*1969-1970: Black Studies born,disparate opinions still debated. After much agitation and delay, a black studies program at Duke became reality in the fall of 1969.Initially. a conference to discuss the feasible concepts of the program met on March 2, 1969. Convened by Alan Kerckhoff, chairman of the Undergraduate Faculty Council Student Concerns committee, ideas were discussed by faculty members, students. and outside faculty who were experienced with black studies programs. The Supervisory Committee on Black Studies, chaired by Louis Budd of the English department, began its work shortly thereafter to draw up the concrete program. Content of the curriculum posed few problems, as many of the courses to be included in the program already existed in various departments in the University. What became the major issue was the composition of the committee which would oversee the program.Imbalanced representation Black students wanted an equal ratio of students to faculty on this committee. In their view, any "meaningful program" reflecting their interests had to include student participation at every stage of planning and execution. Further, University President Douglas Knight's earlier assurance of black involvement had been interpreted to mean equal representation. The view of the faculty and administration, however, gave a heavier representation to the faculty. This ratio of 5:3 was grounded in the view that the program, as an academic affair, should be the responsibility of the faculty. Seeing this composition ratio as a reflection of the "intransigence of the administration regarding reevaluating the decision-making structure," black students boycotted the Budd committee. Without any direct student Involvement, the Budd committee began to develop a design for a black studies program. Other than reviewing the Afro-American Society's program proposal. there was essentially no student involvement. • Courses offered After going through the UFC Curriculum committee, courses were offered under the aegis of the Black Studies Program. These courses were: Afro-American Literature, Economics of Poverty, Contemporary Issues in Education, The Black American in Politics, The Black Experience in the Urban Setting, The Psychology of Black White Relationships, Black Power and Black Religion, and Afro-American Music (at NCCU). The Committee recognized these courses as merely a "tangible beginning toward the construction of a relevant, meaningful and academically sound program."*

*-History of black studies- the director of the Black Studies Program was organized. In as much as it was decided that the Black Studies Program should be interdisciplinary and some interviewing expertise· was advantageous, the search committee was constituted almost entirely of departmental chairmen. Edward Tiryakian of the sociology department acted as chairman of the search committee. Two paramount qualifications sought in the director by the committee were that the director be able to relate to students and also possess academic credentials. This latter criterion was based on various considerations. With a Ph.D., or the equivalent. the director might receive an appointment in an existing department. As Tiryakian stated, should the director ever wish to terminate his position as the program director he would not be "out in limbo". Further, with such status,. establishing courses in various departments might be '., facilitated. The. committee looked outside the University for a black scholar, since the "logical person would be black." Such an appointment was hoped to enhance the faculty. In March of 1970, two candidates were brought to the University. The Afro-American Society was invited to interview both candidates, even though the Society had not been invited to send representatives to the search committee. The Society, as well as University departments, had been able to submit suggested candidates to the committee. Yet, since no black students sat on the committee, they had not taken part in the initial phase of the search, when resumes and initial inquiries were reviewed. The two candidates for the position were Josepli Washington and James Blackwell. The search committee endorsed Blackwell while both the Budd committee and the Society endorsed Washington. Suspicions that a decision had already been made, regardless of their endorsement, provoked heated remarks from Society spokespersons. Mike LeBlanc stated that "the Afro-American Society was not even consulted" before the two men emerged as candidates. ''They just called us up and told us that they were bringing these two people down here, and that we could talk to them if we wanted to." Brenda Armstrong, another Society spokesperson, stated that in the process ''they were open to our inputs. they just rejected most of them." The official statement of the Society asserted, '1n a matter as crucial as the directorship of the Black Studies Program, we feel that the sentiments of the Afro-American Society must be a consideration in any action, be it recommendations or be it the actual extending of an offer." Tiryakian stated that the search committee had been "available to inputs from the students," and in his view, there was no "fundamental cleavage" between the committee and the Afro-American Society. That afternoon the Society arranged a meeting with the search committee, the Budd committee, Provost Marcus Hobbs and Chancellor Barnes Woodhall. As Tiryakian stated, endorsements had been made, but there was no University decision yet. Budd commented, "lt is certainly unlikely that the program could function effectively if the director were unacceptable to the students." Tomorrow: A director is selected.*

*1970: Burford chosen director By Gail Jensen Editor's note: This article is in the series discussing the history of the AfroAmerican Studies Program al Duke. off-guard to the Search Committee's endorsement. and reacted angrily. A meeting that afternoon allayed the Society's suspicions. In a standing-room only Board Room in Allen Building. the students were assured that their opinions would be considered. in qualities deemed important. Two candidates Blackwell, the candidate endorsed by the Search Committee. was an older man. and a very experienced administrator. Also, in the Search Committee's opinion he seemed to be a potentially strong advocate for the program. which might be important in developing interdisciplinary courses in the University. In March of 1970 the search for a director for the Black Studies program had reached a point of possible conclusion. Two candidates visited the campus and were interviewed by the official search committee, the Afro-American Society, the Supervisory Black Studies committee (known as the"Budd committee, after its chairman, Louis Budd). The variance in endorsements seems to have stemmed from a difference in interview impressions and from differences Washington, the man endorsed by the Afro-American Society and the Budd Committee, was a younger man. Like Blackwell, he was an outstanding scholar in black studies. Both groups were especially influenced by the strong rapport. On March 12, 1970. first one of these groups and then another came out with endorsements for one of the two candidates, Joseph Washington and James Blackwell. The Afro-American Society and the Budd committee both endorsed Washington, while the Search Committee endorsed Blackwell. Misunderstanding Poor communication channels gave rise to misunderstanding.\_ The Afro-American Society angrily suspected "clandestine activity" and that the Search Committee's endorsement represented a fait accompli, regardless of the opinion of the black student he seemed capable of developing with black.students. Reacting to the strong endorsement for Washington from the black students, the University extended an offer to Washington. Washington, however, was unavailable: he had already taken a position with the University of Virginia. The black students had failed to send representatives to a meeting scheduled to occur before any endorsements were announced. Harold Lewis, dean of the faculty, made the final decision In choosing the director. (Photo by Mark Wechsler) The Search Committee found itselves back in its original position of extending inquiries. As before. no students sat on this committee, and no students would be involved in the initial phases of scrutiny before interview invitations were sent out. The students' position was improved.*

*-Black studies director- Studies committee, the Budd Committee. By this time, the society had backed off from its originally adamant stance regarding the composition of the committee three students had joined the committee. Moreover, Harold ·wallace. the black advisor, had been asked to join the committee. His sympathetic presence could be viewed as shifting the faculty-student ratio to five: four. Burford In the spring of 1970, Walter Burford emerged as a viable candidate. A professor of religion at the Yale Divinity School, his special interests centered on the relations. of philosophical theology to black studies. Late in that summer Burford was appointed as director of the black studies program. Concurrently, he received an appointment as an associate professor in the religion department. The final decision on his appointment had been with the Search Committee and Dean Lewis, dean of faculty. The "implied agreement" that no one would be appointed over the strong objection of the AfroAmerican Society seems to have been honored: the Society "overwhelmingly" endorsed Burford.*

*'70-'73:Black Studies develops,*

*Duke support still in question Editor's Note: This article . of frustration that exploded is the sixth in a series on with the 1969 Allen Build the history of the Black ing takeover, and finally Studies Program at Duke one year of painstaking University. committee work, the need By Gail Jensen for a Black Studies Program and Anne Newman became a reality. With a $100,000 grant The Ford grant stipulated from the Ford Foundation, that $50,000 support the 1970 marked the birth of program for each of the two the Black Studies Program following academic years at Duke. After two years of June 1, 1970 through Aug. negotiations, one outburst 31, 1972). The University provided a $30,000 supplement for each year. The monies were allocated to support awards to undergraduates, graduate students and faculty members for research, and provide a lecture series in black con- University libraries. Walter Burford was named director for the program in September, 1970. As director, Burford's responsibilities included development of courses, recruitment of faculty and administration of the Black Studies Program. Students and faculty named to the Black Studies Committee, a subcommittee of the Undergraduate Faculty Council (UFC) chaired by the program director, would assist him in these matters as well as establish policy guidelines for the program.New proposal black studies for the creased by almost 100 percent by the following year. The number of course offerings increased and six more courses were in the planning*

