

MEMORANDUM

From: Office of Afro-American Affairs
To: Faculty Council
Subject: Consolidation of Afro-American Programs

Introduction

Racial unrest has reached an unprecedented level in this country. The tension that characterizes relations between whites and non-whites is at an all time high. Violent rebellion and insurrection have established a tone of urgency that can no longer be ignored at any level of American society.

The tension and unrest are directly related to a recognition of two primary considerations. First, while social and economic conditions have improved for a few black people, conditions for the overwhelming majority have just as rapidly deteriorated. Second, it has become clear that if viable solutions to the problems of race relations are to be found, black people must lay the groundwork for the search.

Black students, historically, have been in position to become partial beneficiaries of the American dream. However, increasing racial polarization is served to illustrate that the overriding human consideration in American life is skin color. As new social conditions emerge, new social definitions must be evolved. Black students have constituted a privileged class in the black population. They, more and more, are now identifying with the plight of all black Americans and are coming to accept the responsibility they have to those less privileged than they. They also recognize the pivotal role they serve as the vanguard element in the struggle for human dignity. Consequently, it is the black student who must conscientiously explore the past in order to make better use of his skills in the present. It is the effective use of the skills he possesses today that will direct and determine the future movement of an entire race of people. These considerations are what subcultural reclamation is all about.

Last spring black students at Indiana University registered a number of social and academic demands with former President Stahr. These demands were directed primarily toward the improvement of race relations at Indiana University. The primary thrust of the demands related to the creation of a curricular program in the area of Afro-American studies (past and present); increased black student, faculty and staff representation at the University; abolition of institutional practices that perpetuate individual and group discrimination against black people; and destruction of institutional barriers that impede the inclusion of black people in all areas of university life. (see attachment 1).

The response of the university community to these demands has been significant to some degree. The university community as a result has become somewhat sensitized to the needs of black students and to the general nature of conditions that alleviate racism in our society. Sensitivity is not action. Numerous problems continue to retard systematic progress toward the goals of creative racial relations. Primary problems include:

1. General misconception of the meaning of the demands registered.
2. A misconception of ultimate aims of the demands registered.
3. Grossly diversified and scattered efforts by the University committee to meet the demands registered.
4. Absence of coordination of activities to meet the demands registered.
5. Failure to consult black students and black faculty members on the planning, development and implementation of policy basic to proposed programs to meet the demands registered.

These primary problems have created and encouraged secondary problems that also restrict orderly progress toward a clear designation of viable solutions. Secondary problems include:

1. Misconception of the nature of appropriate personnel requirements.
2. Inappropriate designation of student and faculty consultative personnel.
3. Overburdening of a few students and faculty members with activities at the secondary non-policy making levels of program planning and development.

This memorandum has as its primary goal the presentation of a proposed program that would effect understanding and bring order and unification to the efforts of black students and faculty and the administrative and resource agencies of the University at large. It urges the University Faculty to command that the proposal herein submitted be accepted by the University Administration.

Proposal

It is proposed that the sum of \$200,000 be allocated annually to the development of a comprehensive program in Afro-American Affairs at Indiana University. (See attachment 2 for an explanation of the suggested budget).

Rationale

The Office of Afro-American Affairs feels that as the University is reorganized to better meet the needs of the state, its officials must become attuned to significant changes in the complexion of American society. In the area of race relations we, at the Office of Afro-American Affairs, are witnessing political, economic and social changes that are effecting an awakening of black people--an awakening that necessitates societal redefinition. Within the societal redefinition, education plays a vital role. If we agree that the university has a plethora of influence upon the educational structure and philosophy, we may also agree that the university must take a leadership position in directing the changes that occur. In this regard four important questions must be re-examined:

1. What is the nature of race relations today?
2. Who is qualified to educate?

3. Who is to be educated?
4. What institutional mechanisms will provide answers to these questions and programs commensurate with their needs?

The Program

The substance of this proposal is directly related to current plans of the University for structural reorganization. A program that addresses itself to questions of race relations must consider both social and academic problems. In this regard, the following categories will be examined more closely:

1. Vice-Presidential responsibility for Afro-American Affairs
2. Direction for an Institute of Afro-American Studies
3. The role of black students in developing an overall program

I. Vice-President for Afro-American Affairs

The great need for a comprehensive program in Afro-American Affairs mandates administrative attention at the uppermost levels of the university's decision-making apparatus. Ideally, the chief administrator in the area of Afro-American Affairs should have immediate access to the Board of Trustees (or Regents, if this is so determined), the President of the University, the Chancellor of the Bloomington campus and the Chancellors of all other campuses in the State University system, and other top administrative officials of the University. Such description of administration relationship is necessary because all areas of race relations should come under the administrative jurisdiction of a Vice-President for Afro-American Affairs.

