

B L A C K S T U D I E S I N I L L I N O I S

THE CRISIS OF CONSOLIDATION FACING BLACK STUDIES IN THE 1980s:

The Case of Ethnic Studies at

ILLINOIS STATE UNIVERSITY

A Report Prepared By

THE ILLINOIS COUNCIL FOR BLACK STUDIES

P.O. Box 87244
Chicago, Illinois 60680

May/June 1982

B L A C K S T U D I E S I N I L L I N O I S

THE CRISIS OF CONSOLIDATION FACING BLACK STUDIES IN THE 1980s:

The Case of Ethnic Studies at

ILLINOIS STATE UNIVERSITY

A Report Prepared By

THE ILLINOIS COUNCIL FOR BLACK STUDIES

P.O. Box 87244
Chicago, Illinois 60680

May/June 1982

THE CRISIS OF CONSOLIDATION FACING BLACK STUDIES IN THE 1980s:

The Case of Ethnic Studies at Illinois State University

Table of Contents

Recommendations (Summary)	1
Preface	2
Introduction: Four Critical Issues in National Perspective	6
Program	
Structure	
Students	
Affirmative Action	
The Illinois Experience: A Brief Overview	14
Statewide Programs and Activity	16
Students	23
Affirmative Action	27
Afro-American Studies at Eastern Illinois University:	
A Relevant Case	29
Program	
Structure	
Students	
Affirmative Action	
Ethnic Studies at Illinois State University	36
General Introduction	
Program	38
Structure	44
Students	47
Affirmative Action	50
Conclusions and Recommendations	52
Appendix	57
National Perspective	
Illinois Perspective	
Eastern Illinois University (Program Brochure)	
Illinois State University	

RECOMMENDATIONS

STRUCTURE

We recommend very strongly that the decision of the President of Illinois State University to abolish the Center for Ethnic Studies be immediately reversed.

PROGRAM

The Ethnic Studies Minor in general and its Afro-American Studies component should be reviewed and revised along the lines of the Curriculum Standards Report of the National Council for Black Studies.

STUDENTS

Given the decline in Black student enrollment and the declining percentage of degrees conferred to Black students, we strongly commend Illinois State University's administration for creating a special task force to assess its retention of minority students. We recommend that its report be widely discussed, that far reaching policy changes be made, and that the report be shared with the Illinois Council for Black Studies and other interested bodies.

AFFIRMATIVE ACTION

There is a need for a special task force, explicit administrative support and strong measures to increase a declining number of Black faculty, staff, graduate and undergraduate students.

PREFACE

This report details an investigation of the development and status of Black/Ethnic Studies at Illinois State University. It was drafted cooperatively by three members of the Executive Council of the Illinois Council for Black Studies. It was immediately precipitated by our concern over a decision by the President of Illinois State University to terminate the administrative cost center of the Center for Ethnic Studies thereby effectively eliminating a viable program which had struggled into existence without substantial university support. This decision precipitated student protests and was covered in the Chicago Tribune and in other media in the state.

I.C.B.S. has for two years been concerned with these kinds of decisions which weaken opportunities to study the Black experience in Illinois institutions of higher education. We have conducted similar investigations and inquiries and discussion regarding similar situations at Western Illinois University, Eastern Illinois University, and Olive Harvey College. Our discussions with staff members of the Illinois Board of Higher Education (IBHE) were covered in a front page article in The Chronicle for Higher Education (April 1, 1981).

Thus, our interest in Illinois State University has both deep roots and a particular impetus since this is the first instance where a university has responded to the budgetary crisis by abolishing a Black/Ethnic Studies program in Illinois. If allowed to go unreported and unchallenged, it could set an unacceptable precedent throughout Illinois and the United States.

The information in this report was compiled by a team of three members of the Illinois Council for Black Studies (I.C.B.S.): Dr. Gerald McWorter, Director of Afro-American Studies and Research Program, University of Illinois-Urbana and Chair, I.C.B.S.; Prof. Johnnetta Jones, Chair, Afro-American Studies Program, Eastern Illinois University and Chair-elect, I.C.B.S.; Dr. Ronald Bailey, Assistant Professor, Afro-American Studies/ Political Science Departments, Northwestern University and Executive Director, I.C.B.S.

Dr. Bailey had visited the campus of I.S.U. and interviewed eight members of the faculty, administration and student body in December. Those interviews were part of a statewide survey of Black Studies funded by the Illinois Board of Higher Education. The survey is being conducted by the Chicago Center for Afro-American Studies and Research in cooperation with the Illinois Council for Black Studies. The interviews were taped and archival materials bearing on Ethnic Studies were also reviewed. This material was extensively used in this report and will be used in the final report to the Illinois Board of Higher Education (IBHE) in September 1982.

Dr. McWorter, Prof. Jones and Dr. Bailey were invited to I.S.U. by the Center for Ethnic Studies to participate in a daylong seminar on April 20, 1982 entitled "Strategies for Saving Ethnic Studies in a Time of Budget Cuts: Illinois State University as a Case Study." This invitation was extended in part as a result of discussions and interest developed during the I.B.H.E. related visit. In addition to speaking at several sessions, discussions were held with various members of the administrators, faculty, and student body. (Brochure from program in appendix)

This report contains several sections organized around what we consider

to be four essential aspects in considering Black/Ethnic Studies: 1) program, 2) structure, 3) students, and 4) affirmative action.

The first section presents a broad perspective of the concerns in the national context. Second, we explore these issues in the context of the State of Illinois. These sections are important because they reveal that developments at I.S.U. are not isolated and in a vacuum. They can only be understood properly in a national context and in relationship to other statewide developments. Most informative are the enrollment trends in the state showing a continuing underrepresentation of Blacks and comments by the deputy director of I.B.H.E. regarding formal guidelines to assess Black Studies in a period of budget cuts.

A third section is a brief case study of Afro-American Studies at Eastern Illinois University. In origin, structure, and program, it is somewhat similar to the program at I.S.U. The program at Eastern Illinois University recently underwent an extensive internal and external review and an I.B.H.E. evaluation, and was restored to full operating status. It contains some instructive lessons for I.S.U., especially in regard to the need for an independent administrative structure.

The final section is a brief account of Ethnic Studies at Illinois State. We are particularly concerned about an overall deterioration of the status of Black people on the campus--at the faculty, staff, student and program level. In addition, I.S.U. appears not to have lived up to commitments made to the area of Ethnic Studies in the 1970s. An appendix contains information on Ethnic Studies at I.S.U. and related information.

On the basis of this investigation, we have reached conclusions and recommendations, the essence of which is a call for the continuation and strengthening the Ethnic Studies Center.

This report will be broadly circulated. We trust that it will be reviewed carefully by the Illinois State University administration, and that they will give serious attention to finding other ways of saving a rather small amount of money, but an amount which has facilitated the creation of a positive and needed program. But, we also hope that this report will alert Black people, Black Studies supporters, and higher education officials to a negative trend that is growing, but a trend that can and must be reversed.

In enrollment, in employment and with regard to opportunities to study the Black experience--all recent concerns--Black people in Illinois higher education are experiencing the same phenomena that Blacks have historically suffered in the broader society--last hired, first fired!

It is toward correcting this injustice that this report is contributed.

INTRODUCTION:

FOUR CRITICAL ISSUES IN NATIONAL PERSPECTIVE

PROGRAM

The core of any college or university is the relationship between students and teachers. It is this relationship that is central to the purpose for which knowledge is discovered and codified: its transmission, utilization, and refinement. Thus, the many functions of the university should be organized to bolster this relationship between student and teacher. The curriculum and general non-classroom teaching/learning experiences, therefore, are central to fulfilling the mission of Black Studies/Ethnic Studies. Every Black/Ethnic Studies program is important, in large measure, because of its key function of providing and coordinating classroom and non-classroom educational experience. Stimulating broader intellectual discussion, cultural exchange and policy evaluation focussed on the differently and historically neglected experiences of Black people is the reason for the creation of Black/Ethnic Studies programs and the reason for their continuation.

The National Council for Black Studies has taken an important step in consolidating this young and still emerging field by developing a proposal for curriculum standards (See Appendix). This report has gained national recognition and is in wide use as a basis for standardizing widely divergent curricula offerings into a more intellectually rigorous framework rooted in the developing consensus among professionals in the field.

There should be no need to discuss in detail that the creation of Black Studies/Ethnic Studies was a response broad social demands that the programs and curriculum of higher education be made more democratic. Not only were Blacks and minorities excluded themselves but their experiences were usually distorted, if not ignored altogether. Thus, affirmative action in curriculum programming was and is an essential dimension of Black Studies/Ethnic Studies.

Moreover, higher education responded in earlier years to such demands as developing agriculture, after Sputnik to the needs of the space race, and most recently to the imperatives of computerization and high technology. Similarly, Black Studies/Ethnic Studies was a long-overdue yet stubbornly resisted response to social problems which emerged quite sharply during the period of its inception. Contributing to the discussion of solutions to these problems was anticipated of Black Studies in the long-standing tradition of higher education.

STRUCTURE

The best laid and most well intentioned goals and projections in higher education have not materialized because of the failure to develop a structured capacity to realize and sustain them. Such has been the general situation facing Black Studies/Ethnic Studies in the United States. Emerging in a context of societal upheaval, Black Studies' initial stage of innovation reflected on campus the turmoil in the wider societies-- student demands, confrontations, building takeovers, etc. Its second stage of experimentation was nationally uncoordinated, working out the thrust of the new enterprise within the limitations of each local situ-

ation. The third stage is the crisis of consolidation. It is only recently during this stage, with an increase in the number of professionals in the field, with the development of a professional literature and a national organization, and with over ten years of rich experimentation to critically evaluate, that a more rigorous approach to the problem of structuring Black Studies/Ethnic Studies is being developed for long-term survival in higher education. We suggest that there are three main aspects of structure:

(a) Functional Structure. Black Studies/Ethnic Studies must be firmly lodged within the academic unit of the university. In this way it can play a role in carrying out the main thrust of its mission--that of teaching and research and its spinoffs in such areas as community service. In this way also it can develop a symbiotic relationship with the major academic components of the university, such as the divisions of social sciences, arts and humanities, liberal arts, and the like.

This academic mainstreaming of Black Studies/Ethnic Studies is essential as these programs struggle for an equitable share of decreasing higher education resources--dollars, student enrollments, research funding, legitimacy and recognition that its mission and efforts are a valued part of the academic enterprise.

(b) Operating Structure. Black Studies/Ethnic Studies as an academic unit must have administrative autonomy and integrity. This is a trying period facing higher education brought on by the broader fiscal crisis. In such leaner times, a reality that has always been present has pierced through academic niceties and is much more openly discussed--power, power to decide how limited and usually shrinking resources will be used to further the aims of the university. Such decisions, unfortunately, are

not always made on the basis of the lofty ideals of liberal education and other such essential considerations.

The reality of racism which gave birth to Black Studies and Ethnic Studies and prompted sharp increases in minority student enrollment in the late 1960s and early 1970s is today escalating its open appearance in society and in the academy. Therefore, to expect Black Studies/Ethnic Studies to exist based solely on the good will and fairmindedness of university administrators and faculty is suicidal.

Black Studies/Ethnic Studies, recognizing their contribution to the broader mission of the university and to strengthening basic values in the society, should exist as an autonomous, sufficiently funded entity with a direct relationship to the university's academic administration.

Not to do so is to continue Black Studies/Ethnic Studies--and by extension the people these programs/courses focus on--in a relationship of racist domination, a "come begging with hat in hand" situation which only perpetuates existing stereotypes and realities. No other academic program about which the university is serious and to which it is committed is asked to undergo such arrangements. Why should such a vital area as Black Studies/Ethnic Studies be so treated?

(c) Physical Structure. Similar to its functional and operating structure, Black Studies/Ethnic Studies needs autonomous physical space to facilitate its cross-cultural educational mission. In addition to adequate offices and a seminar room, space for the exhibition of books, art, and other materials of interest greatly enhances depicting the reality of the Black/Ethnic experience and the multi-national character of the United States.

STUDENTS

If education and teaching are the prime functions of a university, then clearly students are its prime constituency. United States higher education has seen some dramatic shifts in student enrollment. Between 1960 and 1970, total college enrollment increased from 3.6 million to 7.4 million, an increase of 108 percent.

In 1960, Black college students numbered 227,000 or 6.2% of the total. This increase of Black students was 188%. Further, between 1970 and 1975, Black students increased 80.7% as compared to 30.8% for whites, and between 1975-77, the increase was 18.9% for Blacks as compared to 6.6% for whites.

But increasing the enrollment of Black Students has proven to be only half of the picture. Figures on degrees conferred by race, though not generally available, indicate that far more Black students enter United States colleges and universities than graduate. Quality of secondary school preparation, cuts in financial aid, changing admission standards, testing and other evaluation procedures, quality of academic support services, and providing an environment conducive to achievement and learning have become increasingly critical issues in the face of such statistics.

While these issues are not identical to the main academic mission, narrowly defined, of Black Studies/Ethnic Studies, neither are they merely incidental. Often Black Studies is expected to play this role as well. In general, Black Studies/Ethnic Studies have not been sufficiently structured, staffed nor funded to achieve its academic mission and to sustain a student retention mission. Unfortunately, many universities

have failed to grapple with this issue and often there is no unit which has effectively met the challenge of recruitment, retention and graduation of minorities commensurate with the rate at which they are admitted to the university.

Preliminary data from the Final Report of The Commission on the Higher Education of Minorities confirm this observation. The following table sums up their finding on the percentage of the cohorts which complete/enter various levels of education.

	<u>Percent of Age-Group</u>	
	<u>White</u>	<u>Black</u>
Graduate From High School	83	72
Enter College	38	29
Complete College	23	12
Enter Graduate/Professional School	14	8
Complete Graduate or Professional School	8	4

Source: Final Report of the Commission on the Higher Education . . .

While the percentage Black entering college is relatively close to whites, the number completing each successive level is almost fifty percent smaller. For Blacks the "educational pipeline," as the report calls it, remains considerably clogged.

There is a very recent indication that the general crisis facing higher education and opportunities for Blacks--including a combination of federal financial cuts, tuition increases and a general retreat from affirmative action--will result in a decline in Black student enrollment. "A shift away from increasingly expensive private colleges toward relatively low-cost public institutions is indicated by the most recent reports of applications for admissions to next fall's freshmen classes,"

reports The Chronicle of Higher Education (May 5, 1982), and signals greater competition for entry to public universities. Harvard and Radcliffe "were concerned because the applicants included fewer minority group students and fewer applicants whose parents had not attended college. At the University of Wisconsin at Madison freshmen applications declined 7 percent but minority group applications declined by 16%." Such is the sign of the times.

AFFIRMATIVE ACTION

The issue of affirmative action, though it is now under attack, has not been a critical issue in higher education for very many years. According to the report on The Higher Education of Minorities cited above, in 1976, the National Center for Education Statistics reported that 92% of all full-time faculty and 95% of full-time faculty employed at the rank of professor were white. Twenty seven percent of the White full-time faculty hold positions below the rank of assistant professor (e.g. lecturer) as compared with 44 percent of Black and Indian educators and 41 percent of Hispanic educators.

In 1979, only 4.3 percent of college and university teaching faculty was Black, mainly concentrated in predominantly Black colleges. Most were concentrated in education, a field which accounted for 60 percent of all Black Ph.D.'s in 1977. Blacks are only about 2 percent of all full-time faculty in major research universities.

Black Studies/Ethnic Studies interfaces with the university in many ways. But perhaps no where is it more important than in affirmative action. These academic programs/courses and their related activities

remain one of the largest concentrations of Blacks and minorities on most campuses.

Thus we should view Black Studies/Ethnic Studies as contributing to the realization of affirmative action goals and doing so in a way not widely enough recognized by higher education officials.

THE ILLINOIS EXPERIENCE: A BRIEF OVERVIEW

Illinois is one of the leading states in United States higher education. In the Fall of 1979, it ranked fourth in the number of students enrolled (612,916) and in higher education revenues from state and local government (behind California, New York and Texas). In terms of the 1980 Black student enrollment, Illinois ranked third with over 90,779 students. In past years, Chicago has ranked second only to New York City in this regard.

It is understandable, therefore, that Black Studies in Illinois over the past decade has been an integral and important component of the national movement. This reflects Illinois' position as an important component of United States higher education. In 1980, Illinois accounted for 6.0% of all students enrolled in the U.S., up from 5.7% in 1979. Between 1979 and 1980, its enrollment grew at a rate of 7.4% as compared to 3.2% for the U.S. as a whole. Higher education is thus important in Illinois and trends in Illinois higher education have significance and meaning well beyond Illinois because of the state's role in the national context. Our approach to assessing Black and Ethnic Studies in Illinois and in Illinois institutions of higher education bears these facts in mind.

A recent report from the Illinois Conference of the American Association of University Professors, "Quality and Competition: The Challenge for Illinois Higher Education" (November 1980), outlines the overall fiscal crisis facing higher education in the state, and further defines the current context in which we operate. Several relevant facts are cited in this document which are useful to repeat here:

- FACT: In 1971 Illinois ranked 1st among our neighboring midwestern states (Indiana, Iowa, Ohio, Michigan, Minnesota, and Wisconsin) in terms of per capita contributions to higher education; in 1980 Illinois ranked 5th.
- FACT: In 1975 Illinois ranked 5th among our midwestern neighbors in terms of appropriations per \$1,000 of personal income going to higher education; by 1980 Illinois had slipped to 6th.
- FACT: In 1971 Illinois ranked 14th among the fifty states in terms of per capita support for higher education; by 1980 our state had dropped to 33rd.
- FACT: In 1975 Illinois ranked 37th nationally with regard to appropriations per \$1,000 of personal income; by 1980 we ranked 42nd.
- FACT: In a recent survey ranking the fifty states in terms of the percentage increase for the funding of higher education from FY1971 to FY1981, Illinois ranked dead last.
- FACT: According to the same survey, Illinois in FY1981 was spending only 3% more (in real dollars) than it did a decade ago on higher education. This, in spite of a substantial increase in the number of students attending our public colleges and universities over the same period.
- FACT: Over the last two years, spending for higher education in Illinois (in real dollars) has not increased at all.

While the AAUP report is concerned primarily with the impact of this retrenchment on faculty and faculty compensation, I.C.B.S. is concerned also with the broader issues of the impact of this crisis on the enrollment of Black Students, the employment of Black faculty and staff, and the quality of opportunities to study the Black experience offered to all Illinois students. More recent indications show that the fiscal crisis facing Illinois higher education is likely to get worse before it gets better. The fiscal 1983 budget put forward by Governor Thompson contained a decrease of \$18.1 million, or 1.8% below fiscal 1982 appropriations. Budget retrenchment is the rule on all campuses. It is this constrained fiscal situation under which we must maintain and expand excellence in Illinois Black Studies.

STATEWIDE PROGRAMS AND ACTIVITY

The development of Black Studies in Illinois has reflected the national pattern of innovation, experimentation, and crisis of consolidation outlined above. In general, the initiation of most programs involved demonstrations and protests led by Black students. Next followed a period in which programs used a variety of course offerings and administrative arrangements to meet their varied objectives. More recently, most programs have faced the restraints and conditions of the deepening crisis: budget cuts, hiring freezes, problems in faculty tenure, and various other problems, including attempts to dismantle programs. (See appendix)

Illinois Black Studies, however, continues to be an integral part and a leader of the national Black Studies movement. Several programs in Illinois have been nationally recognized for particular strengths. Black Studies programs in Illinois play leading roles in such professional organizations as the National Council for Black Studies (a national board member and the recently elected vice-chair/chair-elect); the Association of Black Sociologists (two national board members), the Association of Black Anthropologists (current secretary-treasurer), the Black Caucus of the Society for Research in Child Development (board member), the National Black Music Caucus, National Association of Jazz Educators (president), among others. Illinois Black Studies scholars sit on the boards of leading professional periodicals like The Black Scholar, The Journal of Black Studies, Black Sociologist, and Social Problems.

At the state level, the Illinois Council for Black Studies has become a nationally recognized model for state professional organizations in the field. Its conference on "Black People and the 1980 Census: A Conference on the Population Undercount" has been heralded as a nationally significant

effort to bring the resources of Black Studies and higher education to bear on important issues facing the entire society. A further contribution was made with the successful publication of the conference proceedings in cooperation with the Chicago Center for Afro-American Studies and Research. Dr. Robert Hill, former Director of Research for the National Urban League, described the 700 page proceedings as ". . . truly a pioneering document Such high-quality material relating to the census has never been brought together in such an informative fashion."

The Black Studies program at Governors State, an I.C.B.S., member has successfully convened an annual "Third World Conference" for seven consecutive years. It has become a regular gathering for nationally and internationally known scholars. The only Afro-American Studies Department in an Illinois community college--at Olive-Harvey College-- sponsors an annual Black Studies conference, and has done so for five years.

Several new publications essential to consolidating the field of Black Studies have been published and others are under preparation by Black Studies scholars in Illinois. The most widely adopted introductory text for Black Studies courses, Introduction to Afro-American Studies (Peoples College Press, 1976-78) has been developed by Black Studies professionals (I.C.B.S. members) in Illinois. It has been used by more than 50 colleges and universities in the United States.

These also include Guide To Scholarly Journals in Black Studies and The Professionalization of Achievement: A Report on Ranking Black Studies by the chair of the program at the University of Illinois (Urbana).

The Afro-American Studies Index is a forthcoming compilation of books,

dissertations, articles, government documents and other materials on the Black experience, to be published annually.

With regards to research, members of the Illinois Council for Black Studies have successfully sponsored proposals to several federal, state, and private funding sources. These include a proposal called "Developing Humanities Based Model Courses for a Core Curriculum in Afro-American Studies" (funded for \$100,000) and two proposals for research conferences: "Improving Research in Afro-American Studies: Developing Research Resources and Tools" (Northwestern) and "Methodological Issues in Studying the Black Experience: Afro-American Studies in the 1980s," (Illinois-Urbana) all submitted to the National Endowment for the Humanities." A "Black Studies Curriculum Development Project" was also submitted by the program at Illinois-Urbana and funded by the Fund for the Improvement of Post-Secondary Education. A number of I.C.B.S. member programs--Bradley, Eastern Illinois, Richland Community and Illinois-Urbana--received a grant from the Illinois Humanities Council to fund "Black Film: A Critical Perspective," a series of eight film programs/discussions in six central Illinois communities. "Black Women and the Challenge of Leadership" was the theme of a major Black Studies lecture series at Northwestern funded by outside funds. Videotapes of this series are available and the speeches will be edited for publication. A number of Black Studies scholars received year long fellowships from N.E.H. and the Ford Foundation for individual research leaves.

Important contributions have also been made by Illinois in evaluating Black Studies. The Black Studies program at Northern Illinois has published two monographs--one evaluating Illinois Black and Ethnic Studies programs under contract with the State Board of Education and another on Black Studies

programs in the Midwest. The Chair of that same program chaired the National Commission of the National Council for Black Studies (N.C.B.S.) on Evaluation and is developing a study on the current status of Black Studies for N.C.B.S. Another I.C.B.S. member was a key contributor to the N.C.B.S. Commission on Curriculum Standards and is spearheading an effort to develop a national ranking system for Black Studies. He is also the current chair of the N.C.B.S. Committee on Methodology.

The result of much of this statewide activity, a culmination of one stage and the beginning of a new one, was successfully focussed when The Sixth Annual Conference of the National Council for Black Studies met in Chicago in March 1982 with the University of Illinois, the Illinois Council for Black Studies, and Black Studies programs throughout the state serving as co-hosts. Over 1,000 participants attended from thirty-three states and several countries. Over 200 papers were presented in fifty panels and plenary sessions. In addition, the chair of the Illinois Council for Black Studies was elected vice-chair/chair-elect of the N.C.B.S., a further recognition of the quality of Black Studies work in Illinois.

A similar analysis can also be made of the leading roles that Illinois Ethnic Studies programs have played in the national context. The Society for Ethnic and Special Studies based at Southern Illinois University-Edwardsville continues to host its national conference and produce its journal.

From this brief description of Black Studies activity in Illinois and the three year history of the Illinois Council for Black Studies, it should be evident that a main task of current and future activity is to consolidate and refine the many positive advances and potential which exist in Illinois Black/Ethnic Studies.

Because of the accomplishments and potential that Illinois Black Studies represents, The Illinois Council for Black Studies (I.C.B.S.) in February 1981 called for a statewide moratorium on all decisions negatively affecting the status of Black Studies programs and opportunities to study the Black experience in Illinois higher education. This was conveyed to Dr. Robert Wallhaus, Deputy Director for Academic and Health Affairs of the Illinois Board of Higher Education when he met with the Council in February 1981.

For I.C.B.S., the issue statewide and on individual campuses is not whether to have Black Studies, but how to have better programs. I.C.B.S. recognized that there are serious financial difficulties facing higher education in Illinois. This is especially true as federal funds are shifted more into defense and away from social and educational programs. We also recognize that it is essential that all students in Illinois have the opportunity to study the Black experience, and the experiences of other ethnic groups, just as all students are required to study the general history and culture of the U.S. and Western civilization, a course of study which often omits, distorts, or minimizes the contributions of Afro-American and minority peoples. Students should also have the option to pursue degrees in this field.

This study of the Black experience is especially important today as we witness growing institutional and societal racism (e.g., murders in Buffalo, Salt Lake City, Miami, etc.) and the deepening economic crisis which have a devastating and disproportionate impact on the Black community. This was the basis on which Black Studies programs were fought for and implemented in the 1960s and 1970s. In light of current conditions, the continuation and expansion of Black Studies is still a pressing necessity.

