

# Diversity in the HBCU:

---

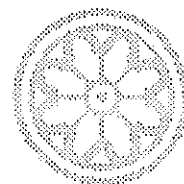
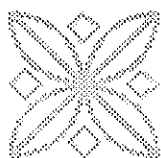
## *Implications for the Library*

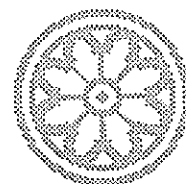
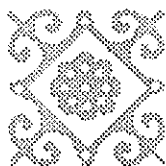


A Report on the Sixth Annual Workshop  
for Participants in the  
Black College Library Improvement Project  
August 5-7, 1992 • Atlanta, Georgia



Southern Education Foundation, Inc.





# Diversity in the HBCU:

---

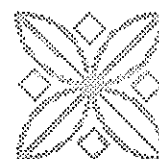
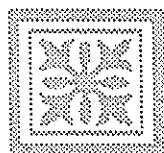
## *Implications for the Library*



A Report on the Sixth Annual Workshop  
for Participants in the  
Black College Library Improvement Project  
August 5-7, 1992 • Atlanta, Georgia

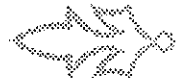
A

*Southern Education Foundation /  
Mellon Foundation  
Workshop*



---

The workshop and report have been made possible as a result of a grant from the Andrew W. Mellon Foundation. The interpretations and conclusions contained in this report represent the views of the presenters and workshop participants, and not necessarily those of the Southern Education Foundation nor the funding source.



*Southern Education Foundation*

*135 Auburn Avenue, N.E.*

*Second Floor*

*Atlanta, Georgia 30303*

*404 / 523-0001 • FAX 523-6904*

## About the Workshop

The sixth annual workshop of the Black College Library Improvement Project was held August 5-7, 1992 at the Ritz-Carlton Hotel in downtown Atlanta. All of the institutions involved in the project were represented at the workshop.

The BCLIP is a comprehensive effort to address critical issues facing libraries at historically black colleges and universities. Funded by the Andrew W. Mellon Foundation, the effort enables libraries to enhance their collections, participate in professional development activities and improve services to students and faculty.

The Black College Library Improvement Project is made possible by the project's advisory committee: Dr. Charles D. Churchwell, Dr. Guy C. Craft, Ms. Francine Henderson, Dr. Samuel N. Nabrit and Dr. Jessie Carney Smith. These individuals have given their time to evaluate projects at the institutions, provide technical assistance to library staffs and plan and coordinate the workshop. They have the gratitude of the Southern Education Foundation.

The following institutions are participants in the Black College Library Improvement Project:

Atlanta University Center  
Benedict College  
Bennett College  
Bethune-Cookman College  
Dillard University  
Fisk University  
Florida Memorial College  
Hampton University  
Lemoyne-Owens College  
Paine College  
Rust College  
Saint Augustine's College  
Johnson C. Smith University  
Stillman College  
Talladega College  
Tougaloo College  
Tuskegee University  
Virginia Union University  
Voorhees College  
Xavier University

## Cast on the Past, Fixed on the Future

OPENING REMARKS TO SIXTH ANNUAL BCLIP WORKSHOP

Every major project has its turning point, when eyes are first cast on the past — reviewing all that has been accomplished — and then fixed squarely on the future.

So it is with the Black College Library Improvement Project (BCLIP), now in its sixth and, possibly, final year. A joint effort between the Southern Education Foundation and the Mellon Foundation, the BCLIP has yielded various kinds of fruit for the past six years, and its participants are eager to continue nurturing the crop. Their enthusiasm was especially evident this year. While representatives from 20 historically black colleges and universities attended first-day sessions, a special advisory committee huddled in an adjacent conference room, reviewing a number of independent proposals — all of which were quite ambitious.

It may seem odd to classify the final year of the BCLIP workshop as a “turning point,” but the faculty, librarians and admin-

istrators in attendance were thinking about unfinished work. Elridge McMillan, president of the Southern Education Foundation, tapped into those thoughts in his opening remarks, taking care to emphasize that this is the last “formal” road for the project. After recognizing Dr. Sam Nabrit, whom McMillan credited for “convincing Mellon to embark on this project,” he asked that each participating college file a separate report outlining future goals. “We do not have renewal funding,” McMillan said, “but we have been assured that we may attempt to go on.”

