

CONSOLIDATING ACADEMIC EXCELLENCE AND SOCIAL RESPONSIBILITY

IN ILLINOIS BLACK STUDIES

A Report to the Illinois Board of Higher Education

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INTRODUCTION

These are among the worst of times for Black people in Illinois higher education and for Illinois Black Studies in almost a quarter of a century. After a period of relative responsiveness and progress, the clock is going backwards.

Black student enrollment is on the decline, especially at the graduate level. Given increasing costs, shrinking financial aid, and new admissions criteria which rely more on "objective" standardized test scores, this trend will be difficult to reverse. The number of Black faculty and professional staff hired and retained in Illinois institutions is on the decline. And the status of Black Studies programs, which were established simultaneously with the increase of Black students and faculty, is deteriorating rapidly.

For example, at Western Illinois University, the administration has accepted a proposal to liquidate the Afro-American Studies Department. A university committee will now administer a program with fewer faculty positions and resources. Only two years ago the Board of Regents terminated the degree in Afro-American Studies but approved continuing the Department as an indication of the importance of Afro-American Studies on the campus.

At Southern Illinois University (Carbondale), the introductory Black American Studies course was removed from the list of University core courses. Evaluated in 1982 as having quality so high that only juniors should enroll in it. in 1983-84 the same course was judged as "narrow and lacking depth." The course enrolled over 200 students each semester, and this will decline if it is not part of the core curriculum. In many universities, such actions have been a first step in laying a basis for ending Black Studies because of enrollment.

At Chicago State University, the only predominantly-Black university in Illinois, the unit responsible for Afro-American Studies has been without adequate faculty staffing and is in a state of flux. However, the recent recommendation by the Illinois Board of Higher Education to terminate degree programs in history, sociology and anthropology has raised considerable concern about the institution's ability to offer the kinds of social science and humanities courses most readily identified with Afro-American Studies.

At the University of Illinois in Urbana--the flagship of public higher education in the State--the administration has decided that it no longer desires a program which maintains a high level of activity and actively contributes to the consolidation of Black Studies in the State, the U.S., and internationally. While as the flagship it will continue to expend its resources in hiring Black faculty, it has turned decidedly "inward" and replaced the director that its own review committee credited with having brought the program back from the brink of termination. Further actions to weaken the structural integrity of perhaps the most important and productive programs in Illinois are likely to be forthcoming. These are important issues in the status of Illinois Black Studies, the main focus of this report.

Afro-American Studies has been described by some observers as the most significant curriculum innovation in some sectors of U.S. higher education since the emergence of vocational education. Whether one agrees with this or not, it is clear that few campuses escaped the social turmoil-filled demands to make their curriculum reflect more accurately the history, present conditions, and aspirations of Black people.

Illinois higher education was no exception. Beginning in 1966 and escalating in 1968-1969, most institutions of higher education in the state

developed courses and various structures (programs, centers, departments, etc.) with a focus on the Black Experience. In fact, Black Studies developments in Illinois ranks the State as one of the leading centers of activity in this field. This is not surprising since the number of students enrolled, the number of Black students enrolled, and other measures rank Illinois as one of the leading states in U.S. higher education.

In recent years, however, the viability of Black Studies has been hampered and indeed, its very existence has been seriously threatened. Under the real pressures of financial retrenchment and other exigencies, administrators, faculty and higher education officials have mandated curtailment even liquidation of Black Studies activities. These actions come at a time when uncertain job opportunities and a restructuring economy have forced students into much narrower, more career focussed curricula. This has resulted in declining interest and enrollment in Liberal Arts.

As a new and emerging field of study--one generated as higher education responded most reluctantly to a society induced "anti-racism"--Black Studies is bearing more than its share of the necessary shift in higher education priorities. Whether this deemphasis on Black Studies is an intelligent response to the current crisis is the question which must be answered.

This report is part of a broader effort which seeks to assess the historical development, current status, and basis for the continuing consolidation of Black Studies activity in Illinois. It is the outgrowth of efforts since 1976 by a small and dedicated group of Black Studies professionals in the Illinois Council for Black Studies (ICBS), the statewide professional organization in the field.

Organized in 1976 the Illinois Council for Black Studies adopted the motto "Academic Excellence and Social Responsibility." It sought to expand "Communication, Cooperation, and Collective Action" among Black Studies

professionals throughout the State. It endeavored to generate new standards of scholarship in the field and bring the resources of higher education to bear on the consideration of issues which affect Black people and the broader society.

Its activities included a newsletter, a major national conference on Black People in the 1980 Census, annual conferences with papers, panels, and presentations by scholars, community residents and policy makers, cooperation in research and curriculum development, and the like

A major focus of ICBS activity, however, was a deliberate effort to bring the higher education agenda of Black Studies professionals and of Black people to the attention of policymakers. In addition to ongoing discussions with elected officials, ICBS planned an annual February Black History/Black Liberation Month meeting in Springfield, the State capital.

In 1981 and 1982, we invited Dr. Robert Wallhaus, Deputy Director of the Illinois Board of Higher Education (IBHE) for Academic and Health Affairs, to meet with us to hear the concerns of Black Studies professionals and to share the views and perceptions of IBHE regarding higher education in general and Black Studies in particular. (These meetings are summed up more fully in introducing Section II of this report).

One conclusion from these discussions was that important decisions about the future of Black Studies were being made without sufficient and accurate information. (One university had its major in Afro-American Studies terminated because of "job placement" difficulties when, in fact, such is not the case among students who pursue Black Studies and little evidence of such was ever presented.)

In an effort to further consolidate Black Studies in Illinois, ICBS submitted to IBHE a proposal for an "Illinois Black Studies Resources Network" aimed at "coordinating programs and sharing resources for furthering

excellence in the 1980s and beyond." It requested \$107,330 and included activities in curriculum and program development, cooperative acquisition of educational resources, faculty development, academic programs, research and community services.

The discussion of this proposal and continued dialogue about the future of Black Studies led to an Illinois Board of Higher Education grant (\$15,000) to Northwestern University's Afro-American Studies in cooperation with Chicago Center for Afro-American Studies and Research and the Illinois Council for Black Studies. The funds were to support a survey of Illinois Black Studies which could lay the groundwork for an official statewide masterplan statement and expanded funding to pursue other statewide activity.

I served without salary as director of this study, and continued in my role as (volunteer) Executive Director of the Illinois Council for Black Studies. The funds supported travel, data collection by a secretary and research assistant, and some consulting time.

Let me briefly describe the methodology of the study and the format of this report.

(1) A general mailing was made to the Presidents, Liberal Arts Deans, and Black Studies Director/Instructor at 127 colleges and universities in Illinois (See letter in Appendix). We requested assistance in (a) identifying Black Studies-related faculty; (b) identifying Black Studies-related courses; (c) securing a recent catalogue.

(2) A list of seventeen Black Studies programs was developed and these were mailed a questionnaire that was completed and returned, or were completed with a phone interview.

(3) Visits were made to twelve institutions where students, faculty and administrators were interviewed. Discussions were also held with staff members of two governing boards.

(4) Extensive use was made of catalogue and materials published by various Afro-American Studies programs and their institutions.

While we have an archive of taped interviews used in developing this report, a decision was made to cast this report on a more general level and only in a few instances are specific individuals or institutions identified. Of course, this is not the case when reporting general information like enrollment available to the public.

The report is presented in two main sections. The first section summarizes the general orientation and findings of the survey regarding four aspects important to Black Studies:

- (1) Structure---identifies and discusses eighteen formal Black Studies units in Illinois and their current status.
- (2) Program----discusses the offering of Black Studies courses in Illinois and other activities by Black Studies professionals.
- (3) Students---assesses the access of Black students to Illinois higher education, the degrees conferred to Blacks and factors influencing student enrollment and degrees conferred in Black Studies.
- (4) Affirmative Action--assesses Black employment, especially that of Black faculty.

The last two areas are critical since Black students are still the primary student population enrolling in Black Studies and Black faculty in Illinois are heavily concentrated in Black Studies related activity. Black Studies was part and parcel of the period which saw the expansion of Black student enrollment and faculty recruitment, and all areas are currently facing deteriorating conditions. Thus, the future of these areas are very much intertwined.

The second half of this report focusses on four criteria suggested by Dr. Wallhaus of IBHE as those criteria which he considers essential in assessing the future role of Black Studies:

- (1) Serving student objectives
- (2) Serving broad social values
- (3) Contributing to the long-term development of society
- (4) Maintaining excellence not mediocrity.

We have made an effort to sum up the insights of our interviews and discussions. We have gone into detail in terms of our understanding of the broader Black Studies/higher education context to argue why we think Illinois Black Studies fulfills these four criteria and is a vital and necessary component of higher education.

While the current conditions in Illinois and in the U.S. are not very heartening, we are confident that the report comes in plenty of time for those who are serious about maintaining Black Studies to consider our findings and act on the recommendations.

One thing is clear: only bold and decisive actions in support of the important mission of Black Studies can keep it a viable part of Illinois higher education. To do nothing is to contribute to its continued dismantling.

ACKNOWLEDGEMENTS

In the course of such extended study, many debts have been incurred. Only a few specific peoples and institutions can be mentioned here.

Dr. Gerald McWorter (Director of Afro-American Studies at The University of Illinois-Urbana) must be singled out as a prime force in this effort. His work has been central in shaping Black Studies in the U.S. since the 1969 Yale Symposium and the special "Black Education" issues of the Black World/Negro Digest. He has brought this long history to bear in giving leadership to Illinois Black Studies as the founding Chair of the Illinois Council for Black Studies and in a wide range of other activities. He helped shape the study design, undertook an initial field trip as we refined it and constantly spurred and monitored the completion of this report. In addition, a FIPSE-funded national curriculum project he directed is publishing a major Guide to Illinois Black Studies Resources which will include the list of courses and faculty developed in this study.

The Afro-American Studies Department at Northwestern University served as grant recipient and facilitated this work and more generally served as home base for the work of the Illinois Council for Black Studies between 1979 to 1983.

The members of the Illinois Council for Black Studies must also be thanked for their assistance and support. Their input has been decisive in asserting the need for and in shaping this study. Indeed, the history of Black Studies in the U.S., when it is written, must record the past five years of the Illinois Council for Black Studies as the most significant example of statewide organization among Black Studies scholars in the history. The following were among the contributors in this first stage of I.C.B.S.

Art Institute of Chicago: Phyllis Thompson;	Oakton Community College: Gwendoline Y. Fortune;
Blackhawk College: Tony Boyd;	Olive Harvey College: Charles Evans, Ishmay Ashford;
Bradley University: Gene Young; Patrick Bellegarde-Smith	Roosevelt University: S. Miles Woods;
Central YMCA College: Sheila Radford-Hill;	Rosary College: Fannie Rushing;
Chicago Public Library: Vivan Harsh Afro-American Collection Donald Joyce; Steven Newsome	Sangamon State University: Darryl Thomas;
Chicago State University: Maryemma Graham, Bobbie Anthony;	Southern Illinois University: Locksley Edmondson, Maria Mootry, Brisbane Rouzan; Emil Jason
Eastern Illinois University: Johnetta Y. Jones;	Thornton Community College: David Johnson (Treasuer);
Governor's State University: Roger Oden, Adlean Harris;	University of Illinois (Chicago): Sterling Plump;
Illinois State University: Jacquelyn Bontemps;	University of Illinois (Urbana): Gerald McWorter (First Co- chair, then chair);
Loyola University: Carol Adams, Secretary, (Current Chair);	Western Illinois University: Essie M. Rutledge (Secretary);
Malcolm X College: Jo Ann Matthews;	Garrett Theological Seminary: Hycel Taylor.
Northern Illinois University: Philip T.K. Daniel;	
Northwestern University: Ronald Bailey (Executive Director), Cheryl Johnson, (First Cochair), William Exum, Diana Slaughter, Jan Carew; Alan Palmer	

While they will not be mentioned by name or institution, several students faculty, administrators took time out to be interviewed. Their input is much appreciated.

Finally, the dialogue and rapport established with the staff of the Illinois Board of Higher Education must be mentioned.

Dr. Robert Wallhaus, Deputy Director of Illinois Board of Higher Edu-

cation and several other staff members--Mary Alice Moulton, Yvonne Singley, and Tim Rock--have been cooperative in providing information and in encouraging our work.

The staff of the Chicago Center for Afro-American Studies assumed primary responsibility for the data collection and other aspects of the work: Julialynne Walker, Kina McAffe, Amelia Walker, and Andrievia Fulford-Gills. Without their assistance, this report would not have been possible.

SUMMARY

This report reviews the history, current status, and makes recommendations to bolster the future prospects of Black Studies in Illinois higher education. Data collection was supported with a grant (\$15,000) from the Illinois Board of Higher Education (IBHE). The grant was cosponsored by the Illinois Council for Black Studies and the Chicago Center for Afro-American Studies and Research, and administered by Northwestern University through its African-American Studies Department.

Dr. Ronald Bailey, formerly Assistant Professor of African-American Studies at Northwestern and Executive Director of the Illinois Council for Black Studies and now Director of Afro-American Studies and Associate Professor of History at the University of Mississippi, was the project director.

The purpose of the project was to collect data and lay a basis for a formal assessment and masterplan statement regarding Black Studies in Illinois by IBHE, especially in response to various actions which weakened Black Studies on various campuses, and to lay a basis for funding needed expansion and statewide coordination.

Two major aspects were reviewed: (1) the current status of four important components of Illinois higher education related to opportunities to study the Black Experience: structure, program, students, and affirmative action (faculty); (2) four criteria suggested by a top official of Illinois Board of Higher Education as a basis for evaluating Black Studies in 1980s.

Structure. Eighteen formal degree granting units which have an Afro-American/Black Studies focus exist in Illinois institutions (one offers a degree in Intercultural Studies/African Cultures and another in Inner City Studies). Of these 18, fourteen are at public institutions (two at community colleges) and four at private universities. Significantly, all of the public institutions in Illinois have formal Black Studies structures. Most of these

programs were instituted beginning in 1966 and reflected higher education's attempt to ameliorate intense social turmoil and improve race relations. In general, there appears to be a deterioration in the status of these programs, mainly due to decisions by administrators (funding cuts, etc.)

Program. The core of Black Studies in Illinois are the academic offerings on the various campus. Our study revealed courses in 76 of the 100 or so campuses for which information was available. These include 100 percent of the public universities (N=12), 52 percent of the public community colleges (N=48), 82 percent of the private universities (N=91), 58 percent of private colleges (N=210), 14 percent of private junior colleges (N=7), and 75 percent of theological schools (N=8). Clearly the overwhelming majority of Illinois college students have minimal access to opportunities to study the Black Experience. Further, our survey identified more than 350 courses in these various institutions.

The eighteen degree granting units were assessed using the report of the Curriculum Standards Commission of the National Council for Black Studies. This report suggests core courses in five areas as a basis for accreditation: an introductory course, courses in historical studies, cultural studies and social/behavioral studies and a senior-level seminar. Seven institutions do not appear to offer a broad interdisciplinary introduction to the Black Experience and the field of Afro-American Studies. Several institutions with majors do not offer a senior seminar. In general, the courses appear well distributed across the three substantive areas though in some institutions a critical area like history appears underrepresented.

The non-classroom programmatic activities of Illinois Black Studies are quite broad and of high quality. This has made the state one of the leading centers in the U.S. for this field of study.

Students. Black Studies developed as a direct response to the increased

recruitment of Black students, and both were fueled by the racial turmoil in the broader society. Black students remain the primary constituency of Black Studies, though most Black Studies professionals stressed its role in the education of students of all nationalities. In Illinois, the percentage of Black students in higher education has declined to 14.0 percent in 1982 from a high of 15.7 percent in 1974. The indications are that this will decrease further. This figure is misleading since, significantly, 65 percent (63,841) are found in community colleges and 50,000 of these in the Chicago City Colleges. (Public community colleges enrolled only 52 percent of all Illinois students).

Black enrollment at seven of the 13 public universities declined between 1978 and 1982, with the most precipitous declines at Illinois State, -23 percent; Governors State, -23 percent; Eastern Illinois, -19 percent; and the University of Illinois at Chicago, -17 percent.

Similarly, the total number of degrees and certificates awarded to Blacks declined from 9.2 percent in 1976-77 to 8.8 percent in 1980-81. The declines were most evident at the advanced degree levels: M.A., from 9.9 to 6.8; Ph.D., from 4.6 to 3.7 and professional, from, 4.2 to 3.2.

Comparative data on enrollment/degrees in Black Studies was not available. In general, most campuses report an overall decline in Black Studies enrollment, though there is an increase in the last academic year. Between 1973 and 1980, IBHE reports that 72 of the 75 degrees awarded in Black Studies were conferred by five institutions (Governors State, Eastern, Chicago State, Illinois-Chicago and Western). Thirty-three were conferred in 1979 and 1980 alone, when Black Studies structures were at their peak strength.

In general, the enrollment crisis in Black Studies is part and parcel of the declining status of liberal arts in higher education, student career concerns, campus practices like negative academic counseling and the failure

to permit Black Studies courses to meet general education requirements, as well as to increasing racism. Low enrollment was not viewed as a sufficient basis for dismantling Black Studies activities, though it is a concern of all.

Affirmative Action. Similarly, Black Studies is closely intertwined with the status of Black faculty in Illinois higher education. It aids in fulfilling the affirmative action mission since many Black faculty are involved in teaching various aspects of the Black Experience. The number of "minority" faculty has increased between 1975 and 1981 from 1720 (8.1 percent) to 229 (9.8 percent). Minorities are 8.1 percent of those tenured and 14.6 percent of those in positions leading to tenure.

When the status of Black faculty is disaggregated, a slightly different picture emerges. Between 1977 and 1979, Black faculty declined from 3.8 percent to 3.6 percent of Illinois higher education faculty.

* * * *

The continued viability and future role of Illinois Black Studies is best seen in response to four criteria proposed by Dr. Robert Wallhaus, Deputy Director of Academic Affairs of the Illinois Board of Higher Education as those which should be used by higher education officials.

Meeting Students Objectives. Our findings indicate that Black Studies helps, not hampers students in achieving their career objectives. A knowledge of the Black Experience will become even more important in a variety of jobs, and a grounding in liberal arts is recommended even to specialists in technology-oriented fields. In addition, Black Studies plays an important role in exposing students to a variety of moral, ethical and philosophical issues which are still pivotal in one's well-rounded development (e.g., justice, etc.).

Serving Social Values. Black Studies continues to play a role in aiding higher education's mission of laying a firmer basis for improved race relations. This was an explicit goal on most campuses and continues to be im-

portant in the 1980s, despite a retreat from these broad social concerns. Black Experience courses help create a context for studying Black history and culture which is important to the development of Black students and to all students who desire to understand the forces which have shaped contemporary life in the U.S. and the world.

Contributing to Long Term Social and Economic Development. In addition to its role in preparing students to function better in their chosen careers and in aiding the improvement of race relations in the U.S., Black Studies provides a pool of trained educational professionals who bring their variety of skills--disciplinary training, critical thinking, problem solving, and communicating--to bear in many contexts, and can serve as an effective bridge between the resources of Illinois higher education and the Black community.

Black Studies professionals in Illinois have established important models for this by sponsoring significant conferences, publishing proceedings, and undertaking research initiatives on such critical issues as the 1980 census, Blacks and mayoral politics, community development.

Maintaining Excellence, Not Mediocrity. Academic Excellence and Social Responsibility was adopted as the motto of Illinois Black Studies professionals long before its became a point of widespread national attention.

Several important activities have been sponsored to improve the quality of teaching, research, and public services. These include a grantsmanship workshop, panels on the importance and mechanics of scholarly publishing, increasing opportunities to read and publish, papers, and participation in various funded research projects. Most important, there is a clear recognition and continuing dialogue regarding the need for self-imposed standards of excellence especially as Black Studies confronts this critical stage in which it must argue for its survival in the face of changing priorities in higher education.

In sum, our study demonstrates that Black Studies is still a widespread and viable component of Illinois higher education, though it is under sharp attack. It fulfills the basic criteria advanced by a top official of IBHE as a basis for evaluating the findings of this study, it is imperative that bold initiatives be undertaken, especially by the top officials of Illinois higher education, if the tremendous investment which has already been made in Black Studies is to continue to yield dividends in the future, and if Black Studies is to continue to make the contribution that it is as much needed now as when it was initially established.

RECOMMENDATIONS

RECOMMENDATIONS TO ILLINOIS INSTITUTIONS OF HIGHER EDUCATION

1. Every public university and key private institutions in Illinois should endeavor to maintain or initiate an accredited Minor in Afro-American Studies based on the Report of the Curriculum Standards Commission of the National Council for Black Studies.
2. Selected public universities, community colleges, and leading private institutions in Illinois should maintain an accredited Major in Afro-American Studies based on the Report of the Curriculum Standards Commission of the National Council for Black Studies.
3. All Illinois colleges and universities should create and maintain a basic introductory sequence of courses focussed on the Black Experience, consistent with national guidelines, and basic core courses in each major field of study (historical studies, social and behavioral studies, and cultural studies). Steps should be taken to insure the visibility of all courses, minors and majors, and to encourage enrollment from all sectors of the student body.
4. Public universities, major private institutions, and community college systems should maintain or create formal Afro-American Studies structures (departments, programs, etc.) that are compatible with each specific institutions and sufficiently supported to achieve the Black Studies mission on the campus.

RECOMMENDATIONS TO THE ILLINOIS BOARD OF HIGHER EDUCATION

5. The staff of the Illinois Board of Higher Education should hold a two day consultation with invited campus academic officers, liberal arts deans and faculty, and Black Studies professions, especially those from public universities, to focus on the role of Black Studies in the

general education/liberal arts mission of Illinois higher education. The consultation would explore the situation of each campus and make policy recommendations to mainstream this field of study and expand enrollment in each institution (e.g., reviewing general education requirements, the feasibility of minors and double majors, the role of academic counseling in facilitating enrollment, assessing the importance of Black Studies to skills and insights which college students should develop, etc.)

6. The Illinois Board of Higher Education should appoint a special "blue ribbon" committee of board members, educators, public officials, and citizens to review "The Status of Black People in Illinois Higher Education." Similar to its panel on The Role of Higher Education in Economic Development, the panel would make recommendations on such areas as student enrollment and retention, faculty recruitment and retention, academic programs, research and public service.
7. As a basis for this special panel, the staff of the Illinois Board of Higher Education should conduct a formal study on "the Status of Black People in Illinois Higher Education." In addition, IBHE should review its data collection and publications to insure that information regarding enrollment, employment, degrees conferred and similar indicators are easily monitored for the status of Black people in Illinois institutions of higher education.
8. A major statewide conference should be sponsored by IBHE on "The Status of Black People in Illinois Higher Education." In addition, to the reports and recommendations suggested above, the 1982 publication Minorities in American Higher Education (by Alexander Astin of UCLA and the Higher Education Research Institute) should be used as a study document and its recommendations carefully reviewed for relevance and application

to Illinois higher education. Ongoing IBHE supported initiatives in this area should be continued and expanded.

