

FINAL DRAFT

BLACK STUDIES AND COMMUNITY DEVELOPMENT
(Conference Report)

Illinois Council for Black Studies
1984

Afro-American Studies and Research Program
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TABLE OF CONTENTS

1. HISTORY OF HARVEY

- (A) 1850-1900 Founding and Early Development
- (B) 1900-1983 Rise and Fall of A Small Industrial City
- (C) 1983: Now a New Political Era is Born

2. HARVEY: A STATISTICAL PROFILE

- (A) History (1920, 1940, 1960, 1980)
- (B) 1980 (White, Black, Latino)

3. THE ILLINOIS COUNCIL FOR BLACK STUDIES

4. CONFERENCE AGENDA

5. SPEECH BY MAYOR DAVID JOHNSON (Excerpts)

6. WORKSHOP REPORTS

(A) Economic Development (McWorter)

- 1. Kenneth Vaughn
- 2. Earl Jones
- 3. Ulas Menar

(B) Culture (Adams)

- 1. Mitchell Caton
- 2. Art Burton
- 3. Daniel Hayes

(C) Housing (Jason)

- 1. Bill Gardner
- 2. Michael Bennett
- 3. Doug Gills

(D) Health and Human Services

1. Diana Slaughter
2. Bonnie Rateree
3. Dr. Smith
- 4.

7. BLACK STUDIES AND COMMUNITY DEVELOPMENT

- (A) ICBS Believes in Building a Campus-Community Dialogue
- (B) ICBS Believes in Community-Oriented Research
- (C) ICBS Believes in Sharing Campus Resources with Community
- (D) ICBS Believes Black Studies Should Be Required for All Public Officials

8. STATISTICAL PROFILE OF BLACKS IN ILLINOIS HIGHER EDUCATION

- (A) Enrollment (1973, 1978, 1982)
- (B) Institution with Black Studies Programs (1983)
- (C) Black Employees in Public Universities (1979)

HISTORY OF HARVEY

1. FOUNDING AND EARLY DEVELOPMENT: 1850 - 1900

Harvey is a southern suburb of Chicago, and was initially settled in the middle of the 19th century. Jean Baptiste Pointe DuSable, a Black explorer, founded the town of Chicago in the 1770s, but it was not fully incorporated until 1837. Harvey was settled and developed during the 1870s after the land was sold by the Illinois Central Railroad to land developers. Harvey was incorporated as a village in 1891. In the midst of the World Columbian Exposition held in Chicago in 1893, the town increased from a few hundred to 5000 in just three years. During the 1890s, the only barber shop was run in the downtown area by the only Black man to live in the city.

2. RISE AND FALL OF A SMALL INDUSTRIAL CITY: 1900 - 1983

Harvey developed rapidly as a hearty industrial suburb. It declined during the depression years, rose again during and after World War II, and then declined again in the late 1960s and the 1970s. It developed as part of the heavy metal-automotive type industries, including the first production of motor trucks in the United States.

Harvey has been a leader among cities of comparable size. It was the first Illinois city to have a commissioner form of government (1913). It became the commercial hub of the south suburban area, especially with the founding of Dixie Square (1966) as a massive enclosed shopping center. However, in response to the growing concentration of Blacks in Harvey (7% in 1960, 31% in 1970, and 66% in 1980) capital investment was transferred to other majority white southern suburbs, so Harvey began to decline. Dixie Square closed.

3. A NEW POLITICAL ERA IS BORN: 1983 - Now

The first Black elected to the Harvey City Council was Damon Rockett in 1979. By 1980, a significant and able small group of Black people founded the South Suburban Leadership Coalition (SSLC). This included David Johnson who by that time had been elected to the School Board. As the population base transformed Harvey into a Black city, the SSLC maintain the tradition of good politics by electing a reform slate headed by Mayor David Johnson. The goals of the SSLC are as follows:

1. Crime Prevention: to establish and maintain social institutions which will provide equitable relations between individuals and society;
2. Economic Development: to control and protect land, labor, and the use of technology;
3. Identity: to facilitate the ability of Blacks to define ourselves and speak for ourselves through the control of the symbolic, educational, and lifestyle dimension of our existence;

4. Community Development: to develop within the Black community the ability to influence the pace, scale and direction of community development; and
5. Political organization: to establish and maintain an equitable political organization.