Though the I.C.B.S. report and the above recommendations were drafted before the Springfield meeting, the discussion with Dr. Wallhaus of the Illinois Board of Higher Education served to underscore the need for a more consistent and comprehensive statewide approach to Black Studies. This discussion led to the call for a moratorium on actions which weakens Black Studies programs. In response to a question on the present status and need for statewide planning in this area, Dr. Wallhaus' comments reflected the uneven knowledge about Black Studies among state educational policymakers.

The Illinois Board of Higher Education has a responsibility for masterplanning, that is, to determine the longer range future and aims of higher education from a statewide perspective. . . . We cannot go out and establish curriculum . . . , but we do have some influence to point out things in the master plan/future aims context. We can say, for example, that it is wrong to deny visibility and recognition to Black Studies by not allowing Black Studies courses to count toward graduation or fulfillment of requirements in degree programs. . . . (This) hasn't been said. It was surprising to me today to find that courses in Black Studies related to social science or the humanities in some cases are not available to fulfill degree requirements. I think that this is wrong and you can go back to your campuses and say that I said so.

Dr. Wallhaus responded to another question about why Illinois has not taken steps to require all Illinois higher education students to take courses in cross-cultural studies as Michigan and Florida have done, and as has been introduced in California. This proposal would impact on Black Studies enrollment in a positive manner and indicates what steps are possible with a consistent statewide plan.

We do have a mechanism for pursuing what you are describing. We call it the Statewide Studies of the Master Plan Variety. We have done this for some fields-- business, criminal justice, etc. It may well be that some sort of statewide study related to Black Studies programs would be a reasonable thing to do.

This discussion led to an Illinois Board of Higher Education grant (\$15,000) to the Chicago Center for Afro-American Studies and Research in cooperation with the Illinois Council for Black Studies to conduct a survey of Illinois Black Studies which may lay the groundwork for an official statewide masterplan study.

In an effort to continue the productive dialogue with the Illinois Board of Higher Education, I.C.B.S. again invited Dr. Wallhaus to address members of the Council at its February 1982 Annual Springfield Conference. After an extended presentation of the fiscal crisis of the state, he went on to elaborate some principles which he suggests may be used in assessing Black Studies in this current period. We include an excerpt of his comments because we believe they are guidelines which should be fully utilized at every Illinois institution in assessing actions affecting Black and Ethnic Studies programs.

The real question is what are the perceptions of decision makers about priorities. I presume that that's what you wanted me to say something about--at least from the perspective of one decision-maker. What are those perceptions of priorities?

First of all, I think we have to protect programs that are best serving student objectives. Second, I think we have to protect programs that are best serving societal values. Third, I think we have to avoid being shortsighted and protect programs that are important to our society in the long run, The fourth and final principle is that I don't think that we should result

to cutting across the board, shaving off the top. I do not think that we should adopt a budget strategy of reducing everything to collective mediocracy, and maintaining everything while we reduce it all to collective mediocracy.

These are the kinds of considerations to which each university administration must respond as they decide about Black Studies and Ethnic Studies programs and program reductions to meet the current crisis.

STUDENTS

We have already indicated a general underrepresentation of Black students (and other minorities) in Illinois higher education and a declining trend. What is of even greater concern are indications that policies are being undertaken in various institutions which will exacerbate the situation. For example, in February 1981 The Illinois Council for Black Studies voted to express its deep concern over the impact of the fiscal 1982 Illinois "austerity" budget on the Black community's access to Illinois higher education. News articles describing the budget problems quoted many public officials calling on the public to "tighten their belts" and to sacrifice" (Chicago Tribune, February 14, 1981). The Chairman of the Illinois Board of Higher Education, William Browder, stated: "Not only the governor and his staff but the legislative leadership of Illinois have clearly stated that there aren't going to be enough funds for fiscal 1982 to cover our recommended budget. Everyone must do with less." (Chicago Tribune, March 4, 1981).

The Council pointed out that Black people in Illinois have historically sacrificed and done with less when it comes to access to higher education

in the state, especially in tax-supported higher education. There are already clear indications that the austerity budget will have a disproportionately negative impact on Black college enrollment. For example, three state universities--Eastern Illinois University, Northern Illinois University, and the University of Illinois (Urbana)--last year moved the deadline for applications from the usual closing date in July to March 1, 1981 because of anticipated cuts in the state funding. (Chicago Sun Times, February 25, 1981). This, we suspect, decreased the number of applications from Black, minority and low-income students who normally apply later in the application period. It is in this kind of instance that we need a clear statement from higher education officials as to the anticipated impact of such decisions on Black and minority students, and what actions are being taken to minimize the adverse impact on affirmative action goals.

The widely chronicled Federal budget cuts and the fiscal crisis at the state level will have a drastic enough impact. It is imperative that we counter actions on individual campuses--changing admission requirements, abolishing needed support services, reductions in financial aid--by fully assessing their impact on the access of Blacks and other minorities to Illinois higher education.

All of this concern is clearly and amply demonstrated when we assess the most recent available enrollment data. Between 1976-1977 and 1978-1979, Blacks received a declining share of degrees conferred in Illinois higher education, as indicated by the following statistics. For all degree categories, the decrease was from 7,776 degrees to 8,375, or 9.2% to 8.8%. For whites, there was an overall increase in degrees conferred from 85.8% (78,326 degrees) to 86.2% (76,429 degrees). Because of a

significant increase in the certificate category, degrees conferred to Hispanics (1,402 degrees) increased slightly from 1.5% to 1.7% (1,483 degrees).

Percentages of Degrees Conferred To Blacks And Whites In Illinois, 1976-77 and 1978-79

	Bachelor's		Masters		Doctor's		Profession		Associate		Certificate		TOTAL	
	76-77	78-79	76-77	78-79	76-77	78-79	76-77	78-79	76-77	78-79	76-77	78-79		
Black Non-Hispanic	7.6	7.1	9.9	7.4	4.6	3.9	4.2	3.8	10.4	9.8	17.7	20.4	9.2	8.8
White	88.3	88.6	81.8	84.1	78.0	81.0	91.8	92.9	85.8	87.1	77.4	73.8	85.8	86.2
Hispanic	1.4	1.5	1.1	1.4	2.0	1.4	1.2	1.1	2.0	1.4	2.6	4.1	2.6	1.7

Source: Illinois Board of Higher Education

A similar picture is revealed when these total figures are disaggregated into fields of study, as we have done on the next page. The fact is that only three fields--interdisciplinary studies (15.4%), communications (10.8%), and public affairs and services (13.0%)--awarded more than ten percent of its degrees to Black students. (This excludes law which had only five B.A. degrees.) Even more revealing is the fact that eleven fields awarded fewer than five percent of its degrees to Blacks. These figures are to be interpreted in light of the fact that in 1980 Black people comprised about 14% of the total Illinois population (much higher in Chicago where most students are enrolled). Furthermore, Blacks in Illinois are an even higher percentage of the college-aged population, with some sources indicating the over 17% of the 20-24 year old population is Black.

B.A. Degrees Conferred - Illinois Colleges and Universities
1978-1979

<u>Codes</u>	<u>Total</u>	<u>Black</u>	<u>%Black</u>
1400 Law	5	1	20
4900 Interdisciplinary Studies	1581	246	15.5
2100 Public Affairs & Services	1725	224	13.0
0600 Communications	1441	156	10.8
0800 Education	5591	545	9.7
2000 Psychology	1630	153	9.4
1200 Health Professions	3588	300	8.4
2200 Social Sciences	3783	307	8.1
1000 Fine & Applied Arts	2136	136	6.4
1300 Home Economics	1002	61	6.1
1500 Letters	1794	104	5.8
0500 Business & Management	7456	392	5.3
1700 Mathematics	599	27	4.5
0400 Biological Sciences	2463	108	4.4
0700 Computer & Info Sci	504	21	4.2
1600 Library Science	26	1	3.8
0900 Engineering	2795	91	3.3
1100 Foreign Languages	504	16	3.2
0200 Architecture	354	9	2.5
0300 Area Studies	45	1	2.2
2300 Theology	246	5	2.0
1900 Physical Science	848	15	1.8
0100 Agricultural & Natural Resources	872	2	0.2
<hr/>			
Totals	40988	2919	7.1 %

AFFIRMATIVE ACTION

"The implementation of efforts to ensure equitable treatment for all students and employees in postsecondary education institutions is the responsibility of governing boards and institutional administrators. The Board of Higher Education has a responsibility to assume a leadership role regarding these issues. Some systems and institutions in Illinois, at their own initiative, have made substantial progress in this area. The recommendations of this Master Plan represent policy and procedural suggestions for systems and institutions for continued improvements and progress. There must be an effort to eliminate present inequities affecting women and minorities in all areas of enrollment and employment."

This is the basic affirmative action statement in "A Master Plan for Post-Secondary Education in Illinois" published in 1976 by the Illinois Board of Higher Education. The document later states:

Every college, university, governing board, and coordinating board should assign priority to affirmative action as an institutional objective. Accordingly, the chief administrative officer should actively and positively promote affirmative action in all practices and policies regarding employment, enrollment, and the allocation of resources. (p. 42)

While these are admirable policies, our investigations lead us to serious questions as to the extent that these policies have been taken seriously and implemented by Illinois institutions. A few examples will suffice, limited because we are still compiling a composite picture of affirmative action in Illinois higher education.

Statistics published by the Illinois Board of Higher Education show that Blacks still do not have equitable access to higher education oppor-

tunities in Illinois. Though comprising about 13.6% of the Illinois population, Black comprised only 11% of the enrollment at public senior universities--6.5% at Board of Regents institutions, 8.2% at the University of Illinois (3.5% at Urbana, 5% at the Medical Center); 10.5% at Southern Illinois University, and 20.4% at the Board of Governors institutions. The largest number are in community colleges--15.5% of the total enrolled. The percentage of Black students at private institutions are not as high and are declining. For example, enrollment of Black first year students at Northwestern University declined by 30% in 1980-81.

A similar pattern of racial discrimination against Blacks exists in the area of faculty and staff employment. For example, a recent article entitled "Feds are Reviewing UICC for Affirmative Action" (Chicago Illini, March 2, 1981), cited federal reports which revealed that academic employment of Blacks at Circle Campus declined from 4.6% (41) to 3.5% (25) between 1977 and 1979. "Blacks are 50% of the clerical staff and 80% of the maintenance staff, but less than 5% of the faculty. Minorities also tend to be paid less for doing the same job, . . . \$9,000 to \$13,000 less." Black faculty employment at the University of Illinois-Urbana fell from 49 in 1970-1979 to 45 in 1979-1980.

I.C.B.S. is currently compiling statewide statistics on employment and enrollment. But these examples from information already available appear to accurately represent the general pattern. We are concerned that the Illinois austerity budget will hit hardest at Black people who historically have not been equitably included in the mainstream of Illinois higher education even when there was no financial crisis.

AFRO-AMERICAN STUDIES AT
EASTERN ILLINOIS UNIVERSITY: A RELEVANT CASE

PROGRAM

The Afro-American Studies Program at Eastern Illinois University was formally launched in the Fall of 1970. As with most programs throughout the U.S., it reflected the campus ferment of the late 1960s. Along with increasing Black enrollment after the assassination of Dr. Martin Luther King (there were only five students at Eastern Illinois University in the late fifties), the University also initiated a series of Black history, music, and art courses. The development of the Afro-American Studies Program was an effort to give the offerings a central coordination and programmatic structure.

The goals of the program were recently stated as the following:

- 1) to provide courses to support the undergraduate major and minors in Afro-American Studies;
- 2) to provide an Afro-American Studies service course for University general education;
- 3) to provide extracurricular activities to help expand the knowledge of Afro-American culture and heritage; and
- 4) to provide a support function for those departments which offer courses in the Afro-American Studies interdisciplinary major and minor.

A more general description of the program is contained in its recent program brochure:

This program is designed for all those who wish to explore the many facets of the Black experience from a multidisciplinary approach, while maintaining academic standards of excellence and thoroughness. Such training, the faculty believes, will prove useful regardless of the careers chosen by those who undertake the curriculum.

Afro-American Studies at Eastern Illinois University focuses upon the creation of viable democratic institutions which could make American society less racist, and hence more responsive to the needs of all Americans.

It looks not only at the effects of America upon Blacks; but, also at the effects that Blacks and other minorities have made and are making upon America. The heart of the curriculum is a fundamental belief in a humanism designed to produce a more truly pluralistic society which honors the dignity of all people.

A student may earn either a Bachelor of Science degree with a major in Afro-American Studies or Teacher Certification with a minor in Afro-American Studies. A non-certification minor is also available for the student who wishes to supplement his or her major field of study. Students majoring in other fields may further use courses in Afro-American Studies to satisfy certain university requirements and as electives.

The same program brochure also contains an important statement regarding the employability of Black Studies Majors:

The vocational outlook for Afro-American Studies majors is a bright one. Persons who elect Teacher Certification with such a background are in demand as teachers in secondary schools throughout the nation, not only as teachers of Black Studies; but, because of the breadth of their training, as teachers of History, Literature, Government, Psychology, Sociology, and Social Studies. Afro-American Studies majors, in addition to being well suited for urban and community planning, and political positions, are being hired by industries and public service institutions as personnel counselors, employee relations advisers, program coordinators, public relations consultants, social workers, school guidance counselors, project researchers, professional interviewers, recreation leaders, organization analysts, social therapists, and administrators. The background of information and attitudes obtained in a Black Studies program fits one for entrance into law school, and many other professional programs. Majors may continue their particular interest as graduate students in Political Science, History, English, Psychology, Sociology, Anthropology, Economics, or Guidance and Counseling. An Afro-American Studies major will enhance any vocation or profession with a thorough understanding of the central themes of the Black Experience.

Two years ago, the unit underwent the Illinois Board of Higher Education's annual five year review. It revealed that the program had substantial prob-

lems. A low number of majors led the Board to question the "educational and economic justification" of supporting a Bachelor of Science degree in Afro-American Studies. According to the program's director: "Fortunately, the Illinois Council of Black Studies (I.C.B.S.) was founded at the same time we were struggling to find a way to preserve the program. This statewide organization proved to be an invaluable resource in terms of creative ideas, potential guest speakers, grant expertise, and entry into a network of experienced Black Studies professionals. Utilizing the resources of I.C.B.S. and the opportunities provided by the February I.C.B.S. meetings in Springfield to develop and maintain a statewide profile with agencies and the state legislature, we implemented a major revision of the program structure. After two years of struggling and support from other I.C.B.S. schools undergoing similar reviews, the I.B.H.E. recently (May 1982) approved a recommendation placing the program's major back into the regular five year review cycle." The number of majors has increased to 11 and the curriculum offerings have been substantially revised.

STRUCTURE

(a) Functional Structure. The program is housed in the College of Arts and Sciences and reports to its Dean. Ultimately, it is responsible to the Vice President for Academic Affairs, the chief academic officer. In this way, the program meets the important criteria that Afro-American Studies operate within the academic mainstream of the university. This has served to facilitate the cooperation of other Arts and Sciences departments.

(b) Operating Structure. The administrative staff consists of a half-time director and three student workers. The director supervises the courses of the major and minors, advises the majors/minors, teaches the program's one core course, supervises the staffing and scheduling of the thirty courses in twelve different departments, and schedules a variety of extra-curricular activities.

The director is advised by an Afro-American Studies Committee consisting of a campus-wide cross-section of minorities and non-minorities-- students, faculty and staff. The committee's membership fluctuates from seven to ten members. The committee is appointed annually by the Dean of the College of Liberal Arts and Sciences in consultation with the director. The composition of this body allows a variety of inputs into the program's direction.

Program status has obvious weaknesses. One position of the external reviewer* employed by Eastern Illinois University to review its program in 1981 was "to strongly urge that the administration of Eastern Illinois University to change the present Afro-American Studies "program" to the Department of Afro-American Studies in both name and structure." He further stated that "it is my considered judgement that Afro-American Studies at Eastern Illinois University should not be just another 'special' or 'minority' program which is handicapped by administratively induced discrepancies in expectations, policies, and effectiveness."

The cost for Afro-American Studies at Eastern Illinois University are extremely moderate. Staffed exclusively by a half time director on a nine month contract with three student workers, the program cost is \$37.65 per credit hour. Across the state, the average expended to support other

* Dr. Joseph Russell, Executive Director, National Council for Black Studies

Black Studies units, programs in some other fields is much higher (more than \$60). Afro-American Studies at Eastern Illinois University is thus cost efficient for its wide variety of activities. While the program's overall costs are well below the state's average expenditures, the low figures also point up a serious problem in staffing. The addition of secretarial support and additional instructors to staff the program's twice over-subscribed core courses are very essential if the quality of instruction and public service is to be improved.

(c) Physical Structure. The Program is currently housed in a single office located in the Sociology Department, the home department of the program's chair. The office is divided into two sections--one serves as the chair's office, the other as a general reception area and workspace for student clerical staff. There is no room exclusively reserved for use by the program to facilitate the display of cultural materials, books, nor for program seminars and discussions.

STUDENTS

From only five Black Students in the late 1950s, Eastern expanded its enrollment of Blacks substantially in the early 1970s. As the following figures indicate however, there is a troublesome decline in the number and percentage of Black Students since 1977.

	Black Students	Total Students	Percentage Black
1980	598	10,744	5.6
1979	615	10,538	5.8
1977	610	9,384	6.5
1976	652	9,923	6.6
1975	550	8,994	6.1
1973	444	8,026	5.5
1972	420	8,935	5.2

(Source: I.B.H.E., Data Book on Illinois Higher Education, 1973-1981)

The 15% decrease in the percentage of Blacks since 1977 parallels what is happening on many Illinois campuses. A similar situation exists with regard to degrees conferred. In 1979, Eastern awarded to Black students the following Bachelor of Arts degrees: 1 of 117 degrees in engineering (0.9%); 12 of 360 degrees in business management (3.3%); 17 of 473 degrees in education (3.6%); and 11 of 151 degrees in social science (7.3%). At the masters level, no degrees were awarded out of 25 in biological science and 22 in health professions. One of 41 degrees in business management (2.4%), 6 of 208 degrees in education (2.9%); and one of 39 degrees in social science (2.7%) were awarded. (Source: IBHE)

With regard to student involvement in Black Studies, the situation is very positive. The Program's core course attracts twice as many students as it is able to enroll. This indicates a firm basis for expanding the program. In addition, students participate actively on the Program's advisory committee and in non-classroom cultural and educational activities.

AFFIRMATIVE ACTION

There are relatively few Black faculty at Eastern Illinois (approximately 10) and the number has declined in recent years.

In the twelve years of the program's existence, it has aided immeasurably in the recruitment of both minority students and faculty.

According to the director: "University recruiters utilize the program's brochure as a recruiting aid to demonstrate the institution's active commitment to minority students. On the faculty level, the staffing needs

for the various Afro-American Studies courses have resulted in the hiring of several part-time temporary instructors. This action has increased the minority presence on campus and provides some badly needed role models. Therefore, having the program on campus has proved to be extremely beneficial from an affirmative action standpoint."

In summary, The Afro-American Studies Program at Eastern Illinois University is an example of a quantitatively small program--underbudgeted and understaffed, according to external reviewers. But, it is also a program which has maintained high quality and exerted a positive and widespread impact on the campus. In recognition of its excellence, it received the 1980-81 "Pacesetter Award in Multi-Cultural Education" from Illinois State Board of Education.

The key to its success, in part, lies in having an independent administrative structure with a director released from some teaching responsibilities to pursue the coordination of campus-wide activity. This is an important lesson which should be studied by administrators at Illinois State as they decide to terminate the administrative structure which has developed Ethnic Studies on its campus.

ETHNIC STUDIES AT ILLINOIS STATE UNIVERSITY

General Introduction. Illinois State University has the distinction of being the first public institution of higher education established in the State of Illinois. It is located in Normal-Bloomington, a middle size urban area (in 1980, 119,149) with a population of 4743 or 4.3% Black. It is about 130 miles from Chicago.

In 1976 Master Plan for Post-Secondary Education, the Illinois Board of Higher Education. said this about the institution.

Illinois State University should continue its major thrusts as an undergraduate and master's degree institution with selected doctoral programs and with strong emphasis on the discovery and transmission of knowledge. The University should continue to distinguish itself as a State and national leader in the art, science and content of education at all levels. In keeping with this mission, the University should maintain its existing strong liberal arts and professional programs in its attempt to develop a national reputation as a center of excellence in public postsecondary education. At the master's degree level, Illinois State University may develop a limited number of new programs based upon its undergraduate offerings.

A self-description in its 1982-83 catalogue reads:

The University seeks to provide an atmosphere in which an excellent faculty interacts with capable students in and outside the classroom to produce educated citizens as graduates. In addition, the University recognizes that knowledge occurs not only in classrooms, laboratories, and libraries, but also in living units and in rich profusion of social, recreational, and artistic activities that are provided for the students, faculty, and staff, and community.

Twenty-five percent of all Illinois State University degrees are awarded in education and twenty percent in business. Its library contains almost 1.1 million volumes, about 896,000 microfilm items, and it subscribes to 5529 periodicals, according to the general university catalogue.

PROGRAM

The Center for Ethnic Studies at Illinois State has its roots in the same national developments as do most Black Studies programs in the United States. The following excerpt is taken from a 1973 university document.

At Illinois State University, the Center for Ethnic Studies represent a logical extension of a variety of programs designed to respond to the needs of specific ethnic groups--especially the Ethnic and Cultural Studies program.

The origin of the Ethnic and Cultural Studies Program extends back to the mid 1960s when Black students at Illinois State University requested specific on-campus activities concerned with the Black Experience. By 1968, the newly formed Black Affairs Council hosted a meeting of interested students and faculty who expressed the need for more academically related courses and activities. During the same year and part of the following year, the Black Fine Arts Festival was born. This festival was designed to obtain and promote the highest forms of the fine arts available, expressing creative contributions peculiar to the Black Experience.

The success of the Black Fine Arts Festival in its earlier years created a need for further pursuit into the Afro-American art form. The Multi-Cultural Arts program was the result of this interest. The first courses relative to the Black Experience were in art and music.

Efforts in Ethnic Studies were funded by the general administration.

A group of professors were charged to search out what was viable for Illinois State University. Meetings took place over three summers. During the year, a number of programs were studied, including Rutgers and the programs at Fisk and Indiana (the Black Music Institute).

In 1971, a proposal to establish a "Center for the Studies of Multi-cultures" was prepared for submission to the National Endowment for the Humanities. Identified as "persons having direct responsibility" for the

proposal were Professors William Colvin, Sydney Hibbert, Frank Suggs, George Taylor and others. Additional persons who "contributed to the development of this proposal and who will be available to assist in the implementation of the programs" were Professors Charles Morris and Darryl Norton.

The Center's educational program was organized around four courses:

- (1) Study of Afro-American and International Theatre
- (2) Study of Afro-American and International Music
- (3) Study of Afro-American and International Arts
- (4) Study of Afro-American and International Dance

It also proposed to present cultural programs, attract international instructors, establish a research focus, develop a community service program, provide a laboratory or inservice workshop and offer degree credit hours. An initial focus was the Black Arts Festival, a series of speakers and performances.

In August 1973, "A Proposal for A Minor in Ethnic and Cultural Studies" was prepared. The rationale is a clearly stated and persuasive one and we quote it in its entirety:

RATIONALE FOR AN ETHNIC AND CULTURAL STUDIES PROGRAM

Ethnic Studies represent an attempt to conceptualize what has been the experience of non-whites in the United States, and are now generally recognized in the academic community as appropriate areas of study and investigation at the collegiate and university level.

The standard curriculum of American institutions of higher education is oriented to whites and to the western world. Moreover, the standard curriculum usually ignores or treats inadequately the historical and contemporary roles of non-white people in American culture. This curriculum inadequacy has precipitated a call for Ethnic and Cultural Studies by both non-whites and concerned whites.

There are several reasons for establishing an Ethnic and Cultural Studies program. Perhaps the single most compelling reason is to rectify the historic omissions and distortions of the role and contributions of non-whites to the national experience. All students need to examine the inclusive study

of American and world civilizations and know that non-whites have been a significant and constant factor in history and culture.

Secondly, the bearers of these ethnic traditions who live amongst us have every reasonable right to have such knowledge available for their own intellectual stimulation and edification. Properly taught, Ethnic and Cultural Studies may foster a strong sense of identity and pride of self, an essential element in the development of the total being, among the bearers of these cultural backgrounds and a deeper understanding and appreciation of these experiences by all.

Thirdly, there will be some students who plan, after graduation, to work in the inner city or with the rural poor. The standard collegiate curriculum has not usually prepared students to deal with the myriad aspects of problems confronting America's racial and cultural minorities. It is felt that the availability of a minor in Ethnic and Cultural Studies will enhance the university curriculum in general and the teacher education program in particular.

Finally, the concept of Ethnic and Cultural Studies is potentially one of the most seminal concepts to be expressed in American education. It represents both a challenge and a promise. The challenge lies in the adaptability of American education to the demand for a new and innovative curriculum. The promise lies in the possibility that Ethnic and Cultural Studies can serve as an instrumentality by which the university community is enabled to become, in truth, what it professes to be: a center inviting and conducting inquiry among all men and women, without fear or favor.

The program was interdisciplinary drawing on courses from several departments and offering specializations in Afro-American Arts, Afro-American Studies and Chicano-Puerto Rican Studies. As a further statement of academic justification, the proposal stated:

The proposed program would implement, in part, recommendations of the Academic Plan (1973-78) approved by the Academic Senate in August. Specifically, priority number eight states that "The University supports programs, courses, and administrative policies which aid culturally and educationally disadvantaged students and which take cognizance of, present scholarly information about, and preserve minority cultural heritages." The expanded statement of this priority asserts that "Increasing commitment to minority

students requires a commitment to employ more faculty members representative of minority groups. It also requires an integration into the curriculum of information about minorities and the preservation of minority cultures." The development of the proposed program, therefore, will enable the University to demonstrate its commitment in this area.

