

EDITORIALS

To The 1983 Graduates:

First of all, congratulation on a job well done!!
 To those of you leaving the confines of Winston-Salem State University, there will be many obstacles to be overcome in your pursuit of career success. As you know the unemployment rate of blacks is still at record heights, so it is very important that you continue to develop skills that will be helpful in landing your first job.
 It is also important that you remember, the hard work and dedication that is required of college students to obtain a degree. So don't just sit back and think you've got it made. Out in the market place, you have to compete even harder than in college to be successful because there will be many more qualified people vying for the same job.
 This is not to say that you are less qualified, it is merely to offer inspiration and in the hope that you will continue to pursue excellence as you go out to reap the benefits of a college education.
 I offer the best of wishes to you as you leave, from the entire staff of the News Argus. May your wishes for career success be fulfilled in the most gratifying degree possible.
 Samuel Davis
 Editor-in-chief

Mediocrity caused by Americans

Recently I read an editorial in the Winston-Salem Journal, entitled 'Turning Back the Rising Tide of Mediocrity.'
 The story revolved around the American education system, and its need to polish up on its skills or risk the threat of becoming a victim of 'mediocrity', instead of being the 'shining knight' of superiority.
 As I continued to read the editorial it occurred to me that the writer had the notion that the rest of the world was surpassing Americans because they were spending to much time closing the gap between minorities and 'other students'.
 The writer had some good suggestions, such as high schools tightening requirements in the basis. I disagreed with her when she stated that "computer science is a basic necessity." It should be introduced, but not required. We came to terms once more on the raising of teacher salaries. But she goofs again by advocating that the school year be 11 months. Too much of anything is not good for you.
 The writer's mind began to close when she stated that 'American students are making little or no progress in improving their thinking and problem-solving skills.

At the other end of the scale, we have improve reading and math abilities at basic levels, but at the other end, the picture is static! The students who improved in their skills were the minorities. Their improvement, or should I say 'closing of the gap' was not looked upon as a positive factor in an uphill battle against this mediocrity we face.
 The writer appeared to be sure of everything except the fact that it indeed took public pressure to close the gap between minorities and other students in the classroom.
 It seems that a supposedly intelligent writer would be bright enough to realize that in order for Americans to obtain their much desired 'superiority' all of its inhabitants should have the opportunity to learn, even at the most basic level.
 If the minorities and 'low-income families' children are improving on the basic levels, then the 'other students' should be blowing the roof off our education system.
 Malcohm Pharr

Desegregation is in Payoff

by Malcolm Pharr

Desegregation by means of busing was as hot an issue in the 70's as was the Civil Rights Movement of the 60's.
 Forced busing to achieve racial balance could not have come at a better time. Why? Because what better place was there for blacks and whites to come together than the public school system.
 Black students have made substantial gains in achievement test scores over the past decade. The results of these tests should keep advocates of "neighborhood schools" up all night with guilty consciences.
 Scores that were gathered by Dr. Lyle Jones of UNC and Dr. Nancy Burton of Princeton, N.J., show that black children aged 9 and 13 have narrowed the distance between them and their white classmates in reading, writing, math and science.
 In 1969, the average reading scores for 9-year-old blacks were 17% behind those of 9-year-old whites. By 1980, the average scores of 9-year-old blacks were only 10% behind those of 9-year-old whites. In a decade, black students closed the gap by almost half.
 Southern blacks have made stronger gains than blacks in other parts of the country. The reason behind this is that during the early 70's, the south witnessed massive desegregation.
 Two promising aspects of test-score analyses are that the 9-year-old blacks consistently do better than those who are 13. That suggests that the old barriers are falling and as blacks perceive better opportunities opening for them, their classroom performance improves accordingly. Secondly these children whose parents were in school themselves in the 50's will mature and become parents who will pass on the desire for a better educational environment.
 Maybe within the next decade there will be no more catching up. Blacks and whites will once and for all be a part of the student body.



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