

Black Power in Higher Education

Illinois Council for Black Studies

BLACK POWER IN ILLINOIS HIGHER EDUCATION

Documents of the Illinois Council for Black Studies

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BLACK POWER IN HIGHER EDUCATION

Proposal For The Illinois Council For Black Studies

Fall 1979

Draft For Discussion and Adoption At The Founding Conference

University of Illinois (Urbana)

October 12-13, 1979

Illinois Council for Black Studies

c/o African-American Studies

Northwestern University

Evanston, Illinois 60201

U.S.A.

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INTRODUCTION

We need an organization to consolidate and expand Black Studies in Illinois and to monitor the situation of Black People in higher education. A recent meeting of Black Studies scholars and others at the "Symposium on Academic Excellence and Social Responsibility in Black Studies" held at the University of Illinois on February 23-24, 1979, the 110th anniversary of the birthday of Dr. W.E.B. DuBois, reiterated this need for such an organization. This document and the proposal it puts forward are a direct response to the concerns which led to organizing the symposium and to many concerns expressed by symposium participants, concerns which exist throughout the United States.

Effective national organization begins at home, at the local and the state level. A national Black Studies effort can only be as strong as the quality of work done locally in carrying out the same mission--that of ensuring the survival and development of Black Studies by building a commitment to academic excellence and social responsibility. This is our basic reason for organizing the ILLINOIS COUNCIL FOR BLACK STUDIES (ICBS).

However, our efforts to organize Black Studies in Illinois are not isolated from nation-wide activities. This is an important point to remember which should inspire and strengthen our work. For example, The National Council of Black Studies (NCBS) has been active for almost three years. Several statewide associations are also active with N.C.B.S. Those of us interested in the future of Black Studies in Illinois should unite, communicate, and cooperate with each other and with NCBS and others on the national and regional levels. As an independent statewide organization, ICBS contributes much to the mission of The National Council for Black Studies.

This document, "Black Power in Higher Education," spells out the basic issues in our efforts to organize ICBS as an important and much needed vehicle in Illinois: a brief history of Black Studies in the U.S., brief selections on Black Studies in Illinois (which must be expanded into a state-wide description with input from other campuses) and some ideas about how we intend to build our organization. This is our document of initial unity, a platform from which we can launch our first steps. ICBS must have your critical response and full support if it is to grow and develop.

Black Studies represented an important commitment in the 1960s and early 1970s. It was in part a commitment to study and understand the historical and contemporary experiences of Black people and the world in which we live. And it was also a commitment to contribute to the struggle to change and improve the quality of life for Black people and all oppressed people. Now is the time to renew this commitment and to meet the new challenges of the 1980s and beyond. JOIN US IN ORGANIZING THE ILLINOIS COUNCIL FOR BLACK STUDIES!

BLACK STUDIES IN THE UNITED STATES

The historical development of Black Studies and its struggle for survival must remain at the center of any discussion of Black people in higher education. There are almost one million Blacks are engaged in post-secondary school education. Since oppression and exploitation continue to exist for nearly all Black people, Black Studies remains a battle front for justice and equality. Black Studies in higher education is an area in which the fight to solve the day to day problems of Black people can be linked to the fight to bring about fundamental changes in the social system which causes these problems in the first place.

Our general summary is that Black Studies has gone through three stages of development. The stages of this national trend are:

- (1) Innovation: the protests which challenged the status quo and initiated the process of bringing Black Studies into being;
- (2) Experimentation: the theoretical and practical struggle to set and achieve initial goals, and to develop courses and programs;
- (3) Crisis of Development: the intensification of attacks against Black Studies that seriously challenge its continued existence.

Innovation: The initial thrust for Black Studies was a turbulent experience, one that continued the unexpected outbursts of rebellion and resistance that characterized the 1960's. The middle 1960 was a high tide of resistance for the Black liberation movement. Militancy was a common posture. A turning point was the brutal slaying of Martin Luther King in the Spring of 1968, because it unleashed an outburst of violence in 110 cities, resulting in 39 deaths, over 2,500 injuries, over 14,000 arrests, and over 2,600 fires. The U.S. government repressed this spontaneous action with 45,000 National Guardsmen and 21,000 Federal Troops.

The key social force in this spontaneous violence was those young, working class Black people who were being kept out of productive jobs and institutions that they felt could help them improve their lives. For these young people, the only real options seemed to be jail or the armed services. But after this thrust of spontaneous violence (1963-1967), a large sector of this youth population was "coopted" or recruited into higher education, purportedly "to civilize the natives and quell the unrest," as some officials described it. According to government statistics, Black college enrollment increased to 370,000. This represented an increase over the previous year of 88,000, 11 times the increase of 8,000 between 1965 and 1966. But things didn't work out for this scheme of "pacification", e.g., the subverting of working class Black militancy with the middle class privilege of the college campus and the subsequent benefits from a white collar job. This plan backfired and these students became a militant social force inside the university by disrupting the normal state of affairs (meaning racism, elitism, and other forms of reaction); they demanded Black Studies by any means necessary.

This is how one discussion sums up what happened. (Note how similar this is to the above description of what happened after King was murdered):

...The early programs clearly and simply signified a yielding to student pressure, threats and violence; in 1968-69, according to one estimate, 43 institutions experienced fires, 80 experienced wrecking of buildings or breaking of furnishings, 45 experienced personal injuries, at least 24 officials were held captive, and at least 8 people were killed.

In a very concrete sense we can conclude from the data that it was this militant struggle inside the university that forced the initial change, the essence of this first stage of innovation. For example, Black Studies In The Community College (Eric, 1971) reports these data on the course offerings:

Community Colleges Offering Black Studies Courses

	New	Total
1966 or before		23
1967 - 1968	24	47
1968 - 1969	100	147
1969 - 1970	92	239

A similar trend is reported for four year colleges as well.

In sum, the result of this period of innovation was twofold. (1) There was a substantial increase in the number of Black Students enrolled in post-secondary education. (2) Black Studies courses and programs have become a permanent component of post-secondary education in the United States. The Chronicle of Higher Education (8 December 1975) in an article on "The State of Black Studies" concluded that "reports of (Black Studies programs) demise are proving to be exaggerated." Black Studies in Community Colleges concluded that "the introduction of Black Studies courses and the changes made in many of the traditional courses during the late 1960s constitute the most extensive modification of the community college curriculum since the addition of the vocational-technical course of the 1930s and 1940s." A 1967 survey of universities and colleges revealed that 89 percent of the traditionally Black institutions and 64 percent of the traditionally white institutions have Black Studies programs. Even today, despite cutbacks, Black Studies--in some form of fashion--exists now on a majority of campuses.

(2) Experimentation. This rapid increase in courses and programs brought with it a broad pattern of experimentation regarding all aspects of Black Studies. Nick Aaron Ford reports in Black Studies: "For the 200 programs upon which this study is based, approximately 200 objectives are listed with enough variation in wording to be considered different." Moreover, about 75 percent of these programs were interdisciplinary and, for the most part, characterized

by a hodgepodge of faculty interests and backgrounds, shaped by the history of racist scholarly neglect and discrimination in faculty hiring practices.

This phase of experimentation (which is still the dominant trend) has been very pronounced in the area of Black Studies curriculum. To anyone vaguely familiar with Black Studies programs over the past decade, an obvious conclusion is that there has emerged no established pattern of intellectual content, administrative organization, or standard of academic excellence and social responsibility for faculty and students.

