

ng gets rough...

here at the university," said Fuse-Hall. Thus, OSC offers many programs that are designed to improve upon the talents of the student and make their transition into the university a successful one. Fuse-Hall also stresses the importance of students getting in contact with OSC soon into the semester and attending the meeting that OSC will hold for all freshmen on September 4. "This meeting is very important. It should be mandatory", said Fuse-Hall. Although you will be able to learn all about OSC and what they have to offer at the meeting on September 4, here is a detailed list of the programs and how they can help you. The Minority Student Advisory Program

This program is designed to provide incoming minority freshman with peer counselors who have above a 2.5 grade point average and have been through extensive training. Minority Advisors (MA) meet with freshmen counselees once every two weeks and provide freshmen with

sessions are held three nights per week and are conducted by a graduate assistant and several of the MA's. The program is constructed to provide freshmen with individualized instruction. Contact OSC for information about times, dates and places.

Academic Skill Enhancing Workshops
These workshops are designed to provide all students, not just freshmen, with organizational lessons such as time management, study skills and text book reading. "These workshops are probably the most important programs that we offer. The workshops enhance the skills that you brought with you from high school.", said Fuse-Hall. Contact OSC for times, dates and places for the workshops.

It is also important to add that these programs are open to all students, freshmen and upperclassmen alike. "We offer programs to anyone who wants to improve" said Fuse-Hall. Fuse-Hall also stresses the necessity of feedback from the students. "If a student has a problem with a minority

Fuse-Hall Welcomes Incoming Freshmen

Welcome to the "Southern Part of Heaven." Many dreams begin here; but only hard work, established priorities and a commitment to academic excellence will convert those dreams into realities by graduation. This campus will offer many tempting pleasures; you must decide early what is more important: popularity, partying or pumping up your knowledge base. The Office for Student Counseling (OSC) is ready to assist you with your goals for academic excellence.

OSC sponsors the Minority Advisory Program. Many of you heard from these individuals during the summer. We offer study skill enhancement sessions and scholastic advancement sessions. Yet, your success in these programs depends on YOU! You must prioritize!

OSC believes that each of you can achieve all your dreams and we would like to assist you. Come see what we have to offer you at our Freshman Meeting on Wednesday, September 5 from 4:00-5:00 p.m. in the Student Union Auditorium. It's all up to YOU. What will you do to become an academic success at UNC? We'll be watching!

Peace and Power, Rosalind Fuse-Hall, Associate Dean

academic counseling and help to keep freshmen informed about OSC and university policies in general. Dean Fuse-Hall said "MA's provide freshmen with accurate information on rules, policies and procedures. They also assist in personal and social adjustment into the university community." Scholastic Advancement Sessions (SAS)

SAS is a program that provides free tutoring in the Natural Sciences, Math, English, Social Sciences and foreign languages. The

advisor or another of our problem, he or she needs to come to the Office of Student Counseling. We want to be helpful to the student", said Fuse-Hall. For more information on OSC attend the September 4th meeting or stop by the office on the second floor of Steele building.

A Promised Land?

By Clay L. Barrow
Contributor

I walked into my room in Kenan dormitory after a tiresome day of academia to find a note on my desk that read, "Clay, Margo Crawford called at 2:00 p.m." I dialed the number written on the memo, and after speaking with her secretary, I heard a delightful "hello" from the Director of the Black Cultural Center here at UNC. I had interviewed her the day before, and in our conversation she said, "On the way home last night, I was reminded of a biblical story that I wanted to share with you. Do you remember the story of Moses and the children of Israel?" she said. "Yes," I anxiously responded. She continued, "Their [the Israelite's] story reminds me of that of Black Americans," she said as she then began to elaborate.

"As you recall, Moses sent ahead twelve scouts into the Promised Land to see what was there and to return with reports. When the first ten returned, they all had sad news and reports of despair. But when the other two returned, they had good news and said they [the Israelites] were capable of capturing this land of milk and honey. Just as Moses was told by the ten scouts sorrowful news, we as Black Americans have been told for years and years that we could not make it. But similarly as the two scouts returned with good reports, there are those Blacks that have been motivated and driven to continue, and spread the news of good cheer to others that 'We CAN make it.' We need to listen to those two that returned with good news, instead of those ten that returned with news of un-promise."

From that brief conversation on the phone, I was able to finally find the focus for this article, the reasons behind collegiate failures and successes amongst the black men and women of today. There is a major problem re-occurring on campuses all across the nation, the problem of decreasing numbers of black graduates exiting college and moving on into the professional world. Statistics provided by Margo Crawford on a study conducted between 1976 and 1986, that showed: a 32 percent decline amongst blacks in colleges receiving masters degrees; only five percent of those blacks that enter college go on to receive doctorate degrees; of the black males that go on to receive doctorate degrees, there has been a 27 percent decrease; and in the computer sciences, one out of 355 is black.

Why such a drastic decline in the number of graduates in a ten year period? Margo Crawford said the economic gap is greater now than it once was. Between 1973 and 1986, the average real annual earnings of a black male 20 to 24 years of age fell 50 percent. There are new devastating effects of poverty in our black communities. Many resort to drugs as a way of escape, and even violence. Other traditional goals, such as an education, a career, a house, and family, are being depleted. We need to start asking, what does a 20-24 year old black male considers

to be success? Many may feel that a college education is the best path to take on the road to success. But it is not easy for black parents to convince their children of the traditional formula (hard work + college education = a promising career and success) when they have seen so many take that route, but are still working in the factories and on the assembly lines of America.

Is there hope for black America to graduate and continue on in the professional fields? The Associate Dean of Students, Rosalind Fuse-Hall said that 50 percent of all students entering Carolina graduate in four years; for minorities, only 32.3 percent of those entering graduate in that time, proving UNC to be one of the most outstanding universities in the nation in its graduation rates of students of color.

Where do we need to start in order to reach our goals of success? According to Dr. Larry Young, Co-Chairman of the National Association of Black Cultural Centers and Director of the Black Cultural Center at the Pennsylvania State University, motivation is the key and is dependent upon the circumstances one is in. To build one's motivational drive, he said, "You need to see a reward or benefit, whether it is tangible or not. We also need both internal and external stimuli. Cultural centers serve as motivational tools— external stimuli created by social interactions with those of one's culture. The adequate environment is also necessary to adjust levels of motivation." Dr. Young feels there is too much pressure on the students. "If some of the responsibility is placed on the faculty, we would definitely see a difference in the numbers of blacks graduating. If students are having a difficult time making the grades, we need to find out why, and who is or is not being an effective instructor. The purpose of a university is to learn, and all that enter come in with the willingness to learn. If they fail on the way and lose interest, they were failed to be inspired by a professor, and had not been failed by themselves."

Dean Fuse-Hall remarked, "Tenacity and motivation are the most important elements necessary for a student to succeed. Students need to make academics their first priority. They need to take advantage of the services offered to them through the Office of Minority Affairs. Students should also support programs offered about issues of concerns of people of color in order to know of who is already out there and support them, to understand who we are, where we have been, and where we are to go."

...And where are we to go? If we keep our minds on unity and uplifting one another, if we continue to dream, if we remain focused on our desires and be not afraid to sweat to reach our goals, we will make it to our Promised Land of success and provide a promising future for generations to come.

Clay L. Barrow is a sophomore Political Science major from Windsor, NC.