A STATISTICAL PROFILE OF HARVEY

A. HISTORY

	1920	1940	1960	1980
Total Population	9,216	17,878	29,071	35,810
Total Blacks	171	560	2,000	23,491
Percent Black	2%	3%	7%	66%
Percent Employment by Industry				
Manufacturing	---	45.0	---	31.0
Professional	---	7.0	---	21.0

B. 1980

	White	Black	Latin
Population			
Total	11,306	23,491	1,643
Percent	32%	66%	5%
Age (median)			
Male	33.0	20.1	21.6
Female	42.0	22.5	17.6
Education			
% H.S.	52.4	59.8	28.3
% College	6.0	5.0	1.1
Industry of Employment			
Manufacturing	29.4	29.2	64.4
Professional	17.4	24.1	10.3
Retail Trade	18.3	10.0	11.2
Type of Employment			
Government	14.2	21.2	7.7
Self-Employed	3.1	1.3	1.1
Place of Employment			
Harvey	29.1	17.8	13.8
Travel Time (minutes)	21.2	30.7	20.4
Income			
Per Capita	7,552	5,178	4,782
% Below Poverty (families)	8.1	21.6	15.9
Housing			
% Owner occupied	66.3	58.2	46.3
Median Rent	\$160	\$185	\$159
Average rooms per person in rented space	2.2	1.5	0.9

THE ILLINOIS COUNCIL FOR BLACK STUDIES

The Illinois Council for Black Studies (ICBS) is a statewide organization of faculty and students working in Black studies to make education relevant to the needs of Black people in the State of Illinois. ICBS developed from a "Symposium on Academic Excellence and Social Responsibility in Black Studies." The Symposium was held in honor of the 110th anniversary of the birthday of W.E.B. DuBois. A consensus was reached in that conference to form an organization to go beyond the last decade of experimentation in Black studies, to improve the situation of Black people in higher education.

The ICBS founding conference was held at the University of Illinois in October 1979. The ICBS published a founding document, Black Power in Higher Education: Organizing the Illinois Council of Black Studies. The Illinois Council for Black Studies has hosted two pathbreaking conferences. The first was a conference on the population undercount, Black People and the 1980 Census, and the proceedings from this conference were published. The second major conference was "Black People and Politics in 1980: A Conference on Mayoral and Presidential Elections." The proceedings are currently being edited.

ICBS also participated in a statewide survey of Black/Ethnic Studies programs funded by the Illinois Board of Higher Education. ICBS has also prepared a report entitled "Black Studies in Illinois, the Crisis of Consolidation Facing Black Studies in the 1980s: The Case for Ethnic Studies at Illinois State University." ICBS has conducted similar investigations, inquiries and discussions regarding similar situations at Western Illinois University, Eastern Illinois University and Olive-Harvey College.

The mission of the Illinois Council of Black Studies is to engage in effective organization on the state and local levels, to ensure the survival and development of Black studies. This will be done by building a commitment to academic excellence and social responsibility.

The current activities of ICBS include:

1. A fall conference in which Black studies faculty and students present papers.
2. A February conference on the Black community. From 1984 through 1986 these will focus on Harvey, Illinois.
3. A statewide newsletter in Black studies.
4. A series of publications in Black studies (research reports, conference proceedings, etc.)
5. Consultation from individual members for local campus and community groups.

Illinois Council for Black Studies CONFERENCE CALL

ICBS calls students and community residents to a conference that seeks to identify community problems, reflect on an analysis of these problems, and consider alternative solutions. We will speak directly to four key problems in our communities: economic development, culture, housing and human services. We will explore ways that Black Studies academic programs can make a greater contribution to the community. This conference will include all sectors of the community for a frank and open discussion.



BLACK STUDIES AND COMMUNITY DEVELOPMENT

February 10 - 11, 1984

**HARVEY
ILLINOIS**

MAYOR DAVID N. JOHNSON AND

THE ROSA PARK PTA

WELCOME YOU TO THE

ICBS CONFERENCE - "A SEARCH FOR A PARTNERSHIP"