As the Chronicle of Higher Education commented, "there is still much debate over what the curriculum of a Black Studies program should be." A review of the recent literature will reveal that the importance of curriculum and pedagogy has not been the central issue. Instead, the dominant theme has been administrative and political concerns (structure, finances, community services, student participation, etc.). However, the nature of colleges and universities in the U.S. places curriculum and pedagogy--the continuing acquisition of new knowledge, the organization and codification of existing knowledge, and the dissemination of this through teaching and publishing--at the heart of the academic and intellectual enterprise. This fact has not been widely enough recognized and acted upon by those concerned with Black Studies.

One reason is that Black Studies, as a recent campus-based area of organized intellectual investigation, was a student-inspired and long-overdue response to the crisis created by Black demands in a white racist environment. It was thus impossible to firmly root its initial efforts in the long history of scholarship in Afro-American Studies. As an emerging discipline, Black Studies is still relatively new. There has been little time to systematically organize existing knowledge of the Black experience and implement extensive

research efforts to fill the gaps in this knowledge, both of which are pre-conditions for the development of a sound and effective curriculum. Thus, the failure of Black Studies personnel to develop a standardized curriculum and a pedagogical approach is understandable, but in the context of today's crisis affecting higher education, it is a problem which must be confronted and solved.

Recent developments indicate that Black Studies as every other area of study is being called upon not only to justify a continuation of its present level of support, but also to improve the quality of its offerings despite dwindling dollars. During a period of general decline in funding from external and internal sources and shifts in funding priorities, Black Studies must continue to meet the challenges of enrollments variations, continuing interest in the historical experiences of Black people in the U.S. among some students, and the increasing need to educate "total" students who are sensitive and informed about the kinds of social, political, economic and cultural issues involved in the Afro-American experience and the struggle for Black liberation. Unfortunately, young innovative programs like Black Studies are the prime targets for scaling back or phasing out in the current crisis of university funding.

Thus, the process of strengthening the curriculum of Black Studies is a key task that must be accomplished as we bring this decade of experimentation to an end and launch a new stage of consolidation, development, and expansion. The task of standardization--developing a broad intellectual consensus around a core curriculum--is how most disciplines established their academic credibility and laid claim to a permanent place in the university and college curriculum. In the face of the current crisis, curriculum standardization and consolidation

is an especially urgent task for Black Studies.

(3) Crisis of Development: The crisis facing Black Studies has a dual character. (1) It is a reflection of the overall economic, political, and social crisis facing the U.S. capitalist system at home and abroad. (2) We also mean the specific ways that this overall crisis impacts on higher education in general, and on Black people in particular.

Many indicators--new ones almost every day--point to the deepening overall crisis: increasing double-digit inflation especially for basic necessities such as housing, food, and fuel; increasing unemployment, particularly among Black urban youth; and the governmental corruption scandals of Watergate and "Korea-gate" (in which congressmen were bribed by an agent of South Korea.) In the Third World, and especially in Africa, people are taking control of resources which belong to them and for too long have been exploited by U.S. and other foreign imperialists. On the other side of the coin, however, U.S. oil companies during the first quarter of 1979 reported record profits in the midst of another "oil shortage". Many people again recognized that Black people, other oppressed nationalities and working people were being asked to bear the brunt of this crisis. Their response has been greater struggle in the form of strikes, protests against cutbacks in social programs and educational opportunities, etc. Thus, this general social crisis deeply affects the lives of Black people and must be considered as part of the crisis facing Black Studies as well.

As a result of this overall crisis, there has been a trend toward cutbacks in funding higher education. In an effort to shore up declining profits, corporate gifts to colleges and universities are declining, and funds from leading foundations in the field of education have also been cut. In late September 1979,

for example, The Danforth Foundation Trustees voted to end its national graduate fellowships competition (though it will provide fellowship for minority students). Moreover, while these reductions and cutbacks are taking place, the average costs of one year of education for each four-year student went up 42 percent in the past ten years--from \$2167 to \$3,070.

The net result of the deepening crisis for Black people in higher education is alarming. Reversals have been manifested in increased dropout rates and a decline in enrollment. In the area of affirmative action, the courts have become the focal point for the counter-attack to reverse the gains that Black people won through the struggles during the 1960s. Major cases like the Bakke decision have all involved charges of "reverse discrimination" by white students who were denied admission to professional schools. Black and other students who had lower scores on biased "objective tests" were admitted in efforts to overcome past discrimination, increase the access of oppressed nationalities to medical education, and improve the quality of health care available in minority communities. The ruling of the Supreme Court in the Bakke case and the attempts in the Weber case has had a major impact on overturning the legal basis for affirmative action--in education and on the job.

BLACK STUDIES IN ILLINOIS

Illinois is one of the leading states in the U.S. in higher education: it ranks third in the number of students enrolled and third in the amount of money spent (behind California and New York). In terms of the 1976 Black student enrollment, Illinois ranked third with over 60,000 students. Chicago ranked second to New York City with 25,033 Black students in 1970. It is understandable, therefore, that the Black Studies movement in Illinois over the past decade has been an integral and important component of the national movement. Understanding both the form and the content of the struggle for Black Studies in Illinois is a must for pushing Black Studies in Illinois to its next stage of development in pursuing academic excellence and social responsibility.

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

Toward Organization and Consolidation

Just as the working class has historically seen the need to organize labor unions to overcome its disunity and isolation and to fight collectively for its common interests, so too must we in Black Studies organize our own parallel to workers' unions for the same reasons. We must have a context to confront our common problems with common solutions just as workers do when they bargain collectively and use their most powerful weapon in their day to day struggles over immediate economic issues--the strike. There is ample historical precedent for such efforts to organize among Black scholars.

The Association for the Study of Negro Life and History (ASNLH) and the work of its founder, Professor Carter G. Woodson, is by far the most challenging historical precedent for our efforts to organize the Illinois Council for Black Studies. It was organized in Chicago on September 9, 1915 and incorporated in the District of Columbia later that year. The ASNLH initiated the Journal of Negro History on January 1, 1916 and has since then regularly published the journal. Its purposes are "to collect sociological and historical data, to publish books on Negro life and history, to promote the study of the Negro through clubs and schools, and to bring about harmony between the races by interpreting the one to the other." A few years after its founding, it listed among its achievements the following: "directed the attention of investigators to this neglected field, extended the circulation of The Journal of Negro History into South America, Europe, Asia, and Africa, published twenty-three volumes of articles and documents giving facts which are generally unknown. . . ., organized and stimulated the studies of local clubs and classes which have done much to change the attitude of communities

More recently, in 1975-1976, the National Council of Black Studies (NCBS) formed as the first major national organization devoted mainly to the field of Black Studies. "The purpose of the Council is to promote and strengthen academic and community programs in the area of Black and/or Afro-American Studies. Its membership is restricted to those persons, institutions and organizations committed to the advancement of Black Studies." NCBS has held well attended national conferences in Columbus (Ohio State), Amherst (University of Massachusetts) and Sacramento (California State) and publishes a newsletter.

There have been significant Black Studies-related organizational activities here in Illinois, particularly in the Chicago area. This includes the activities of the local branch of the Association for the Study of Negro Life and History, the Organization of Black American Culture (OBAC), the African American History Roundtable, The Communiversities, the Association of African American Historians, Lu Palmer's Bookshelf and Forum Series, and many others which were very active. A complete history involving a summation and analysis of the history and activity of these organizations is an ICBS priority. Anyone wishing to contribute materials for this effort should contact the executive secretary.

