

Campus Renovations

By Carleton Bell

The Charles W. Chesnut Library is currently being renovated. The areas underneath the library and an alcove facing Murchison Rd. are being filled in. This additional space will be used predominately as stack space for storing books which are now in boxes and on the floor. There will also be more work space. The periodical section will be expanded and the card catalog will be relocated.

The construction is scheduled for completion on Jan. 1, but Mr. Richard Griffin, Library Director said that it would probably be February before the job is finished. Mr. Griffin estimated the total cost of the work at \$300,000.

There has been talk of building a new library at FSU. When asked if the current construction would act as a stop-gap measure for getting a new library, Mr. Griffin said he hoped it would not. When the UNC legislature meets in 1983 they should make a decision on the new building.

Pleasant, Inc., a local construction company, is responsible for the work. Several weekends ago a theft took place at the work site. A truck and some tools were stolen. FSU Security is conducting an investigation. As a result of the theft a fence was erected around the area.

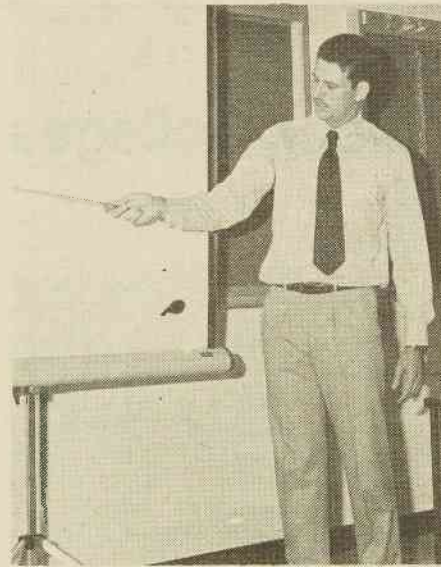
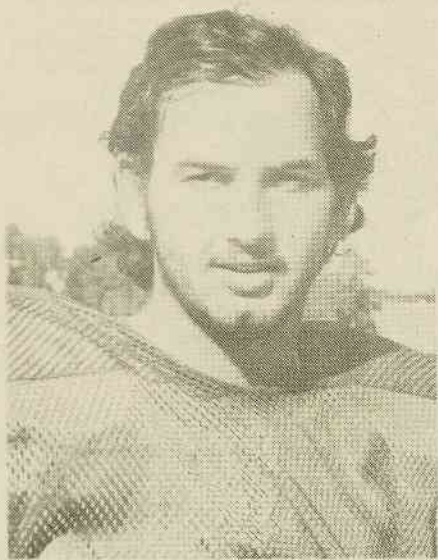
The Taylor Science building is also being renovated. Once completed the building will facilitate offices and classrooms. History, Political Science and Sociology are among the courses that will be taught once the building is completed.

Harris, Joyner, and Smith halls are being remodeled. This is predominately repair work concerning electrical and plumbing problems.

Claudia McNeil Honored

The Fayetteville State University Drama Guild sponsored a reception honoring the world renown actress Claudia McNeil on October 26. The reception was held in the Little Theater of the George L. Butler Learning Center on the FSU campus.

Ms. McNeil, the leading Black female actress in America, is currently in Fayetteville to play the leading role in the Fort Bragg Playhouse Production of "Raisin In The Sun" of which she was a part of the original Broadway and movie cast.



Minority Enrollment

By Trina Barnett

Ever wonder what its like to be in the minority at a Black institution? With a minority population of 20 percent, *The Voice* thought it would be interesting to get some feedback from these students and out first-hand what they had to say about their experiences at FSU.

Senior Bertie Wadfort is a psychology major from St. Stephens, S.C. Bertie decided on FSU as his choice because of the athletic scholarship he was offered. Being one of the few white players on the football team and being the best punter in the CIAA has made Bertie a popular young man on the campus. There have been a few times when racial slurs have been directed at Wadfort. One that stands out in his mind is an incident that took place in the TV room of the Student Center during his freshman year. Bertie explained, "I was in the TV room and a guy told me that, 'We don't want any white boys here'." One of Bertie's teammates responded, "You may not want him on the team, but I do." Bertie made it clear that because of the comradship that must exist between members of a team, racial slurs by fellow Broncos are few. When asked if he felt that he was receiving just as good an education at FSU as opposed to a white institution, he replied, "I feel that you can get a good education anywhere, it's really up to you."