CONFERENCE AGENDA

FRIDAY, February 10th

5:00 - REGISTRATION - HOLIDAY INN

17100 S. Halsted

HARVEY, IL. 596-1500

6:00 - 7:30 - MAYORS RECEPTION - HOLIDAY INN

8:00 - OPENING PLENARY - ROSA PARKS MIDDLE SCHOOL

147th & Robey, 371-9575

Introduction of Speaker - ROSE TUCKENBERRY, PTA President

Guest Speaker - MAYNARD JACKSON, former MAYOR OF ATLANTA

10:00 - SOCIAL GATHERING - APOLLO SOUTH

263 E. 159th St. - 339-2870

SATURDAY, February 11th

8:30 - REGISTRATION - ROSA PARKS MIDDLE SCHOOL

147th & Robey, 371-9575

9:00 - MORNING PLENARY - Introduction - ROSE TUCKENBERRY

Speaker - MAYOR DAVID N. JOHNSON

10:30 - WORKSHOPS

(A) Economic Development

(B) Cultural Development

12:30 - LUNCH - \$3.50

2:30 - AFTERNOON WORKSHOPS

(A) Housing

**(B) Health and Human
Services**

4:30 - ILLINOIS COUNCIL OF BLACK STUDIES - RECEPTION

6:00 - DINNER - OPEN

10:00 - DYNASTY - 159th & Wood St. - LIVE MUSIC

SPEECH BY MAYOR DAVID JOHNSON (excerpts)

1. I would like to begin by stating that my involvement in Black Studies started on this piece of ground, right here on 147th and Roby. At the time, the institution here was called McKinley Elementary School. My involvement in Black Studies began at the age of five when I enrolled in kindergarten, because I view Black studies as part of the Black community's historic search for education and justice. This is very important for us to understand that Black studies is nothing more than the aspirations and struggles of Black people for education, for quality education.
2. In the late 60s, the Black studies movement began after the assassination of Dr. Martin Luther King. There was an awareness that education in America had pretty much set the experiences of Black people aside. The Black experience has not been incorporated into the mainstream of American education at the college and university level, not to even mention the elementary and high school levels.
3. It seems to me that an individual who wishes to be knowledgeable about Black people should know something about traditional Africa, slave trade, slavery and slave revolts, Frederick Douglass, Sojourner Truth, and Harriet Tubman; the emancipation experience and sharecropping, the conceptual frameworks of Booker T. Washington and W.E.B. DuBois; migrations and urbanization; the civil rights movement, nationalism, Pan Africanism, and Marxism.
4. We say that Black Studies should be about academic excellence and social responsibility. And when we speak of academic excellence, we are talking about challenging our students to become the best intellectuals that they can possibly be. That means that they have to acquire skills, they have to develop critical thinking, they have to become marketable individuals in a technologically advanced society. That puts a premium on individual development and advancement. On the other hand, we say that these students must be socially responsible. This is a value orientation. I think this gets to the heart of what Black education has been about historically, that education must serve the needs of our people. Education must contribute to the community.
5. In the election of Harold Washington, there were academics and intellectuals from all over the state who participated in the campaign. In my election here in Harvey, about one-third of the campaign workers were former students of mine at Thornton Community College. At the same time, in building our campaign, in building the organization we understood that our intellectual development was equally as important as our precinct work, that the need for ongoing study and education amongst our people in the city of Harvey is crucial to our success. Black Studies and Community Development is a critical theme. One of the reasons we find ourselves in a crisis today, is that too often we in Black studies took academic excellence and social responsibility for nothing more than an empty slogan. It was a catchy phrase. It was something that we said because it sounded good. We really hadn't internalized it, born out of the fact, that we have minimal contact with the community and we have little contact with our students outside of the classroom. Many of us in higher education have focused in on our specialty and we have done our research, pursued tenure, and in the process we have lost sight of the primary and essential goal. But we can change things if we want to.
6. Community development, in my opinion, is directly related to our success in instilling in our students the notion of academic excellence and social responsibility.

ECONOMIC DEVELOPMENT WORKSHOP

Chair, Dr. Gerald McWorter, Director of the Afro-American Studies and Research Program, University of Illinois-Urbana

PRESENTATIONS

Kenneth Vaughn, Coordinator of Economic Development for the City of Harvey

People in the Harvey community think of economic development as something mysterious that someone else does, or doesn't do. Like the urban renewal programs that were brought in and dropped on the community, which then had to adjust. But economic development means that each household is somehow able to maintain itself. Now, this would have a big impact on the environment of Harvey. It would mean that each generation would pass on the community in a condition that would enable the next generation to maintain itself.

So, while we have to change our attitudes on what we can do about economic development, we should seek the cooperation of Harvey businesses because it is in the interest of businesses in the area to make Harvey become a viable and stable community, because many businesses cannot easily move.

Earl Jones, Assistant Professor in Urban and Regional Planning at the University of Illinois-Urbana

Ronald Reagan came into office with a new program of economic development. What he did was remove the responsibility for the development of Human Services from the government, in the hope that the private sector or huge private corporations would take up the slack in human services left by the government.