One of the most significant organizations active in Black Studies in Illinois was the African Association for Black Studies (AABS). It was organized in 1970 "to offer representation in a single organization to persons from all segments of higher education involved in Black Studies: educators, administrators, and students." Activities of AABS included organizing a consortium to deal with Black life on the campus; a seminar to provide participants with ideas concerning curriculum development, community service, and research projects (for which graduate credit was given by George William College); publication of a

quarterly journal and monthly newsletters; and hosting a major annual conference that met in several cities in the U.S. including Nashville and Cleveland. AABS as an organization became inactive around 1976.

It is based on a knowledge of these organizational precedents at the national and state level, a knowledge based on active participation in many of these organizations, that we have seen the need to build ICBS to pick up where other organizations left off, and to meet current and future needs unmet by any existing organizations.

The most recent call for consolidating of state wide efforts to strengthen Black Studies occurred at the "Symposium on Academic Excellence and Social Responsibility in Black Studies" in February 1979. A special closing panel dealing with political and administrative concerns facing Black Studies--which included Professor Gerald McWorter of the University of Illinois, Professor Cheryl Johnson of Loyola and Professor William Exum of Northwestern--outlined many issues that helped clarify the basis for the Illinois Council for Black Studies. Professor Exum, for example, commented on the important question of curriculum standardization (as well as faculty recruitment, budgets, enrollment and community and inter-university relations).

. . .there is the issue of what ought to be taught and what would be nice to teach but may not be so essential, and what, if you like, are the luxury items. I'm not so sure that this is the best way to put it, but there is a real problem of defining an essential curriculum, a core curriculum which stands up across the board in any department. One should find particular kinds of courses; the individual instruction might differ in terms of the way the course is presented but the content and the intellectual and substantive focus on particular kinds of issues should be the same, in my opinion, in a variety of programs. But we have yet to define, in some ways, what the essential core curriculum should be.

Professor McWorter stressed the need for a principled unity among those who support Black Studies, a unity which recognizes the many differences that exist

among us:

There is another dimension I want to raise and that is the question of unity. In Chicago you have a major city in the world; there are a lot of Black people--over 1 million in this metropolitan area--and within that there is a large number in higher education and a significant number of (Black Studies) programs which are a part of a significant number of universities; and to date, while there are no big ideological or political obstacles--there are differences but no obstacles that I am aware of--there is no unity. And what I want to introduce here, not as a specific question but as a dimension of how many of these problems may be solved or how conditions for solving them on any given campus may be enhanced, is the question of building greater unity among those of us who are engaged in Black Studies, either in a formal academic sense or in the sense of better educating ourselves in order to struggle to make the world a better place in which to live.

I want to raise this point of unity in light of the fact that the easiest thing for us to do is to be clear on the fact that there are differences among us. And it is also easy to unite in an unprincipled way--to raise unity and everyone say "unite, unite, let's forget everything and be united." But what is really difficult is to recognize that while there are differences among us there may also be a basis on which we can unite. Even if it's a question of we would all unite to oppose (the) Bakke (decision) or all unite to oppose some other attacks on the democratic rights of Black people in higher education. . . .

The point is that we're talking about people who are engaged in this enterprise of higher education and within that Black Studies and the question is can we unite?

Finally, Professor Johnson emphasized the importance of organized support for Black Studies at the local level.

The administrators of Black Studies programs, departments, and institutes are architects. We must erect a firm structural foundation flexible enough to serve a variety of people and needs. Most architects do not merely free lance, they incorporate. They found a firm. Each member of the firm is usually a particular resource person. We have begun to solidify, to some degree, on the national level, to raise important questions. But we need that local/regional cooperation which can make, on a day to day basis, the implementation of our ideas very real.

It is on the basis of concerns such as these expressed by people across the State that has led to organizing the Illinois Council for Black Studies.

Rationale

We propose to build an organization called the ILLINOIS COUNCIL FOR BLACK STUDIES (ICBS) as an effective vehicle to provide a common platform and common mechanism to respond to the current challenge facing Black Studies. There is absolutely no doubt as to what an organization like ICBS could accomplish if we all recognize the need for it and share fully in the responsibility for building it.

Academically, an organization like ICBS consisting of all those concerned with Black Studies in Illinois will enable us to provide our students and the broader community with a quality education about the Black experience, one that represents the best of our collective experimentation over the past ten years. Politically, an organization like ICBS which seeks to maintain high standards of academic excellence and social responsibility will provide the most effective basis on which to build broad community support for Black Studies. This community support is the most effective weapon in defending our programs in the face of the current crisis, and in making sure that our programs are meeting the needs of the very communities which fought to get them onto college and university campuses in the first place.

Black Studies in Illinois over the past decade has been an integral and important component of the national movement. But our goal in undertaking to organize the Illinois Council for Black Studies is to collectivize our efforts and to make Illinois one of the recognized pacesetters in the development of Black Studies in the United States. This is the rationale underlying the ICBS.

Purposes and Goals

The Illinois Council for Black Studies will strive to accomplish the following three goals and objectives:

(1) UNITY. To build a working unity among Black Studies programs and personnel and related individuals and programs throughout Illinois, concerned with the survival and development of Black Studies. There is a need to build this unity so that we can confront our common problems with jointly worked out solutions. An old African proverb says that "when spider webs unite they can tie up a lion." This is precisely the lesson of the rich history of the struggle of Black people for freedom and liberation over the centuries. Black people from different walks of life, different interests, and of differing political perspectives have come together to unite and to take care of common concerns. Building this kind of principled unity in Illinois, a unity which recognizes our differences, is one goal of ICBS. Linking our efforts to the work of the National Council for Black Studies and others at the regional and national level is also of prime importance.

(2) COMMUNICATION. A first step in building a common organization is communication. ICBS will serve the function of a clearinghouse for information about Black Studies in Illinois. It will convey not only a picture of who we are (for example, by publishing a directory of programs, faculty, etc.) and what we are about; but ICBS will also keep Illinois informed about activities in Black Studies and about Black people in higher education throughout the United States as well. Basic information like an up-to-date calendar of upcoming events, speakers, etc. will enable us in Illinois to build greater unity and to share available (and increasing) scarce resources.

(3) COOPERATION AND COLLECTIVE ACTION. The real test of our desire for unity

and our communication will be our cooperation in joint action. The extent to which we collectively combine our efforts to "take care of business" and not just talk endlessly about the business that somebody else should take care of will really determine the effectiveness of ICBS as an organization. ICBS will strive to support all efforts which seek to strengthen Black Studies and enable it to continue to fulfill its mission and ongoing commitments. ICBS will also facilitate the implementation of programs to meet problems which are not already being addressed on a statewide basis, and coordinate some efforts which might already exist in scattered form. One priority should be to defend Black Studies program, courses and faculty which do exist and are under attack. Another priority should be to monitor, encourage, and actively assist colleges and universities which do not have Black Studies programs and courses to initiate them.

Program for 1979-1980

To carry out the three general goals and objectives stated above, ICBS will undertake to implement the following specific ten point program for 1979-1980:

(1) Publish "The Illinois Black Scholar: Quarterly Newsletter of the ICBS" and to publish and disseminate other items of interests to its membership (e.g., course outlines and syllabi, etc).

(2) Compile and publish a listing of all Black Studies programs in Illinois and compile and publish a special directory of Black Studies programs and resources in Chicago;

(3) Plan and initiate an ICBS Summer Study Trip to Africa for 1980 which will offer academic credit; and to undertake other projects which will provide an understanding and awareness of the African heritage of Black people in the U.S. and the current struggles for African liberation;

(4) Plan a joint statewide event for Black Liberation Month/Black History Month for February 1980 and coordinate/communicate regarding local activity so that resources can be shared;

(5) Take an Illinois delegation to the 1980 annual conference of the National Council for Black Studies, to facilitate joint travel (i.e., reduced travel fares) to other professional conferences; and to invite a national conference to Illinois hosted by ICBS;

(6) To develop standing committees for ongoing activity and discussion of key issues in Black Studies: Curriculum development (introductory courses and core curriculum) program review, and evaluation; establishing a statewide accrediting system; political action; coordination of community college and four year college courses and programs; research; faculty recruitment, training,

retention and tenure; library resources and services; academic support programs and student development.