RECOMMENDATION FOR A NEW INSTITUTIONAL INNOVATION

9. A new unit should be established to coordinate cooperative efforts on a statewide basis to develop and expand opportunities for graduate study, research, and public service focussed on the Black Experience and in the field of Afro-American Studies.

RECOMMENDATION TO ILLINOIS BLACK STUDIES PROFESSIONALS

10. Black Studies professions in Illinois should continue their vigorous efforts to raise the level of "academic excellence and social responsibility" in Black Studies, and to increase the level of communication, cooperation, and collective activity aimed at furthering the consolidation of the field on a firmer foundation.

THE CURRENT STATUS OF ILLINOIS BLACK STUDIES

STRUCTURE

The best laid and most well intentioned goals and projections in higher education have often not materialized because of a failure to develop a structured capacity to realize and sustain them. Such has been the general situation facing Black Studies in the United States and in Illinois. Emerging in a context of societal upheaval, Black Studies' initial period of innovation reflected on campus the turmoil in the wider society--student demands, confrontations, building takeovers, etc. The first full period of experimentation was nationally uncoordinated, working out the thrust of the new enterprise within the limitations of each local situation. A period of crisis (racism, budget retrenchment, etc.) has led to the current period of consolidation. It is only recently during this period, with an increase in the number of professionals in the field, with the development of a professional literature and national organizations, and with almost fifteen years of rich experimentation to critically evaluate, that a more rigorous approach to the problem of structuring Black Studies is being developed for its long-term survival in higher education. There are three main aspects of structural needs:

(a) Functional Structure. Black Studies must be firmly lodged within the academic unit of the university. In this way it can play a role in carrying out the main thrust of its mission--that of teaching and research focussed on the Black Experience and the spinoffs in such areas as community service. In this way also it can develop a symbiotic relationship with the major academic components of the university, such as the divisions of social sciences, arts and humanities, liberal arts, and the like.

This academic mainstreaming of Black Studies is essential as these programs struggle for an equitable share of decreasing higher education resources--dollars, student enrollments, research funding, legitimacy and recognition that

its mission and efforts are a valued part of the academic enterprise.

(b) Operating Structure. Black Studies as an academic unit must have administrative autonomy and integrity. This is a trying period facing higher education brought on by the broader fiscal crisis. In such leaner times, a reality that has always been present has pierced through academic niceties and is much more openly discussed--power, power to decide how limited and usually shrinking resources will be used to further the aims of the university. Such decisions, unfortunately, are not always made on the basis of the lofty ideals of liberal education and other such essential considerations.

The reality of racism which gave birth to Black Studies, Ethnic Studies, and similar programs and prompted sharp increases in minority student enrollment in the late 1960s and early 1970s is today escalating its open appearance in society and in the academy. Therefore, to expect Black Studies to exist based solely on the good will and fairmindedness of university administrators and faculty is suicidal.

Black Studies, recognizing its contribution to the broader mission of the university and to strengthening basic values in the society, should exist as an autonomous, sufficiently funded entity with a direct relationship to the university's academic administration, especially its liberal arts component.

Not to do so is to continue Black Studies--and by extension the people these programs/courses focus on--in a relationship of racist domination, a "come begging with hat in hand" situation which only perpetuates existing stereotypes and realities. No other academic program about which the university is serious and to which it is committed is asked to undergo such arrangements. Why should such a vital area as Black Studies be so treated?

(c) Physical Structure. Similar to its functional and operating structure, Black Studies needs sufficient and identifiable physical space to facilitate its cross-disciplinary, cross-cultural educational mission. In addition to adequate offices and a seminar room, space for the exhibition of books, art, and other materials of interest greatly enhances depicting the reality of the Black

experience and the multi-national character of the United States. With these guidelines in mind, we surveyed institutions in Illinois higher education regarding their formal Black Studies programs and various aspects of the structure of these programs. As a result, we have identified seventeen (17) institutions which currently have on paper (as of Spring 1984) structures which serve a Black Studies mission. We explain why we emphasize "currently have on paper" below. The responses to the questions we asked, however, were neither complete nor uniform and we have summed up the most consistent information on the following table:

TABLE I

Black Studies Programs in Illinois Institutions of Higher Education,
(see next page)

Several facts stand out in analyzing the above chart.

(1) Of the 18 Black Studies programs in Illinois, 14 are at public institutions and four exist at private institutions. Sixteen four year institutions and two community colleges are represented. While Black Studies programs are in institutions which enroll about 97 percent of public university students and 26 percent of students in private universities, only 5 percent of community college students are in institutions with Black Studies programs. Overall, about one-third of the total student body and one-third of Illinois Black students are enrolled in institutions with Black Studies programs.

TABLE 1
BLACK STUDIES PROGRAMS IN ILLINOIS INSTITUTIONS OF HIGHER EDUCATION, 1982-1983

Institution	Public/ Private; System	Name of Program	Total Students	Black Students	% Black Students	Program Structure	Date of Origin	Degree
Olive Har. Col.	Pu/CC	African American Stud. 14	7274	6599	90.7	Department		Assoc. Arts
Chicago State	Pu/BG	Black Studies 13	7389	5660	76.6	Program	1969	Interdept. Major
U. of Ill.-Chic.	Pu/UI	Black Studies 4	22183	2858	12.8	Program	1971	Major/Minor
Roosevelt U.	Pr	Afri, Afro-Am, Blk. St. 15	6685	901	13.4	Program	1969	Major/Minor
So. Ill. U. (Carbondale)	Pu/SIU	Black American Studies 3	23733	2033	8.5	Department	1968	Spec. Major
Thorton Com Co.	Pu/CC	Urban (Ethnic) Studies 11	10898	1750	16.1	Program	1971	Assoc. Arts
Illinois State	Pu/BR	Ethnic Studies 5	20505	1305	6.3	Committee	1973	Minor
So. Illinois U. (Edwardsville)	Pu/SIU	Black Studies 6	17098	1324	11.9	Committee	1971	Minor
No. Illinois U.	Pu/BR	Minority Studies 2	25676	1206	4.6	Center	1970	Minor
U. of Ill.-Urb.	Pu/UI	Afro-American Studies and Research Program 1	38490	1155	3.0	Center	1970	Major/Minor
Governors State	Pu/BG	Intercultural Studies 16	4886	844	17.2	Program	1971	Major/Minor
Loyola Univer.	Pr	Afro-American Studies 8	14860	1127	7.5	Program	1971	Minor
Western Ill. U.	Pu/BG	Afro-American Studies 9	12411	980	7.8	Department	1969	Minor
Northeastern Ill. Univer.	Pu/BG	Center for Inner City Studies 12	10349	1224	11.8	School	1968	Minor
Northwestern U.	Pr	African-American Stud. 7	15703	964	6.0	Department	1972	Major
Eastern Ill.	Pu/BG	Afro-American Studies 10	10354	451	4.4	Program	1970	Major/Minor
Bradley U.	Pr	Black Studies 5	5637	429	7.6	Program	1969	Minor
Sangamon State	Pu/BR	Afro-American/African Thematic Activity 17	3327	194	5.8	Program	1976	Special Major

BC = Community

BG = Board of Governors

BR = Board of Regents

Summary of Eighteen Illinois Institutions With Black Studies Programs

	Total Students	% of all Illinois Students	Total Black Students	% of Illinois Black Students
14 Public Institutions				
12-4 Year	190,461	97	19,234	96
2-2 Year	18,172	5	8,259	13
4 Private Institutions	42,885	26	3,426	21
18 Institutions	251,518	34	30,919	31

Clearly the locus of responsibility for Black Studies programs falls to public tax-supported institutions.

(2) These eighteen Black Studies programs exist at institutions which have the largest student enrollments in the State. While most of these eighteen institutions have larger numbers of Black students, the percentage of Blacks in their student bodies range from less than 3 percent to more than 90 percent.

(3) Black Studies programs of some type currently exist at all of the major state institutions in all four of the governing systems. For the most part, either majors and/or minors are possible in these programs.

(4) Among community colleges, the two programs which exist are in public institutions located in urbanized areas with significant concentrations of Black people. One of these programs (Olive-Harvey) is in a system--Chicago Community Colleges--which alone enrolls 30 percent of Illinois community college students, 78 percent of all Black students in Illinois community colleges, and 50 percent of all Black students in Illinois higher education.

(5) It is very important to point out that with only few exceptions Black Studies programs in Illinois arose during the late 1960s and early 1970s amidst great social turmoil and race relations conflict. This is essential to

understand because it underscores the fact that these new innovations in Illinois (and U.S.) higher education were in direct response to problems which existed in the broader society; a society-determined response in higher education was generated. This is in much the same fashion that higher education responded to Sputnik in the 1950s, to agriculture with land grant colleges in the 1860s and again in the early 1900s, and to computers and high tech in the recent decade. Our point here is that only by understanding this historical context can we accurately assess to what extent Black Studies has achieved its initial mission and to what extent this mission remains one that is important to Illinois higher education. In short, we will argue in a later section that the concern with improving race relations and providing a more accurate portrayal of the Black Experience is what motivated the creation of Black Studies and today is the best argument for its continuation through the remaining years of this century and beyond.

There is a trend toward the location of programs within the liberal arts division and several exceptions have been the locus of considerable difficulty in maintaining support.

(6) In general, there appears to be a slight improvement in the response of students to Black Studies (enrollment, majors/minors, attending lectures and programs, etc.); a mixed to negative response of faculty (committee reviews, encouraging major, minors, and course enrollment, cooperation across departmental lines, etc.) and a decided negative trend in the response of administrators to the needs of Black Studies programs (funding, etc.). It is this latter factor that underscores the overall deteriorating circumstances that Illinois Black Studies faces now and will face in the near future.

The current status of Black Studies programs in Illinois higher education and of opportunities for studying the Black experience can be summed up in two words: deteriorating rapidly. In fact, the trend is toward dismantling Illinois Black Studies in the 1980s.

To say the least, these instances and trends are very disconcerting to those who have worked diligently to provide an opportunity for the college students and adult learners of Illinois to study the Black experience. We have selected several examples for specific mention because of their location, their system, and the precedents they set.

Western Illinois University. This is by far been one of the most serious cases and disappointing cases in Illinois, one that was a focal point of I.C.B.S. on site visits and extended discussion. In 1981, the department at Western was undergoing an academic review of their major in Afro-American Studies. Dr. Robert Pringle, Deputy Executive Director for Academic Affairs of the Board of Governors (BOG), recommended to the Board in June, 1980 that the B.A. Degree program be placed in the category, "Status Quo". Subsequently, the Illinois Board of Higher Education (IBHE) staff recommended that the major be eliminated. This recommendation was mainly based on the number of majors and what was termed "limited job opportunities." There was some discussion of the fact though this was at odds with usual practice.

At the IBHE meeting in June 1981, the recommendation to eliminate the major was approved. The Department submitted an extensive report to University officials laying out a well argued justification and was successful in getting the Board of Governors to retain the Afro-American Studies Department as an indication of the value it place on the mission of Black Studies at Western. More recently, however, the provost has accepted a recommendation from a campus committee that Afro-American Studies be eliminated as a department and retained as a program. It will maintain its university wide adminis-

trative committee, a faculty chair with some released time, and reduced clerical resources, and fewer faculty position. The current chair has resigned from any association with the new structure.

The Western Illinois example raises important questions regarding the grounds for terminating a Black Studies department. As with many liberal arts departments, the number of majors were down. But it has an acceptable enrollment record when compared to others of its size. Finally, there has been little evidence presented to demonstrate job opportunities for Black Studies majors are more limited than other liberal arts fields. Our findings reported below will suggest the opposite.

Southern Illinois University at Carbondale. The Black American Studies Program originated in 1968 based on student protests and faculty initiative. It claimed to be "the first Black American Studies Program in the country that coordinated a Black American Studies core curriculum with departments whose expertise can effectively enhance the Black community." In the 1960s, SIU-C had the largest Black student population in any predominantly white institution of higher education in the U.S., second only to Wayne State University in Detroit. The program was developed with a three fold purpose: (1) as an academic discipline, (2) to address the cultural concerns of Black minorities in a predominantly white university, and (3) to develop an effective relationship between the Black community and the university. The academic program was also intended to be "the central repository for Black American Studies in the country."

In 1974, a proposal for a baccalaureate degree in Black Studies was submitted to the university and approved. In 1977-78, the program became a part of the College of Human Resources, which also housed Community Development and Social Welfare under its Division of Social and Community Services. For the past five years, there has been considerable discussion about the

most effective academic unit for attaching Black Studies. In early 1983, discussions included whether or not the program should be retained in its present form. A shift in College priorities has already resulted in the loss of several faculty positions.

The most serious blow to the program resulted from a committee's decision to remove the core Black Studies course from the list of courses which met the University's core curriculum requirements. In 1982, a university committee suggested that the course was so rigorous that perhaps it should be open only to juniors and seniors. In 1984, however, another committee said that the course was "narrow and lacked depth." They suggested that the course should be expanded to include other minorities. But the committee refused to allow Black Studies faculty develop the course to replace one on Race and Ethnicity deleted by the Sociology.

Because almost 200 students enrolled in the course each semester, the decline in student credit hours caused by the Committee's ruling is likely to be the basis of further cuts in program resources. Already the number of faculty positions has decreased from five to two in a three year period.

Southern Illinois also raises important questions. Black Studies is housed in Social Work, not in the Liberal Arts/and Sciences/Humanities core with greatest access and broad appeal to students. When enrollments are stable or increasing, deleting broad interdisciplinary Black Studies courses from the University's core curriculum is another device which has been used to weaken programs in various states.

This point illustrates the need for a statewide policy if placed in relationship to a statement made by Dr. Robert Wallhaus, Deputy Director for Academic Affairs of the Illinois Board of Higher Education to the Illinois Council of Black Studies in 1981:

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 is wrong to deny visibility and recognition of 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.

Olive Harvey College.

Recently, the members of the Olive-Harvey African-American Studies Department were informed that Dr. Hymen Chausow, Vice Chancellor for Faculty and Instruction of the Chicago City Colleges Central Administration, proposed the merger of smaller units-departments-with larger ones. The African-American Studies Department has been slated to merge with the Social Science Department. The stated motive behind the merger proposal is to eliminate the smaller administrative units-departments with less than ten persons.

The above is taken from a document entitled "The Case for the Survival of African-American Studies at Olive Harvey College" in which the members of the African-American Studies Department "seriously questioned the wisdom of the proposal to merge the department with Social Science or any other department." The document cited the historical mission of Afro-American Studies in correcting the distorted image of Black people, the lack of faculty and resources in the department, difficulties with "mainly white faculty and counselors reported to be advising students away from African-American Studies under the guise of helping them," and the stated goal of the Chicago City Colleges "to enhance understanding and appreciation of one's cultural heritage. . . ." A well organized Black faculty organization, with a strong mobilization of community support, that the Department be maintained

as a separate department and even expanded in several areas.

The importance of the Olive Harvey example is that its Department is the only one offering a degree in Afro-American Studies among the City Colleges of Chicago. The significance of this, given the size of the system and the number of Black Studies enrolled, is clear. This example highlights the need for IBHE to encourage a version of an environmental impact statement so that such proposals can be carefully assessed as to its impact in the particular institution, in the region, in its governing system and in the State as a whole.

Other examples of the severely weakened status of Black Studies in Illinois could be detailed. In general, there is the seriousness of declining numbers of Black students, still Black Studies main constituency.

The University of Illinois-Chicago has not had a permanent head of its Black Studies Program in more than four years. Hiring freezes and faculty layoffs have hampered other programs.

While we have selected these three examples out of several which could be cited, they help crystallize several concerns over actions impacting upon the future of Black Studies in the State.

(1) There is no effort to assess how program realignments will impact on the effectiveness of the Black Studies offering--will it reduce its visibility and legitimacy in the eyes of students and contribute to reducing enrollments; will it impact negatively on affirmative action since Black Studies professionals are mainly Black faculty, etc.

(2) Despite statements (particularly at Western) that "job placement difficulties" and "declining enrollment" are the reasons for cutting the program, we find no job placement difficulties (as we discuss in the following section) and Black Studies programs are being cut even when enrollment matches that of other departments or is increasing. There is thus a sembl-

ance of arbitrariness in these cuts.

(3) It is clear that there are no clear guidelines about how teaching the Black experience can be "mainstreamed" into the institution. For example, Black Studies programs have often been housed for reasons of expediency and it appears that locating it outside of the Liberal Arts/Humanities hampers its access to the core university enrollment.

While such readjustments in the allocation of resources will undoubtedly be necessary on various campuses in many programs, and have been mandated by IBHE, what is most disturbing is the ad-hoc manner in which current decisions regarding Black Studies are being made. As a point of departure, the maintenance of a strong Black Studies focus in the major institutions of higher education in Illinois has not been stated as a statewide policy to guide the actions of individual institutions.

Thus, there are inconsistencies in the expressed commitments and actions of various levels of educational leadership--IBHE, governing boards, and the campus administrations and faculty. In fact, discussions with officials at each level have concretely demonstrated that decisions regarding the cutting

Program

The core of any college or university is the relationship between students and teachers. It is this relationship that is central to the purpose for which knowledge is discovered and codified: its transmission, utilization, and refinement. Thus, the many functions of the university should be organized to bolster this relationship between student and teacher. The curriculum and general non-classroom teaching/learning experiences, therefore, are central to fulfilling the mission of Black Studies. Black Studies programs and courses are important, in large measure, because of their key function of providing and coordinating classroom and non-classroom educational experience. Stimulating broader intellectual discussion, cultural exchange and policy evaluation focussed on the different and historically neglected experiences of Black people is the reason for the creation of Black Studies programs and the reason for their continuation.

Thus, our assessment of programs focuses on the heart of the academic program--course offerings. In our survey, courses were assessed both quantitatively the number of campuses and the number of courses offered and qualitatively the extent to which the campuses offering courses, especially those offering majors and minors, met the minimal standards proposed by the Curriculum Standards Commission of the National Council for Black Studies in 1980.

Our efforts to develop a list of courses on the Afro-American Experience involved several approaches: (1) In conjunction with our survey of faculty, institutions were asked to forward catalogues and description of courses; (2) Catalogues were studied in Chicago area libraries; (3) Course listings were also available at meetings of the Illinois Council for Black Studies and other gatherings, and we used descriptions of offerings in newsletter; (4) On site visits often resulted in detailed information.

TABLE 2
BLACK STUDIES COURSES IN ILLINOIS COLLEGES AND UNIVERSITIES, 1982

	Institutions In IBHE Data Book	Surveyed Through Mailing List	Black Studies Courses	No Black Studies Courses	No Information Available
Public Universities	13	12 (100%)	12 (100%)	0 (100%)	0
Public Community Colleges	52	48 (100%)	25 (52%)	19 (40%)	3
Private Universities	11	11 (100%)	9 (82%)	2 (18%)	0
Private Colleges	41	40 (100%)	23 (58%)	9 (23%)	4
Private Junior Colleges	7	7 (100%)	1 (14%)	3 (43%)	3
Theological Schools	20	8 (100%)	6 (75%)	1 (13%)	1
TOTALS		126 (100%)	76 (60%)		

The table on the previous page sums up our overall findings on course offerings in 1982.

A substantial percentage of Illinois colleges and universities surveyed offer Black Studies courses--100 percent of public universities, 52 percent of public community colleges, 82 percent of private universities, 58 percent of public colleges, 75 percent of theological schools--and only one of seven private junior colleges

Clearly the overwhelming majority of Illinois college students of all nationalities have access to opportunities to study the Black experience.

Our survey identified more than 350 courses in these various institutions. A full listing of the courses offered by each institution will be included in the Guide to Black Studies Resources in Illinois.

But it is necessary, however, to inquire about the quality of the offerings. By this we mean not the quality of what is taught in each course, though this is a question for each campus, but rather how well the sum total of offerings meet some standard with regard to the content and focus of the field. This is especially true given the following factors:

(1) The tumultuous introduction of Black Studies courses into the curriculum often meant that programs developed without the benefit of years of planning and sufficient financial and faculty resources. Programs and courses were organized around what existed and this varied in each local context;

(2) The interdisciplinary character of Black Studies requires a broad array of course offerings in various disciplinary specialties, as well as core courses based on trans-disciplinary perspectives;

(3) The existing realities of retrenchment often result in important core courses being eliminated;

(4) The continuing contribution of Black Studies to higher education

still requires the development of a core curriculum, including developing and testing model courses, textbooks, and other curriculum materials.

When the development of Black Studies is placed within the context of how other more "traditional" fields of inquiry have developed, one is surprised at the degree to which all newly emerging fields face strain, tension, and turmoil. In fact, one could argue that many of the traditional disciplines are today facing an "internal crisis" in which the intellectual foundations and such issues as methodology are being hotly contested and debated. In a previous period, such discussions were fueled by works such as Kuhn's The Structure of Scientific Revolutions and the implications of this discussion have not yet been fully absorbed by Black Studies.

But it is also equally true that each discipline, starting from broad conceptions, develops an intellectual consensus about what the parameters of the discipline are, what the major issues to be pursued are, and what methods and bodies of data are most consistent with this pursuit. With this developing consensus and recruitment of more intellectuals and researchers to be involved in the pursuit, disciplines are able to consolidate and to stake a claim for a permanent place in the organizational structure of higher education, research, and the relevant supportive networks (e.g., private and public funding sources).

In Black Studies, this issue of consolidation has for the last several years been framed as the question of the "standardization" of Black Studies curriculum. A broadly agreed upon general approach to Black Studies--not a prescribed set of knowledge--would greatly aid the consolidation of the field by enabling planning and cost effectiveness in such areas as curriculum development, research, faculty training and development, library acquisition, articulating two year and four year college courses, and in similar vital areas.

This call for "standardization" is the natural outgrowth of a period of

Black Studies experimentation. "There is still much debate over what the curriculum of a Black Studies program should be," stated the Chronicle of Higher Education in 1975. The problem of standardization continues to be one of defining the basic intellectual parameters for the academic field of Black Studies. This includes the curriculum materials (courses, syllabi, texts, etc.) that can share new knowledge in a systematic and rigorous way.