*stage. In 1972 the merger of the Women's College and Trinity College was in the process of completion. In February of that year - stimulated by a feeling that the needs of blacks were being neglected in the merger the Afro-American Society presented a proposal to the administration requesting the appointment of a Dean of Black Affairs to administer an Office of Black Affairs, with seven other' directors to coordinate the office.*

*-Problems of Black Studies- "Evidently black students at Duke University were not important enough to be considered in any proposed plan of merger. There is no mention of an office or officer which will meet the growing needs of black students," said the proposal. The proposal also requested that the Dean of Black Affairs was to carry the additional title of assistant provost. "The rationale for the creation of this new office is to be found in the present plight of offices and programs which are struggling to meet the academic, social, emotional, financial, recruitment. and admissions, career and graduate school, and a host of other problems which black students must face at Duke University," said the collective statement. Grant expires The proposal requested that each of the seven directors would administer concerns in each of the above areas. Funding and the powers of the director were other major points of concern. As noted by the Society, the director had no budgetary or appointive powers. The administration responded to the Afro-American Society's proposed administration additions on May 29, 1972. The Office of Black Affairs was created, with a staff of two assistants to the dean. Responding to questions concerning the reason behind the divergence from the seven director request, Cleaveland said that the two member staff was "initial" and that "there is a possibility that it will be expanded." Cleaveland said that these (seven area) elements had been included in the administration's proposal. but that these responsibilities "would be shared by three . individuals rather than by seven." In August of 1972 the Ford Foundation grant would expire. Burford felt certain that the program would continue in some form. He expressed concern, however. that the program might "move ahead. or become weakened. depending on· the administration's decision." Further. Burford said that ··expansion of many activities is essential to continue our commitment to the community." Burford originally sent his budget· request to the administration Outside funds promised Provost Frederic Cleaveland. who had assumed his post in the 1971 academic year, said that while the University planned to include the program in the University budget, the administration would seek "with vigorous attempts to find outside fund sources for the program." University funding for the program amounted to $41.000 for the 1972-1973 academic year. According to Burford. this reduction from the previous level of $50,000 reflected initial costs included in the program which were eliminated. such as funds for books and other*

*capital expenditures. necessary to establishing a new program. Scarcity of faculty Essential factors of the basic program had been accommodated by early spring of 1972. From this point on, it was apparent the broader needs for the future of the program became dominant. In September of 1972 the highly uncertain nature of the program's faculty became a major concern. Due to the uncertainty surrounding faculty appointments from year to year. courses in preregistration could not be firmly announced. Also, majors. who had to have faculty sponsors in their required independent study or field work. were. having problems in finding sufficient faculty members available. Burford. at this time. described the "scarcity of black faculty" as "appalling." To meet the needs of the program. Burford cited expansion of faculty as imperative: "Expansion goes without saying ... The University is going to have to honor. to fulfill and strengthen its commitment to present black studies faculty while making appealing offers to promising young faculty members. as well as reputable scholars of the black experience." In 1973. questions of University commitment extended to funding for the Black Studies Program. Harold Wallace. who became· a black advisor in the Summer Transitional Program in 1969. said in February of ·1973. "You can tell a lot about Duke's commitment to a program from the budget. The black studies budget this year (1972-73) is $46.000. third lowest in the University. It's turning out that black studies is simply a concession·.*

*'Black studies suffering' Dean hits minority policies.On March 8, 1961, Duke's trustees decided to admit students to the graduate and professional schools "without regard to race or national origin." According to Smith, "the reasoning behind this decision was that any black who had already made it through college probably wasn't all that dumb." administration began to move in a programmatic*

*way, according to Wallace. A summer transition program for incoming freshmen was initiated in 1969, and Wallace was hired as a black advisor that fall. In the academic year 1969-1970, a supervisory committee established a fledgling black studies program and began a search for a director of black studies. Foundation grants The next year, the Black Studies program received a $100,000 grant from the Ford Foundation, and Walter Burford was hired as director. "During the next year, the administrators tried to keep things quiet. They had their token integration, and they didn't want to risk alienating the trustees," Smith said. The Duke administration also tried to keep " its integration problems out of the papers, including the Chronicle, according to Smith. In spite of the administrators' silence, the trustees themselves voted • to open the undergraduate school to blacks in June of 1962. Charles Rhyne, a prominent Washington attorney and Duke trustee, was instrumental in the final integration effort. Harold Wallace, dean of Black Affairs, told a symposium on "Duke and the Minority Presence" Wednesday that "black studies and black affairs are suffering at Duke because the plight of black students is no longer 'popular."' He warned that if Duke continues • to minimize the affairs of minority students, "we might face another revolt in a few years." Wallace called the blacks' occupation of Allen Building in February, 1969 a turning point in relations between Duke and black students. Racism "As black students began to attack their problems programmatically, the University began to respond," Wallace said. "Between 1961 and 1969, blacks concentrated on removing the symbols of racism: 'colored' signs in Wade stadium, getting faculty members out of segregated' country clubs, getting a black barber,"*

*Black studies-"The dominant "The trouble with foundation grants is that feeling is that it's not worthy of intellectual they will initiate programs, but it's up to the study." University to keep the initiative going," Wallace said. Wallace claimed foundation grants were now going mainly to Asian studies, policy studies, and environmental studies. "You can tell a lot about Duke's commitment to a ·program from the budget,"Wallace said. "The Black Studies budget this year is $46,000, third lowest in the University." "It's turning out that Black Studies is simply Black role "Black studies professors are not seriously considered when it comes to promotions and research grants," Wallace said. In an interview yesterday, Wallace said that the black role in the University should be unilaterally expanded. "We should make an all-out effort to recruit blacks in all areas: students, faculty, deans, administrators," he .said. "Black people will simply not come to a school where they do not see themselves represented in the power structure." Wallace proposed that a "coordinator of community relations" should be hired to increase Duke-Durham contact. "Black townspeople do not feel welcome at Duke, and that's an understatement," Wallace said. Admissions He said he regretted the Undergraduate Faculty Council's failure to adopt a mandatory 10% minority admissions policy. "We got a watered down statement instead," he commented. Wallace said that although he was not pleased with the way things were going, he would stay at Duke "as long as I think I'm making a meaningful contribution."*

After blacks occupy Allen Building, Responses initiate new program. A major point of the proposal concerned the control of the black studies program by a committee of both black students and faculty. The proposed committee was to decide questions of faculty and advisor selection and use of funds. This proposal was similar to one presented to the administration in September of 1968. Council Student Concerns committee). After a three-hour meeting, the administrators and students agreed to all but one of the thirteen demands. AsKerckhoff said speaking to students in PageAuditorium, "The group agreed that the thirteen de-Editor's note: This article is the third in a series discussing the history of theAfro-American StudiesProgram at DukeUniversity.By Gail Jensenand Anne Newmanintended to be of practical use as well as academic value. "It is insufficient,"the Afro-American Societysaid, "to be merely aware."They felt they must be "in the position to satisfy needs of the black community."The Allen Building Takeover of Feb. 13, 1969,polarized both student and faculty opinion. Incensed By the usage of state and local police and the throwing of tear gas, both students and faculty members protested. A three-day boycott of classes immediately followed thatThursday fracas. The majority of Duke faculty supportedPresident Knight's Usage of force, though many of the younger faculty joined the ranks of the striking students after the crisis.Their proposed program included courses in the areas of history of bothAfrica and Afro-Americans;the music, religion and literature of the black culture; political movements in both Africa andAmerica; natural sciences geared to helping the black community, such as health needs; the languages ofAfrica; and the economics of the black community.Proposal presentedOn Feb. 14, 1969, theAfro-American Society had presented its proposal for a black studies program.Geared not only towards blacks but also whites, their proposal 'recognized that"the evils of racism" were due to "the ignorance and indifference of whiteAmericans to the lure role of Black people in the building of this nation."Administration respondsOn Feb. 16. AfroAmericanSociety members met with Knight, ProvostMarcus Hobbs, HowardFuller (a non-student leader of the Society), and the advisoryKerckhoff committee(Undergraduate Faculty~1As stated in their preamble,the black studies program was not only to develop black appreciation among blacks but also to educate whites to the value and depth of black culture.Also of concern was the educational deficiencies of the University in providing study in an area of crucial importance to contemporaryAmerica.The program designed by the Afro-American Society.Controversy over the Black Studies program dates back to the Allen Building takeover.