In the coming months, the Mellon Foundation Board of Trustees is expected to consider renewing the BCLIP for another period of time, probably three years. And so McMillan appealed to the group to help the project make a persuasive case by filing a separate report — a report with eyes cast on the past, fixed on the future. “In your report, I encourage you to look at your institutions

and libraries before the Mellon Foundation’s [support], and then after,” McMillan suggested. “Then describe what could happen if you received funding for another three years. This is the kind of ocular evidence that makes a program officer’s job easier in addressing the trustees.”

In their appeal, the BCLIP participants will likely point to the positive effects of the more than \$6 million awarded to the project thus far — not merely the benefits received by libraries, but the impact the entire project has made on people. Without a doubt, the students at faculty at the 20 historically black institutions have been enriched culturally and intellectually from the Mellon Foundation’s six years of support. It somehow seemed fitting, then, that the focus of this year’s workshop returned to people — specifically, the diversity found on the campuses, and the myriad ways the BCLIP has, and continues to be, an inclusive and powerful force.

## Tolerance Renamed

SUMMARY: The executive vice president of Fisk University questions the relevance of the term "diversity"

A basic flaw of contemporary society's discussion about diversity is evident when people assign the term to mean someone else, the executive vice president of Fisk University told the BCLIP workshop.

"Diversity is defined, interpreted and evaluated by those who consider others diverse to them," said Dr. George Neely Jr. "It does not include intra-diversity. It does not include any interpretation *from* those who are considered diverse."

In directly addressing the theme of this year's BCLIP workshop — "Diversity at the Black College: Implications for the Library" — Neely opened his remarks by recanting a story about another workshop where the topic turned to diversity. A disagreement arose between "two members of the majority" over the precise meaning of diversity — which led Neely to realize that both were thinking of diversity as applying to other people.

"I said, 'I represent people this society once called three-

fifths of a man . . . and today we are called diverse?!'" Neely recalled. "Then I was tolerated as a fraction of a man, today I'm tolerated as a man with *differences* from those other men. In both cases I'm tolerated. And I've never been fully accepted with the full rights and authority of all human beings in this society."

A lack of input from those who are considered "diverse," Neely added, indicates a lack of respect for those individuals. "It's like the foxes meet every other season in front of the chicken house," he said. "They say, 'How will these chickens be tolerated today? Will it be fried, cacciatore or broiled?'"

Neely, a physicist who holds a doctorate in nuclear theory, punctuated the thought with a metaphor from science: "If we could peel the layer of skin off, what then would be the diversity?"

Historically black institutions, he said, are in a unique position to lead the way in redefining the term diversity

to be more inclusive, to note commonalities — and, above all, to extend beyond race.

"Our institutions must proact rather than react to this issue, lest we be devoured by it," he said. To accomplish that, HBCUs can begin by facing five key questions:

- *What are the parameters of diversity?* Social scientists include such factors as economic, ethnicity, geography, religion and race to be determinants.

- *Of all the factors that determine diversity, which is dominant?* All indicators are that race is the factor most often used to ascribe diversity — which is incorrect.

- *What does diversity look like — i.e., how do we know when we have diversity?* Donors give millions of dollars to the

C O N T I N U E D ➡

"If we  
could peel  
the layer of  
skin off,  
what then  
would be the  
diversity?"

## Tolerance Renamed

C O N T I N U E D

endowments of majority institutions to provide salaries to hire a few minority faculty because they represent 'good faith efforts' at diversity. Virtually no assistance is given to HBCUs when a request is made to augment faculty salaries, despite the fact that virtually all are racially diverse. "It's as if our interpretation of diversity is invalid," Neely said.

• *Why should diversity and its agenda be set exclusively by those who are presumably not diverse?* It will be at best chancy and more likely impossible to meet the criteria set for diversity, set by those whose difference is considered the index or norm.

• *How is diversity of the majority as viewed by the minority included in society's overall effort at diversity and multiculturalism?* There is no greater demonstration of equality than mutual respect for different views. Until or unless this happens, diversity as currently perceived will not advance.

## Who Is More Diverse?

SIDEBAR TO "TOLERANCE RENAMED"

To support the legitimacy of questioning the relevance of diversity, George Neely provided one of the most illustrative examples offered at this year's workshop.

Consider, he told the group, two men, both aged 50. One earns \$100,000 per year in salary and benefits. He originated from wealth. Schooled at the best private institutions. Well-traveled. In a word, privileged.

Now consider his counterpart, whose economic status is directly opposite. Born in poverty. Earning \$15,000 per year. Living in a world of narrow scope and perpetual despair.

An important distinction: Both men are of the same color.

Now, Neely said, consider two other men. Both hail from the same background — rural Appalachia. They make the same amount of money. They share origins and experiences in travel and education. The only significant differences is one man is black, the other white.

