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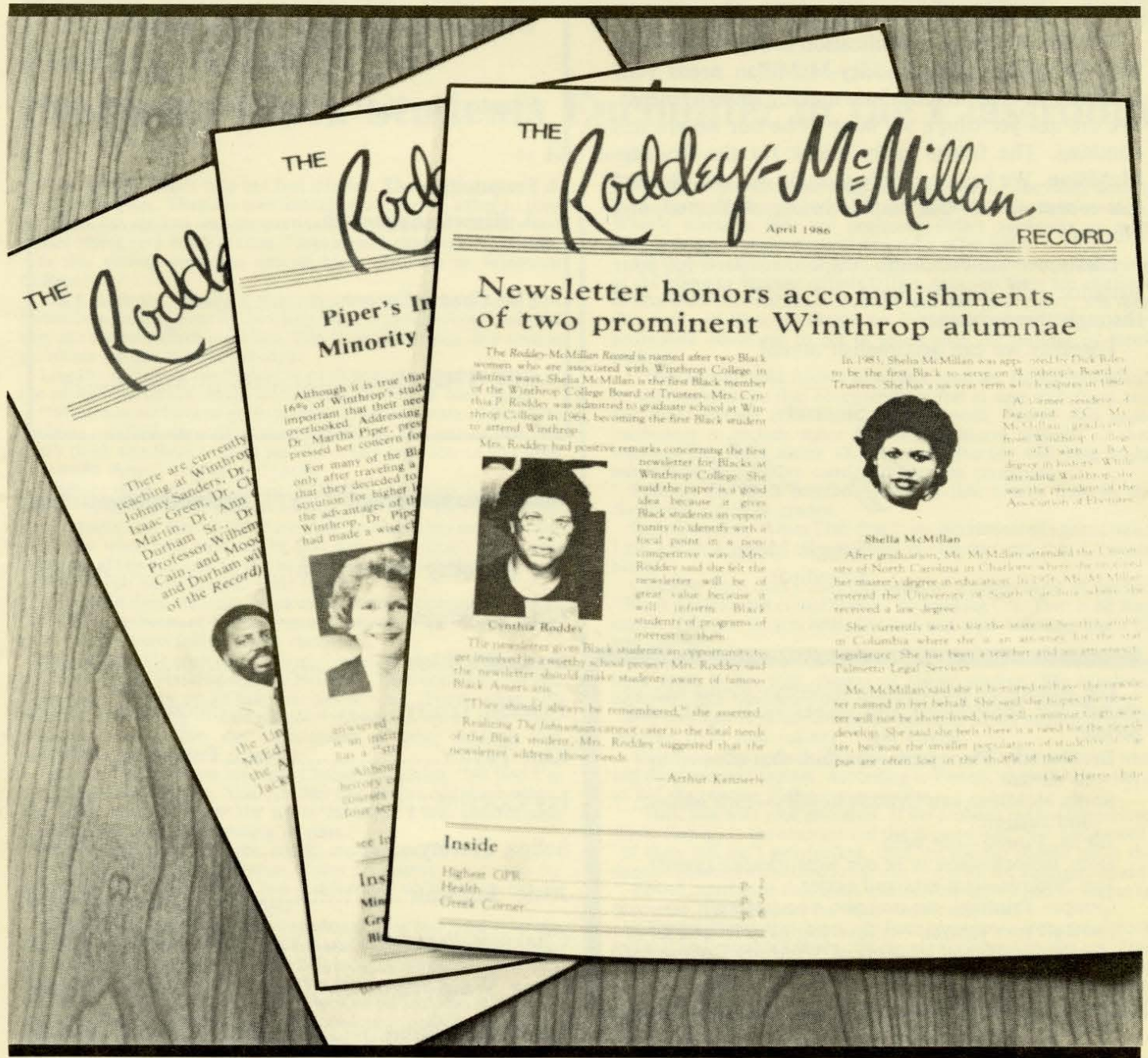
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THE *Roddey-McMillan* RECORD

Out with the Old...



THE *Roddey-McMillan* RECORD April 1986

Newsletter honors accomplishments of two prominent Winthrop alumnae

The *Roddey-McMillan Record* is named after two Black women who are associated with Winthrop College in distinct ways. Sheila McMillan is the first Black member of the Winthrop College Board of Trustees. Mrs. Cynthia P. Roddey was admitted to graduate school at Winthrop College in 1964, becoming the first Black student to attend Winthrop.

In 1983, Sheila McMillan was appointed by Dick Bales to be the first Black to serve on Winthrop's Board of Trustees. She has a six-year term which expires in 1989.



A former member of the Eta Chapter, S.C. Mu, McMillan graduated from Winthrop College in 1973 with a B.A. degree in history. While attending Winthrop, she was the president of the Association of Educators.

Sheila McMillan

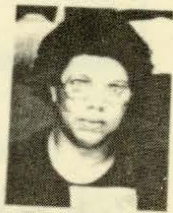
After graduation, Ms. McMillan attended the University of North Carolina in Charlotte, where she received her master's degree in education. In 1979, Ms. McMillan entered the University of North Carolina where she received a law degree.

She currently works for the state of South Carolina in Columbia where she is an attorney for the state legislature. She has been a teacher and an attorney. Palmeter Legal Services.

Ms. McMillan said she is honored to have the newsletter named in her behalf. She said she hopes the newsletter will not be short-lived, but will continue to grow and develop. She said she feels there is a need for the newsletter, because the smaller population of students of color are often lost in the shuffle of things.

—Lyle Harris, Editor

Mrs. Roddey had positive remarks concerning the first newsletter for Blacks at Winthrop College. She said the paper is a good idea because it gives Black students an opportunity to identify with a focal point in a non-competitive way. Mrs. Roddey said she felt the newsletter will be of great value because it will inform Black students of programs of interest to them.



Cynthia Roddey

The newsletter gives Black students an opportunity to get involved in a worthy school project. Mrs. Roddey said the newsletter should make students aware of famous Black Americans.

"They should always be remembered," she asserted. Realizing *The Johnsonian* cannot cater to the total needs of the Black student, Mrs. Roddey suggested that the newsletter address those needs.

—Arthur Kennerly

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Piper's In Minority

Although it is true that 16% of Winthrop's student body is Black, it is important that their needs are not overlooked. Addressing Dr. Martha Piper, expressed her concern for the Black student.

For many of the Black students, only after traveling a long way to Winthrop did they realize the advantages of the college. Dr. Piper had made a wise choice.



Dr. Martha Piper

There are currently 16 Black students teaching at Winthrop. Dr. John Sanders, Dr. Isaac Green, Dr. Ann Martin, Dr. Ann Durham Sr., Dr. Professor Wilbert Cain, and Moore and Durham will be in the Record.



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Dear Readers,

Like the very students on this campus, the Roddey-McMillan must, as time passes, mature and submit to new explorations. As you read this issue you may notice a different focus than in the past, hopefully an improved focus.

This publication was born out of a need to supply Winthrop College with coverage of minority events on campus. But as the needs of this institution, its minority students, and its general population continue to change, the Roddey-McMillan is also changing to satisfy and stimulate these evolving interests.

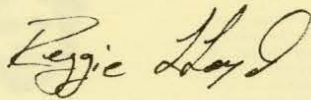
Past issues have existed as a minority newsletter. This issue is somewhat a test issue for us. The R-M will concentrate more on feature stories. Hopefully these stories will focus on minority issues pertinent to the Winthrop College community.

But our success as a publication is dependent upon you the readers. The Roddey-McMillan needs your feedback in order to continue making improvements. We are not yet where we want to be but we are still climbing. The future looks bright for the Roddey-McMillan. We have carefully thought out and planned our course ahead. Our staff is young, dedicated, and vibrant.

Lastly, we want to thank you, our readers, for your patience and support over our short history and through these changes.

Together we can accomplish much!

Sincerely,



Reggie Lloyd
Co-editor

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The editors of the Roddey-McMillan would like to extend our appreciation and thanks to the following people:

Dr. Dorothy Thompson—the faith that allowed us to do this
Sheila McMillan and Cynthia Roddey—their names and support
Jill M. Powell—our light
Dean Bullock—you're in our wills (thanks again!)
Joel Nichols—our eyes and savior
Campus Printing—we owe you one (several)

The staff (our future)—we love you guys!!!! and all of the faculty, staff, and students of Winthrop College for your assistance and support.