*Program faces ambivalence Editor's note: This article is the seventh in a series on the history of the Black Studies Program at Duke University. By Gail Jensen After two years of existence the Black Studies Program had 257 students enrolled in its classes. The program, however, was far from being an ensconced discipline in the University. In an interview on April 27, 1973, Walter Burford, director of the Black Studies Program, described support given the program by the University as moving from strong support to vague ambivalence. ''The University is now hedging on funding and appointments for Black Studies. We have inadequate staff even for the courses that are requirements for a major. In addition, it seems that the administration sees parttime faculty and temporary appointments as the norm for Black Studies. The attitude of at least one element of the administration is not conducive to hiring of faculty for Black Studies or the hiring of black faculty in general." At this time the program had only one full-time professor, Henry Olela. Other members of the Black Studies faculty were either visiting professors or were appointed jointly with another department. • As Burford said. "The others are shared with other departments and can give only a portion of their time to Black Studies." This situation with the faculty affected the course offerings of the program. On this point Burford reflected, "Courses essential to the program are not being offered because we don't have the faculty to teach them. We have made steps to recruit these people, but the absence of support for our attempts is especially crucial at this point." Static financial support Financial ·support for the program had remained essentially the same over the first three years of its existence. Coming first from a grant provided by the Ford Foundation supplemented by the University and then, in the third year, from the University, the program's budget ranged from $80.000 in 1970-1971 to $67.000 in 1973-1974. Many of the initial capital investments for the program had been covered by the Ford Foundation grant. Operating on the funds given by the University, the program had little money for expansion. Further. as Burford said. "We once had $8.000 for fellowships and had money for undergraduate incentive fellowships that we no longer have." Contemplating on the pro- gram's development over three years, Burford said, ''The program has not increased. Originally, all elements of the Duke community understood that the problem of the omission of the black experience is too important to be ignored. Apparently, that understanding is not as clear at Duke or in the nation as it once was. "We have a problem like the chicken or the egg. We need black studies to develop the awareness that people have to have in order to want black studies programs. The ambivalence, indicates that we need much more." Burford charged. In the fall of 1973.7.1 per cent of the matriculating freshman class was black, the same percentage as the year before. Black students comprised 4.4 per cent of the graduate students. Of the 177 faculty appointments made from 1968 to 1973, seven were black (23 of this total were women). Waller Emge. assistant to the provost. said at the time that the disproportionate number was clue to ··the small number of available minority and women candidates." Total enrollment for the fall semester of 1973 in the Black Studies Program equaled ·94 students.*

Black studies: the nature of the University's commitment to the Black Studies Program, calling it a "symbol of blackness on the Duke campus and nothing more." Another black professor at Duke remarked that the Black Studies Program had "survived only for public relations reasons." Harold Lewis,· dean of faculty, reaffirmed that same month that "the University does have an interest in black studies." Black Studies: Chicken or the egg Disagreement continues '73- '74: Dialogue Editor's note: This article is the eighth in a series on the history If the Black Studies Program at Duke University. By Gail Jensen Questions about the future of the Black Studies Program grew in frequency and concern beginning in the fall of 1973. On Sept. 26, 1973, Dean of Faculty Harold Lewis expressed the administration's view towards the future of Black Studies. The future expansion of the program, as favored by the administration, would be one of "gradual growth", relying on the Black Studies Committee to chart the program's development. Raymond Gavins, a Black Studies faculty member jointly appointed to the history department and a member of the Black Studies Committee, perceived difficulties for the committee in performing this function. The committee, he said, is only "an advisory committee and is not empowered to act on any of the recommendations it draws up until the administration has given its ''The problem all along was that the paternalism of the administration. was really pervasive . . . Someone with power wants to exercise it and it warps their perspective." consent." -Alan Ray, Chronicle editor '68-'69, from interview on Sept'. 7, 1975 Henry Olela, the only full-time Black Studies faculty member, agreed with Cavins, saying the committee was "relatively powerless." . Olela saw problems in developing the program further. Without the power lo decide the issues of the program, he could not see how either the faculty or course offerings could be expanded. Debate centered on the status of the program within the University. The administration saw the program as being strictly interdisciplinary. Those associated with Black Studies, however, felt that it was essential for the viability of the program that it be handled as an autonomous discipline and not as an adjunct to the various social sciences. Both Olela and Burford stressed the burden on faculty appointments that the interdisciplinary status placed on Black Studies. Olela believed joint appointments were detrimental to the program, saying that it was "essential for Black Studies to build its own department, and if we begin with this theory (of joint appointments) the University will not have to hire Black Studies professors, then the program will be considerably weakened." Ar, the joint appointments for Black Studies was dependent on other department heads approving faculty suitable for Black Studies, the program had difficulties in recruiting necessary faculty members. Burford described the joint faculty efforts as being unsuccessful. In February, 1974, the Black Studies Committee submitted a proposal to the provost requesting departmental status for the program. After several meetings between the administration and the committee, the proposal was referred to the UFCAS Executive Committee. 0 We have a problem like the chicken or the egg. We need black studies to develop the awareness that people have to have in order to want black studies programs." -Walter Burford, Director of the Black Studies Program, from interview on April 27, 1973 After meeting with the Black Studies Committee the UFCAS Executive Committee. on June 1. 1974. voiced its opinions. While the Executive Committee supported increasing faculty for Black Studies. they desired ··dear evidence that a discipline did. in fact. exist necessitating such a structure." Fur1her. they wished to examine ··the need and validity of such a department:· In their opinion. however. the final decision to establish a department rested with the administration.

1975: Committee calls moratorium on hiring, Cleaveland rejects departmental status proposal series on the history of the Black Studies Program. By Anne Newman Communication between the Black Studies Committee and the Provost's Office has temporarily come to a standstill. After proliferating rapidly during the summer over the question Of departmental status for the Black Studies Program, letters and memoranda have dribbled to Clemon Richardson (Photo by Jay Anderson) a halt since Provost Frederic Cleaveland denied the program departmental status on July 31, and the committee reaffirmed on August 6 its recommendation to cease all "stop-gap personnel measures." On that date the committee said in a memorandum to '.::leave land, "The committee feels that no reasonable resolution of the issues in Black Studies can he achieved "If Sanford has any trouble with black people here, then the primary will go to Wallace. If we flare up here, then the law and order people will jump for Wallace." -Clemson Richardson, president of the Association of African Students from interview on Sept. 3, 1975 along the lines you have proposed ... At this point. we feel the whole future of. Black Studies al Duke is in jeopardy and that maximum exposure of the various positions. facts. etc. is the best service the committee can render."

