

Michael Rogers talks to students about opportunities at Elon.



Monique Ingram, Chanel Smith and Amanda Bethea talk with Patrice Mitchell about financial opportunities at Salem College.



Van Wilson tells some students about the physical therapy and nursing programs at WSSU.

R.J. Reynolds High School is 'Demon Proud'

To just any student walking the corridors of R.J. Reynolds High School, "Demon Proud" may not have any particular significance. However, to the 18 ninth-graders and 50 or more continuing African-American students who are enrolled in higher level math and science classes, it has a definite meaning. R.J. Reynolds High School sought to address its National Science Foundation vision by involving the Student Services staff and math and science teachers in parent-student workshops, tutoring, study skills sessions, career exploration activities, a mini college fair and professional mentoring sessions. It is the expressed feeling of both the staff and students who work with the program, that the African adage, "It takes a village to raise a child" continues to hold its validity. With willing and talented students, parent empowerment, a supportive and caring faculty who provide before- and after-school tutoring for their students, and with assigned teacher and staff mentors who show high expectations for their students, the Demon Proud participants are poised for success.

using one's strong math and science aptitude.

During another August mentoring session, Dr. Betty Alexander, director of HCOP at Winston-Salem State University, talked to the group about community involvement and volunteerism as a way to assess one's career interests. She also discussed lucrative jobs and salaries that people can pursue if they have well-developed math and science skills.

Both presenters reemphasized how high school course selection broadens one's options in college admissions, scholarships and career choices.

Daphne Floyd, an English teacher, facilitated a July study skills workshop and provided study tips that students can apply to math and science. Many of the handouts that were provided to the participants came from the students' parents. As important as the sessions were the preschool tutorials. The two-day math-science tutorial involved generating early schedules for each participant's 1996-97 math and science courses and having faculty review the competence levels that students would need for mastery of the new courses.

minority students and families. Unlike the Post Secondary Opportunity Sessions, which are coordinated by the Winston-Salem/Forsyth County School System, Demon Proud participants had more one-on-one opportunities to discuss pros and cons of various college and university choices. Dr. Wandra Hill, coordinator for African-American student affairs at the College of Physical and Mathematical Sciences of NCSU, had three NCSU students talk about the contributors to their success. They reminded students of the student-faculty African-American support system that is in place to ensure the success of new students.

Another presenter, Patrice Mitchell, from Salem College, discussed what enables a student to be accepted and then to experience success at Salem.

Elon College, which was represented by Michael Rodgers, a scholarly senior who is a student member of the Admissions staff, emphasized survival strategies and scholarship opportunities.

Van Wilson, of WSSU, discussed career possibilities in physical therapy, nursing and



Representatives from area colleges participated in the Demon Proud Mini Career Fair. Clockwise from upper left are Michael Rogers of Elon College, Van Wilson of Winston-Salem State University, Crystal Edmonds of the University of North Carolina at Pembroke, Patrice Mitchell of Salem College, and Dr. Wandra Hill of North Carolina State University.

focus was on math and science majors, financial opportunities, and opportunities for parents to talk and learn about the schools. All participants are now receiving college information and may very well be recruited to these schools.

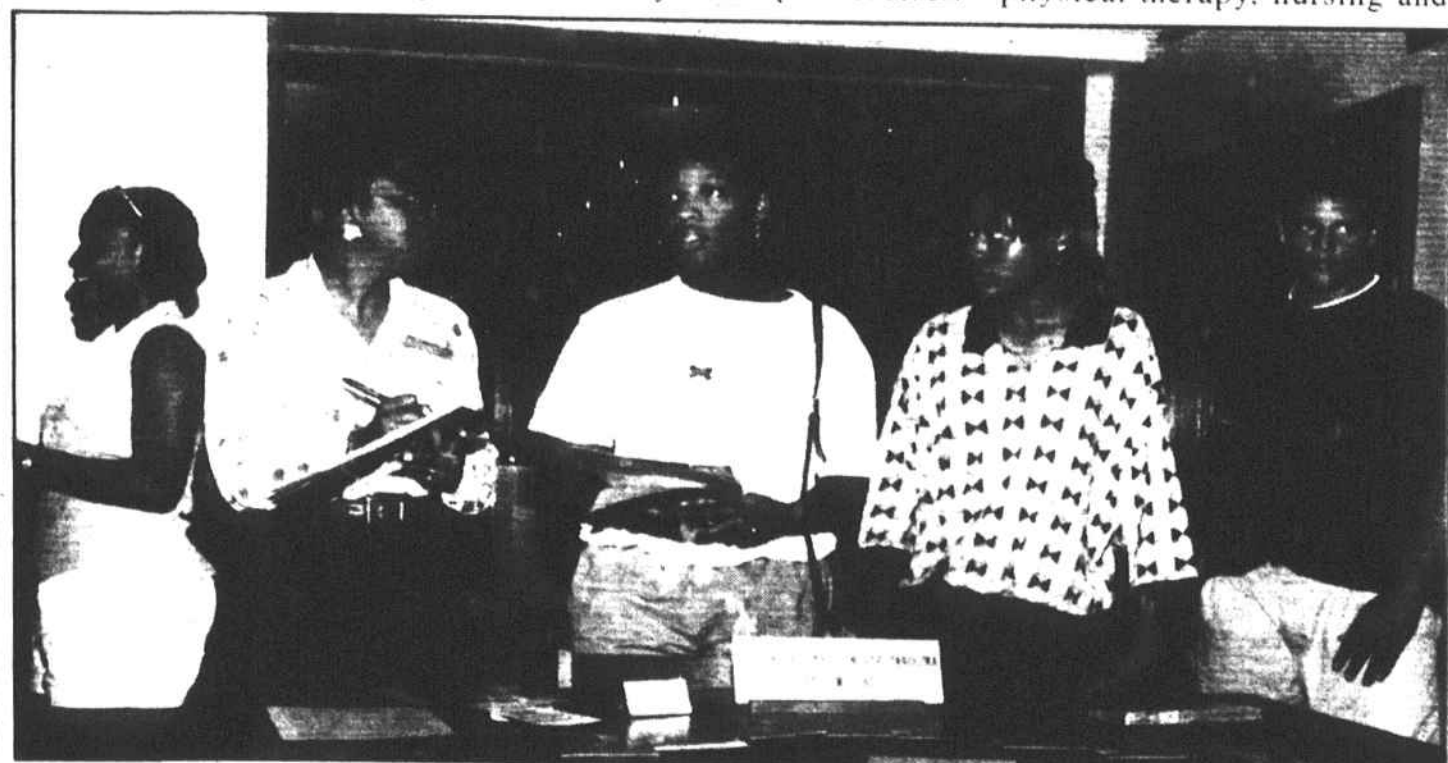
To provide an opportunity for parent participation, workshops are held on Sunday afternoons. For the month of October, three professionals were invited to talk about their careers in physical therapy: Onuwa Terry, a physical therapist with High Point Regional and a consultant/lecturer; Robert Woodruff, a chemist from Ciba Textile Products and a lecturer; and Denise Lewis, a third-year medical student who attends Bowman Gray School of Medicine. This panel talked about their professions, opportunities for African Americans, salaries, etc. The presentation was followed by student-generated questions.