Fortunately for Black Studies, this discussion of the need for "standardization" and for a core curriculum in 1981 crystallized in the adoption of the report of the Curriculum Standards Commission at the fourth annual meeting of the National Conference of Black Studies chaired by Perry Hall of Wayne State. (The Commission was proposed to NCBS in 1976 by McWorter and Bailey; McWorter served as a member). While specific course content was not mandated, the report proposed the course areas and levels of study depicted by the diagram on the following page. Thus, there is now a nationally mandated framework for curriculum innovation and development that reflects a growing consensus on the steps needed to consolidate the curriculum in the field.

The guidelines call for an introductory course, courses in three areas of study--history, social and behavioral science and culture, and a senior seminar.

The "Introduction to Black Studies (Afro-American Studies)" course, for example, is described as follows:

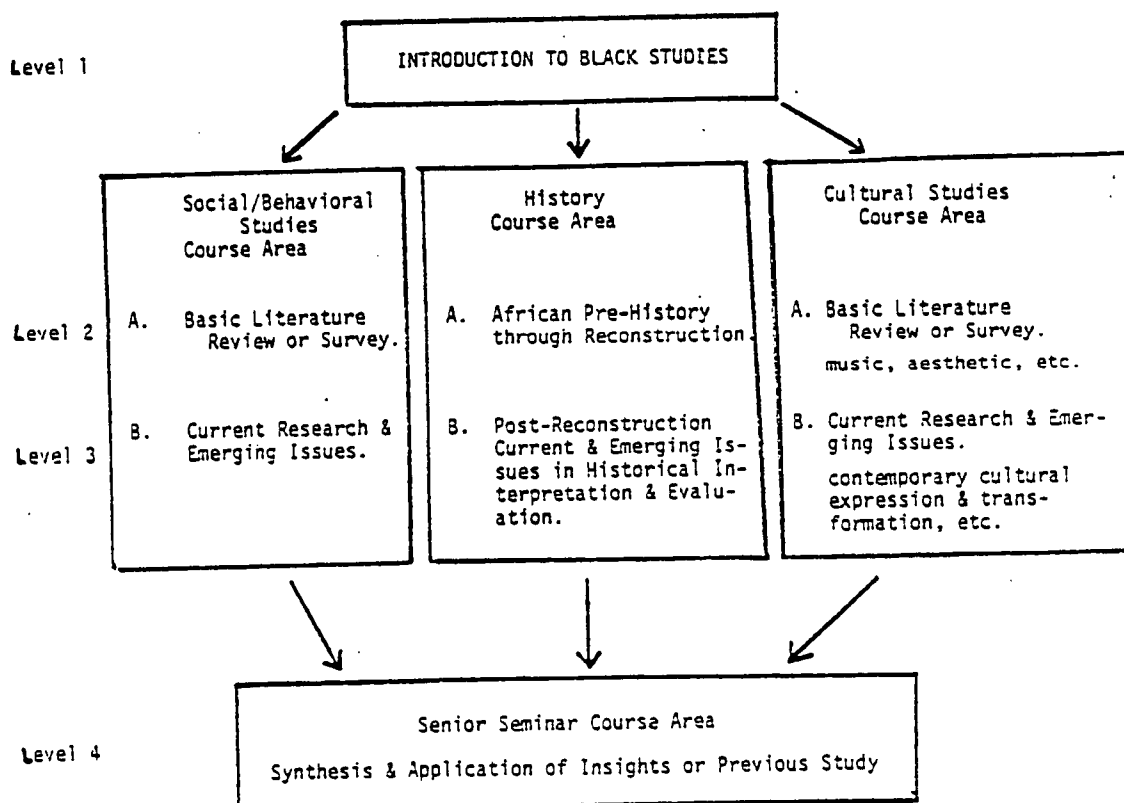
At least one course should be offered at the first level. The course should offer an overall framework for the study of the Black Experience. In addition, it should survey and introduce topics and content areas which will be covered in other parts of the core curriculum.

a. TOPICS AND CONTENT AREAS. The introductory course should cover basic information regarding the roots of the Black Experience from the following perspectives:

(1) HISTORICAL--This section should include such topics as: the African past, the slave trade and slavery, slave resistance, Civil War and Reconstruction, rural sharecropping

TABLE 3
CORE CURRICULUM FOR BLACK STUDIES

(Adopted at 4th Annual Conference by National Council for Black Studies)
March 26-29, 1980



era, migration and urbanization, the Civil Rights and Liberation movements.

(2) SOCIOECONOMIC-The Black Experience in the labor force, in unions and in business, government programs and policies, social and institutional relations, social and economic classes and conditions.

(3) CULTURAL-Topics include Africanisms, folklore and literary traditions, past and contemporary music, visual arts, language, church philosophical and aesthetic frameworks.

(4) PSYCHOLOGICAL-Topics include socialization forces and processes, the family, interpersonal relations, social and personal alienation, the question of identity.

(5) BLACK LIBERATION-Topics include community leadership, institutionalization of positive Black images and values, as well as the building of Black institutions, development of philosophies and ideologies for progress, change and liberation.

The report also suggests "Key Constructs" to be included:

b. KEY CONSTRUCTS.

(1) From all angles the black Experience is seen as historically rooted in an African past and an African background and now constitutes an American, or Westernized experience which has been largely characterized by racism, exploitation, discrimination and oppression.

(2) The Black Community in all its forms--institutions, culture and consciousness--has survived the oppressive social and political forces, but has been altered or transformed by these experiences. The study of the Black Experience is to develop means for achieving liberation--freedom from oppression--and self-determination for Black people.

Finally, the Commission made suggestions regarding standards for accrediting Black Studies core curricula, majors and minors: "Minimal requirements for core curricula for accreditation purposes should be as follows: (A) An institution must offer an introductory survey course. (B) An institution must offer courses in at least four of the six areas specified above for the second and third levels. (C) An institution must offer a senior level seminar. (D) For accreditation purposes, two-year institutions must offer courses in the areas specified for first and second levels.

Similarly, minimal course requirements for a NCBS-sanctioned major or minor in Black Studies should be as follows: (A) A Student must complete the introductory survey courses, in at least four of the six areas specified for the second and third levels, in addition to completing a senior level seminar. (B) In a two-year institution, a student must complete the introductory survey in addition to completing courses in the areas specified for the first and second levels.

Thus, in this study we sought to make some assessment of Black Studies courses and programs in Illinois in light of the NCBS framework, especially those courses programs at eighteen institutions which offer majors and/or minors.

The information on which the following table is based is not exhaustive. It was collected from the several sources mentioned above between 1980 and 1983. There have been various restructuring of courses at several institutions. But this table does give a fairly accurate picture of the existing state of the art:

TABLE 4

ASSESSMENT OF BLACK STUDIES COURSES IN 18 ILLINOIS COLLEGES AND UNIVERSITIES WITH BLACK STUDIES
DEGREES BASED ON CURRICULUM GUIDELINES OF THE NATIONAL COUNCIL FOR BLACK STUDIES

Institution	Offers Major	Offers Minor	Total Courses	Introductory Course	Historical Studies	Cultural Studies	Social/Behavioral Studies	Senior Seminar
Chicago State	Yes	Yes	21	No	7	7	7	No
Eastern Illinois	Yes	Yes	12	Yes	2	4	5	No
Northeastern	Yes	No	33	Yes	8	8	15	Yes
Western Illinois	No	Yes	28	Yes	4	8	15	
Governors State	Yes	No	14	No	4	7	3	No
Sangamon State	Yes	No	15	No	4	3	11	No
Illinois State	No	No	18	No	3	10	5	No
Northern Illinois	No	Yes	22	No	4	7	11	No
Southern Ill.-Carbon.	Yes	No	19	Yes	3	6	8	Yes
Southern Ill.-Edward.	No	Yes	19	No	4	9	6	No
U. of Ill.-Urbana	Yes	Yes	26	Yes	5	10	9	Yes
U. of Ill.-Chicago	Yes	Yes	48	Yes	8	17	14	Yes
Olive Harvey Com. Col.	No	Yes	16	Yes	4	4	7	No
Thornton Comm. Col.	No	Yes	6	Yes	2	2	2	No
Bradley U.	No	Yes	11	Yes	1	4	7	Yes
Loyola U.	No	Yes		Yes				
Northwestern U.	Yes	No	40	Yes	13	15	7	Yes
Roosevelt U.	Yes	Yes	16	No	2	3	11	No

Several observations can be made from this table:

(1) Based on our information, seven institutions do not offer a broad, interdisciplinary introduction to the Black Experience and the field of Afro-American Studies. Given its pivotal role as a unit which services students enrolled in other degree programs, not having such an introductory course is a priority problem to be addressed. It is this course which can be the focal point of efforts to encourage or require students in certain majors to take at least one course in Afro-American Studies.

(2) In general, courses appear to be well distributed. At some institutions there would appear to be a shortage of courses in certain areas, especially in history. But all areas appear to be well covered.

(3) Several institutions which have majors in Afro-American Studies do not appear to have senior seminars which enable students to synthesize the information and experiences developed in preceeding courses. It is important that this kind of experience be provided in some way (e.g., independent study, etc.)

In addition to course offerings, however, it is necessary to assess the non-class room activity of Illinois Black Studies in such areas as research, public service, and involvement in the professional activity of the field.

Just as Illinois has been a leader in U.S. higher education, Illinois Black Studies continues to be an integral part and a leader of the national Black Studies movement. Several programs in Illinois have been nationally recognized for particular strengths. Black Studies programs and scholars in Illinois have recently played leading roles in such professional organizations as the National Council for Black Studies, the Association of Black Sociologists, the Association of Black Anthropologists, American Sociological Association, the Society for Research in Child Development and in its Black Caucus, the African Heritage Studies Association, National Conference of Black Political Scientists, National Black Music Caucus, National Association of Jazz Educators, The Society for Ethnic and Special Studies, and many others. Illinois Black Studies scholars sit on the boards of leading professional periodicals like The Black Scholar, The Journal of Black Studies, Black Sociologists, and Social Problems.

At the state level, the Illinois Council for Black Studies has become a nationally recognized model for state professional organizations in the field. Its conference on "Black People and the 1980 Census: A Conference on the Population Undercount" has been heralded as a nationally significant effort to bring the resources of Black Studies and higher education to bear on important issues facing the entire society. A further contribution was made with the successful publication of the conference proceedings in cooperation with the Chicago Center for Afro-American Studies and Research. Dr. Robert Hill, former Director of Research for the National Urban League, described the 700 page proceedings as ". . . truly a pioneering document. . . . Such high-quality material relating to the census has never been brought together in such an informative fashion." Its conference on "Blacks and Mayoral Politics" was also

significant. (Both conferences are detailed below.)

The Black Studies program at Governors State has successfully convened an annual "Third World Conference" for seven consecutive years. It has become a regular gathering for nationally and internationally known scholars. The only Afro-American Studies Department in an Illinois community college--at Olive-Harvey College--sponsors an annual Black Studies conference, and has done so for eight years.

Several new publications essential to consolidating the field of Black Studies have been published and others are under preparation by Black Studies scholars in Illinois. One of the most widely adopted introductory text for Black Studies courses, Introduction to Afro-American Studies has been developed by Black Studies professionals in Illinois. It has been used by more than 75 colleges and universities in the United States.

Other publications include Guide to Scholarly Journals in Black Studies and The Professionalization of Achievement: A Report on Ranking Black Studies.

With regards to research, members of the Illinois Council for Black Studies have successfully sponsored proposals to several federal, state, and private funding sources. These include a proposal called "Developing Humanities Based Model Courses for a Core Curriculum in Afro-American Studies," an NEH-funded proposals for a research conference; and, "A Black Studies Curriculum Development Project" at Illinois-Urbana was funded by the Fund for the Improvement of Post-Secondary Education. A number of I.C.B.S. member programs--Bradley, Eastern Illinois, Richland Community--cooperated with McWorter at Illinois-Urbana on a grant from the Illinois Humanities Council to fund "Black Film: A Critical Perspective," eight programs in six central Illinois communities. "Black Women and the Challenge of Leadership" was the theme of a major Black Studies lecture series at Northwestern funded by outside funds. Videotapes of this series are available and the speeches will soon be edited for publication.

A number of Black Studies scholars received year long fellowships from N.E.H. and the Ford Foundation for individual research leaves. Space does not permit us to list other research being done by Black Studies faculty in departments in which they are jointly appointed. It is a substantial body.

Important contributions have also been made by Illinois in evaluating Black Studies. T. K. Daniel of The Black Studies Program at Northern Illinois has published two monographs--one evaluating Illinois Black and Ethnic Studies programs under contract with the State Board of Education and another on Black Studies programs in the Midwest. He also chaired the National Commission of the National Council for Black Studies (N.C.B.S.) on Evaluation and is developing a study on the current status of Black Studies for N.C.B.S. Gerald McWorter was a key contributor to the N.C.B.S. Commission on Curriculum Standards and is spearheading an effort to develop a national ranking system for Black Studies.

Much of this statewide activity was successfully focussed when The Sixth Annual Conference of the National Council for Black Studies met in Chicago in March 1982 with the University of Illinois, the Illinois Council for Black Studies, and Black Studies programs throughout the state serving as co-hosts. Over 1,000 participants attended from thirty-three states and several countries. Over 200 papers were presented in fifty panels and plenary sessions. In addition, McWorter of the Illinois Council for Black Studies was elected vice-chair/chair-elect of the N.C.B.S., a further recognition of the importance of Black Studies work in Illinois.

The Society for Ethnic and Special Studies based at Southern Illinois University-Edwardsville continues to host its national conference and produce its journal. Emil Jason is founder and President of S.E.S.S.

From this brief description of Black Studies activity in Illinois and the brief history of the Illinois Council for Black Studies, it should be clear that this field makes the programmatic activity of this field in terms of teaching, research, and public service fulfill an important role in Illinois higher education.

Students

If education and teaching are the prime functions of a university, then clearly students are its prime constituency. United States higher education has seen some dramatic shifts in student enrollment. Between 1960 and 1970, total college enrollment increased from 3.6 million to 7.4 million, an increase of 172 percent. In 1960, Black college students numbered 227,000 or 6.4% of all students. By 1975, there were 948,000 Blacks enrolled--or 9.8 percent. This increase of Black students was 318%. Further, between 1970 and 1975, Black students increased 80.7% as compared to 30.8% for whites, and between 1975-77, the increase was 18.9% for Blacks as compared to 6.6% for whites.

But increasing the enrollment of Black students has proven to be only half of the picture. Figures on degrees conferred by race, though not generally available, indicate that far more Black students enter United States colleges and universities than graduate. Quality of secondary school preparation, cuts in financial aid, changing admission standards, testing and other evaluation procedures, quality of academic support services, and providing an environment conducive to achievement and learning have become increasingly critical issues in the face of such statistics.

While these issues are not identical to the main academic mission of Black Studies, narrowly defined, neither are they merely incidental. Black Studies is expected to play an academic support role as well. It comes into contact with numbers of Black students and does contribute in this area. Black Studies programs have not been sufficiently structured, staffed nor funded to achieve its academic mission and to sustain a student retention mission. Unfortunately, many universities have failed to grapple with this issue and often there is no unit which has effectively met the challenge of recruitment, retention and graduation of minorities commensurate with the rate at which they are admitted to the university.

Data from Minorities in Higher Education, the Report of The Commission on the Higher Education of Minorities, confirm this observation. The following table sums up their finding on the percentage of the cohorts which complete and enter various levels of education.

	<u>Percent of Age Group</u>		
	<u>White</u>	<u>Black</u>	<u>% Difference</u>
Graduate From High School	83	72	-15
Enter College	38	29	-31
Complete College	23	12	-92
Enter Graduate/Professional School	14	8	-75
Complete Graduate or Professional School	8	4	-100
Source: Report, Commission on the Higher Education of Minorities.			

While the percentage Black entering college is relatively close to whites, the number completing each successive level is almost fifty percent smaller. For Blacks the "educational pipeline," as the report calls it, remains considerably clogged.

There are indications that the general crisis facing higher education and opportunities for Blacks--including a combination of federal financial cuts, tuition increases and a general retreat from affirmative action--will result in a decline in Black student enrollment. "A shift away from increasingly expensive private colleges toward relatively low-cost public institutions is indicated by the most recent reports of applications for admissions to next fall's freshmen classes," reported The Chronicle of Higher Education (May 5, 1982), and signals greater competition for entry to public universities. Harvard and Radcliffe "were concerned because the applicants included fewer minority group students and fewer applicants whose parents had not attended college. At the University of Wisconsin at Madison freshmen applications declined 7 percent but minority group applications declined by 16%." Such is the sign of the times.

The most recent figures on Black enrollment in higher education only bolsters these concerns.

The Chronicle reported recently:

In its annual profile of high school seniors who are planning to attend college, the College Board also found that while college-bound black students share in the general trend toward better high school preparation, blacks as a group are now losing ground. The percentage of blacks among all college students has fallen from a high of 9.1 percent in 1980 to 8.8 percent last fall.

We're in a state of alarm, said Robert L. Albright, the president of Johnson C. Smith University in Charlotte, N.C., who is an adviser on minority affairs to the board. With the cutbacks in Federal student aid, a lot of students didn't apply, and with the new emphasis on rising standards, the problem is likely to get worse in the future. . . .

From 1975 to 1980 the percentage of all college freshmen who were black rose to 9.1 percent from 7.9 percent, but since then it has been declining, to 8.8 percent. The number of black freshmen dropped to 77,137 last fall from 83,321 in 1980.

There is, in general, an underrepresentation of Black students (and other minorities) in Illinois higher education and a declining trend. What is of even greater concern is that policies are being undertaken in various institutions which will further reduce Black enrollment.

As the following table indicates, the percentage of Black students in the overall student body has declined to 14.0 in Fall 1982, down from 14.4 percent in 1981 and from a high of 15.7 percent in 1974. Two trends are of great concern.

(1) Among the thirteen public universities there has been a steady erosion of Black enrollment since 1978--from 12.3 percent to the 1982 level of 10 percent. Some institutions have had declines of more than 25 percent.

(2) There are 98,678 Black college students in Illinois--which ranks fourth behind California, New York, and Texas. But 65 percent of these students--63,841--are in community colleges (and almost 50,000 are in the

TABLE 5
BLACK STUDENTS IN HIGHER EDUCATION IN ILLINOIS

YEAR	PUBLIC UNIVERSITIES			PUBLIC COMMUNITY COLLEGES			PRIVATE INSTITUTIONS			ALL INSTITUTIONS		
	NUMBER OF STUDENTS	% OF TOTAL STUDENT BODY		NUMBER OF STUDENTS	% OF TOTAL STUDENT BODY		NUMBER OF STUDENTS	% OF TOTAL STUDENT BODY		NUMBER OF STUDENTS	% OF TOTAL STUDENT BODY	
1973	14,921	8.9		31,488	20.5		9,595	9.7		56,004	11.2	
1974	16,198	10.9		42,355	23.7		10,984	9.7		69,664	15.7	
1975	18,933	11.6		54,234	20.5		10,779	9.2		83,946	15.4	
1976	19,257	11.5		57,182	18.4		13,462	12.3		89,891	15.3	
1977	19,743	11.9		38,467	16.0		10,807	10.6		69,017	13.6	
1978	19,621	12.3		50,072	18.5		12,119	10.1		81,812	14.9	
1979	20,886	11.9		47,795	17.9		14,110	11.2		82,791	14.6	
1980	20,435	11.0		55,718	15.5		14,626	10.0		90,779	13.1	
1981	20,040	10.3		62,395	16.1		16,666	10.2		99,101	14.4	
1982	19,553	10.0		63,841	16.5		15,284	9.5		98,678	14.0	

SOURCE: Data Book on Illinois Higher Education - April, 1974 - May, 1983

TABLE 6
NUMBER OF BLACK STUDENTS IN PUBLIC UNIVERSITIES

FROM 1973 TO 1980

INSTITUTION	1973	%	1974	%	1975	%	1976	%	1977	%	1978	%	1979	%	1980	%
BOARD OF GOVERNORS																
Chicago State	4,011	67.2	3,919	66.2	4,058	67.0	4,610	67.0	4,492	69.7	4,830	75.2	5,378	74.6	5,245	75.0
Eastern Illinois	420	5.2	444	5.5	550	6.1	652	6.6	610	6.5	578	6.0	615	5.8	598	5.6
Governors State	658	29.6	1,128	38.3	1,710	37.3	1,305	36.3	1,230	34.4	1,093	30.2	1,221	45.3	1,126	23.2
Northeastern	589	7.8	535	6.3	645	7.0	NR	0.0	1,081	11.2	1,137	11.7	1,131	11.2	1,055	10.2
Western Illinois	445	3.1	442	3.1	442	3.1	476	3.2	536	4.2	580	5.1	837	6.6	1,059	7.9
SUBTOTAL	6,123	16.1	6,468	16.3	7,405	17.1	7,043	15.6	7,949	19.0	8,268	20.3	9,182	20.4	9,083	19.6
BOARD OF REGENTS																
Illinois State	1,070	6.0	1,252	7.0	1,529	8.0	1,901	9.3	1,778	9.3	1,699	8.8	1,768	8.6	1,555	7.5
Northern Illinois	1,154	5.8	1,369	6.8	1,375	6.5	1,468	5.9	1,290	6.1	1,244	5.7	1,276	5.1	1,270	4.9
Sangamon State	154	5.5	183	5.6	240	6.7	181	4.8	189	5.8	151	4.9	176	5.0	184	5.0
SUBTOTAL	2,378	5.9	2,804	6.8	3,144	7.2	3,550	7.2	3,257	7.5	3,094	7.0	3,220	6.5	3,009	6.0
SOUTHERN ILLINOIS																
Carbondale	1,376	7.2	1,354	7.5	1,606	7.9	1,889	8.5	1,726	8.2	1,635	7.9	1,856	8.2	1,950	8.4
Edwardsville	1,329	11.9	1,765	15.5	2,048	16.8	2,037	16.3	2,073	18.6	2,022	19.3	1,613	15.4	1,437	13.6
SUBTOTAL	2,705	8.9	3,119	10.6	3,654	11.2	3,926	11.3	3,799	11.8	3,657	11.7	3,469	10.5	3,387	10.0
UNIV. OF ILLINOIS																
Chicago Circle	2,185	11.4	2,379	12.3	3,187	15.4	3,240	16.0	3,306	16.0	3,428	16.9	3,583	17.3	3,459	15.9
Medical Center	231	5.7	272	6.3	285	6.3	277	6.1	257	5.6	NR	0.0	241	4.9	276	5.6
Urbana/Champaign	1,299	3.8	1,156	3.3	1,258	3.6	1,221	3.6	1,157	3.5	1,174	3.5	1,191	3.4	1,221	3.2
SUBTOTAL	3,715	6.4	3,807	6.5	4,730	7.8	4,738	8.1	4,738	8.0	4,602	7.8	5,015	8.2	4,956	7.7
GRAND TOTAL	14,921	9.9	16,198	10.9	18,933	11.6	19,257	11.5	19,743	11.9	19,621	12.3	20,886	11.9	20,435	11.0

%=Percentage of black students to entire student population.