Feeling Alone? Problems Black Students Encounter in the Classroom

by Josie Jamison

"Sometimes I can't help but feel inferior. The white students all know each other. They are comfortable around each other so they are most out spoken and supportive of each other. I usually end up not saying very much in class," says a black student at Winthrop.

Is this feeling prevalent among black students at Winthrop College?

Black students, already a minority on campus, invariably find themselves feeling alone in the classroom. Often students find that they are the only black in a class. This situation creates very unique problems for the minority student.

Like the student at the beginning of this article, blacks often lack the support structure which white students find in their peers.

"Whenever we have to get in groups, I feel like some of the white students overlook me. I think they assume you're dumb or that you don't think like them so they just don't pay attention to you until you make them," related a student.

Another black student echoed the feeling of anxiety between the races. "A lot of them (white students) are fake. Its hard to feel comfortable with them in the classroom. In class, they smile in your face. But when you walk out of that door, they don't know you anymore. They will talk to you in class but will look the other way or ignore you when around their friends."

To combat these attitudes, black students are encouraged to bridge the social gap between themselves and whites. This will help lead to a more relaxed felling in the classroom.

"Black students must get involved," says Jametta Chandler, past president of the Winthrop College NAACP, "join organizations and know what's going on so that you can interact. That's when you feel like you belong at this school." Chandler warns that black students cannot allow the expectations of other students and instructors to limit their progress.

Another black student supports Chandler's advice. "At first I'm a little nervous in class. You can feel like you're out there alone. But after I get to know the white students, I feel comfortable speaking out and participating in class."

Another problem for the black student can be his or her relationship with their professor. Some professors can go too far in making the black student feel comfortable while others can be totally insensitive to this student.

"I get uncomfortable when a professor tries too hard to make me feel like I'm part of the class. I mean, I appreciate them trying, but instead of making me feel like I fit in, they make me stand out. I feel like I'm different," recounts a black student.

On the other extreme, Chandler told of an incident which was blatantly offensive to the lone black student in a class. "A certain professor was telling ethnic jokes in class. He happened to tell a joke

about blacks and everyone laughed except for the one black student in the room. Everyone looked at this student to see their reaction. What's worse is that the professor didn't apologize or even acknowledge that the student might be offended."

Jill Powell, assistant director of student development and director of the Minority Student Affairs Office, says that there are solutions to problems between black students and their professors. She feels that many of these problems can be minimized or eliminated if professors would try to get in touch with the feelings of black students.

"They should make friends with black students. Instructors should be approachable so that black students feel at ease with them and can make friends with them," says Powell. Powell also urges instructors to include more diversity in course material so that students can learn about all cultures. Diversity will help make minority students more comfortable in the classroom.

Perhaps the most common problem that blacks have in the classroom concerns grades.

Says Chandler, "Once I felt that I was discriminated against when I got a C in a writing class because my teacher said that I "wrote black".

Chandler feels that grades can often be a subtle form of racism. "Black students get complimented for making C's. That is all they expect from you so you settle for that and start believing that's all you can do."

Powell says that there have been several occasions where students have come to her with charges of unfair grading. She cautions, however, that students often wait too long before seeking help.

"If you wait until the end of the semester to say anything, it will subtract from your validity," says Powell.

There are appropriate channels to go through for students who feel discriminated against. According to Powell, students must learn to use the process if they want results.

"First, talk with your professor. If the problem cannot be resolved there, then go to the chairman of the department," advises Powell, "if there still isn't satisfaction, then the student should go to the dean of the school and then to the vice-president for academic affairs.

Powell concluded that black students do have some obstacles to overcome but these are far from impossible hurdles.

"The problems that black students experience stem from both internal and external factors. Blacks are socialized so that we often have bad expectations. There are things to be cautioned about but we cannot allow negative attitudes to be an obstacle," said Powell, "we can overcome those problems that black students encounter in the classroom."

Publication Faces Changing Future

by Juanele Trusty

The Roddey-McMillan Record has changed its basic purpose and format. The Roddey-McMillan was originally begun as a newsletter. The intent was to inform the Winthrop College community of minority events and affairs.

"The concept was that there would be four issues each year covering activities which had occurred on campus and those which were upcoming," said Reggie Lloyd, co-editor for the 1988-89 year.

Lloyd explained that the three year old Record has experienced quite a few problems affecting its publication. "They really didn't have adequate staff support meaning that a handful of people were responsible for organization, writing, layout, and everything. So the Roddey-McMillan suffered in the number of times it could come out and the type of articles it could offer," he said.

Elisa Coleman, a sophomore, was chosen as the new editor and she and Lloyd immediately set about the task of reviewing the publication. "Before we did anything we talked with each other and our advisor, Dorothy Thompson, to see what had been done in the past and where we wanted to go in the future," said Lloyd.

"We wanted to re-examine our purpose and how we would go about meeting that purpose," he continued, "we saw the need for some changes."

The editors decided to abandon the newsletter approach and expand the focus of the articles. "If we were going to be a true newsletter then we would have to come out more times each year. But we also questioned the need for and impact of a newsletter," said Lloyd.

Instead, Lloyd said, they finally settled on including feature stories in the Roddey-McMillan. "There are a lot of issues out there of great concern to our minority students and we wanted to cover some of

them" said Lloyd.

But the senior co-editor pointed out that the Roddey-McMillan is not just for minority students. "All students can hopefully benefit from the articles in the R-M," he said, "we want to increase the knowledge or awareness of certain issues and that can't be limited to black students. If we want to progress as a society, we all have to be sensitive to these issues and concerns."

After agreeing on a focus and format, the Roddey-McMillan began recruiting staff members.

"We spent the fall semester working out these details, recruiting writers, and deciding on stories," said Lloyd.

"We have about ten people on our staff and fortunately they are young and enthusiastic and will be involved for another couple of years."

But Lloyd points out that the future will hold yet more changes for the Roddey-McMillan. "Next year the staff will have to look at what things they want to keep, what needs to be scrapped, and where other improvements can be made. It will be a time for refinement."

"The Roddey-McMillan will also need to discuss whether it wants to be under the Board of Publications as is the Johnsonian," said Lloyd, "we talked a great deal about this as a possibility for the near future. A plus would be that under the Board we might expect increased funding and office space."

But the real success of the Roddey-McMillan, according to Lloyd, is dependent on the students themselves.

"The publication needs their support. We need to know what they want or don't want. And just as important, its going to need dedicated workers," added Lloyd.

GAMES

MATCH GAME

- | | |
|----------------------|-----------------------|
| 1. ELI WHITNEY | a. CHURN |
| 2. J.W. WEST | b. FIRE ESCAPE LADDER |
| 3. G.T. WOODS | c. PEANUT BUTTER |
| 4. J. STRANDARD | d. TRAFFIC SIGNAL |
| 5. WASHINGTON CARVER | e. COTTON GIN |
| 6. GARRET A. MORGAN | f. STOVE |
| 7. G.W. MURRAY | g. GALVANIC BATTERY |
| 8. A.C. RICHARDSON | h. WAGON |
| 9. J.R. WINTERS | i. CULTIVATOR |

DO YOU KNOW THE BLACK FACULTY AND THEIR POSITIONS? (match faculty with their job titles)

- | | |
|-------------------------|--|
| 1. ISSAC GREEN | a. ASST. PROFESSOR OF PSYCHOLOGY |
| 2. SONJA FRANCIS | b. DIR. OF INTRAMURALS ATHLETIC DEPT. |
| 3. EDWINA ROSEBORO | c. ASST. CONTROLLER ACCT. |
| 4. MOLLIE BETHEA | d. ASST. PROFESSOR OF ENGLISH |
| 5. JILL MITCHELL-POWELL | e. ASST. TO PRES. FOR AFFIRMATIVE ACTION |
| 6. ANN CAIN | f. STUDENT SERVICES PROGRAM COORD. |
| 7. MICHAEL DRUMMOND | g. STUDENT EMPLOYMENT COORD. |
| 8. DOROTHY THOMPSON | h. ASST. PROFESSOR OF ART |
| 9. BILL FRANCIS | i. STUDENT SERVICES PROGRAM COORD. |
| 10. JONTYLE ROBINSON | j. DIRECTOR FINANCIAL RESOURCE CENTER |
| 11. DAVID BELTON | k. ASST. PROFESSOR OF ENGLISH |
| 12. LARRY WILLIAMS | l. ASST. PROFESSOR SCHOOL OF EDUCATION |
| 13. GENEVA MILTON | m. ASST. PROFESSOR SCHOOL OF BUSINESS ADMINISTRATION |

"IN SALUTE TO BLACK AMERICANS" WHO AM I?