By society's standards, which pair of men would be seen as more "diverse," Neely inquired.

The answer, he said, is all too evident. People are inclined to equate diversity with differences in race rather than a number of other factors — each of which is just as relevant and significant.

"Some institutions [in higher education] say they're making a good faith effort because blacks and whites are together," Neely observed. "But black and white are more similar than different — or 'diverse.'"

## The Nuts and the Bolts

SUMMARY: An open panel discussion indicates that recruiting students and faculty for diversity is a great concern.

The issue of diversity on campus materializes in the day-to-day activities of an institution. Thus, it seemed appropriate that a panel discussion on "Advancing Diversity in the HBCU" quickly steered toward the details of achieving multiculturalism at traditionally black institutions. Judging from the nuts-and-bolts comments and questions from BCLIP participants, most appeared concerned about how best to use a truly diverse setting as a tool to recruit students and faculty.

The discussion was launched with brief remarks by all three panelists. Fisk University's George Neely expanded on his keynote message by sketching a salient statistical picture of last year's freshman class at Fisk. He noted that 27 percent of the freshmen came from families earning \$70,000 or more annually; another 19 percent came from families earning less than \$15,000. The remainder fell between the two extremes.

"Perhaps there is no

greater example of economic diversity," Neely said. "Yet they all look alike, and the case was made that Fisk had made hardly no effort toward diversity, compared to Vanderbilt."

Jessie Carney Smith, Neely's colleague at Fisk, encouraged librarians to take a step backward to see the broad effects of their contributions toward diversity. "It's like doing your resume for the first time in several years," she said. "You see that you've done something. Look at your libraries in the same way. When you stop to record what you have done, you see you have done many things."

Smith said it was equally important for workshop participants to examine their motives: "As we deal with programs in our libraries and on our campuses, we have to ask, 'Are we doing this to satisfy our personal desires? Or do we really care about the students?'"

Vonita Dandridge, the head librarian at Virginia Union University and the

third panelist, was the most brief in her opening remarks, but she struck right at the heart of the librarian's role in achieving diversity. "I contend that diversity should begin with historical accuracy," she said. "If history is not taught accurately, there may not be any need for diversity." With that, she wryly noted that Black History Month happens to fall in February — "the shortest month of the year."

Following the opening comments, the panel opened the floor for discussion.

Among the remarks:

- Shirley Wilkins of Johnson C. Smith University expressed concern that

C O N T I N U E D ➡

*She wryly  
noted that  
Black History  
Month happens  
to fall in the  
shortest month  
of the year.*



## The Nuts and the Bolts

C O N T I N U E D

diversity might lose steam as a priority: "It bothers me that we talk, but somehow we get to a certain point where action seems to lag. If diversity is important, we have to keep it in front of us. We cannot just be into symbols."

• Chicago State University's Guy Craft questioned how minorities at HBCUs — in this case, whites — can better be welcomed into the fold. "How do we get past the sense by whites that they won't be socially ostracized?" he asked. "We can't say they won't be, because they will be in most instances." Neely addressed that issue, first by noting that "society says ostracization is the price to pay to attend that institution," then by recounting several instances in which white students had been embraced at Fisk. "The little vignettes are small," he concluded, "but together they form the quilt."

• Bob Henderson, of Bethune-Cookman College, and Emma Bradford Perry, of Dillard University, both

raised issues pertaining to faculty. Henderson talked of the difficulty in finding and retaining "the number of qualified black faculty members we need" and noted the "tremendous brain drain that goes on." His school has taken another step toward multiculturalism by entering into a faculty exchange program with another institution. Perry agreed that most universities prefer Ph.D. faculty, but wondered whether the same standards were being held for all faculty. "When we look for black faculty, we look for Ph.D.s. But has anyone looked into the number of non-black faculty who have Ph.D.s?" she inquired.

• Woodruff Library Director Charles Churchwell, of Clark Atlanta University, suggested that the search for ways to achieving multiculturalism is sometimes tantamount to reinventing the wheel. "If you really want to deal with diversity," he said, "you could take models used at historically black institutions for years and say to the

power structure, 'Why don't we expand the model we used to have?'" Exchange programs are one such idea, he observed.

• Alvin Poindexter of Florida Memorial University echoed what others had expressed — a concern that diversity is an inappropriate word to describe the true goal. "The word bothers me," he said. "I see it as splitting apart, not bringing together. Being an artist, I look for commonality with groups that pull us together."