The Urban Enterprise Zones Program sets aside tax credits and incentives for large private industries in the hope that they would provide jobs for minorities and the disadvantaged in 'seriously distressed areas.' However, this has not happened historically, because discrimination has blocked the access of Blacks to the labor market, jobs, businesses etc. For example, it is estimated that the Black community nationwide lost 54 billion dollars because of discrimination.

Ulas Menar, Director, Program Planning and Development of CEDCO - Chicago Economic Development Corp.

Economic Development for Blacks means new business development and retention and also job development. It means that the Black community must export more than we import, and that capital must circulate. Unfortunately, except for a very few, Black businesses do not employ people.

There is a process for economic development and it is awareness of the problem and the responsibility to change it. It involves institutional change because economic development cannot be sustained if it is not supported by social institutions that reinforce the production, consumption and distribution of goods and services.

DISCUSSION

1. Should economic development in Harvey mean Black business development - especially since Black businesses don't employ people, or should economic development focus on jobs, as Mayor Johnson pointed out?
2. How much power do the big businesses in Harvey have in deciding what is put on our communities' agenda? And how do we know which businesses are influencing our lives?

CULTURE WORKSHOP

Chair, Carol Adams, Director of Black Studies Program, Loyola University
Chicago

Mitchell Caton, Muralist, Community Art Specialist, Chicago

The Black community art movement had its beginning in Chicago (1967) and spread throughout the country like "Black power." Its distinctness from fine art and commercial art is that community art is mass participatory and reflects the past and present collective experiences of Afro-Americans as well as pointing to our collective future. There have been several stages in its development. (1) spontaneous self-expressive graffiti (pre 60s); (2) planned protest or "movement" murals that capture the energy and fervor of our active communities of the late 60s and early 70s; (3) various forms of institutional and commercial murals which were commissioned mainly outside the Black community.

Art "Turk" Burton, Musician, Performing Artist, Culture Activist, Coordinator of Minority Affairs, Illinois Benedictine College

In 1984, the Black culture movement and Black people in urban central cities are in deep trouble. The 1960s (like the 20s) were an intense period of social action and a high point of artistic expression and creative genius in Black classical music (Coltrane) as well as pop music (from James Brown to the Motown Sound). The 1970s brought a lull in culture and art just as it did to the mass struggle. Now in the 1980s, as bad as things are economically, socially, politically, the problem is compounded by all the weak, negative images being promoted by Black artists (Michael Jackson, Prince, etc.) through all forms of media including disc jockeys.

One main method to instill a culture of resistance is through facilitating and supporting community cultural centers and reincorporating liberation culture back into our community politics.

Dr. Daniel Hayes, Vice President, Academic Affairs, Thornton Community College

The community college movement was designed to make education respond to and be an active force in community development. The tension between academic emphasis and practical community needs has always existed but often improperly handled. Given the fiscal constraints and decline of the economy, community college enrollment has declined (10,500 enrolled at Thornton). We search for ways to increase our market by serving new needs. The community settings (libraries, community centers, etc.). While we work to extend our support of Black culture at Thornton, we believe that the community education program could be useful in facilitation of the types of culture-focused education addressed by muralists and performing artists and other ideas discussed today.

STUDY QUESTIONS

1. What role has culture played in the overall Black liberation struggle?
2. What is Black Harvey's cultural heritage and how can it be promoted more broadly?
3. What are the main aspects of a "culture of resistance" program that can be used to unite Black Harvey residents and leaders?
4. What role can a progressive Black mayoral administration play in facilitating the development of this cultural program?

HOUSING WORKSHOP

Chair, Dr. Emil Jason, Director of Black Studies, Southern Illinois University-Edwardsville

PRESENTATIONS

Bill Gardner, Director of Housing Development, City of Harvey

The housing conditions in Harvey's Black areas have continued to worsen. While shelter costs have risen, the ability to afford adequate, decent housing has been undermined by declining employment and increasing numbers of families on fixed incomes. The city government has limited revenues and expanded needs which affects its ability to deal with the housing crisis. The previous administration facilitated the business and land developer sector while ignoring the growing needs of Blacks, women and the poor for affordable shelters. This policy continued so long as the level of Black political development and awareness was kept low.