We quote these statements in full because they are still appropriate in 1982. Moreover, they do not seem to be enough at the Center of current discussion regarding the future of Ethnic Studies or Black people at Illinois State University. In fact, these statements are the touchstones that we should use in assessing Illinois State University's commitment in this area.

The proposed minor was approved by the Board of Regents. The only comment came from one Regent who raised "the furor caused by such courses." He requested that Illinois State

survey this after a period to see if these courses are taken by non-black as well as black students. If such courses are to be dignified in the curriculum, they would be worth even more to non-blacks.

On April 15, 1976, a proposal to create a Center for Ethnic Studies as an administrative unit with a FY1978 funding level of \$102,310 was presented. Its stated purpose was to "provide coordination of the instruction, research, and public service educational programs focusing upon the study of American ethnic cultures with specific emphasis on the State of Illinois."

Objectives included (1) instructional activity (coordinating) new and proposed course offerings and coordination of the Ethnic and Cultural Studies Minor); (2) research activity (developing cooperative projects); (3) public service activity (on and off campus seminars, courses, performances "designed to provide knowledge of ethnic cultures in Illinois . . . to bear upon solution of problems in society." This particular proposal stressed that "there is need to provide coordinated development of these existing and yet to be devel-

oped ethnic studies educational programs. Creation of the proposed Center would provide leadership and resources appropriate to this purpose.

The proposal also stressed that "the Center would not attempt to duplicate the functions of existing programs or agencies, such as the High Potential Student Office, or the Student Counseling Center. Instead, "the Center would act as an information resource center supplementing existing programs when and wherever possible."

In May 1976, the proposal for a Center for Ethnic Studies was introduced to the Academic Senate with a report that "the Academic Affairs Committee by a vote of 4 - 1 - 2 recommended that the Senate not pass the proposal.

Mr. Parr called upon Mr. Christiansen to introduce the proposal. Mr. Christiansen reported the Academic Affairs Committee by a vote of 4 - 1 - 2 recommended that the Senate not pass the proposal. For the purpose of opening debate only, Quane moved to approve the proposal for a Center for Ethnic Studies with the deletion of page 4 and of the third paragraph on page 5. Mr. Hickrod reported that \$102,310 in new state resources are to be requested for FY1978 if the Center is approved. He added the Budget Committee sees Center and the like as a good way to bring new research money to the University, but he cautioned that new state support may not be ultimately allocated. Lengthy debate on the motion ensued, centering largely on the academic merits of the proposal versus the impact on existing programs were the Center to be funded through internal reallocation of resources. The makers of the motion interpreted it to mean that if new state funding is not forthcoming, the Center be reconsidered by the Budget Committee. The motion passed on a roll call vote of 31 - 10-- 1.

The clear implication here is that the Center was not viewed as important enough by the Senate for substantial University funding.

In 1978, Jacqueline Bontemps (Ph.D., Associate Professor of Art) became Director of the Center of Ethnic Studies, succeeding William Colvin (Ph.D., Associate Professor of Art), its first director. Activities of the Center fall into three main areas: curriculum, public service, and research.

Curriculum. The Center coordinates the Minor in Ethnic and Cultural Studies, an interdisciplinary program drawing on courses offered by several departments in different colleges. Six programs make up special areas within the minor: Afro-American Arts, Afro-American Studies, Bilingual Studies, Chicano-Afro-Hispanic Studies, Women Studies and General Ethnic and Cultural Studies.

According to a recent Illinois State University publication, "the minor serves a special role in providing future elementary and secondary school teachers with a perspective that will prove useful in educating students of different cultural backgrounds." The publication added that "in continuing effort to bring breadth to the program, Dr. Bontemps meets with students, teachers, and chair persons in various disciplines to review what courses are being offered and what new courses should be added."

A key aspect of the Center's work in this area--since it is not responsible for teaching the courses--is monitoring and publicizing what is available. A very colorful and informative brochure has been produced describing the minor, and the Center coordinates the compilation of listings in the University catalogue. (See appendix)

Public Service. The best description of the Center's non-class educational contribution is found in the same university publication. The Center plays an important role in what goes on outside the classroom as well. Each year, it promotes numerous activities, many of which focus on the achievement of different cultures. Dr. Bontemps notes that "the Center is receptive to any good idea for an activity or program, especially one that will have a wide appeal for students and the community. In fact, individual students, student groups, faculty, and community groups have all helped initiate

programs in the past, and several programs have become popular annual affairs."

The Ewing Arts Festival, co-sponsored by the Center and the Department of Arts Festival, co-sponsored by the Center and the Department of Art has attracted 4,000 people a day to its arts and crafts displays, food booths, puppet shows, and other activities.

A high point of activity is the annual observance of Black History/Black Liberation Month in February. The observance at Illinois State University is one of the most well organized and impressive activities in Illinois. The programs have featured a number of nationally prominent speakers and have excelled in exposing the Illinois State University community to perspectives from social scientists, artists, activists, policy makers and others.

Research. It is in this area that the Center for Ethnic Studies has excelled. Dr. Bontemps, an accomplished artist and arts educator/administrator, has succeeded in gaining significant outside funding for various projects.

Most significant is "Forever Free: An Exhibit of Art by African-American Women, 1962-1980" for which Dr. Bontemps served as director-curator. The exhibit included 118 works by 49 artists and was viewed in six cities between January 1981 and February 1982.

It was supported by funds from the National Endowment for the Arts, the National Endowment for the Humanities, the Illinois Arts Council, State Farm Insurance Company, Golden State Mutual Life Insurance Company, and the Links, Incorporated, among others.

The exhibition Catalogue, edited by Arna Bontemps and published by the Center for Ethnic Studies, will surely become a collector's item because of

the neglected theme it chronicles so professionally.

The Center for Ethnic Studies and Dr. Bontemps are now working with other faculty in developing proposals in other areas. This is especially important to the work of Professor Suggs, director of the Ethnic component in the Illinois State University's Music Department. With his colleagues, he has succeeded in developing a superb track record in the retention of minority students. In March 1982, he hosted the Second Annual Conference on Retention, Graduation and Placement of Minority Undergraduate Music Majors. The proceedings from the conference is being prepared for publication. The Center for Ethnic Studies has been very supportive in cosponsoring a variety of other activities of the Ethnic Music component.

STRUCTURE

Certain clear conclusions about structure emerge from our careful assessment of the history of Ethnic Studies at Illinois State University. It is quite clear that Illinois State University did not put its money where its commitment was with regard to creating a viable Ethnic Studies program. At no point was there clear hard money budgetary commitment to the program. While proposals generated for external funding suggested a budget of more than \$100,000 annually, it appears as if actual Illinois State University funding has totaled about \$15,000 per year. In fact, this is the amount of funds which will be saved if the administrative cost center is eliminated as recommended by the President of Illinois State University in February 1982.

Thus, while Illinois State University professes a commitment to "integration into the curriculum of information about minorities" and related goals, it is clear that this commitment was never translated into sufficient funding for the role projected for the Ethnic Studies Center.

In fact, our investigation suggests that this commitment and the Center were only to be implemented if outside funding was available. The Center has thus functioned with a minimum of university funding--never more than \$20,000, the amount which would be saved if the Center is abolished.

Ethnic Studies at Illinois State University has faced other obstacles in its development. One Black administrator with a long tenure on the Illinois State University campus cited several difficulties which have hampered Ethnic Studies and which emanated from the Illinois State University administration. Despite a "big master plan" for the Center, he stated that three changes in top administrators with "different ideas" impeded development. There were also conflicts at the departmental level with regards to released time for faculty. Now, "we have come full circle and the relevancy of Ethnic/Black Studies is again being questioned."

Another faculty member we interviewed confirmed the second point above. Ethnic Studies courses "were forced on departments by administrative fiat and this created friction." Additional problems arose because faculty in Ethnic Studies were not evaluated by their departments for teaching in this area.

Several interviewees agreed that while faculty support has been strong, it is often not broad enough. Building faculty involvement has been made more difficult because many faculty interested in and supportive of Ethnic Studies have been denied tenure.

As with most Black Studies programs in the United States, Ethnic Studies at Illinois State University as it developed reflected the particular strengths and weaknesses of local conditions. The Black Arts Festival was the first entity funded by ISU and its mission as stated "was

to obtain and promote the highest forms of the fine arts available, expressing creative contributions peculiar to the Black Experience." Many of the most involved Ethnic Studies faculty were in Fine Arts as well, including its only two directors--both from the Art Department. It is therefore quite understandable and logical that the College of Fine Arts has remained the core of Black Studies/Ethnic Studies, and its most ardent supporter. It is also no surprise and understandable that most of its programming and research has been in this area. Conversely, there has been insufficient involvement from other divisions of the University (e.g., social sciences, education, etc.)

There is an obvious relationship between these two aspects of structure, one that reflects a national pattern in the development of Black Studies. Without administrative autonomy and independent funding, Black Studies/Ethnic Studies is hampered in its efforts to broaden the base of involvement to include other university divisions. Courses which are taught and faculty activity are dictated by departments which control budgets. Interdisciplinary programs are unable to arrange for new and creative courses without the consent of departments, which are themselves budgetarily constrained.

Given the fiscal constraints of this period, not to mention persistent negative attitudes among some faculty and administrators about the importance of Black/Ethnic Studies, this is a difficult situation to be placed in. The directors of the Center for Ethnic Studies and supportive faculty and administrators at Illinois State University are to be commended for having the persistence and ingenuity to accomplish as much as they have, accomplishments which have brought national and

international recognition to Illinois State University and to Illinois higher education.

STUDENTS

About 97% of the students who attend Illinois State University are from Illinois and 39% reside on campus. About 65% of all Illinois State University students receive financial aid. In 1979-80, 86% of all freshmen who applied were accepted. Students "must be graduated from an approved high school with an academic record and test scores which meet the minimum standard of the university. Students must rank in the upper half of their high school class." The median ACT score was 20 (as compared to 18 at University of Illinois-Chicago, 26 at University of Illinois-Urbana, and 20 for Northern Illinois University.).

Full-time equivalent enrollment at Illinois State University has generally increased--8.6% from 1971 to 1980, a growth from 16,847 to 18,292, (This compares with a 1.0% growth for Northern Illinois University, Illinois State University's sister Regent institution). Since 1977, Illinois State University's enrollment has grown from 17,947 to 18,292, a growth of almost 2%.

Since 1977, however, there has been a steady, frightening decline in the enrollment of minority students at Illinois State University, with the largest decline among Black Students. (See Table 1 on following page)

The decrease in the enrollment of Blacks was 23%. In general, the percentage of the four minority groups on campus declined from 11 percent in 1977 to 9.6 percent in 1981. This picture of enrollment is related to similar trends in BA and MA degrees conferred to Black Students in 1976, 1977 and 1979. (See Table 2 on following page)

TABLE 1

Enrollment of Black Students at ISU

		1977	1978	1979	1980	1981
American Indian	No.	71	56	40	48	36
	%	0.4	0.3	0.2	0.3	0.2
Black	No.	1793	1711	1802	1567	1378
	%	9.4	8.9	9.2	7.9	7.0
Spanish	No.	110	103	144	132	119
	%	0.6	0.5	0.7	0.7	0.6
Asian	No.	104	129	275	283	341
	%	0.6	0.7	1.4	1.4	1.8

Source: Illinois State University

TABLE 2

Percentage Blacks Among Degrees Conferred at ISU

(Number in Parenthesis)

	1976		1977		1978	
	BA	MA	BA	MA	BA	MA
Biological Sciences	3.4 (3)	0	3.2 (3)	0	2.5 (2)	0
Business Management	2.5 (16)	0	2.4 (20)	0	2.8 (19)	3.4 (2)
Education	2.8 (33)	2.5 (7)	3.7 (38)	3.0	4.3 (38)	1.6 (4)
Engineering	5.0 (6)	0	8.1 (12)	0	5.6 (8)	0
Health Professions	4.0 (5)	0	9.0 (11)	0	5.5 (8)	0
Letters	1.1 (2)	0	11.6 (19)	8.7 (2)	2.3 (2)	0
Public Affairs	7.0 (2)	0	4.8 (2)	0	10.3 (3)	0

Source: Illinois Board of Higher Education

As on many campuses in the United States, Illinois State University students played a major role through the Black Affairs Council in 1968 in pushing for "more academically related courses and activities." This push led to the Black Fine Arts Festival, the forerunner of the Ethnic Studies Center.

In the fall of 1975, a major confrontation between the Black Affairs Council and the University took place. A list of 20 demands were issued by students, generally calling for greater university sensitivity, leadership and support in resolving issues of concern to Black Students. These demands included an increase in the recruitment and retention of Black faculty, staff, and students; more input by Blacks into student affairs; retraining Civil Service employees to improve racial attitudes and the like. Senator Richard Newhouse (D-Chicago), now Chair of the Illinois Senate Committee on Higher Education, addressed a rally of several hundred students on October 17, 1975. He said their demands were "legitimate questions and do require an answer" and promised to keep tabs on Illinois State University's response to Black Students.

One of the most important aspects of Ethnic Studies at Illinois State University is its relationship to students. It offers important academic support in its coordination of the Ethnic Studies minor. In addition, it offers many programs which are well utilized by students, especially during Black History/Liberation Month in February. Perhaps most important, students have played generally an active and positive role in developing and implementing Ethnic Studies programming. The Black Students Union is a strong supporter of Ethnic Studies and fully cooperates and cosponsors much of its activity. In fact, student activities

Illinois State University

General Information

Ethnic Studies-Curriculum

Ethnic Studies-Campus/Community Service

Ethnic Studies-Research

fees are the main source of funding for Ethnic Studies programming, especially important since sufficient funding is not available from the university. This fact attests to the support of students for activity of the Center for Ethnic Studies, as do recent protests (see Appendix).

In addition, there appears to be solid student interest in Ethnic Studies as reflected in course enrollments. The three courses in Afro-American Arts have maintained a stable enrollment since 1979, one enrolling an average of almost forty students for four consecutive quarters and another with more than sixty enrolled each quarter that is offered.

Overall, this student faculty cooperation in Ethnic Studies plays a key role in creating a more positive atmosphere for Black and minority students at Illinois State University.

AFFIRMATIVE ACTION

An expanded statement of priority number eight in the Illinois State University Academic Plan (1973-1978) approved by the Academic Senate asserts that "increasing commitment to minority students requires a commitment to employ more faculty members representative of minority groups." It does not appear that Illinois State University has implemented its affirmative action commitment.

In the Fall of 1980, ISU employed 826 full-time faculty (165 men and 213 women). 59% of these faculty were tenured. Average salary of full professors was \$39,121, for associate professors, \$34,210, and for assistant professors, \$24,350.

Exact numbers bearing on affirmative action requested from ISU

CONCLUSIONS AND RECOMMENDATIONS

officials have not been received and figures from the Illinois Board of
PROGRAM

Higher Education will soon be available. Fewer than fifteen is one estimate.

The evaluation of Ethnic Studies at Illinois State University reflects

In the absence of such figures, we can firmly state, based on the particular strengths and weaknesses of most institutions and of a extensive interviews with faculty, staff, and administrators, that field of study still emerging. Substantial headway has been made toward there is a general decline in the numbers and percentages of Black faculty, consolidation. The Center for Ethnic Studies is to be commended for its staff and graduate students at ISU. In the words of one ranking University official: "We have fewer Black faculty members than we did five years ago. In terms of our overall Black employment, we probably have its internationally recognized projects on Black women artists.

The Ethnic Studies minor, in general, and its Afro-American Studies less than we did five years ago. In terms of graduate students, we are and Afro-American Arts components, in particular, should be reviewed and lacking in terms of recruitment and graduating Black Studies. We are revised along the lines of the Curriculum Standards Report of the National Council for Black Studies (see appendix). Especially should consideration in the near future."

be given to developing a new core introductory course in this area as a step toward assuring that the ISU minor meets the minimum standards established by the National Council for Black Studies. We also recommend more active involvement in the activities of the Illinois Council for Black Studies, the National Council for Black Studies, and other relevant professional organizations in the general field of Afro-American Studies.

STRUCTURE

Our findings indicate gross inconsistencies in the stated commitment of ISU to Ethnic Studies and its actual track record in establishing and adequately supporting a structure to realize the University's stated goals. WE RECOMMEND VERY STRONGLY THAT THE DECISION OF ISU'S PRESIDENT LLOYD WATKINS TO ABOLISH THE CENTER FOR ETHNIC STUDIES BE IMMEDIATELY REVERSED. It is quite clear to us that elimination of the administrative cost of the Center for Ethnic Studies effective July 1, 1982 will severely

CONCLUSIONS AND RECOMMENDATIONS

PROGRAM

The evaluation of Ethnic Studies at Illinois State University reflects the particular strengths and weaknesses of most institutions and of a field of study still emerging. Substantial headway has been made toward consolidation. The Center for Ethnic Studies is to be commended for its strong showing with only minimal university funding support, especially in its internationally recognized projects on Black women artists.

The Ethnic Studies minor, in general, and its Afro-American Studies and Afro-American Arts components, in particular, should be reviewed and revised along the lines of the Curriculum Standards Report of the National Council for Black Studies (see appendix). Especially should consideration be given to developing a new core introductory course in this area as a step toward assuring that the ISU minor meets the minimum standards established by the National Council for Black Studies. We also recommend more active involvement in the activities of the Illinois Council for Black Studies, the National Council for Black Studies, and other relevant professional organizations in the general field of Afro-American Studies.

STRUCTURE

Our findings indicate gross inconsistencies in the stated commitment of ISU to Ethnic Studies and its actual track record in establishing and adequately supporting a structure to realize the University's stated goals. WE RECOMMEND VERY STRONGLY THAT THE DECISION OF ISU'S PRESIDENT LLOYD WATKINS TO ABOLISH THE CENTER FOR ETHNIC STUDIES BE IMMEDIATELY REVERSED. It is quite clear to us that elimination of the administrative cost of the Center for Ethnic Studies effective July 1, 1982 will severely

weaken the University's commitment and its capacity to continue its support of the instructional and educational programs in this vital and essential area.

Further, we have concluded that the achievements of the Center after a five year period of existence with only minimal University support is more than an ample basis for expanding its University funding and its scope of operation. In fact, the Center is a model which should be held up and emulated within the University and within the State for its pursuit of academic excellence and social responsibility while operating under fiscal constraint. Additional university funds would allow the development of greater programmatic and structural integrity (e.g., a series of core courses in the Ethnic Studies minor).

This particular conclusion and recommendation regarding maintaining the Center for Ethnic Studies is consistent with those of the recently published national report on The Higher Education of Minorities (Higher Educational Research Institute, 1982), funded by the Ford Foundation. It recommended "That the trustees, administrators, and faculties of colleges and universities give strong and visible support for the development of ethnic studies programs, so that the perspectives added by such programs will be available for the benefit of all students, minority and majority". As part of its rationale, it stated words quite appropriate to repeat in light of the decision of President Watkins of ISU to terminate the Center for Ethnic Studies:

On some campuses, ethnic studies programs go side by side with an ethnic center, which attempts to address some of the social and personal need of minority students and faculty in predominantly White institutions. In addition to giving both minority and majority students a new perspective on the total American experience, ethnic studies

have contributed to the college community's enriched awareness of minority literature, art, and music. Over the past decade or so, scholarly inquiry into the presence, experience, and contributions of the various minority groups in the United States has produced fruitful results. Nonetheless, ethnic studies still have not gained respectability in the eyes of many academics, and their very survival is now threatened by fiscal exigency and by growing indifference to minority concerns.

It is also imperative that we also recommend that the Center for Ethnic Studies seek to broaden the base of participating faculty, departments, and schools within the University. This might take the form of a regularly rotating chair, a more active campus wide faculty advisory committee, joint faculty appointments, cooperative development of research projects, and incentives like released time for new course and research development. A special relationship should be established with graduate students along these same lines. All of this will require a renewed commitment from ISU to realize goals which were stated initially when the program was created.

More ample physical space is also recommended.

STUDENTS

The decline in Black student enrollment at ISU and the declining percentage of degrees awarded to Black students is cause for great concern. This is especially true since ISU is the first tax-supported Illinois college, and one that awards forty-five percent of its degrees in two areas of great interest among Black students--education and business. We strongly commend ISU's administration for creating a special task force to assess its retention of minority students. We recommend that this report be widely discussed by the entire ISU community and that far-reaching policy changes be made. Further, we urge that it be shared with the Illinois

Council for Black Studies and other interested bodies since the same problem exists on many campuses within the state.

AFFIRMATIVE ACTION

Our findings indicate that ISU is falling behind in its responsibility with regard to affirmative action. There is a need for a special task force of Black and minority faculty and others to assess the problems in this area and to advise and monitor affirmative action policies and practices of the University and its units. The ISU administration should also recognize that the negative image resulting from the well-publicized decision to terminate the Center for Ethnic Studies further erodes the attractiveness of its campus to Black and minority faculty and to graduate and undergraduate students. A special incentive fund should be established in the President's office to spur departments in their recruitment and hiring of Black and minority faculty, as well as making such hirings a priority in ongoing recruitment. This will require bold leadership from all levels of the ISU administration.

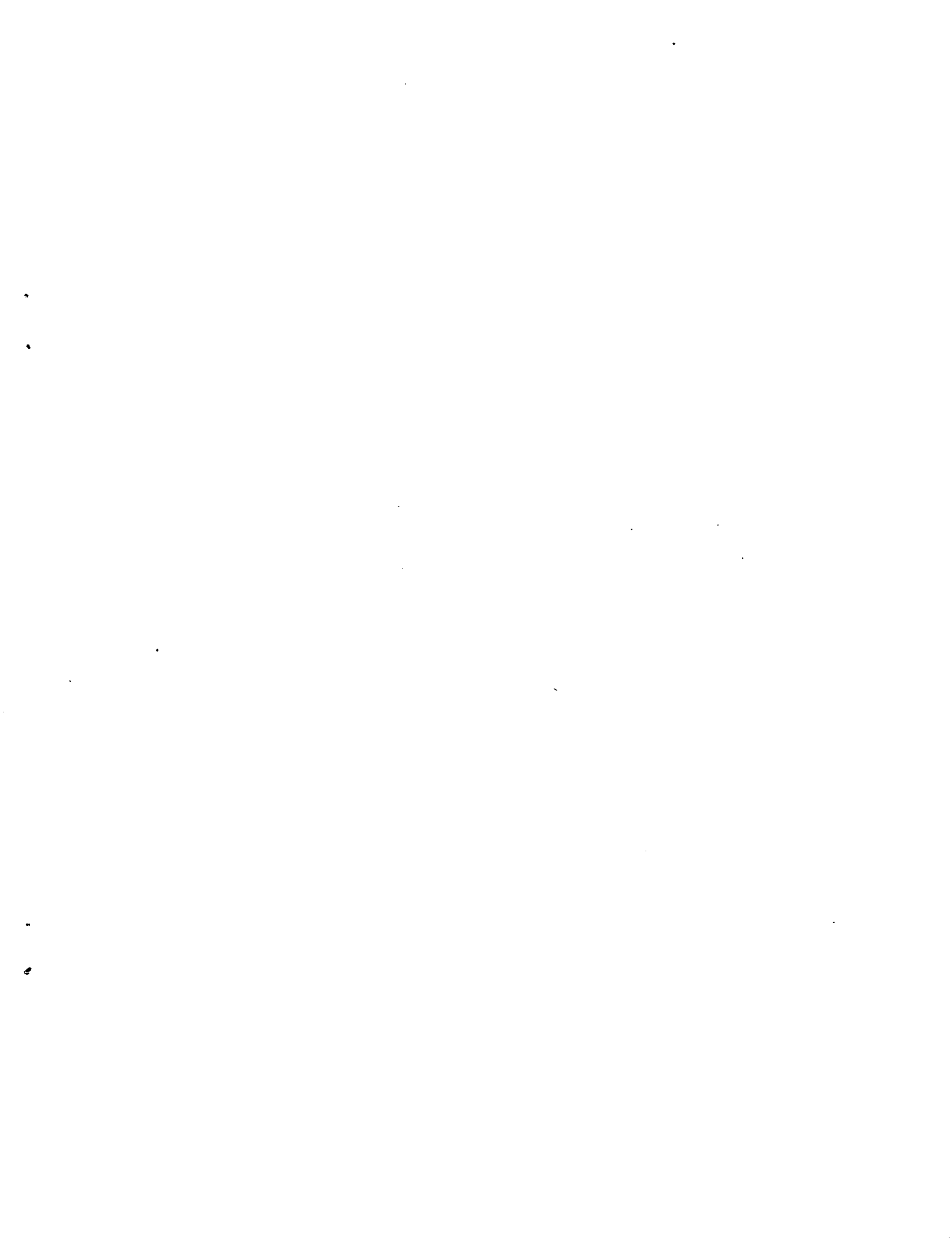
Only such firm steps will restore confidence in the commitment of ISU's administration to "actively and positively promote affirmative action in all practices regarding employment, enrollment, and the allocation of resources", a responsibility assigned to it by the Illinois Board of Higher Education.

In this regard, our concerns again are consistent with the conclusions of the above cited report, The Higher Education of Minorities. It recommends:

- That colleges and universities seek to recruit and hire more minority faculty members, administrators, and student services personnel and make every effort to promote and tenure minority educators. Actions do indeed speak louder than words: no amount of rhetorical commitment to the

principles of equal opportunity, affirmative action, and pluralism can compensate for or justify the current degree of minority underrepresentation among faculty, administrators, staff members, and students in higher education.