SOURCE: Data Book on Illinois Higher Education April, 1974 - May, 1981

TABLE 7

NUMBER OF BLACK STUDENTS, CONTINUED

	1981	%	1982	%	10 Year 1973-82	5 Year Change 1978-1982	Last Year 1981-1982
	Total		Total		Total	Total	Total
Chicago State	5,648	75.9	5,660	76.6	41.1	17.2	.2
Eastern Illinois	533	5.0	451	4.4	7.4	-22.0	-15.4
Governors State	972	19.4	844	18.0	28.3	-22.8	-13.2
Northeastern	1,086	10.8	1,224	12.0	107.8	7.7	12.7
Western Illinois	1,021	7.7	980	7.9	120.2	69.0	-4.0
Subtotal	9,260	20.0	9,159	20.1	49.5	10.1	-1.1
Illinois State	1,399	6.9	1,305	6.3	21.9	-23.2	-6.7
Northern Illinois	1,212	4.8	1,205	4.7	4.4	-3.1	-.6
Sangamon State	168	4.6	194	6.0	25.9	28.5	15.5
Subtotal	2,779	5.6	2,705	5.5	13.8	-12.6	-2.7
Carbondale	1,999	8.3	2,033	8.6	47.7	24.3	1.7
Edwardsville	1,446	13.3	1,324	11.9	-4	-34.5	-8.4
Subtotal	3,445	9.9	3,357	9.6	24.1	-8.2	-2.6
Chicago Circle	3,059	14.3	2,858	12.8	30.8	-16.6	-6.6
Medical Center	307	6.2	319	6.6	38.1	*2.8	3.9
Urbana/Champaign	1,190	3.1	1,155	3.0	-11.1	-1.6	-2.9
Subtotal	4,556	7.0	4,332	6.6	16.6	-5.1	-4.9
GRAND TOTAL	20,040	10.3	19,553	10.0	31.0	-0.3	-2.4

*Mid-point between 1977 and 1979.

city colleges of Chicago). What is urgently necessary is some assessment of the experience of this group of students in entering four year institutions and in preparing for employment; and their prospects of continuing their education.

In addition, serious attention must be given to the decline in Black student enrollment especially when statistics indicate that Blacks are an increasing component of the college-age categories.

Our concerns parallel those expressed by the National Commission on Minorities in American Higher Education. They stated that it is probably true that, were it not for community colleges, many minority students would not attend college at all, and reached the following conclusions:

An analysis of the institutional structure of American higher education with respect to the opportunities provided to disadvantaged minorities warrants the following conclusions:

Both the public and private sectors of higher education are characterized by a hierarchical ordering of institutions, with research universities occupying the top position in the hierarchy, four-year colleges in the middle, and two-year colleges at the bottom.

In this three-tiered arrangement, the universities have substantially superior educational environments as represented by the following resources: educational expenditures, libraries, financial aid, research, endowments, physical plants, faculty salaries, and residential facilities. The two-year colleges are at the bottom with respect to these resources, and the four-year colleges fall in the middle.

Minority students (Hispanics and American Indians, in particular) are disproportionately concentrated in those institutions with the fewest resources (especially community colleges). These facts suggest that the educational opportunity provided to the typical black, Chicano, Puerto Rican, or American Indian student is not the equivalent of the opportunity provided to the typical white student.

Given the great disparities in institutional resources and the uneven distribution of disadvantaged minorities among various types of institutions, the traditional concept of equal opportunity needs to be expanded to take into account the type of institution attended.

Since hierarchical systems of institutions are supported in some states by a policy of selective admissions that forces disproportionate numbers of minority students into community colleges, these states would be well advised to reexamine their policies in the interests of maximizing equal opportunity for disadvantaged minorities.

A similar pattern emerges in data on degrees conferred, as the table on the following pages indicate.

Between 1976-1977 and 1980-81, Blacks received a declining share of degrees conferred in Illinois higher education, as indicated by the following statistics. For all degree categories, the decrease was from 9.2% to 8.8%. The situation worsens as we move from two year degrees and certificates, to B.A. to M.A. and to the Ph.D. level. This reflects the national trend depicted above, and more recent figures should confirm this.

A similar picture is revealed when these total figures are disaggregated into fields of study. The fact is that only a few fields awarded more than ten percent of its degrees to Black students. These figures should be interpreted in light of the fact that in 1980 Black people comprised about 14% of the total Illinois population (much higher in Chicago where most students are enrolled). Furthermore, Blacks in Illinois are an even higher percentage of the college-aged population, with one source indicating that over 17% of the 20-24 year old population is Black.

TABLE 8

Percentages of Degrees Conferred To Blacks And Whites In Illinois, 1976-77 and 1978-79

	Bachelor's 76-77 78-79 80-81	Master's 76-77 78-79 80-81	Doctor's 76-77 78-79 80-81	Professional 76-77 78-79 80-81	Associate 76-77 78-79 80-81	Certificate 76-77 78-79 80-81	Total 76-77 78-79 80-81
Black Non-Hispanic	7.6 7.1 7.4	9.9 7.4 6.8	4.6 3.9 3.7	4.2 3.8 3.2	10.4 9.8 9.8	17.7 20.4 19.6	9.2 8.8 8.8
White	88.3 88.6 87.5	81.8 84.1 81.7	78.0 81.0 80.5	91.8 92.9 92.6	85.8 87.1 85.5	77.4 73.8 71.6	85.8 86.2 84.5

TABLE 10

Percentage of M.A. Degrees Conferred To Blacks By Illinois Colleges and Universities, 1975

Codes	Field of Study	1975-76			1976-77			1978-79			1980-81		
		Total	No Black	%Black	Total	No Black	%Black	Total	No Black	%Black	Total	No Black	%Black
0100	Agriculture and Natural Resources	122	1	.8	119	1	.8	93	8	8.6	123	4	3.3
0200	Architect and Environmental Design	148	4	2.7	139	9	6.5	123	5	4.1	148	2	1.4
0300	Area Studies	27	13	48.1	75	26	34.7	19	0	0	29	0	0
0400	Biological Sciences	321	14	4.4	377	9	2.4	353	14	4.0	300	7	2.3
0500	Business and Management	2741	95	3.5	3195	154	4.8	3438	102	3	4255	155	3.6
0600	Communications	454	42	9.3	481	39	8.1	271	17	6.3	314	13	4.1
0700	Computer and Informal Sciences	99	8	8.1	90	5	5.6	161	2	1.2	252	4	1.6
0800	Education	4041	616	15.2	4419	680	15.4	4018	527	13.1	4022	512	12.7
0900	Engineering	649	4	.6	560	6	1.1	571	15	2.6	639	14	2.2
1000	Fine and Applied Arts	582	16	2.7	574	30	5.2	638	26	4.1	646	18	2.8
1200	Health Professions	569	38	6.7	545	56	10.3	813	55	6.8	932	49	5.3
1300	Home Economics	51	1	2	56	3	5.4	70	4	5.7	71	4	5.6
1400	Law	23	0	0	23	0	0	35	1	2.9	59	1	1.7
1500	Letters	818	34	4.2	661	40	6.1	562	21	3.7	554	19	3.4
1600	Library Science	411	19	4.6	442	33	7.5	334	4	1.2	242	18	7.4
1700	Mathematics	180	6	3.3	24	15	6.7	172	0	0	131	4	3.1
1900	Physical Science	280	3	1.1	302	2	.7	277	4	1.4	286	5	1.7
2100	Public Affairs and Services	788	102	12.9	840	144	17.1	907	135	14.9	909	113	12.4
2200	Social Services	919	86	9.4	924	105	11.4	762	62	8.1	835	78	9.3
2300	Theology	180	1	.6	239	2	.8	253	2	.2	290	3	1
4900	Public Service Related Technology	216	182	8.8	328	60	18.3	93	3	3.2	88	3	3.4

Enrollment and Degrees in Black Studies. It has been very difficult to develop hard data on Black Studies enrollment and degrees conferred, and costs per credit hour for majors and minors are comparable across institutions. Such information, it appears from reports from several institutions, can be calculated and should be requested formerly by IBHE.

In general, most campuses report a general decline in liberal arts enrollment and an interest in pursuing degrees. The main reason cited is the narrow, career focus of students and their perception that Black Studies (including Black Studies) has only a very limited role to play in their undergraduate and career preparation.

A recent article in the Chronicle confirms this general trend.

The humanities are losing many of the ablest undergraduates while the sciences and engineering are gaining more of them, according to two new surveys of deans, department chairmen, and other top academic officials.

Nearly two-thirds of senior academic officials in the humanities said the ablest undergraduates had shifted away from those disciplines, while only 5 per cent reported a shift toward the humanities. . . .

The officials said employment opportunities--or the lack of them--were responsible for the changes in student interest. About 51 per cent blamed the shift away from the humanities on poor job prospects after college, and an additional 21 per cent attributed it to concern about getting a job after graduate school. In contrast, about 63 per cent of the respondents said the shift to the sciences and engineering could be attributed to favorable job prospects. (March 1984)

Based on figures supplied by IBHE, between 1973 and 1980 there were approximately 75 degrees awarded in Black Studies (excluding degrees in "Inner City Studies" from Northeastern Illinois University). Seventy two degrees were awarded by five institutions in this seven year period. Thirty three degrees were awarded in 1979 and 1980 only. These five institutions were: Eastern Illinois, Chicago State, University of Illinois (Chicago), Western Illinois, and Governors State University.

In general, the production of student credit hours and majors/minors

in Black Studies is not at the level it was in previous years. There has recently, however been an increase in the number of students designating Black Studies as a major or minor. Several people interviewed also see enrollment increasing in years ahead. One positive development, for example, is that Northwestern University has only recently (1982) approved a major in African American Studies after a ten year existence as a "service" department with no minor or major. (A certificate approved in 1980 was abolished when the major was approved.)

Specific difficulties were mentioned in several interviews. Many Black Studies professionals express dismay that very little administrative leadership and support is exerted on their campus in emphasizing the importance of Afro-American Studies. On some campuses, Black Studies courses have not been accepted as fulfilling general education requirements. Recent efforts to dismantle or curtail activities are seen as signalling some degree of illegitimacy of courses in this area. This matter is quite serious at the level of academic counselors who do not convey to students information about Black Studies offerings. In fact, some students report that they have been counseled away from Black Studies for no apparent reasons other than the biases of counselors.

Several faculty who were interviewed described specific administrative actions which downgraded Black Studies activities on their campuses. Several Black Studies units have acted without directors or with acting directors for several years. In several instances, the formal Black Studies structures have existed in name only for several years. Thus, they stated it is unfair to assess Black Studies enrollment, degrees and student credit hours without considering the fact that there has been little if any administrative leadership in many instances.

Important factors internal to Black Studies were also identified. The

importance of "marketing" Black Studies as a viable academic experience for undergraduates received emphasis and has already helped shape several discussions at meetings of the Illinois Council for Black Studies. Promotional materials have been shared throughout the State and several exemplary items have been adopted and used on local campuses.

But there are broader issues regarding enrollment and degrees which we must mention here and reiterate in other sections.

There is a legitimate concern regarding enrollment in Black Studies and in all other areas of study in higher education. Such notions as "efficiency" and "economies of scale" have a relevance in higher education since the resources being made available to higher education (by no means total of existing resources!) are becoming increasingly scarce and must be spread thinner. Given retrenchment, the concern about enrollment is an appropriate one among administrators and policy makers.

But the declining enrollment in Black Studies must be viewed contextually as part of the overall declining enrollment in non-vocational and non-pre-vocational courses and programs (i.e., prelaw or pre-business). These declines characterize almost every unit in liberal arts, except perhaps for core courses which satisfy general education requirements. Thus, Black Studies is not alone when it comes to downward trends in enrollment patterns over the past ten years. This is also related to job opportunities.

There are several additional and specific considerations with regard to Black Studies enrollment. First, the level of enrollment in Black Studies varies throughout the state. On some campuses it is increasing faster than other similar departments; on others, it is remaining stable; and in others the level of enrollment is declining. And while declining enrollment levels (and maybe even non-increasing enrollment) may be the basis of serious concern and discussion, it is no basis for abolishing programs of academic study

or otherwise contributing to decreasing their viability and legitimacy.

If numbers alone were the basis of such action, then many other fields within the liberal arts curriculum would have been abolished some time ago and other would face extinction in the immediate years ahead (e.g., classics, philosophy, certain areas of literature, etc.)

In short, defining what it means to be educated and deciding the content of liberal education has never been a function of enrollment figures. It has been determined more by a "vision", albeit and oftentimes blurred and constantly evolving vision, that attempts to articulate what critical skills (e.g., writing clearly and thinking logically) and what bodies of knowledge and methodologies for accessing new knowledge educated people have at their command should develop in order to lead fruitful and fulfilling lives (e.g., social sciences, historical studies, humanities, computer literacy). Anyone who is familiar with the ongoing discussion about general education--recently dubbed The Great Core Curriculum Debate--at many of the leading universities in the U.S. should realize this.

As we will discuss in greater detail in Section II, Black Studies is best viewed in this light of what it brought to the curriculum of U.S. higher education. It emerged amidst great turbulence in response to a preceived need for "democratizing the curriculum," in the words of change, an educational journal. As Blacks fought against racist exclusion from the mainstream institutions of society (e.g., voting), Black students, only recently transplanted into mainstream higher education, fought against racist exclusion and distortion of the Black experience in the curriculum.

Black Studies broadened the curriculum of higher education along the lines of the definition of the humanities provided recently in the 1982 Rockefeller Commission Report on the Humanities: ". . . the humanities mirror our own image and our image of the world. Through the humanities we reflect

on the fundamental question: what does it mean to be human? The humanities offer clues but never a complete answer." We believe that Black Studies brings to the curriculum of higher education a fundamentally important insight into "what does it mean to be human" from the perspective of substantial sector of the U.S. and Illinois population (roughly 15% in each case). Black Studies seeks to share this experience with larger numbers of people. In doing so, Black Studies addresses one of the five broadly outlined educational goals at Harvard which guided the last review and revision of its undergraduate education:

. . . an educated American, in the last third of this century, cannot be provincial in the sense of being ignorant of other cultures and other times. It is no longer possible to conduct our lives without reference to the wider world within which we live. A crucial difference between the educated and the uneducated is the extent to which one's life experience is viewed in wider contexts.

(Cited in Toward the Restoration of the Liberal Arts Curriculum; Working Papers of the Rockefeller Foundation, June 1979).

There is another important consideration regarding Black Studies enrollment: the kinds of values which lead students to take Black Studies or any other course in a university or college. In a sense, course selection is similar to a popularity contest, strongly influenced by such factors as career intentions, academic major and number of electives, counselors and advisors, and general attitudes in the broader society. Just as the student perception of the need for "marketable" skills can be cited as a factor, racist attitudes toward Black people which still persist in the society undoubtedly contributes to the lack of interest, especially among whites, and an unwillingness to study the Black experience.

The often heard argument that only those institutions near large Black populations (e.g., Chicago) and those with large Black student enrollments should have Black Studies must be commented on. We would argue that those institutions which have large numbers of white students who come from back-

grounds which leave them unfamiliar with the experiences of Black people should have opportunities to take Black Studies and should be "officially" encouraged to do so. If Illinois is interested in preparing citizens to function in the entire state, in the U.S. and in the world, to allow students to be confined to any narrow parochialism would be a mistake.

This point of view, in fact, has been adopted to some limited extent but its enforcement is not clear. The State of Illinois has a law that requires teacher certification to include some course work in multicultural education. Most schools are not aggressive in complying with the spirit of this law. In addition to developing a core curriculum in Black Studies that can meet general education requirement, this kind of official sanction is necessary to overcome this important contributing factor in low Black Studies enrollment.

Affirmative Action

The issue of affirmative action, although it is now under attack, has not been a critical issue in higher education for very many years. According to the report on The Higher Education of Minorities cited above, in 1976 the National Center for Education Statistics reported that 92% of all full-time faculty and 95% of full-time faculty employed at the rank of professor were white. Twenty seven percent of the White full-time faculty held positions below the rank of assistant professor (e.g., lecturer) as compared with 44 percent of Black and Native American educators and 41 percent of Hispanic educators.

In 1979, only 4.3 percent of college and university teaching faculty was Black, mainly concentrated in predominantly Black colleges. Most were concentrated in education, a field which accounted for 54 percent of all Black Ph.D.'s in 1982. Blacks are only about 2 percent of all full-time faculty in major research universities.

Black Studies interfaces with the university in many ways. But perhaps no where is it more important than in its affirmative action mission. These academic programs/courses and their related activities remain one of the largest concentrations of Black faculty on almost all campuses.

Thus we should view Black Studies as contributing to the realization of affirmative action goals and doing so in a way not widely enough recognized by higher education officials. Let us briefly examine the situation in Illinois.

"The implementation of efforts to ensure equitable treatment for all students and employees in postsecondary education institutions is the responsibility of governing boards and institutional administrators. The Board of Higher Education has a responsibility to assume a leadership role regarding these issues. Some systems and institutions in Illinois, at their

own initiative, have made substantial progress in this area. The recommendations of this Master Plan represent policy and procedural suggestions for systems and institutions for continued improvements and progress. There must be an effort to eliminate present inequities affecting women and minorities in all areas of enrollment and employment."

This is the basic affirmative action statement in "A Master Plan for Post-Secondary Education in Illinois" published in 1976 by the Illinois Board of Higher Education. The document later states:

Every college, university, governing board, and coordinating board should assign priority to affirmative action as an institutional objective. Accordingly, the chief administrative officer should actively and positively promote affirmative action in all practices and policies regarding employment, enrollment, and the allocation of resources. (p.42)

While these are admirable policies, our investigations lead us to be concerned about the extent to which these policies have been taken seriously and implemented by Illinois institutions. A few examples will suffice, limited because statistical information on affirmative action in Illinois higher education is not available annually.

Statistics on the employment of minorities and women are gathered from the Higher Education Staff Information Survey (EEO-6 Survey) conducted biannually by the federal Equal Employment Opportunity Commission (EEOC). The first year of the survey was 1975 and is now available for 1977, 1979, and 1981.

One difficulty in this information for the purposes of this study is that the data for "minorities" are normally not disaggregated into its constituent components for the various categories of employment. For 1981, for example, it was reported that 5,134 Blacks comprised 74.4 percent of minority employees in the public university system, and 14.9 percent of all employees. But the percentage of Black faculty is not given.

TABLE 12
Black Employees in Public Universities,
1977, 1979

<u>Occupation</u>	<u>Total Employees</u>	<u>Black Employees</u>	<u>% Black</u>
<u>1977</u>			
All Occupations	31,825	4,449	14.0%
Executive/Administrative/ Managerial	2,043	177	8.7%
Faculty	9,204	347	3.8%
Professional Non-Faculty	4,396	348	7.9%
Secretarial/Clerical	7,381	1,448	19.6%
Technical/Paraprofessional	2,274	474	20.8%
Skilled Crafts	1,384	84	6.1%
Service Maintenance	5,143	1,571	30.5%
<u>1979</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%

Source: Illinois Board of Higher Education and the Chicago Center for Afro-American Studies and Research.

IBHE was quite cooperative and provided a special computer run for 1977 and 1979, but data for Blacks is not yet available for 1981.

Let us quote the major findings from the data:

Total full-time employees reported in 1981 increased by 8,667 over the number reported in 1975. The number of minorities increased by 4,153 from 12,353 reported in 1975 to 16,506 reported in 1981. Minorities were reported as 18.6 percent of total employees in 1975 and 21.9 percent of total employees in 1981.

Faculty increased by 1,382 from 21,268 in 1975 to 22,650 in 1981. The number of minority faculty increased by 509 from 1,720 in 1975 to 2,229 in 1981. Minority faculty were reported as 8.1 percent of the total faculty in 1975 and 9.8 percent of total faculty in 1981.

Total full-time employees reported in 1981 increased by 4,195 over the number reported in 1979. The number of minorities increased by 1,591 from 14,915 reported in 1979 to 16,506 reported in 1981. Minorities were reported as 21.0 percent of total employees in 1979 and 21.9 percent of total employees in 1981.

Faculty increased by 1,021 from 21,629 in 1979 to 22,650 in 1981. The number of minority faculty increased by 176 from 2,053 in 1979 to 2,229 in 1981. Minority faculty were reported as 9.5 percent of the total faculty in 1979 and 9.8 percent of total faculty in 1981.

The 1981 Faculty Rank and Tenure Data reports on females and "minorities:"

Of the 23,440 total faculty reported, 27.5 percent (6,440) are females and 9.8 percent (2,306) are minorities. Females are 22 percent of those tenured and 34.5 percent of those in positions leading to tenure status. In the faculty rank totals for all institutions, females are seen in greater numbers in the lower ranks. Minorities are 9.1 percent of those tenured and 10.8 percent of those in positions leading to tenure status.

In the public universities, females are 17.4 percent of those tenured and 33.2 percent of those in positions leading to tenure status. Minorities are 8.1 percent of those tenured and 14.6 percent of those in positions leading to tenure status.

Thus there is an indication of improvement in the employment of minorities in all occupational categories and among faculty.

But when the data for 1977 and 1979 is broken down, a slightly different

and troublesome trend emerges for Blacks. While Black employment in all occupations increased from 14.0 percent to 14.3 percent--almost equal to the proportion in the population--the employment of Blacks among "Executive/Administrative/Managerial" declined from 8.7 percent to 8.4 percent, and for faculty, the decline was from 3.8 percent to 3.6 percent.

A similar pattern have been reported for several institutions. For example, a 1981 article entitled "Feds and 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.

Whether or not this trend has been reversed is a question which must await additional data, but our evidence points to a downward trend.

Again the conclusions and rationale of the National Commission on Minorities in Higher Education are appropriate in underscoring our concerns. The commission recommends:

That colleges and universities seek to recruit and hire more minority faculty members, administrators, and student services personnel and make every effort to promote and tenure minority educators. Actions do indeed speak louder than words: no amount of rhetorical commitment to the principles of equal opportunity, affirmative action, and pluralism can compensate for or justify the current degree of minority underrepresentation among faculty, administrators, staff members, and students in higher education.

That top administrators demonstrate their clear and unequivocal support of efforts to recruit, hire, promote, and tenure minorities. In many respects, the administration establishes the campus atmosphere or "tone." Thus, a visible personal commitment to change on the part of one or two senior officials can be critical in effecting increased minority representation on a campus.