## More Nuts and Bolts

SIDEBAR TO PANEL DISCUSSION

Prior to the panel discussion, Fisk University's Jessie Carney Smith shared with the BCLIP participants some printed materials that approached diversity from a variety of perspectives. One was "The List of One Hundred Books for Fisk," a compilation of titles recommended for the undergraduate student. The titles themselves were diverse, ranging from Aristophanes' "Lysistrata" to Taylor Branch's "Parting the Waters." Of special note is the introduction by Ormond Smythe, dean of academic affairs and a philosophy professor at Fisk. The introduction serves as a disclaimer of sorts for the list and offers two reasons the university chose to avoid the exclusively Western reading list typical of many institutions. An excerpt:

"... the reduction of liberal learning to great books has never had deep appeal at Fisk. For one thing, Fisk has long understood that the world is far broader and

richer than what is usually gathered under the heading of 'Western culture.' The cultures of Asia, of Africa, of Oceania, and of pre-Columbian American are as much a part of the human story as are the cultures of Greece, Rome, Western Europe and Westernized America. Moreover, these so-called 'Western cultures have been much less isolated from 'non-Western' influences than they sometimes imagine.

"Fisk also understands that the critical reading of fundamental texts, important as it is, does not add up to the whole content of a modern liberal education . . . such an education emphasizes the passing along of the legacy of past generations and bygone times — an important mission, to be sure, but one which entails the risk of insufficient engagement with the immediate problems and opportunities of each new generation."

In addition, Dr. Smith provided participants with a program from last year's Zora Neale Hurston Festival

held at Fisk University. The festival coincided with the 100th anniversary of the birth of the renowned storyteller, whom Fisk described as "enjoying a phenomenal literary renaissance."

Further information about the Hurston Festival or "The List of One Hundred Books for Fisk" may be obtained by writing Dr. Jessie Carney Smith, Fisk University, 17th Avenue North, Nashville, Tennessee, 37203.

"The word  
'diversity'  
bothers me. I  
see it as  
splitting apart,  
not bringing  
together."

## Accidental Librarian

**SUMMARY:** A consultant warns that African-American heritage will be lost unless librarians work harder to develop collections.

As a boy, Herman "Skip" Mason was the quintessential packrat. He collected. But what made his collection unique was the method he applied to the madness — a carefully reasoned system of organizing his collections in his bedroom.

That experience in his childhood helped shape his professional life, and today Skip Mason is a consultant and head of his own research firm, Digging It Up.

Mason opened his discussion by dismissing the title of the session: "Other Forces, Other Faces, Other Views on Diversity." Diversity, he said, is a word that is headed down the path of other common and trite words, such as networking and strategizing. And so he focused on what he perceived to be a serious threat to libraries at historically black colleges and universities — the arrest in the growth of special collections detailing the African-American heritage.

"There is a dire need to revamp the mission of what our black institutions are

collecting," Mason told the group. But despite a "resurgence of interest in African and African-American Americana" in the past 20 to 30 years, some institutions have stopped collecting. That, Mason said, raises a pointed question: Who will control our heritage? "While we're sitting around waiting for funding, spending time in meetings, we are missing out on the cream of the crop. We have to make a commitment to go out and retrieve material for collections," he said.

Mason suggested that academic libraries come up with a collection development strategy. Such a strategy should involve educating the community of just how important personal papers, artifacts and other materials could be to a university.

"As we speak right now," Mason said, "information on African-Americans is being thrown out. Books, documents, manuscripts and photographs are being discarded. Many prominent individuals in the community are not educated to the fact

that their materials should be sent to [libraries]. We take it for granted that this educator or that doctor will give his materials to a collection."

To dramatize the point, Mason told a story of how he was called after an Atlanta educator died. "You better get over here," a friend told him, noting that the educator's papers were being pitched into a dumpster. Mason then climbed into his station wagon and drove to the late educator's home. "I was wearing a nice suit," he remembered, "and I had just gotten my shoes shined. But I climbed into the dumpster anyway and came up with some valuable letters."

Librarians must adopt that "scavenger mentality," he said, if they are to continue developing collections. So too must they groom future librarians. "Sometimes I feel like I am one of the last living, breathing archivists," he said. "You, as librarians, as role models, need to begin your own campaign to encourage students to look at library schools . . . I encourage you, as you return to your institutions, to begin to train and mold and develop potential librarians."

## The Tuskegee Story

SUMMARY: A venerable archivist shares the secrets of his success from nearly 35 years on the job.

An attention to detail, an eye for valuable materials — these are the qualities that helped Tuskegee University develop one of the most diverse collection departments among historically black institutions. And the man who had much to do with that enviable success told the BCLIP workshop that he “sometimes had to go in basements and other places we never thought we’d go” to get what his library needed.