Sanford hears demands of African association By Paula Frederick University President Terry Sanford refused to make a statement of support for departmentalization of the Black Studies Program last night in a one and one-half hour discussion between members of the University administration and the black student body. attended by an overflow crowd in. 136 Social Sciences. The meeting with Sanford. Chancellor John Blackburn, Provost Frederic Cleaveland. and Dean of Trinity College John Fein was arranged so the black student body could listen to the administration's response to a list of grievances presented last week by the Association of African Students. More than 100 black students participated in a silent protest· demonstration last Wednesday in front of Allen .Building to present a list of eleven grievances to the administration. In a special meeting with Sanford the n following day, representatives of the AAS arranged last ·r night's meeting. Sanford said that the black students had presented Sanford repeatedly stressed the importance of black students making him aware of their grievances. and said that he will "put a stop to any discriminatory treatment." He added, "Specific attention by the proper people will correct these problems." On the question of black student enrollment. Sanford emphasized the need for further efforts by the admissions recruiting office to make Duke appear attractive to blacks. he said that students. as well as University officials. have a role in recruiting more blacks. \_\_ Sanford agreed that there are "not nearly enough" black Students at the university, however. he objected to the AAS' use of 11 percent as a black student enrollment. 'There should be no quota or limit. I think it would be fine if the black enrollment rose to 50 percent." Sanford displayed interest in an academic support program for black students. When asked if the University would fund such a program. he said that the University and students should "get on it." • When accused of sidestepping the issue. Sanford said "I will be able to confront it only when it has gone through the proper channels." The AAS picked four of the original eleven demands presented at last Wednesday's protest march on Allen building as most important. These served as the basis for the Association's presentation and Sanford's talk. The four demands were: departmentalization of Black Studies; increasing black student enrollment; increasing the number of black faculty members; and more input of black students in decisions affecting them. A mimeographed sheet defined how the AAS feels Black Studies should be structured-as "a discipline that has, as its primary objective, the true interest of black students as reflected by their direct input into its development." Enrollment increase demanded Black students comprise five percent of the University's total enrollment this year. The AAS called for an increase of at least eleven percent within a two to three year period. AAS members said that "the percentage of black faculty members should correspond to the number of black students." Students said they would like to see black faculty members not only in Black Studies. but in all areas. The AAS asked for new faculty members lo "relieve the burden" of those in the Black Studies program who have joint appointments. 7 A statute recommending the endorsement of the ASDU task force report on Black Studies was passed by the legislature last night. The report, which ASDU president Rick Glaser characterized as "one of the best reports ever to come out of an ASDU committee" recommends the immediate departmentalization of the Black Studies program. Clem Richardson, presiding chairman of the Association of African students cited the history of the program and its decline since its inception as reasons for an immediate show of commitment by the administration. Crucial Point "The program is at a crucial I point now, Richardson said. He said he felt that if the program is not departmentalized immediately, the program may well die. Gail Jensen, chairwoman of the Black studies task force committee, said recruitment of new professor’s was the most important consideration for the program now. The committee's conclusion, she added is that recruitment will be much easier if the program is departmentalized since this will give it a measure of stability and allow the newly-created department to tenure professors. Jilek Preiss, a member of the Black Studies commission of the UFCAS told the legislature that they would be presenting their committees findings to the entire UFCAS at this Thursday's meeting. Departmentalization commendation to the Provost. Following the passage of the statute, ASDU attorney general Ralph Clifford told the legislature that the set-up of the new ASDU attorney program is strictly illegal under North Carolina state law. He explained that a closed panel, a system whereby all students desiring legal help are referred to a specific attorney is prohibited under state law. However, Clifford said that the legislature would search for loopholes in the law, and might challenge its legality in court, if other means of alleviating the problem cannot be found. The legislature also passed a statute establishing guidelines for the allocation of funds to student organizations. Their report, he said, also recommends the departmentalization of the Black Studies program. The UFCAS will consider the issue at Thursday's meeting, he explained, and then will make their reVolume 71, Number 32 Monday, of a move to alter the status of the problem some thought," he· said.

Black Studies: what is the issue? (Editor's Note: Rondy Henderson, a sophomore in Trinity College, is the Chairman of the Monitoring Committee of Association of African Students, and is a member of the Friends of Block Studies and the Block Studies Committee.} There has recently been a growing controversy here on the campus of Duke University which has been focusing primarily on the issue of Black Studies. These efforts. in particular. have sprung from several years of intense struggle around that question. as well as a growing concern among students here toward improving the general conditions and attitudes that exist here at Duke as well as those of society in general. • The initial struggle concerning Black Studies here at Duke centered around the· fact that the- history of black people in this country as well as the rest of the world has . been distorted and omitted. in all other areas of study. in all levels of education. from the primary level to the university. For the most part. this fact still holds true. The basic problems are the racism and ethnocentrism as . well as a general division among people that result from this one-sided distortion of reality. This overall feeling. along with the dire. need to increase the number of black faculty here al Duke led ·to the push for a Black These issues. as· well as the question of Black Studies department. It was felt that Black Studies. have been swept to the side for Studies in program form could not speak for too long. the needs of students here at Duke University- II is the responsibility of the administration for several reasons: 1.) The program had to to begin to pave the way for future Duke no firm financial commitment from the un- graduates to be more capable lo deal with the university: 2.) it had no stable faculty; 3.) It had problems with the world. including Duke. than no consistent course offerings; 4.) it had no they have been. They need to begin by acting true administrative personnel; 5.) it was not in accordance with their policies and treated as a respectable discipline; 6.) it was thereby closing the gap between their not attractive to students or faculty because of theories and their practices. However, if. on of the above; and most importantly. 7.) on the other hand. this administration wants to could not even serve its original purpose change its policies to be in accordance with with nothing there. its actions. then it should clearly state that.

*Afro-American studies seek new director and professors By Ed Hatcher The acting director of the Afro-American Studies Program, Louis Budd, said his present position is "not that big a job. This is no job for a full-time director." The University has only three full-time faculty members and one part-time professor teaching AfroAmerican studies. The three professors, . There are virtually no majors in the program. Nonetheless Louis Budd, who took over as acting director when William. Turner resigned from his post this year, remains optimistic of the programs future. Budd; who is also chairman of the English department, said that his job as director of the Afro. American studies requires however, that the program was "clearly in need of a director." The task of finding a direct.or has been given to an advisory committee representing AfroAmerican studies. The committee consists of two students, three faculty members, the dean of black affairs, a member of the divinity school faculty and Budd who chairs the committee. Although Budd said that there was a good chance that the director will be ,selected from the committee, he did not see himself as a likely candidate. Qualified professors The main concern of the committee has been t.o attract "qualified" professors to teach Afro-American studies. The committee has only been looking for joint professorships where a professor teaches both Afro. American studies as well as some other subject such as religion or history. While Budd admitted that joint professorships made the committee's task that much more difficult, he said that the Afro-American Studies Program was "unable to stand its own." He stressed the need to integrate Afro-American studies into the entire curricular system. In describing the danger of letting Afro-American studies stand as an autonomous body, Budd pointed to universities in which black studies have been cut due to lack of funds. Vigorous support Budd also said that his committee "would welcome more active and vigorous (Continued on page 2) By Karen Dunn The Black Student Alliance concluded a week of activities Friday morning by meeting with Chancellor· A. Kenneth Pye, Provost William Bevan, and William· Griffith, vice president of student affairs, to discuss· the issues introduced at"the BSA rally last Wednesday. The issues, which will be presented in the form of petitions later, are a complete Afro-American Studies program; a full-time director for the Afro-American Studies program; an increased number of black faculty; and a cultural center. The petitions are still circulating. ! day afternoon by John Fein, moratorium on recumbent dean of Trinity College. for a director until the procontinue to work toward departmental status." Fein said Friday that the administration was "fully aware" of Turner's commitment to departmental status when they asked him to take the post. ''Nor did we feel the program status was necessarily a permanent position. It certainly should ,. be for 1975-1976, but beyond that we are open," Fein added. Core faculty Turner said Friday that Turner replaces Walter. gram's status could be Burford, whose resignation further .appraised this term became effective-August 31, at a full meeting of UFCAS. and he will also assume the In a September 2 letter to chairmanship of the Black P r o v o s t F r e d e r i c Studies Committee, a sub- cleveland Turner said, "l, committee of the Under- with the committee, remain graduate Faculty Council of committed to the dean of Arts and Sciences (UF- partmentalization of Black CAS) which administers Studies. Not only the pre policy decisions for the sent filling of the position, program. but the position itself is\_ he wants to see "a good core ' faculty in Black Studies. And \_certainly I want de- , Turner will remain dean seen as temporary. We shall of black affairs, although (Continued on page 3) Fein said last night that the administration is recruiting • "assistance" for the office. ' After considering acceptance of the position for two • weeks, Turner said Friday that he thought the naming of a director· was · "something the University more or less had to do, to prevent a total collapse of -the Bleck Studies Program." Olela resignation The program's status was unexpectedly weakened this summer by the sudden resignation of its one full time faculty member, Henry Olela. Olela announced his resignation "in view of the administration's lack of genuine concern with the program." Tumer worked this summer with the Black Studies Committee in presenting a proposal which was rejected to the administration*