That colleges and universities make every effort to ensure that minority faculty members, administrators, and student personnel workers are represented in all types of positions at all levels within the institution. An unfortunate side effect of the effort to provide better services to minority students has been the creation of positions that are preceived and labeled as "minority" positions; often, minority staff are hired for part-time, short-term, nontenure-track jobs that are supported by "soft" funds from outside the institution's line-item budget. Because they are isolated from the institutional mainstream, the incumbents of such jobs have little opportunity to influence institutional policies and practices, limited interaction with majority students, and few prospects for advancement.

That colleges and universities revise their hiring and promotion criteria so as to recognize and reward a wider variety of accomplishments and types of service. Although we are certainly not the first to advocate change in the current review and promotion system, continued adherence to narrowly defined criteria tends to penalize minority staff members who, in trying to fulfill the multiple roles demanded of them, often have little time or energy left to devote to scholarly research and other traditional functions. Institutions that emphasize scholarly activity as a major criterion for promotion should consider establishing a junior faculty research leave program for those young faculty members who have taken on special advising and counseling duties.

That state legislatures and state boards support administrative internship programs (such as the current state-funded program in the University of California and California State University and College systems) to develop and promote minority and women administrators in public colleges and universities.

The rationale they give, especially what we have underlined, should help elaborate why in this study of the status of Black Studies in Illinois we find it essential to include this brief analysis of the status of Black faculty.

The commission's survey of 311 minority educators asked respondents to indicate what higher education institutions could do to better serve minority students. The most frequently endorsed recommendation was: hire, promote, and tenure minority faculty members, administrators, and counselors. We believe that this response reflects a recognition of the important functions that minority academics serve as role models; as advisors; as student practices; as dedicated educators committed to educational excellence and equity; as scholars approaching traditional subjects and research questions with new perspectives or laying the intellectual foundations in emerging fields of inquiry; as ambassadors to the minority communities; and,

in many cases, as newcomers unwilling to accept the status quo at face value. We also believe that their ranks are thin in number and junior in status and that the foothold they have gained in academe is threatened by institutional retrenchment, the "tenuring-in" of academe, union protectionism of seniority, and rising political, social, and economic conservatism.

Certainly the future of Black Studies as a productive and permanent component of higher education is inextricably bound to future efforts to recruit and tenure additional Black faculty.

KEY ISSUES IN CONSOLIDATING ILLINOIS BLACK STUDIES

Introduction

In an effort to present the case for Black Studies to policymakers in Illinois higher education, the Illinois Council for Black Studies has for several years engaged in productive discussions with the staff of the Illinois Board of Higher Education. In February 1981, Dr. Robert Wallhaus, Deputy Director of IBHE was invited to address the ICBS Annual meeting on Springfield. (The meeting was subsequently reported on the front page of The Chronicle for Higher Education of March 30, 1981). Dr. Wallhaus expressed some concerns about the objectives of Black Studies. As Lorenzo Middleton of The Chronicle reported:

After a lengthy and heated debate, Mr. Wallhaus left the meeting promising to support a proposal for a statewide survey of the status of black studies.

"I think I now have a better appreciation of the problems and potential role of black studies," he told a reporter when the meeting was over. Their principal struggle seems to be one of gaining recognition as legitimate part of the academic experience.

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 is wrong to deny visibility and recognition of 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, and as has been introduced in California. This proposal would impact on Black Studies enrollment in a positive manner and indicates what steps are possible with a 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 an effort to continue the productive dialogue with the Illinois Board of Higher Education, I.C.B.S. again invited Dr. Wallhaus to address members of the Council at its February 1982 Annual Springfield Conference. After an extended presentation of the fiscal crisis of the state, he went on to elaborate some principles which he suggests may be used in assessing Black Studies in this current period. We include an excerpt of his comments because we believe they are guidelines which should be fully utilized at every Illinois institution in assessing actions affecting Black and Ethnic Studies programs.

The real question is what are the perceptions of decision makers about priorities. I presume that that's what you wanted me to say something about--at least from the perspective of one decision-maker. What are those perceptions of priorities?

First of all, I think we have to protect programs that are best serving student objectives. Second, I think we have to protect programs that are best serving societal values. Third, I think we have to avoid being shortsighted and protect programs that are important to our society in the long run. The fourth and final principle is that I don't think that we should result to cutting across the board, shaving off the top. I

do not think that we should adopt a budget strategy of reducing everything to collective mediocrity, and maintaining everything while we reduce it all to collective mediocrity. (The full text of this section is reprinted in the Appendix).

These are the kinds of considerations to which each university administration must respond as they decide about Black Studies and Ethnic Studies programs and program reductions to meet the current crisis. We have thus anchored our discussion of the long-term importance and viability of Black Studies around answers to the four areas suggested in Dr. Wallhaus's comments.

- (1) Serving student objectives;
- (2) Serving broad social values;
- (3) Contributing to the long-term development of society; and
- (4) Maintaining Excellence not Mediocrity.

This discussion led to an Illinois Board of Higher Education grant (\$15,000) to Northwestern University's Afro-American Studies in cooperation with Chicago Center for Afro-American Studies and Research and the Illinois Council for Black Studies to conduct a survey of Illinois Black Studies which is the basis of this report. Hopefully it will lay the groundwork for an official statewide masterplan study.

Meeting Student Objectives

That students should be the central focus of Illinois higher education cannot be denied. Thus, student objectives must be of prime consideration in a discussion of the future of academic programs. While we will address the role of Black Studies in meeting student objectives, we will argue that enlightened educational leadership must look beyond immediate objectives and current fads if higher education is not to become a "trendy" enterprise. Thus, it is essential that Black Studies be assessed in light of longer term contexts that will probably not find full expression in a student's statement of objectives.

What are student objectives in the 1980s? What do they desire from higher education? While the question is obvious, our survey of the literature and discussions suggest that the source of objective information is not. There are two sources of data, one national and one state, that we will use as proxies: the national profile of college freshmen conducted for the American Council on Education and enrollment trends in Illinois higher education.

Below we have identified ten items from the Fall 1983 on which first year students "agree strongly or somewhat" and "objectives considered essential or very important. We have included the results from all institutions and those from predominantly Black colleges, the closest we can come to approximating differing opinions among Black and White students in Illinois higher education. (We inquired regarding obtaining a printout of the Illinois portion of the national survey. It is possible at a moderate cost, and I.B.H.E. may want to consider publishing this information as a service to Illinois institutions.)

TABLE 13

ATTITUDES/OBJECTIVES OF COLLEGE FRESHMEN: 1983

	<u>All Institutions</u>			<u>Predominantly Black Colleges</u>	
	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Public</u>	<u>Private</u>
AGREE STRONGLY OR SOMEWHAT THAT:					<u>All</u>
Busing to Achieve racial balance is all right	47.8%	53.5%	50.7%	72.1%	72.0%
The disadvantaged should get preferential treatment	37.6%	35.7%	36.6%	60.4%	55.7%
OBJECTIVES CONSIDERED ESSENTIAL OR VERY IMPORTANT:					
Influencing the political structure	16.8%	11.1%	13.9%	23.4%	29.1%
Influencing social values	28.1%	33.3%	30.7%	42.1%	44.1%
Being very well-off financially	73.4%	65.5%	69.3%	83.3%	81.5%
Helping others who are in difficulty	53.2%	69.8%	61.7%	69.9%	76.3%
Developing a philosophy of life	42.5%	45.6%	44.1%	55.1%	63.6%
Participating in community action	20.3%	23.8%	22.1%	37.5%	43.4%
Promoting racial understanding	28.4%	32.0%	30.3%	64.6%	72.6%
Keeping up with political affairs	39.9%	30.4%	35.1%	42.1%	54.8%

One observation from these statistics is the low number of students who give priority at this stage in their lives to a wide variety of broad social concerns (politics, social values, community action, racial understanding). One must worry that if only such a small number of first year college students are oriented toward these important issues, who will be?

Secondly, there are obvious differences between Black and White students. Though Blacks place a higher priority on "being well off financially," they give a slightly higher priority to political and community involvement and an even higher priority to promoting racial understanding and influencing social values.

Significantly larger numbers of Blacks supported busing to achieve racial balance and giving preferential treatment to the disadvantaged. The attitudes suggest that Black Studies and other disciplines with a substantial focus on social issues are in for hard times. White students appear less disposed to these areas of study than Black students.

What emerges from the survey is not just a dire outlook for Black Studies. What emerges is a decline of student interest in the liberal arts of which Black Studies is an integral part. In interpreting the survey, the comments of Dr. Alexander Astin, a distinguished educational researcher and President of the Higher Education Research Institute at UCLA, are significant. The Chronicle of Higher Education reported as follows:

Mr. Astin said last fall's entering students were "more materialistic and less altruistic" than freshman classes of a decade ago. . . . Students who indicated that it was important to develop a meaningful philosophy of life tended to attach less importance to being very well off financially, and vice versa. If your goal is to be rich, this obviates the need to develop a philosophy of life. Making money becomes a philosophy of life in itself. Students are increasingly interested in pursuing careers that require no graduate training and have the potential to pay well. The liberal arts are taking a beating in the face of computer science, engineering, and business. Economics is the only social science where student interest hasn't declined over the last few years. Career interest in nursing, social work, and teaching is at an all-time low.

In 1980, these same trends were the basis for an expression of concern by the influential Rockefeller Commission on The Humanities in its report, The Humanities in American Life.

Many students in schools and colleges avoid broad intellectual development in favor of acquiring immediate job skills. A national survey comparing attitudes of college freshmen in 1969 and 1979 reveals sharp declines in the importance they give to two educational objectives closely related to citizenship and individual enrichment--keeping up with political affairs and developing a philosophy of life ("The American Freshman: National Norms for Fall 1979," published early this year by the American Council on Education and the University of California at Los Angeles). Teachers of the humanities see the diminishing numbers of students in their courses as a mark of society's indifference to their work. Declining enrollments provide administrators an excuse for trimming the humanities in schools and cutting departmental budgets in colleges and universities.

It is this crisis facing the liberal arts and the humanities that must be taken into account. It would be a continuation of racist thinking if Black Studies was abstracted out and considered for special treatment--elimination or cut-backs--if other fields facing enrollment declines were not similarly dealt with.

At the state level, the most direct indication of student objectives appears to be enrollment trends. An IBHE study provides us with a useful summary of the various academic areas in which students are enrolling in Illinois higher education.

TABLE 14

Ten "Growing" and Ten "Declining" Academic Fields in Illinois Higher Education
(As measured by Changes in Credit Hours Between 1976 and 1981, Upper Division
Majors)

GROWING

Computer and Information Science	+235.6
Engineering Technology	+ 56.3
Banking and Finance	+ 44.2
Geology	+ 41.3
Economics	+ 40.6
Communications	+ 39.6
Marketing	+ 37.7
Business Management and Administration	+ 26.8
Law Enforcement	+ 18.0
Nursing	+ 9.3

DECLINING

General Liberal Arts and Sciences	- 74.2
Physical Sciences	- 70.1
Social Sciences	- 66.3
Philosophy	- 56.8
History	- 51.5
Sociology	- 50.6
Foreign Languages (French, German, Russian, Spanish)	- 46.5
Anthropology	- 44.9
English	- 42.5
Music	- 37.8

SOURCE: State of Illinois Board of Higher Education, Educational and Economic
Ramifications of Shifts in Student Demand. (December 1982)

These figures have been taken from a report prepared by the staff of the Illinois Board of Higher Education entitled Educational and Economic Ramifications of Shifts in Student Demand. In addition to confirming the trends reported in the ACE Freshman Norm statistics, the interpretive comments serve to underscore how such shifts will serve to inform the Board of Higher Education and the governing boards and administrations of each institution regarding a basis for the reallocation of decreasing higher educational dollars, unless the importance of liberal arts programs like Black Studies is emphasized as a quality of education concern to balance the quantity of students thrust.

Some fields of study offered by public universities, such as computer science, business and engineering technologies have experienced an increase in full-time-equivalent program majors of over 40% during the period FY1976 through FY1981. Other fields of study have seen declines of over 50% during the same five year period. Shifts in student demand of this magnitude can have ramifications for the continued educational and economic viability of degree programs offered by the State's universities. These ramifications should be considered in the context of program approval, program review and budgetary decisions in the years ahead.

While reallocation of resources can be a positive response to changes in student demand it can also have negative ramifications. There are many examples where more than 25% of the constant dollar resources have been withdrawn from fields of study statewide. Resource losses of this magnitude raise concerns about educational quality in these program areas.

Another possible response to shifts in student demand could result from a change in the mix of programs that are offered statewide. That is, one might expect universities to add programs in areas of high demand and to eliminate programs in areas of declining demand. However, only minor changes have been made in the number of programs offered in each field of study over the past five years. There has been no change in the number of degree programs offered in 55% of the fields of study analysed in this report. It appears that the primary response to shifts in student demand has been a redistribution of resources across programs areas, while the number of programs offered in each field of study has remained relatively stable. Opportunities to continue this strategy in the future may be increasingly constrained. There are limits on the extent to which resources can be withdrawn from a field of study without impairing educational quality if the program is to be continued.

These general conclusions provide a backdrop for decisions that are made annually with regard to program development and approval, the establishment of budget priorities and steps to eliminate or strengthen programs based on program reviews. Program development, establishment of budget priorities and program review are the continuous processes that must be utilized at the State, system and campus levels to implement responses to shifts in student demand. The analyses provided in this report should provide a context for decisions in these areas. Program review schedules and emphases should be advised by these results. Similarly, budget priorities and new program development directions should take cognizance of the trends in student demand and resource distribution that are presented. (Emphasis added.)

Because student objectives are today more immediate and job focussed, it was necessary to assess the impact of Black Studies in relationship to the employment and occupational goals of studies.

This is even more critical since several Black Studies programs in Illinois higher education are being dismantled because of what is described as job placement difficulties (e.g. Western Illinois University; the other reason cited was enrollment trends which we discuss elsewhere).

First, it is most difficult to accept the view that job placement difficulties can be sound basis for abolishing a Black Studies programs in Illinois since there have been so few degrees and especially since there have been no surveys of the experiences of Black Studies majors, minors, and others who enrolled in Black Studies courses.

Second, in an effort to establish an objective basis for assessing the job placement experience of Black Studies degree holders, we conducted a survey of leading Black Studies centers in the U.S. Very few had a full and systematic system to track undergraduates. The following fragmented information, however, seems to suggest that training in Black Studies helps, not hampers students in pursuing a variety of job opportunities.

OCCUPATIONAL AREAS AND JOBS OF STUDENTS WITH UNDERGRADUATE
AND GRADUATE CONCENTRATIONS IN BLACK STUDIES

CORNELL UNIVERSITY. Partial listing of Masters Students: Television News Staff; Affirmative Action Officer at Large Insurance Company after Ph.D. in Public Policy; Faculty, Hobart College, Ph.D. in Government; Faculty, English Department at the University of Mississippi after Ph.D. in English/American Literature at Cornell; Degree from University of Massachusetts, Director of Affirmative Action; Assistant Professor, University of Zambia; Ph.D. Candidate, African Literature; Social Science Analysis, Smithsonian Institution; Lawyer, University of Michigan; Senior Curator, Studio Museum of Harlem, Ph.D. Candidate, Columbia; Assistant Dean, Arts and Sciences, Cornell; Ph.D. Candidate, Development Ecology; Ph.D., History, Columbia; Admissions Counselor, University of Wisconsin.

HOWARD UNIVERSITY. Approximately two thirds of graduates enter graduate school: social work, political science, sociology. One-half of remaining third enter law school. Several enter some form of secondary education (e.g., high school social studies teachers) and others enter federal government in personnel compliance (Civil Rights Commission, Justice Department). Some secured jobs in the field of social work. Howard ranges from 13 to 28 majors in Black Studies per year, usually about 17 or 18.

TEMPLE UNIVERSITY. Considerable number enter social work/social administration. All students are double majors.

UNIVERSITY OF PENNSYLVANIA. No official record. Some enter law school or graduate school (English, History); one student currently with publishing company as an editor. Its program is interdisciplinary; offers minor.

UNIVERSITY OF NORTH CAROLINA (Charlotte). First graduate was in 1976 and completed MA at University of Iowa in English. Another graduate secured an MA in City Planning and is now Assistant City Manager in Charlotte. Some graduates enter law school; two are employed at Equal Employment Opportunity Commission. Another is Business Manager for a local newspaper.

INDIANA STATE. Majority of students pursue double major; post-graduate work depends on first major. Liberal arts students generally enter graduate school (counseling/guidance, political science, public affairs); business majors go directly into job market.

UNIVERSITY OF TEXAS. No tracking system; students appear to enter business school or employment, education and/or social services. Some may teach. One student entered medical school

WAYNE STATE. Students take co-majors; one student entered Social Work graduate school, two taught for Black independent school. Pre-professional students take Black Studies courses as balance to pre-professional studies.

UNIVERSITY OF MASSACHUSETTS AT AMHERST. Program began in 1970, 35 to 40 students have graduated with B.A. in Black Studies. Most graduates enter graduate school; four went to law school; others received M.A./Ph.D. in African History, Literature, Political Science, Urban Studies, Labor History, Afro-American Studies, Business. Double majors entered fields of journalism (one graduate is now managing editor of the Miami Times), public health. One graduate is currently Cultural Director for Western New England College; some are public school teachers; three are insurance salespersons; one is an executive with an oil company; another is a consultant with a Black import-export company in New York City; one is with the University of Massachusetts-Boston Gifted Children's program. Another graduate is currently Director, Collegiate Committee for the Education of Black and Other Minority Students at University of Massachusetts-Amherst.

WASHINGTON UNIVERSITY. Received M.D. degree; received MSW-Washington University; MA, employed at CORO Foundation; Graduate School--University of Illinois; MA Washington University, Minority Mental Health Program; Graduate School, Arizona State; Law School, University of Missouri; Currently in Graduate School; Currently in Law School; Physical Therapy Program, Wichita, Kansas; Artist/Art School Founder; Working for Boy Scouts, MA, Washington University, Minority Mental Health Program; Architect, J.G. Randle & Associates; Engineer; Attorney, Legal Services; Attorney, Attorney General's Office, Baltimore, MD; Merit Travel Agency; KSD-TV; MA Washington University, Administrator, Madgala Foundation; Free-lance writer/Elementary School Teacher; Completing Ph.D. in Anthropology & Education at Northwestern University; Medical School - Internist; Girl Scouts, Administration; Proctor & Gamble, Ph.D. Candidate at University of Cincinnati; Currently in Law School; Assistant Manager at Major Company in Texas (Business Major).

Based on this information, Afro-American Studies could very well challenge any other field of the liberal arts or higher education to present a more impressive and diverse array of fields for which one is prepared to pursue.

A statement developed by the Afro-American Studies Program at Eastern Illinois University and included in its promotional brochure accurately sums up the employability of students with a specialty in Afro-American Studies, again reflecting the clear sense of mission in Illinois Black Studies.

"The vocational outlook for Afro-American Studies majors is a bright one. Persons who elect Teacher Certification with such a background are in demand as teachers in secondary schools throughout the nation, not only as teachers of Black Studies; but, because of the breadth of their training, as teachers of History, Literature, Government, Psychology, Sociology, and Social Studies. Afro-American Studies majors, in addition to being well suited for urban and community planning, and political positions, are being hired by industries and

public service institutions as personnel counselors, employee relations advisers, program coordinators, public relations consultants, social workers, probation officers, law enforcers, rehabilitation workers, school guidance counselors, project researchers, professional interviewers, recreation leaders, organization analysts, social therapists, and administrators. The background of information and attitudes obtained in a Black Studies Program fits one for entrance into law school, and many other professional programs. Majors may continue their particular interest as graduate students in Political Science, History, English, Psychology, Sociology, Anthropology, Economics, or Guidance and Counseling. An Afro-American Studies major will enhance any vocation or profession with a thorough understanding of the central themes of the Black Experience."

Since students are not necessarily the best judges nor the final arbiters of how well their undergraduate training will suit them in relationship to their employment objectives, we surveyed the literature and conducted interviews with several people in a position to know. The most revealing was an interview with Carol Carmichael, the award winning Careers Editor of the Chicago Tribune. An excerpt is included on the following pages.

Interview with Carol Carmichael, Careers Editor,
The Chicago Tribune

Bailey: Would you respond to my point about Black Studies and what it can contribute to the employability of college students?

Carmichael: Let me start by saying this about Liberal Arts. In much of the literature that we read today, that I write and that so many of us disseminate, we stress that without having a technical degree, without having a business degree, without having some accounting skills, without having the knowledge of computer operations--many college students are going to find themselves on the unemployment lines. That is, in fact, very true.

However, an appreciation of the arts, the ability to write, communicate, convey ideas and information, and an appreciation and understanding of one's history is also very important to make you a total person. Black Studies programs are a way of sustaining and perpetuating these needed skills. I view it as part of the liberal arts, as part of the process of rounding of one's education.

I think White students as well as Black students should participate in this because our cities now contain such a diversity of people, a variety of ethnic and racial backgrounds. These varied peoples walk into industry, they walk into health-care centers, they walk into all facets of lives so that the college student may find himself or herself working in a situation with other groups during their lives. Having an understanding and appreciation of where people hail from, and what their struggles have been, and what their art/music is and how they are different from you, how you can gain some

insights /enjoyment in living amongst and working beside people of other backgrounds--even though you disagree with them--is very, very important.

Even industry is saying it now. The Endicott Report is a recruiting survey published by Northwestern University in which corporations project who they will be hiring, what kinds of recruiters are coming on to campus, and what kinds of students they seek. Engineers, accountants, computer science people are, undeniably, the most sought after. But, interestingly enough, in the last few years we've seen that the liberal arts graduates are becoming sought after too because of their tenacity; they are the kinds of people that can fit into an organization and they can be trained to fit a particular mold and have a lot more flexibility. They can write. They can articulate. They are unlike the person who is just technically oriented, who may not have developed his or her people skills or his or her interpersonal communications skills, who may not have taken the history of a people and may not understand other ethnic groups. Industry is saying; "Yes, we do need people who are technically skilled, who are technically competent. But we also need people who can articulate and translate ideas and convey thoughts." And this gets back to the whole basis and necessity for liberal arts and I see Black Studies as a very vital part of all of that.

Bailey: Are there particular trends in occupational categories or jobs that are expanding where a sensitivity to Blacks or other minority groups are especially helpful?

Carmichael: One is the whole health care area--whether you come in as an allied health worker, health care manager or the range of 200 various careers. Most of your health care professionals are going to work in nursing homes, hospital settings or some other health care facilities. More than likely, they will be working with a patient population comprised of minorities, and they may be working in tandem with minority co-workers. If there are any areas, this is one of your fastest growing areas where

these sensitivities will be useful. Sickness affects everybody. Its not going to affect one part of a human group. It affects everybody. And, at any time you can be thrust in that situation. If I had to choose one area in particular in which a sensitivity to Blacks and other minorities really needs to be there, I would think it would be health care.