(7) To organize conferences on major issues affecting Black people; to organize a regular series of lectures and seminars which will rotate to different campuses in the states; and to organize other activities such as film showings, visiting speakers and scholars in residence, etc. which may be shared on a statewide basis;

(8) To develop a mechanism to systematically monitor and research "The Status of Black People in Illinois Higher Education," and to publish an annual report; and to bring the results of our investigation to the attention of the Black community, policy makers, and other interested people;

(9) To establish a statewide program to recognize and encourage academic excellence in several areas; teacher of the year, dissertation/thesis of the year, and undergraduate paper of the year;

(10) To facilitate the collective acquisition of resources for coordinated statewide use by Black Studies programs (e.g., films, slides, and other audio-visual materials, etc.)

Organization Structure

1. To facilitate broad involvement in planning, developing, and bringing a viable organization into existence, we have initiated an interim mechanism called the Illinois Council for Black Studies Organizing Committee (ICBSOC). This organizing committee will operate for one academic year. In 1980 we will hold a full statewide meeting to approve the permanent structure, program, and officers of ICBS.

2. The interim structure will adopt a program outlined in this document as the basis for the first year of activity. Full reports will be made on the progress in each area at the founding conference, will be basis of refining the final program. We also propose that the structure will consist of the following people, most of whom were active in the February symposium on "Academic Excellence and Social Responsibility in Black Studies." They have agreed to the need for an organization like ICBS and to shoulder initial responsibility in launching the organizing effort.

Co-Chair (Downstate)	Dr. Gerald McWorter U of I (Urbana) Afro-American Studies Research Center Director--Center for Black Studies
Co-Chair (Upstate)	Dr. Cheryl Johnson, Director Afro-American Studies Program Loyola University
Executive Director	Prof. Ronald Bailey African-American Studies Department Northwestern University
Executive Committee	Dr. William Exum, Chairman African-American Studies Department Northwestern University
	Dr. Maryemma Graham, English Chicago State University
	Professor David Johnson, Chair Urban Studies Program Thornton Community College

D. Institutional Affiliate (Non voting, e.g., libraries, etc.)

Institutional

\$50

Membership includes a subscription to the ICBS Newsletter, free copies or reduced prices for ICBS publications, priority participation in all ICBS activities, and special discounts and services that ICBS will arrange with bookstores, libraries, etc. All membership dues and contributions are tax deductible so additional contributions are encouraged.

MEMBERSHIP APPLICATION
ILLINOIS COUNCIL FOR BLACK STUDIES ORGANIZING COMMITTEE

Complete and mail to: Professor Ronald Bailey
Executive Director
Illinois Council for Black Studies
African-American Studies Program
Andersen Building--Northwestern University
Evanston, IL 60201

NAME _____ PHONE () _____

Organization or School _____ Position _____

Mailing Address _____

CHECK THREE (3) AREAS YOU ARE MOST INTERESTED IN:

_____ Curriculum Development (Survey Courses/Core Curriculum)

_____ Statewide Black Liberation Month/Black History Week Activities

_____ Program Evaluation and Accreditation

_____ Summer Study Trip to Africa

_____ Student Development and Academic Support Programs

_____ African Liberation Support Activities

_____ Political Action/Survival of Black Studies

_____ Library Resources and Services

_____ Fund Raising

Please respond to the proposal for ICBS (use additional sheets or the reverse side)

(a) 3 point program: Unity, Communication, Cooperation and Collective Action

(b) 10 activities for 1979-1980

(c) Organization and Membership Guidelines

List suggestions for additional people to contact (names and addresses)

(Please enclose membership fee with application) See p. 33

ILLINOIS COUNCIL FOR BLACK STUDIES, INC.

CONSTITUTION

Final Adoption at the First Annual Meeting on October 25-26, 1980 at
Western Illinois University

ARTICLE I

Name

The organization will be called the ILLINOIS COUNCIL FOR BLACK STUDIES, Inc., duly incorporated under the laws of Illinois as a non-profit organization.

ARTICLE II

Purposes

1. The purposes of the Illinois Council for Black Studies shall be as follows:

- (a) UNITY: I.C.B.S. will strive to build unity among Black Studies programs, personnel, and other interested individuals and organizations throughout Illinois who are concerned with the survival and further development and expansion of Black Studies and of Black people in Illinois higher education.
- (b) COMMUNICATION: I.C.B.S. will serve as a clearinghouse for information about Black Studies in Illinois. It will convey a picture of who we are and what we are about, and will keep Illinois informed about the activities in Black Studies and of Black people in higher education throughout the U.S. and the world.
- (c) COOPERATION IN JOINT ACTION. I.C.B.S. will strive to collectively support all efforts which seek to strengthen Black Studies and enable it to continue to fulfill its mission and ongoing commitments. It will facilitate the implementation of programs to meet common problems which are not being addressed on a state-wide basis, and coordinate ongoing efforts which exist.

2. Through building UNITY, COMMUNICATION, AND COOPERATION IN JOINT ACTION, I.C.B.S. will seek to strengthen ACADEMIC EXCELLENCE AND SOCIAL RESPONSIBILITY in Black Studies, both in Illinois and throughout the United States. It will bring the resources of Black Studies and higher education to bear in seeking solutions to pressing social problems facing Black people and society.

ARTICLE III

Membership

Membership in I.C.B.S. shall be defined by the following four categories:

- 1. Institutional: Open to any Black Studies program, academic unit, and committed to the purposes of I.C.B.S.

2. Individual: Open to any person interested in and committed to the purposes of I.C.B.S.

3. Institutional Affiliate: Open to any library, historical society, research center, community organization, church, or non-campus based organizations interested in and committed to the purposes of I.C.B.S.

4. Honorary. Conferred by I.C.B.S. upon any individual or organization whose activities have contributed in an outstanding way toward the achievement of the purposes of I.C.B.S.

ARTICLE IV Meetings

1. I.C.B.S. shall regularly meet two times during each academic year, once in the fall and once in the spring. The main purpose of these meetings will be to set I.C.B.S. policy and to conduct the business of the organization which may legitimately come before it.

2. The exact time and place of these meetings shall be determined by the Executive Committee in consultation with those Black Studies programs, organizations and individuals who may act as hosts and after informal polling of the I.C.B.S. membership.

3. It is expected that these two regular meetings will be held on different campuses and in different regions of the state or in central and accessible location in order to facilitate building a genuine statewide organization.

4. At any regular meeting, if fifty percent (50%) of the membership in attendance are in good financial standing, then this shall be considered a quorum for conducting the affairs of I.C.B.S.

5. Special meetings may be called by the executive committee with proper notification of all members in good standing. I.C.B.S. will also convene periodic programs, conferences, seminars, cultural activities, and other activities throughout the state.

ARTICLE V National Affiliation

The Illinois Council for Black Studies will maintain a close relationship as a state-based affiliate of the National Council for Black Studies, the professional organization in the field. It will support and encourage the involvement of I.C.B.S. members in the programs and activities of N.C.B.S., and encourage the support of N.C.B.S. for the ongoing programs and activities of I.C.B.S.

