

Unique Freshman From Unique School

By Nero Coleman

The entire 1982 graduating class of the Nyerere Institute in New Jersey came to Fayetteville State University. From this special school are three special students--its first three graduates. The three ladies are Lori Hood, New Brunswick, N.J., Fausat Salako, Lago, Nigeria, and Teresa Small, Somerset, New Jersey.

All three ladies were somewhat shy in talking too much about themselves but said they all liked FSU and its atmosphere and would recommend FSU to friends and relatives.

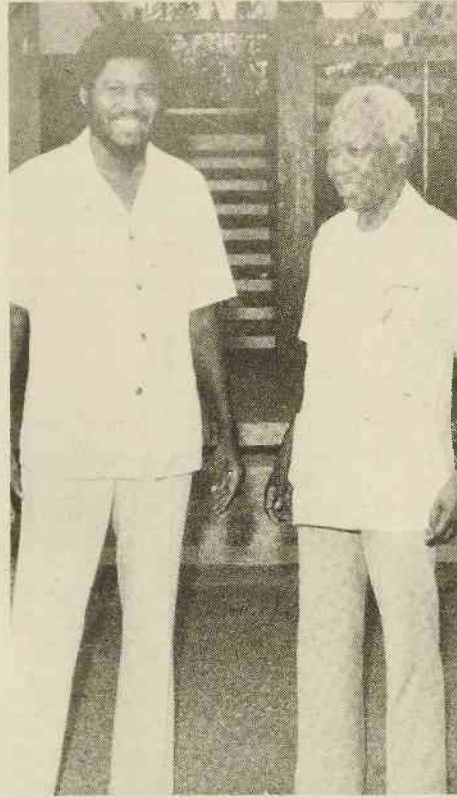
Ms. Hood, an early childhood education major whose mother taught at the Nyerere Institute, enjoys drawing, sketching and reading. She says she likes FSU for its small college appeal, but feels it is somewhat far away from home.

Ms. Salako, a legal alien who lived with the Hood family, enjoys writing letters, reading, playing volleyball (and somewhat sad not to be playing here) and finds her teachers at FSU to be friendly. She is a biology major with the intent of becoming a doctor.

Ms. Small feels that some of the classes are too large and eliminate the more personalized individual help from the teacher. She enjoys listening to music, playing and watching football and basketball and Kung-Fu, her greatest joy.

Not only are these three ladies unique in that they are the first graduates of the institute but the institute itself is unique. Operating for eight years with students ranging from 3-18 years of age, the institute has a total of 115 students.

The Institute, named for Tanzanian President Joseph Nyerere, emphasizes the intermixture of the American



Charles Gray with President Julius Nyerere.

heritage with African heritage. It receives limited funding from the state and federal government and is recognized as an approved educational facility.

The school's founder is former Urban League Director, Charles Gray, a Portsmouth, Va. native who has a B.A. in political science.

The ladies spoke of a curriculum of foreign language (Swahili) and mainly African history. The institute has a large mixture of American and African instructors with daily rituals consisting of morning recitation of the Council of Independent Black Institute (CIBI) Pledge, plus rendition of "Lift Every Voice and Sing," and evening recitation of "Nguzo Sabaa" (Seven Principles of Blackness.)

The three ladies made their decision to attend FSU after talking with their principal Mr. Gray.

Playing The Game Of School

(Editor's Note: The following article was written by education majors Bettina B. Fisher, Vicki L. Laudenslager, Sandra H. Miller and Kaye G. Tingen.)

"All of life is a game" is a proverb that is not heard as often today as in days past, but the wisdom and applicability of the saying is as relevant today as it was upon its first utterance. Nowhere is this more evident than in the "game of school." Achieving success in school has many of the same characteristics as achieving success in any game or sport. School, like any game, has a desired goal, various rules to facilitate play and specific techniques which enable one to play to the best of his ability. There are also superstars in the game of the school--the A students, star players--the B students, and casual players--the C students. Since the desired goal of a four-year teacher education program is a job or admission to a reputable graduate school, it is the purpose of this paper to suggest some rules and techniques which will help the superstars, stars and even the casual players to play the game and achieve the desired goal.

One of the most important aspects of game playing is the ability to "fake out" the other players or opponents. The appearance of skill and expertise is often enough to give one player an advantage. Therefore, in the discussion which follows, one basic and underlying rule for "playing the game of school" is the unashamed utilization of duplicity. "Playing the game of school" merely requires that the student act as though he were interested in the subject being taught. Of course, most instructors would prefer that their students were inherently interested in the subject. But if the student does not bring with him a natural interest in the course being taught, then the student should feign an interest by engaging in all the activities necessary to allow him to

achieve the highest possible grade. There are few, if any, instructors who would not be willing victims of such a student "con artist." But in playing the game, going through the motions, and acting like an interested student, the student will probably find that he actually is interested and that he is learning more than he ever thought possible. In this sense, the student's duplicitous behavior may result in a self-fulfilling prophecy; that is, if he acts like a good student, people will treat him as if he were a good student and he will in fact become a good student.

Therefore, the following "game plan" will suggest pre-class study activities, during-class study activities, and post-class study activities to maximize the student's success in the "game of school."

Pre-Class Study Activities

Preparation for "playing the game of school" need not wait until the school bell rings and the class commences. Every good game player knows that the warm-up period before any game is as important as the game itself. The player must find out what game is being played, assemble the proper equipment, learn the rules and skills necessary to play and then warm-up both physically and mentally for the actual event. The following pre-class warm-up activities will help the student get off to the best possible start.

1. The student should have the proper tools for each class; i.e., dictionary, thesaurus, style manual, notebook, pencil and/or pen, the basal text, etc.
2. The student should begin his learning from the moment he signs up for a course by familiarizing himself with the meaning of the title of the course.
3. The student should get an overview of the subject. This involves finding out what the main parts or sub-

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Black Voting Age Population Rises To 17 Million

The number of voting age blacks rose 44 percent from 12 million in 1970 to 17 million in 1980, with four states reporting a black electorate of one million or more, according to a new report from the Commerce Department's Census Bureau.

New York in 1980 had the largest number of voting age blacks (1.6 million) followed by California, Texas and Illinois. The increase reflects the lowered voting eligibility to 18 years in all states and growth of the black population, up 17.5 percent from 1970.

Two-thirds of the District of Columbia's electorate is black. States with the highest proportion of voting age blacks are Mississippi (31 percent), South Carolina and Louisiana (27 percent), Georgia (24 percent), Alabama (23 percent), Maryland (21 percent), North Carolina (20 percent), and Virginia (17 percent).

In 1980, blacks comprised 10.5 percent of the total voting age population nationally, with 53 percent living in the South. In 1980 9.8 million blacks reported being registered while 8.3 million reported voting in the 1980

election.

The black outmigration from the South that began in World War I and which spread settlement of blacks throughout the United States until the mid-70s considerably equalized the regional distribution of blacks. Nevertheless, one in every six persons of voting age in the South was black in 1980.

The Spanish-origin voting age population comprised about 5.5 percent of the total electorate in 1980. California and Texas together contained half of the Spanish-origin electorate (2.8 million and 1.8 million), followed by New York (1.1 million) and Florida (629,000). Nearly 70 percent of the Hispanic voting age population resided in these four states.

The report notes that women are the majority of the voting age population in all states except Alaska, Hawaii, Nevada and Wyoming. It projects that the nation's voting age population will reach 170 million in November 1982, a 5 million increase over the total for the 1980 election and 29 million more than in November, 1972.

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