- I led raids against supporters of slavery.
- I led 200 revolts.
- I helped slaves escape to free states.
- I was a mathematician.
- I was a civil rights leader whose birthday is a holiday.
- I was the leader of the Rainbow Coalition who ran for President.
- I was the first Black Diplomat to win the Nobel Peace Prize.
- I was the first Black woman to serve in the US House.
- I was the first Black judge on the Supreme court.
- I was a minister who helped set up the AME Church.
- I was the first Black to attend University of Mississippi.
- I was a painter who did works of Blacks during the Civil War.
- I was a Black American patriot who died in the Boston Massacre.
- I discovered Plasma but died when a white hospital would not give me blood.
- I wrote the novel, *Roots*.
- I won four gold medals in the 1988 Olympics in Seoul.

- | | |
|-------------------------|------------------|
| FWILLIAMBAMURPHYGODLS | OPRAH WINFREY |
| RABCZXFAIOXANLCLMEII | NELL CARTER |
| EZNPVSORLKPNRXHUAHTSG | KIM FIELDS |
| DWEPAXELIZEIWLNRNDAAAM | LUTHER VANDROSS |
| DAQTNELLCARTERAGYRSRZ | EDDIE MURPHY |
| RLNREPFFYOGVAYKLGSRIEA | NATALIE COLE |
| YTWISOKNSYHBWSLIYGCAC | WALTER PAYTON |
| HEMSSWAMBJGAI GOEIBMLI | MICHAEL JORDAN |
| IRIAAAPCYVUKAJUNVEBLC | SAMMY DAVIS |
| NPCMWNPTUYEWRKYLUSE | VANESSA WILLIAMS |
| EAHMIIHAODEFR LXAOXABYL | MARILYN MCCOO |
| NYEYLSOOTOPRAHWINFREY | BILL COSBY |
| ATADLAPOMICHEALJOODAT | ANITA BAKER |
| TOLAIISSIPIVYMISUANNYOY | LOU RAWLS |
| ANJVACSHKIMFIELDSTETS | HARRY BELAFONTE |
| LLOIMRKHAEVWNEONEWIO | CICELY TYSON |
| ILRSSRIGIULOALPHAKAPN | PHYLISHIA RASHAD |
| ECDOTDNYRAWEL ENAHORNE | WHOOPI GOLDBERG |
| COAPHILLIERNEDDAPMTQB | MARLA GIBBS |
| OONNEWEDITGAZDBRGUEUR | MIKE TYSON |
| LUTHERVANDROSSEECRAGE | DICK GREGORY |
| EDDIEMURPHYQRHANRIELA | SPIKE LEE |
| MIDHABLQOBDONYAMEGNEN | LENA HORNE |
| ZJOGREGORYHINESDONBBK | GREGORY HINES |

AIDS: A Colorblind Enemy

by Juanele Trusty

Virtually every person is aware of the threat to the United States posed by Acquired Immune Deficiency Syndrome—AIDS. But few realize that the virus is creating a crisis within the African-American community. The statistics are frightening, and the numbers are increasing.

Blacks make up only 12% of the national population but according to Dr. Rudolph E. Jackson, medical consultant with the Centers for Disease Control in Atlanta, blacks comprise alarming percentages within AIDS statistics. Dr. Jackson reported in 1987 that African Americans represent 25% of those diagnosed with the disease and 50% of the heterosexual cases reported. But black women and children are the highest at risk within their groups. 51% of female cases and a shocking 60% of all pediatric cases are black.

While AIDS is far from a "black" disease, health officials cite several factors which will continue to cause high incidences among African Americans. Among these are the high rate of needle sharing by IV drug users. These addicts are predominately urban dwellers and heterosexual. In fact, 46% of black victims of the disease are IV drug users.

Additionally, there is a surprisingly high number of black men who are bisexual but hide that fact from their partners. Of black victims, roughly 32% are homosexual or bisexual.

Another strong contributor to the rates is that many black men are exposed to the virus in prisons. These individuals usually return to a heterosexual lifestyle once released thus further putting women at risk.

Bringing the issue closer to home, Winthrop students are reminded that a USA Today Newspaper survey predicted that college students are replacing prisoners as a higher at-risk group. A book entitled

Minorities and AIDS, by Richard DiClemente says that young black may have good reason for concern. First, he says, young people as a whole do not practice adequate sexual protection. In a survey of 100 people between the ages of 17 and 15, only 20 were regular users of condoms.

Secondly, DiClemente, states that blacks between the ages of 15 and 30 use more drugs than any other age group or nationality. The author contends that there is a dangerous number of these youth using intravenous drugs.

But is the fear and data surrounding AIDS changing habits or attitudes of Winthrop College students? Yes. In a survey of 15 black Winthrop students, all of whom are sexually active, 45% have changed their sexual practices.

But what kinds of changes are these students making? According to the survey, students are asking more questions of their sexual partners. One of the questions students are asking their partners concerns their sexual history. Secondly, they're asking their partners about their drug history. And third they're beginning to use condoms on a regular basis.

But is this significant? Yes, but according to Vicky Baroody, Health Services Coordinator for Crawford Health Center, it is not enough. According to Mrs. Baroody 100% of the student population who are sexual active, even girls on birth control, should be using condoms every time they are engaged in sexual activity. Mrs. Baroody further states that condoms should be used wisely in order for it to be effective. She suggests that a latex Condom with a spermicide is the best alternative. Mrs. Baroody welcomes people to come to Crawford for any questions.

Social Drinkers or Social Problems Alcohol and College Students



THINK.... DONT DRINK

Many college students, both black and white, tend to believe that alcoholism is a subject that has been worn out. Students feel that they have already heard all about the evils of alcohol and of those who consume it. Many college drinkers are of the opinion that they should not be criticized for having "a few" drinks every once in a while, especially when others are "snorting cocaine," "shooting dope," or "killing people". However, when students begin to drink carelessly, the threat of alcoholism can become painfully real.

It is not uncommon for college students to drink in order

by Josie Jamison

to have fun, to relieve stress or fatigue, to be more comfortable at parties, or to fit in with the crowd. But when students allow their drinking habits to get out of hand, they may suffer academically. They may have difficulty concentrating, or they may cut class too many times. Heavy drinkers may also suffer socially.

Because alcohol lowers a person's inhibitions, intoxicated persons tend to do or say things that they later regret. Individuals also tend to bruise or cut themselves when they are drunk. And, of course, many automobile accidents are linked to drunk driving.

There are a number of signs that indicate that a person has a problem with alcohol:

- Drives while intoxicated
- Drinks to deal with social or school pressures
- Drinks to escape "real world" problems
- Has blackouts or memory lapses
- Uses alcohol to get rid of pain or tension
- Denies the possibility of a drinking problem
- Goes to class or work after drinking
- Drinks to get drunk

Winthrop offers excellent counseling at Crawford Health Center to help students who want to take control of a drinking problem. If you feel that you or one of your friends has a drinking problem, you can set up an appointment with one of the counselors at Crawford by calling 323-2233.

Hail to the Chief Winthrop's First Black Student President

by Reggie Lloyd

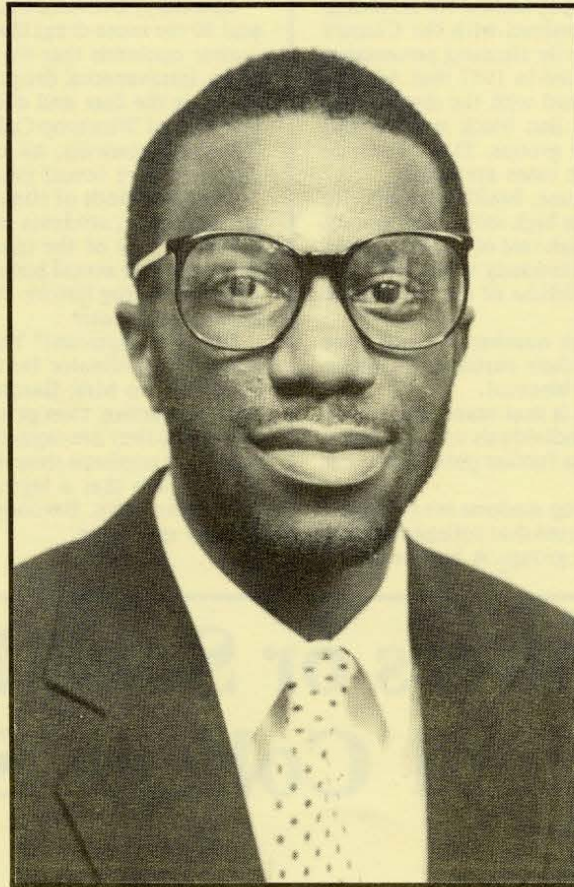
Recently, the Winthrop College student body elected its first black president. Bruce Prentiss Woods, a junior, was officially sworn in on April 6 as president of the Student Government Association.