Bailey: What do you see in terms of other related job trends?

Carmichael: I think our cities are in the throes of change. I don't think that the social programs or the people that live in a particular community are going to dry up and disappear. People are always going to need some assistance--something, whether its finding housing, health care, preventing child abuse or whatever.

The cities are becoming, in terms of businesses, very white-collar oriented. We are finding many, many more of our minority students seeking and obtaining jobs we see within the white collar setting. Moving heavily into these white collar areas, minority students need to know what these business areas are like and how Blacks historically have fit in. Minority persons have been the new guy on the block. They have a racial or group history in this country. Sometimes they come right into the working world and soon realize that the working world has not accepted them because many of the people who are in the working world have not been working in tandem with Blacks for a very long time. They do not have those sensitivities and do not have those understandings. Hopefully, the next wave or generation of those who have gone through college programs and have broadened their experience--done some in-service training within an inner city neighborhood, or have a better appreciation from taking some Black Studies courses at a school, or from just making sure that they broaden their perspective by meeting and spending time talking with Black people--will be more positive and this will translate in business relationships as well.

* * * *

The discussion of job placement of Black Studies specialists must be placed within the context of job placement of liberal arts majors in Illinois higher education.

The problems facing liberal arts education is chronicled by such recurring articles and exchanges as "Are Liberal Arts Graduates Good for Anything?" (Chronicle of Higher Education, September 10, 1979); "Should Liberal Arts Colleges Try to Make Their Graduates More 'Marketable' So that They Can Better Compete for Jobs With Vocationally Prepared Graduates" (Change, a journal from the Society for Learning), and "Top Students Move to Science Studies, Leave Humanities" (Chronicle of Higher Education, February 1984).

As often as such questions are raised, articles appear in such journals as Liberal Arts Education which attempt to provide insight into the crisis:

The number of B.A. degrees awarded in English across the nation, for instance, has dropped by 38 percent since 1971. The marketplace began to dominate what is taught. What is useful in the marketplace is being taught rather than what is at the heart of the liberal arts. In addition, as job entry skills became more carefully defined and specialized, multitudinous private and public agencies have rushed to offer job training for which a baccalaureate is neither essential nor even desirable.

In sum, the marketplace has put pressure on liberal arts colleges to deform their curricula even while lessening the market value of the baccalaureate. The market value of the bachelor of arts degree is to certify that job skills or preprofessional requirements have been attained and that its holder belongs to a multitude of similarly credentialed persons. Degrees are sought primarily as the means to attain the marketability of the graduate. The myth that a college education should be sought for the sake of learning, of discipline and of vision has been laid low. The marketplace has demythologized the liberal arts.

Thus, the issue of the usefulness of Black Studies degree must be placed within the context of the declining "marketability" of liberal arts degrees in general. And, as we stated above, higher education cannot be, has not been, and should not become a rudderless ship which is interminably buffeted and

tossed about by the changing currents of the "market."

Several points need to be made in this regard. First, the impact of market forces has historically affected higher education. This a major conclusion reached in a book, Curriculum: A History of the American Undergraduate Course of Study Since 1636 by Rudolph Frederick (Josey-Bass, 1979). It describes the second half of the 19th century as a period of "Crisis and Transitions" in which universities

served as one response to questions pressed on higher education by government, new private wealth, industrialism and a rising middle class. The key questions dealt with what the curriculum should include-- "practical or classical studies, old professions or new vocations, pure or applied science, training for culture and character for jobs?"

According to a reviewer in The Chronicle of Higher Education from which the above was excerpted, the book describes recent events as "pulling U.S. students toward a vocational bias so that we now witness the accelerating downgrading of those aspects of an undergraduate education that encourage imagination, judgement, decision, values." Frederick concludes his book by sarcastically applauding the deepening economic crisis and the declining job market for college graduates as creating a situation in which "we can stop making technicians and get back to the business of making human beings."

Those readers familiar with Black history (ironic in this context as we argue for the continued presence of Black Studies in Illinois higher education) will recognize that simultaneous to the late 19th century debates cited above, a similar heated debate was raging between Booker T. Washington and W.E.B. DuBois over the educational philosophy which should guide Black people. As DuBois stated,

If we make money the object of man training, we shall develop money makers but not necessarily men; if we make technical skill the object of education, we may possess artisans but not, in nature, men. Men we shall have only as we make manhood the object of the work of the schools intelligence, broad sympathy, knowledge of the world what was and is, and of the relation of men to it--this is the curriculum of that Higher Education which must underlie true life. . . . Education must

not simply teach work--it must teach Life.* (Quoted in Introduction to Afro-American Studies, (Chicago: Peoples College Press), II, 146)

Further, it was from this 1903 essay that E. Franklin Frazier selected the phrase "From the Making of Men to the Making of Money-Makers" as a subtitle in the chapter on education in his Black Bourgeoisie in 1957. (See Introduction to Afro-American Studies, II, p. 156). Thus, the issue of the curriculum of higher education in general and in terms of its particular relationship to Black people is one that has long been addressed by Black scholars, with some considerable clarity and insight we must add.

In sum, a comment by Robert C. Johnson of Grambling University provides an appropriate comment for this discussion of job placement and Black Studies and raises the bigger picture which we will comment on briefly in the next section.

What does one do with a degree in black studies? Why should one take courses in black studies? Those are questions that are often asked. An answer is that one does with a major in black studies what one does with a major in any of the other social sciences and humanities. The graduates find jobs, they go on to graduate and professional schools, and they enter the world of life. However, I believe such an answer begs the question of the social and academic import and legitimacy of black studies. (Chronicle of Higher Education)

It is to this bigger question of legitimacy and importance that we must consider especially since this legitimacy in the broader society is what did in the past, and will in the future, encourage higher education--board officials, administrators, faculties, counselors, and students--to be more positive and open to the benefits that Afro-American Studies brings to Illinois higher education.

* In the introduction to DuBois, The Education of Black People, Herbert Aptheker explains DuBois' "use of Men and Manhood in a generic sense, implying no disrespect or male supremacist attitude toward women whose cause he often championed."

Serving Social Values

The role of Black Studies in serving social values can only be understood if the historical context of the issues on which it focusses and the evolution of the field are grasped. Both were shaped more by changing race relations in the U.S. than by anything else.

Dr. W.E.B. DuBois, the founding father of Afro-American Studies, observed in 1903 that "the problem of the twentieth century is the problem of color line--the relation of the darker to the lighter races of men in Asia and Africa, in American and the islands of the sea." In 1953, a full half century later, DuBois returned to his earlier observation with characteristic self criticism and added clarity. Then he stated:

I still think today as yesterday that the color line is a great problem of this century. But today I see more clearly than yesterday that back of the problem of race and color, lies a greater problem which both obscures and implements it: and that is the fact that so many civilized persons are willing to live in comfort even if the price of this is poverty, ignorance and disease of the majority of their fellow men. . . .

With this comment, this scholar of great insight into the Black experience and human experience has identified the primary social forces which have shaped the Afro-American experience and much modern world history--race (or nationality) and class. It is precisely because of the connection and interpenetration of these issues in the subject matter of Black Studies that made its introduction into higher education and its continued presence so controversial.

Since 1903, this theme of the color line has had periodic restatement. In the early 1940s, the Carnegie Foundation engaged a Swedish social scientist, Gunnar Myrdal, and a large group of collaborators, to produce An American Dilemma: The Negro Problem and Modern Democracy (1944). One of its central conclusions was that "the treatment of the Negro is America's greatest and most conspicuous scandal. It is tremendously publicized, and democratic

America will continue to publicize it itself. For the colored peoples all over the world, whose rising influence is axiomatic, this scandal is salt in their wounds." (Vol. II, 1020-21). More recently, however, it is important to recall the broader societal context which existed at the birth of Black Studies if we are to fully assess its role in serving broad and significant social values. We have earlier sketched this context. Let us here reiterate the main aspects.

The decade of the 1960s opened with a sit-in movement against racial discrimination and injustice by idealistic Black college students. This led to the founding of SNCC. An escalation of Civil Rights protest followed--the March on Washington in 1963, and the Mississippi Summer Project and rebellions in Watts, Harlem, Detroit, Newark, Chicago, etc. all in 1964. In 1966, "Black Power" was introduced and the Black Panther Party was formed. The National Advisory Commission on Civil Disorders was formed in 1967 and in March of 1968 it issued its report on the rebellions of the previous summer. The assassination of Martin Luther King in April 1968 led to another more intensive round of rebellions and in its wake, a campus based movement with Black Studies as a main demand emerged throughout U.S. higher education.

The words of the National Advisory Commission on Civil Disorders, chaired by Illinois Governor Otto Kerner, reveal how one group of quite responsible and moderate citizens summed up the situation. In its opening statement, the Kerner Commission asserted:

This is our basic conclusion: Our nation is moving toward two societies, one black, one white--separate and unequal. Reaction to last summer's disorders has quickened the movement and deepened the division. Discrimination and segregation have long permeated much of American life; they now threaten the future of every American.

Segregation and poverty have created in the racial ghetto a destructive environment totally unknown to most white Americans. What white Americans have never fully understood--but what the Negro can never forget--is that white society is deeply implicated in the ghetto. White institutions created it, white institutions maintain it, and white society condones it.

While the report suggested that "deepening racial division is not inevitable, the movement apart can be reversed, choice is still possible," before the ink was dry Martin Luther King was assassinated and a new, more intense wave of violence and turmoil swept the U.S.

In a very brief chapter the Commission sought to explain "the basic causes" of the rebellions.

Despite these complexities, certain fundamental matters are clear. Of these, the most fundamental is the racial attitude and behavior of white Americans toward black Americans. Race prejudice has shaped our history decisively in the past; it now threatens to do so again. White racism is essentially responsible for the explosive mixture which has been accumulating in our cities since the end of World War II. At the base of this mixture are three of the most bitter fruits of white racial attitudes:

Pervasive discrimination and segregation. The first is surely the continuing exclusion of great numbers of Negroes from the benefits of economic progress through discrimination in employment and education, and their enforced confinement in segregated housing and schools. The corrosive and degrading effects of this condition and the attitudes that underlie it are the source of the deepest bitterness and at the center of the problem of racial disorder.

Black migration and white exodus. The second is the massive and growing concentration of impoverished Negroes in our major cities resulting from Negro migration from the rural South, rapid population growth and the continuing movement of the white middle-class to the suburbs. The consequence is a greatly increased burden on the already depleted resources of cities, creating a growing crisis of deteriorating facilities and services and unmet human needs.

Black ghettos. Third, in the teeming racial ghettos, segregation and poverty have intersected to destroy opportunity and hope and to enforce failure.

Elsewhere, the Commission sums up an important development in the Black community as contributing to the turmoil:

. . . The rhetoric of Black Power developed. The precipitating occasion was the Meredith March from Memphis to Jackson in June, 1966, but the slogan expressed tendencies that had been present for a long time and had been gaining strength in the Negro community.

Black Power first articulated a mood rather than a program: disillusionment and alienation from white America and independence, race pride, and self-respect, or "black consciousness." Having become a household phrase, the term generated intense discussion of its real meaning, and a broad spectrum of ideologies and programmatic proposals emerged.

Thus, two main issues of broad social concern became focal points during the period in which Black Studies emerged:

- (1) the attitudes of Whites toward Black people;
- (2) the attitudes of Blacks toward Black people themselves, and their concrete experiences with Whites in the broader society.

The movement for Black Studies over the last fifteen years raised three significant questions about the nature of the educational process and its relationship to the broader society: (1) Who should be educated? focused on the exclusion of significant numbers of Black people from equal opportunities to further their education; (2) What should be taught? focussed on the omission and distortion of the experiences of Afro-American people in the courses, textbooks, and schools of America; (3) How should the educational process be conducted? stressed the necessity for an engaging and exciting curriculum, providing learners with "relevant" knowledge and a critical capacity to confront and solve the complexities of personal and social development. Let us briefly discuss the two main groups in the society impacted by Black Studies: Blacks and Whites.

For Black People, two important dimensions can be highlighted. First, Black Studies provided a context for simply exploring and learning more about the Black experience. In fact, few Blacks knew about the many details of the Black experience revealed in Kerner Report--the rebellions and flood of materially literally shocked many into a desire "to know the reasons why and the answers to and the people who and the places where and the days when. . . ." (Margaret Walker, For My People.)

This is especially true of a detailed knowledge of the concrete conditions of unemployment, poverty, poor education, police brutality, and the like that is chronicled in the Kerner Report.

Second, Black Studies, in part, helped create a more supportive context for social and psychological development. Many scholars have written about "the ambivalence, self-doubt and lowered self-esteem of many Negro children," and of Black people. The Kerner Commission emphasized a similar point in discussing education.

The quality of education offered by ghetto schools is diminished further by use of curricula and materials poorly adapted to the life-experiences of their students. Designed to serve a middle-class culture, much educational material appears irrelevant to the youth of the racial and economic ghetto. Until recently, few texts featured many Negro personalities. Few books used or courses offered reflected the harsh realities of life in the ghetto, or the contribution of Negroes to the country's culture and history. This failure to include materials relevant to their own environment has made students skeptical about the utility of what they are being taught. Reduced motivation to learn results.

The assertive activity of the 1960s, of which Black Studies was an integral part, contributed to feelings of "positive identity." A relationship between a positive self-concept and academic achievement has been reported in the scholarly literature.

(1) Black Studies was reported to have had a positive impact on strengthening the self-concept of Black subjects;

(2) Self-concept has also been demonstrated to be positively correlated with academic achievement.

(Another study concluded "participants in Black Studies Programs did not have significantly higher levels of self-esteem or higher grade point averages than black non-participants," and suggested that self-concepts were perhaps formed earlier.)

White people have benefitted from Black Studies programs and courses as well. First, the offering of Black Studies courses and the establishment of Black Studies programs was widespread. It is important to establish that white students have been enrolled in Black Studies in significant though varying numbers, on many different campuses. At Yale University, for example, Black Studies enrollment was 75% white in 1972 and 40% at Ohio University (The Chronicle of Higher Education, May 30, 1972).

In our survey, Eastern Illinois University reported that 20 percent of its majors and 40% of its minors were whites and about 10 percent of its total. Governor's State reported that 20 percent of its enrollment was white, with whites in the majority in several courses (slavery, "Education of Minorities in the U.S.," "Civil Rights Movement," "Race Relations," "Black Politics," etc.) Thornton Community College reports a white enrollment of 12 percent. Southern Illinois (Carbondale) reports a 15 percent enrollment in its large introductory course. Northwestern's Black Studies enrollment was about 20 percent.

While these numbers may appear small, we would not underestimate the impact of developing an enlightened attitude about the Black experience to even this seemingly small segment of White students enrolled in Illinois higher education. Our view is that these students will be the source of informed leadership among their white peers--in student activities, in their sororities and fraternities, in other classes, and hopefully in later life.

This issue of having Black Studies programs and courses available to White students in Illinois higher education and on the campuses where White students are enrolled in is especially critical when we examine another statistic provided by the 1983 study of first year students attending public colleges and universities by the Higher Education Research Institute:

Racial Composition:	Completely White		Mostly White		About Half-White	
	2 yr.	4 yr.	2 yr.	4 yr.	2 yr.	4 yr.
of High School	21.7	18.9	59.6	56.2	14.4	18.3
of Neighborhood	50.3	45.6	38.4	36.1	5.0	6.0

Almost half of first year students live in neighborhoods and attended high schools that are not significantly integrated. It should not be surprising therefore, that only 24.6 percent of two-year students and 32.4 percent of students in four year institutions consider the goal of "promoting racial understanding" as "essential or very important" as compared to 67.3 percent of students enrolled in predominantly Black colleges.

We would argue that Black Studies—by its presence and impact in higher education in general and certainly through its impact in providing information to White students who enroll in courses—offers one viable opportunity to increase the priority given to the important goal of promoting racial understanding. In a sense, it has aided and continues to aid in democratizing the curricula of higher education just as it was necessary to make higher education enrollment reflect the general population.

Secondly, it is important to mention the more general attitudes toward black and hence Black people that existed prior to the rise of Black Studies and the broader social movement of which it was apart. As one study reported:

Williams found highly significant differences in the connotative meanings of five race-related color names (black, brown, red, yellow, and white) and five control color names using Semantic Differential Scores (for Evaluation, Activity, and Potency). Subjects were Caucasian students in the South and Midwest and Southern Negro students. The over-all rank order of the race-related colors along the Evaluation dimension was identical for both groups, with white being judged most "good" and black least "good." Both Caucasian and Negro students perceived the color name white as significantly more positive than the color name black, with black students giving the less negative rating to the color name black. Black was judged by both groups to be quite "strong" and white somewhat "weak" on the Potency factor;

on the Activity factor, black was judged by both groups to be somewhat "passive" while white was judged as somewhat "active." The investigator did not venture an interpretation of the meaning of the Potency findings, but saw the connotation of badness with black and goodness with white as a significant background factor in Caucasian prejudice against Negroes, serving to facilitate the early learning of prejudice in childhood and to support prejudice among adults. (J.E. Williams, "Connotations of Color Names Among Negroes and Caucasians," Perceptual and Motor Skills, 1964, 18, 721-723, cited in Miller and Dreger, Comparative Studies of Blacks and Whites in the United States (1973) p. 255.)

Obviously this finding had implications for a more positive image of "Blacks" for both White and Black students.

This same trend was revealed in other public opinion surveys in 1968, surveys which amplified the findings of the Kerner Commission Report. In a May-June 1968 designed by CBS News and the Opinion Research Corporation, the following answers were reported:

Question 2. First, which do you think is the main reason that Negroes (black people) have not made more progress in this city (town): discrimination against them because of their race or because Negroes (blacks) have not worked very hard at the opportunities available to them?

	<u>Negro</u>	<u>White</u>
Discrimination because of their race	45%	15%
Negroes haven't worked hard enough	22	49
Both	18	15
Other	3	10
No opinion	12	11

Question 18. As a race, Negroes are not as civilized as whites. Would you agree or disagree?

Agree	10%	43%
Disagree	81	48
No opinion	9	9

Question 23. I'm going to name some things that have been said about Negroes (blacks) and have also been said about whites. After I say each thing, please tell me if you think it is more true of Negroes (blacks), more true of whites, true of both blacks and whites, or not true of either blacks or whites.

	<u>WHITES</u>					<u>NEGROES</u>				
	<u>Negroes</u>	<u>Whites</u>	<u>Both</u>	<u>Neither</u>	<u>No Opinion</u>	<u>Negroes</u>	<u>Whites</u>	<u>Both</u>	<u>Neither</u>	<u>No Opinion</u>
Low moral standards	40%	1%	42%	8%	9%	10%	11%	59%	9%	11%
Keep body clean	8	39	39	6	8	11	5	72	3	9
Do not take good care of their children	28	3	41	19	9	10	12	56	11	11
Poor students who keep back the rest of the class	24	1	39	15	21	13	4	47	12	24
Tend to be lazy and would rather not work	53	*	30	10	7	13	10	52	9	16
Run down the neighborhoods in which they live	57	1	25	8	9	29	4	40	10	17
Have a high crime rate	48	3	36	3	10	11	24	50	2	13
If given a good job will probably make a success of it	5	34	52	2	7	29	7	52	2	10

Question 21. Do you think that most whites in this country do or do not want complete equality between the races?

	<u>Negro</u>	<u>White</u>
Whites do want equality	19%	34%
Whites do not want equality	67	54
No opinion	14	12

Question 22. Please take a guess on this one: how long do you think it will be before there is complete equality between Negroes (blacks) and whites in this country?

Under 10 years	15%	11%
10 to 20 years	25	15
21 to 30 years	9	11
31 to 50 years	5	8
51 to 100 years	4	9
Over 100 years	5	5
Never	21	28
Already in equality	0	1
No opinion	16	12

Question 36. Would you say the Negroes (blacks) have played an important part or not a very important part in the history of this country?

Important	80%	52%
Not important	5	32
No opinion	15	16

Question 43. Do you think that Negroes (blacks) should be taught subjects in school that add to their feelings of pride in being Negro (black) or would it be better if the schools did not try to increase this feeling of pride?

Should be taught subjects that add to feeling of pride	86%	56%
Should not be taught such subjects	7	29
Other	1	6
No opinion	6	9

The answers to the questions strikingly reveal the context of race relations in which Black Studies was introduced. They confirm that there existed an obvious racism in the attitudes of Whites, and their opinions differed from those of Blacks.

In assessing the continuing role of Black Studies, it is necessary to assess changes in those attitudes since the late 1960s as well as the current state of affairs.

Much of the available evidence points to significant changes in the attitudes of Whites toward Blacks. For example, today most U.S. citizens do say that they could support a Black presidential candidacy. Since 1958, the respected Gallup Poll has asked a representative sample this question: "If your party nominated a generally well-qualified man for President and he happened to be a Negro (or Black), would you vote for him?" The answer reveals some changes in racial attitudes.

Would You Vote for a Negro President?		
1958	38 %	YES
1969	67 %	YES
1978	77 %	YES
1983	77 %	YES
(Accuracy is + or -3%)		

However, more recent information points to a hardening of racial attitudes.

We make two points in establishing the current social context in which to assess whether or not Black Studies is meeting broad social values: the objective conditions of Blacks as compared to Whites, and the subjective perception of these conditions by Blacks and Whites.

In other words, is there a basis for arguing that the need for academic programs in Illinois higher education which address the historical and contemporary experiences of Black people has disappeared?

Statistics provided by a spokesperson from the Illinois Bureau of Employment Security at a 1983 conference on Black Mayors, cosponsored by the Illinois Council for Black Studies, and statistics from the Illinois Board of Higher Education, provide some useful information on economic and social conditions:

*Employment/Unemployment--The unemployment rate for Blacks in the U.S. was just over two times the national rate, but about 2.5 times higher in Chicago and Illinois.

*Family Income--While the percentage of Black and other families earning \$25,000 and more increased from 12.1 percent to 17.0 percent between 1969 and 1979 (31.0 percent to 36.7 percent for Whites), the number of Black families earning under \$5,000 has also increased from 17.0 percent to 19.2 percent (6.1 percent to 5.5 percent for Blacks).

*Higher Education--In 1978-79, Illinois higher education awarded only 8.8 percent of its conferred degrees and certificates to Blacks, down from 9.2 percent in the previous year (though Black comprised about 14 percent of the total Illinois population and 17 percent of those among 20-24 year olds.)