- That top administrators, demonstrate their clear and unequivocal support of efforts to recruit, hire, promote, and tenure minorities. In many respects, the administration establishes the campus atmosphere or "tone". Thus, a visible personal commitment to change on the part of one or two senior officials can be critical in effecting increased minority representation on a campus.
- That colleges and universities make every effort to ensure that minority faculty members, administrators, and student personnel workers are represented in all types of positions at all levels within the institution.



A P P E N D I X

National Perspective

March 30, 1981

Black-Studies Professors Say Hard Times Will Undermine Struggle for Legitimacy

By Lorenzo Middleton

SPRINGFIELD, ILL.

Financial troubles may become "the rationale—the excuse—for dismantling black-studies programs," says Gerald A. McWorter, director of Afro-American studies at the University of Illinois at Urbana.

Mr. McWorter was speaking at a meeting between the Illinois Council for Black Studies, of which he is chairman, and a state official whose recommendations often determine whether individual academic programs in the state's 13 public universities live or die.

Such meetings have become more and more common in recent years, as black-

studies faculty members around the country have stepped up their efforts to win a place for their programs in the regular academic structure of their universities.

Those efforts, which center largely on the question of the "academic legitimacy" of black studies, have been intensified by the struggle now going on among all academic programs to survive in the face of budget cuts and retrenchments.

Here in Illinois, last month's meeting between the black-studies council and Robert A. Wallhaus, deputy director of the state board of higher education, was called in response to what Mr. McWorter, chairman of the council, described as a "statewide crisis" in black studies.

The administration of the City Colleges of Chicago, for example, has announced plans to merge the six-year-old department of African-American studies at Olive-Harvey Community College with the department of social sciences, as part of a systemwide economy measure to combine small departments with larger ones.

In another action, the state board of higher education recommended last July that the eight-year-old department of Afro-American studies at Western Illinois University stop offering degrees, because it did not appear to be "economically or educationally justified."

Some of those attending the meeting of
Continued on Page 6, Column 4

the Illinois black-studies council reported a heightened antagonism toward their programs on the part of their colleagues in other departments. They said they were worried that the state board of higher education, in its search for ways to stretch its budget, would soon be joining the attack.

Mr. Wallhaus said little during the meeting to relieve their anxiety.

He noted that the proposal to do away with the degree program at Western Illinois had been included in a recommendation to downgrade 13 small programs at other universities, involving subjects that ranged from geography to music to physics. "The difficulty," he explained, "is that colleges and universities can no longer afford to offer large numbers of programs and courses that serve two or three students."

He admitted under questioning that his office was in the process of reviewing a number of other black-studies programs, and that he had some concerns about their "objectives."

"There is an implication," Mr. Wallhaus said, that the programs "have the obligation of serving black students" to the exclusion of white students. He also noted that some programs seemed to be "heavily oriented to the social and cultural aspects of black studies."

His comments drew a flurry of angry protests from his audience.

"It's a typical racist response to accuse these programs, which are designed to expose and deal with the racism that is at the core of this society, of being somehow academically inferior," said Charles J. Evans, a sociologist at Olive-Harvey.

Essie Manuel Rutledge, chairman of the beleaguered department at Western Illinois, added that the state board was "imposing traditional thinking on these programs, when it was just such thinking that excluded the black experience and black students from traditional academic disciplines in the first place."

After a lengthy and heated debate, Mr. Wallhaus left the meeting promising to support a proposal for a statewide survey of the status of black studies.

"I think I now have a better appreciation of the problems and potential role of black studies," he told a reporter when the meeting was over. "Their principal struggle seems to be one of gaining recognition as legitimate part of the academic experience."

Struggle for Respectability

Black-studies programs have been struggling to win academic respectability since they were first created in the 1960's, often in response to violent protests by black students.

"The response from white administrators was almost totally a political one—keep peace on the campus and placate the students," says William E. Nelson, chairman of black studies at Ohio State University.

"The courses were set up," he says, "with little thought about who would determine the content and how they would be structured. And there was no concern about hiring faculty members who were really qualified to teach them. The assumption was that they would eventually be phased out, so they were programmed for failure."

Many of the hastily established programs have, in fact, failed. While firm figures are hard to come by, the National Council for Black Studies estimates that there are now about 325 black-studies programs, centers, or departments on campuses around the country. The peak, in 1973, was about 600.

When the national black-studies council meets in New York this week, high on its agenda will be the question of "how do you legitimize a black-

studies program in the eyes of the academic community while coping with the economic downturn?"—in the words of Joseph J. Russell, the council's chairman and director of Afro-American studies at Indiana University's Bloomington campus.

Reports of Decline

In recent years, there have been widespread reports that enrollment in black-studies programs has declined drastically since the early 1970's, when the fervor of the political movement began to fade and students began to turn to more career-oriented courses.

Many black-studies professors and administrators argue that the news media have made too much of the decline, and a number have produced statistics that show the discipline is not in nearly as much trouble as has been reported.

In the report of a 1977 study of colleges and universities in seven Midwestern states, Philip T. K. Daniel declared that the decline in black studies, at least in the Midwest, was a myth.

Mr. Daniel, director of the center for minority studies at Northern Illinois University, found that only 9 of the 58 programs established in those states since 1969 had gone out of existence and that 6 of them were cultural centers, not academic programs.

Mr. Daniel is conducting another survey, in which he hopes to collect accurate figures on the status of black-studies programs nationwide.

The preliminary results of his national survey show that there was a substantial drop in black-studies enrollment in the late 1970's, which he says reflects a drop in the number of students enrolled in liberal-arts programs generally. He plans to complete the study sometime next year.

Some educators say the inclusion of material about blacks in traditional courses during the 1970's has led to a slight decline in black-studies enrollment.

The historian John W. Blassingame, who is vice-chairman of Afro-American studies at Yale University, says, "When blacks are included in a general survey course on American history, the demand isn't going to be as great for a separate course in black history."

At the University of Oregon, courses on blacks and members of other ethnic groups were almost nonexistent before an ethnic-studies program was established there in 1970. Barre Toelken, director of ethnic studies, says black-oriented courses are thriving in the university's English, sociology, and anthropology departments, while the ethnic-studies program, which "has enriched the offerings in the other departments," is struggling for survival.

On some campuses, black studies suffer from a negative image, developed in the early days when such programs were often referred to as "soul" courses or "rap sessions."

Earle E. Thorpe, professor of history at North Carolina Central University, where the enrollment is 90 per cent black, laments that the program in Afro-American studies there has no majors and that no more than half the students ever enroll in a black-studies course.

"There is a general hostility toward these courses in the black community as well as in the other community," he says. "They have been stigmatized as black courses, thought to be inferior, irrational, and irrelevant."

In addition, many students are said to shy away from black studies because they believe such courses will not help them get jobs. Other humanities and social-science disciplines are facing a similar problem.

Mr. Russell, of the national council, insists that black-studies majors

March 30, 1981

have a "high marketability." But, he adds, "we must develop material that shows what kinds of skills our students come out with and what they are prepared to do. We have not done that so far."

In seeking to attract more students, many black-studies programs are beginning to emphasize that the courses are aimed at preparing students for jobs or graduate schools while also giving them a social and political awareness that they would not find in more traditional courses.

At Memphis State University, a recent announcement encouraging students "from all ethnic groups" to enroll in black studies noted that "a degree from our program enhances the skills needed for careers in law, business, social work, education, medicine, and several other fields. Today's society is so diversified that students owe it to themselves to round out their education with some multicultural experience. Black studies provides that opportunity."

In response to "the concern over marketability," the Afro-American studies program at the University of Maryland recently added two new degrees—in international development and public policy. Previously, the program had offered only a general interdisciplinary degree, which included a wide range of courses, from "Civil Rights and the Constitution" to "Sociology of Race Relations."

Combined Majors

The new degree in public policy concentrates on the administration of welfare, housing, health-care, and affirmative-action programs. The degree in international development focuses on issues in Africa, Asia, the Middle East, and Latin America.

Educators report that more and more students are electing to combine black studies with a major in another

discipline, such as English, history, or even computer science.

In the past, most students enrolled in black-studies courses took them as electives. In recent years many programs have boosted their enrollment by "cross-listing" their courses with other departments. Cross-listing allows a student taking a black-history course, for example, to receive credit for the course toward a degree in American history.

Some Opposition

At some institutions however, black-studies professors have met with considerable resistance to cross-listing. Some say the opposition is part of long-standing hostility toward black studies among faculty members in traditional disciplines. But others point out that the resistance has increased as overall enrollment has declined and departments became more protective of their student "head counts," which are the basis for making budget allocations at many institutions.

By and large, the black-studies programs that have had the most success with cross-listing are those that have managed to become autonomous departments.

"The extent to which a program becomes autonomous is the extent to which it survives," says Mr. Russell, who argues that independent black-studies departments have more control over their course offerings, budgets, and faculty appointments than do interdisciplinary programs that rely largely on teachers and financing from other departments.

Even so, a number of successful black-studies programs have grown and prospered without departmental status.

The debate over how black studies should be structured is based in part on questions about the future of the



Black-studies programs feel especially vulnerable in an era of financial troubles. Above, a class on 'The Legal Process' at the University of Maryland.

fledgling disciplines, and whether it will ever achieve legitimacy among scholars.

Uncertain Future

Like students, many black scholars are hesitant to put all their eggs in the black-studies basket. At Harvard University, Nathan I. Huggins was appointed last year to a tenured post in both the department of history and the department of Afro-American studies after he and two other schol-

ars had turned down tenured positions solely in Afro-American studies.

In their short history, black studies have produced a number of highly respected researchers who have challenged the notion that a European-centered tradition is the only valid point of departure for serious research.

For example, Yale's John Blassingame, who was the first black scholar to publish a major study of slavery and who is now editing the papers of

Frederick Douglass, has been credited with helping to reshape the study of an important part of American history.

The uncertain future of black studies, however, has caused many such black scholars to remain in traditional disciplines, says Mr. Russell.

"The feeling," he says, "is that it's all right to teach and do research in these programs on a part-time basis, but you don't want your life and livelihood tied to a fad."



Voices in Black Studies

a newsletter

THE NATIONAL COUNCIL FOR BLACK STUDIES

Vol. 6, No. 2

Indiana University, Bloomington

March/April 1982

NCBS Conference Inspires Unity and Cooperation

It is not often that Black professionals from all walks of life and experience assemble to share ideas and strategies aimed at promoting understanding and development of the Black experience. Yet that was exactly what happened at the 6th Annual Conference of the National Council for Black Studies. It was an impressive experience.

In the heart of downtown Chicago at the fashionable Radisson Hotel, Black professionals left the atmosphere of the classroom and the office to combine their efforts and address the issues which face Black society. Their concern was not only the area of education, but also the social, political, and economic forces which presently threaten the existence of the Black world community. From the opening plenary session in which speakers from the United States, Jamaica, and Tanzania expressed concerns about the increase in joblessness and the cutbacks in funding programs in the area of education, to the closing remarks which expressed strategies and inspirations aimed at combatting these problems, the conference rigorously examined its theme—Academic Excellence and Social Responsibility: Science and Politics in Black Studies.

The opening session discussed from an economic point of view problems facing the Black community today. Speakers addressed the impact of Reaganomics in the United States and the effect of the American system on an international level. Dr. Robert Hill, a sociologist from Columbia University, stated emphatically that Black society is in the midst of a depression. The present administration's budget cuts, unemployment, and unstable economy threaten the lives of Blacks and the future of Black education.

From an international perspective, the effects of Reaganomics are felt in a different way. John Horton, a speaker from Jamaica who acted as substitute for Dr. Trevor Monroe, expressed concern that current American proposals to provide "capitalistic solutions to the problems of Caribbean people" have had the effect of putting many of the natives of smaller countries out of work. American investment in land development, for example, is presently forcing native manufacturers and farmers, especially small ones, out of business. They are unable to compete with wealthy investors who

ACADEMIC EXCELLENCE and SOCIAL RESPONSIBILITY National Council For Black Studies



Opening Plenary Session Welcome from Dr. William Nelson, Chairman, NCBS

are guaranteed substantial returns from their ventures. Horton stated that his comments would have been similar to those of Dr. Monroe, who was unable to attend the conference because he was denied a visa from the State Department.

Many of the concerns which are manifested in American society are also confronted in lesser developed countries as a result of Reaganomics. The message of the speakers in the opening session was expressed throughout conference activities, a message which, simply stated, challenged Black people in the world community to unify their strengths to combat the adverse economic and political influences which threaten our present existence.

Additionally, the need to promote and perpetuate the goals of the Black experience through the medium of education was given paramount concern and emphasis. Those sessions which focused on expansion of the Black Studies curriculum highlighted the need for Black education to support and encourage the sharing of Black contributions in literature, art, social sciences, and the humanities. The Black Women's Studies workshop encouraged academicians to recognize the contributions and achievements of Black women in the total understanding of the Black experience and promote development of Black Women's Studies as an autonomous component of the Black Studies movement.

In a variety of ways the contributions made to the conference made it one which will be long remembered. One slogan of the conference summarizes the foregoing comments, and the ideas of the conference: "We may not have it all together, but together we can have it all."

For additional information about the conference and the ideas and suggestions generated from it, contact Dr. Joseph Russell, Executive Director of NCBS, M129 Memorial Hall-East, Indiana University, Bloomington, Indiana 47405.

Black Journal Publication: The Need for Black Expression

The conference provided a unique opportunity for Black scholars to learn more about the process and importance of journal publishing. Editors were brought from a number of Black journals to share their knowledge and suggestions. They discussed how publications can promote the Black experience and aid career goals.

Dr. Alton Hornsby, editor of the *Journal of Negro History*, stressed the need for Black scholars to utilize resources made available to them through Black journals. He expressed concern about the dwindling number of manuscripts which are being submitted for publication, especially from majority Black institutions. As he stated, there are two principal reasons for this decline. The first is that many of the most productive Black scholars have moved on to White institutions, where access to publication is very competitive and therefore difficult to realize. The second reason can be more easily overcome, as it stems from the fact that many Black scholars misunderstand the purpose of the major Black journals and the materials which editors consider "publishable."

Many Black scholars labor under the misconception that the only articles which will be published in the *Journal of Negro History*, the

Journal of Negro Education, and other notable Black publications must focus on history and education. The editorial panel, which was comprised of Dr. Faustine Jones, editor of the *Journal of Negro Education*; Dr. Chester Fontenot, editor of the *Black American Literature Forum*; Dr. Talmadge Anderson, editor of the *Western Journal of Black Studies*; and Dr. Hornsby, stated that interdisciplinary works are not only accepted for publication, but are greatly encouraged.

To aid Black scholars in their attempts to publish their works and to relieve apprehension that some may have when considering the submission of manuscripts, the panelists provided the following suggestions:

1. Works submitted to Black journals may be interdisciplinary; however, consult the editor of the journal in which you would like to see your writing appear. He or she can provide information on what kind of scholarly articles a particular journal deals with and what will reflect an important aspect of the Black experience.

2. Consult the editor about the desired length of the writing before submission. Often a letter of inquiry with an abstract of your idea allows the editor to make suggestions as to the length and style of writing that will make your article more publishable.

3. Let someone "tough" read and critique your work prior to submission. At times all writers need constructive criticism, so take all suggestions in the spirit in which they are given. In addition, do not be discouraged if your writing is not accepted for publication after the first submission. Manuscripts are often returned for revisions, but such returns do not always indicate that one's writing lacks quality.

4. Do not submit the same piece of writing simultaneously to more than one journal. In these situations, there is the potential that more than one journal may wish to publish the work, causing problems for all concerned.

5. Submit a photograph with your manuscript. Because the publication of the Black experience is still relatively novel, a photo helps to identify emerging scholars.

6. Observe all stylistic points which an editor may suggest to you. This will save time on both sides and enhance the opportunity for publication.

7. Do not send "gripe" letters to the editor when you feel that he or she has taken too much time in responding to your submission. It may take from two to three months before you will receive a response from publication editors, especially in the summer months, so be patient.

These are a few of the suggestions which the panelists noted. More information may be obtained by communication with the editor of the journal in which the writer wishes to publish. Black scholars have a responsibility to make their efforts and accomplishments in the Black experience known to others. This can be accomplished through the medium of publication. In addition, Blacks have a responsibility to support and encourage the publications that are presently available to them, and in many ways, this responsibility has been ne-

glected. If we do not support and encourage Black publications, who will?

NCBS Awards Scholarship and Service

One of the high points of the NCBS conference was the Awards Banquet where both students and professionals were recognized for their achievements and contributions in the areas of academic excellence and social responsibility.

The winners of the 6th Annual Student Essay Competition were Sandra D. Adams, a student of Princeton University, whose writing "Light and Black Americans" won the Graduate Award (\$500). At the undergraduate level Tasleem Quasim, a student from Chicago State University, received the Bertha Maxwell Undergraduate Award (\$500) for her work entitled "Self-Esteem and the Black Family." The Second Place Competition Undergraduate Award (\$500) was won by Renee I. Crain, a student at the University of Wisconsin-Madison, for her paper, "Suicide: The Increase Among Black Americans."

The 1982 NCBS awardees for dedication to promoting and perpetuating Black Studies as a vital part of higher education could not have been more deserving. Dr. Allison Davis, distinguished social anthropologist and psychologist, was recognized for his many achievements, which include the honor of being the first Black to attain the status of Professor at any majority White institution in the United States. Dr. Davis is the John Dewey Distinguished Professor Emeritus at the University of Chicago and developer of the study of the Black child.

Dr. Katherine Dunham was recognized for her contributions to the Black experience through the medium of dance. She has a Ph.D. in Anthropology with a concentration in Dance and is the founder of the Performing Arts Training Company of East St. Louis, Illinois. Dr. Dunham has performed in and choreographed numerous works in the United States and Haiti, and has studied the psychology of the Black experience, implementing her learning through an artistic framework. She consistently uses her own funds to help young people participate in and understand the Black experience through artistic expression.

Dr. Gerald A. McWhorter, Ph.D. in Sociology and Assistant Professor and Director of the Afro-American Studies and Research Program at the University of Illinois-Urbana, was recognized for his dedication to promoting Black Studies in the university curriculum. The author of numerous articles and books and the co-founder of the Institute of the Black World in Atlanta, Georgia, Dr. McWhorter's career reflects his strong commitment to exploring and building viable programs in the area of Black Studies. His most recent honor was that of being elected to the Vice-Chair of NCBS.

Dr. Barbara Sizemore was recognized for her contributions to Black education. She has a Ph.D. in Educational Administration and currently is Associate Professor of the Department of Black Community Education Research and Development at the University of Pittsburgh,

Pittsburgh, Pennsylvania. Formerly Superintendent of Schools in Washington, D.C., she founded and instituted the curriculum based program in the Washington, D.C. Public Schools. This program provides skill sets for children which must be mastered before full promotion to advanced grade levels. Dr. Sizemore develops and implements creative alternative means to advance the goals of education. The alternatives and the means used to implement them are discussed in her most recent publication, *The Ruptured Diamond: The Politics of the Decentralization of the District of Columbia Public Schools*.



Tasleem Quasim



Renee I. Crain



Dr. Gerald A. McWhorter



Dr. Barbara Sizemore
photos by Arthur Banks III



Dr. Romeo B. Garrett

Spotlight On Dr. Romeo Garrett, Professor Emeritus of → Bradley University (ILL.)

Dr. Garrett received his undergraduate education and his B.A. degree from Dillard University in New Orleans, Louisiana. At the Masters level, he received his degree from Bradley University in Peoria, and attained doctoral status through matriculation at New York University. Currently Dr. Garrett is Associate Minister of Zion Baptist Church in Peoria, Professor Emeritus at Bradley University, and Second Vice-President of the Peoria NAACP.

Romeo Garrett Week is one of the expressions of the high regard that the Black students, professionals, and the communities of Bradley University and Peoria, Illinois hold for this remarkable man. The fifth annual observance of Garrett Week was celebrated at Bradley University from April 19-25, 1982, providing seven days of activities for the campus and community. These activities included Drama Night, International Night, Poetry and Dance Night, a fashion show, and culminated with a banquet at which the keynote speaker was Dr. Benjamin Hooks, National President of the NAACP. At the close of the week members of the university and local community joined together for Gospel Night, an evening of song.

The lasting memorial to Dr. Garrett for his works in and for the Black community is a recreational center which was donated in his name. The Romeo B. Garrett Culture Center, located at 824 North University in Peoria, Illinois is used by black students, fraternal organizations, social groups, and the Peoria community, standing as a lasting tribute to one of the pioneers of Black Studies.

NCBS Elect New Officers

The National Council for Black Studies announces the election of the following persons to serve as officers for the coming year:

Dr. Gerald McWhorter, Vice-Chair Elect
Charles Henry, Secretary Elect

Dr. Carlene Young, Current Vice-Chair, will be installed as the Chair of the National Council for Black Studies in July, 1982. Congratulations to all elected officers.

Faulkner's Column Inspires College Course

From a syndicated column by Dr. Charles Faulkner entitled "Psychology of Racism" which appeared in Portland, Oregon's six-year old black newspaper *The Skanner*, two independent study courses have emerged and are being offered at Portland State University.

Developed by the university's Black Studies Department, the courses are entitled "Racism" and are being made available through the Division of Continuing Education. Students may register in these courses for one or three hours of credit.

The one credit course requires reading the "Psychology of Racism" series and a book titled *White Racism* in addition to completing mid-term and final examinations. The three-credit course requires the same readings plus *The Impact of Racism on White America* and *The Legacy*. Students write a term paper exploring the effects of racism upon a particular aspect of life, such as sex, education, or religion.

Faulkner's brainchild of the classroom is viewed by Dr. William Little, Chairman of the Black Studies Department of PSU as useful and practical in helping young blacks to understand themselves. "It speaks to the issue of racism better than anything I've seen so far," he states.

Tuition for the courses is set at \$30 per hour of credit.

books

Black Sister: Poetry by Black American Women, 1746-1980, by Erlene Stetson (Indiana University Press, \$9.95, 312 pps.)

Erlene Stetson can be seen as an "avenging angel" in her publication of *Black Sister: Poetry by Black American Women, 1746-1980*. This anthology of poetic works gives life to an all but forgotten aspect of the Afro-American heritage, from the slavery-inspired prose of Phillis Wheatley and Sojourner Truth, to the militant tones of Nikki Giovanni and Sonia Sanchez, exploring several writing styles through the unifying theme of black womanhood in America for over two and a half centuries.

As one of the most comprehensive anthologies of poetry by black women ever assembled, *Black Sister* chronicles the selected works of 58 poets, 29 of them from the 20th century.

The author is an Assistant Professor of English at Indiana University, Bloomington. In addition to *Black Sister* she has written and published dozens of poetry-related articles. Stetson has also submitted a new book, *Black Sister II: Essays on Black American Women Poets*, for future publication.

etcetera

UMOJA SEEKS SUBMISSION OF MANUSCRIPTS

Umoja: A Scholarly Journal of Black Studies is interested in receiving submissions. They write: "Multidisciplinary in scope, *Umoja* is intended to encourage a rigorous and systematic investigation of issues in every field of knowledge concerning African peoples around the world. Studies from a comparative perspective and those that deal with methodological principles for Black Studies as an investigative approach are especially welcome."

Interested authors should send two (2) copies (one original, not exceeding 30 pages including tables, figures, appendices, notes and bibliographies, and one photostatic or Xerox copy) of their articles, commentaries, review essays, and book reviews to Editor, *Umoja: A Scholarly Journal of Black Studies*, Campus Box 294, University of Colorado at Boulder, Boulder, Colorado 80309.

the blackboard

UNIVERSITY OF CINCINNATI

Department of English (Writing Certificate Program) has an opening in Fall, 1982 for a tenure-track assistant professor to teach journalism. Candidates must have professional experience (print media) and potential for scholarly research; Ph.D. preferred. Person would teach a variety of undergraduate, or possibly, graduate courses. Send resume, three letters of recommendation and examples of professional journalistic writing to Robert D. Arner, Head, Department of English, University of Cincinnati, ML 069, Cincinnati, Ohio 45221. The University of Cincinnati is an Affirmative Action/Equal Opportunity Employer.

Department of History has an opening which will begin September 1, 1982 for a two year tenure-track assistant professor to teach nine hours per quarter classes in courses of African and Afro-American History. Candidates are required to have a Ph.D. in History with concentration in African and Afro-American History and demonstrated ability to teach at the college level. Salary: \$17,500. Please send letter of application, curriculum vita, three letters of reference, and any other pertinent information by April 30, 1982 to:

Dr. Angelene Jamison, Acting Head
Department of Afro-American Studies
112 Old Commons #370
University of Cincinnati
Cincinnati, Ohio 45221

The University of Cincinnati is an Affirmative Action/Equal Opportunity Employer.