The Charleston native says that he was motivated to seek office in order to extend representation to all segments of the student body. "I felt that in the time I've been at Winthrop, there has not been a student leader in the presidency who was concerned about the entire student body," said Woods, "Some have just drawn from their own 'cliques' but part of my strength is that I know people with very different backgrounds and interests and I intend to utilize all of them."

As an extension of that statement, Bruce says that he based his campaign platform on the concept of diverse incorporation. "I want to be very approachable to every student whether I know them or not. I will strive for a very diverse representation in SGA. I want everyone involved to know that student government is about more than just Wednesday night meetings. Senators need to become more accountable to the student body. Most constituents don't know who their representatives are or what they do in Senate."

The February election was not without its share of controversy. Presidential candidate Darrell Holland was the beneficiary of a \$200 plus ad in *The Johnsonian* which then candidate Bruce charged was a violation of the election rules. The rule in question reads "A maximum of \$100 (retail price of materials) may be spent by and for the candidate for campaigning expenses." Violation of this or any rule would result in immediate disqualification and an ineligibility to run for any office for at least two academic semesters.

But Holland was not disqualified and because of the controversy the entire presidential election was reheld. Even though Prentiss won this election he says the issue has not been resolved. "I won which is great but I wasn't as excited as I would have been. The victory felt tarnished by the controversy. What's worse is that the



dilemma has not been resolved."

The bottom line is that the SGA has rules and if they're broken then the penalties should be enforced no matter who that person is: But that was the problem," recounted President Woods, "they just threw the rulebook out the window."

Bruce believes that race was a factor during the campaign and election. "It's always an issue whenever a black person runs for anything. During the campaign, some people told me that the school wouldn't elect a black president. I even heard that if elected I would turn SGA into an all black thing."

The new president feels that the relationship between student government and minorities has been "very antagonistic."

Because SGA gets the same recycling of people its hard to change many of those feelings. I feel like power has been in the hands of a few who have

at the most an anti-black sentiment and at least a lack of understanding minority needs and perspectives. That group has been persuasive with younger members of SGA," said Prentiss.

Part of the way to change this fact, according to Woods, is to increase minority participation within student government. "As president, I will coax many more students to run for Senate. I will also hand pick a diverse group for my appointments to campus committees and jobs."

But Bruce is quick to remind that he is not just president for black students. "The students have elected someone who is concerned about all of them and all of their needs. If something is important to you, its important to me."

President Bruce Prentiss Woods is excited about his upcoming year and will use his personal philosophy to guide him.

"I can do all things through Christ in me. Because if you just know that, you will know that everything works out in the end."



Faculty Spotlight



Top, Dr. Ann Cain (far right) at a workshop dealing with high school dropout prevention. Also pictured is Dr. Bessie Moody (2nd from left). Right, Dr. Jontyle Robinson brings a wealth of experience in black American art to the Winthrop Art Department. Left, Dr. Sonja Francis, a native of Liberia, moved to Winthrop College from Canada.



by Selina Harley

"I wasn't particularly interested in coming to South Carolina until my interview at Winthrop and I saw how nice the weather was in March compared to the weather in Canada," Dr. Sonja Francis said while citing reasons for coming to Winthrop.

Dr. Francis began an interesting route to South Carolina as a teenager. A native of Liberia, she was sent to boarding school in Ontario, Canada where she finished high school. Francis went on to the University of Toronto where she attained her B.A., M.A., and Ph.D. in Psychology. Receiving her doctorate in 1987, Francis taught at St. Thomas University in Canada for one year before making the move to Winthrop College.

The Winthrop professor draws a stark comparison between her present environment and her former school in Canada.

At St. Thomas I was the only black teacher," she said, "there were probably two black students on the whole campus." So Dr. Francis came to the U.S. with a strong desire to teach black students.

by Selina Harley

Dr. Ann Cain came to Winthrop's campus in 1981. A native of Mullins, South Carolina, Dr. Cain received a bachelor degree from Allen University, an M.A. in Education from Winthrop College, and her Ph.D. in Education from the University of South Carolina.

Dr. Cain's responsibilities at Winthrop College include teaching early childhood courses, teaching a critical issues symposium (CIS) class, and supervising student teachers. Additionally, she serves as advisor to Alpha Kappa Alpha.

Having worked for several years in the South Carolina Public School System, Cain is active in working to reduce the number of high school dropouts. In fact, she and Winthrop professor Dr. Bessie Moody formed a committee of 100 citizens from Rock Hill to examine solutions to the dropout problem. Among the committee's membership is Mike Smith, acting president at Winthrop, and Winthrop College's Dean of Education.

"This committee is to let the people in Rock Hill know that we here at Winthrop do care about high school dropouts," said Cain. Cain also stated that "It will also let the people in the community know about the seriousness of the dropout situation."

by Selina Harley

Art historian Jontyle Theresa Robinson has brought a very interesting dimension to Winthrop's Art and Design Department. Dr. Robinson has an extensive background in curating and art historical research. She received her B.A. degree in Spanish and Studio Art from Clark Atlanta University, and M.A. from the University of Georgia and Ph.D. from the University of Maryland, College Park. Both degrees are in Art History.

Before coming to Winthrop, she worked in Manhattan, in New York City, curating an exhibition on three black artists, Eldzier Cortor, Hughie Lee-Smith and Archibald John Motley, Jr. She was also Visiting Faculty Fellow at the Smithsonian Institution/Archives of American Art in Washington, D.C. conducting research. Dr. Robinson's special interests include researching the artistic careers and lives of blacks. She has devoted years of research to Archibald John Motley Jr., a black American artist and has taken upon herself, as an art historian, to bring to the American public information about credible and competent artists who are superior in technique and draughtmanship who happen to be black.

Dr. Robinson feels her responsibilities as a teacher "are to promote excellence, and to pursue excellence with sincerity and integrity, with expectancy and joy." "There is no use in doing something if you can't do it well." At the present time she's preparing to curate an exhibition that will tour the nation in 1991 and 1992. It is going to be organized by the Chicago Historical Society.

EDITORIAL PAGES

What's Going On, America?

by Reggie Lloyd

A short while back, some friends of mine were discussing a theme for a tribute to Black Americans program to be staged during Black History Month. They finally settled on using the Marvin Gaye song "What's Going On" as the theme for the program. At the time, I thought that this was a good theme, nice song. But it was after I reflected on what those three words are really asking that I realized that maybe they are a testament for our times. Perhaps my generation should look at the problems facing black Americans and ask each other "what's going on"?

What is going on in our America when blacks still suffer disproportionately too many of society's ills. What's going on when the life expectancy of blacks has declined for three years in a row. Life expectancy for whites is 75.4 years as compared to 69.4 for our people. What's going on when the infant mortality rate is twice as high for black babies as for whites. More than 18 of every 1,000 black babies die before they are even a year old.

My peers, too many of us are the victims of violence, often at the hands of our own race. We desperately need to ask what's going on when blacks are six times more likely than whites to be murdered. Almost half of the 22,000 murder victim's in 1986 were from our race. What's going on when black males between the ages of 18 and 24 are more likely to die from violence than from accident or disease.

What is going on, people?

Black Americans make up only 12 percent of the national population but are twice as likely to get AIDS. What's going on in this country when our people suffer a poverty rate of 31.1 percent as compared to the 11 percent rate for whites. In fact that figure is worse than the 1969 rates for blacks. What's going on when the unemployment number for blacks was 13 percent in 1987, 2.5 times the rates for whites. In fact, the National Committee for Full Employment figures that if blacks who were so discouraged that they actually quit looking for work are counted the jobless rate would actually approach 25 percent.