Whether one agrees that the objective conditions of Blacks are worsening or not, the evidence pointing to a diverging opinion about those con-

ditions between Blacks and Whites is mounting. We quote extensively from an analysis written by the president of the Gallup Organization in 1981, reporting that 55 percent of Whites expected a better year as compared to 18 percent among Blacks, "one of several polls that pointed to substantial discontent among the nation's Black population."

Small wonder that recent public opinion polls that studied black attitudes reveal pessimism. Consider what blacks have experienced in the past twelve months: the systematic murder of blacks in Atlanta and Buffalo; rising crime and unemployment rates, which take their greatest toll on blacks; the election of Ronald Reagan (opposed by 90% of black voters); and most recently the passage of a Reagan budget that assures either the dismantling or the significant weakening of many programs designed to help black people.

Recent polls also demonstrate the extent to which blacks are aware that the focus of American consciousness and politics has turned away from their particular problems. In a February Newsweek Poll conducted by the Gallup Organization, Inc., 52% of blacks expected that things would get worse for them during Reagan's presidency, while only 8% felt things would improve.

Similar views were echoed in a Washington Post/ABC Poll, which extensively surveyed blacks in late February-early March. Fifty-one percent expected the Reagan administration to do less for blacks than did the Carter administration.

Recent attitudes stand in stark contrast to how blacks felt about their situation a decade ago. In the late 1960s and early 1970s when blacks experienced seemingly rapid social advancement, polls of blacks registered a significant sense of progress. In the late 1970s these feelings waned, and today blacks are divided as to whether their race has made gains in the recent past.

As shown by a series of Newsweek polls, blacks have had second thoughts about their situation. Between March 1980 and February 1981 the percentage of blacks who feel progress has been made by their race has tumbled by 19 percentage points, as shown below:

Situation for Blacks Improved
During Past Five Years

	Blacks saying Yes
1981.30%
1980.49
1969.70

Although blacks continue to see racial prejudice as an important cause of many of their social and economic problems, whites are now less often seen as standing in the way of black progress compared to a decade ago. In 1969 a Newsweek Poll found a plurality of blacks (46%) believed that most whites wanted to keep them from advancing. The February 1981 Newsweek Poll showed only 32% subscribing to this view.

From these survey results it is evident that the two races view the problems of blacks in very different ways. Whites consistently see blacks as better off than blacks see themselves, and far fewer whites than blacks view racial discrimination as an issue in the problems of blacks.

Our point here is not that there is a one to one correlation or a empirically verified immediate payoff from involvement in a Black Studies course. But that the existence of Black Studies programs and courses in Illinois higher education contribute to an overall more positive context in which interracial contact can occur. As we stressed in several other places, other crucial factors include Black student enrollment, increased numbers of Black faculty, visiting lecturers and even Black programming on the campus radio station and in cultural events.

The main point in what is presented above is that while improvement in race relations have been made, the society is again witnessing the reemergence of factors identified by the Kerner Commission which led to the social and racial turmoil in the late 1960s. In addition to the employment/income/education trends above, many official and unofficial reports point to evidence indicating an increase in racism. Without going into detail, let us cite some of the evidence and perceptions that underlie this concern.

1. Individual racism is manifested by the attacks on Blacks by individual whites because they are black. Events like the recent murder of Blacks in Mobile, Alabama or attacks by police on Blacks in Miami, Milwaukee, or Chicago often gain attention. The U.S. Commission on Civil Rights issued special reports since 1982 pointing to a dramatic increase in attacks on racial/ethnic groups in the U.S.

Similarly, the Chronicle of Higher Education (January 12, 1981) in a front page story, "New Outbreaks of Cross Burnings and Racial Slurs Worries Colleges," reported a series of racist incidents at Harvard and stated:

Scattered reports of similar incidents--from name-callings to cross-burnings to physical attacks--have come out of predominantly white colleges and universities since the late 1960s, when more blacks and members of other minority groups began to enroll in those institutions. But a rash of such incidents on a number of campuses this past fall has led some educators to believe that the problem is getting worse.

Many similar incidents of racial harassment, especially on several campuses in Illinois which we visited, have gone unreported or not responded to.

2. Institutional Racism occurs when discrimination against Blacks and other groups results not from the direct actions of individuals, but from decisions flowing from the application of "objective" criteria. An example is found in the increased use of scores on "objective" standardized tests as a basis for college admissions. Many scholars have charged that these tests are culturally biased and agree with two Harvard researchers:

Scores on the Scholastic Aptitude Test can be influenced much more by coaching than its creators have acknowledged, and the test is more a measure of previous academic achievement than of innate intellectual capacity. . . . (Chronicle of Higher Education, May 27, 1980)

Thus, basing college admissions exclusively or mainly on these tests discriminate against lower income students who have not had access to test preparation sessions, and who educational backgrounds have deficiencies.

3. Societal racism is seen as resulting when there develops a climate of general hostility toward Black people and issues of concern to Blacks.

The stance of the current administration on such issues as affirmative action, tax credits for private and segregated schools, enforcement of the Voting Rights Act, and on the U.S. Civil Rights Commission is seen by many as giving a sanction to a deteriorating race relations climate among the general U.S. population.

The article in the Chronicle cited above reported several views concerning this "societal racism."

Many black students have voiced concern about the resurgence of organized activity by hate groups, victories by right-leaning politicians, attempts in Congress to halt the enforcement of school busing and to repeal the Voting Rights Act, unsolved murders of blacks in such cities as Atlanta and Buffalo, and the acquittal of whites involved in the deaths of blacks in Miami and Greensboro, N.C.

The article also quoted the Dean of Harvard as saying:

We are in a new era in race relations. I think the recent efforts to turn back some of the gains made in civil rights have been taken as a signal to people with racial resentments that it is acceptable once again to insult and threaten minorities.

Several institutions have created new programs--an anti-racism committee, a racial awareness group, a race relations foundation--to meet these developing problems.

Whether these perceptions are true or not, it is clear that this is the stuff that racial and social turmoil is made of, and hence are important elements to consider in understanding the continued relevance of Black Studies.

In concluding this section concerning the role of Black Studies in addressing social values, we want to mention three relevant trends and events in Illinois which underscore our affirmative answer.

1. Our study of demographic and school enrollment trends leads us to conclude that there will be an increase in the number of Black and minority students enrolled in Illinois higher education.

First, though the birth rate in the U.S. has steadily decreased during the past decade, "... the birth rate of non-whites, however, was proportionately higher-- 37.2 percent higher in 1975." The result is a decrease in the number of students entering schools, but an increase in the number of children from non-white nationalities.

Secondly, there has also been a decrease in the size of city populations, and an increase in the proportion of Blacks living in cities. Let us examine figures on Illinois and Chicago.

Though only about 16 percent (580,000) of Illinois students three years old and older are Black, 78.5 percent are found in the State's central cities, mainly Chicago. (About 36 percent of the total population live in central cities). Further, Blacks comprise about 44.4 percent of all students in central cities.

Similarly, for high school students, Blacks comprise about 20 percent, in Illinois; but almost 80 percent are in central cities. And about 48 percent of all high school students in central cities are Black.

In Illinois public colleges and universities, only 16.4 percent of Black and White students are Black, however. About 75 percent are in central cities though Black students comprise only 32 percent of college students in central cities.

In Chicago, between 1968 and 1983, the minority percentage of the total school enrollment increased from 62.3 percent to over 80 percent Black and Hispanic.

There is another important dimension which Illinois higher education must take into account. In 1975, 23.2 percent of the State's students were in Chicago.

But 40.5 percent of Chicago's enrollees were Title I eligibles and 53.7 percent of the State's AFDC children were in Chicago, indicating that poverty is concentrated there. A recent article in The Chronicle (March 14, 1984) confirmed these projections.

The number of Americans graduating from high school will hit a low of about 2.3 million in 1992,

Nationwide, the number of people graduating each year is expected to drop by 14 per cent from 1981 to 1986, from 2.9 million to 2.5 million. The number is then expected to rise slightly, reaching 2.6 million in 1988, before dropping again to the low of 2.3 million in 1992 and then climbing again to almost 2.7 million by the year 2000.

Despite increased college enrollment of non-traditional and foreign students, he said, "the projections should prove useful for the large segment of institutions that deal with the traditional college student."

The projections do not include statistics on the number of graduates by racial and ethnic background because for most states that information was not available. However, Mr. Kaufman said that because of their higher birth rates, the members of minority groups--especially Hispanics--will make up a larger percentage of the national total by the end of the century.

In short, Black students comprise a growing sector of potential college enrollees and their histories and aspirations and the need to provide a supportive college environment must be taken into account in determining the continued viability of existing academic programs like Black Studies.

2. Illinois higher education must pay careful attention to whom it is training, and it must pay increasing attention to where those students it trains will be employed. We stress this because in our survey of Black Studies in Illinois colleges and universities, several schools indicated that they did not have Black Studies courses and saw no need for them since there were "few or no Black people in our immediate area or in our student body." A statistic reported in John Naisbitt's Megatrends highlights the danger of such parochial thinking:

The Midwest is experiencing a powerful brain drain that may well spread to the Northeast. Only 19 percent of the 1980-81 Michigan State University graduates took local jobs, compared with more than half in 1973. At Northwestern's Kellogg School of Management, more than 25 percent of the graduates move South within three years, according to the school's accounting-department chairman. Eight years ago, only a few relocated to the Sunbelt.

Whether or not it spreads eastward, the brain drain out of the North is one of the strongest indicators that the North-South shift will grow more pronounced throughout the 1980s.

Most states in the Sunbelt have large and increasing Black and minority populations. Since the trend of Midwestern college graduates going into the south is likely to "grow more pronounced throughout the 1980s," we suggest that Black Studies has a role to play in giving students the opportunity to pursue the study of the Black Experience, important since it could serve as their only window for understanding the experiences of other nationalities in the U.S.

3. In 1983, Illinois and Chicago were the focus of the world's attention as a serious quest for the Chicago's mayor's office was being waged by now Mayor Harold Washington. He was victorious over formidable opponents in the Democratic primary and over a Republican challenger in the general election. The election revealed, however, the depth of nationality/race consciousness in Chicago's electorate.

In the primary, it is estimated that Harold Washington gained over 80 percent of an unprecedented 78 percent turnout among Black voters. Less than 10 percent of Whites voted for Washington and the remaining 90 percent was split by White candidates--Byrne and Daley.

In the general election, no Republican has held the office of Mayor or seriously challenged Democratic supremacy since 1931. But Bernard Epton lost to Washington by only 50,000 of the 1.3 million votes cast (a record 82 percent turnout). Again, Washington got 98 percent of votes from Black wards and an estimated 10 percent of votes cast by Whites. Whites who were lifelong Democrats bolted the Democratic Party and voted for the White Republican. Many observers have

argued that similar dynamics underly the continuing turmoil between the Office of the Mayor and the City Council.

We cite these three events/trends because they enable us to reiterate the context in which the legitimacy and necessity of Black Studies was initially established and accepted in Illinois higher education. They also point to the continuing relevance of Black Studies courses and programs in improving race relations.

In answer to the question, "Does Black Studies meet social values important to the entire society?," we answer a resounding yes. A statement prepared by the faculty of the College of Arts and Sciences at Northwestern University provides a persuasive answer, especially so since they speculate on the election of a Black mayor in Chicago. It demonstrates the persisting relevance of the issues that are and will be the focal point of Black Studies.

Better than any of the terms we have used so far is, we believe, the one implicit in the title of this chapter, social relevance and a corollary quality, the power to engage the student, the whole student--to enlist his sympathy, to impel his curiosity, and to make him feel that what he studies is related to him, to his world, and to his future. . . .

If black studies were established within the curricular philosophy expounded in this report, their benefits would, we believe, extend to the whole university, black and white, graduate and undergraduate, liberal and professional.

Black students, pursuing studies in black American culture, would be animated by the all-University purposes of achieving competence, general education, and civility. White students, many of whom are already attracted by the aspirations of black people and their achievements in literature and the arts and all of whom are surely disturbed by the dangers of cultural division and misunderstanding, would have first-hand opportunity of understanding a people whose destinies they will inevitably share. All of American life might benefit if studies of black culture, pursued by black and white scholars alike, were to enrich the pluralism of American life and letters. . . .

Surely one of the benefits of studying black culture in a university environment is that its relations to other parts of the culture and to society as a whole will also inevitably be studied. The mutual accommodation of differing peoples, the integration of communities, the causes and cures of prejudice, and the dynamics of social conflict and social peace--all these are matters of pressing concern that need the attention of scholarship and that can enrich the curriculum.

Black studies have provided a highly appropriate example of how a curriculum can be made relevant to social needs. Northwestern University lies near and in a great city, which may one day be governed by black leaders. The University is already committed to a study of the City and to an investigation of the total environment of urban man. We are expanding our offerings in African humanities, and we already teach courses in political power movements and in the history and literature and music of black people. What the black students have proposed represents an important development, which is fully consistent with the intellectual purpose of the institution. In this chapter we have tried to show how the study of black culture can be related to our own ideals of curricular excellence.*

*This comment is found in a 1969 report called "A Community of Scholars" by the Faculty Planning Committee.

Contributing To Long Term Social And Economic Development

On February 1, 1983, a special blue ribbon Committee on Higher Education and Economic Development, appointed in September 1982 by The Illinois Board of Higher Education, issued a report, "Improving the Effectiveness of Higher Education in Economic Development". The Committee was asked "to advise the Board of how colleges and universities can contribute more effectively to economic development in the State."

We will recommend below that such a high powered committee would be an appropriate vehicle by which to study and highlight the role of Illinois higher education in contributing more effectively to such vital concerns as social development, improved race relations, and the like.

The Committee defined economic development as follows:

For purposes of this report, economic development is understood to mean improving the entire economy of the state. Improving the state's economy depends to a large extent upon improving the economy of the nation and the world. At the same time, the State of Illinois can take steps to encourage the improvement of its own economy in the context of a national and world economy.

In simplest terms, a major factor in economic development is retaining and creating jobs--retaining jobs for the currently employed, creating jobs for the unemployed, and creating jobs for the new graduates from all types of educational and training programs. A promising source of jobs is new and revitalized existing enterprises based upon scientific knowledge and technological advances.

While its focus was mainly on science and technology, there were several instances where it commented on matters closely related to Black Studies in an appended report, "A Profile of Higher Education in Illinois," it stated:

The social sciences and the humanities, which also experienced recent decreases in degrees awarded, are fields of study which contribute broadly to the economic well-being of the state and nation. In addition, these disciplines also play a supportive role with respect to the applied fields of study. Continued decreases in the social sciences, humanities, mathematics, physical sciences, and biological sciences may weaken higher education's capacity to contribute to economic development in the long-run.

In discussing Black Studies, we will not argue that there is a growing demand for degrees in Black Studies as there is now in fields related to science and technology. But will argue strongly that Black Studies courses and programs do make a significant contribution to the economic and social well being of society and are educationally and economically justifiable.

The previous two sections--meeting student objectives and serving social values--details important contributions of Black Studies to the long term social and economic development of society.

(1) Student Objectives: We presented evidence which supports our contention that Black Studies better equips a student in pursuing career interests in areas where a knowledge of Black people or other cultures and nationalities is useful. We have also argued that Black Studies increases the capacity of Illinois students to meet other objectives which they identify (especially among Black students)--as important, (promoting racial understanding, influencing social values, etc.)

(2) Social values: We have argued that promoting better race relations is critical to the continued social economic of U.S. society. Of increasing concern is the preponderance of poor people located in the central cities of Illinois and the U.S., and the disproportionate number who are Black. Black Studies provides an insight into the historical and current reality of the Black experience, and the dynamics of race relations. If for no other reason, the spectre of the estimates from the summer 1967 rebellions--\$50 million in Detroit alone--and estimates from other cities should be sufficient incentive to higher education to address in 1984 the basic conclusion of Kerner Commission: "our nation is moving toward two societies, one black, one white--separate and unequal."

There is another more direct role in which Black Studies makes a contribution in this area: Black Studies provides a pool of trained educational professionals who bring their variety of skills--disciplinary training, critical thinking, problem solving, and communicating--to bear in many contexts, and can serve as an effective bridge between the resources of Illinois higher education and the Black

community.

To illustrate, several conferences cosponsored by Illinois Black Studies professionals addressing critical issues are described below: Blacks and the 1980 Census, Black mayors, community development and the study and preservation of Black history.

1. Black People and the 1980 Census. Beyond a doubt, the census was and is important. It was extensive--one of the few national efforts to involve all of its citizens since an attempt is made to count about 222 million men, women, and children. It was intensive with over 250,000 people hired to conduct the count. It was expensive, costing over \$1 billion dollars over the last ten years (four times what it cost in 1970).

The census is becoming even more important since allocation of over \$50 billion of federal funds, the reapportionment of congressional representation, and the re-districting of state and local legislative bodies are all based on census data. Additional funding at the state and local level and planning to solve problems such as unemployment, day care, health care, education, crime, and assistance to the elderly are also based on census figures. Clearly the census is important to the long range social and economic development of this society.

But there is another dimension of the census issue which is of paramount importance, and is a focus of escalating public debate and action. The main problem with the census is the disproportionate undercount of Black people and other oppressed people. After the 1970 census, the Census Bureau itself admitted that it missed 7.7 percent of the Black population in the U.S.--almost 2 million people, or about equal to the combined 1970 Black population of Chicago, Atlanta, and Detroit. A similar percentage of Hispanics was missed. This compares with only 1.7 percent missed among whites. This statistical genocide, as it has been called, results in the loss of political representation for Black communities, and in a reduction in the amount of public tax monies that flow into cities with large Black populations. These political and economic losses are no small matter in

the face of mounting social and fiscal problems facing U.S. urban areas, where 81 percent of all Black people lived in 1970.

It was precisely this undercount that led the Illinois Council for Black Studies to convene its conference on "Black People and the 1980 Census" in December 1979.

Our first concern was that other organizations--especially organizations like the National Urban League, the Joint Center for Political Studies, and others with a public policy focus--were in a much better position to convene a national conference on this issue than a fledgling organization like I.C.B.S. After a round of phone calls, however, it was clear that while many were concerned and active in their own way, no national organization had plans to convene a major gathering to discuss and clarify the major problems regarding the 1980 census and the Black community, and that Black Studies professionals in Illinois could make a major educational contribution.

By any and all standards, this conference on "Black People and the 1980 Census" was a tremendous success. First, we were successful in securing participants who brought valuable experiences, information, and insights to the conference. One setback was the sudden illness of the director of the Census Bureau, Vincent Barabba, who was ordered to bed by doctors the night before the conference. But his keynote speech was competently delivered by George Hall, a Black and an Associate Director of the Bureau. Other presenters came from leading universities in the U.S. (Howard, North Carolina A. and T., Columbia, Jackson State, etc.) and from community organizations.

We were quite pleased with the community response to the conference. Our audience totaled over 100 during the course of the sessions with people from ten states--community activists, teachers, students, Census Bureau personnel, and others.

The key to the success of the conference were the presentations and discussions, which were published in a full conference proceedings. The main focus of the dis-

cussion was on the themes of three resolutions proposed at the opening session by the Illinois Council for Black Studies: These resolutions called for:

(1) The mandatory use of an adjusted census count in the allocation of federal funds and the apportionment of political representation.

(2) The creation of a special government-supported program to train Black scientific-technical personnel who could help in solving the undercount problem and in making the census a more viable tool in understanding and solving the problems facing the Black community and the entire society.

(3) Mounting an educational campaign to inform more people about the importance of the census and its use, and building a political campaign to push for implementing the two resolutions above.

The full significance of the conference is still being realized. We received many requests for copies of the resolutions, conference proceedings, and other information, and these requests continue as we move closer to the 1990 census.

Conference organizers were invited to participate in a similar symposium on "Black People and the 1980 Census" in Jackson, Mississippi. With the urging of Mississippians who had participated in Chicago, the resolutions were wholeheartedly endorsed. Bailey was invited to draft the background issues paper on the census for the National Conference on the Black Agenda which convened in Richmond, Virginia and again the resolutions were fully supported. McWorter and Bailey also testified before a committee of the U.S. Congress.

The three resolutions were also supported by the National Conference of Black Political Scientists, at its annual meeting in Atlanta, Georgia; by a special workshop on the census at the National Council for Black Studies meeting in Milwaukee, Wisconsin; by the Faculty Senate of Southern University in Baton Rouge, Louisiana; by the Baton Rouge Association for Community Action; and by the Louisiana Equal Opportunity Association.

The issue of census undercount in the 1980 census provoked sharp responses

across the U.S. In Detroit, Mayor Coleman Young has filed suit in federal court seeking to compel the U.S. Census Bureau to use adjusted figures which include those missed, as reported in the Wall Street Journal and Detroit News of April 3, 1980. We are quite pleased that Arletta Douglass, Mayor Young's census advisor, was a participant in our conference.

2. Black Mayors. The issue of mayoral politics is one of the central political questions facing people in the United States, and this is particularly true of Black people. The U.S. is an urban country and the cities are in deep crisis.

Black people are the most urbanized nationality in the U.S. Moreover, many cities are turning into majority Black and Latin communities. The issue of mayoral politics for Black and Latin people not only focuses on the concentration of problems facing them but also deals with the potential that exists for solutions to these problems, solutions which are central to the future of the cities and the future of the U.S. as well.

Black political power, to some extent, has developed through Black elected officials, especially Black mayors. The important questions that this volume seeks to address are: who gets elected as Black mayors, why and how and what difference does it make? The issue was particularly timely for Chicago and Illinois. Illinois' largest city (26 percent of the State's population) was in the midst of a hotly contested mayoral campaign that resulted in the election of the cities first Black, Mayor Harold Washington.

The conference was important because it brought together academic scholarship with commentary by community political activists from key cities across the U.S. It focussed on national examples of cities with Black mayors (Chicago, Gary, Detroit, Washington, D.C., Atlanta, Oakland, Newark and Philadelphia) and key cities with recent or potential Black mayoral candidates (Memphis, Boston and New York City).

Speakers included faculty from Howard (D.C.), Atlanta University, State University of New York at Stony Brook, Smith College, University of Wisconsin, Columbia, and more than ten Illinois Colleges and Universities.

The conference was non-partisan and all candidates city offices were invited to set-up a display of campaign literature. Especially important was the participation of many residents active in the victorious Harold Washington campaign.

An especially important component of the conference were workshops focussed on critical community problems: jobs, education, housing, and health care. The presentation and discussion in these workshops not only present a compendium of problems in these areas, they also contain a wealth of practical proposals that could have an impact in solving these problems. It is this role that we think is facilitated by Black Studies professionals.

3. Community Development. The third conference recently mounted by Illinois Black Studies professionals is critical to the social and economic development in Illinois--Community development.