REPORT OF THE CURRICULUM STANDARDS COMMITTEE

TO THE

NATIONAL COUNCIL FOR BLACK STUDIES

PREPARED FOR THE EXECUTIVE BOARD MEETING,

MARCH 26-29, 1980

COMMITTEE MEMBERS:

PERRY HALL, CHAIRMAN

VIVIAN GORDON

JOHN INDAKAWA

WILLIAM JONES

HOWARD LINDSEY

GERALD MCWORTER (Illinois)

JOSEPH RUSSELL

JAMES STEWART

Reproduced and Distributed by
THE ILLINOIS COUNCIL FOR BLACK STUDIES

March 31, 1980

TABLE OF CONTENTS

FOREWORD.....	1
I. ARTICULATE THE RATIONALE FOR A CORE CURRICULUM IN BLACK STUDIES.....	3
A. HISTORICAL PERSPECTIVE.....	3
B. GENERAL PRESUPPOSITIONS.....	4
C. RATIONALE FOR A CORE CURRICULUM.....	6
II. OUTLINE THE ACADEMIC SUBSTANCE OF A CORE CURRICULUM IN BLACK STUDIES.....	9
A. OVERVIEW.....	9
PROPOSED CORE CURRICULUM FOR A MODEL BLACK STUDIES PROGRAM.....	10
B. CURRICULUM OUTLINE.....	11
C. CURRICULUM RECOMMENDATIONS.....	19
III. IDENTIFY THE BODY OF KNOWLEDGE AND LITERATURE WHICH DEFINES THE PARAMETERS OF BLACK STUDIES.....	20
IV. IDENTIFY THE SKILLS AND METHODS OF BLACK STUDIES AS WELL AS THE RELATIONSHIP OF BLACK STUDIES TO SKILLS ASSOCIATED WITH GENERAL EDUCATION ON THE POST-SECONDARY LEVEL.....	22

FOREWORD

The immediate objective of the Curriculum Standards Committee of the National Council for Black Studies is to articulate the rationale and particulars for a core curriculum for a model Black Studies program. In the course of the Committee's deliberations around that objective, several concerns were raised which were seen as intrinsically important to be addressed in relation to the achievement of that objective. Similarly, the task of curriculum standardization itself was seen variously as a function of wider and more basic notions regarding the nature of Black Studies as a program of study in higher education.

Accordingly, the overall goals of standardization which emerged from the Committee's deliberations are seen as follows:

- I. ARTICULATE THE RATIONALE OF A CORE CURRICULUM IN BLACK STUDIES.
- II. OUTLINE THE ACADEMIC SUBSTANCE OF A CORE CURRICULUM IN BLACK STUDIES.
- III. IDENTIFY THE BODY OF KNOWLEDGE AND LITERATURE WHICH DEFINES THE PARAMETERS OF BLACK STUDIES.

IV. IDENTIFY THE SKILLS AND METHODS OF BLACK STUDIES AS WELL AS THE RELATIONSHIP OF BLACK STUDIES TO SKILLS ASSOCIATED WITH GENERAL EDUCATION ON THE POST-SECONDARY LEVEL.

V. FACILITATE THE INSTITUTIONALIZATION OF BLACK STUDIES AS A DISCIPLINE OF STUDY IN U.S. HIGHER EDUCATION

The tasks of this report will be to speak substantively to the first two of these goals, and to make general recommendations regarding the others.

I. ARTICULATE THE RATIONALE FOR A CORE CURRICULUM IN BLACK STUDIES

It is important to identify the context in which the concept "core curriculum" has surfaced historically, the purposes it has been designed to realize, and to make explicit its underlying presuppositions.

A. HISTORICAL PERSPECTIVE

1. Historically, a core curriculum has emerged as part of the legitimation process by which a new and fledgling discipline seeks to demonstrate that it incorporates a body of material (x) that is discreet, distinct and not reducible to anything more fundamental. Central to this understanding is the conclusion that each discipline has a structure which is unique to it even though part of its structure may include components that are also part of the structure of other disciplines.
2. Historically, a core curriculum has also emerged as part of a synthesizing activity that aims at the reformation of a discipline by providing an organic unity and centering where the discipline is regarded as chaotic and topsy-like.

3. Historically, this synthesizing activity is also evident in efforts to establish an authorized certification/accreditation apparatus. In this sense, a core curriculum seeks to formulate the sine qua non for a given discipline that articulates the minimal skills, intellectual training, etc., as these relate to proficiency and/or advancement in the field. If we allow for the distinction between what is "essential," "desirable" and "enriching," as items of descending rank order, then the core curriculum gives content to the category of the "essential." In this sense, the core curriculum seeks to identify what skills are essential for participation in the field or what constitutes adequate preparation for the discipline in question.

B. GENERAL PRESUPPOSITIONS

1. Logically, a consensual determination of the function, scope and goals of Black Studies must precede the development of a rationale for a core curriculum. This follows from the fact that a core curriculum is advanced as indispensable for the attainment of some goal--acquisition of skills; inculcation of appropriate, affective and cognitive

data required for competency in a given field, transmission of a cultural tradition, etc. Based on this understanding, the rationale for a core curriculum reduces to the demonstration that (x) is the most effective means to a given end. The content and validation of the core curriculum is determined by reference to the goal or purpose to which it is engaged.

2. A core curriculum model affirms that the sub-units which comprise it exhibit an inner coherence and organic connectedness which permits their modular linkage and sequencing.
3. In a core curriculum, synthetical structures are built into the sub-units of the curriculum itself rather than allowing the student to produce the synthesis personally through his or her selective and subjective choice.
4. A core curriculum is prescriptive and normative. It seeks to provide a standard model which operates as the yardstick for determining what is to be included or excluded in a program of study as well as providing criteria for criticizing and evaluating alternative pedagogical models. In all of this there

is the implicit claim that all learning experiences and skills are not co-equal, thus necessitating the formulation of some rank order apparatus of criteriology which the core curriculum seeks to address.

C. RATIONALE FOR A CORE CURRICULUM

1. GOALS. The basic rationale for a core curriculum in Black Studies follows from its goal-oriented character. These goals can be interpreted in several ways:
 - a. Training for a professional or scholarly career in Black Studies, or other careers for which Black Studies is an integral part.
 - b. Liberation of the Black community.
 - c. Enhancing self-awareness and esteem.
 - d. Providing a nuclear description of the Black Experience that functions as an indispensable component in general education and liberal studies programs, etc.
2. OTHER PERSPECTIVES. An examination of Black Studies from other perspectives also dictates the pedagogical model of the core curriculum.

- a. The purpose of Black Studies to provide a comprehensive description of the Black Experience dictates a holistic approach, and this in turn dictates the systematic development of over-arching interconnections of the materials.
- b. Black Studies inaugurates an unflinching attack on institutional oppression/racism with the goal of total eradication of racist ideology in institutions. Thus, it is clear that the effective execution of this corrective purpose requires an understanding of the nature, history and institutional expression of that which is attacked and how it operates. This becomes one of the basic sub-units of the curriculum.
- c. Insofar as Black Studies questions the adequacy, objectivity and universal scope of other schools of thought, it assumes a critical posture. Moreover, its status as a newly emerging discipline, as well as its corrective purpose, forces Black Studies into a critical posture. Effective execution of Black Studies' critical function requires the identification of a minimal set of critical skills, cognitive and

effective information in which again the core curriculum seeks to inculcate.

- e. The concern to establish an accreditation apparatus requires the identification of the foundational information, skills, etc., which the core curriculum specifies.

II. OUTLINE THE ACADEMIC SUBSTANCE OF A CORE CURRICULUM IN BLACK STUDIES

A. OVERVIEW (SEE DIAGRAM)

1. FIRST LEVEL. An introductory course should be offered at this level which provides an overall framework for the study of the Black Experience.
2. SECOND AND THIRD LEVELS. At least one course should be offered at each of these levels in each of the following areas (a total of six courses: two in each area):
 - a. HISTORY
 - b. SOCIAL/BEHAVIORAL STUDIES
 - c. CULTURAL STUDIES

In these course areas the second level course should be designed to review basic literature and to present basic or classic perspectives relative to the area. The third level course should be concerned with examining these areas from the viewpoint of current research and emerging issues.

3. FOURTH LEVEL. A seminar should be offered at this level which concerns itself with synthesizing insights of the previous study and relating them to practice and advanced study.

B. CURRICULUM OUTLINE

Following below, in outline form, is a description of what that core curriculum should look like. In each course area the outline will identify topics and content areas indicative of what should be covered at each level. In addition, the outline will articulate key constructs which express the overall objectives of each area. The term "key constructs" is used here to refer to the centrally important concepts, frameworks or perspectives which should serve as organizing principles, around which should be determined the structure and style of presentation of the substance of each course area.

1. INTRODUCTION TO BLACK STUDIES (AFRO-AMERICAN STUDIES):

At least one course should be offered at the first level. The course should offer an overall framework for the study of the Black Experience. In addition, it should survey and introduce topics and content areas which will be covered in other parts of the core curriculum.

- a. TOPICS AND CONTENT AREAS. The introductory course should cover basic information regarding the roots of the Black Experience from the following perspectives:

- 1) HISTORICAL - This section should include such topics as: the African past, the slave trade and slavery, slave resistance, Civil War and Reconstruction, rural Sharecropping era, migration and urbanization, the Civil Rights and Liberation movements.
- 2) SOCIOECONOMIC - The Black Experience in the labor force, in unions and in businesses, government programs and policies, social and institutional relations, social and economic classes and conditions.
- 3) CULTURAL - Topics include Africanisms, folklore and literary traditions, past and contemporary music, visual arts, language, church, philosophical and aesthetic frameworks.
- 4) PSYCHOLOGICAL - Topics include socialization forces and processes, the family, interpersonal relations, social and personal alienation, the question of identity.
- 5) BLACK LIBERATION - Topics include community leadership, institutionalization of positive Black images and values, as well as the building of Black institutions, development of philosophies and ideologies for progress, change and liberation.

b. KEY CONSTRUCTS.

- 1) From all angles the black Experience is seen as historically rooted in an African past and an African background and now constitutes an American, or Westernized experience which has been largely characterized by racism, exploitation, discrimination and oppression.
- 2) The Black Community in all its forms--institutions, culture and consciousness--has survived the oppressive social and political forces, but has been altered or transformed by these experiences.
- 3) The study of the Black Experience is to develop means for achieving liberation--freedom from oppression--and self-determination for Black people.

2. HISTORICAL STUDIES COURSE AREA:

a. TOPICS AND CONTENT AREAS.

- 1) SECOND LEVEL - At least one course should be offered at this level. Topics would include: the African origin of human life and civilization, the rise and fall of African empires, significant events in the concurrent history of the West and other societies, slave trade and slavery, rebellions, the Civil War and Reconstruction.

2) THIRD LEVEL - At least one course should be offered at this level. Topics would include: post-bellum rural/agricultural and early urban experiences, migration, urbanization, industrialization and imperialism, social movements of the 19th and 20th centuries, current and emerging issues in historical interpretation and evaluation.

b. KEY CONSTRUCTS.

- 1) Africa--the cradle of life and civilization--has, for all periods, been an important determiner of and contributor to social, cultural, political and economic evolution of human civilization.
- 2) Distortions, omissions and falsifications in the traditional presentation and interpretation of the history of Africa and its descendants have served the ends of oppression and its perpetuation.
- 3) The viewpoint offered in a fairly presented study of the historical experience of Blacks contributes profoundly to the history of humanity.

3. SOCIAL/BEHAVIORAL STUDIES COURSE AREA:

a. TOPICS AND CONTENT AREAS.

- 1) SECOND LEVEL - At least one course should be offered at this level to present accepted literature and basic or classic perspectives in topic areas such as the following: race relations, colonialism, imperialism, socialization, social relations within the Black community, social and political movements and ideologies.
- 2) THIRD LEVEL - At least one course should be offered at this level to review current research and investigate emerging issues in areas such as: demographics, economic forces and conditions, international relations, social conditions and problems in the Black community, intra- and international social, political and economic development.

b. KEY CONSTRUCTS.

- 1) Black social reality is seen as evolving in context with the overall development of human social relations.
- 2) Changes and developments regarding the settings, conditions and relations characterizing the

experiences of Blacks have reflected important developments in the dominant forms of social organization.

- 3) Study of contemporary and historical conditions, factors and forces shaping human social reality from the point of view of the Black Experience offers profound insight into human affairs.

4. CULTURAL STUDIES COURSE AREA:

a. TOPICS AND CONTENT AREAS.

- 1) SECOND LEVEL - At least one course should be offered at this level to present accepted literature and basic or classic perspectives in content areas such as: African-American folklore, philosophy, literature, music, aesthetics, Africanisms in churches, religious and spiritual beliefs and practices as well as in secular practices and institutions.
- 2) THIRD LEVEL - At least one course should be offered at this level to review current research and to investigate emerging issues and perspectives in areas such as: contemporary cultural themes and transformations, modern literature, language, music cultural institutions

and practices, other sources of Black ethos, its interaction with mainstream forces and institutions (including film, television and mass media), implications thereof.

b. KEY CONSTRUCTS.

- 1) Black culture is comprised of a shared ethos, based on an historical African background and world-view, and shared experiences of racism, exploitation and oppression.
- 2) Changes and developments in the form of manifestation of the shared ethos of Blacks have reflected the evolution and transformation of settings, conditions and relations which have characterized the experience of Blacks.
- 3) Study of the character and evolution of human cultural constructs from the perspective of a transformed African world-view offers profound insight into human affairs.

5. SENIOR SEMINAR:

A seminar of at least one term should be offered at this level. Such seminars would concern themselves with synthesizing the insights of previous study and relating them to practice--advanced study, research and field work.

- a. TOPICS AND CONTENT AREAS. Topic areas for this seminar could range widely. Emphasis here will be placed on development of skills and intensification of focus with regard to objects of study and fields of application. To this end, classic studies of the Black community, such as DuBois's The Philadelphia Negro and Atlanta Studies, Drake's Black Metropolis and Bond's Negro Education in Alabama, might be utilized for their contributions of method, content and focus in the study of the Black community. Topics and activities could also include social and public policy studies, investigation of educational and social problems in the community, local Black history and culture, study and practice in local community institutions and settings, African-Afro-American studies, relations, exchanges, etc., other field studies and trips, social and economic development and other areas.
- b. KEY CONSTRUCT. The key construct of this area of course work is: Insights offered in the study of the Black Experience can be creatively applied to the task of understanding and resolving the contemporary problems, conditions and forces which will shape the reality and the destiny of the Black community.

C. CURRICULUM RECOMMENDATIONS

1. MINIMAL REQUIREMENTS FOR CORE CURRICULA FOR ACCREDITATION PURPOSES SHOULD BE AS FOLLOWS:

- A. AN INSTITUTION MUST OFFER AN INTRODUCTORY SURVEY COURSE.
- B. AN INSTITUTION MUST OFFER COURSES IN AT LEAST FOUR OF THE SIX AREAS SPECIFIED ABOVE FOR THE SECOND AND THIRD LEVELS.
- C. AN INSTITUTION MUST OFFER A SENIOR LEVEL SEMINAR.
- D. FOR ACCREDITATION PURPOSES, TWO-YEAR INSTITUTIONS MUST OFFER COURSES IN THE AREAS SPECIFIED FOR FIRST AND SECOND LEVELS.

2. SIMILARLY, MINIMAL COURSE REQUIREMENTS FOR A NCBS-SANCTIONED MAJOR OR MINOR IN BLACK STUDIES SHOULD BE AS FOLLOWS:

- A. A STUDENT MUST COMPLETE THE INTRODUCTORY SURVEY COURSES, IN AT LEAST FOUR OF THE SIX AREAS SPECIFIED FOR THE SECOND AND THIRD LEVELS, IN ADDITION TO COMPLETING A SENIOR LEVEL SEMINAR.
- B. IN A TWO-YEAR INSTITUTION, A STUDENT MUST COMPLETE THE INTRODUCTORY SURVEY IN ADDITION TO COMPLETING COURSES IN THE AREAS SPECIFIED FOR THE FIRST AND SECOND LEVELS.

0

We further recommend that NCBS take steps to identify journals where information from practicing scholars involved in the study of the Black Experience is currently being published. In this regard, the committee notes that one effort which NCBS has already sanctioned will address this task of identifying specific journals, including the topical focus and publishing guidelines of each journal.*

It should be noted that this task of identification may ultimately encompass a far wider range of topics and content areas than those addressed in the outline of the core curriculum. All the branches, specialties and sub-specialties of the study of the Black Experience must be represented in such compilations.

Commissions could also utilize such compilations to select and create text books and materials for all areas of Black Studies curricula.

*NCBS in conjunction with the Illinois Council for Black Studies and the University of Illinois-Urbana, will publish such a guide this spring.

IV. IDENTIFY THE SKILLS AND METHODS OF BLACK STUDIES AS WELL AS THE RELATIONSHIP OF BLACK STUDIES TO SKILLS ASSOCIATED WITH GENERAL EDUCATION ON THE POST-SECONDARY LEVEL

We recognize that a variety of skills and methods may be associated with each area of study in Black Studies curricula. This is implicit in the various classic and contemporary works which are recognized as contributions to the study of the Black Experience.

We recommend that NCBS initiate efforts to provide guidelines and illustrations for use of various skills and methods for teaching and researching various areas of Black Studies. These efforts might take the form of special panels, seminars and other programs, publications or other forms considered appropriate by NCBS. In this regard, NCBS might usefully consider panels and programs which emphasize methodological approaches to investigating and presenting materials in each of the areas of the core curriculum. Perhaps such activities could be programmed as part of NCES's annual meeting.

V. FACILITATE THE INSTITUTIONALIZATION OF BLACK STUDIES AS A DISCIPLINE OF STUDY IN U.S. HIGHER EDUCATION

The committee recommends that, if approved, the core curriculum, as outlined here, be adopted as a conceptual model for the Accreditation Implementation Committee to guide its efforts to identify acceptable programmatic and institutional structures to house certifiable Black Studies programs. In that regard, most practitioners in the area agree that departmental status will, in most cases, be eventually necessary to insure long-term survival of Black Studies in higher education. At this point most views stop short of advocating the requirement of departmental status for recognition, certification or accreditation, advocating instead that departmental status be conceived as a goal toward which progress should be made.

However, many believe that Black Studies must claim and exert status as a discipline of study -- as opposed to a interdisciplinary or multi-disciplinary program -- if it is to enjoy institutional survival. This concept of Black Studies as a discipline raises questions similar to those implied in other parts of this report. That is, is Black Studies a discipline by virtue of unique methodology? -- or perhaps by content? -- or perspectives? Resolution of issues and questions such as those raised in this report regarding the content and perspective, as well as the skills and methods of Black Studies, may clarify this question of the disciplinary status of Black Studies.

Rationale for the consideration of Black Studies as a discipline unto itself will appear to be strengthened with the adoption and effectuation of a core curriculum. Moreover, institution of a core curriculum will aid the long-term survival of Black Studies in several other ways; among them:

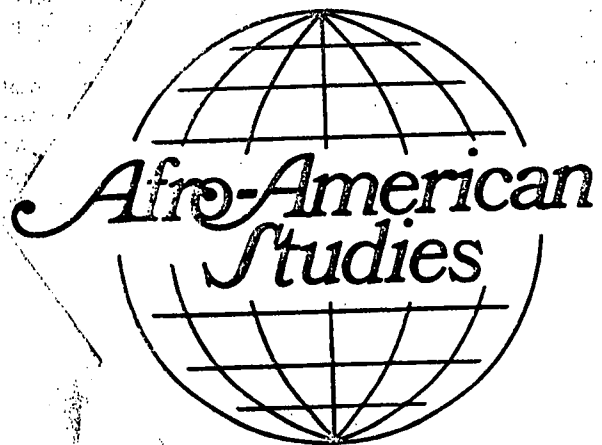
- A. Providing the basis and guidelines for transfer of credits in Black Studies between institutions.
- B. Providing the basis and guidelines for identifying and developing approved textbooks and materials, especially in core curricular areas.
- C. Providing the basis and guidelines for distinguishing Black Studies from other disciplines. Presumably, such distinctions can be identified in terms of content, method, perspective, or all of these characteristics.

Further, the committee has noted that history and literature departments are most likely to have courses geared toward the Black Experience. In this regard, the suggestion was forwarded that specific institutional strategies be formulated and recommended for implementation for programs which are in the process of instituting core curricula. The objective of these strategies would be to seek resolution of potential problems of "academic turf" between Black Studies and other academic disciplines and departments. It was also

suggested that NCBS seek the cooperation of predominately
Black professional organizations associated with these con-
tent areas.

Eastern Illinois University

(Program Brochure)



EASTERN ILLINOIS UNIVERSITY
Charleston, Illinois



Pacesetter Award in Multicultural Education

1980-81

Presented by the

ILLINOIS STATE BOARD OF EDUCATION

Upon the Recommendation of

THE ILLINOIS ADVISORY COUNCIL FOR MULTICULTURAL EDUCATION

**Afro-American Studies Program
Eastern Illinois University**

IN RECOGNITION OF YOUR LEADERSHIP IN IMPLEMENTING THE PRINCIPLES
OF MULTICULTURAL EDUCATION FOR ILLINOIS STUDENTS

Donald F. Muirheid

Donald F. Muirheid, Chairman
Illinois State Board of Education

Donald G. Gill

Donald G. Gill
State Superintendent of Education

"My Afro-American Studies major got me my job."

**— Francine Morgan '80
Chicago Youth Program**

"I got my job because of my Afro major."

**— Ann Henby '77
Decatur, IL YMCA**

"I definitely would credit my major in Afro-American Studies as being one of the major accomplishments that has given me confidence, pride and self-respect when it comes to dealing with business and social affairs."

**— Diane E. Palmer '73
Self-employed Financial Consultant**

"The Afro-American Studies program helped tremendously by strengthening the foundation from which I now work to achieve my personal goals."

**— Yvette P. Jackson '74
National Account Executive
Dollars & Sense Magazine**

THE AFRO-AMERICAN STUDIES PROGRAM AT EASTERN ILLINOIS UNIVERSITY is a dynamic, award-winning program, offering interdisciplinary majors and minors in the history and culture of Black Americans. Areas of study available are the Art, History, Literature, Music, Political Science, Psychology and Sociology of the Afro-American.

Eastern Illinois University began its Afro-American Studies program in the fall of 1970. This program is designed for all those who wish to explore the many facets of the Black experience from a multidisciplinary approach, while maintaining academic standards of excellence and thoroughness. Such training, the faculty believes, will prove useful regardless of the careers chosen by those who undertake the curriculum.

Afro-American Studies at EIU focuses upon the creation of viable democratic institutions which could make American society less racist, and hence more responsive to the needs of all Americans. It looks not only at the effects of America upon Blacks; but, also at the effects that Blacks and other minorities have made and are making upon America. The heart of the curriculum is a fundamental belief in a humanism designed to produce a more truly pluralistic society which honors the dignity of all people.

A student may earn either a Bachelor of Science degree with a major in Afro-American Studies or Teacher Certification with a minor in Afro-American Studies. A non-certification minor is also available for the student who wishes to supplement his or her major field of study. Students majoring in other fields may further use courses in Afro-American Studies to satisfy certain university requirements and as electives.

The vocational outlook for Afro-American Studies majors is a bright one. Persons who elect Teacher Certification with such a background are in demand as teachers in secondary schools throughout the nation, not only as teachers of Black Studies; but, because of the breadth of their training, as teachers of History, Literature, Government, Psychology, Sociology, and Social Studies. Afro-American Studies majors, in addition to being well suited for urban and community planning, and political positions, are being hired by industries and public service institutions as personnel counselors, employee relations advisers, program coordinators, public relations consultants, social workers, probation officers, law enforcers, rehabilitation workers, school guidance counselors, project researchers, professional interviewers, recreation leaders, organization analysts, social therapists, and administrators. The background of information and attitudes obtained in a Black Studies Program fits one for entrance into law school, and many other professional programs. Majors may continue their particular interest as graduate students in Political Science, History, English, Psychology, Sociology, Anthropology, Economics, or Guidance and Counseling. An Afro-American Studies major will enhance any vocation or profession with a thorough understanding of the central themes of the Black Experience.

Afro-American Studies (B.S.)

Major:

Afro-Am 2000**	Introduction to the Afro-American Experience
Art 2300*	Afro-American Art
English 2705*	Black Literature
English 4750	Studies in Black Literature
History 2100**	Afro-American History
History 3065	The American South
Home Economics 4840	The Disadvantaged Family
Music 2561*	The Role of the Black in Western Music
Psychology 4700	Psychology of Racism and Black Americans
Sociology 2710**	Principles of Sociology
Sociology 3810	The Sociology of Urban Life
Sociology 4740	Racial and Cultural Minorities

Three From:

Anthropology 2730**	Introduction to Cultural Anthropology
Anthropology 3611	Peoples and Cultures of Africa
Education Foundation 1000**	Schools, Citizens and Society
Data Processing 2175	Computer-Based Systems and Business Applications
Geography 4760	Urban Geography
History 1100**	World Civilization to 1500
Political Science 4774	American Constitutional Law
Political Science 3723	Political Behavior
Political Science 3383	Politics of Third World Nations
Political Science 4843	Analysis of Urban Politics
Sociology 2720**	Social Problems and Social Trends
Sociology 2761	Introduction to Criminology
Sociology 4721	Social Stratification
Sociology 4770	Sociological Analysis of Crime and Criminal Justice System
Business Education 1420	Survey of Business Principles
Management 2460	Business Law I
Management 3010	Management and Organizational Behavior

Afro-American Studies Minor With or Without Teacher Certification

Minor:

Afro-Am 2000**	Introduction to the Afro-American Experience
Art 2300*	Afro-American Art
English 2705*	Black Literature
English 4750	Studies in Black Literature
History 2100**	Afro-American History
Music 2561*	The Role of the Black in Western Music

Three From:

Anthropology 2730**	Introduction to Cultural Anthropology
Anthropology 3611	Peoples and Cultures of Africa
Education Foundation 1000**	Schools, Citizens and Society
History 3065	The American South
Home Economics 4840	The Disadvantaged Family
Political Science 4774	American Constitutional Law
Psychology 4700	Psychology of Racism and Black Americans
Sociology 2710**	Principles of Sociology
Sociology 3810	The Sociology of Urban Life
Sociology 4740	Racial and Cultural Minorities

**Applies to Social Studies requirements.

*Applies to Humanities requirements.

Graduate students at Eastern Illinois University may choose to write a Master's thesis in the areas of Black History or Black Literature.