A. Social Affairs: Discrimination

The Joint Committee on Discriminatory Practices has been charged with the responsibility for investigating complaints of unlawful individual and group discrimination. To date, the committee has done an excellent job within the range of the resources at its command. However, that body operates without clerical assistance and resources and without funding and the space essential for administrative efficiency. In addition, the members of the Joint Committee have had to complete their committee duties at the expense of their academic and professional commitments. Such a vital social agency should be given a more formal procedural set of circumstances within which to work and it should be responsible to only one level of administrative power-- a Vice-President.

B. Social Affairs: Sensitivity Training

A large segment of the problem of racial discrimination relates to an ignorance of the psycho-dynamics of prejudice. A campus-wide program of sensitivity training is necessary to combat this condition of ignorance. Such a training program should involve all levels-- student, faculty, trustees and staff-- of the University community. Final responsibility for such a program should reside with one administrative office-- the Vice-President for Afro-American Affairs.

C. Academic Affairs: Campus Education Programs

If all academic aspects of racial relations are to be given full exposure, programs such as Focus: Black America must be continued on a permanent basis. Just as the scientific, linguistic, and economic areas are specific in their interest, the academic nature of black America is specific. Speakers, symposiums and conferences that deal specifically with black America and its condition would serve to enrich all areas of the university community. The scope of such a program mandates that final responsibility for the program resides at a high administrative level-- a Vice-President for Afro-American Affairs.

D. Academic Affairs: Institute for Afro-American Studies

We of the Office of Afro-American Affairs are aware of the university's efforts to establish an Institute for Afro-American Studies. In support of these efforts, we feel that it is necessary for us to make some general comments as to what we feel the nature and direction of such a program should be.

Any serious thinking related to an Afro-American Studies program must consider the two primary aims of education-- the expansion of knowledge, and vocational preparation. Thus, a meaningful Afro-American Studies program would be inclusive of an intensive examination of the attitudinal and institutional characteristics of racism; it would include an interdisciplinary examination of racism along the entire historical span of the black man's existence in America; and it would include use of the tools of research to achieve clarification of current racist conditions.

A great deal of our institutional failure with respect to race relations relates to faulty conceptions of the nature of racism. A clarified view of the ramifications of racism would certainly improve the prospects for treating race relations' problems at the institutional level. Since most individuals at the university are preparing occupationally for institutional careers, an Afro-American Studies program must give special consideration and curricular attention to job preparation courses.

Within both the educational and training aspects of such a studies program redefinitions are in order. First, it is necessary to consider the question of what is relevant as an academic pursuit. If black students are to significantly contribute to the reclamation and stabilization of their communities, courses must be offered that directly apply to that task. For instance, a course in "Community Organizing in Ghetto Areas" could be developed and offered for credit toward a degree. We present as justification for this kind of activity the possible results that would accrue for assisting ghetto communities toward creative, effective and productive solutions to their problems. In addition, it may be argued that the activity would have just as much academic justification (if not more) as degrees credit offered for ROTC.

A second major consideration in an Afro-American Studies program is the question of who is qualified to provide instruction. Ideally, the Afro-American Studies Program would be characterized by black instruction. If the changes in perception and perspective are to be effective, black instruction is mandatory. The shortage of "qualified" instructors, of course, is a problem that has plagued all institutions of higher learning. It will take courage, conviction and resources, to meet the challenge of providing competent

black instruction for this program. While the development of scholarship relies upon standardized credentials, certain problems exist to retard immediate program development. Specifically, to what extent is a Ph.D. degree always a prerequisite for qualified instruction? Since an Afro-American Studies Program is a venture in coping with a changed academic perspective, academic accreditation should be adjusted to reflect this. An instructor of "Community Organizing" would be more effective on the basis of his experience than on the number of academic initials following his name. In many academic areas (formal disciplines) greater use could be made of black graduate students and especially in Junior Division undergraduate classes. Other institutions reportedly make use of non-academic experts who have demonstrated unique ability in certain fields. Northwestern University, for instance, employs Lerone Bennett, and Ronald Fair as lecturers in Afro-American History and Afro-American Literature, respectively, with both men being eminent authors but with neither man having other than the baccalaureate degree.