For sophomore Gregory Hickman, a

resident of Fayetteville, the location of FSU, and financial reasons had strong bearings on his decision to study here. Although Gregory plans to transfer to UNC next semester, he likes Fayetteville State and he has not been subjected to any hostility because of his race. "I like it" was the response from Heide Wolfgang. Heide had been attending Methodist College but wasn't really happy with the school. On a friend's suggestion, she decided to try FSU. Heide says that she has not been confronted with any form of racism and intends to graduate from here.

It took a while for FSU to grow on freshman Deborah Estebon from Hilo, Hawaii, but after a few weeks she began to like it. Deborah had not planned to attend FSU at all. Appalachian State was her first choice, but because of illness of a family member and her receiving a minority grant, she reconsidered. President of Alpha's Ladies of Black and Gold, and recently voted Miss Alpha Phi Alpha, Deborah states that she has experienced some pressures from both blacks and whites. "Many people feel that I shouldn't be President of the Ladies of Black and Gold or Miss Alpha Phi Alpha because I am Hawaiian and not Black." She is uncertain if she will continue her education at FSU or if she will return to Hawaii and finish school there.

Based on this reporter's research, the general attitude from these minority students is a positive one. It is to be hoped that this feeling is shared by other minorities enrolled.

Integration Results- Inferior Schools??

San Francisco, Calif. (I.P.) - Disaster often follows in the wake of experts, especially in America's schools. So says Thomas Sowell, University of California at Los Angeles professor of economics and senior fellow at Stanford Hoover Institution. An iconoclast, Sowell challenges the widely held assumption that racial segregation of students results in inherently inferior schools, the basic doctrine embodied in the U.S. Supreme Court's historic decision, *Brown vs. Board of Education*.

Sowell has analyzed 70,000 IQ records going back over four or five decades for 12 different ethnic groups and schools around the country. "The top Black school, which was segregated by law in the full legal sense, had an average IQ of 104 over a period of about 20 years," Sowell notes in "The Fairmont Papers," a newly published paperback on the Black alternative conference he helped organize with the Institute of Contemporary Studies in December, 1980.

"The bottom had an average of about 77. There are obviously many cultural and social differences between these schools. The point is, both of them were all-Black schools, and both were segregated." In Public School 191 in Brooklyn, a very low income, high crime area, 57 percent of the students could read above the national average. "No other school in the whole district was as high as 40 percent," he adds. "They were all Black schools."

Sowell also examined the test scores of students in non-Black schools that were socially segregated. He found that children who attended schools where 95 percent or more were of the same race or ethnicity "scored at least as high as children from the same background scattered throughout the general society. There was no evidence that separation made any sort of achievement difference, much less that it was inherently inferior." This finding held for Chinese, Puerto Rican, American Indian, and Mexican American students.

Students don't always need role models of the same race to advance academically Sowell believes, nor must their homes be saturated with magazines. "Such prerequisites" for educational success have been used by experts as "an excuse for failure," he charges.

For those who believe state intervention is vital for schools, he notes that three out of five free Black high school graduates deemed functionally illiterate. The basic assumption that racial separateness alone makes schools inferior was adopted by the Supreme Court to help defuse Southern reaction to the *Brown* decision, Sowell contends.

As a result, "we no longer are talking about eliminating barriers or expanding the choices of Black students or their parents. We are talking about mixing children according to some recipes designed by third parties, so called 'experts'. Moreover, we have developed no interest whatever in preserving successful black schools or in analyzing the causes of their success. And this is tragic."

Dunbar High School, which produced a host of distinguished Black leaders for 85 years, was destroyed by racial intergration in two or three years, Sowell declares. Yet at the turn of the century, Dunbar students

(Continued on page 6)



For more information contact:
Lt Colonel Charlie J. Coleman, Jr.
Fayetteville State University
Phone: 486-1464/1465

AIR FORCE

ROTC

Gateway to a great way of life.

COLLEGE BOUND VETERANS

If you're a veteran of any branch of the Armed Services, you should look into Air Force ROTC on your campus. Cash in on your previous service. Here are some of the benefits:

- Active duty time may be credited for first two years of Air Force ROTC.
- You'll still receive all GI Bill or Veteran's Educational Benefits you're entitled to.
- You'll attend summer field training with full pay.
- You'll be commissioned upon graduation from college.
- You'll return as an Air Force officer to active duty in a higher pay bracket.

You may also be eligible for an Air Force ROTC college scholarship which pays full tuition, laboratory and incidental fees and books, plus \$100 a month during the school year. So . . . while working for your degree, consider the advantages of Air Force ROTC and an Air Force commission.