ARTICLE VI Officers and Organizational Structure

1. The officers of the Illinois Council for Black Studies shall consist of Chairperson, Vice-Chairperson, Secretary, Treasurer, two Regional Representa-

tives, and an Executive Director. All officers will be elected, with the exception of the Executive Director, an administrative appointee of the Executive Committee.

2. The officers shall serve for a term of one year and can be reelected.

3. The officers shall constitute the Executive Committee. Members of the Executive Board of the National Council for Black Studies who are based in Illinois shall serve as voting members of the executive committee of I.C.B.S., along with any chairpeople of I.C.B.S. committees as determined by the Executive Committee.

4. The state Executive Council for I.C.B.S. will be comprised of one representative from each institutional member of I.C.B.S.

ARTICLE VII Elections

1. All officers shall be elected by a plurality of votes cast at a regular spring meeting of I.C.B.S. There will be no votes by proxy.

2. No less than one month prior to the annual meeting, the Executive Director shall send to each member in good standing a nominating form on which to enter the name of one candidate for each office.

3. The Executive Committee shall constitute the Nominating Committee and shall select a slate from the candidates whose names have been submitted. These nominees, plus any additional names which may be submitted from the floor (with the nominee's approval) will be voted upon at the annual meeting.

4. New officers shall be installed at the annual meetings electing them.

5. Only members who have been in good financial standing during the previous year or for at least three months before can vote for I.C.B.S. officers at the spring meeting.

ARTICLE VIII Amendment

This Constitution may be amended at any regular meeting by a two-thirds vote of those voting, provided two weeks of advance notice of such intent is given in writing to all members including a statement of the proposed amendment itself.

BY LAWS OF THE ILLINOIS COUNCIL FOR BLACK STUDIES, INC.

ARTICLE I

Membership and Dues

1. Any person or organization who applies for I.C.B.S. membership in any of the categories specified in the Constitution, who agrees to support the purposes of the organization and be involved in its activities, and tenders the necessary dues shall thereby become a member of I.C.B.S.

2. Annual dues for individual members shall be ten dollars (\$10.00),

3. Annual dues for institutional members shall be based on the following schedule:

(a) Institutional

- | | |
|---|---------|
| (1) Enrollment greater than 5000 students | \$75.00 |
| (2) Enrollment between 1000-5000 students | \$50.00 |
| (3) Enrollment fewer than 1000 students | \$30.00 |

(b) Institutional Affiliate \$50.00

4. Honorary memberships are not subject to dues assessments.

5. Annual dues shall be payable in advance on an academic year basis (September to September). Only dues paid after the spring meeting will entitle one to membership in the following year.

6. Any member whose dues are more than four months in arrears (not paid before January 1) shall be dropped from the rolls of active membership.

7. Additional funds to support the activities of I.C.B.S. can be sought and accepted from sources which meet the approval of the Executive Committee.

ARTICLE II

MEETINGS

1. Regular business meetings of I.C.B.S. shall be held in the fall and spring of each academic year.

2. The Executive Committee shall meet and consult at its discretion.

ARTICLE III

Duties of the Officers and Executive Committee

1. The chairperson shall convene meetings of I.C.B.S. and its executive committee, appoint all committees needed to carry on the activities of I.C.B.S., and implement the policies set by the organization in close working relationship with the executive director.

2. The vice chairperson shall be chairperson-elect and will generally assist the chairperson in carrying out the business of I.C.B.S. and in any specified roles assigned him/her by the chairperson.

3. The secretary shall take minutes for all organizational meetings, prepare these minutes for distribution to the membership, and present these minutes for adoption at regular meetings.

4. The treasurer shall be responsible for the safekeeping of I.C.B.S. funds and for maintaining financial records, and monitoring the collection and expenditure of funds by the Executive Director. The treasurer shall collect dues and render an annual financial report based on the academic year. The treasurer shall also certify an up-to-date membership and mailing list as prepared by the Executive Director.

5. Regional Representatives shall endeavor to link the activities of I.C.B.S. more closely to Black Studies related activities in their regions, and to bring potential members into I.C.B.S.

6. The Executive Director shall be appointed by the Executive Committee, subject to the approval of the I.C.B.S. membership. The Executive Director shall have executive supervision of the on-going operations of I.C.B.S. within the limits provided by the Constitution and By Laws. This officer shall be empowered to make the necessary office and staff arrangements to carry out the work of I.C.B.S. subject to the approval of the Executive Committee. The Executive Director shall make an annual report to I.C.B.S. in the fall of each year.

7. Members of the N.C.B.S. Executive Board who are based in Illinois will serve on the I.C.B.S. Executive Committee and will have the responsibility of keeping I.C.B.S. apprised of the on-going programs of N.C.B.S. and to organize I.C.B.S. participation in the N.C.B.S. National Conference. They will inform N.C.B.S. of the programs, activities, and concerns of I.C.B.S.

8. The chairperson, the Executive Director, and the Executive Committee shall have the power to conduct all affairs of I.C.B.S. between meetings and perform such other functions as designated in the Constitution and By-Laws.

9. The Executive Council shall serve as a broad state-wide consultative body of I.C.B.S., capable of providing policy input between regular meetings and furthering the on-going work of I.C.B.S.

ARTICLE IV

Amendment of the Bylaws

1. The Bylaws, with the exception of those concerning dues, may be amended at any regular annual meeting by a two-thirds vote, provided that the intent to amend and the proposed amendment itself are communicated in writing to the Executive Committee at least two weeks prior to the annual meeting.

2. Changes in the dues structure may be made by a simple majority vote at a regular business meeting.

Black People and The 1980 Census

A Conference
November
December

Chicago, Illinois

Initiated and Organized by:
The Illinois Council for Black Studies

BLACK PEOPLE AND THE 1980 CENSUS

November 30-December 1, 1979

The University of Chicago

The Center for Continuing Education

A Conference Proposal Initiated By

THE ILLINOIS COUNCIL FOR BLACK STUDIES (I.C.B.S.)

in cooperation with

THE AFRICAN-AMERICAN STUDIES PROGRAM OF

NORTHWESTERN UNIVERSITY

Co-Chairpersons of I.C.B.S.

Dr. Gerald McWorter
Afro-American Studies Program
and Research Center
University of Illinois (Urbana)

Dr. Cheryl Johnson, Director
Afro-American Studies Program
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BLACK PEOPLE AND THE 1980 CENSUS

A Conference Initiated by The Illinois Council for Black Studies

THE ISSUE

Since 1790 the U.S. government has conducted a count of the U.S. population every ten years. Next April about \$1 billion dollars will be paid out for the 1980 count. Already, the claim that the census will provide an exact count of every man, woman and child in the U.S. is being hotly debated. Indeed, the undercount of specific groups has been admitted by the Census Bureau and has been debated since 1970 and before.

The main aspect of the debate is the undercount of Black people and other minority nationalities, though many whites are also undercounted. The Census Bureau itself admits that in 1970 it missed an estimated 7.7% of the Black population (about 2 million), 14% of the Hispanic American population, and 2% of the white population. In 1950 and 1960, respectively, the undercount has been put at 9.5% and 11.5% for nonwhites, and 2.6% and 2.2% for whites.

The impact of the undercount is especially severe on the economic, social and political welfare of Black communities and other poor and oppressed communities. Census figures in 1980 "will be used not only to apportion Federal, state, and local voting districts but also to help set guidelines for equal employment opportunity programs, and to determine how some \$60 billion in Federal funds for job training, educational assistance, and general revenue sharing will be dispersed next year." (New York Times, May 7, 1979) Congressman Charles Rangel of New York, the former chair of the Congressional Black Caucus, expressed similar concerns in congressional testimony.