The director of such an institute must have the scholarly credentials and administrative experience that enables him to develop strict academic programs in a number of disciplines. In addition, he must be able-- by background or through personal contacts-- to give definitive curricular counsel to the university's professional schools. This is especially true of the schools of Business, Police Administration and Education.

The interdisciplinary nature of the Afro-American Studies program being suggested offers unlimited opportunities to explore many avenues of instruction that have yet to be exploited. The use of films, team teaching (senior faculty and graduate student) and guest speakers from varied disciplines are but a few of the instructional innovations that could be employed.

It is difficult to make assumptions about the final directions of University structural reorganization. It is obvious that the entire system of higher education in Indiana must be influenced by the Institute for Afro-American Studies. However, we at the Office of Afro-American Affairs feel that such an Institute should reside in Bloomington, the prototype of the structure and philosophy of the program must be developed in Bloomington, and the unmatched academic resources of the Bloomington campus be committed to the establishment, development and articulation of the program.

If America is serious about solving the problems of racial tension, if Indiana University is serious about improving race relations, then we assume the responsibility for committing all the resources at our command to establish an Institute of Afro-American Studies. While black studies may appear to be a gift to black people in universities, it is more a "gift" to white America. Black studies offer the program through which all people can more accurately assess the role of race in American life. White Americans must become fully aware of what racism has done to black Americans. More importantly, whites must be made to understand what racism has done, and is doing, to them. Black studies is an instrument through which black people can get to the hard work of reclaiming the dignity and worth of the contributions they have made and can make to the creation of a great nation. (a list of candidates for Director of the Institute are included as attachment 3).

II. The Office of Afro-American Affairs

The Office of Afro-American Affairs is a functional unit inclusive of all

black student projects of an academic nature. (see attachment 1). Thus coordination for the black student tutorial program, the black student recruiting program, the black theater workshop, and the occupational information laboratory are subsumed within the activities of the Office. The Office is located in a small, university owned house at 325 South Woodlawn.

One of the demands registered last spring was for an increase in enrollment of black students. Rather than an increase in proportional representation, we witnessed a percentage decrease. The black student population could not have increased more than 50 students. The prime project under consideration for this year is the recruitment of 500 new black students for attendance at I.U. This aggressive project reflects the concern black students have for the general condition of the black communities of this nation. Individually and collectively these communities are comparable to underdeveloped nations within the larger social system. Underdevelopment can be significantly treated by broadening the base of technicians available to serve in these areas.

Black students recognize the dimensions of such a recruitment project. The problem of contact will be attacked by using current students who are black graduates of Indiana's high schools to do the face-to-face contact work. This work will be done in an atmosphere free of high school counselors, teachers, administrators and university recruitment personnel. Such an approach alleviates the basis of fear, mistrust and distortion that has characterized recruitment proceedings in the past.

Traditional recruitment materials will be supplemented by special materials developed by black students and black faculty members, and will be oriented solely to black high school students. (copies of these types of brochures we have in mind are included as attachment 5). There are many considerations to be given to any such "high risk" recruitment program. However, the capacity of the tutorial program, the availability of "qualified" black counselors and professional programs such as the reading and study skills center provide us at the Office of Afro-American Affairs with the confidence that a greater number of blacks can be recruited and that attrition rates among black students can be significantly lowered.

The University must contribute significantly to this recruitment effort. It can do so by endorsing the concept, funding the project, putting its resources to work in behalf of the program; and by reassessing its admissions policies and practices. The university should realize that black students have both psychological and social advantages in dealing with black people. The psychological advantage is related to skin color and social advantage is related to a shared environmental perspective. These advantages must be utilized if the corner is to be turned in race relations at this university and in this country. (see attachment 6 for a list of universities conducting high risk programs).

Conclusion

We at the Office of Afro-American Affairs are proposing an ambitious and impressive program. We are proposing a financially expensive program. We are proposing a program that requires commitment and dedication. However, there is nothing in this proposal that is unique or without precedent. There are 15 major colleges and universities at least two years beyond any suggestion made in this proposal. High level black administrators, Afro-American Studies pro-

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grams and "high risk" recruitment programs are realities on their campuses.