Daniel T. Williams, Tuskegee’s archivist, shared his experiences of nearly 35 years at the university. He offered sagacious advice, such as the importance of cooperating with other institutions — in his case, ranging from Auburn University to the Daughters of the Confederacy to the state archives. He also told stories, such as the one about an Ohio family who called him just before their family reunion. They wanted to know about a relative who received an award from Booker T. Washington.

“I checked into it,” Wil-

liams said. “He received a special award alright — he was kicked out of school because he was in the laundry room with his little girlfriend.”

But while Williams’ advice and stories proved engaging and helpful, his wisdom shined brightest when fielding questions from workshop participants, who wanted to know more about how Tuskegee came to acclaim. A sampling:

*Q: What is the size of your staff?*

Williams: You’re looking at it. I do have some student assistants, though, and they’re outstanding.

*Q: Is all of your microfilm produced in-house?*

Williams: Most.

*Q: Do you have automation in your archives?*

Williams: That’s down the road. We’re still in the up-from-slavery syndrome.

*Q: It seems you have a fairly large collection. Is it kept in a special space or building?*

Williams: Life for me ain’t been no crystal stair. We have a stack area and a special room, but much of our material is stored.

*Q: How can you get help identifying photographs?*

Williams: We have a class reunion every year, and we put photos out on a table for [alumni] to identify. That is their job and their chance to leave something behind.

We also work with the local community. In archives, you can’t be aloof. We work with churches, for example. They bring out pictures of baptisms, weddings, funerals and we show them how to preserve them.

*Q: I think you should write a book on how people should behave with archivists and librarians. Researchers can be so impatient.*

Williams: There’s a degree of rudeness involved in the [job]. And I sometimes have to remind people in the library that this is a house of service, not servants.

“He was kicked out of school because he was in the laundry room with his little girlfriend.”

## A Welcomed Invasion

SUMMARY: The automation of the Johnson C. Smith University Library was a multi-faced process — but well worth the effort.

Floyd Ingram has a vivid memory of the day workers began to automate the Johnson C. Smith University Library.

“On a certain day, all these creatures invaded the library with these big packages,” he told participants at the BCLIP workshop. “It was a total invasion. They came in with power drills, ladders — even a bow and arrow. They used that to shoot the cable through the [ceiling].”

The installation of computer cables and other materials — the necessary evils of automation — signified a minor disruption of the library’s operations. (“You just had to stop working,” Ingram said.) But it was a welcomed invasion. The drilling and hammering and sawing were the visible results of a long and erstwhile effort to usher Johnson C. Smith into a new era.

Ingram and his colleague, Shirley Wilkins, described the step-by-step process of how their university came to automate the library. So detailed was their story — a story of determination, politics, decision-making and luck — that Ingram even recalled specific dates. Among the highlights of their odyssey:

- Automation was necessary at Johnson C. Smith partly because of a new requirement that every student submit a research paper before graduation. “When we discussed that requirement at a faculty meeting, everyone bemoaned the library,” Wilkins said. “There was a new emphasis to upgrade serial holdings, book collection — everything to supply students and faculty with what they needed.”

- The university shelled out \$800 in 1989 to conduct a

feasibility study of automation. “It was the best money we ever spent,” Wilkins said. The library hired a consultant; his study recommended switching to a turnkey system.

- At the president’s request, Wilkins submitted a proposal for Title III funding for the turnkey system. In some ways, she was working in the dark: “I wasn’t sure when the [implementation] would begin. So I took the high end of the estimate. And that’s when I used that valuable word — ‘miscellaneous.’ I’m probably the last person in the world you would want for an automation project. But I’m pretty good at asking people for money.”

- The library also inventoried its collection — “which revealed about 10,000 volumes we didn’t know we had,” Wilkins said — and then began the process of converting records to machine-readable type. After hitting a political snag, officials then issued a request

for proposals for the turnkey system. A key issue: The university's computer center insisted on interconnectivity with other parts of the campus.

- Ingram coordinated many of the hardware and software decisions in automation, such as where to keep the mainframe (in the library), where cables would be placed (decided on a series of pre-installation visits) and how to define who could use certain materials (the system keeps track of access).

Many in the audience had questions for the two Johnson C. Smith professionals. Their answers: The library now has approximately 115,000 volumes; the turnkey system costs approximately \$300,000; the campus is responsible for connecting with the library; no extensive rewiring was required; and the university is keeping a separate maintenance contract for the new equipment. Training on the new system will begin this fall.