Questions concerning the Afro-American Studies program should be directed to:

Chairperson
Afro-American Studies
327 Coleman Hall
Eastern Illinois University
Charleston, Illinois 61920

Illinois Perspective

Conservatism, cutbacks stir black students

By Monroe Anderson

WHEN THE STUDENT management at WPGU-FM, a campus radio station at the University of Illinois in Urbana, decided to change the programming format, it canceled the station's four-hour soul music show, "Sunday Overtime."

What would normally have been a routine management decision to improve audience ratings sparked a different and unexpected show, one that has not played on Illinois college campuses in about a decade: black student protests.

Almost as if there had been a flashback to the '60s when campus demonstrations across the nation were about as common as English composition classes, some 300 placard-carrying, slogan-chanting black students marched on the university's quadrangle in February, demanding the return of the soul music.

"THERE WAS SOMETHING surrealistic in seeing 300 black students chanting 'We want black music,'" said Gerald A. McWorter, director of the university's Afro American studies and research program, who believes that the protest over the music was a symbolic and emotional response to more disturbing social problems.

Students and other college administrators agree. They express concern about a return to the days of student unrest, when protest marches, building takeovers, and lists of "nonnegotiable demands" were more popular than freshman mixers.

Had the black student demonstrations in Urbana been an isolated incident, of course, those concerns might prove groundless.

BUT, IN THE LAST month, there have been three black student protests on three college campuses in Illinois, including the black music demonstration. As in the case at the U. of I., the other protests were sparked by seemingly minor incidents.

At Northern Illinois University in De Kalb, a group of 30 black students who chose to identify themselves only as the "Voice of the Black Community," held a sit-in on Feb. 24, as several hundred others in the stands cheered and chanted to spur them on during an NIU-Eastern Michigan basketball game, delaying the beginning of the second half by 10 minutes while protesting the reassignment of the athletic director, who is black.

AT ILLINOIS STATE University, Normal, more than 50 black students marched on the president's office Feb. 17 to protest the elimination of the director of the Center for Ethnic Studies.

The demonstrations, according to college administrators and students alike, are inspired by President Reagan's budget cutbacks—which are forcing belt tightening in every aspect of college life from student loans and aid to athletic departments and art courses—and by the conservative mood of the country.

They say the cutbacks and the conservatism are resulting in a reawakening of political activism as blacks, in general, and black students, in particular, begin to feel more threatened by both factors.

"OUR BLACK STUDENTS are justifiably concerned," said Stanley R. Levy, vice chancellor for student affairs at the U. of I. "The next couple of years are going to be very tense times for any student who has been receiving financial encouragement from the state or federal government to seek higher education."

Levy pointed out that the overall budget for higher education is being cut by \$27 million next fall with \$9 million of that being for scholarships. He said he feared that "there are going to be other eruptions over other issues."

"Everybody's upset by Ronald Reagan and justifiably so," said Richard K. Barksdale, associate dean of the graduate college at the U. of I. "Reaganomics can't lead to anything but confusion and protest."

THERE IS A growing restlessness among black students on college campuses for a number of reasons, said Barksdale, who is black.

For one thing, while it was popular in the '60s to pursue the more casual majors in liberal arts, today's competitive job market demands that college graduates have more technical skills in such fields as computer science, business and engineering.

The competition for desks in classrooms teaching those subjects has become so intense that the University of Illinois, Northern Illinois University and other colleges are raising admission standards because there are more students than there is room.

BLACK STUDENTS from the city have a special problem because they usually come ill-prepared from Chicago's public schools or inner-city schools from other urban areas in the state. Then they have to compete with better-prepared white student who may have attended a private or suburban school, he said.

Barksdale said that with the impending reduction in financial aid, the fact that the percentage of black students remains stagnant at 3.5 to 4 percent of the total student population, and the fact that there are fewer black professors at the University of Illinois today than there were two years ago, all spell trouble.

"When you put all these things together you get what the politicians call destabilization," he said.

The black music protest was a short course in what Barksdale said he feared.

ALICIA BANKS, 18, a sophomore who was one of the leaders in the protest, said, "Black music as an issue itself may be seen as trivial, but it was important because we were able to centralize around that issue."

Not only were the black students able to negotiate the return of the black music program and to resurrect the Black Student Association, which has been dormant since the early 1970s, but the black music situation enabled them to amplify greater concerns about whether they were being "systematically removed from the campus."

Black students at Northern Illinois University expressed similar concerns and used similar tactics in their protests over the reassignment of their school's director of intercollegiate athletics, McKinley "Deacon" Davis.

DAVIS WAS TOLD that his department was being phased out in a belt-tightening gesture.

What normally would have been a mere personnel decision became a black student cause celebre because Davis, whose reassignment made him an assistant to the assistant to the university president, is believed to have been transferred for stating in a newspaper interview that he believed the school's white basketball coach should recruit more from Chicago's public school system.

The protesting black students used the Davis incident, complete with the sit-in following half time at the basketball game, to present a well-researched and articulate list of recommendations.

THE BLACK STUDENT position paper called the university's toughening of its admissions policy irresponsible and charged that a raising of the grade point average in "the same fields that provide opportunities for employment in the outside world" was resulting in "the elimination of black students as a group."

The students, who have refused to identify themselves on an individual level, choosing to refer to themselves as the Voice of the Black Community, also took issue with NIU's limited number of black faculty and administrators.

There are only 18 blacks among the school's 1,058 full-time teaching staff and 10 blacks among its 201 top administrators, the school's affirmative action director, Patricia Latin, said.

NIU President William R. Mont admitted the students had raised a number of "legitimate concerns" and after meeting Wednesday with the students, promised to work on rectifying as many of the problems as possible.

ICBS NEWS

Dedicated to Academic Excellence and Social Responsibility
UNITY • COMMUNICATION • COOPERATION AND COLLECTIVE ACTION



February 1982

Report on the Second Annual Black Liberation Month/Black History Month

Springfield Conference of the Illinois Council for Black Studies

Sangamon State University

February 5 & 6, 1982

Theme: "FINANCIAL RETRENCHMENT IN ILLINOIS HIGHER EDUCATION: IMPLICATIONS FOR BLACK STUDIES AND AFFIRMATIVE ACTION"

The Illinois Council for Black Studies held its Second Annual February Conference hosted by the Sangamon State University Black Caucus in cooperation with the Continuing Education Division. Representatives from twelve (12) Illinois colleges and universities and a number of Springfield area residents and Illinois higher education officials joined us for several sessions. Bradley University, Illinois State University, Lincolnland College (Springfield), Northern Illinois University, Northwestern University, Oakton Community College, Roosevelt University, Sangamon State University, Southern Illinois University - Carbondale, Southern Illinois University - Edwardsville (East St. Louis Campus), Thornton Community College, and University of Illinois - Urbana. Despite threatening weather which prevented representatives from several campuses from traveling to be with us, the hospitality was gracious and warming.

The meeting and discussions were productive. The following is a summary of the major highlights of the two-day conference.

Friday evening Opening Panel on a conference Theme. Conference participants were welcomed on behalf of Sangamon State University by Dr. Charles Sampson, Black Caucus Chair. Ron Bailey, Executive Director of I.C.B.S. made comments for Dr. Gerald McWorter whose arrival was delayed because of weather related difficulties. Bailey said: These are very difficult times facing education in Illinois and throughout the U.S., especially in light of the proposed cuts of the Reagan administration. It is important that the American Council on Education has joined several professional organizations in launching efforts to oppose the drastic reductions in federal support for higher education. It is important that we pay attention to the implications of these cuts for the education of Blacks and opportunities to study the Black experience in higher education. Historically, Blacks have turned to the federal government to secure support, especially in using constitutional mandates to bring the racist practices of states in line with constitutional rights. However, the Reagan administration's attempt at redefining the federal role changes lays a basis for changing our tactics. While we must continue to struggle against cuts at the federal level, we must also search for a new partnership at the state level. For the Illinois Council for Black Studies, this has two aspects.

ILLINOIS COUNCIL FOR BLACK STUDIES NEWSLETTER

POST OFFICE BOX 87244 • CHICAGO, ILLINOIS 60680 • USA

On the one hand, we are endeavoring to build a network of cooperation among Black Studies programs and professionals and their supporters throughout the state. On the other hand, we are seeking a partnership with the Illinois Board of Higher Education in discussing the current crisis and in arriving at a mutually acceptable agenda where we can achieve the aims of furthering academic excellence in Black Studies even in the face of a worsening fiscal crisis. This kind of cooperation and these kinds of partnerships are essential in the face of financial retrenchment.

Alice Kirby, Director of Personnel, Office of the Comptroller, State of Illinois. Mrs. Kirby's remarks focused on the budgetary crisis facing Illinois.

The declining amount of federal and state dollars to educational and other programs has had a profound impact on employment opportunities and affirmative action. For example, a 12% reduction in Federal funding for education is projected for Fiscal year 1982 in comparison with that for Fiscal year 1981. The popular saying "the wheel that squeaks the loudest gets the oil" will be applicable to the educational structure as programs compete for resources.

"Black Studies and affirmative action have not been institutionalized as a part of the 'family' of programs in industry, government and the political structure. Therefore, as financial conditions change, these programs are easy targets. The thrust of affirmative action now must be aimed toward the disproportionate impact of layoffs, promotional opportunities and the retraining of employees for emerging occupations. In order to succeed in meeting the political, economic and educational challenge facing Black people today, we must realize that the most valuable result of education is the ability to know what must be done and when it must be done."

Dr. Robert Wallhaus, Deputy Director for Academic and Health Affairs, Illinois Board of Higher Education joined us again as he did last year to continue the dialogue between Black Studies professionals and Illinois higher education officials. The first portion of his remarks was an extensive review of the issue of financial retrenchment at the federal and the state level. The upshot of his extensive comments: "the economic situation isn't so great".

In the second part of his talk he went on to discuss the implications mainly for Black Studies, stating that it is a difficult question because there are no budgetary lines earmarked Black Studies. "The real question is what are the perceptions of decision makers at colleges and universities and academic units about priorities".

He identified several principles that he would use in assessing Black Studies in the current period. "(1) We should protect programs best serving student objectives; (2) We have to protect programs best serving societal values (3) We have to avoid being shortsighted and protect programs that are important to our society in the long run. (4) We should not resort to cutting across the board, shaving off the top. We should not adopt a budget strategy of reducing everything to collective mediocracy and maintaining everything while we reduce all to collective mediocracy." Dr. Wallhaus provided some developing views on several important questions which reflected further thinking about these issues since he met with us February 1981. (A full transcript of his comments will be available from I.C.B.S. in early March).

Friday evening was rounded out with an enjoyable reception with a presentation of a scholarship by the Sangamon State University Black Caucus to the school university's administration in honor of a local Black professor. Entertainment and cultural performances by local students and residents.

Saturday February 6, 1982 I.C.B.S. Business Session.

Saturday opened with a presentation on the status of planning for the Sixth Annual Conference of the National Council for Black Studies by Gerald McWorter, I.C.B.S. Chair. The historical development of the National Council for Black Studies was presented, and the assessment of the critical importance of this sixth year conference for the future of our organization was made. The structure of the conference was presented. In general discussions, many proposals came forward regarding conference plans: the timing of sessions (especially the starting time of opening plenaries); the most effective way of audiotaping and videotaping the entire conference, etc. Several suggestions were discussed extensively and will be taken up with the Chicago Host Committee and resolved in the near future.

In addition, Bailey shared documents from many of the subcommittees of the Chicago Host Committee. (For example, letters sent to exhibitors, minutes from an awards/banquet committee meeting, a press release distributed to national and local media, copies of the previous Local Host Committee Bulletin, etc.). Dr. Sarah Woods, co-chair of the Awards/Banquet Committee, made comments about the work of her committee.

Several important agreements and decisions emerged from this discussion.

(1) The Illinois Council For Black Studies will convene on Wednesday, March 17th at the N.C.B.S. conference. At noon we will have lunch with members of the N.C.B.S. Executive Board and then convene in a special I.C.B.S. meeting for a briefing on the conference to enable the entire organization to assume its full and active responsibility as conference co-hosts, and to consider other matters. This was expressed as essential so that I.C.B.S. statewide could assume its full responsibility as co-host for the conference, though Chicago Host Committee members and conference staff will be continuing work on many details.

(2) I.C.B.S. representatives and member institutions have been asked by the Chicago Host Committee to assume responsibility for raising at least \$125 in ad sales for the souvenir booklet, and contributions from patrons and contributors.

(3) Each campus and all I.C.B.S. members are expected to sell tickets for the banquet--as many as possible though no minimum was set.

(5) I.C.B.S. members should take up the important responsibility of encouraging attendance at the conference and membership in I.C.B.S. Almost three hundred Black Studies professionals throughout Illinois received a special letter inviting their participation in the conference and I.C.B.S./N.C.B.S. membership.

(6) Plans should be made to involve as many students and participants as possible. Inexpensive housing is being sought in Chicago. Any campus desiring limited student accommodations should contact I.C.B.S. (312) 326-1151 immediately.

Discussion of the I.B.H.E. Grant to the Chicago Center for Afro-American Studies and Research/Illinois Council for Black Studies. Bailey reported that he has visited several campuses since October and interviewed Black Studies faculty, administrators and students. In fact, three campuses represented at this meeting have become active in I.C.B.S. in part as the result of recent outreach. A preliminary copy of a "Directory of Illinois Black Studies Faculty" was circulated for review and comments by I.C.B.S. Generally the document was viewed as a very useful product and several suggestions were made to strengthen the final draft. Most importantly, there were some concerns regarding the consistency of the information requested and received from the individual campuses. Is the directory listing only faculty formally associated with Black Studies or does the directory seek to identify faculty teaching Black Studies related courses regardless of their Black Studies departmental/program affiliation? The answer was the latter. To facilitate clarification of this and to seek any additional information, a new letter will be mailed to the president, the dean of liberal arts, and the Black Studies Coordinator at each of the 127 institutions in Illinois along with a copy of the computer printout listing the faculty on their campus.

This will enable us to clarify the information we have received. Project plan calls for completion of the directory by March. Two other publications are planned: a directory of Black Studies courses in Illinois and a summary report on the status of Black Studies in Illinois higher education. A draft of both of these will be circulated for I.C.B.S. comments before the final copy is printed.

Discussion of Black Studies Curriculum: The Role of Community Development in Public Affairs. A diagram depicting a core curriculum for Black Studies spurred Dr. Jason, Southern Illinois University - Edwardsville to ask what consideration was given to the role of community development and public affairs in the Black Studies core curriculum? McWorter responded that this had been discussed and that the main task of the proposal was to identify those aspects of a core curriculum around which there was maximum agreement. In the ensuing discussion, several I.C.B.S. members expressed their views that given the crisis facing higher education, there is an increased tendency to look to community development and public affairs as a fruitful avenue for higher education involvement. For Black Studies, these activities represent a productive context for combining theory and practice, learning and doing.

McWorter proposed that three members who have been very active in community affairs form a committee to draft a proposal regarding this matter that would be taken up in Illinois and transmitted to the National Council for Black Studies. The proposal was accepted. The members of the committee are Dr. Emil Jason, Southern Illinois University at Edwardsville, (East St. Louis Illinois Campus); Professor David Johnson, Thornton Community College; Professor Gene Young, Bradley University; Ron Bailey will work in a staff capacity with this committee. A draft of the proposal is to be ready for consideration by I.C.B.S. when it convenes on March 17th in Chicago. If adopted this draft can be transmitted to the N.C.B.S. executive board for action at its July meeting at this time.

A decision was also reached to develop a process to expand the discussion of a Standard Curriculum in Black Studies for Illinois and to report a final statement in October 1982.

Elections: The I.C.B.S. Constitution and By-laws call for Spring Elections. We agreed that we will have nominations opened on March 17, 1982 when we convene. One decision is whether or not McWorter will seek his second and last one year term (the first year was not elected). If not, Johnetta Jones assumes the chair unless decided otherwise, and other officers would be elected. Check your I.C.B.S. Constitution and By-laws.

Recent Developments Regarding Black Studies in Illinois. As is our practice, some time was devoted to discussing recent development regarding Black Studies activities in Illinois. The following is a brief summary of these reports:

Bradley University: Gene Young distributed copies of a brochure describing the recently approved minor in Black Studies.

S.I.U. Edwardsville. An extensive report on the situation facing the East St. Louis campus was given by Dr. Emil Jason. Located in predominantly Black East St. Louis, this campus of S.I.U.-E continues to offer a viable and rich opportunity to relate higher education to the needs of the Black people in Illinois. There is, however, a current attempt to phase out programs at the St. Louis campus (notably the Experiment in Higher Education) because it duplicated programs available at the State Community College in East St. Louis. However, the agreement to allow the East St. Louis campus to develop new programs that would not be duplicative and would meet the needs of the East St. Louis community, had not been carried through by the S.I.U.-E administration. The result of all of this is that the number of Black faculty at S.I.U.-E and the number of Black Students enrolled on the campus have dropped and are still threatened with even more significant downturn.

Members of I.C.B.S. expressed their concern over this situation and unanimously passed a resolution offering full support to Dr. Jason and other participants from S.I.U.-E. Moreover, I.C.B.S. resolved to express its concerns to the administration to S.I.U.-E and representatives of the Illinois Board of Higher Education in the near future. To show its full concern over this matter, I.C.B.S. agreed to convene its Annual Fall meeting in October of 1982 at the East St. Louis campus of S.I.U.-E. At that time we hope to have in-depth discussions with S.I.U. administration and local faculty and residents.

This process of investigating and intervening in support of Black Studies activities is an important component of I.C.B.S. objectives of unity, communications and cooperation in joint action. Three other instances where I.C.B.S. support played some role in defending and expanding opportunities to study the Black experience in Illinois higher education.

At Olive Harvey College (Chicago), determined resistance and organizing blocked efforts to merge Black Studies into the Social Science Department. Additional gains which strengthen the program were also won.

At Western Illinois University, the major in the Department of Afro-American Studies was ended but recognition for a minor which indicates the continued importance of Black Studies in the Liberal Arts Curriculum was granted.

At Eastern Illinois University, because of recent progress in increasing the number of majors and students enrolled, a decision to downgrade the major was not enacted and will be reviewed this year.

Additional News/Notes

Chicago State University. Bobbie Anthony is the new coordinator of Cultural Studies. She recently organized a major symposium Black Studies which included ten members of the Illinois Council for Black Studies as speakers and participants. C.S.U. faces a Board of Governors review though the program was weakened by administrative decisions over the past two years.

Illinois State University. Jacqueline Bontemps' "Forever Free: An Exhibit of Art by African-American Women, 1862-1980" is ending its national tour of five cities (Normal, Omaha, Montgomery, Charleston, and Indianapolis). She has just been awarded an N.E.H. grant for a film on African American Women in the arts. Frank Suggs is completing arrangements for the Second Annual Conference on Retention, Graduation and Placement of Minority Undergraduate Mucic Majors (March 26, 1981) at I.S.U. He is editing a report from last year's conference.

Loyola University. Carole Adams is the new director of the program. She is revitalizing courses and has initiated a departmental newsletter called Drumbeat. A film series was instituted with a Mellon Grant.

Southern Illinois University--Carbondale. Locksley Edmondson, former dean of the Social Science Faculty at the University of West Indies is the new Chair of the Department. He was recently elected Chair of the International Congress of African Studies based in Lagos Nigeria. Aingred Dunston recently joined the department.

Illinois State Invitation. Dr. Jacquelyn Bontemps has graciously invited I.C.B.S. to hold a statewide meeting at Illinois State University. We accepted and will meet there during the 1982-1983 academic year unless special state-wide meeting is scheduled.

Questions: Call Ronald Bailey, Executive Director of I.C.B.S. at (312) 326-1151.

* * * * *

Have you joined I.C.B.S./N.C.B.S.? Do it today!

* * * * *

In Census Undercount

The recent ruling by Federal Judge Horace Gilmore in Detroit is significant. He ruled that the U.S. Census Bureau is constitutionally required to adjust its final census count to include those people it missed.

Since Blacks and other groups like Hispanics are undercounted in greater numbers than whites - as much as four times greater - inaccurate figures used to apportion political representation and allocate federal funds violates equal protection and one person, one vote laws. He prohibited the Census Bureau from releasing any final census figures until such adjustments are made.

We applaud the judge's ruling as a long overdue and necessary step in the right direction. The call for an adjusted census count has gained widespread understanding and support over the past year, in part due to the efforts of the Illinois Council for Black Studies, which held a major conference in December 1979 and this week issues its 700 page report, "Black People and the 1980 Census: Proceedings from a Conference on the Population Undercount."

All of us owe Mayor Coleman Young and his staff in Detroit an expression of support and gratitude for their persistent efforts in bringing this case to court.

But the struggle is by no means over. First, the U.S. government - President Carter, Attorney General Civiletti, Solicitor General Wade McCree, and others - must be convinced that it would be wrong to appeal the Detroit ruling and tie it up in court. A federal judge has spoken. The government should quickly heed his words so that justice can be advanced. Black people should immediately launch a campaign toward this end.

Adjusting the census count for more accuracy is a small step in the battle against injustice and inequality. But the long term battle to end racism and advance the substance of democracy, and not its hollow shadow, must continue and indeed, should.

THE LOUISIANA WEEKLY

Published Every Saturday by The Louisiana Weekly Publishing Company, Inc. Established 1925 - 640 S. Rampart St., New Orleans, La. 70150 - P. O. Box 53008 - Offices: Business and Advertising 524-5563 - Editorial and News - 524-5565.

C. C. DeJole, Jr., President and Publisher

SECOND CLASS POSTAGE PAID AT NEW ORLEANS, LA.

The work of the Illinois Council for Black Studies on the census undercount issue is receiving continuing recognition throughout the U.S., as indicated by this recent editorial.

Illinois State University

General Information

Ethnic Studies-Curriculum

Ethnic Studies-Campus/Community Service

Ethnic Studies-Research

Angry students confront Watkins on ethnic issue

By Pelly Armstrong
and Wendy Colby

More than 30 students gathered before ISU President Lloyd Watkins' office Wednesday afternoon to voice concerns regarding the future of the Ethnic Studies program.

President Watkins stated the administrative position in the Ethnic Studies program will be eliminated due to budget cuts. He stressed however that all present programs will be retained. "What I saw today was the reaction of students to a rumor concerning the program," he said.

Protest Leon Boythe stated at the Feb. 10 Academic Senate meeting that programs and activities will be continued under the Ethnic Studies program.

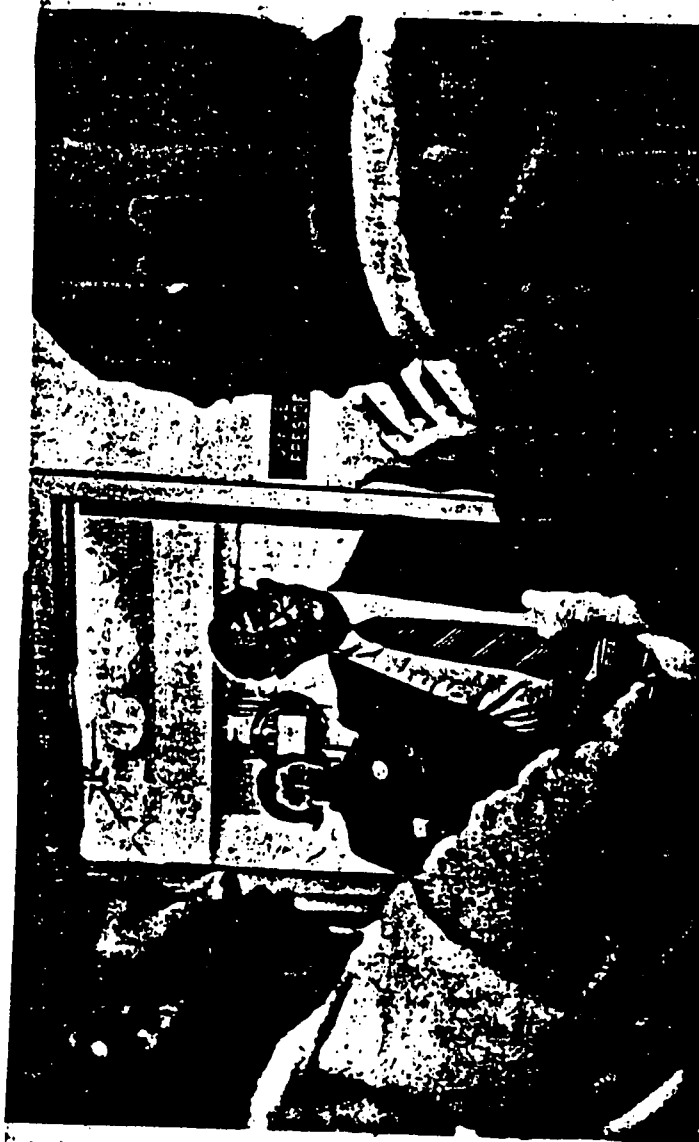
The administrative position now held by Jacqueline Boutcamp, director of the Center for Ethnic Studies, will be eliminated July 1. Other administrative positions will be absorbed by various departments on campus.

Eugene Jabber, associate provost, will handle the transition of

these positions. "It is important to remember that the administrative cost portion of the Ethnic Studies program is being eliminated and there has been no suggestion of program cuts," he said.

Charles Morris, vice president for administrative services, was involved in the creation of the Ethnic Studies program.

Sequences in the department include concentration on Afro-American studies, Bilingual studies, Chicano-Afro-Hispanic studies, general ethnic and cultural studies and women's studies.



Disgruntled students gathered outside ISU President Lloyd Watkins' office yesterday to protest a rumored cancellation of the Ethnic Studies program. More than 30 students representing numerous minority groups on campus packed the third floor Harvey Hall corridor for over an hour.