In February 1984, I.C.B.S. sponsored a conference on the theme "Black Studies and Community Development: Search for a Partnership." The conference was hosted in Harvey by David Johnson, director of Urban (Black) Studies at Thornton Community College, I.C.B.S. treasurer, and newly elected as the first Black mayor of Harvey, Illinois.

The conference included a speech by Maynard Jackson, former mayor of Atlanta and by David Johnson. Also included were workshops on Economic Development, Cultural Development, Housing, Health and Human Services.

The conference was important as an illustration of the I.C.B.S. theme "academic excellence and social responsibility." As stated in the conference report to be distributed:

"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 than academic work is given its mandate. Knowledge serves a purpose or it is useless."

The statement went on to elaborate the need for a campus-community dialogue, community-oriented research, sharing campus resources with the community, and for requiring all public officials to study the Black Experience.

Several concrete proposals emerged from the conference: the creation of community based cultural projects like murals and music education, cooperation between Harvey and professors at various universities, and a community education program. Plans are underway for a similar conference in 1985.

Maintaining Excellence, Not Mediocrity

The call for "excellence" and the concern with "the rising tide of mediocrity" has become quite pervasive in U.S. higher education. The two sides of this coin were crystallized in April 1983 with the publication of the report of The National Commission on Excellence in Education: "A Nation at Risk: The Imperative for Educational Reform."

In opening its report, the Commission stated:

Our Nation is at risk. Our once unchallenged preeminence in commerce, industry, science, and technological innovation is being overtaken by competitors throughout the world. This report is concerned with only one of the many causes and dimensions of the problem, but it is the one that undergirds American prosperity, security, and civility. We report to the American people that while we can take justifiable pride in what our schools and colleges have historically accomplished and contributed to the United States and the well-being of its people, the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people. What was unimaginable a generation ago has begun to occur--others are matching and surpassing our educational attainments.

It went on to state:

All, regardless of race or class or economic status, are entitled to a fair chance and to the tools for developing their individual powers of mind and spirit to the utmost. This promise means that all children by virtue of their own efforts, competently guided, can hope to attain the mature and informed judgment needed to secure gainful employment, and to manage their own lives, thereby serving not only their own interests but also the progress of society itself.

It also offered a definition of "excellence."

We define "excellence" to mean several related things. At the level of the individual learner, it means performing on the boundary of individual ability in ways that test and push back personal limits, in schools and in the workplace. Excellence characterizes a school or college that sets high expectations and goals for all learners, then tries in every way possible to help students reach them. Excellence characterizes a society that has adopted these policies, for it will then be

prepared through the education and skill of its people to respond to the challenges of a rapidly changing world. Our Nation's people and its schools and colleges must be committed to achieving excellence in all these senses.

The discussion of "excellence" in Black Studies has an even longer history, however. In 1977, Gerald McWorter, concerned about the critical juncture facing Black Studies as a field in higher education, developed a phrase that has now been widely adopted throughout the U.S.: "Academic Excellence and Social Responsibility." It was the theme of a 1975 conference at the University of California and a 1976 conference at the University of Illinois-Chicago which led to the founding of the Illinois Council for Black Studies.

Most recently, it has become a standing element of the annual conference theme of the National Council for Black Studies.

The key point here is that Black Studies professionals in Illinois agree that excellence not mediocrity is the goal to which we all aspire. The critical issue thus becomes:

1. What is the definition and standards of excellence and what are the tools for its assessment?
2. What resources are being brought to bear in attaining excellence?
3. How are diverging assessments to be adjudicated?

Black Studies professionals have organized several important projects which have sought to raise the level of excellence in teaching and research.

For example, over the past several years there has been considerable attention devoted to curriculum review and development. At one level, course outlines and materials have been shared. There has operated an informal faculty exchange in which scholars from one campus have lectured on other campuses. Substantial input has been made into two funded projects in Illinois which will soon publish several volumes of guidelines and readings for core courses in Afro-American Studies.

To improve excellence in research, several projects have been organized. The Illinois Council for Black Studies cohosted a two-day grantsmanship seminar funded by the National Endowment for the Humanities. Scholars from throughout the State had their expenses paid and gained valuable insight into the specifics of writing and reviewing proposals, and into the funding priorities of NEH. One annual ICBS Conference had a panel called "Publish or Perish" in which scholars from several institutions, a journal editor, and a representative of the University of Illinois Press discussed many aspects of scholarly publishing.

In addition, several conferences organized in Illinois have provided valuable opportunities for Black Studies scholars to present their work to other colleagues and community residents. Scholars have also been invited to submit papers for publication in a working papers series.

Finally, many opportunities for professional involvement have been facilitated. For example, several newsletters published by programs in the state have guided scholars to grants, publishing outlets, conferences, study-travel tours, and to other scholars conducting research in their areas of interest.

Most important has been a continuing dialogue among Black Studies professionals in Illinois about the importance of raising the level of self-imposed standards of excellence. While the success with this has varied from campus to campus, it is clear from our survey that most campuses are stronger as a result of this dialogue and these collective activities over the past few years. Certainly, these efforts have succeeded in making Black Studies in Illinois among the most respected Statewide models of professionalism in the field.

More could certainly have been accomplished and it is to this end that we have undertaken this study and have reached the recommendations below which should contribute to the further consolidation of Illinois Black Studies in the 1980s and beyond.

Recommendations and Rationales

RECOMMENDATIONS TO ILLINOIS INSTITUTIONS OF HIGHER EDUCATION

1. Every public university and key private institutions in Illinois should endeavor to maintain or initiate an accredited Minor in Afro-American Studies based on the Report of the Curriculum Standards Commission of the National Council for Black Studies.
2. Selected public universities, community colleges, and leading private institutions in Illinois should maintain an accredited Major in Afro-American Studies based on the Report of the Curriculum Standards Commission of the National Council for Black Studies.
3. All Illinois colleges and universities should create and maintain a basic introductory sequence of courses focussed on the Black Experience, consistent with national guidelines, and basic core courses in each major field of study (historical studies, social and behavioral studies, and cultural studies). Steps should be taken to insure the visibility of all courses, minors and majors, and to encourage enrollment from all sectors of the student body.
4. Public universities, major private institutions, and community college systems should maintain or create formal Afro-American Studies structures that are compatible with each specific institutions and sufficiently supported to achieve the Black Studies mission on the campus.

Rationale. In Illinois, Black Studies units, courses, faculty and activities are being curtailed terminated on several campuses. Among the reasons stated are low enrollment and job placement difficulties. While enrollment is down for specific reasons (e.g., student emphasis on narrow job training courses) this has impacted all of the liberal arts.

We find no evidence of job placement difficulties. Information gathered and reviewed during this study indicate that training in Black Studies and insights into the history and current conditions of Black people helps not hampers students in achieving and fulfilling their employment aspirations. In addition to the substantive insights for students pursuing liberal arts related specialities, many technology-oriented employers emphasize the importance of liberal arts training of the kind which Black Studies provides. Especially is Black Studies useful for those students who will pursue careers in public contact jobs with substantial Black and minority clientele (e.g., health delivery, urban service-oriented jobs like teaching, politics, etc.)

Moreover, there has been considerable concern in the U.S. higher education about the decline of interest among students in valuable "social" or "personal" skills and goals such as "developing a philosophy," "influencing social vlaues," "influencing the political structure," "participating in community action," "promoting racial understanding," and the like. Black Studies can make a contribution, as it has, in helping students to address important issues related to "values" as they develop into well-rounded students.

Several institutions suggested in this and other studies that Black Studies courses are not needed because there were so few Black people in their student body, in their county, or their state. If these institutions could guarantee that graduates would be kept in that institution or county or state and not allowed to come into contact with Black or minority people,

perhaps we would agree.

But current data indicates an increasing proportion of Blacks and other minorities in Illinois and in the major cities like Chicago throughout the U.S. There is also an increased "brain drain" of Illinois graduates to the "Sunbelt" and other areas with large and increasing Black and minority populations. It would show lack of foresight for Illinois higher education not to maximize its contribution to the development of its students in this critical area of self-awareness and cross cultural education, to help students understand and profit from the reality of a multi-national, multi-racial state, U.S. and world. Because of this reality, several states have mandated through legislation that Black Studies/Ethnic Studies be taken as a requirement for graduation, especially by public school teachers. This is an option that should be further explored in Illinois.

Finally, Black students are likely to be an even larger component of Illinois higher education in the decades ahead. It is imperative that Black Studies be maintained for this group of students who will, from all indications, remain as the primary clientele for Black Studies courses, even as we endeavor to encourage enrollment from students of all nationalities.

In sum, while it is clear that there will be shifts in resources, restructuring of programs, and other measures, we agree with an IBHE report (December 1982) that "there are limits on the extent to which resources can be withdrawn from a field of study without impairing educational quality if the program is to be continued."

The present difficulties facing Black Studies in Illinois are, in part, generated by the fact that there is no broad conception of what these limits are based on the interest of all sectors of the citizens of Illinois rather than the conceptions and needs of individual institutions. It is in developing statewide policy in this area that IBHE's mandate is clear.

The establishment of Black Studies structures reflected the process of democratizing the curricula of higher education. Just as Black people has been significantly excluded from these institutions so too had their history, culture and aspirations been excluded or grossly distortly.

The impact of these structures over the past fifteen years has been to faciliatate thousands of students in the concentrated study of the experience and present conditions of Black people, to pose the multi-racial, multi-national character of U.S. society in the actual organization of knowledge producing centers in the University. Their presence and activity has, in fact, encouraged a more racially inclusive posture in the content of other fields of study.

In sum, our conclusion that Black Studies had made a substantial contribution to one of its main missions when it was established to lay a basis for improved race relations in the U.S.

Black Studies programs currently exist in each of the twelve public universities, in two community college systems, and in several private colleges and universities. The fact is, however, that for a variety of reasons related to race relations, racism and to the current fiscal crisis negatively affecting higher education, and to the very nature of the university itself, many of these programs never had the full support of administrators, students, and faculty and now several are seriously threatened and slated for liquidation.

As universities adjusts and contracts under such pressures and declining

enrollments, financial retrenchment, and shifting student demand, and re-order priorities as related to pressing social needs, it is imperative that each major institution, particularly in the public sector, maintain a formal Black Studies structure as a statement of its continuing commitments in this area. As the history of Black Experience studies in higher education reveals, a mere statement of commitment without a structure and sufficient resources will not have a substantial impact in the years ahead.

The particular form of this Black Studies structure will vary from campus to campus--committee, center, program, department, research program, institute, etc. It is impossible for us to suggest one particular format which is most suitable to all campuses. But it is possible to outline some essential ingredients identified by Black Studies professionals throughout the state:

(1) The administration and faculty must spearhead the development of a clear policy that emphasizes the importance of Black Studies and encourages broad support, student enrollment, etc.

(2) The structure must be lodged firmly within the academic and administrative mainstream of the institution, preferably reporting to the Dean of Liberal Arts or Humanities to facilitate its cooperation with related departments and entities;

(3) Administrative autonomy is needed and sufficient resources which will enable the Black Studies unit to have administrative leadership with released time, to develop and offer courses, and to recruit and hire additional faculty.

(4) Each structure must have adequate physical facilities, support staff, and programming funds so that it can enrich the academic life of the colleges and universities through displays, visiting speakers and performances, and involvement of faculty in the professional life of the field at the state and local level.

In short, our recommendation is consistent with two put forward by the influential and well respected National Commission on the Education of Minorities: and published as Minorities in American Education (1982):

That colleges and universities provide resources to establish centers where minority students can meet together for social and educational exchanges. Such centers can promote a sense of community, can help new students learn about the system, and can foster cultural identity, pride, and strength in such a way that minority students will be able to challenge as well as to enrich and broaden the traditional values of the institution.

That the trustees, administrators, and faculties of colleges and universities give strong and visible support for the development of ethnic studies programs, so that the perspectives added by such programs will be available for the benefit of all students, minority and majority.

RECOMMENDATIONS TO THE ILLINOIS BOARD OF HIGHER EDUCATION

5. The staff of the Illinois Board of Higher Education should host a two day consultation with invited campus academic officers, liberal arts deans and faculty, and Black Studies professionals, especially those from public universities, to focus on the role of Black Studies in the liberal arts mission of Illinois higher education. The consultation would explore the situation of each campus program and make policy recommendations to mainstream this field of study and expand enrollment in each institution (e.g., reviewing general education requirements, the feasibility, minors and double majors, the role of academic counseling, assessing the importance of Black Studies to skills and insights which college students should develop, etc.)
6. The Illinois Board of Higher Education should appoint a special "blue ribbon" committee of board members, educators, public officials, and citizens to review "The Status of Black People in Illinois Higher Education." Similar to its panel on The Role of Higher Education in Economic Development, the panel would make recommendations on such areas as student enrollment and retention, faculty recruitment and retention, academic programs, research and public service.
7. As a basis for this special panel, the staff of the Illinois Board of Higher Education should conduct a formal study on "The Status of Black People in Illinois Higher Education." In addition, IBHE should review its data collection and publications to insure that information regarding enrollment, employment, degrees conferred and similar indicators are easily monitored for the status of Black people in Illinois institutions of higher education.

8. A major statewide conference should be sponsored by IBHE on "The Status of Black People in Illinois Higher Education." In addition, to the recommendations in this report, the 1982 publication "Minorities in American Higher Education should be used as study document and its recommendations carefully reviewed for relevance and application to Illinois higher education. Ongoing IBHE supported initiatives in this area should be continued and expanded.

Rationale. The status of Black Studies in Illinois higher education cannot be divorced from the status of Black people in Illinois higher education. In fact, Black Studies and Black Studies professionals both represent important gains from the same period of the late 1960s and early 1970s when higher education sought to reflect the actual composition of the U.S. and Illinois population. Black Studies professionals have been on the cutting edge of encouraging higher education to provide equality of access to Blacks and people of all nationalities.

Just as Black Studies programs are now under attack and are being curtailed and dismantled, so too is there an erosion of Black enrollment and the employment of Black professionals. In Illinois, Black student enrollment has declined from 15.7 percent in 1974 to 14 percent in 1982. In 1980-81, only 7.4 percent of all B.A. degrees conferred to Black graduates. In 1980-81, only 6.8 percent of all M.A. degrees and 3.2 percent of all Ph.D. degrees were conferred to Blacks, both declines from previous periods. Almost 15 percent of Illinois' population is Black. These figures also indicate that many more Blacks enter Illinois higher education than graduate with degrees. In terms of employment, only 3.9 percent of the faculty in Illinois higher education were Black in 1979.

The concern which surfaced in this study regarding enrollment opportunities can be graphically illustrated. Sixty five (65) percent of Illinois Black students (65,841) are in community colleges and 50,000 of these in the City College of Chicago System. A conclusion on Minorities in American Higher Education states the basis of this concern quite succinctly:

Because they are geographically accessible, relatively inexpensive, and flexible in admissions policies and scheduling, community colleges have opened postsecondary access to many people who otherwise might not have gone beyond high school. Community colleges have succeeded in providing vocational training and adult education for many Americans. . . .

Community colleges have been less successful, however, in performing their transfer function. Our data indicate that whereas three in four community college freshmen intend to get the baccalaureate, only one in four actually does so. What makes the attrition problem especially severe is the heavy concentration of minority students in community colleges, particularly in states like California and Texas that have a hierarchical, three-tier system of public higher education. Because many minority students do not meet the admissions requirements of four-year institutions, they are forced to enroll in community colleges. For some of these students, the community college's open door leads to a dead end. Moreover, many of these community college entrants who succeed in transferring to a senior institution find themselves as students with advanced standing but without the resources and services that are ordinarily available to entering freshmen—for example, financial aid and orientation.

These are the kinds of issues which have great bearing on the future of Black Studies and the educational status of Black people which must be discussed and clarified in the context of Illinois higher education.

Most of the decisions regarding the admission of students, the hiring and tenure of faculty, and employment are made at each local institutions with in interaction with the various governing board. But the Illinois Board of Higher Education has oversight authority and considerable influence in these areas.

IBHE has been supportive of several initiatives aimed at exploring various aspects of this issue. But it is imperative for the Illinois Board of Higher Education and its staff to take a firm stance and play a more aggressive leadership role if its expressed commitments to guaranteeing equality of opportunity and the need for equality of results are not to be judged in retrospect as being effective and what was needed in this critical area.

Only by making this general area one that is a priority being seriously pursued by the Illinois Board of Higher Education can we expect full cooperation from the various governing boards and the individual institutions. Certainly, only in this way can we expect a serious discussion of the issues in which each institution and governing board must make clear its track record, its current status, and elaborate the anticipated positive and negative impacts of various policies they are proposing and adopting.

RECOMMENDATION FOR A NEW INSTITUTIONAL INNOVATION

9. A new unit to coordinate inter-institutional cooperation on a statewide basis to develop and expand opportunities for graduate study, research and public service in the field of Afro-American Studies should be established.

Rationale. The implication of the enrollment trends in Illinois higher education identified in the Illinois Board of Higher Education report on the "Educational and Economic Ramifications of Shifts in Student Demand" underscores the impossibility of maintaining all academic programs as they now exist. In fact, the report mandates a "change in the mix of program that are offered statewide." For Black Studies, this study has emphasized that IBHE must establish a clear set of policies which insures that the study of the Black Experience is generally accessible to all students and is sufficiently supported, especially in the major public universities.

In the midst of shifts in undergraduate student demand and financial exigencies, however, there is an evident need to consolidate and expand Black Studies in Illinois in particular and limited ways which are logical outgrowths of its almost twenty year history in the state. This is necessary if past investments are to pay full dividends and the full contribution of Black Studies to Illinois higher education is to be realized.

While ICBS operating through individual departments on member campuses has done much to build Black Studies statewide, it has become quite clear that individual institutions place greater emphasis on their own local campus concerns. With a sensitivity to its statewide constituency, the staff of the Illinois Board of Higher Education has encouraged Black Studies professionals especially in ICBS to pay attention to the statewide needs of the field. It is appropriate that IBHE more formally mandate and institutionalize a new focus and structure which can fulfill this statewide function on a more sustained and efficient level.

The activities of such an center would emphasize graduate study and related activities which would include:

1. ACADEMIC PROGRAMS. To develop a vehicle to enable several institutions of higher education to cooperate in offering expanded opportunities to study the Black experience, including offering a cooperative graduate degree in Afro-American Studies, and facilitating overseas study-travel programs and internship programs.
2. FACULTY DEVELOPMENT. To organize a series of activities which will provide opportunities for enhancing the quality and development of faculty resources in Afro-American Studies--on individual campuses and for individual faculty, as well as sharing faculty resources among the campuses. This would include facilitating the recruitment of Black Studies faculty and Black faculty to Illinois.
3. RESEARCH. To plan and implement research activity with public and private support which can pool the intellectual, academic, and library resources in Illinois colleges, universities and communities and bringing the resources to Black Studies and higher education to bear in addressing important problems facing Black people and the entire society.
4. PUBLIC SERVICE. To create a closer relationship between Black Studies programs and practitioners in higher education and other community institutions, especially public, private and parochial schools, libraries, the media, and others which play a pivotal role in informing attitudes, public opinion, and action related to the historical and contemporary development of the Afro-American experience.

The objectives and specific activities will fill a huge void in Illinois Black Studies. Currently there is no generally accessible opportunity for

graduate study in Illinois focussed specifically on the Afro-American experience and rooted in Afro-American Studies as field. Several schools, however, do offer graduate level courses and related graduate programs could contribute to such a program. The first priority of such a unit will be to survey existing courses and resources, and to assess the need for and viability of such coordination. This would include interviews with college administrators, state higher education officials, public policy-makers, and others, and a carefully study of the experiences of cooperative graduate studies in Illinois, including such programs as the successful Quad Cities Graduate Studies Center.

The need for rigorous graduate study in the field has been recognized nationally. Several programs now offer Master's degrees in Afro-American Studies, including Ohio State, S.U.N.Y.-Albany, Cornell, U.C.L.A., and Boston University. Several doctoral programs are in the planning stages. Such a cooperative effort as this would place Illinois in the forefront of these efforts.

Similarly, there is no focus point for a high quality cooperative research effort. Given that Black people are increasing in the Illinois population, and play increasingly important roles in the State, one would assume that while many disciplines will pay more attention to the Black Experience (e.g., political science), a field of study that concentrates on the Black experience could play a big role in spearheading cooperative research efforts, securing funding, and providing access. With regard to community service, Black Studies programs and faculty represent a necessary interface between higher education and the Black community and a formal structure could maximize the benefits from this interaction.

Preferably such a center would be attached to the University of Illinois and located in Chicago. The Chicago S.M.S.A. contains about 85 percent of the 1.67 million Black people in Illinois. From the survey we have conducted as part of this study, it is clear that Chicago has considerable resources for studying the Black experience, especially in the large number of institutions of higher education there. In addition, the University of Illinois spends 76 percent of all funds state appropriated funds for organized research and 83 percent of state funds for public service. The University of Illinois would be a logical home for such an undertaking.

Finally, we have explored the need for such an undertaking with higher education officials, with public officials, with representatives of the private sector, with citizens, and with funding resources. The response has been generally positive and enthusiastic. A number of specific suggestions and resources have been offered to facilitate such an effort. (We have attached several items in the appendix which summarize various conceptions of this concept over the last ten years.

RECOMMENDATION TO ILLINOIS BLACK STUDIES PROFESSIONALS

10. Black Studies professionals in Illinois should continue their vigorous efforts to raise the level of "academic excellence and social responsibility" in Black Studies, and to increase the level of communication, cooperation, and collective activity aimed at furthering the consolidation of the field on a firmer foundation.

Rationale. The Illinois Council for Black Studies in 1979 adopted as its motto "Academic Excellence and Social Responsibility in Black Studies," a phrase coined by a Black Studies professionals in the state. Since that time, the slogan has been widely adopted by the national Black Studies movement and is now, for example, a permanent component of the annual conference theme of the National Council for Black Studies. The slogan predates and now parallels the discussion of "excellence" which now pervades education concern with education on all levels.

The remainder of the 1980s will be a critical juncture in the development of Black Studies. Scholars in this field in Illinois must escalate their efforts to increase statewide cooperation in teaching, research and public service. This is critically important in consolidating a more unified approach to curriculum development consistent with the guidelines of the National Council for Black Studies Curriculum Standards Report. It is especially important that Black Studies professionals more carefully document the activities of the field, and that annual self assessments be completed and shared statewide to facilitate more coordinated planning and more clarity about trends in this period of crisis, and retrenchment and consolidation.

Scholars in Black Studies must work to insure that the level of productivity and excellence not only fulfills the expectations and norms of Illinois higher education but in some instances exceeds them. Only in this way can Black Studies be guaranteed a more permanent place in the curriculum of Illinois higher education and continue to fulfill its dual mission of Academic Excellence and Social Responsibility.