Wilkins advised partici-

pants that because such a project is a daunting task, having some fear is acceptable. "I am lacking in certain kinds of expertise when it comes to computers," she said, "and my initial reaction was out-and-out fear. If you embark on a project like this, I'm sure you will be fearful, too. But just go on and be scared."

Ingram and Wilkins were also asked whether they had to move the card catalog. "We moved it, but only by about six feet," Ingram said. "But there's a plan to move it out the door soon."

## Free Gift

### MICROFILM READERS

Prince Rivers of the Atlanta University Center brought some surprising and welcomed news to the BCLIP workshop — an offer to receive microfilm readers for practically nothing.

"A total of 197 brand-new microfilm readers have been donated to historically black colleges and universities," he told the gathering.

Institutions can receive them by agreeing to pay for shipping costs and a surcharge of three cents per dollar of the value of the readers.

The microfilm readers were valued at an estimated \$200 to \$300 per reader.

"If you embark  
on a project  
like this, I'm  
sure you will  
be fearful, too.  
But just go on  
and be scared."

## Beacon of Light

SUMMARY: Pulitzer-nominated author Clifton Taulbert sends participants on their way with a message of inspiration.

The appearance of Clifton Taulbert at the BCLIP Workshop dinner was one of the highlights of last year's session. His stories, taken from "Once Upon A Time When We Were Colored," not only drew rave reviews in conference evaluations. They continued to be the topic of conversation the following morning.

Taulbert made a return engagement this year, and again he did not fail to please. His purpose, however, was different. He spoke briefly, having just arrived on a plane from Dallas, but his was an inspirational and motivational speech that sent participants home feeling good about the workshop. (He also stayed long enough to sign copies of his latest book, "Last Train North.")

Taulbert reminded the gathering of just how important they are. "You are much more than the keepers of the Dewey Decimal System," he said. "Many of you are the representatives and the keepers of the flame. You view books as the lantern

that lights the pathway for boys and girls to find their way. "

He also evoked memories of his own upbringing on the Mississippi delta, a place that helped him understand diversity.

"What changed me was not the fact that I went to college or graduate school, but the people there," he remembered. "They were the people who were good when the times were bad. And they were the people who showed me that in order to appreciate diversity, it was vitally important for me to embrace my own diversity."

What enabled him to succeed, Taulbert said, was his capacity to embrace a broader world — and to write about things he knew. To illustrate, he recounted the story of how William Faulkner proclaimed his own bravery by telling people in Paris that he had a metal plate in his head from an old war injury. "He even in-

cluded it in his own autobiography — which, as all of us know, was untrue," Taulbert said.

Faulkner left Paris. He was told to go back to Mississippi to write about things he knew.

On the morning Taulbert spoke, the *Atlanta Constitution* published a prominent feature on the author and his latest book, "Last Train North" — a book Taulbert said was recently nominated for a Pulitzer Prize. The group applauded at the news, but Clifton Taulbert was quick to turn the tables of praise back to them, complimenting them on their work. And he reminded them that "tomorrow is foreshadowed in the books we read today."

Then he said, "You have to continue to be a beacon of light. For you are the ones who allow people to come in and literally discover the world."

# Sizing up the Workshop

## Overview of Evaluations

As in past years, workshop participants gave this year's meeting high marks. Nearly three-fourths (74.1 percent) gave the conference an overall "excellent" rating, while 22.2 percent said it was "very good" and 3.7 percent deemed it "good." No one rated the workshop "fair" or "poor."

Few of those who evaluated the workshop wrote comments. Of those who did, the comments generally served to express satisfaction with the overall workshop. None of the sessions received a "poor" rating from any of the participants, and only three sessions got one vote each as being "fair." Recommendations for improvement, for the most part, did not address programming as much as miscellaneous qualities.

Because of a printing error on the evaluation forms, ratings were not available for the session on Tuskegee University's story.

## Session Ratings

### WORKSHOP OVERALL

*Number of respondents: 27*

Excellent	74.1 %
Very Good	22.2 %
Good	3.7 %
Fair	0
Poor	0

### IS DIVERSITY RELEVANT?

*Number of respondents: 29*

Excellent	69.0 %
Very Good	24.1 %
Good	6.9 %
Fair	0
Poor	0

### PANEL DISCUSSION ON DIVERSITY

*Number of respondents: 27*

Excellent	44.4 %
Very Good	37.1 %
Good	14.8 %
Fair	3.7 %
Poor	0

### OTHER FACES, OTHER FORCES

*Number of respondents: 29*

Excellent	55.2 %
Very Good	20.7 %
Good	20.7 %
Fair	3.4 %
Poor	0

### AUTOMATION AT

### JOHNSON C. SMITH UNIVERSITY

*Number of respondents: 26*

Excellent	65.5 %
Very Good	26.9 %
Good	3.8 %
Fair	3.8 %
Poor	0

None of the sessions received a "poor" rating from workshop participants.