Not only does an undercount affect the amount of Federal financial assistance that a State or its political subdivision may receive, but it also impacts upon the type of planning and development that an area can undertake. Population figures are used in designing educational programs, welfare assistance plans, crime prevention and public safety

programs, along with a whole host of other programs. As the poor and minorities are quite dependent upon these types of programs, it is essential that this problem of the census undercount be remedied in order that the services get to those in need.

One final area in which the census undercount plays a role is in the political structure of the community. Population is used in determining how many representatives each community will receive, since in those states in which there is a bicameral legislature, one house is elected exclusively upon the basis of population within each given community. Obviously if there is an undercount problem, then some people are not being represented either in their State House of here in the House of Representatives.

Thus, the census undercount has over the years become a focal point for many organizations and individuals concerned with the general welfare of the Black community and minority communities. The political pressure has been mounting from these groups and undoubtedly played a role in the recent resignation of the director of the U.S. census only 10 months before the 1980 census is to be taken. The new director, Vincent Barabba, has stated in a recent interview his sensitivity to this question, as reported by the New York Times: "His main task now, Mr. Barabba stated in an interview, is to reduce the traditionally high undercount of Blacks, Hispanics, and other minorities, an issue that has become highly political because minority groups recognize the power in numbers--especially when it comes to handing out government money." (June 2, 1979)

WHAT CAUSES THE CENSUS UNDERCOUNT AND WHAT IS BEING DONE ABOUT IT?

Many reasons have been cited as having contributed to the undercount of Black people. One reason is the previous insensitivity of the Census Bureau to the special problems in oppressed communities. There is a pervasive distrust of the government among Blacks based on a history of exploitation and oppression. For example, the Census Bureau has relied heavily on white census takers who

are not residents in the communities they count. They have expressed a fear of working in Black communities and have often not covered the area as thoroughly as possible. These census takers are sometimes viewed by Black residents as extensions of "the oppressive white power structure", asking "personal" questions regarding marital status, income, and the number of occupants residing in a household. The failure to use Black census takers, Spanish-speaking census takers, and Spanish-language forms are other factors contributing to the overall undercount.

Steps have been taken to improve the quality of the Census count of Blacks and other minority communities. The Census Bureau has initiated a Minority Statistics Program which states as its objectives: "To inform members of minority populations concerning the usefulness to them of statistics provided by the Bureau; to assist them in the use of such statistics, and to obtain their recommended actions and support toward improving the coverage and quality of data for the 1980 Census." The program includes three special advisory committees for Black, Spanish-origin and Asian and Pacific populations, special public educational efforts (like conference speakers, displays and written material) and expanded recruitment of Black and minority census takers. There will also be changes in the census forms which are to be used.

Public agencies have had a variety of responses to the undercount. A New Jersey senator has proposed a special statewide watchdog committee to make sure the count is accurate. The New York legislature recently considered spending additional funds to make its own special count of minority residents in densely populated urban areas. Baltimore and Newark filed unsuccessful law suits.

Many private organizations have also undertaken activities. For example, the Urban League distributed 50,000 "Make Black Count" buttons to encourage

participation in the 1970 census. In 1960, a special Coalition for a Black Count was organized and active. Other such efforts can be cited.

However, it is clear that while the census enumeration of Blacks may be improved it will not be an accurate and complete count. Some attention has therefore been focussed on getting the federal government to use revised population estimates which include the estimated undercount as a more accurate basis for the allocation of federal funds and the reapportionment of legislative representation.

ABOUT THIS CONFERENCE

This conference on Black People and the 1980 Census aims to accomplish the following objectives:

- (1) to clarify the plans of the U.S. Bureau of the Census to solve the problem of the undercount of Blacks and other minority nationalities and to conduct a fair and just census in 1980;
- (2) to state the concerns of major sectors of the Black community concerning the 1980 census;
- (3) to inform the Black community about the 1980 census and to mobilize efforts to improve and utilize the 1980 census in the interest of the masses of Black people.

The conference is being initiated and organized by the Illinois Council for Black Studies (ICBS), with the African-American Studies Program at Northwestern University, a founding member of ICBS, serving as the coordinating co-sponsor. ICBS is a recently organized statewide organization of Black Studies faculty and others focussed on the status of Black people in higher education. Its program includes sponsoring conferences which explore important issues affecting the well-being of Black people in Illinois and bringing the resources of higher education to bear in helping to solve problems facing Black communities and the

entire society.

The conference will bring together about 200 people mainly from the Chicago area and Illinois. These will be primarily teachers and educators associated with ICBS and important Black leaders in the media, business, politics, and in community organizations. Thus, the core of the conference will consist of key Black opinion makers, influential not only in Chicago and in Illinois but throughout the U.S. as well. The deliberations and printed proceedings of this conference will be of great interest all over the country and will undoubtedly play a role in shaping opinion regarding the 1980 census.

The conference will be held November 30 and December 1 or on December 8-9 (pending confirmation of speakers and facilities). This will facilitate publication of the proceedings so that they can be available before February 1980, several months before the 1980 census is scheduled.

The conference will be held in Chicago at a local university or in the conference facilities of a large hotel. Chicago is a key national city and an appropriate location for this conference on Black People and the 1980 Census. It is the nation's third largest city and has the second largest Black population in the United States. Chicago also provides key national Black leadership in such areas as business, the media, politics, and education.

The conference planning committee will consist mainly of the social scientists associated with the Illinois Council for Black Studies. Its coordinator is Ronald Bailey, Executive Director of ICBS and a faculty member at Northwestern University in African-American Studies and Political Science. Other members of the conference planning committee are the two chairpersons of ICBS: Dr. Gerald McWorter, Director of Afro-American Studies at the University of Illinois and Dr. Cheryl Johnson, Director of Afro-American Studies at Loyola

BLACK PEOPLE AND THE 1980 CENSUS

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CONFERENCE ON THE
POPULATION UNDERCOUNT**

sponsored by
The Illinois Council for Black Studies
at the
University of Chicago
November 30-December 1, 1980
Chicago, Illinois

Published and Distributed for
The Illinois Council for Black Studies

by

The Chicago Center for Afro American Studies and Research, Inc.
P.O. Box 7810
Chicago, Illinois 60680
U.S.A.

"BLACK PEOPLE AND THE 1980 CENSUS" CONFERENCE RESOLUTIONS

The following three resolutions were developed by the Illinois Council for Black Studies and presented at the conference on "Black People and the 1980 Census: A Conference on the Population Undercount" which met at the University of Chicago. They were discussed, slightly modified, and unanimously adopted during the closing plenary on December 1, 1979.

Since that time these resolutions have been endorsed by a growing number of people and organizations throughout the U.S. These include a statewide symposium on "Black People and the 1980 Census" which met in Jackson, Mississippi; The National Conference for a Black Agenda which met in Richmond, Virginia; the annual meeting of the National Conference of Black Political Scientists in Atlanta, Georgia; a special workshop on the census at the annual conference of the National Council for Black Studies meeting in Milwaukee, Wisconsin; the Faculty Senate of Southern University in Baton Rouge, Louisiana; the Baton Rouge Association for Community Action; and the Louisiana Equal Opportunity Association.

Individuals and organizations are urged to discuss and endorse these resolutions and to communicate this endorsement to the Illinois Council for Black Studies, the Director of the U.S. Bureau of the Census, and other appropriate people at the national, state, and local levels.

AN ADJUSTED CENSUS COUNT: The 1980 Census is the basis for the allocation of billions of dollars in federal, state, and local public tax monies. It is also the basis for the apportionment of political representation in the House of Representatives and at the state and local level. The Census Bureau admits to a disproportionate undercount of Black people and other oppressed groups, and has explored methods to produce a more accurate population figure. The continual use of an inaccurate population figure results in a fundamental violation of the democratic and equal rights of Black people and other undercounted groups. We therefore demand the mandatory use of an adjusted population figure which includes the estimated undercount in all allocations of public monies and in deciding the boundaries of political districts.