Michael Bennett, Vice President, The Neighborhood Institute in South Shore, Chicago

Housing in America is a business (subject to competition and the profit motive). This has led to the withdrawal of investments in many low income Black communities (disinvestment). After properties deteriorate and/or low income people can no longer afford the existing housing (too little for too much money) we get displaced. Then, business reinvest but for a different class of people; driving up rents, property rates and mortgages. This is "displacement." Community based development groups have been experimenting with alternative forms of housing ownership (sweat equity co-op conversions, etc.) in order to fight displacement and to hold shelter costs. Even at their best, these models cannot provide decent affordable housing for all who need it. More long-range solutions are necessary.

Doug Gills, Ph.D. Candidate, Northwestern University, Research Associate, Afro-American Studies, University of Illinois-Urbana

The housing gains made by working people, Blacks and women have been the result of large-scale mass protests.

Black mayors are increasingly getting elected in cities that have weak economies and growing levels of social needs. A number of factors limited the ability of Black mayors to make a substantive difference for the most needy sectors: racism, complex government regulations, intergovernment relations (especially funding) class and property relations and the lack of advanced theory and comprehensive planning. Given these limitations and the history of housing policy development, increasing attention must be placed upon facilitation and building local community organizations that possess a high degree of independence in order to fight for housing and overall social change.

HEALTH AND HUMAN SERVICES WORKSHOP

Chair, Bonnie Rateree, Administrative Assistant to Mayor David Johnson, Harvey, Member of SSLC

PRESENTATIONS

Diana Slaughter, Professor of Education and Afro-American Studies, Northwestern University, Evanston

There has always had to be a rationalization for government support of the poor because it is not part of accepted policy to say a person has a right to be on welfare. In order to be eligible you have to define in some way as deficient or inferior...not peculiar to Black folk...(e.g.) Head Start was approved through the federal bureaucracy for funding because it was to get people to be self-sufficient, self-sustaining, get them off the dole...in contrast, day care has been put forward...re: need for adequate care for children.

Second...(instead of current categorical approach to service delivery)...more optimal approach...is a more wholistic approach to assessing the needs of a family instead of present categorical approach...one of the major reasons for establishing a Select Committee to study the needs of American children last year... to (learn) the situation of the child...need a Select Committee in the State of Illinois...to see a picture about the delivery of human services to children and families in this state...perhaps applicable at a more local level...

Bonnie Rateree, Administrative Assistant to Mayor David Johnson, Harvey, Member of SSLC

Unemployment has gone up all over the country in places like Harvey, and there is a much greater need for public aid. At the same time, there are huge cutbacks in social services. This is hitting some Harvey residents hard.

Many of these people have worked hard all of their lives but in this economic depression have been laid off or are permanently out of a job. They are first-time aid recipients. Many Harvey residents have to go to the Midlothian Public Aid Office. Many people don't qualify for some benefits because they don't have any children, and many laid-off workers only get compensation for the first six months.

Dr. Smith

Health care is one of the most important human services that everybody needs, but thanks to the Reagan cuts and a health care system that cares more about profits than people, more and more people are being forced to do without.

Harvey, like most places, has these same problems. It might even be worse because there is no public medical center in Harvey, and more limited access to health care. Many Harvey residents are forced to go all the way to Cook County Hospital for all their health care needs.

What Harvey needs is a non-profit community based hospital and health-care center. That is the only way - given our present health care system - that we can insure that everyone in our community gets adequate health care.

4th Speaker

Harvey's transportation system can be developed to: give much better service to the Harvey community and spur the development of Harvey businesses.

Established businesses in Harvey should support and help fund the public transportation system because that will lead to new investment, jobs, increases in property taxes which will lead to other services. This will create a much better business climate.

DISCUSSION

1. How can we, as a community -- not as individuals, decrease our dependence on public aid?
2. How can poor people and working people, without a lot of money, practice preventive health care?
3. How can we educate our teenagers about health care and things like birth control? How can we make the government give more help on critical issues like high infant mortality rates?

BLACK STUDIES AND COMMUNITY DEVELOPMENT: ACADEMIC EXCELLENCE AND SOCIAL RESPONSIBILITY

The Illinois Council for Black Studies is an organization dedicated to the dual goals of academic excellence and social responsibility. This means that at the core of our focus is the connection between scholarship and curriculum development on the campus and planning and policy development in the community. In fact, it is out of the focus on making life better that academic work is given its mandate. Knowledge serves a purpose or it is useless.