## Comments, Suggestions

SUMMARY: The sixth annual BCLIP Workshop receives positive reviews and a few suggestions.

■ This was my first time attending this workshop, and I found it to be informative, well-planned and enlightened by intelligent people.

■ Topics were current and appropriate. Question and answer periods provided valuable information. And "The Wiz" was fantastic and fit right in to the humanities.

■ Your speakers were generally very good. More visuals would have enhanced some of the presentations.

■ The workshop again proved to be a success. I appreciated the session on "The Meaning of Diversity."

■ Please continue your tradition of having writers share with us!

■ The workshop renewed my ambition to encourage, promote and teach cultural diversity on the Xavier campus.

■ Subjects were timely and well-presented.

■ Planning and running of workshop/conference was given meticulous time and consideration, as evidenced in its smooth facilitation.

■ It is always good to meet annually to share ideas and concerns of Black America. The "networking" among librarians and educators has been beneficial to all persons I have talked to. Thank you for these experiences.

■ The panel discussion on advancing diversity did not seem particularly well-prepared. I heard disgruntled feelings, but no real solutions offered. The young archivist made some interesting points, but I did not hear him stress nearly strong enough the importance of identifying important individuals/collections and then mounting a well-considered campaign to get them into the archives.

■ The volume at the microphone was very low or the speakers did not project to be heard clearly.

■ I truly enjoyed every phase of this, our last formal meeting of the [workshop]. We have had a great time working with SEF and I hope that we will have another three years with Mellon.

■ The overall workshop was excellent. Not only informative, but many practical suggestions evolved during discussion periods following presentations.

### Future Workshop Ideas

- We need to hit one or some of our major problems on the head. What, for example, are libraries doing about drugs, violence, teen pregnancy, date rape, etc.? Also, what research are librarians doing in using the collections or assisting faculty and scholars in the humanities?

- African-American literature as a means of promoting cross-cultural understanding

- The importance of the humanities and its subject areas, and the library to the educational institution

- Cooperative efforts of HBCU libraries

## Workshop Participants

Atlanta University Center  
Woodruff Library  
111 James P. Brawley Drive, SW  
Atlanta, GA 30314

Charles D. Churchwell,  
Director  
Woodruff Library

Joseph E. Troutman  
Ruth McClure  
Woodruff Library

Earl Clowney  
Clark Atlanta University

Thomas Hager  
Clark Atlanta University

Roosevelt Leonard  
Morris Brown College

Calvin Grimes  
Morehouse College

Ann Warner  
Spelman College

Benedict College  
Harden and Blanding Streets  
Columbia, SC 29204

Beatrice Sumter  
Librarian

Ethel G. Byrd  
Librarian

Gwenda Green  
Humanities Faculty

Bennett College  
900 East Washington Street  
Greensboro, NC 28204

Dorothy Haith  
Librarian

Penny Speas  
Humanities Faculty

Bethune-Cookman College  
640 Second Avenue  
Daytona Beach, FL 32015

Bobby R. Henderson  
Librarian

Johnson Akinley  
Humanities Faculty

Dillard University  
2601 Gentilly Boulevard  
New Orleans, LA 70122-3097

Emma Bradford Perry  
Librarian

Cheryl McKay Dixon  
Humanities Faculty

Fisk University  
17th Avenue, North  
Nashville, TN 37203

Jessie Carney Smith  
University Librarian

Robert L. Johns  
Humanities Faculty

Florida Memorial College  
15880 NW 42nd Avenue  
Miami, FL 33054

Laban Conner  
Librarian

Alvin Poindexter  
Humanities Faculty

"Topics were  
current ...  
and 'The Wiz'  
was fantastic  
and fit right  
into the  
humanities."

