

A Look at Black Studies Two Years Later

By JAMES VAUGHAN

Duke University campus choked with the heavy fog of tear gas; sirens added to the excitement of students harrasing policemen harrasing students. Small objects filled the air flying through gases, landing sometimes at an intended human target, but more often joining the clutter of debris swelling the lawn. The scene was Duke University in 1969 which had generated from a demand from a handful of black students for Black studies programs and other demands.

Duke was among several dozen colleges and universities in the country experiencing turmoil over demands for black studies. In the two years since, a majority of the universities have complied with the demands by establishing Black studies programs, departments and, for some, centers.

What has Black Studies produced?

"Blacks claiming to be Africans still view Tarzan as a typical African native. White folks still control our minds," Howard Fuller, of Malcolm X Liberation University accused in reply to a recent Black Journal survey.

The NET sponsored survey will use the results in a two part series called "Take Back Your Mind," to be aired on NET, November 23 and 30.

The recently released survey findings stated that: "Black studies was born as the guardian of the new Black value system in the struggle for freedom. After two years its back is slumped with the burden of indecision -- what it is and what it guards are yet to be defined."

"Black administrators don't seem to understand that we're being loved to death, sort of kissed out of existence," says Dr. Milton White, director of Black studies at the University of California, as he voices objection to the compromises forced on Blacks who work within the white academic structure. Dr. White is one of many Black administrators, teachers, and students questioned by Black Journal.

Discussing the difficulties in Black studies, he points to the recruitment of "old Negro history teacher types" who teach young Blacks about Crispus Attucks and Malcom X but fail to relate them to the present struggle. He also disdains the presence of those establishment-prone Blacks "thoroughly endowed with white middle-class values."

Other Blacks offer their view of the Black studies programs and of the new value system:

— One UCLA student laments the fact that her African language teacher is a white professor.

— Dr. Leroy Higgenbotham of UCLA is shocked to find that many of his Black students are actually afraid to go into Watts.

— Dr. Howard Fuller of Malcolm X Liberation University (Greensboro, N. C.) accuses many Blacks of claiming to be Africans while viewing Tarzan as a typical African native. "White folk still control our minds," he says.

— Federal City College (Washington, D. C.) students in a "Psychology of the Ghetto" class engage in a heated discussion over the meaning of revolution, the participation of middle-aged Blacks, the symbolism of an

Chamberlin Studio Honor Rolls

Mrs. Margaret S. Shearin, director of the Chamberlin Studio presents names of the students who have made the honor roll for this period.

First Honor Roll: Francine Buie, Grenerviere Hester, Rita Hester, Veron Jones, Jewel Marsh, Annette Page, Renee Page, Katrina Rempson, Angela Smith, Regina Smith, Charlene Spellman, Deborah Thompson, Linda Thompson and Gail Walker.

Second Honor Roll: Barry Chase, Clark Edgerton, Mark Eubanks, India Evans, Karen King, Roselyn Lawrence and Gloria Lyon.

"Afro" haircut, and traditional socio-psycho definitions.

In scanning these colleges, Black Journal finds that a new set of Black values has not been clearly defined and that the meaning of Black studies varies greatly from campus to campus.

At California Polytechnic in Pomona, it is a confidence-building phenomena, while at Federal City College in Washington, D. C., it is a destroyer of white nationalist (educational) myths. At UCLA Black studies reaches into the Black community, instructing Black

students to learn and apply what is functional to the community. And at the University of California in Santa Barbara it is viewed in terms of radicalism and activism -- as an institution which should be bringing about constant change, gaining and redefining new footholds.

Participants in this Black Journal study include Frank Satterwhite of Nairobi College, Dr. Nathan Hare of Black Scholar Magazine, Dr. Joseph Paige of Federal City College, Don Warfield of California Polytechnic, and Dr. Arthur Smith of UCLA.



Miss Diana S. Dent is Honored at NCCU Event

A highlight of the Founder's Day observance at North Carolina Central University was the naming of the Home Economics Building in honor of Miss Diana S. Dent, on November 5, 1971. Dr. Jean C. Cooper, current chairman of the Home Economics department presented a citation to Miss Dent for her many contributions to the Home Economics profession.

Following the Founders' Day exercises, a reception was given in the Lounge of the newly named building by members of the Home Economics Department. Administrators, family members, alumni, friends, and former co-workers further praised Miss Dent for her many contributions to the profession and specifically to Home Economics at NCCU during her more than twenty-two year tenure as Chairman of the Department.

The Diana S. Dent Educational Fund was reactivated. The fund will provide scholarships, funds for student attendance at professional meetings, enable students to participate in various projects related to Home Economics as well as provide a loan fund for Home Economics students.

Shown in the picture enjoying the festivities at the reception for Miss Diana S. Dent are: Miss Doris Ragland, Mrs. Gwendolyn T. Paschall, William Jones, Vice-President for

Financial Affairs at the University, Mrs. Anna Holloway Morris, Philadelphia, Pa. Miss Dent; Mrs. Ruth S. Boyd, Durham and Mrs. Geneva P. Puryear, Baltimore, Md. Miss Ragland continued on page 12A

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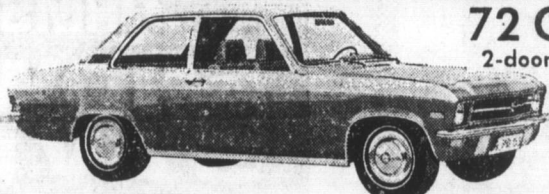
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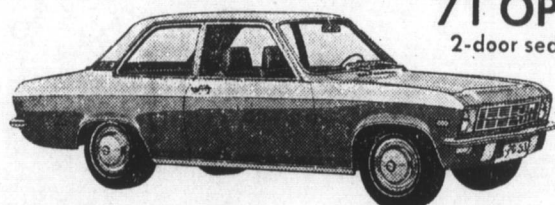
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