What's going on when the median family income for blacks is around \$17,604 compared to \$30,809 for whites. And what's going on when there are 178 divorces per 1,000 marriages for blacks. This is compared to 82 per 1,000 for whites.

But we have to do more than just ask the question. It is imperative that we come up with answers and commit ourselves to those solutions. The late Senator Robert Kennedy once remarked to a group of young people that "... few will have the greatness to bend history itself, but each of us can work to change a small portion of events, and in the total of all those acts will be written the history of a generation." What will be the history of our generation. Will it be one of action and foresight or one of passive decline?

You and I must learn the difference between crisis and important. The examples already cited as statistical evidence are important. While they may not have the crisis status we attach to some more blatant displays of racism, these and many more important items threaten the entire black community.

You and I must stand up and say that we are tired of dying. Tired of dying at the hands of inadequate health care, tired of dying at the hands of poverty and low wages. We are tired of dying to unemployment and promotional discrimination. Black people are tired of dying at the hands of drug abuse and drug violence.

So after we ask what's going on, let us unite to do something about it. After we stand up to the problems, let's sit down and participate in the development of governmental policy affecting many of these situations. Let us become the best possible role models for younger blacks. Let us strive to prepare a better way for the next generation just as the generation before us did the same. Let us begin writing the history of our generation.

Student Wants More African-American Courses by Kim Taylor

Winthrop College—an institution that "...strives to offer its students a society in which the individual can mature intellectually, CULTURALLY, and emotionally..."

True or False?

For many students this may be true but for some the reply would be false. Why? Remember, one word can make a statement false. The word in this case is CULTURE.

Last semester before registering I began to look through the catalog to find an Afro-American course that was being offered. Of course a number of courses were listed—Anthropology 323 (Cultures of Africa), Geography 307 (the Geography of Africa), History 308 (American Ethnic History), History 337 (History of Sub-Sahara Africa), History 509 (Afro-American History), History 618 (Comparative Slavery in the Americans) and English 518 (Black Literature). When I looked in the bulletin to find the classes I was astonished to find only *two* of these seven courses were being offered—English 518 and History 618. Why is this? Are there not enough students interested to enroll in these courses? Well, how can a student enroll if the course is listed in the catalog but not in the bulletin? Sounds impossible to me.

We interrupt this article for an important announcement for Winthrop College: Just because black students choose to attend a predominately white institution does not mean they are not interested in learning about their culture. Look around Winthrop, how many Afro-American courses do we actually offer? Maybe this will be helpful—Webster defines culture as "the enlightenment and refinement acquired by such training: education: all the knowledge and customs of a people." Where are we to find this culture if not in the classroom? We may be the minority on this campus but is our Afro-American culture not an aspect worth offering to us? Then, the choice becomes ours.

We are not being taught about in the classrooms, we are not seeing it in Byrnes—This is our institution also, give *us* the opportunity to learn about *us*!

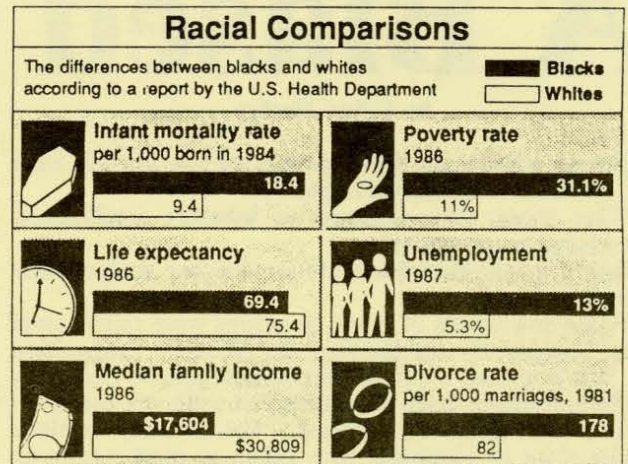
Editor Offers Thanks, Solicits Support

by Elisa Coleman

As editor of the Roddey-McMillan Record, my primary goal was to effectively inform Winthrop College's students, faculty, and staff and the Rock Hill community of minority concerns and affairs. This objective was to be met through the dedication and motivation of the student body, particularly minorities.

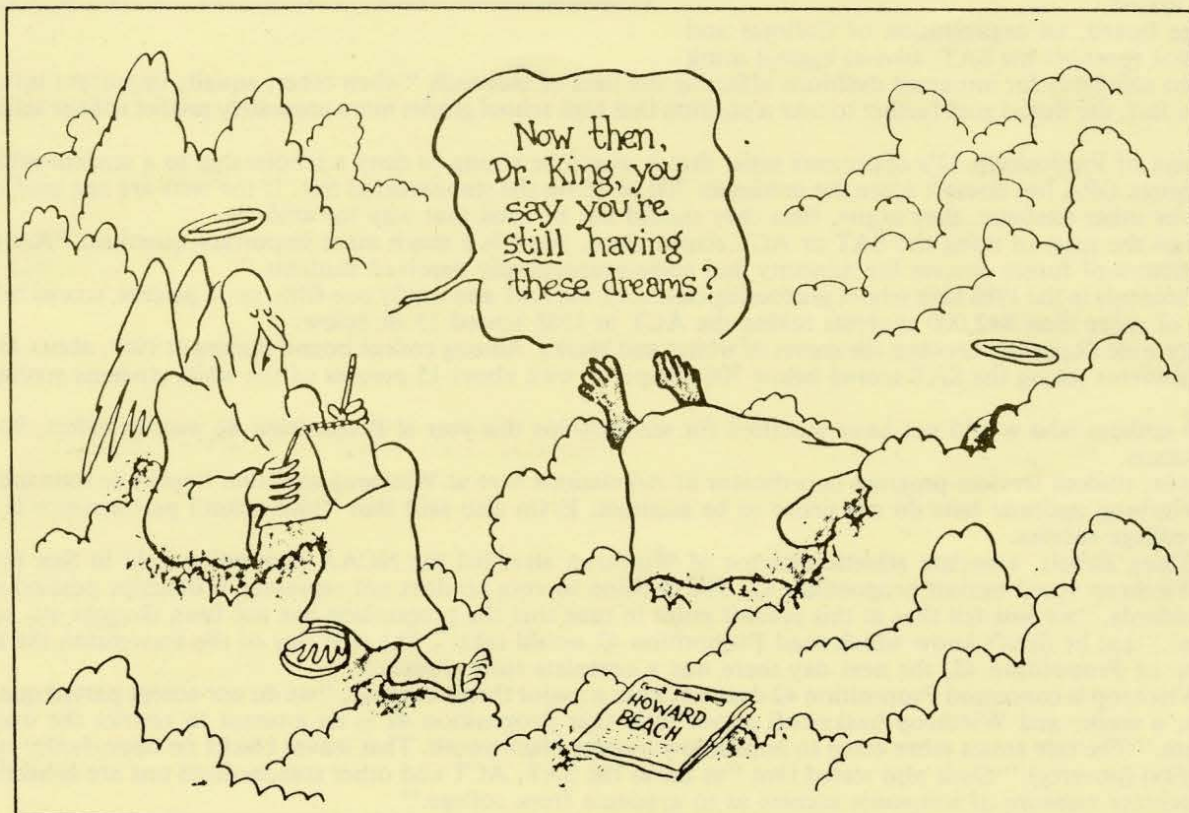
Although the staff was few in number, we worked dilligently as a team to produce a publication that would fairly represent minority students and serve as an outlet. I would like to thank the Roddey-McMillan staff for their dedication, Dorothy Thompson for her guidance, Cynthia Roddey and Sheila McMillan for their support, and anyone else who gave welcomed advice.

Under my leadership, the Roddey McMillan Record underwent many positive changes. I hoped this newsletter would be a "sign of the times." I know that the upcoming school year will be even more successful than this year. Please, support "our" minority publication. Our voices must be heard in order to attract recognition.



Source: U.S. Department of Health

AP



BY PETT FOR THE LEXINGTON HERALD-LEADER, KY.

Proposition 42

A Biased Approach?

by Selina Harley

Should colleges use standardized tests as the sole basis for admissions or scholarships?

Were those tests designed to measure intelligence, knowledge or potential?

And are they biased against low-income students and minorities?

Those and scores of other questions were raised amid other controversy surrounding the NCAA's Proposition 42. This proposal, which prompted Georgetown University basketball coach John Thompson to walk off the court before the game in protest, would deny athletic scholarships to freshman who failed to meet minimum academic standards.