John Watkins

Cindy Bock, a junior in psychology, voiced her concern. "Policies are being passed without our knowledge. This frightens us."

Rev. Tom Todd of the campus religious center said, "The

system is made for the people, not the people for the system. I think department cuts were made because allocations were given out which could not be substantiated."

Watkins replied, "We are not going to let the program die."

Budget cuts have been occurring all over campus, Watkins said. "But we are still trying to protect classroom instruction." Reasons for the cuts Watkins cited include a mandated 1 percent decrease in the personnel line and utility costs.

Thank You...

NCBS EXECUTIVE BOARD

Dr. Joseph J. Russell, Executive Director, Indiana University/Dr. William Nelson, Chairman, Ohio State University/Dr. Carlene Young, Vice-Chairman, San Jose State University/Dr. Philip T. K. Daniel, Secretary, Northern University/Dr. Charles Frye, New England Hampshire College/Dr. John Waller, Smith College/Dr. Delores P. Aldridge, Emory University/Dr. Charles P. Henry, Oakland, California/Dr. Harold Lindsay, Community College, Highland Park, Michigan/Dr. William Parker, Educational Testing/Dr. Frank Pogue, University of New York, Albany/Dr. Thomas Porter, Ohio University/Dr. Otis Scott, California State, Sacramento/Dr. William A. Little, Portland State University/Dr. Gerald A. McWorter, University of Illinois, Urbana/Dr. James Stewart, Penn State University/Dr. William Pitts, Northern University/Dr. Carlos Broussard, University of Pittsburgh/Dr. Vivian Gordon, University of Virginia/Rev. Americus Hawkins, San Antonio, Texas/Dr. Bertha L. Maxwell, First Chairperson, The University of North Carolina at Charlotte/Dr. John Walter, Bowdoin College/Dr. James McKee, SUNY at Cortland/Dr. Leonard Jeffries, City College of New York/Dr. William Harris, University of Virginia/Dr. Curtiss Porter, University of Pittsburgh/Dr. William Jones, Florida State University/Dr. Thomas Green, University of Louisville/Dr. Perry Hall, Wayne State University/Dr. John Indakwa, University of Houston/Dr. Sam Johnson, University of New Mexico/Dr. Iulien J. Lafontant, University of Nebraska at Omaha/Dr. Al Geiger, California State University, Sacramento/Dr. Mark Ealey, University of the Pacific/Dr. Talmadge Anderson, Washington State University/Dr. Richard Blackett, University of Pittsburgh.

I.C.B.S. EXECUTIVE COUNCIL

Gerald A. McWorter, Chair, University of Illinois, Urbana/Johnetta Y. Jones, Co-Chair, Eastern Illinois University/Ronald Bailey, Executive Director, Northwestern University/David Johnson, Treasurer, Thorton Community College/Essie M. Rutledge, Secretary, Western Illinois University/Tony Boyd, Blackhawk College/Gene Young, Bradley University/Sharon Scott, Chicago Public Library, Vivian Harsh, Afro-American Collection/Maryemma Graham, Chicago State University/Rodger Oden, Governor's State University/Jacqueline Bontemps, Illinois State University/Carole Adams, Loyola University/Jo Ann Matthews, Malcolm X College/Philip T. K. Daniel, Northern Illinois University/William Exum, Northwestern University/Gwendolyn Y. Fortune, Oakton Community College/Charles Evans, Olive Harvey College/Sundiala Cha-lua, Richland Community College/S. Miles Woods, Roosevelt University/Fannie Rushing, Rosary College/Darryl Thomas, Sangamon State University/Lockley Edmondson, Southern Illinois University/Stelting Plumpp, University of Illinois, Circle/Marvin Goodwin, Kennedy King/Khadallah Burrowes, Calumet College.

The College of Fine Arts/The Black Student Union/The Student Association/The Black Campus Ministry Foundation/BACC's of Campus/Regional Religious Community Services/The William Foundation/The National Lawyer's Rights Organization/The Illinois Board of Higher Education/The State Office of Affirmative Action/Operation Push/The Governor's Office/The Board of Regents/The Honorable Carl E. Officer, Mayor of East St. Louis/Tim Walker/Black Student Organization on the I.S.U. Campus-The Fraternities and Sororities/Concerned Faculty and Students throughout the University and all Symposium Participants.

We hope that this symposium titled, "Strategies for Savings Ethnic Studies Program in a Time of Budget Cuts: Illinois State University As a Case Study" has made a useful contribution to resolving issues concerning ethnic minorities in higher education.

Dr. Jacqueline Bontemps
Director, Center for Ethnic Studies
Illinois State University
Normal, Illinois

Plenary Session

Tuesday, April 20, 1982 7:00 p.m.
Bone Student Center
Prairie Room

Ethnic Studies: A Blueprint for Survival

Community Perspective
Rev. George Edgar Reddick
Vice President, Operation Push
Chicago, Illinois
Former Chair Census Bureau
Committee on the Black
Population

Academic Perspective
Dr. Gerald McWorter
Chair-elect of the National
Council for Black Studies

Closing Remarks
Dr. Ronald Bailey
Executive Director of the
Illinois Council for
Black Studies

Strategies for Saving
Ethnic Studies Programs
in a Time of Budget Cuts:

Illinois State University As A Case Study



Greetings,

Ethnic Studies Programs throughout the nation are facing perilous times because of the budgetary crisis facing the nation. In Illinois this has meant that several university based centers devoted to Ethnic Studies or Multi-Cultural Programs have been financially weakened and/or administratively fragmented while many others have felt threatened in other ways.

The National Council of Black Studies, the Illinois Council for Black Studies, the State Council of Ethnic Studies, the Illinois State Board of Education, and supporting institutions have consequently felt compelled to form an active network to aid, support and help defend Ethnic Studies Centers, Black Studies programs and multi-cultural education programs that are being threatened by the present financial crisis.

We have to protect the ethnic public services programs and it is imperative that we not only maintain but fully support research on issues of special relevance to ethnic minorities.

We must not stand quietly by and watch felicitous cutting of programs across the board.

We must also continue to carefully monitor the implementation of affirmative action policies especially including those policies concerned with retention, recruitment and career opportunities. Because such programs have historically proven to be vulnerable during times of economic distress.

Dr. Jacqueline Bontemps
Director, Center of Ethnic Studies

Strategies for Saving Ethnic Studies Programs in a Time of Budget Cuts:

Illinois State University As a Case Study

Session I

The Need For Ethnic Studies Centers to Coordinate the Development and Administration of Multi-Cultural Curricula and Research Initiatives in Higher Education.

Tuesday, April 20, 1982 12:00 Noon
College of Fine Arts
Center for the Visual Arts Gallery

Welcome

Kenneth Collier
President, Black Student Union
Illinois State University
Dr. Jacqueline Bontemps
Associate Professor of Art
Director, Center of Ethnic
Studies
Illinois State University

Opening Remarks

Opening Statements:

Dr. Ira Cohen

Director, Honors Program
Needs and Priority Committee
Member
Illinois State University

Dr. Gerald McWorter

Chair Elect of National
Council for Black Studies
Director of Afro-American
Studies and Research Program
Chair of Illinois Council for
Black Studies
University of Illinois

Dr. George Cunningham

Associate Professor of History
Illinois State University
Northwestern University
Afro-American Studies
Department

Dr. Ronald Bailey

Executive Director of Illinois
Council for Black Studies
Associate Professor of English
Illinois State University

Dr. Scott Eatherly

Professor of Art History and Art
Education
Former Director for Center of
Ethnic Studies
Illinois State University

Dr. William Colvin

Rebuttle or Comments
by Panelists

Questions

Recommendations

Dr. Gerald McWorter
Chair Elect of National Council
for Black Studies

Session II

Implementing Affirmative Action Policies Including Those Involving Retention, Recruitment, and Career Opportunities With an Emphasis on the Roles to be Played by Ethnic Studies Centers In Solving Them.

Tuesday, April 20, 1982 1:30
College of Fine Arts
Center for the Visual Arts Gallery

Welcome

Pete Kroner
Illinois State University
President, Student Association

Opening Remarks

Dr. Jacqueline Bontemps
Associate Professor of Art
Director, Center of Ethnic
Studies
Illinois State University

Opening Statements:

Rev. George Reddick

George Edgar Reddick
Vice President, Operation Push
Former Chair, Census Bureau
Committee on Black Population
Affirmative Action Officer
Illinois State Board of
Education

Professor Frank Suggs

Music Department
College of Fine Arts
Illinois State University

Dr. Charles Sherman

Professor of Education
Illinois State University
Eastern Illinois University
Chair of Afro-American Studies
Program

Professor Johnette Jones

Chair Elect of Illinois Council
for Black Studies
Illinois State University
President, Black Student Union

Kenneth Collier

Asst. Professor of Social Work
Dir. High Potential Students
Program
Illinois State University
Executive Director
Black Campus Ministry
Normal, Illinois

Dr. Rosalyn Green

Illinois State University
President, Black Student Union

Reverend Tom Todd

Illinois State University
Executive Director
Black Campus Ministry
Normal, Illinois

Rebuttle or Comments
by Panelists

Recommendations

Dr. Ronald Bailey
Northwestern University
Afro-American Studies Dept.
Executive Director of Illinois
Council for Black Studies

Questions

Dr. Ronald Bailey

Northwestern University

Afro-American Studies Dept.

Executive Director of Illinois

Council for Black Studies



**Minor in
Ethnic and
Cultural Studies**

**Illinois State University
Normal-Bloomington**

Illinois State University

Minor in Ethnic and Cultural Studies 1980-81

The Minor in Ethnic and Cultural Studies is an interdisciplinary program designed to provide students with an opportunity to obtain knowledge about American ethnic and cultural groups. Combinations of courses from several departments focus on the history of American minorities from the scope of education, social science and the humanities. Courses must total 24 semester hours which are prescribed according to the ethnic or cultural group under study. Program areas of emphasis are Afro-American Arts, Afro-American Studies, Chicano-Afro-Hispanic Studies, Bilingual Studies, General Ethnic and Cultural Studies and Women's Studies.

Statement of Purpose

The primary and compelling reason for an Ethnic and Cultural Studies program is to examine the historically omitted ethnic role and contributions to the national experience. Students need to know that minorities have made significant contributions to America's cultural development.

Secondly, persons of American ethnic traditions should have knowledge available for their intellectual stimulation. Properly taught, Ethnic and Cultural Studies can foster a strong sense of identity and pride in addition to a deeper understanding and appreciation of experiences by Spanish-speaking, Indian, Oriental and Afro-Americans.

Thirdly, graduates of elementary and secondary education programs who may teach in the inner city or a poor rural location should know the myriad aspects of problems confronting America's cultural minorities. The standard collegiate curriculum does not examine minority contributions to American civilization, therefore a Minor in Ethnic and Cultural Studies will enhance the university curriculum in general and equip prospective teachers with additional breadth that is needed to educate students of different cultural backgrounds.

Program Emphasis

The Afro-American Arts program examines the artistic contributions of blacks to the development of American art.

The Afro-American Studies program provides a survey of the historical, literary and sociological contributions by blacks to American culture.

The Chicano-Afro-Hispanic studies program emphasizes the mores, customs and cultural contributions of Spanish-speaking Americans.

The General Ethnic and Cultural Studies program provides inquiry into several ethnic groups. History, anthropology or sociology majors may find a general survey more appropriate.

The Bilingual Studies program is designed to help prepare teachers and counselors to work effectively with students having non-English-speaking backgrounds.

Women's Studies, an interdisciplinary program, examines the lifestyles, contributions and humanistic role of women in America.

Relationship to Other Programs

Other institutional programs related to the Minor in Ethnic and Cultural Studies are the majors offered by the 12 participating departments. This relationship is a complementary one. It will help majors gain a larger focus on ethnic and cultural issues than would otherwise be offered by their respective departments.

Minor in Ethnic and Cultural Studies:

Course options allow students to concentrate within particular grade levels. Electives can include an additional major, minor, resource or general distribution among several different areas as a Spanish Major, Ethnic and Cultural Studies Minor with emphasis in Bilingual Education.

Required courses total 24 semester hours in each area of emphasis as follows:

1. Afro-American Arts:

Required courses:

ART 242—Minority Arts

THE 146—Introduction to Black Drama and Theatre

MUS 153—Black Music I

One course in Afro-American History

One course in Afro-American Literature

Two courses from Black Art and Black Music

2. Afro-American Studies:

15 hours required from:

HIS 257—Afro American History I

HIS 258—Afro American History II

ENG 189—American Literature

or

ENG 235—Afro-American Literature

POS 223—Black Politics

One course in the history of Afro-American art or music.

Nine hours of elective courses selected from:

ART 277—Afro-American Art—Pre-Slavery to 1865

ART 278—Afro-American Art—1865 to Present

ART 242—Minority Arts

MUS 153—Black Music I or MUS 154—Black Music II

SAS 264—Minority Relations

SAS 282—Urban Anthropology

SAS 368—Social Work Field Instruction I and Seminar

SAS 384—Afro-American Adaptations

INF 175—Black Revolutionary Communication

POS 246—African Politics

HIS 246—Civil War and Reconstruction: 1848-1877

HIS 256—American Business History

GEO 250—Africa (regional and societal study)

HPR 164—Jazz Dance I

HPR 164—Jazz Dance II

3. Bilingual Studies: Required Courses:

FOR (Spanish) 189—Chicano Studies

FOR 309—Spanish Phonetics

FOR 320—Methods of Teaching High School Spanish

ENG 243—Traditional and Non-traditional Grammars

ENG 344—Teaching English to Speakers of Other Languages

SED 306—Reading Development for Early Adolescence

Three additional hours from among:

FOR (Spanish) 218—Civilizacion Hispano-Americana

FOR (Spanish) 242—Survey of Spanish-American Literature

FOR (Spanish) 304—La Civilizacion Mexicana

FOR (Spanish) 331—Spanish American Literature

FOR (Spanish) 332—Spanish American Literature

FOR 335—Mexican Literature

ENG 365—Minority Literature

SAS 131—Social Psychology

SAS 264—Minority Relations

PSY 131—Social Psychology

GEO 230—Latin America

HIS 261—History of Latin America I: To 1810

HIS 262—History of Latin America II: Since 1810

HIS 371—Modern Latin America

POS 222—Urban Politics and Problems

ART 242—Minority Arts

ART 373—Pre-Columbian Art, Indian Arts of Middle America

Three or four additional hours from among the courses listed above or that follow:

ENG 241—Growth and Structure of the English Language

ENG 341—Introduction to Descriptive Linguistics

PSY 389—Psycholinguistics

4. Chicano-Afro-Hispanic Studies: Required courses:

HIS 289—Chicano and Puerto Rican History

FOR 189—Chicano Studies

SAS 264—Minority Relations

Remaining hours (15) must be selected from the following courses with the advice of the area coordinator.

ART 242—Minority Arts

ART 373—Pre-Columbian Art, Indian Arts of Middle America

HIS 261—History of Latin America I: To 1810

HIS 262—History of Latin America II: Since 1810

FOR (Spanish) 115—Second-year Spanish (Study of modern Hispanic stories)

FOR (Spanish) 218—Civilizacion Hispano-americana

FOR (Spanish) 304—La Civilizacion Mexicana

FOR (Spanish) 331—Spanish American Literature

FOR (Spanish) 332—Spanish American Literature

FOR (Spanish) 335—Mexican Literature

Reading courses with an Afro-Hispanic emphasis may be substituted on request for the required courses.

5. General Ethnic and Cultural Studies: Required courses:

ART 277—Afro-American Art—Pre-Slavery to 1865

or

ART 278—Afro-American Art—1865 to Present

MUS 153—Black Music I or MUS 154—Black Music II

SAS 264—Minority Relations

One course in HIS and one course in ENG from the list of courses which apply to the Women's Studies minor.

The Coordinator of Ethnic and Cultural Studies must approve students course selections.

6. Women's Studies: Required courses: Minimum of 18 hours or a total of 24 hours from among the following courses:

IDS 120—Women Today

IDS 390—Interdisciplinary Research in Women Studies

ENG 160—Women in Literature

HSC 191—Well Being and the Health of Women

HIS 250—History of Women in America
 IT 163—Automotive Fundamentals
 PHI 289—Feminism
 POS 390—Public Service Internship
 PSY 123—Human Sexuality
 PSY 305—Psychology of Women
 SAS 123—Human Sexuality
 SAS 289—Women as a Minority
 SAS 341—Sociology of Sex Roles
 SAS 342—Advanced Human Sexuality
 SAS 366—Contemporary Social Movements
Selected courses must be approved by the Coordinator of Women's Studies.

7. **Minor in Ethnic and Cultural Studies Education**
 Program requirements are the same as those for the minor in General Ethnic and Cultural Studies.

8. **Courses that apply to Ethnic and Cultural Studies Minor:**

ART 242—Minority Arts
 ART 277—Afro-American Art—Pre-Slavery to 1865
 ART 278—Afro-American Art—1865 to Present
 C&I 232—Education in the Inner City: An Introduction
 C&I 311—Teaching in Urban Schools
 C&I 312—Urban Field Experiences
 C&I 332—Education in the Inner City
Students who plan to teach in an urban setting are advised to take these C&I courses.
 ENG 235—Afro-American Literature
 ENG 365—Minority Literature
 FOR 189—Chicano Studies
 FOR (Spanish) 115—Second-year Spanish
 FOR (Spanish) 116—Second-year Spanish
 FOR (Spanish) 189—Spanish for Bilinguals
 FOR (Spanish) 289—Spanish Dialects
 FOR (Spanish) 304—La Civilizacion Mexicana
 GEO 336—Urban Geography
 HRP 163—Jazz Dance I
 HPR 164—Jazz Dance II
 HPR 167—Studies in Modern Dance II
 HIS 250—History of Women in America
 HIS 257—Afro-American History I
 HIS 258—Afro-American History II
 HIS 261—History of Latin America I: To 1810
 HIS 262—History of Latin America II: Since 1810
 HIS 289—Modern Mexico
 HIS 289—Chicano History
 HIS 322—American Urban History
 HIS 371—Modern Latin America
 MUS 139.05—Ebony Ensemble Singers
 MUS 139.10—Creative Arts Ensemble
 MUS 153—Black Music I
 MUS 154—Black Music II
 MUS 239.05—Ebony Ensemble Singers
 MUS 239.10—Creative Arts Ensemble
 POS 222—Urban Politics and Problems

POS 223—Black Politics
 POS 246—African Politics
 POS 381—Introduction to Paralegalism
 POS 391—Paralegal Internship
 PSY 131—Social Psychology
 PSY 305—Psychology of Women
 SAS 131—Social Psychology
 SAS 261—The Community
 SAS 264—Minority Relations
 SAS 272—North American Indians
 SAS 282—Urban Anthropology
 SAS 342—Advanced Human Sexuality
 SAS 384—Afro-American Adaptations
 INF 175—Black Revolutionary Communication
 THE 146—Introduction to Black Drama and Theatre
 THE 189—African-American Theatre Problems

Center for Ethnic Studies
 Copy edited by Joyce Gammon

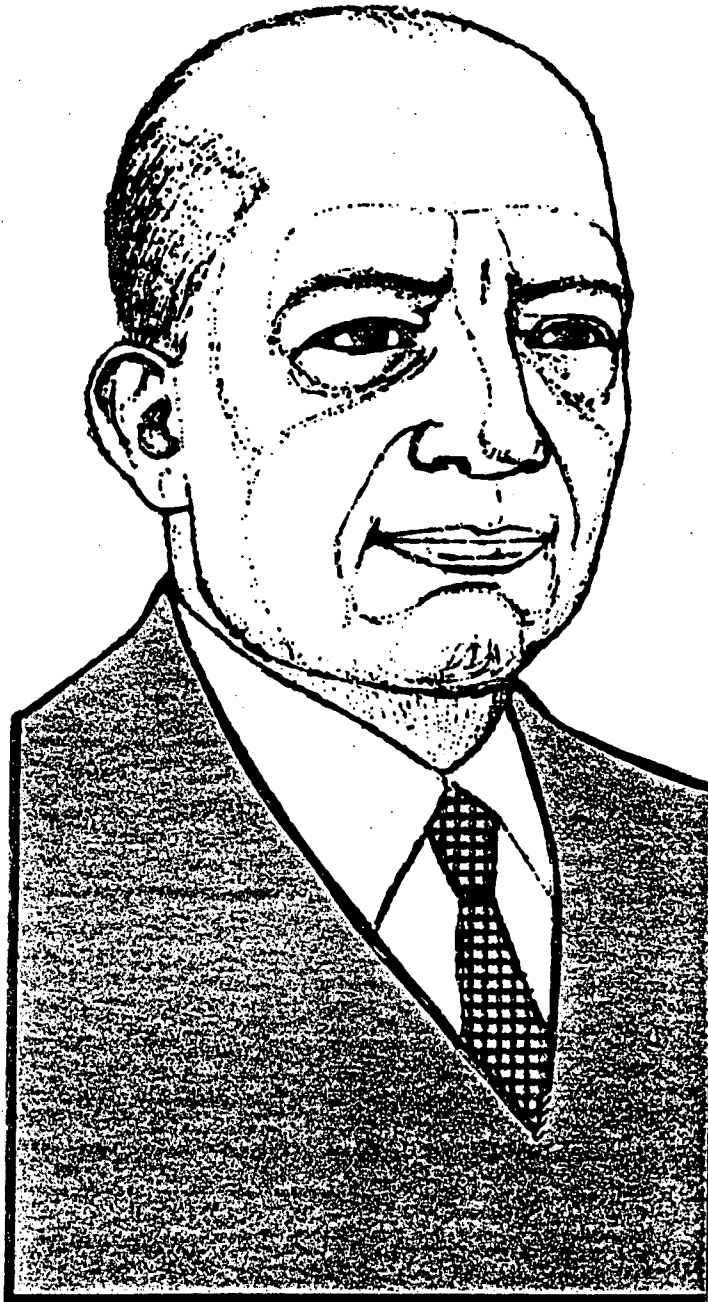
For further information contact:

Dr. Jacqueline Bontemps
 Director
 Center for Ethnic Studies
 Center for the Visual Arts 206A
 Illinois State University
 Normal, Illinois 61761
 309/438-2541 or 2542

Illinois State University is an Equal Opportunity/Affirmative Action institution in accordance with Civil Rights legislation and does not discriminate on the basis of race, religion, national origin, sex, age, handicap, or other factor prohibited by law in any of its educational programs, activities, admissions or employment policies. Concerns regarding this policy should be referred to the Affirmative Action Office, Illinois State University, Normal, Illinois 61761, phone 309/438-2111. The Title IX Coordinator and the 504 Coordinator may be reached at the same address.

"If there is no struggle, there is no progress...."

Frederick Douglas



Carter G. Woodson (1875-1950)
FATHER OF NEGRO HISTORY

**BLACK HISTORY
COMMEMORATION
January 30, 1981—
February 28, 1981**

"The Heritage of the Past Speaks
to the Urgency of the Present"

Ex. X.4 Lift Every Voice and Sing, James Weldon Johnson and J. Rosamond Johnson

Lift ev'ry voice and sing, till earth and heaven ring,
Ring with the harmonies of liberty,

Let our rejoicing rise, high as the listening skies,
Let it resound loud as the rolling sea

Sing a song full of the faith that the dark past has
taught us;

Sing a song full of hope that the present has
brought us.

Facing the rising sun of our new day begun
Let us march on till victory is won

Stony the road we trod, bitter the chastening rod
Felt in the days when hope unborn had died;

Yet with a steady beat, have not our weary feet
Come to the place for which our fathers sighed?

We have come over a way that with tears has been
watered;

We have come, treading our path through the blood of
the slaughtered;

Out from the gloomy past, 'til now we stand at last
Where the white gleam of our bright star is cast.

God of our weary years, God of our silent tears,
Thou who hast brought us thus far on the way,

Thou who hast by Thy might led us into the light,
Keep us forever in the path, we pray.

Lest our feet stray from the places, our God, where we
meet Thee,

Lest our hearts, drunk with the wine of the world, we
forget Thee;

Shadowed beneath Thy hand, may we forever stand,
True to our God, true to our native land.

Copyright Edward B. Marks Music Corporation. Used by
permission.

BLACK HISTORY COMMEMORATION

February 9-20, 1980

Saturday, February 9, 1980

Alpha Sweetheart Dance; Semi-Formal
Ballroom—6:30 p.m.-9:00 p.m.

Admission: \$2.00/ At Door = \$2.50

Set: 10:00 p.m.-12:45 a.m.

Sunday, February 10, 1980

"God's Trombone," by James Weldon Johnson
Recital Hall, Centennial East—2:00 p.m.

Black History Week Address: "The Heritage of the
Past Speaks to the Urgency of the Present"

Keynote Speaker: The Hon. W. Otis Higgs, Jr.
Ballroom—3:00 p.m.-4:30 p.m.

Monday, February 11, 1980

Michele Wallace, Black Feminist
Ballroom—7:00 p.m.-9:00 p.m.

Wednesday, February 13, 1980

"A Salute to Minnie Riperton"
Ballroom—7:00 p.m.-10:00 p.m.

"God's Trombone," by James Weldon Johnson
Recital Hall, Centennial East—8:00 p.m.

Thursday, February 14, 1980

Benjamin Hooks
Ballroom 8:00 p.m.-10:00 p.m.

Friday, February 15, 1980

Academy Awards Night
Ballroom—7:00 p.m.-9:00 p.m.

Saturday, February 16, 1980

"Stepping into Spring"/Fashion Show
Ballroom—2:00 p.m.-6:00 p.m.