TRAINING BLACK TECHNICAL/SCIENTIFIC EXPERTISE: The issues raised by the disproportionate population undercount of Black people require both a commitment to serve and protect the best interests of the Black community *and* expertise in highly technical areas. It is necessary to insure a more democratic participation of Black people in the scientific and technical dimensions of the undercount discussion, and in attempts to find a solution to this problem. Thus, we demand that the U.S. government provide \$5 million to train 100 Black demographers and social scientists who can be fully active in resolving the issue of the population undercount and in making the census a more useful and effective tool for solving the problems facing the Black community and the entire society. In light of the \$1 Billion being spent on the 1980 census, this is a small and necessary step to take in these times of technological innovation and scientific advancement.

BROAD-BASED MASS EDUCATION: The issue of "Black People and the 1980 Census" and the population undercount is a critical one in which vital political and economic interests are at stake. We therefore urge support for everything positive being done by the Bureau of the Census and other public agencies to minimize the 1980 undercount and its impact on the Black community in the short run. However, our responsibilities do not stop there. These issues must be discussed more broadly among Black people and others concerned with the undercount issue. We therefore urge conference participants and others to cooperate in popularizing an understanding of the two resolutions above. In local communities, in organizations, in schools, in churches and in the media—we should distribute copies of these resolutions, conference proceedings and other materials which bear on these issues. We should organize local meetings and educational to explore these issues and seek broad *support and endorsement* for the resolutions above calling for the mandatory use of an adjusted census count and a national program to train Black social scientists/demographers.

Illinois Council for Black Studies

P.O. Box 87244

Chicago, IL 60680

BLACK PEOPLE AND THE 1980 CENSUS PROCEEDINGS FROM A CONFERENCE ON THE POPULATION UNDERCOUNT

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will be available for use by others planning similar conferences and discussions.

If sufficient support can be secured, there is some interest among members of ICBS in coordinating a series of regional mini-conferences on Black People and the 1980 Census which will utilize the edited videotapes from the Chicago conference and bring together one or two national resource people with local participants.

The following represents a preliminary and partial list of speakers and organizations to be invited to participate in the conference. This list will be finalized after additional suggestions and a preliminary check on the availability of each participant. Endorsements from organizations and individuals will also be sought.

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In Census Undercount

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

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

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

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

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

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

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C. C. Dejeu, Jr., President and Publisher

SECOND CLASS POSTAGE PAID AT NEW ORLEANS, LA.

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

ILLINOIS COUNCIL FOR BLACK STUDIES

First Annual February Springfield Conference
on

"The Status of Blacks in Illinois Higher Education"

Commemorating Black History/Black Liberation Month

Feb. 27-28, 1981

Public Affairs Center

Sangamon State University

AGENDA

FRIDAY, February 27th

12-3 Lunch and Opening Business Session
Public Affairs Center

Agenda items include: Reports from all I.C.B.S. member institutions; final plans for election of officers; I.C.B.S. participation in 1982 meeting of National Council for Black Studies in N.Y.C.; 1982 N.C.B.S. meeting in Chicago and I.C.B.S. relationship several requests for I.C.B.S. cooperation/co-sponsorship of research and publication projects; Discussion of draft report on "Evaluating Black Studies in Illinois"; Committee Reports.

1-5 THE POLITICS OF ILLINOIS HIGHER EDUCATION
Discussion with Illinois Legislators. Invitees: Senator Newhouse, Rep. Huff, Rep. Braun and others

Evening: Reception with S.S.U. Black Caucus to mark opening of special Black History/Black Liberation Month exhibit from Smithsonian Institution "(Blacks in the Westward Movement")

CONFERENCE SITE

All meetings will be held at the Public Affairs Center, Sangamon State University, Springfield, IL 62708 (So. of Stevenson Dr. on Shepard Road) (217/786-6150). Hosted by the S.S.U. Black Caucus.

LODGING/FOOD

The Conference hotel is the Sheraton Inn located on Stevenson Drive (217/529-6611). Block of I.C.B.S. rooms will be held until Wednesday, Feb. 25th. MAKE YOUR OWN RESERVATIONS. Request a double if you desire (double is \$38). There are a number of restaurants of varying prices.

SATURDAY, February 28th

8-10 Continuation of Business Session

10-12 THE ORGANIZATION OF ILLINOIS HIGHER EDUCATION: Implications for Black Studies

Dr. Robert Wallhaus, Deputy Director, Academic and Health Affairs, Illinois Board of Higher Education and other invitees from the staffs of Illinois Higher Education governing boards (B.O.G., etc)

12-2 Lunch and Speaker

Dr. Rosetta Wheadon, President, State Community College of East St. Louis (the only Black woman president of an Illinois higher education institution); "Community Colleges: A Vehicle of Access"

2-5 Concluding Business Session

TRANSPORTATION

From Chicago area: Springfield is 222 miles (3.5-4 hrs.) Amtrak: Chicago to Springfield, Lv. Fri. 8:15a.m. (or 2:30 or 5:20). Return Sat. 5:50p.m.; arrive Chicago 9:20. Round trip cost \$37 (15 or more \$29). Call Bailey, 492-5122 if you need a ride, want to drive, or take the train.

ADDITIONAL INFORMATION

Contact Dr. Ronald Bailey
I.C.B.S. Executive Director
(312) 492-5122

Please Post or Pass On to Interested Colleagues.

SEE OTHER SIDE

STATE MOVES TO LIQUIDATE BLACK STUDIES! I.C.B.S. CALLS FOR MORATORIUM!
BLACKS IN ILLINOIS HIGHER EDUCATION ALSO THREATENED!

Summary Report From the First Annual Springfield Conference on "The Status
of Blacks in Illinois Higher Education"

February 27-28, 1981

Illinois Council for Black Studies
P.O. Box 87244
Chicago, IL 60680

For additional information contact:

Dr. Ronald Bailey
Executive Director
(312) 492-5122

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Summary Report From the First Annual Springfield Conference on "The Status
 of Blacks in Illinois Higher Education."

The Illinois Council for Black Studies (I.C.B.S.) calls for a statewide moratorium on all decisions negatively affecting the status of Black Studies programs and opportunities to study the Black experience in Illinois higher education. As a statewide Council, we also call for the development and public dissemination of statements from higher education officials assessing the impact of the 1981 Illinois "austerity budget" on Black enrollment and employment in Illinois higher education.

These were two important actions taken by representatives from twelve Illinois campuses gathered in Springfield for the I.C.B.S. First Annual February Conference on the Status of Black People in Illinois Higher Education. The two day meeting was held at Sangamon State University. I.C.B.S. representatives from five additional campuses have since concurred in the proposals, bringing the total to seventeen.

The statewide organization held discussions with Dr. Robert Wallhaus, Deputy Director of the Illinois Board of Higher Education and with two education specialists on the staff of the Democratic Members of The Illinois State Assembly. Also addressing the group was Dr. Rosetta Wheadon, President of State Community College in East St. Louis, the only Black woman president of an Illinois institution of higher education.

A key aspect of the meeting was the discussion and adoption of an official I.C.B.S. position paper entitled "Evaluating Illinois Black Studies in the 1980's: An Analysis and Proposals for Excellence in the Second Decade" (see attached table of contents). The report is the first part of a continuing I.C.B.S. investigation of "The Status of Black People in Illinois Higher Education."