We are presenting this proposal as a demonstration of our faith in this university. Officially, the university has suggested that it is concerned, it is willing to listen to suggestions and it is committed to action in the area of racial matters. Our faith is based on the facts that Indiana University has the talent, resources and vision to remain one of the major American universities committed to the exploration of limits of human potential. The times in which we live mandate that our faith be supported by your action.

NOTE: The brochures mentioned as Attachment 5 can not, of course, be reproduced here. Those interested in knowing more about them should get in touch with either the Faculty Council office (337-9533) or the office of Afro-American Affairs.

IN SUPPORT OF OUR DEMANDS

I. We demand the abolition of the so-called committee on Discriminatory Practices.

1. This is an investigatory and passive committee, not an active one. It does not seek to address itself to established problems but responds only to complaints.

2. This committee which "is really going to function" has done nothing concrete to date.

3. The committee members do not relate to the Black community at Indiana University.

II. We demand the creation of a new Joint Committee composed and approved by Black students and faculty members which will take concrete action concerning discriminatory problems on the Indiana University Campus.

1. To insure that this new committee will be action oriented, a steering committee representative of all segments of the Black Campus Community will be established to provide the necessary research into discriminatory practices and problems.

III. We demand the employment of Black administrators, approved by the Joint Committee to implement the resolutions concerning action to:

- A. Recruit and hire Black administrators and faculty members
- B. Attract more Black students to the University
- C. Reorganize the curriculum such that the role of the Black American is more analytically examined.

1. A memorandum will be presented to the administration by Friday, April 5, 1968, detailing a format of action.

IV. We demand that the administration make public the current efforts, if any, to end discriminatory practices of fraternities and sororities.

1. Documented evidence that all Greek organizations on the Indiana University Campus have abolished all discriminatory clauses and total-acceptance clauses should be made public immediately.

2. The 1964 Civil Rights Act, Title IV, Sec. 401 (c) and Title VI, Sec. 601, forbids discrimination which is based on either race, creed, or color by any public school or college which is supported by federal funds.

V. We demand that the administration present a plan of the University's resolution to end discriminatory practices in the Off-Campus Housing Market.

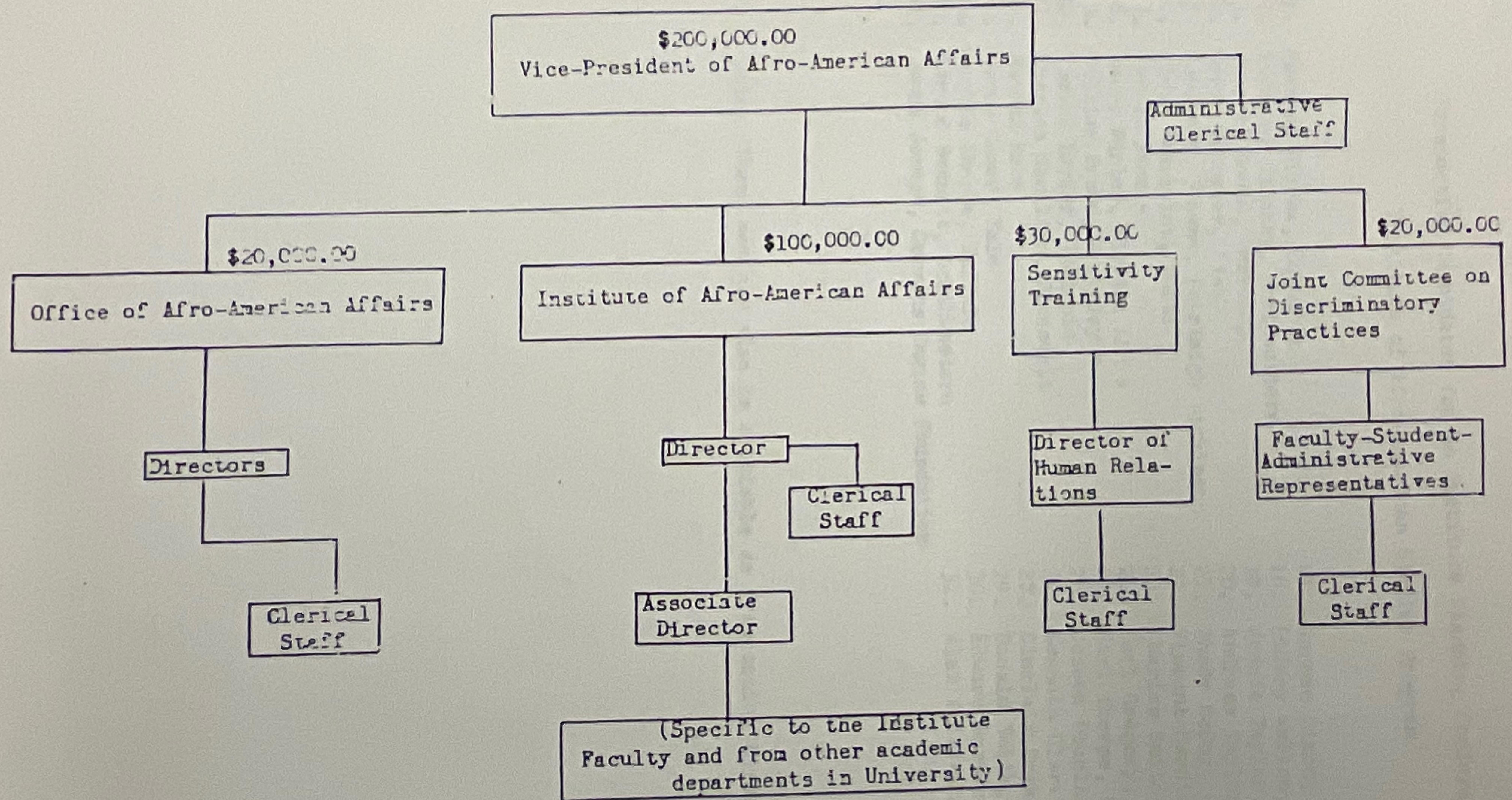
1. The University should provide assurance that all individuals and agencies listed on the off-campus housing rolls do not discriminate in terms of renting living accomodations.