Three years ago proposition 48 was introduced. This rule states that those students who are partial qualifiers could still receive the scholarship, but would be ineligible their freshman year and only have three years or athletic eligibility remaining.

The new standards would include a 2.0 high school GPA in 11 core academic subjects, on a 4.0 scale, and 700 of a possible 1600 points on the SAT or 15 of a possible 36 on a rival exam by the American College Testing Program. It is the life or death dependency on the standardized test which have many claiming that Proposition 42 is racially or culturally biased.

The College Board, an organization of Colleges and Universities that sponsors the SAT, advises against using the test "as the sole basis for important decisions affecting the lives of individuals "when other, equally important information is available. In fact, the Board goes further to take a position that high school grades more accurately predict college achievement than its test.

The argument of Proposition 42's opponents insist that it would be wrong to deny a scholarship to a student-athlete who has a 2.0 or better GPA but doesn't score the minimum 700 or 15 on the standardized test. If the tests are not used as a sole determinant for other students, they argue, then they should not be used that way for athletes.

But even past the issue of using the SAT or ACT scores alone, there is a much more important question. "Are the tests accurate predictors of future success for minority and socio-economically deprived students."

1.1 million students in the 1988 high school graduating class took the SAT and nearly one-fifth, or 17 percent, scored below 700. 28 percent of more than 842,000 students taking the ACT in 1988 scored 15 or below.

But there are wide disparities between the scores of whites and blacks. Among college bound seniors in 1987, about 45 percent of the black students taking the SAT scored below 700 compared with about 15 percent of the white students scoring below that number.

Of the 600 athletes who would not have qualified for scholarships this year if Proposition 42 were in effect, 90 percent are black students.

Deborah Ervin, student services program coordinator of Admissions here at Winthrop said that "aptitude tests are racially biased. At Winthrop aptitude tests do not prove to be accurate. Ervin also said that "high school performance is a better predictor of college success.

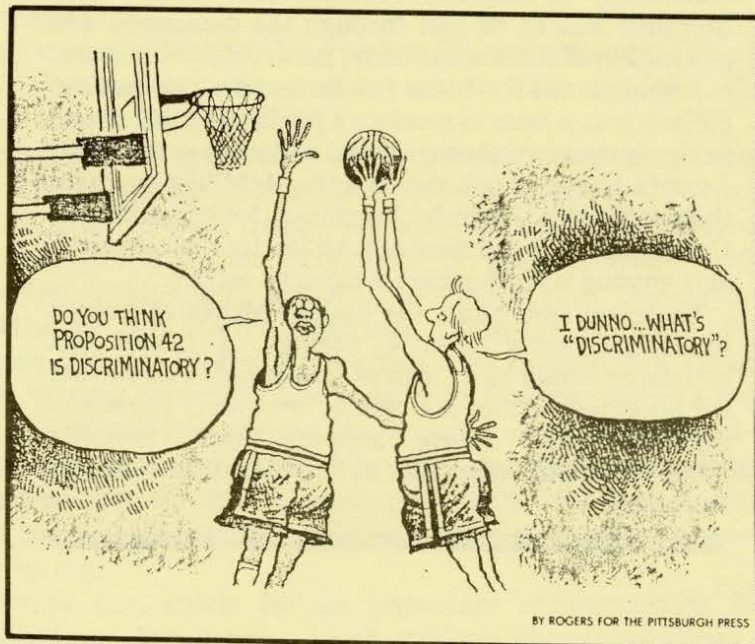
Recently, Doug Echols, associate athletic director of Winthrop attended the NCAA convention held in San Francisco, California. Winthrop voted against proposition 42. The decision to vote no does not represent Winthrop's position as far as academic standards, "we just felt that at this present point in time that the proposition has not been thought out enough." He also added "that he didn't know which road Proposition 42 would take." The first day of the convention the majority voted in favor of Proposition 42, the next day there was a complete turn around.

As far as Winthrop is concerned Proposition 42 does not pose a major threat because, "we do not accept partial qualifiers."

Clay Dade, a senior and Winthrop basketball player feels that Proposition 42 is an attempt to restrict the unqualified student/athlete." The rule seems more often to impact low-income black youth. That leaves blacks no opportunity to get out of their situation (poverty)." Dade also stated that "as far as the SAT, ACT and other standardized test are concerned they are not an accurate measure of someone's success as to graduate from college."

"Proposition 42 is not racially biased as much as it is culturally biased," said Dade.

In January 1989 the decision that Proposition 42 would go into effect as of August 1990. However, this decision may or may not be overturned as a result of the January 1990 convention.



Up Close with Three Winthrop Athletes

by Chakaris Pressley

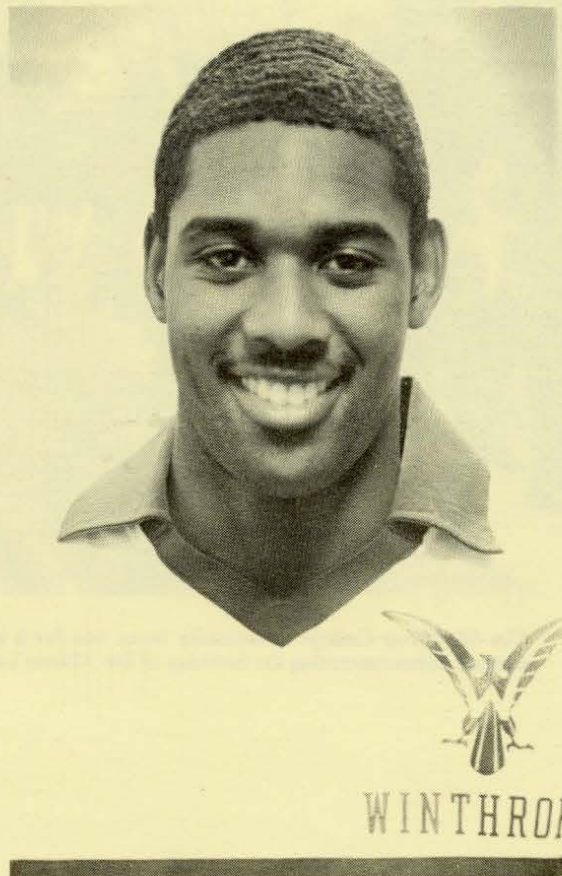
“Greg’s performance on the floor was exceptional. He showed extraordinary leadership for the team.” That is how Greg Washington was described by senior basketball teammate, Lee Stafford.

The senior, small forward has definitely proven valuable for head coach, Steve Vacendek and the Eagles. Greg or “G.Wash” as friends call him, averaged 15.1 points and 5.9 rebounds per game. The Hemingway native broke the 1000 point mark during the 1988-89 season. Greg has exercised great accuracy on the court shooting 77.8% from the field and 60.4% at the free throw line.

Like Lisa Mullins, Greg’s athletic exploits have not gone unnoticed. Washington was named to the Big South All-Tournament Team in 1988.

But Greg Washington is as dedicated to academics as he is to athletics. The communications major is quick to point out that a quality education was his main reason for attending Winthrop College.

Greg’s future plans include entering the National Center of Paralegal Training in Atlanta following graduation. Greg stated, “I will be happy with whatever the future holds for him.”



by Chakaris Pressley

by Chakaris Pressley

Lisa Mullins, a senior from Spartanburg, South Carolina, has been a star player for the Winthrop College volleyball team. During her four years, Lisa has lead the team in every skill.

The awards and recognition have been plentiful for the senior athlete. Lisa has been named to the Big South All-Conference Team for three years consecutively. She was honored as the most valuable player for the conference during the 1987-88 season. Lisa was also tabbed MVP for the 1988-89 Big South Tournament.

But volleyball was not the only attraction which lured Lisa to Winthrop College. Academics also played a big part in that decision. Lisa said, “My basic reason for pursuing a major in biology is to help others. In my field, I will also have the opportunity to study medicine and help make diagnosis.”

On September 9, 1989, Lisa plans to marry her fiancé; Andre Wilkins. He is a graduate of Baptist College.

Like any talented basketball player, this Lamar, S.C. athlete dreams of playing professional basketball.

This talented athlete happens to be Kimberlyn Segars, a player for the Winthrop College women’s basketball team. The biology major plans to enter Medical Technology school after graduation. But Kim stated, “If my plans don’t work out I’m going to pursue my desire to play professional basketball and after that I plan to coach”.