The report concluded by adopting the following priorities for action:

- (1) The development and implementation of a set of rigorous standards

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to guide Illinois Black Studies programs in self-evaluation and program development.

- (2) The articulation of a clear set of goals, standards for evaluation, and a comprehensive statewide plan for continued support and further consolidation of Illinois Black Studies by the Illinois Board of Higher Education and other higher educational governing bodies.
- (3) The development and implementation of a core curriculum in Afro-American Studies along the lines of the model developed by the National Council for Black Studies; and the development and implementation of other policies which would enable Black Studies courses to meet general education requirements and become more an integral and recognized component in the curriculum of Illinois higher education.
- (4) The development of an increased capacity to facilitate the cooperative efforts of Illinois Black Studies programs in such areas as curriculum and program development, resource acquisition and sharing, research, faculty development, evaluation, extra-campus funding, and other areas.
- (5) The extension of this initial exploration of "The Status of Black People in Illinois Higher Education" to include an investigation of
 - A) Student Enrollment and Retention (in undergraduate, graduate, and professional education);
 - B) Staff/Faculty Employment
- (6) To facilitate the implementation of the above proposals, I.C.B.S. calls for an immediate moratorium on all decisions by all higher education officials leading to the dismantling or weakening of Black Studies in Illinois. Such actions are being taken by the Illinois Board of Higher Education, other governing boards, and by individual campus administrations, without sufficient information, with incomplete evaluations, and without the benefit of a statewide plan which guides the future development of the field. In doing so, a valuable resource into which much has been invested is being dismantled without due regard to its importance to the people of Illinois.

Moratorium on Decisions Dismantling Black Studies

The call for a moratorium on Black Studies decisions was a response to recent attempts to dismantle or otherwise weaken Black Studies programs and offerings at several colleges and universities in the state. These attacks come despite the fact that enrollment in Black Studies is increasing and that programs are stabilizing.

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*****The most serious attack is the fact that the Illinois Board of Higher Education (I.B.H.E.) has proposed the elimination of the degree program at Western Illinois University, citing "low enrollment and job placement difficulties." The facts show that Black Studies enrollment is increasing at Western Illinois and is higher than several other departments. Students have reported no difficulties with job placement and no evidence has been presented by I.B.H.E. to sustain this point. Further, information available on a national basis demonstrate that Black Studies majors have enrolled in graduate schools, and have successfully pursued a wide variety of employment opportunities. Finally, the crisis facing Black Studies is a crisis facing all of liberal arts education. These programs are facing declining enrollment and job placement difficulties because of declining employment opportunities in an increasingly deteriorating economy.

*****At Chicago State University, the Cultural Studies component was dismantled.

*****The City Colleges of Chicago is attempting to merge the Afro-American Studies Department at Olive-Harvey College with the Social Sciences Department. This will end its autonomous existence and hamper its ability to pursue its mission. This Department is the only one at a two-year college in Chicago and in Illinois which offers an Associate Arts degree in Afro-American Studies. Its enrollment is high and increasing and its students successfully enter four year institutions.

*****The Black Studies Programs at Eastern Illinois University and at the University of Illinois at Chicago Circle are undergoing reviews. These reviews should be the basis of identifying weaknesses and building stronger programs, but given tight budgets they could be the basis for ending these programs. The university administrations have not stated their commitment to Black Studies and to building stronger programs.

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

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

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

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

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

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consistent statewide plan:

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

In the meantime, however, actions which weaken Black Studies are being taken by I.B.H.E. and officials on various other campuses, in many cases without adequate information and with incomplete evaluations and in all cases without adequate statewide planning. It is on this basis that I.C.B.S. calls on I.B.H.E. to declare a moratorium on all such actions and to convey this moratorium to all higher education officials in Illinois. I.C.B.S. sees the moratorium as necessary to enable it to undertake statewide self-evaluation and to pursue implementation of recent positive developments in Black Studies at the national level. One prime example deserving of immediate statewide attention is the recently adopted Black Studies curriculum framework from the Curriculum Standards Commission of the National Council for Black Studies. In late April, I.C.B.S. will cosponsor with the National Endowment for the Humanities a special workshop on proposal writing and securing outside funding for Black Studies. We have already sponsored a national conference on Black People and the 1980 Census, and published a 700 page conference proceedings. These are only a few examples of the potential of Black Studies in Illinois given sufficient time and support for statewide planning and coordination.

The Impact of the State Austerity Budget

The Illinois Council for Black Studies also voted to express its deep concern over the impact of the fiscal 1982 Illinois "austerity" budget on the Black community's access to Illinois higher education. News articles describing the budget quoted many public officials calling on the public to "tighten their belts" and to "sacrifice"

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(Chicago Tribune, February 14, 1981). The Chairman of the Illinois Board of Higher Education, William Browder, stated: "Not only the governor and his staff but the legislative leadership of Illinois have clearly stated that there aren't going to be enough funds for fiscal 1982 to cover our recommended budget. Everyone must do with less." (Chicago Tribune, March 4, 1981)

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

Further, statistics published by the Illinois Board of Higher Education show that Blacks still do not have equitable access to higher education opportunities in Illinois. Though comprising about 13.6% of the Illinois population in 1970, Blacks comprised only 11% of the enrollment at public senior universities--6.5% at Board of Regents Institutions, 8.2% at the University of Illinois (3.5% at Urbana, 5% at the Medical Center); 10.5% at Southern Illinois University, and 20.4% at the Board of Governors institutions.

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Black enrollment at Illinois private institutions totaled only 7.7% and is declining. For example, enrollment of Black first year students at Northwestern University declined by 30% in 1980-81.

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

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

For these reasons, the Illinois Council for Black Studies is calling on all concerned public officials and others in Illinois to ask some hard questions during the next few weeks as the higher education budget goes through the process of hearings and legislative approval. We need to know and higher education officials should be asked to calculate what impact the dollar figures will have on Black people and others who have not been equitably represented. Higher education officials should address the issue of budget cutting in ways which will not reduce the access of Blacks and others to opportunities for education and employment in Illinois higher education. Our con-

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cerns regarding the future of Black Studies will also be communicated to public officials.

About The Illinois Council for Black Studies

The Illinois Council for Black Studies was organized in October 1979 to defend and expand the role played by Black people in and by Black Studies in Illinois higher education. It strives for "academic excellence and social responsibility in Black Studies" and its goals are unity, communication, cooperation, and collective action. In December 1979, it sponsored a two day national session on "Black People and the 1980 Census: A Conference on the Population Undercount." This was viewed as part of its mission to bring the resources of Black Studies and higher education to bear in discussing and helping to solve pressing problems which confront the entire society. The proceedings have since been published as a 700-page volume with the assistance of the Chicago Center for Afro-American Studies and Research and has contributed to the national discussion of this issue.

I.C.B.S. is a state affiliate of the National Council for Black Studies, the national professional organization in the field. N.C.B.S. holds annual meetings, publishes a newsletter, evaluates Black Studies programs, and has established national commissions on curriculum standards, accreditation, and methodology. Its 1982 national meeting will be held in Chicago.

For additional information about the Illinois Council for Black Studies, contact:
Dr. Ronald Bailey, Executive Director, Illinois Council for Black Studies, P.O. Box 87244, Chicago, IL 60680, or call Dr. Bailey at (312) 492-5122 (Northwestern University).

Evaluating Illinois Black Studies in the 1980's:
An Analysis and Proposals for Excellence in the Second Decade

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Appendix

To be released April 1981

STATE MOVES TO LIQUIDATE BLACK STUDIES! I.C.B.S. CALLS FOR MORATORIUM!

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