1. ICBS BELIEVES IN BUILDING A CAMPUS - COMMUNITY DIALOGUE

One of the first things that a Black Studies academic unit should do is develop at least a bi-annual newsletter. This should be distributed to all interested parties on campus. Also, a master mailing list should be developed of all key contacts in the local Black community: churches, businesses, social and fraternal organizations, libraries and community centers, Black professionals (lawyers, doctors, etc.), and interested individuals. All announcements should be sent to everyone, and even if people don't come to events continue to send the information because keeping people informed now will save catching up later, and will prevent ignorance leading to negative opinion. Further, the Black Studies unit should get on all mailing lists from community organizations, and official agencies. It is essential to stay in touch with the local community, especially the Black organizations (Urban League, NAACP, PUSH, sororities and fraternities, churches, etc.), and relevant city agencies (e.g., libraries, human relations departments, Chambers of Commerce, labor unions, community organizations, etc.).

2. ICBS BELIEVES IN COMMUNITY-ORIENTED RESEARCH

Every Black Studies unit can become an information generating resource for interested people on campus and in the broader community. Much of this is being systematic and organized in the handling of the information that comes through our units on a normal basis. Every unit should clip the local press, campus and community, for all articles that are printed by or about Black people. This can be done by students or staff, paid or volunteer. Most libraries have old newspapers on hand, so it is possible to develop such a clipping file back to the 1960s, when most campuses got a significant increase in Black students. A second project that can be done everywhere is the organization of a demographic profile of the community based on the 1980 census.

3. ICBS BELIEVES IN SHARING CAMPUS RESOURCES WITH THE COMMUNITY

Most Black Studies units are underfunded and lack resources for what they have to do, but even so, they remain endowed at a relatively higher level than most institutions within the Black community. First, people on campus are a valuable resource. This can mean soliciting volunteers to serve on boards or committees, or organizing students to tutor high school students and mentor them for college enrollment. Second, resources brought in from out of town should be shared with the community. This includes scheduling speakers and films off campus as well as on. Third, at least once a year a special appeal should be made to the Black community for a campus wide open house during which time

the Black community can be made more aware of the campus and what they can get from it. Of course, mention must be made of bringing community resources onto the campus. Every year at least one person from the local community should be asked to speak on campus. This is important, because we must always defend the right of the Black community to speak for itself.

4. ICBS BELIEVES THAT BLACK STUDIES SHOULD BE REQUIRED FOR ALL PUBLIC OFFICIALS

Every Black Studies unit should contact the local Black politicians and try and arrange an annual orientation session for policymakers and governmental officials to keep them informed about the latest findings and research about the Black experience. This is especially true for those areas related to legislation and particular problems. An example of this is the conference that ICBS sponsored on the Black population under-count expected (then realized) in the 1980 census.

STATISTICAL PROFILE:
BLACKS IN ILLINOIS HIGHER EDUCATION

1.	Enrollment		All Institutions	
	Public Community Colleges			
	Number	% Total	Number	% Total
1973	31,488	20.5	56,004	11.2
1978	50,072	18.5	81,812	14.9
1982	63,841	16.5	98,678	14.0

2. Institutions with Black Studies Programs, 1983-84

<u>Institution</u>	<u>Total Students</u>	<u>Black Students</u>	<u>% Black</u>
Olive Harvey College	7,274	6,599	90.7
Chicago State Univ	7,389	5,660	76.6
U of Illinois-Chicago	22,183	2,858	12.8
Roosevelt University	6,685	901	13.4
So. Illinois Univ (Carbondale)	23,733	2,033	8.5
Thornton Comm College	10,898	1,750	16.1
Illinois State	20,505	1,305	6.3
So. Illinois Univ (Edwardsville)	17,098	1,324	11.9
No. Illinois Univ	25,676	1,206	4.6
U of Illinois-Urbana	38,490	1,155	3.0
Governors State Univ	4,886	844	17.2
Loyola Univ	14,860	1,127	7.5
Western Ill. Uni	12,411	980	7.8
Northeastern Ill. University	10,349	1,224	11.8
Northwestern Univ	15,703	964	6.0
Eastern Ill. Univ			
Bradley Univ.			
Sangamon State	3,327	194	

3. Black Employees in Illinois Public Universities 1979

<u>Occupation</u>	<u>Total Employees</u>	<u>Black Employees</u>	<u>% Black</u>
All Occupations	33,015	4,730	14.3
Executive/Administrative/ Managerial	2,188	184	8.4
Faculty	9,369	341	3.6
Professional Non-Faculty	4,987	437	8.8
Secretarial/Clerical	7,461	1,558	20.9
Technical/Paraprofessional	2,363	460	19.5
Skilled Crafts	1,466	122	8.3
Service Maintenance	5,181	1,628	31.4