VI. We demand the establishment of courses in Contemporary Black history, art, and literature.

1. A survey course entitled "The Black Man in America" which is inclusive of the socio-cultural contributions of Black Americans should be instituted in the curriculum.

2. This course, with the necessary sections, should be established on the under graduate and graduate levels.

3. This course should be taught by Black Americans.



Prospective Candidates for an Institute Planning Conference

Institute of Afro-American Studies Program

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| 1. Preston Wilcox, Columbia * | 17. Norman Dixon, Southern U. |
| 2. Sterling Stuckey, Northwestern * | 18. Sidney Walton, Jr., Merritt Coll. |
| 3. Kenneth Goode, Berkeley | 19. Jessie Taylor, Xavier * |
| 4. Gerry McWorter, Fisk | 20. Andress Taylor |
| 5. Robert S. Browne, Fairleigh Dickinson | 21. Rhody McCoy, Ocean Hill |
| 6. Alvin Poussaint, Tufts | 22. Vincent Hardin, Morehouse |
| 7. Harold Sims * | 23. Charles Smith, Florida A&M * |
| 8. Henry Finley, Florida A&M * | 24. Carl Gregory, Wayne State * |
| 9. William Brown, Berkoley * | 25. Earl Thorpe, N. Carolina St. * |
| 10. Lucius Barker, Illinois | 26. Joseph Douglass * |
| 11. Charles Hamilton, Roosevelt | 27. Kenneth Clark |
| 12. Nathan Hare | 28. Sinclair Drake |
| 13. James Comer, Yale | 29. Donald Smith, Pittsburg |
| 14. Archie Shepp, Buffalo | 30. Edward Barnes, Pittsburg |
| 15. Lerone Bennett, Northwestern | 31. Alex Poinsett |
| 16. James Joseph, Cummins Engine Foundation | |

Note: These men may also be available as Prospective Director Candidates

Introduction

The President's commission on civil disorder has made it clear that white racism is the primary contributing factor to the racial tension that exists in this country today. Manifestations of racism can be seen at every level of the educational system. The exclusion of the role of the black Americans as expressed in the system of higher education stands in direct contradiction to the growing awareness of the invaluable contributions members of this nation's largest minority have indeed made to the development of the most technologically advanced civilization in the world's history. The purpose of this paper is to propose that an Office of Afro-American Affairs can be established at Indiana University.

JUSTIFICATION FOR SUCH A FACILITY

A facility that specializes in handling the economic, social and academic affairs of black students is justified on the basis that it serves the University in a capacity that no other student agency does. Its aims are directly linked to those of the University that speak to its concern for the negative conditions that exist at Indiana University and in Bloomington for black students. The University has exhibited its inability to provide creative alternatives in certain areas. Black students and faculty members have already demonstrated that viable alternatives to current practices do exist. An Office of Afro-American Affairs would systematize the many areas of concern, avoiding the present condition of overlapping efforts, misconceptions of relevance, and misdirected priorities.