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-Protest, again- end of appointments of black students to" 'appeasement" committees set up by the administration which identify problems but fail lo resolve them." Last spring the Black Studies Committee submitted a proposal to the administration for the departmentalization of Black Studies. the committee also made clear their belief that no further faculty appointments or. later in the summer, appointment of a director should be made until after the status of the program had been thoroughly ap• praised. After a frustrating exchange of letters and meetings, and after the issue had been sent from !he administration to the UFCAS of the Undergraduate Faculty Council of the arts and Sciences (UFCAS). executive committee and back again to the administration for proper decision jurisdiction reasons. the students on the Black Studies Committee threw up their hands in dismay and began a moratorium on participation. the students felt that they were being dealt with fairly by the administration, not only on the Black Studies Committee but in general, a presentation of a list of demands would never have been necessary. A member of the association commented that what up+ set him was "not so much the proposals as such but the treatment" accorded them by the administration. He described their attitude thus far as "blacks· and their actions as "pacification and hedging." It seems that, once again, students' efforts of reasoned deliberation with the administration have been frustrated sufficiently to compel more stringent measures. Duke University is making a renewed effort to jumpstart its African and Afro-American studies program. But the attempt is being greeted with skepticism from some black faculty and students, who welcome the proposed changes but question 'the school's resolve. • "It's hard to know why • things haven't happened in the last three • years," said graduate student Matthew Countryman, who concentrates on • Afro-American history. "I wouldn't even call it a program." r "It simply does not make sense, here on the eve of the 21st century, to have as -many African-Americans as we do and to - keep them largely off the shelves and in the dark," said Duke religion professor C. Eric Lincoln. Former Duke professor K. Anthony Appiah, who was brought on camp~s just two years ago to sh?re up the discipline, agreed. 'There .is no real program there," he said. Eighteen undergraduate~ now major in African and Afro-American studies. Courses are taught by eight to 10 instructors on loan fr~nn other departments. The program now has \_no permanent director; Duke vice president and vice provost Leonard C. Beckum is temporarily filling that post. ·Langford has said Duke faces a budget gap of $2 million to $3 million this year . Beckum speaks with great enthusiasm about making the program stretch not only beyond departmental boundaries, but also across the divisions of Duke's different schools. No students or , faculty interviewed disagree with the recommendations of the Beckum committee. But they remain stunned that 22 years after the establishment of the program, and two years after Duke lured Professors Henry Louis "Skip" Gates Jr. and Appiah to establish the program as a force in American academia, the 18 students who major in Afro-American studies still have to stitch together their own curricula from courses scattered across different departments. "Essentially, the program here is what you might call moribund," Lincoln said. "It has been more or less a few courses here or there but there has been no consistency and there has been no systematic effort to put them into a coherent program." Lincoln, who has served as an adviser to class after class of black ' Duke students since his arrival on campus 16 years ago, said undergraduates have consistently voiced their exasperation with the university's lack of offerings in Afro-American studies. "Going to a university like this and being required to learn about all other cultures, they feel demeaned that nobody seems to think their history or their culture is important," Lincoln said. "It's sort of like being in somebody. else's church. . There's nobody to pray for you." Lincoln said he had been offered the position of director several years ago but turned it down when he .was not promised adequate support staff, faculty and funds for the program. Countryman, a third-year graduate student who concentrates in Afro-American history, said his field is strong at Duke, but that other segments of black studies were less well established. "We're the only department in which there is an effective program," he said. Gates and Appiah were recruited from Cornell University in 1989 with the promise that they would have the opportunity to create the AfroAmerican studies program essentially from the ground up. But Gates, who had informally been asked to head the program, was subsequently not named to the post. Gates declined to be interviewed for this article. But Appiah, a close friend of Gates who has worked with him at Yale, Cornell, Duke and Harvard, said the refusal by Duke to name hilll director rendered their efforts almost meaningless. "It was sort of bizarre to me to be discussing the future of Afro-American studies at Duke without being able to have the obvious person as director," said Appiah, now a professor of Afro-American studies at Harvard. Gates serves as director of the program there. While Appiah said he felt welcomed into the Duke community, he said a bias against black studies resulting from racism and distrust among some faculty members stymied attempts to bolster the program. By DAVID FOLKENFLIK The Herald-Sun Duke University has taken the plunge by selecting a new director for its program in Afro-American and African. studies. George Wright, a historian and administrator from the University of Texas at Austin, will be approved by Duke's trustees in May in what is considered a foregone conclusion. It was difficult enough to land someone of Wright's stature. After years of vacancy, the top choice at the time turned the job down in December. Now comes the hard part: constructing a viable and respected program out of what has been a patchwork of courses. Several scholars familiar with the program and with Wright said he had a shot at doing it, but that the mission would take hard work and negotiations with the school's other departments. • Although he has the authority to hire the equivalent of three faculty members, Wright will have to coordinate joint appointments with other departments. First interview "Duke has not really moved as well as they would like to," Wright said in a telephone interview from Austin, his first since being named director of the Duke program. But he said the school could build upon the strength of faculty who are already on campus. "I can't tell you point-blank what I have in mind," Wright said. "From my looking at things, I was impressed by the wide range of faculty they already have, and that's exciting. I think we could do an awful lot that would involve existing faculty." Wright spoke with great energy about the program and the ability to build a new program that crossed disciplinary three years· will be critic 1 to its success, ·he added. ' "It should not be regarded as just for black students. It shouldn't just be a hodge-podge," Appiah said. "I don't think a major just involves saying you've taken 16 courses of stuff that has to do with black people." And structuring that major will involve intensive planning, he added. "You need a program to have funding so that it can go to a department and say it wants a quarter of someone's time," Appiah said. "It's partly a matter of university accounting. In the long run, a strong program is going to be involved in hiring and in tenure." . "In the end, you need that kind of authority. You need to hire people by yourself." But Wright said his discussions with Duke's deans and faculty convinced him that he would be able to work well with other departments to tap their expertise in making appointments. Such cooperation will aid him in setting up a broadly based program, he said. "I was very proud of the fact that, here 'in Texas, most people on the campus would say that African-American studies was something they could all benefit from," Wright said. "It was not something that was pitted against the rest of the institution, but benefited it." Attendance soars Indeed, Wright's lecture on the history of blacks in America has climbed from 25 students to 250 in his time at Austin, and most of the students are not liberal arts majors. And • those courses are not only filled with black students, he hastened to add. ~ "It's important for you to know about minority people, other people," Wright said. "I want to show young people that Afro-American studies is exciting." Wright's trademark is enthusiasm and focused energy, Chafe said. "He wants to listen to people and achieve with the same singleness of purpose the best that can be done for the program - that is, hiring high quality people and doing it quickly," Chafe said. "My mother once told me, you're not smart, so you'd better listen,'' Wright said. "With the people at Duke, I see us working mutually together."

Future of AAS doubt By David Bowser The present and future status of the Afro-American Studies program (AAS) is in a state of limbo, according to University administrators, a member of the AAS faculty and the lone AAS major. The program, designed to "provide instruction directed toward the experience and concerns of black America," according to 1982-83 Undergraduate Bulletin, was formed in direct response to the student takeover of Allen Building in 1969. "The demands failed for a viable AAS program along with a cultural center and an increase in black faculty," said Trinity junior Kevin Carter, the only Duke student pursuing a major in AAS, which complements his biology major. "Until 1976, AAS was one of the most viable programs at Duke. There was active participation from enthusiastic black faculty and students. However, changes in administration policy began to water down the program." Carter said such changes included a recession in the hiring of black professors, the lack of a full-time director for the program and the cross- 1 is ting of all previously designated AAS courses. In the current 1982-83 Undergraduate Bulletin, four black professors teach 11 designated AAS courses during the academic year. All of the classes are cross-listed in the social science and humanity divisions. C. Eric Lincoln Also, there are 25 "related courses" under the category of AAS, ranging from economics to Swahili. A combination of eight related and/ or cross-listed courses constitute an AAS major. According to Carter, initial attempts to major in AAS pose several problems which have deterred some students from joining the program - difficulties in searching for an unappointed adviser, the lack of a full-time director and the loose structure of the program. However, "it's worth the trouble," Carter said. "AAS classes were and still are my favorite classes. I was informed of the problem of the program, but I was willing to stick my neck out and try it anyway." Carter is the first AAS major since 1976. Religion professor C. Eric Lincoln, one of the four AAS instructors and the eventual adviser to Carter, warned him of the problems the program presently faces. • t The Administration has decided what to do about the yen of black students in "white" universities and colleges to segregate themselves. The decision is to let them do it, provided they and the institutional authorities concerned don't embarrass the federal government by announcing that they are doing it "because of race." This is the essence of the ruling announced the other day in the key case of Antioch College and its all-black Afro-American Studies Institute. Two investigators from HEW's Office for Civil Rights found that no white students had applied for black studies; the director of the Institute had said that the courses were "relevant" only for blacks, and prospective black freshmen had been told that they would be housed with other Institute enrollees if they wished. HEW required Antioch's President James Dixon to promise that all explicit indications that the black courses are for blacks only will be avoided in the future. The Civil Rights Act of 1964 forbids federal assistance in any form to schools that impose or permit deliberate segregation by race. HEW is sending investigators to other campuses, Cornell and Duke for starters. Its young and dedicated director of -rights enforcement, Leon Panetta, understands very well that the decision that Antioch has not been in outright violation of the law is merely the first of many difficult attempts to resolve the rising conflicts on campus between black togetherness and the national goal of desegregation. While he and HEW Secretary Robert Finch were wrestling with the Antioch case, a group of black students from Harvard visited Panetta. How far could they go, they asked, in developing a black community within the university community without imperiling federal aid to them and to the college? Whatever they did, Panetta answered, "just be sure you don't do it because of race." They posed a fundamental question: "Is the Civil Rights Act of 1964 outdated?" All he could say to them was that he has to enforce the law as it is until and unless Congress changes it .

