.M.

CSC

Tuesday, March 11, 1986

Cox 204

8:00 - 10:00 P.M.





Dr. Lawrence Clark
Box 7101
NCSU Campus

FIRST ANNUAL STUDENT LEADERSHIP RETREAT

ORGANIZATION _____

NAME OF ADVISOR _____

Please check the appropriate boxes with regard to your attendance:

Friday Evening, October 21, 1983
I will be present for dinner

Saturday, October 22, 1983
I will be present for:

Breakfast

Lunch

Dinner

Sunday, October 23, 1983
I will be present for Breakfast

RETURN TO: Dr. Lawrence Clark
Associate Provost
201 Holladay Hall
NCSU Campus

Invoices sent

12.16.85 to

School Of Forest Resources
c/o Mr. Jerry Bettis
Box 8002
North Carolina State University
Raleigh, North Carolina 27695

Money Walker
22028
22883 - *sent Dec. 18*
PA 046697

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c/o Bobby Pettis
North Carolina State University
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Raleigh, North Carolina 27695

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N.C. State University
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Agriculture and Life Sciences
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Raleigh, North Carolina 27695

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North Carolina State University
Box 8105
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Academic Skills Program
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North Carolina State University
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