The element which makes the Demon Proud program outstanding is the enthusiasm it evokes from faculty members, parents, counselors and participants. Students and parents are asking the question: What is this Demon Proud thing? The answer is, it is the way the National Science grant is interpreted at R.J. Reynolds to encourage diversity in upper-level math and science courses and related post secondary careers/ majors. It moti-

vates students to use their innate math and science aptitudes and inspires parents to become involved in their children's total education. Public feeder schools, Hanes, Wiley, and Cook, were

for the promise to African-American students to successfully complete upper-level courses in the academic fields of mathematics and science."

Parent-Teacher conferences



Crystal Edmonds recruits interested students to Pembroke.

vides for parent and community involvement. One parent, Evon Crooks Sr., a senior chemical analyst at R.J. Reynolds Tobacco Company, facilitated a 30-minute workshop during his lunch break. His workshop involved the steps one needs to take to embark on a productive career, specifically, a career

Faculty and parents have been very supportive of the program. Several sources continue to recommend students for inclusion in this program.

In September, state colleges and universities were invited to the campus to discuss their math-science curriculums and to show how they meet the needs of

math and science areas.

Crystal Edmonds, from Pembroke State, shared offerings and opportunities that one can pursue and the extra support that staff members and faculty provide for students.

The vast difference between this Demon Proud Mini Career Fair and larger ones is that the



Saundra Amos talks to students and parents about the Demon Proud Program.

instrumental in identifying prospective participants, providing standardized test scores, grades, and demographic information so that the program could make contact as early as July. The Demon Proud vision appears as wide and varied as the imaginations of the Reynolds' village of parents, educational consultants, teachers and staff, and the students.

A spokesperson for the program said, "Demon Proud stands

are highly encouraged; after-school tutoring is provided after 3 p.m. in addition to the math and science tutoring, which is done via the departments.

The Demon Proud fall activities will conclude with a November parenting evaluation session using resources provided by the National PTA and published by Ebony, and a December peer mentoring session for students.



Patrice Mitchell discusses requirements and opportunities at Salem College.

Debate addresses Referendum

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discipline problems. Parents will choose these innovative schools for safety and for the lack of disruptions, he said.

Ward agrees that discipline is a problem.

"Discipline is the most pressing concern," he said.

Ward said if elected, he will restore a sense of order while creating a system to restructure the student, which will change their behavior.

Another hot topic was teacher pay.

Ward said his three Rs will keep teachers happy.

Ward believes the system should recruit, retain, and reward teachers financially.

"I am committed to getting us to the national salary aver-

age," Ward said.

Robinson challenged Ward's remark, saying "The fourth Rs is reality!"

He said that administrations do not back teachers because of the threat of getting sued. Robinson said that charter schools will take care of this problem, as well as boost teacher morale.

Throughout the debate, each candidate tried to corner his opponent by questioning his sense of integrity.

While Robinson questioned the issue of personnel officials using taxpayer dollars to support Ward, Ward accused Robinson of name calling and questioned his ability to inspire.

In his closing statement, Robinson admonished the cur-

rent system for catering to politicians and bureaucrats.

"Give power to the parents, so they can choose," Robinson said.

Robinson said he wants safe, orderly, disciplined schools that are consistent with values.

"My opponent feels he knows how to best educate your child. I feel the parents know best," Robinson said.

Ward pointed to the major differences in the campaigns in his closing statement.

"I am the only candidate with a successful career working with public schools. I support the Bond Referendum. I want real reform, not abandonment of public schools. These standards will gain endorsements," Ward said.