Black Thursday at Duke, 1969: students seize Allen Building Editor's note: This article is the second in a series discussing the history of the Afro-American Studies Program at Duke. By Gail Jensen and Anne Newman On Thursday, February 13, 1969 at about 8 a.m., 75 black students walked into Allen Building and occupied the first floor. Barricading themselves in between the glass doors at support and curiosity. Inevitably, students and police clashed, advanced and retreated as the police eventually chased students- chanting "It isn’t over yet"-into the Chapel and Flowers Building, tossing tear gas cannisters after them. Student boycott As a result of the melee, 43 students were sent to the Emergency Room of the

'News feature the front entrance and the Duke Hospital; a three-day double doors entering the student boycott of classes classroom area, the blacks ensued: At 5:30 p.m. that same day, after first the blacks and then the administration refused to negotiate the dem ands, the students peacefully left the building through the side entrance, and marched down Cam• pus Drive toward the traffic circle. Moments later, riot equipped Durham and state police, who had been called in earlier in the day by Knight and had assembled in formation in the • Gardens, swarmed into the vacant building. The students, equipped with a walkie-talkie and warned of the action, turned back toward the main quad .where approximately 1,000 Duke students had gathered out of occupation after six years in office, citing the "severe and savage demands" of his office and disapproval horn conservative trustees and alumni of Knight's "permissive" actions; and the Afro-American Studies Program was born at Duke. The first black students two - entered Duke University in 1963. ·By 1969, black enrollment had grown to number 100 of the 8,000 undergraduate and graduate student body. The year of 1969 was a climatic point in the black activity across the nation. The preceding spring \_ Martin Luther King was assassinated. Rioting across the nation had prompted the "Report of the National Advisory Committee on Civil Disorders" issued in the fall of 1968. Across the nation. Durham and at Duke, segregated facilities had been attacked and boycotted by both blacks and whites alike. Questioning of racism and the assertion of black identity were paramount

Responses initiate new program tee the Budd Committee Council Student Concerns continued to act as the committee). After a three- supervisory committee of hour meeting, the ad- 1 the program. Editor's note: This article is the third in a series discussing the history of the Afro-American Studies Program at Duke University. By Gail Jensen and Anne Newman The Allen Building takeover of Feb. 13, 1969, polarized both student and faculty opinion. Incensed, by the usage of state and local police and the throwing of tear gas, both students and faculty members protested. A three-day boycott of classes immediately followed that Thursday fracas. The majority of Duke faculty supported President Knight's usage of force, though many of the younger faculty joined the ranks of the striking students after the crisis. Proposal presented On Feb. 14, 1969, the Afro-American Society had presented its proposal for a black studies program. Geared not only towards blacks but also whites, their proposal recognized that "the evils of racism" were due to "the ignorance and indifference of white Americans to the true role of Black people in the building of this nation." As stated in their preamble, the black studies program was not only to develop black appreciation among blacks but also to educate whites to the value black culture. Also of concern was the educational deficiencies of the University in providing study in an area of crucial importance to contemporary America. The program designed by the Afro-American Society intended to be of practical use as well as academic value. "It is insufficient," the Afro-American Society said, "to be merely aware." They felt they must be "in the position to satisfy needs of the black community." Their proposed program included courses in the areas of history of both Africa and Afro-Americans; the music, religion and literature of the black culture; political movements in both Africa and America; natural sciences geared to helping the black community, such as health needs; the languages of Africa; and the economics Of the black community. demands fell into three categories: 1. Those acted upon already but about which the Afros had not been fully informed. 2. Those on which tangible progress had been made, but where complete fulfillment of the goals had not yet been realized. 3. Those where there had been a 'misunderstanding' on the part of the University's decisionmaking bodies on the expression of the needs of the blacks." The demands for a black advisor and a black dorm were placed into the first category. In the second category were the AfroAmerican Studies Program and the reinstatement of blacks who were dropped from the. University for poor academic performance. The third group included the blacks' demands on grading, student activities, admissions policy, black student recruitment, police harass- A major point of the proposal concerned the control of the black studies program by a committee of both black students and faculty. The proposed committee was to decide questions of faculty and advisor selection and use of funds. This proposal was similar to one presented to the administration in September of 1968. Administration responds On Feb. 16, AfroAmerican Society members met with Knight, Provost Marcus Hobbs, Howard Fuller (a non-student leader cif the Society), and the advisory Kerckhoff committee employees bargaining, and the "end of tokenism" in decision a king within the University. The point that the ad-, ministration refused to consider was the demand for amnesty for the Allen Building takeover participants. Through Knight's agreement to these points, which lacked immediacy and substance, Duke became the first Southern university to announce the establishment of an Afro-American Studies program. Following the Feb. 16 acceptance of the 12 points, the Supervisory Committee of Black Studies was created, chaired by Louis Budd of the English department, and referred to as the Budd Committee. Problems with composition of the committee resulted in a boycott of the committee by black students. Knight .was understood by the blacks to have promised equal representation administrators and students During the fall term of agreed to all but one of the 1969, the major concern of thirteen demands. As the black students was Kerckhoff said speaking to again the question of their students in Page participation in forming Auditorium, "The group program and the question agreed that the thirteen de- of eventual black control of (Continued on page 8) on the committee in his statement that "no one group will control the black studies program." The UFC in establishing the committee placed the faculty-to black student ratio at 5.3. The rejection of the AfroAmerican Society's proposed program by the administration further alienated the blacks such that neither formal nor informal student opinion was expressed. Nonetheless, the Budd Committee began to meet. Proposal Forwarded The Budd Committee submitted a finished proposal to the UFC Curriculum Committee, chaired by Harold Parker of the History Department, on May 2. The design of the proposed program was, as Budd said, "geared more to future development than to the immediate present. We decided to use our energy. our thinking to delineate what we feel could be a model program-the program we would want to work towards. rather than a the program. Concerning black participation in the program's developments to that date, Budd noted that his committee was bound to the faculty-student ratio earlier set by the UFC. He stated that the committee had tried to "keep the Imes open" and he hoped that "the blacks will too." In regard to the program's future control. Budd stated that his committee did "not have the authority to create: a completely autonomous department". Budd said he did not want to provide a black studies program supplied with "the money and the right to do as they will" but which acts "in the name of the University." Progress was made that fall toward the development of the program's structure. Budd admitted. though. that due to the indefinite nature of the program's structure there was no basis around which to build a "concrete budget". He added, "We cannot. as yet, go to the University and say, 'Give us $50.000 in case we think of some way to spend it.' "