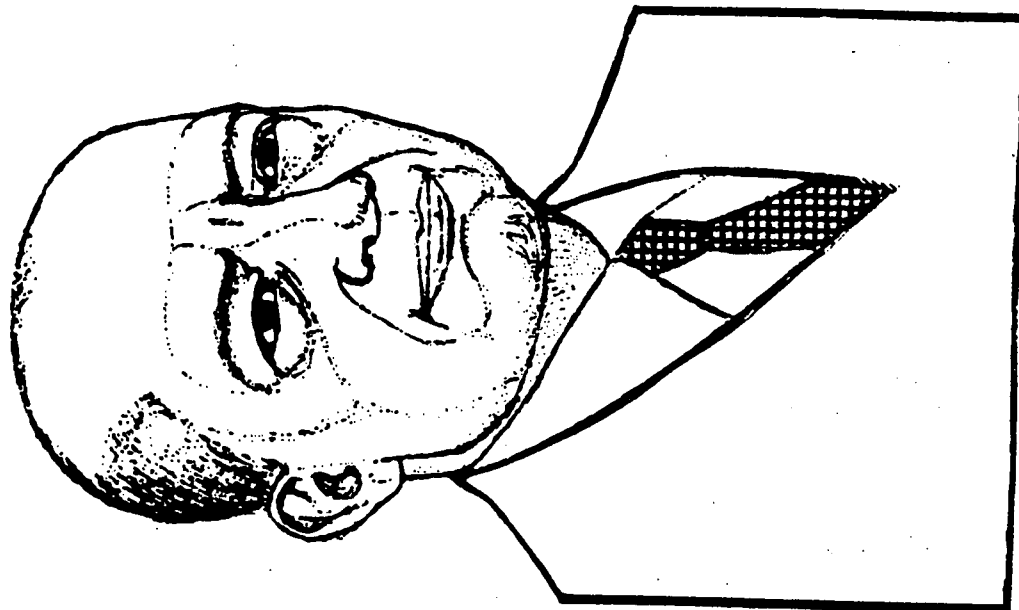
Sunday, February 17, 1980

5th Annual Miss Black I.S.U. Pageant
Stroud Auditorium—3:00 p.m.-7:00 p.m.

Disco Set B.S.U.
Ballroom—9:00 p.m.-11:45 p.m.

Wednesday, February 20, 1980

Imamu Amiri Baraka, Poet/Playwright
Ballroom—7:00 p.m.-9:00 p.m.



Carter G. Woodson (1875-1950)
FATHER OF NEGRO HISTORY

BLACK HISTORY
COMMEMORATION
February 9-20, 1980

Ethnic Studies Center
Illinois State University
438-2541

Illinois State University is an Equal Opportunity/Affirmative
Action institution in accordance with Civil Rights legislation
and does not discriminate on the basis of race, religion,
national origin, sex, age, handicap, or other factor prohibited
by law in any of its educational programs, activities, ad-
missions or employment policies. Concerns regarding this
policy should be referred to the Affirmative Action Office,
Illinois State University, Normal, Illinois 61761, phone
309/438-2111. The Title IX Coordinator and the 504 Coor-
dinator may be reached at the same address.

Maynard Jackson

Guest Speaker



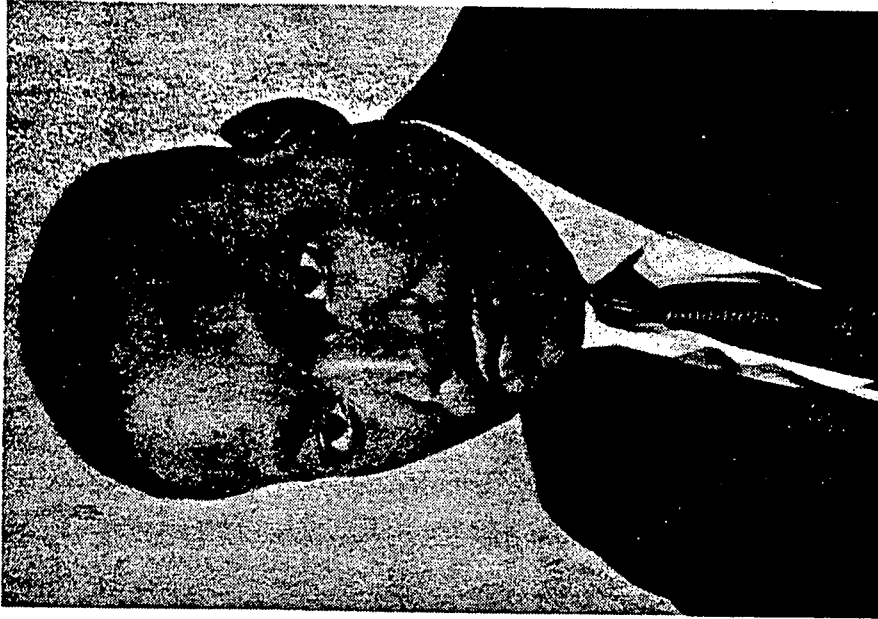
Maynard Holbrook Jackson, Jr., was born March 23, 1938. He attended public schools in Atlanta. An early admissions scholar at Atlanta's Morehouse College in 1952, Jackson concentrated in political science and history, and at the age of 18 received the B.A. Degree. He went on to earn the Juris Doctor Degree with honors from the North Carolina Central University School of Law. Jackson is founder and former partner of Jackson, Patterson, Parks and Franklin, Georgia's first and largest black law firm.

Jackson was inaugurated on January 7, 1974, as Atlanta's first black Mayor and, on January 3, 1978, was returned to the Office of Mayor after winning re-election with a landslide 63.7% of the total vote cast. Maynard Jackson is one of the youngest mayors of a major American city.

The Board of Washington's nationally prestigious *American Institute for Public Service* selected Maynard Jackson as recipient of its 1974 "The Greatest Public Service Performed by an American 35 years or Under" Award. *Time Magazine* has named Mayor Jackson one of the "200 Young Leaders of America." *Ebony Magazine* has named him one of the "100 Most Influential Black Americans."

On a national level Mayor Jackson is an active member of the United States Conference of Mayors, the Legislative Action Committee, the Board of the National League of Cities, and was the only mayor appointed to the National Commission on Neighborhoods by President Jimmy Carter.

Fourth Annual Dr. Martin Luther King Awards Brunch



Sunday, April 20, 1980
Illinois State University
Union Ballroom

Guest Speaker:

Maynard Jackson

Co-sponsored by

Bloomington Human Relations Commission
Normal Human Relations Commission

Facilitated by

ISU Center for Ethnic Studies

Dr. Martin Luther King Awards Brunch

Bloomington Human Relations Commission
City Hall
109 East Olive
Bloomington, IL 61701

Non-Profit Org.
U.S. POSTAGE
PAID
Bloomington, Ill.
Permit No. 116

Letter from the Mayors

As the mayors of Normal and Bloomington, we know we speak for the citizens of our joint community in extending best wishes to the organizers of the annual Martin Luther King Brunch.

This yearly event is taking on great significance as a reminder of the concerns which we, as individuals, must have for our fellow beings. Dr. King, himself, perhaps said it best when, upon accepting the Nobel Peace Prize in 1964, he declared, "Man must evolve for all human conflict a method which rejects revenge, aggression and retaliation. The foundation of such a method is love."

We citizens of Bloomington-Normal are fortunate to have the framework of respect for the dignity of one another. This country of ours has traveled a long, difficult road of building to the point where we can draw strength from our individual differences and in so doing, pull together in our mutual quest for human achievement.

Respect, justice, love, faith, mankind... all words used by Dr. King as he emphasized our path of life. We take pride in being mayors of cities which contribute in a substantive way, through this program, to the tenets by which Dr. King lived, and for which he died.

Richard Buchanan

Richard D. Buchanan
Mayor of Bloomington

Richard T. Godfrey

Richard T. Godfrey
Mayor of Normal

Dr. Martin Luther King Awards Brunch

Illinois State University
Union Ballroom
Sunday, April 20, 1980
2:00 p.m. - 4:00 p.m.

Program

- Invocation**
Rev. James W. Pruyne, Director
United Campus Christian Foundation
- Introduction**
Hezekiah Webb, Chairperson
Bloomington Human Relations Commission
- Brunch**
Illinois State University Union Ballroom
- Musical Selection**
Rev. Lamont Lenox
- Recognition of Human Relations Contributions**
Richard D. Buchanan
Mayor of Bloomington
Richard T. Godfrey
Mayor of Normal
- Musical Selections**
Interdenominational Youth Choir Ensemble
Director, Kenneth Davis
- Introduction of Guest Speaker**
Jacqueline M. Bontemps
- Guest Speaker**
Maynard Jackson
Mayor of Atlanta, Georgia
- Closing Statement**
Harry Johnson, Chairperson
Normal Human Relations Commission
- Benediction**
Rev. C. Gaither, Pastor
Mount Pisgah Baptist Church

Reservation Form

Yes, I plan to attend the Fourth Annual Dr. Martin Luther King Awards Brunch.

Name _____
Address _____
Telephone _____

Enclosed is my check made payable to Bloomington Human Relations Commission in the amount of \$ _____

_____ reservations.

Return this form and check to:
Bloomington Human Relations Commission
City Hall
109 E. Olive St.
Bloomington, IL 61701

Telephone: (309) 828-7361
Program Fee: \$7.00 per person
Reservation Deadline: April 15, 1980
Brunch Date: April 20, 1980

Enclosed is my check made payable to Bloomington Human Relations Commission in the amount of \$ _____

THE MINORITY VOTERS COALITION

and

THE ISU ETHNIC STUDIES CENTER

Present



Congressman, Walter E. Fauntroy

“Advocate for Voting Rights
for Washington, D.C.
Congressional Representation”

“Annual Banquet”

Illinois State University Union—Prairie Room
Illinois State University, Normal, Illinois

Sunday, October 29, 1978

MINORITY VOTERS COALITION

Board of Directors:

- Dr. Charles E. Morris
- Ms. Rosalyn Walker
- Mr. Merlin Kennedy
- Mr. James Butcher
- Mrs. Katherine Dean
- Mr. Emory Davis
- Mr. Frank Suggs
- Ms. Jewel Sangster

- Mr. Henry L. Brown, President
- Ms. Eva Jones, Vice President
- Ms. Elizabeth Ogunsola, Secretary
- Dr. Charles E. Morris, Treasurer

Dr. Jacqueline Bontemps, Director of Ethnic Studies
Illinois State University

Ushers: Alpha Phi Alpha Fraternity

"Forever Free" —

The Art of African-American Women

For the first time ever, and because of the efforts of an Illinois State University art faculty member, people across the nation will be able to experience an exhibition devoted solely to the distinguished achievement of black women artists. "Forever Free — An Exhibit of Art by African-American Women, 1862-1980" is scheduled to open in January 1981 at ISU's Center for the Visual Arts Gallery. The guiding force behind this historic occasion is Dr. Jacqueline F. Bontemps, director of the Center for Ethnic Studies and associate professor of art.

As director and curator of "Forever Free," Dr. Bontemps for two and a half years has been engaged in the awesome task of researching the artists and their works, conceiving the organizational plan of the exhibit, contacting collectors and museums, and raising funds in order to bring to fruition the project she envisioned. A teacher of art history and art education whose own paintings have been exhibited nationally, Dr. Bontemps wants to shed more light on the significant role black women have played in the artistic expression of African-Americans ever since the emergence in the nineteenth century of Edmonia Lewis, the first African-American woman sculptor.

Dr. Bontemps sees the touring exhibition as an exciting opportunity for the public as well as scholars "to study and analyze the ways in which black women have sought to express themselves and interpret their reality in America." In addition, "Forever Free" will inform the public about the contributions of black artists to the life and culture of the United States.



Originally, the works of hundreds of artists were reviewed, with a jury (including Dr. Bontemps) of professional artists, museum directors, scholars, and gallery owners making the final selections. Fifty artists are represented in the exhibit and 125 works, including paintings, prints, sculptures, and ceramics, will be displayed. Pieces have been contributed by such renowned museums as New York's Whitney Museum of American Art.

A joint project of the Center for Ethnic Studies and the College of Fine Arts, "Forever Free" will remain at ISU for four weeks before being circulated for two years among museums in Montgomery, Charleston, New York, Omaha, Dallas, and other cities throughout the country. Recently awarded \$50,000 from the National Endowment for the Arts, Dr. Bontemps' project has also received grants from the National Endowment for the Humanities and other public and private sources. Links, Inc., a cultural, educational, and civic organization presented Dr. Bontemps with the Sarah Scott Founder's Award as seed money for her work.

The challenge in presenting a first-ever exhibit is to avoid a too narrow or overly broad perspective and Dr. Bontemps believes this has been accomplished. Calling "Forever Free" an "instructive tribute," she expects audiences to appreciate its impressive range of subjects and styles. Viewers can look forward to gaining a historical overview — the representative works of past and present artists suggesting the stylistic and philosophical evolution of African-American art — as well as further insight into the best of what was and is going on in the development of new art forms and trends expressing the Black Aesthetic. Neoclassical as well as abstract art will be represented, and while some works, for instance, reflect abolitionist or black nationalist themes, others convey a sense of art for art's sake. Balance and beauty will dominate.

Dr. Bontemps' high standards for the exhibition extend to the catalogue being developed for it. Resulting from considerable research in the U. S. and abroad, the catalogue will be not only an enduring record of "Forever Free" but a valuable research tool for students and scholars. Edited by Dr. Bontemps' journalist-art historian husband, Alex, it is almost encyclopedic in scope. Interpretive essays place the works within their social, historical, cultural, and artistic contexts and the biographies of the artists include examinations of their stylistic tendencies and thematic concerns. The Bontemps, along with biographical editors Dr. Allan M. Gordon and Janet Bertagnolli, have tried to make the catalogue as thorough a research guide as possible, providing all relevant dates and place names in addition to individual bibliographies. Included will be fifty full color plates of selected works, and great care has been taken to insure that the catalogue will reflect the vividness of color in the originals.

Together, "Forever Free" and its accompanying catalogue will do much to generate further awareness and study of a continuing and vital tradition in our country's art.

FOREVER FREE:

ART BY
AFRICAN-AMERICAN WOMEN

1862-1980



Edited by Arna Alexander Bontemps

Forever Free: An Exhibit Of Art By African-American Women 1862-1980

Forever Free is an exhibition of African-American Art by female artists, featuring works by past and present black artists, and spanning a wide range of graphic and decorative mediums—sculpture, painting, printmaking and ceramics. The exhibit encompasses the achievements of black women in the graphic arts from 1843, when Edmonia Lewis, who was the first well-known black female artist in America, was born to the present moment. The exhibit, however, does not try to be comprehensive in an all inclusive sense, but rather representative of the qualitative and stylistic evolution of Black Art by African-American women.

The primary objectives of the exhibit are to inform the public-at-large about the contributions of black artists to the life and culture of the nation, to pay tribute to the unusually significant role black female artists have played in the evolution of African-American Art, and to acknowledge the expanding efforts of women everywhere to document and explain their participation in past and current events. The exhibit also hopes to make a contribution to the broader struggle by black artists and scholars to overcome the bias that has until recently denied the validity and worth of African-American Art in general.

Forever Free includes 118 works of paintings, sculptures, drawings, mixed media, ceramics and prints. One to six examples of the work of each artist, living and deceased, have been selected for inclusion in the exhibition.

The exhibition would also give interested observers an opportunity to examine and consider the social and intellectual concerns of a very special and unique group of women—to see if those concerns reflect a unity of thought or a diversity of opinion; to note the differences and similarities, if they exist at all, between the concerns of black male and female artists, and between black female artists and the broadly defined aspirations of the feminist movement; in short, to better understand the special nature of the feminine and black experiences.

The exhibition catalogue, edited by Arna Bontemps, features interpretive historical essays, biographies, individual bibliographies for each artist included in the exhibition, black and white photo reproductions and forty-nine color plates of the art that will appear in the exhibition.

Dr. Jacqueline Fonvielle-Bontemps
Director/Curator

Forever Free: An Exhibit Of Art By African-American Women 1862-1980

Artists

Auld, Rose Amelia	Humphrey, Margo	Ramsaran, Helen Evans
Billops, Camille	Hunter, Clementine	Ringgold, Faith
Blayton, Betty	Hamlin-Miller, Eva	Saar, Betye
Browne, Vivian E.	Jackson, Suzanne	Savage, Augusta Christine
Burke, Selma	Johnson-Calloway, Marie	Snowden, Sylvia
Burroughs, Margaret	Jones, Lois Mailou	Stark, Shirley
Catchings, Yvonne Parks	Key, Vivian Schuyler	Tanksley, Ann
Catlett, Elizabeth	Lewis, Mary Edmonia	Thomas, Alma Woodsey
Catti	McCullough, Geraldine	Thompson, Mildred
Chase-Riboud, Barbara	Meek, Victoria Susan	Tucker, Yvonne Edwards
Evans, Minnie Eva Jones	O'Neal, Mary Lovelace	Walker, Annie E. A.
Fuller, Meta Vaux Warrick	Owens, Winifred R.	Waring, Laura Wheeler
Guest, Ethel Darline	Pierce, Delilah W.	Wilkins, Deborah
Hassinger, Maren	Pogue, Stephanie E.	Wood, Viola M.
Hoard, Adrienne W.	Powell, Georgette S.	Woodson, Shirley
Honeywood, Varnette P.	Prophet, Nancy Elizabeth	Wright, Estella Viola
		Zuber, Barbara J.

Exhibition Schedule

Center for the Visual Arts Gallery
Illinois State University
Normal, Illinois 61761
January 30, 1981 through February 22, 1981

Joslyn Art Museum
2200 Dodge Street
Omaha, Nebraska 68102
March 14, 1981 through April 26, 1981

Montgomery Museum of Fine Arts
440 South McDonough Street
Montgomery, Alabama 36104
June 14, 1981 through July 26, 1981

Gibbes Art Gallery
135 Meeting Street
Charleston, South Carolina 29401
September 3, 1981 through October 11, 1981

The Art Gallery
University of Maryland
College Park, Maryland 20742
October 29, 1981 through December 3, 1981

Indianapolis Museum of Art
1200 West 38th Street
Indianapolis, Indiana 46208
January 18, 1982 through February 15, 1982

A Humanist's Point of View

The exhibition, *Forever Free* . . . must be viewed beyond its purely artistic appeal, for it has a humanistic value which transcends sex, race, class, or academic discipline. People throughout the world can identify with scenes of poverty, social unrest, and political upheaval; or scenes of liberation, equality, religion and history; or scenes depicting landscapes, nature and events from everyday life; or art which requires use of one's imagination; or "a portrait that is universal in its humanness."

The works included in *Forever Free* . . . express all of these themes and many more. To view the show is a humanistic experience which should promote one's understanding of life and all of its ramifications.

Dorothy L. Drinkard-Hawshawe, Ph.D.
Department of History and Politics
Bowie State College
NEH Humanist Consultant

A Critic's Point of View

Forever Free . . . is a very exciting exhibition showing a vast array of ideas by Afro-American women artists and spanning a good hundred years. Overall the quality of the show is high. Even though a number of living women who should be in the show are not, it is clear that curator Dr. Jacqueline Bontemps' research is thorough and the outstanding artists omitted were invited. Still, the exhibition is by far the most comprehensive show that I have seen on a historical overview of Afro-American artists.

Today's Afro-American women artists seem more ideologically secure; they are living in a more ideologically secure time, and their blackness, when they choose to use it, seems an equal, but only one of many aspects of a vast artistic vocabulary. This also appears to be so of many of the best Afro-American men. If this is true, it suggests that the realization of a comprehensive Afro-American art, following the foundations of Catlett and Douglas, were realized to their fullest in the Lawrence, W. H. Johnson, and Bearden generation of artists, and that more recent Afro-American art seeks to broaden the "Mainstream" so that the mainstream may become truly international, perhaps for the first time. The further implication is that today's world lacks insularity and is far too complicated for a pure "Afro-American art" to survive, if it ever existed. However, today's Afro-American women and men will force a re-writing of the history of 20th century art, will reveal weaknesses of previously highly-rated white artists and will cause the mainstream of art to be seen with a much stronger involvement of Afro-American artists and ideas.

Keith A. Morrison
Professor of Art
University of Maryland at College Park

Forever Free: An Exhibit Of Art By African-American Women 1862-1980, was made possible by generous grants from the National Endowment for the Arts, the National Endowment for the Humanities, and the Illinois Arts Council, a state agency with supporting contributions from the Links, Inc., the Sarah S. Scott Founders Award, the Medical Services for Women, the Bontemps-Williams Foundation, the Hugh M. Hefner Foundation, the Normal-Champaign Chapter of Links, the State Farm Insurance Companies Foundation, the Golden State Mutual Life Insurance Company, J.M. Fanon International, Rumpelstiltskin Graphics, the Center for Ethnic Studies and the College of Fine Arts, Illinois State University. Cover: *Initiations: African American Winnie Owens, 1978*. Photo by Joel Breger

Copyright © 1981 J.F. Bontemps

Exhibition Schedule

Center for the Visual Arts Gallery
Illinois State University
Normal, Illinois 61761
January 30, 1981 through February 22, 1981

Joslyn Art Museum
2200 Dodge Street
Omaha, Nebraska 68102
March 14, 1981 through April 26, 1981

Montgomery Museum of Fine Arts
440 South McDonough Street
Montgomery, Alabama 36104
June 14, 1981 through July 26, 1981

Gibbes Art Gallery
135 Meeting Street
Charleston, South Carolina 29401
September 3, 1981 through October 11, 1981

The Art Gallery
University of Maryland
College Park, Maryland 20742
October 29, 1981 through December 3, 1981

Indianapolis Museum of Art
1200 West 38th Street
Indianapolis, Indiana 46208
January 18, 1982 through February 15, 1982

The exhibition catalogue, edited by Arna Bontemps, features interpretive historical essays, biographies, individual bibliographies for each artist included in the exhibition, black and white photo reproductions and forty-nine color plates of the art that will appear in the exhibition.

For information contact:
Dr. Jacqueline Fonvielle-Bontemps
Director/Curator
The College of Fine Arts
Illinois State University
Normal, Illinois 61761
Phone: 309/438-2541

An Equal Opportunity/Affirmative Action University

*The
College
of Fine Arts
Illinois State University*

FOREVER FREE:

The Illinois Connection



FOREVER FREE: An Exhibit of Art by African-American Women 1862-1980, was made possible by generous grants from the National Endowment for the Arts, the National Endowment for the Humanities, and the Illinois Arts Council, a state agency, with supporting contributions from the Links, Inc., the Sarah S. Scott Founders Award, the Medical Services for Women, the Bontemps-Williams Foundation, the Hugh M. Hefner Foundation, the Normal-Champaign Chapter of Links, the State Farm Insurance Companies Foundation, the Golden State Mutual Life Insurance Company, J. M. Fanon International, Rumpelstiltskin Graphics, the Center for Ethnic Studies and the College of Fine Arts, Illinois State University.

Overview of Material in Catalogue, FOREVER FREE: An Exhibit of Art by African-American Women 1862-1980

The Catalogue which accompanies **FOREVER FREE: An Exhibit of Art by African-American Women 1862-1980** provides a comprehensive view of the contents of the exhibit.

The catalogue's preface, by Arna Alexander Bontemps and Jacqueline Fonvielle-Bontemps, is a revealing commentary on attitudes regarding black art in general. The reluctance of major museums in the country to support the exhibit makes the triumph of the project even more significant; for it is only through exposure that black art can gain the recognition that it is rightfully due. In spite of the many negative responses, there were many supporters who made **Forever Free** . . . possible, as indicated by two full pages of acknowledgements in the catalogue.

One of the supporters of the exhibition, David C. Driskell, pointed out in his introduction to the catalogue that "in less than a ten year period we have witnessed an increasing number of art exhibitions that have been designed to address the issues of sexism and racism, both here and throughout western society. All of these shows attempt to respond to or confront a form of prejudice now existing in the visual arts in America." Professor Driskell added that, "Black and women shows . . . help greatly to change our outlook on art as well as clarify the function of art in society. There is also the chance that we may see ourselves in a different light as a result of having seen someone else's art."

The African influence on art in general is not widely recognized. However, recent artists have acknowledged the influences of so called primitive African art on contemporary art. Certainly some of the art in this exhibit exemplifies the African influence. An understanding of the African influence is enhanced by an informative article on "Woman as Artist in Sub-Saharan Africa," by Roslyn A. Walker.

Although women in traditional Africa are not considered the equals of men, they employ many unofficial methods of expressing opinions and exercising power. According to Walker, African women have a special role in the field of art which "is used in the exercise of religion, socialization, education, political leadership, and for entertainment." Traditional African art serves a specific function and is not created for solely aesthetic purposes. With few exceptions, African women are restricted to making pottery for domestic use. According to Walker, pottery making is probably the most ancient art in Sub-Saharan Africa. In addition to making pottery, African women as well as men weave cloth, make baskets and mats, and engage in dye-decorating.

Walker asserts that few women in traditional African society produced sculptured objects for use in rituals. Among these few were the women of the ancient Kuba/Bushong kingdom in Zaire, who were sculptors of funerary figurines and plaques.

Walker's essay, which outlines the role of women as artist in Sub-Saharan Africa, further demonstrates the need for an exhibit of art by African-American women.

Also included in the catalogue is an essay on "African-American Art History: The Feminine Dimension," by Arna Alexander Bontemps and Jacqueline Fonvielle-Bontemps. The essay is significant in that it traces black participation in the fine arts from the late colonial period to the recent past, with special discussions on the state of black art in America in the late 19th and early 20th centuries, the Harlem Renaissance, the Depression, and the post-war era. The authors' conclusion that "the role of black women in the development of black art has increased rather than diminished in recent years and that more and more their vision of black reality will shape the visual imagery of black life in America" is further justification for the showing of **Forever Free** . . .