Kim averages 20 points and 10 rebounds per game. The senior player shot 62% from the field and 56% at the charity stripe helping her to break the 1300th points scored barrier this past season.

For her efforts, Kim has been named All-Conference 3 years in a row and one time as conference most valuable player. Segars has also received honorable mention All-American.

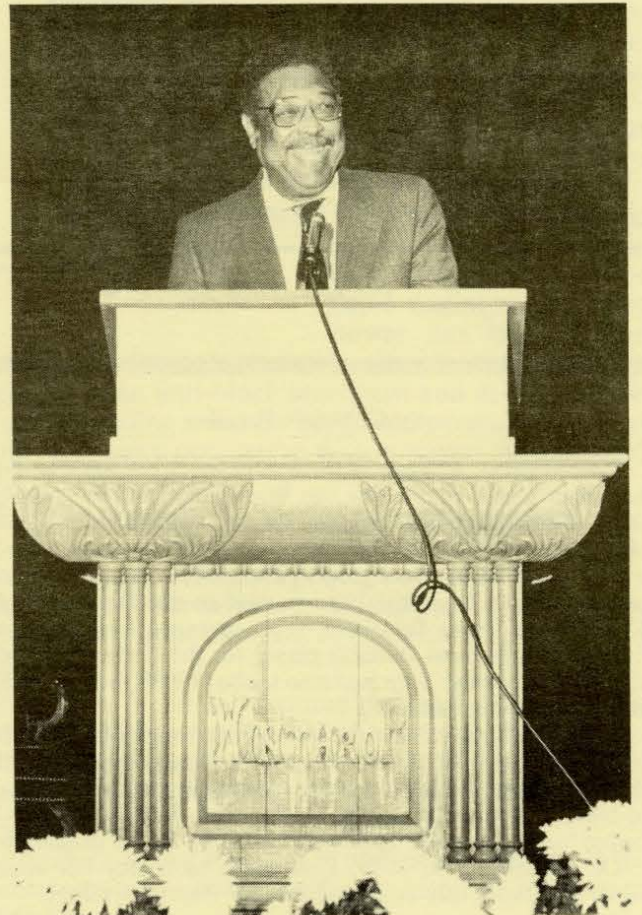
The Roddey-McMillan Yearbook



The Winthrop College community turns out for a march around campus commemorating the birthday of Dr. Martin Luther King, Jr.



Rev. Lee Bines speaks to crowd following the campus march for the King holiday.



Dr. Samuel Proctor was guest speaker at the Winthrop program honoring the memory of contributions of Dr. King.

THE GREEK CORNER

AKA ZΦB
ΦBΣ AΦA
ΔΕΘ

Greek Service Projects

by Semetra Session

Past the Step Shows and Fun: The Service of Greek Organizations

by Semetra Session

McBryde Hall was crowded with students, faculty and alumni clustered together trying to get a peak at the first step show of the semester. The Alphas walk out, the crowd screams. The Zetas stomp onto the floor, the crowd goes wild. The Deltas harmonize their way onto the floor, drawing attention from every eye in the room.

Last but not least, the Kappas slowly but surely appear onto the floor, while the music of New Edition plays in the background. They were all good.

The event I am speaking of is the annual Greek Step Show. This is the one event where all Greeks pull together as one. They all work extremely long and hard to prepare an exciting and energetic step show to impress their fellow students with new steps and dances they have put together. Speaking as a member of a Greek organization, it was a lot of fun preparing for that step show and knowing that the proceeds would be going toward a worthy cause. With the proceeds from this event the Greeks are able to give away two \$500 scholarships to minority students. This is a special time for them because they are all pulling together for one cause, to promote scholarship.

Step shows, parties and wearing paraphernalia comprise the core image of Greek organizations, as far as some non-Greeks are concerned. But Winthrop's fraternities and sororities stress that there is much more to Greek life than fun and games—a lot more!

Winthrop's Greek organizations take pride in their service to the campus and Rock Hill communities. For example, the Deltas sponsor a Jabberwock Pageant and give away \$1000 toward scholarships, the Kappas sponsor a minority scholarship of \$200 to incoming freshmen, the AKAs sponsor a clothing drive for needy children, the Zetas and Sigmas visit

Some people feel that Greeks are just out to have fun. Well this is not true. They participate in a lot of Public Service projects and other service projects to help the needy. Greeks have a lot of accomplishments they are very proud of and are happy to share with you. Here is a list of the Greeks and their accomplishments.

Delta Sigma Theta—Ms. Thyra White of the Iota Chi Chapter of USC was in Rock Hill for a year and she helped Xi Beta of Winthrop with several activities. During the summer of 1989 she won the title of National 2nd Vice President.

- Meals-on-Wheels to Senior Citizens.
- Sponsored a Christmas party at Rock Hill Girls Home.
- Help at Park Avenue Adult Day Care Center.
- Help at Sullivan Wrestling match.
- Collect can goods for the needy.
- Help tutor a visually handicapped student
- Help NAACP with tutoring
- Gave Christmas gift to needy child sponsored by Association of Ebonites.
- Big brother/sister program
- Sponsor a Jabberwock Pageant and 3 scholarships are awarded

Kappa Alpha Psi

- Lamda Gamma Chapter sponsors minority scholarships for incoming freshmen
- Big brother/sister program
- Help paraplegic

Alpha Kappa Alpha

- Give contributions to the United Negro Fund, NAACP and Educational Advancement Fund

- Sponsor a clothing drive for needy children for Cleveland Job Corp city
- Read to children at Pilgrims Inn
- Help with Easter Egg Hunt and Cookout for children of Rock Hill
- Sponsor a Step-A-Roma and give away prizes

Zeta Phi Beta

- Visit Nursing Home
- Participate in Walking America for March of Dimes
- Sponsoring a Basketball marathon along with the Sigma's for a leukemia patient in Rock Hill, to help pay his doctor bills.

Phi Beta Sigma

- Sponsor a tutoring program at Oakland Baptist Church and help their families
- Provide Thanksgiving baskets for the needy
- Sponsored a child for Christmas benefit sponsored by the Association of Ebonites
- Basketball marathon for a leukemia patient in Rock Hill to help pay doctor bills
- Visit nursing homes

Alpha Phi Alpha

- Meals-on-Wheels to all Senior Citizens
- Sunset Elementary Homework and Incentive Program
- Gave Christmas gift to needy child sponsored by Association of Ebonites
- Raised money and canned goods with the AKAs to feed a family for Thanksgiving
- Help Rev. Bines clean his church after it was vandalized.

Also, all of these organizations promote unity among all black Greeks. You see there is more to Greek life than partying. They work extremely hard.

nursing homes, and the Alphas participate in Meals-on-Wheels. So you can see these few, among many items, that there is more to being a member of a Greek organization than partying. They work in everything they do.

As you can see, each organization does several types of community service projects year round, and will continue to help their communities in any way possible. When asked how he felt about community projects Raymond Griffin, an Alpha said, "the main reason I pledged Alpha was to help others. Our main goals are manly deeds, scholarship and love of all mankind." Bonita Bell, a Delta, responded to the question by saying, "I feel that service projects show how we the participants are concerned with improving the community and trying to help create an

atmosphere for the community that is socially rewarding to all." These are the kind of helpful people our society needs.

There is definitely a need for non-Greeks to support Greek activities and a lot of non-Greek supporters feel this way also. Many of them have the same opinion on how Greeks have an impact on their lives, socially. One non-Greek supporter said, "I feel that the amount of support given to Greeks by non-Greeks is due to the great amount of impact Greeks have on our social lives here on Winthrop's campus."

Sonya Hunter, an AKA, sums it up by saying, "Greek organizations function not only as support for themselves but support for all people. In turn, we need support from all people."

Students Urge Greater Minority Presence in Cultural Events

by Ivy Goggins and Craig Wainwright

The cultural event requirement is no secret to the students here at Winthrop. Since its induction into our curriculum in the Fall of 1984, there have been a wide range of cultural programs scheduled for the students to attend.

The purpose of cultural events is to expose the students to various aspects of our multi-cultural society while receiving a quality education. Unfortunately, very few of these events have been minority-oriented.

A few minority students were willing to express their attitudes toward cultural events in general. James White, a member of Phi Beta Sigma fraternity, said "Being black, I'm not going to want to see the Charlotte Symphony for entertainment. For once I'd like to see Winthrop put on a black play just to educate the white students so they can understand what our heritage is all about."