Program faces ambivalence Editor's note: This article are shared with other de- gram's development over three years, Burford said, ''The program has not increased. Originally, all elements of the Duke community understood that the problem of the omission of the black experience is too important to be ignored. Apparently, that understanding is not as clear (Olela), two part-time professors and a part-time visiting professor who commuted from Boston once every two weeks. is the seventh in a series on the history of the Black Studies Program at Duke University. By Gail Jensen After two years of existence the Black Studies Program had 257 students enrolled in its classes. The program, however, was far from being an ensconced discipline in the University. In an interview on April 27. 1973, Walter Burford, director of the Black Studies Program, described support given the program by the University as moving from strong support to vague ambivalence. "The University is now hedging on funding and appointments for Black Studies. We have inadequate staff even for the courses that are requirements for a major. In addition, it seems that the administration sees parttime faculty and temporary appointments as the norm for Black Studies. The attitude of at least one element of the administration is not conclusive to hiring of faculty for Black Studies or the hiring of black faculty in general." At this time the program had only one full-time professor. Henry Oleta. Other members of the Black Studies faculty were either visiting professors or were appointed jointly with another department. As Burford said. "'The other departments and can give only a portion of their time to Black Studies." This situation with the faculty affected the course offerings of the program. On this point Burford reflected, "Courses essential to the program are not being offered because we don't have the faculty to teach them. We have made steps to recruit these people, but the absence of support for our attempts is especially crucial at this point." Static financial support Financial support for the program had remained essentially the same over the first three years of its existence. Coming first from a grant provided by the Ford Foundation supplemented by the University and then. in the third year, from the University. the program's budget ranged from $80,000 in 1970-1971 to $67,000 in 1973-1974. Many of the initial capital investments for the program had been covered by the Ford Foundation grant. Operating on the funds given by the University. the program had little money for expansion. Further. as Burford said. "We once had $8.000 for fellowships and had money for undergraduate fellowships that we no longer have." "We have a problem like the chicken or the egg. We need black studies to develop the awareness that people have to have in order to want black studies programs. The ambivalence, indicates that we need much more," Burford charged. In the fall of 1973, 7.1 per cent of the matriculating freshman class was black, the same percentage as the year before. Black students comprised 4.4 per cent of the graduate students. Of the 177 faculty appointments made from 1968 to 1973. seven were black (23 of this total were women). Walter Emge. assistant to the provost. said at the time that the disproportionate number was clue to ··the small number of available minority and women candidates." Total enrollment for the fall semester of 1973 in the Black Studies Program Was 94 students.. Eight courses were offered in that semester. Questioned the nature of the University's commitment to the Black Studies Program, calling it a "symbol of blackness on the Duke campus and nothing ,more. •• Another black professor at Duke remarked that the Black Studies Program had "survived only for public relations reasons." Harold Lewis. dean of faculty, reaffirmed that same month that "the University does have an interest in black studies." The proposal submitted this summer also cited additional factors of recent importance that had not been noted in the 1974 proposal. Among them were: "ample evidence for legitimacy" of departmentalization of the program in the existence of new departments on campus with similar structures, such as Slavic Languages, Management Science, Computer Science and particularly Public Policy Sciences; that the "key factor in erratic student enrollment has been the 'hand-to-mouth' staffing" of the program; that the existence of tenured faculty "would constitute a legitimate source of recommendation for promotion and hiring of future tenured positions" and eventually replace the Black Studies Committee in that function. • Meanwhile, Henry Olela unexpectedly resigned, citing the administration's "genuine lack of concern" for the program. One member of the committee noted, "Olela's resignation is evidence that we can't even keep the staff we have." The UFCAS Executive Committee voted 4-2, with one abstention, to recommend retaining program status for Black Studies. However, in a letter to Cleaveland on July 21, Terry Johnson, chairman of the Executive Committee, said. "The Committee unanimously urges prompt and vigorous efforts to strengthen Black Studies ... It is in the sense of urgency about the immediate need to advance Black Studies at Duke University that distinguishes the views of current Executive Committee from those presented a year ago. Johnson pointed out that the members disagreed as to the vehicle for achieving a strengthened program. While some felt comparison with other universities was needed. others argued that such a method would be "unreliable". The argument that faculty could best be strengthened through interdisciplinary means was countered by the argument that such a method creates "a duality in appointment that creates ambiguity and weakens commitments." The following day the Black Studies Committee sent Cleaveland a letter calling the Executive Committee's majority position "weak". maintaining that the proposal had adequately countered the majority's views and "revealed no substantial defect". Further, the letter called the Executive Committee's decision "open to serious question regarding interpretation of the academic goals and purposes of the University. “Consequently, the Black Studies Committee recommended a hearing before the entire UFCAS at the first possible opportunity in the fall. "It can’t continue forever in limbo." -William Turner, Director of the Office of Black Affairs, from interview on Oct. 22, 1974 . In response to black students· demands. University President Terry Sanford proclaimed the creation of his own advisory council at the end of last semester to make recommendations on improving black life at Duke. It seems that they’ve made a goodly number of recommendations .. The more important recommendations of the council aim at increasing both black faculty and black enrollment, the latter through financial aid incentives. Most council members. including students. seem happy with the progress they’ve made this year. The council's proposals to date are all well and good. but somehow the black studies issue. which was one of the things which got the whole thing started. seems to have been lost in the process. A strong black studies discipline is as important as any other single element in attracting both black students and black faculty members to Duke. Attractive financial aid packages aren't so attractive if Duke’s competitors can match them dollar for dollar. Money alone won't turn the trick. Blacks won't come to Duke unless they believe .that the "Duke Experience" will be more rewarding than that gained at some other school with an equally good academic reputation. development of black studies. Proponents of departmentalization of black studies saw this as an answer to these problems. A black studies department which could offer tenure could attract faculty members who could devote their all to building the discipline. A tenured chairperson could effectively coordinate the department" s emergence as one of the best programs of its kind. But UFCAS didn’t buy that argument and is not likely to accept it for a long time. And the administration. in whose lap black studies now sits. has yet to show strong supportive action. It seems that compromise moves could be made. If candidates for director of black studies were offered immediate tenure. the University could attract the innovator it needs to move the program. That person could then devote the bulk of his or her time to building a discipline instead of ·being concerned about securing a position in another department. • With a little innovative and bold thinking. a Black Studies Program could be developed that we all can be proud of. A commitment of’ this kind toward improving the ··Duke Experience .. for blacks could do a lot for attracting all those black students and faculty members the administration says we are trying to recruit.

Black studies Last fall the Association of African Students at. Duke announced the Black students' rejection of Mr. William Turner, Dean of Black Affairs, for the position of Acting Director o(Black Studies. The stated reason was simple enough: Mr. Turner already possesses one full-time job. Recognizing this fact, out of the question was any secondary additions, etc . . Well, at this time, the student objection can be regarded only as most modest indeed. For in addition to the deanship of Black Affairs, and also the present occupancy as Director of Black Studies, it appears clear Mr. Turner also holds externally a full-time pastorate. In short, three positions are occupied simultaneously. (The allusions to the pastorate occur in the Chronicle and elsewhere and therefore, disallow any claimer of ignorance on the part of the administration.) Now without generally addressing the question of the qualifications of Turner (who admittedly lacks any faculty appointment though summarily proceeds with teaching), still it is surely the case that certain conditions entail disqualification. pure and simple. But the existence of such an anomaly at this time on the Duke landscape entails more than the old standing joke on the treatment of Black Studies. Rather, its consequences involve the general and pervasive undermining of the activity of Black faculty and students -- past and present -- structurally affiliated with the Afro-American enterprise at Duke. their concerns. problems, and achievements.

slow black studies By Evelyn Polk Afro-American Studies at f)uke has been plagued with problems since its origin. Problems ranging from low student enrollment to unavailable classes have kept the program from becoming a strong part of Duke's regular curriculum. The first committee to discuss the possibility of AfroAmerican Studies was formed in November 1968 and reported in March 1969. Another committee, chaired by Louis Budd, a professor of English, began a few days later and was the first established to develop a program. The first Afro-American Studies Program was initiated in September 1969 with William Turner, currently a Ph.D. candidate in the Divinity School, as its chairman. The implementation of a program was by no means the end of problems for AAS. However, five years after the initial program began,. the administration and AAS were again facing many of the problems that prompted its development, as well as new ones. In October 1975 a group called Friends of Black Studies was organized. The main function of the organization was to "mobilize support for Black Studies." (One change the Afro-American Studies underwent during that five year period was a new name: Black Studies.) Part of the new controversy surrounding Black Studies was the question of department status versus program status. Friends of Black Studies as well as other groups such as the Working Committee for Black Studies were pushing for departmentalization. The Undergraduate Faculty Council of Arts and Sciences, however, defeated this proposal. The program had other problems as well as the departmentalization issue. Its temporary director William Turner had to divide his time between the program and running the office of Black Affairs. Black faculty and lack of courses were also a problem as well as the black students' dissatisfaction with the program and where it was going. Today, many of these problems still exist. According to Laurence Goodwyn, associate professor of history and acting director of Afro-American Studies, the biggest of these problems is lack of faculty, specifically, black faculty. "It's pretty hard to have an Afro-American Studies program when you have three , black professors who are tenured," said Goodwyn. "The first thing to do is to hire some people and my efforts have gone into that." Linda Alexander, Black Student Alliance president, agrees that having black faculty is an important part of establishing a strong program. According to Alexander, however, attracting black faculty is the problem. "Duke, like other universities of its supposed caliber, can attract black faculty in these areas, and I refuse to believe that they cannot.