THE ROLE OF THE OFFICE

The primary role of such an office would be to provide the conditions, facilities, and working environment for investigating, planning and implementing programs designed to correct the educational insufficiencies relating to black Americans at all levels. Recognizing that the problem is composed of: (1) Academic inadequacies as to the role of black people in the American experience, (2) Economic circumstances impeding the inclusion of black Americans in the educational experience, and (3) Social conditions that deprive black Americans of knowledge about themselves and the world in which they live; the Office would address itself to the following activities:

A. Establishment of a Black Studies Program

The purpose of a Black Studies Program would be to publicize those courses and curricula relating to black people that currently exist, analyze the strengths and weaknesses of those courses or programs and recommend viable changes in them that make them relevant to black people inside and outside the campus community and Indiana University. In addition, and most important, the Office would be responsible for planning and implementing the new courses and curriculums that are addressed to areas of concern that either dismiss or marginally describe the historical and contemporary roles of the black American. The eventual goal of such a program is the creation of an inter-disciplinary curriculum leading to a degree granting program in Black Studies at Indiana University. This program would be a logical extension to the existing program in African Studies.

B. Recuiting of Qualified Black Administrators, Students, and Instructors for Black Studies

The eventual aim of the Black Studies curriculum is that as much of it as possible be taught by black instructors. It is recognized that qualified black instructors at the college level, due to great demand, are difficult to secure. One function of the Office would include the responsibility of securing black instructors for the Black Studies program as that program evolves. The establishment of similar programs across the country opens an unexplored avenue to recruitment, and the Office of Afro-American Affairs would be dedicated to exploring this and other unconventional avenues to recruitment. The situation with administrators provides similar problems to that of securing black instructors. The operating motif for recruitment of staff personnel would assume similar unconventional means as employed to locate instructors.

The whole question of student recruitment is currently being defined in a separate proposal that will be submitted to the Junior Division before the end of this semester. The proposal spells out a long term program addressed to specialized recruiting at inner-city schools.

C. Communications and Information

The Office would also assume responsibility for issuing communications and information related to all facets of the activities of black students at Indiana University. Specifically, the functions of this portion of the Office would include:

1. A Publications Center responsible for conceiving, planning and presenting journals and books to black students here, the campus community at large, and where relevant, to those individuals and groups beyond the campus community. The thrust of this work would be designed to encourage scholarly research into all avenues of contemporary black thought.
2. A News Service designed to present the views, opinions and activities of the black students of Indiana University to interested local and national individuals and groups.
3. A Community Relations Bureau to investigate and implement programs that relate the activities and resources of black students and faculty at Indiana University to the black community of Bloomington specifically and to the State of Indiana in general.

D. Resources Bank

The purpose of this area of the Office would be to collect, categorize and store academic resources related to the planning and implementation of the Black Studies Program. Such resources would include books, articles, bibliographies, taped speeches and other related materials academically relevant to the thoughts, activities and contributions of black people in America.

E. Research Agency

The function of the Research Agency is to coordinate existing information-- academic, economic and social-- that relates to the condition of black people on campus, in this community and across the State of Indiana. The information and resources of such groups as the New Joint Committee, The Committee of Equal Opportunity in Higher Education, The State Civil Rights Commission, The State Department of Education, and the records of the Indiana University Administration would be accumulated in such a way as to clarify the condition of black people at the University specifically (on a statewide basis) and across the state in general.

F. Action Center

The primary function of the Action Center is to provide the Joint Committee with the manpower to investigate and implement redress to the multitude of individual grievances that have a racial basis. In addition, the Action Center will serve as clearinghouse for all social and extra-curricular information relating to the activities of black students, faculty and visitors to the campus.

CONCLUSION

The various functions of the proposed Office of Afro-American Affairs is designed to provide the kinds of academic, social and economic information, as well as a working environment the provides for the continuing clarification of the similarities and differences in attitudes, opinions, views and desires of black and white Americans. The Office would be addressed to the academic concerns of the University as they relate to the campus and to the greater society. If the current racial estrangement that throttles the overall progress of the nation is to be rectified, the University and other institutions that serve the society must re-examine their roles and reassess the resources at their command. The proposed Office of Afro-American Affairs is designed to provide a beginning for such a re-examination and reassessment.