## Workshop Participants

CONTINUED

### Hampton University

*Hampton, VA 23668*

Earl Bean

*Librarian*

Enid P. Housty

*Humanities Faculty*

### LeMoyne-Owens College

*807 Walker Avenue*

*Memphis, TN 38126*

Annette C. Behre

*Librarian*

Philip Dotson

*Humanities Faculty*

### Paine College

*1235 15th Street*

*August, GA 30910*

Carrie Thompson

*Librarian*

Gussie Howard

*Librarian*

Marva Stewart

*Humanities Faculty*

### Rust College

*1 Rust Avenue*

*Holly Springs, MS 38635*

Anita Moore

*Librarian*

Gwendolyn Jones

*Humanities Faculty*

Jennifer McMullen

*Humanities Faculty*

### Saint Augustine's College

*1315 Oakwood Avenue*

*Raleigh, NC 27611*

Everett A. Days

*Librarian*

Seavelyn Smith

*Humanities Faculty*

Johnson C. Smith

*University*

*100-300 Beatties Ford Road*

*Charlotte, NC 28216*

Shirley P. Wilkins

*Librarian*

Floyd Ingram

*Humanities Faculty*

### Stillman College

*P.O. Drawer 1430*

*Tuscaloosa, AL 35403*

Robert Heath

*Librarian*

Paul Mills

*Humanities Faculty*

### Talladega College

*627 W. Battle Street*

*Talladega, AL 35160*

Frances Dates

*Librarian*

Yakini Kemp

*Humanities Faculty*

### Tougaloo College

*Tougaloo, MS 39174*

Charlene Cole

*Librarian*

Ruth Johnson

*Humanities Faculty*

### Tuskegee University

*Tuskegee Institute, AL 36088*

Edna L. Williams

*Librarian*

Feretha Armstead

*Humanities Faculty*

Virginia Union University  
1500 N. Lombardy Street  
Richmond, VA 23220

Vonita W. Dandridge  
Head Librarian

Margaret Duckworth  
Humanities Faculty

Voorhees College  
Denmark, SC 29042

Marie S. Martin  
Librarian

Alonzo Stevens  
Humanities Faculty

Xavier University  
Palmetto and Pine Streets  
New Orleans, LA 70125

Robert Skinner  
Librarian

Laura Turner  
Humanities Faculty

## Workshop Presenters

Charles D. Churchwell  
Director, Woodruff Library  
Atlanta University Center  
111 James P. Brawley Drive,  
S.W.  
Atlanta, GA 30314

Guy Craft  
Chicago State University  
Lib-206  
95th at King Drive  
Chicago, IL 60628

Vonita Dandridge  
Head Librarian  
Virginia Union University  
1500 N. Lombardy Street  
Richmond, VA 23220

Francine Henderson  
4526 9th Street, N.W.  
Washington, D.C. 20011

Floyd Ingram  
Johnson C. Smith University  
100-300 Beatties Ford Road  
Charlotte, NC 28216

Herman "Skip" Mason  
807 Tree Crest Parkway  
Decatur, GA 30035

George Neely, Jr.  
Executive Vice President  
Fisk University  
17th Avenue, North  
Nashville, TN 37203

Jessie Carney Smith  
University Librarian  
Fisk University  
17th Avenue, North  
Nashville, TN 37203

Shirley Wilkins  
Johnson C. Smith University  
100-300 Beatties Ford Road  
Charlotte, NC 28216

Daniel T. Williams  
Archivist  
Tuskegee University  
Tuskegee Institute, AL 36088

*Skip  
Mason  
088-  
6309*

## Advisory Committee & Southern Education Foundation Staff

### Advisory Committee

Charles D. Churchwell  
Woodruff Library  
Atlanta University Center  
111 James P. Brawley Drive,  
S.W.  
Atlanta, Georgia 30314

Guy C. Craft  
Director, Cooperative College  
Library Center  
159 Ralph McGill Boulevard,  
Suite 602  
Atlanta, Georgia 30365

Francine Henderson  
1738 Kilbourne Place, N.W.  
Washington, D.C. 20010

Sam Nabrit  
686 Beckwith Street  
Atlanta, Georgia 30314

Jessie Carney Smith  
University Librarian  
Fisk University  
17th Avenue, North  
Nashville, Tennessee 37203

### Southern Education Foundation Staff

Elridge W. McMillan  
*President*

Grace Aarons  
*Administrative Secretary  
to the President*

Bernetha Calhoun  
*Administration Assistant for  
Staff Support Services*

Diana DeBrohun  
*Communications Officer*

Michael R. Fields  
*Director, Administration and Finance*

Jeffery Harrington  
*Administrative Assistant*

Nathaniel Jackson  
*Senior Program Officer*

Dolores E. Johnson  
*Receptionist and Secretary for  
Desegregation Assistance Center*

Jo McDonald  
*Bookkeeper*

Martha Poe  
*Secretary for Special Programs*

Stanley S. Pope  
*Special Office Assistant*

Jean B. Sinclair  
*Program Officer*

Eric Weir  
*Program Officer*

### Southern Education Foundation Consultants

Robert A. Kronley  
*Senior Consultant*

Herman L. Reese  
*Consultant*