Commitment lacking in studies program According to several administrators, that is a decision that the Duke officials are in the process of making. "We are working on the problem of black faculty, then we will see if we want to develop the program or not," said Ernestine Friedl, dean of Trinity College and dean of arts and sciences. "The question of whether black faculty need to be involved in AfroAmerican Studies is a separate question and a major program is a separate issue," Friedl said. The consensus among the committee members was that the recruitment of black faculty and the development of the Afro-American Studies Program are inexorably tied. Gavins, also chairman of the committee on the recruitment of black faculty, called the hiring situation a "stalemate, a situation that most people don't feel an urgency about." Gavi~ has proposed a "magnet scholar" strategy for attracting more black faculty members, especially in the humanities and social sciences: to Duke. He suggested that a nationally recognized scholar - on the level of Harvard's hi~tory professor Nathan Huggins, for example - be recruited so that younger ·black scholars would be more likely to come to Duke, too. Friedl said that the University is interested in bringing in black faculty in all areas, not specifically in course areas within Afro-American Studies. Gavins said that a part of the problem is the legacy of the civil rights movement: the feeling that the battle has been won. He does not see this as a viable excuse, however. "Programs at other schools are thriving on the resourcefulness of the universities. I would hate to see the University hide behind the fact that the fervor has passed." "I can't say with any degree of optimism that the program development will happen in the near future or ever," Gavins said. Mark Jones, president of the Black Student Alliance, questioned Duke's commitment to a viable Afro-American studies program. "If the University wanted AfroAmerican Studies, it would upgrade the program. In my opinion, no one is willing to take the initiative. No one is asking for a miracle, people realize it just doesn't happen that way. But you have to start somewhere," he said. Friedl said that the program will not change from its present status in the • foreseeable future, at least not until the 1983-84 academic year. The demise of the Afro-American Studies Program has been particularly apparent to Clarence Nevi\_rsome, participant in the Allen Building takeover, student in the first AfroAmerican Studies history class at Duke and now instructor in the Divinity School. "The takeover got the attention of people who then gave their time and hearts toward the concerns of students who needed their concerns paid attention to," he said. Newsome also said that the Black Studies program fulfills part of the need to develop structures at Duke and modify existing structures so that the chances of black students succeeding is better. Newsome added that the program is not necessarily for black students only. "There has never been a program per se because key parts of the original program outline have never been accomplished ... The key components - a director with a full appointment in Black Studies and at least one faculty member in every department of the school - have never been in place at one time." Newsome said that ·Duke's program has gradually deteriorated, losing the momentum of the first two or three years and then ·following a course of steady decline. "Now is the time to make a very hard, probing evaluation of what has happened at Duke." But Newsome said today's situation doesn't call for the same response given by blacks irate at Duke officials a decade ago.' • ,., ;, r:, "I have enough faith in people to think that another takeover will not be necessary," he said.

" • • Afro-American Studies it is dedicated to improving· the number of black faculty and to getting a viable director for the program it can do it." Bryan Fair, ASDU president, took a tour last summer of schools to observe their Afro-American Studies programs. He concluded that Afro-American Studies doesn't have to be taught by blacks. According to Fair, "The program can be augmented by courses taught by excellent white professors such as Dr. Goodwyn." There are others, however, who feel that the problems with Afro-American Studies run deeper than just black faculty. According to Alexander, "First you have to realize that it's not a program, it's just a list of several courses." Charisse Barsella, a black Trinity freshman, was more adamant about the existing program. "There is no Afro-American program here at Duke. What you have is a conglomeration of courses which they [the administration] consider a program. In actuality it is nothing but a piece-meal concession to demands made JO years ago," said Barsella. Goodwyn agrees that there is not much of a program'. "Whatever we have has not been altered in years. This University basically has been endeavoring to find ways to do something about the Afro-American Studies program since it first began. It has never for various and sundry reasons ... been able to either make it something real or stop it." There are five Afro-American Studies courses offered in the fall 1980 course booklet. They are Introduction to Jazz, Black Cults/Sects in America, Classic Literature of Black America, Religion of North Africa Diaspora and Afro-American History. Low enrollment is another problem that AfroAmerican Studies faces. Alexander said she believes the enrollment problem stems from the number of courses offered. "If indeed it [Afro-American Studies] does become a program then inherently more students will take courses. But first you need more courses to make it a program. And if it is indeed a functioning program, then it will attract more students." Barsella also spoke of the problems with low number of Afro-American Studies majors. "There are a lot of courses of studies here at Duke that are not majored by many students. But what they learn from the courses are invaluable to their educational experience," she said. "Realistically, I don't see a lot of people choosing Afro-Am as a first major, but I do see a whole lot more people choosing it as a second major if the program was improved," said Alexander. The low number of students, especially white students, enrolled in Afro-American Studies is another problem. Mark Jones, a black Trinity freshman, said he believes this is due to apathy on the part of white students. "I don't think a whole lot of white students are really interested in learning about blacks and taking Afro-American Studies courses. I hope I'm wrong about that - the way the program stands now nobody can see who's really interested and who's not." But Denise Cheasty, a white Trinity senior, has a different perspective on the low enrollment of AAS. "I'm in Comparative Area Studies and we had to ask the same things about our low enrollment. We found that people just didn't know about it." Cheasty said that most comparative area majors were people who flipped through the catalog and thought it looked interesting. "I expect it's much-the same thing with AAS," she said. "I also think that unfortunately students think it's a black major; the professors are black, the students are black." • • Cheasty added that students come to Duke for • definite reasons like premed and pre-law. "Students don't look at Duke for things like comparative area and Afro-American Studies. It's not a strong department," she said. Leslie Ochroch, a white Trinity freshman, said that whites don't think that Afro-American Studies pertains to them. "There is also a problem with the selection and variety of courses available," she said. Ochroch added, "Many whites might feel like Afro. American history is not a 'real' history." The importance of AAS as a discipline does not seem to' be questioned by most students or the administration. The reasons for this importance are highly diversified, however. According to Mark Jones, learning about black people, their history and their culture is important simply because it exists. "White people aren't the only ones who go to Duke; they aren't the only ones in the United States or the only ones in the world. It shouldn't be that all we learn is the white perspective of everything," said Jones. Ochroch, however, believes the program is important because it is a field of knowledge. "It is another field, another study just like everything else. That's especially important for someone who is in liberal arts, like education or history for example. A liberal arts major should know something about many different areas and I think it's important for that reason." While the importance of AAS generally is agreed on, feelings differ about having one AAS course as part of the required curriculum. "I don't thing courses should be required because you are going to try and find courses in your own interest -that is what liberal arts is all about," said Ochroch. Alexander, on the other hand, said that having an AAS course as part of the required curriculum "is a definite must." She added, "As it stands, the history of r the Western world that Duke students get is whiteAnglo- WASP oriented; they don't get any exposure to diverse cultures within American and Third World countries." Afro-American Studies at Duke has had a troubled existence. Faculty problems have been a part of the program since its beginning, as have low enrollment and course offerings. With the current push for more black faculty and the BSA's demands for an improved program, only time • will tell if the program will change

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