Aaron Larkins, Chakaris Pressley, and Sametra Session all agreed that the idea of cultural events is a good one, but feel that the students should be more involved in what they want to see. "They don't know what I find culturally enlightening," says Larkins. They all agree that minorities often get "left out" of the decision making process.

February was "Black History Month", and out of the 11 events scheduled to commemorate the achievements of black americans, only one was an approved cultural event.

When brought to the attention of Christina Grabiell, a member of the Cultural Events Committee and Associate Dean for Student Development, she said that the events were never presented to the Committee for approval as a cultural event.

Part of the problem is that the initiative was not taken to have these events approved. A partial solution would be to add more Afro-American oriented cultural events throughout the semester instead of limiting them to just one month.

Blair Beasley, Associate Dean for the Theater Department, says that they would like to do a play with a black cast, but the black students simply do not show up at the try-outs.

This shows a need for increased involvement within the black students population. Of the 5,351 students attending Winthrop only 795 are black. To receive attention we must make our presence known.

Answers to Puzzles

Answers to Inventors and Inventions

1. e
2. h.
3. g
4. f
5. c
6. d
7. i
8. a
9. b

Answers to Black faculty and their positions

1. k
2. a
3. g
4. j
5. f
6. l
7. b
8. d
9. m
10. h
11. e
12. c
13. i

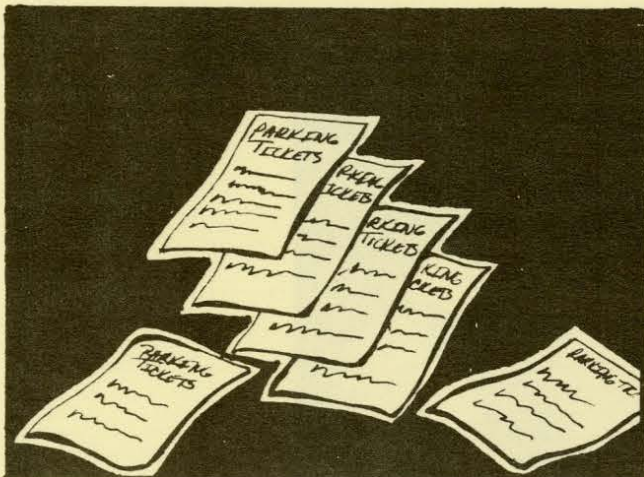
Answers to Who Am I.

1. John Brown
2. Frederick Douglas
3. Nat Turner
4. Benjamin Banneker
5. Martin Luther King, Jr.
6. Jesse Jackson
7. Ralph Bunche
8. Shirley Chisholm
9. Thurgood Marshall
10. Richard Allen
11. James H. Meredith
12. William E. Scott
13. Crispus Attucks
14. Charles Drew
15. Alex Haley
16. Florence Griffith-Joyner

FWILLIAMBAMURPHYGODLS
RABCZXFAIOXANLCOLEI
EZNPVSORLKPFXHUAETSG
DWEPAEXILZELWRNDAAM
DAQTHELLECARERAGYRSRZ
RLNREPFYOGVAIKLGSRIEA
YTWISOKNSYHBSLLIYGAC
HEMSSWAMBJGAIGGEIMLI
IRIAAAPCYVUKAJUNVERLC
NFCMUNPCTUYEWRKYLUSE
EAMMHAODEFRLXAOXABYL
NYEYLSOOTOPRAHWINTRET
ATBARAPQMICHEALJODAT
TOLALISTIRIVYMISSUANNOY
ANJVAQSHKIMFIELDSTETS
LLOIMRYHAEGVWNEONEWIO
ILSSRIGTULDALPHAKAPN
ECODTDNYRAWELLENHORNE
COAPHILLIERNEDDAPMTQB
OORNEWEDITEAZDERGUEUR
LUTHERVANDROGSEECRAGE
EDDIEMURPHYQRHANRIELA
MIDHABLQOBDONXAMEGNEN
ZJOGREGORYHINESDONBBK

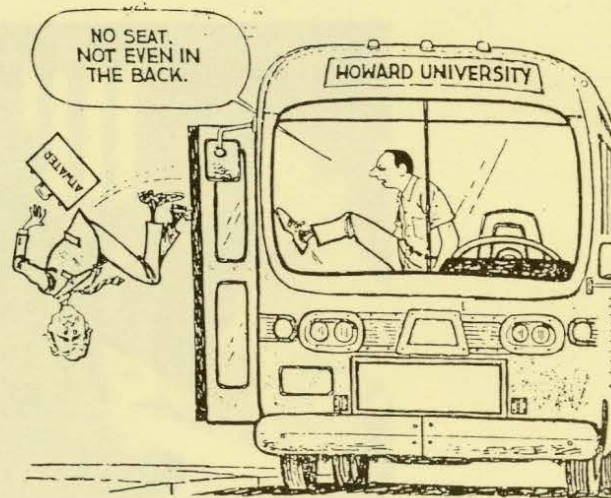
Answers

- Oprah Winfrey
Nell Carter
Kim Fields
Luther Vandross
Eddie Murphy
Natalie Cole
Walter Payton
Michael Jordan
Sammy Davis
Vanessa Williams
Marilyn McCoo
Bill Cosby
Anita Baker
Lou Rawls
Harry Belafonte
Cicely Tyson
Phylishia Rashad
Whoopi Goldberg
Marla Gibbs
Mike Tyson
Dick Gregory
Spike Lee
Lena Horne
Gregory Hines



Parking tickets, parking tickets,
 Parking tickets I finally
 got a car and no place
 to park it.

CLP



Epicure Menu for Thomson Cafeteria

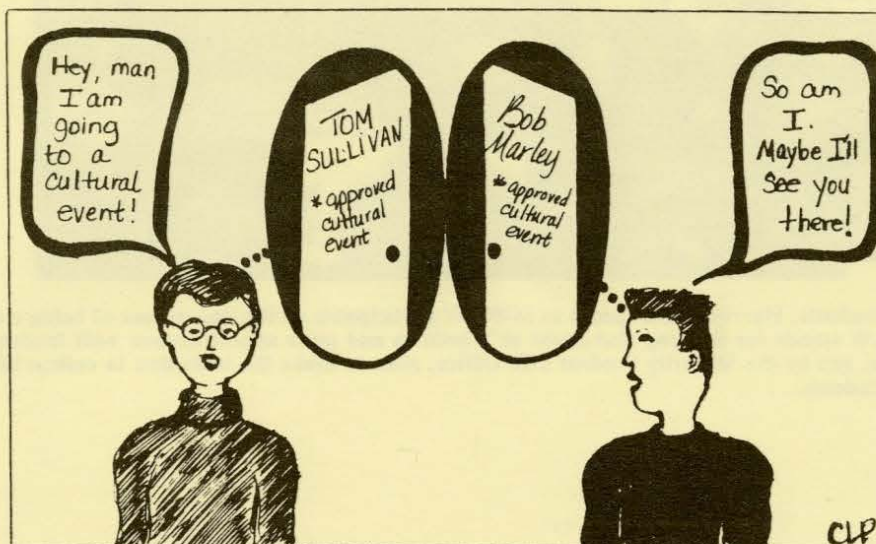
What goes around comes around.....
 but does it have to come so often!

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<u>Dinner</u>	<u>Dinner</u>	<u>Dinner</u>	<u>Dinner</u>	<u>Dinner</u>	<u>Dinner</u>	<u>Dinner</u>
Turkey Roast Beef Spaghetti	Hamburger Hot Dogs Turkey Divan	Quishe Lasagne Hamburger Steak	Spaghetti Turkey Hot Dogs	Country Style Steak Turkey Cutlet Roast Beef	Lasagne Quishe Hamburger Steak	Hamburger Hot Dogs Country Style Steak

JANUARY 1989

CLP

OFF THE CUFF



CLP



The Central Intelligence Agency came to Winthrop College as part of the Program for Academic and Career Enhancement (PACE) Career Day. Taylia Salter, Black Affairs Program Assistant for the CIA, talks to two Winthrop students about various opportunities with the agency. The fall semester Career Day is sponsored to encourage minority students to explore graduate schools and career possibilities.



Former mayor of Charlotte, Harvey Gantt speaks to SORAW participants on the importance of being a support system for each other. SORAW stands for Starting Out Right at Winthrop and pairs upperclassmen with freshmen or transfer students. The program, ran by the Minority Student Life Office, aims to make the transition to college life at Winthrop easier for these new students.