

Black students, faculty

What are the roles, problems, expectations?

By Carol Lewis
and Bernadine Ward

Drs. Bishetta Merritt Williams, Lee Greene, William Anderson, Blyden Jackson, and Dean Harold Wallace—five faculty members and administrators on UNC's campus. They make lesson plans, teach classes, and talk to students, like others in their position. They are Black and have a special interest in Black students and the BSM.

All five agreed that faculty should assume a supportive role only, towards the BSM. English Professor Lee Greene put it this way, "I don't know what the role is. I think it should only be supportive because it is the Black Student Movement. I don't think it should be to the extent that faculty make decisions, but they should lend support any way they can to the organization.

"They should participate in an advisory capacity only when invited to do so."

According to Dr. Anderson, faculty should serve as "resource and encouragement" to the BSM. At the same time, he feels the organization should be criticized when wrong.

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A professor in psychology, Anderson has served on several university committees to improve Black-white and faculty-staff relationships. Currently, he is doing research on Black student morale to see how they feel about their experiences here. Drs. Allen, Frierson, and Whitehead are working with Anderson, and results should be ready by May.

"Faculty," according to Anderson "should support students in their efforts to become all that they can become. At the same time students can be supportive of Black faculty, especially when that faculty is trying to teach courses in such a way that the student's experience is validated."

Williams has attended orientation programs, Afro-American Studies open houses and Black Caucus meetings. Events by the Black faculty always try to include a representative from the BSM. Many times the faculty are present and the students fail to show up. If students are present, they are largely the ones already known to faculty.

"I don't know what it will take to get Black students and Black faculty on this campus in a relaxed atmosphere. Maybe it won't take a major catastrophe," Williams said. An instructor in the radio, television, and motion picture department, she is willing to give the BSM as much support as it desires.

"I volunteered to help with budgeting because I have experience in getting money out of people when they won't give it to you. I was president of Black Graduate Students when I was in graduate school." The BSM has failed to contact her on this matter, but she is still willing and available to respond.

Participating in student organizations is not new to Black faculty. Most are relatively young, and were involved in civil rights activities during their university day.

Dr. Blyden Jackson, Special Assistant to the Graduate Dean, received his AB in 1930; he arrived at Carolina 39 years later. First Black professor at UNC, he came when the BSM was in its formative stages. Commenting on his role in increasing

Black faculty, Jackson said:

"I thought I had to see to it that there were others like me. Coming here alone as I did, I think I have done a pretty good job, for which I have not received credit."

Jackson doubted that there were two BSM members who could recognize him as the first Black member appointed to the faculty with equal rank, in the history of the school. "There have been others brought in since, but the program is very slow, and it will take a few years," he said.

For these reasons, Jackson has a "special, sentimental desire for BSM to succeed." He feels that members fully dedicated to the organization should contribute to the movement in ways that will not harm their private hopes and expectations.

Since the campus is integrated, Jackson hoped the goals of the BSM are towards working to put itself out of business. That is, to accomplish all that was set out to accomplish and see that there is no more work to do. In addition, he doesn't think that BSM should encourage segregation in public places; that should be left up to the individual.

The majority of the Black faculty feel that BSM is necessary, at least according

to Dean Harold Wallace. Wallace works with Special Programs out of Steele Building. "I think an organization that represents a broad range of students is necessary. Most of the progress on predominately white campuses has been because of organizations that press for change," he stated.

The BSM chairperson is automatically ex-officio member of the Black Faculty Staff Caucus. While the two groups have worked together, Wallace thinks more needs to be done, and that the two should be freer with each other.

Wallace is one of the faculty advisors for the BSM. "Some of the faculty are not as aware of what is going on as I am. There has been discussion about what criterion the BSM uses for its leaders."

Along with the others, Dr. Greene has been encouraged by BSM activities and views the organization as "a mechanism through which Black students can express the wide variety of talent here."

However, he cautions, "The BSM should sponsor activities that are less entertaining and more enriching, especially things concerning Black culture."

"I think the BSM does the best it can under the circumstances, but there are very few activities, unless entertaining and political, that pull students together as a group."

One tactic used by the BSM to express the group's opinions is the march. A case in point was the silent demonstration on University Day, over the Bakke case and UNC's rejection of HEW's desegregation proposal.

As Dr. Anderson proceeded out of Memorial Hall on University Day, he said he looked up and saw Black students and smiled. "I was very happy to see Black students there. I agreed with the Chancellor that the demonstration was done with a great deal of dignity."

Williams too, supported the protest because the students conveyed to the University and to the community that they were dissatisfied with UNC's response.

But, at the same time, she believes that there was not enough preparation done so

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Henry Foust and Margaret Clark give one another a little moral support in between the grind of Monday-Wednesday-Friday classes. Staff photo by Wayne Lomax.

Academic, grad affairs plan list of tutors, typists

Editor's Note: The following column is provided as a service of the Black Student Movement Academic and Graduate Affairs Committees.

The Academic Affairs and Graduate Affairs Committees of the BSM are compiling a list of persons willing to tutor on both the graduate and undergraduate level for Spring 1978. Having recognized the need for occasional academic support, these committees are encouraging students to help each other by providing a booklet listing tutors in all subjects.

Previous attempts to organize formal tutorial programs have failed because many students only need occasional help and not regularly scheduled sessions. The booklet is intended to provide a handy reference to bring those seeking help and those offering it together. If you offer your name as a tutor it is not a commitment to teach on a regular basis. (That is the job of professors.) Rather, it is a commitment to help someone over the rough spots in a particular course. Arrangements of time and meeting places will be left up to you. We appeal to everyone to offer help where they can and to seek help where they need it.

In addition to providing a list of tutors, the booklet will also include a list of persons who can offer their services as typists, as this too is an area of pressing need. Again arrangements for payment in such instances where applicable are left to individual students.

If you are interested in being listed as a tutor or typist (even if you can only help in one course), please fill out the form below and return it to the BSM office (Suite B) or to your dorm representative by Dec. 1. Any questions should be directed to Brenda Pugh (933-6372), Karen Stevenson (967-1533), or Dianne Jones (933-6376).

Name

Year

Major

Typist: YES NO

Address

Phone

Courses you can tutor: