CLOSE-UP... (part one)  
JAMES A. STOCKS, Director of the Center of Afro-American Affairs

A. Mr. Stocks for all of our readers who are not familiar with you, could you briefly give us some of your personal background?  

A. . . . I took this position in September of 1972 after coming from Ohio University, where I was a student counselor for two years. Before that time, I was the Dean of Men at Central State University for 2 years. Prior to that, I was an elementary school teacher for three years. I have a B.A. in Education, a Master's degree in Counseling and Education, and I'm presently pursuing a Ph.D. in the area of Education Administration. . .

Q. What is the basic purpose of the C.A.A.A.?  

A. Basically the Center is concerned with two functions: one function is to provide a curriculum or courses which deal with the Black experience. These courses are to augment or to be added to the general curriculum of the University. These courses are in the areas of Education, Political Science, History, English, Social Work, and Sociology. What we are trying to do is to broaden the student's education at the University of Dayton, in the sense that it would give an additional perspective from the traditional perspective that they have been getting in colleges; we try to offer them ideas about the Black experience wherever it is found. . . .

Also, in addition to our curriculum, we try to bring a number of lectures to the University about the Black experience. We have a Lecture Series and a Cultural Series; programs that present mini-courses to students. These courses might be offered to students for maybe a week, or four weeks at a time, in which a student might receive anywhere from one to three credits for taking it.

We also have counseling services for Black students. We have found that Black students often, when they come to a predominately white university, are reluctant to take advantage of these services; we try to offer them advice counseling; some kind of assistance, to help them succeed while they are at U.D. What we're trying to do basically is when they are admitted to the University of Dayton, help them to graduate.

Q. Do you feel that the Center is fulfilling this purpose?  

A. I think for a number of reasons, the Center is faced with a number of obstacles to achieving these goals. Number one, our courses are not attended by the students as much as we would like because of a number of reasons. Students claim that they are not aware of our courses, as when a student is majoring in one area, he/she might not hear of courses we're offering; however, they are listed in the catalog, so I can't understand why they are not aware of them. Sometimes students tell us their advisors don't recommend certain courses from the Center for Afro-American Affairs, and they kind of gear them away from the courses. This is due primarily to a lack of respect for the Black experience generally by a number of people. A lot of students today are concerned about courses that are going to help them get their degree, and anything that is not necessarily directly related to them graduating or taking courses in their major they're not concerned with. I think that this has been a detriment to the struggle of Black people, because as you know a lot of young Black students, and white students have not been made aware of the achievements and the struggle of Black people in the sixties and early seventies; their achievements are not fully appreciated, and many times students seem to forget that they are only in these institutions striving to rise in this society's social strata only because other people have made sacrifices. I think it is a pretty sad commentary on today's youngsters if they aren't aware of what happened before.

Q. Do you think that prospective Black students at U.D. should be told that courses from the Center could be used as electives or contribute to an additional minor?  

A. Many times when admissions counselors approach students from predominately white schools, they aren't inclined to mention Black Studies, because they probably assuming that they're primarily recruiting white people (students) and white students usually aren't concerned with Black Studies, so for that reason they probably wouldn't tell them about it. However, they do present Black Studies as they present everything else in the University. If a student happens to come across Afro-American (Black) Studies, then good, but ordinarily he wouldn't come across it.

Also, . . . we're going to make a proposal this year, that our curriculum is not left autonomously or isolated like it is right now; we're going to try to integrate our curriculum into the regular University curriculum and put the various courses into their respective disciplines. Hopefully, this will put Black faculty in these departments and perhaps this might give some credibility and a little more respect to the various courses that we are offering in these various departments, hopefully increasing enrollment. For that's the way, I think, that we're going to have a viable program of Black Studies at this University, to integrate our courses into the various departments.

Q. Do you think it would be more helpful to Black students if more Black faculty were hired, as opposed to say just having one Black professor replace another who: say, is on a leave of absence? . . . So that after a class, a Black student would have someone to relate to in his educational experience?  

A. I definitely believe that. I think that the idea of the people who struggled in the '60's was to get Blacks into universities and become professionals, so that we wouldn't have the situation where we are sending little kids to integrate. What we have done, is sent our children.
to the most hostile areas of this country, hoping that they would integrate and make the system work. But we're going to have to stop sending our kids to do that job; we're going to have to send the adults. You're right; your presence as a youngster, was very traumatic, very stressful for you, because you didn't have any kind of an ally or friend, or counselor that you could relate to—and it's sad. I hate to see today, those Black kids who are (part of) integrated in Chicago...I'm opposed to subjecting children to it, although I know that it's needed, but I think we should integrate faculty first.

The University of Dayton, a year or so ago, made a commitment to increase the Black faculty and administrators, a third of the new employees, I think, were to be Black. So whatever we'll have to do is look closely at the functions of affirmative action, and see how we might be able to implement the ideas of affirmative action rather than just talk about it, because we definitely need more Black faculty and administrators at the University of Dayton.

Q. How many Black faculty members do we have at the present time? (Including Professor Herb Martin)

A. Full-time faculty there are 6 to 7; part-time there might be another 5 or 6. We have approximately 7 Black administrators at the University. Comparatively it's a very miniscule number...less than 1% of the total. So it's a very small number, like the Black student enrollment in proportion to the total enrollment is, and it's going down, the Black freshmen class enrollment is decreasing and that's something we're concerned about also.

EDITOR'S NOTE:

There is a basic need for Black students to be informed and made aware of their surroundings that would not otherwise be communicated to them in a predominately white institution. It is a must the Black people re-evaluate and re-educate themselves in order to fully understand what is taking place in the world of Euro-American economic domination and Afrikan suppression.

UHURU (Swahili meaning Freedom) seeks to help by informing, re-evaluating, and re-educating the Black students of this institution. Thus, resulting in the passing of information (knowledge) received from UHURU to family members, friends, and in the future to family members, friends, and in the future to your children, the next generation to aid in developing Afrikan uhuru.

In order to establish a two-way communication process, UHURU would appreciate in hearing from you, either responding to an article or in the sharing of knowledge that you yourself have maintained. Letters may be addressed to: UHURU c/o Center for Afro-American Affairs ROTC Building

Asante sana (Thank you very much)
Erica F. Smith

UHURU—BLACK STUDENT ENROLLMENT ARTICLE

"Where Are the Brothers and Sisters?"

By DERRICK W. COKER

"How many blacks attend U.D.?" Seemingly every year this question is asked, by black freshmen and their parents. And the answer differs annually. Whether or not 250-300 fairly estimates U.D.'s black populace is hard to say—but there are no more than 300 blacks here. This situation seems deplorable, dangerously so.

Why so few blacks here? From 1966-70, at least 500 blacks attended this university. Approximately 258 blacks entered U.D. in 1968. Yet, the coming of the seventies brought a drastic cut in black recruitment. Only about 105 new brothers and sisters entered in 1974, and only 65-75 during each of the past two academic years. Notably—of nearly 2000 freshmen in 1977, only about 65 are blacks.

So—what is the basis of this declining recruitment of African-Americans to U.D.? As the '60s ended, did the "need" to recruit blacks end as well? Does U.D. utilize a quota system—and if so, why did the quota allow for 258 blacks in 1968 but only 65 in 1977? Exactly what is the university's position on its black student enrollment? Maybe U.D.'s position is partially indicated in such practices as its continuance to utilize forms which denote African-Americans as "Negro", and as late as 1974 requesting (though not insisting) that students send pictures along with enrollment applications.

This question of a diminishing effort to recruit blacks is particularly serious—reflecting on the number of African-Americans who leave U.D. annually. Nearly ¼—½ (one-quarter to one-half) of the blacks who come here leave without graduating. The reasons for this are several: financial hassles (probably the premiere reason), social inequalities, academic problems (intimidation, stereotyping, lack of understanding or aid from professors, almost generally), and other reasons. The point is—many brothers and sisters leave early.

In light of this latter point, a new possibility surfaces. Perhaps the university is allowing (or perpetuating, with its new policies and cafeteria dances and financial aid) the black populace to shrink deliberately. With so many students leaving prematurely, and so few being brought in, then perhaps the university is seeking to have its black student body shrink to an even more insignificant number. If 250 blacks currently attend U.D., we're lucky—but that's less than 4% of the undergraduate student populace.

That's disgusting—we constitute less than 1/2 of the percentage of the U.S. black population! If a quota is in effect, then a black student body constituting 11.5% of the overall student body would be more equitable.

It may be questioned—why hasn't anyone, say, a black student leader challenged this enrollment inequity sooner? The majority of such leaders were, hypothetically, too involved in struggling for recognition (for blacks) around the university—and in unifying (or attempting such) their brothers and sisters—to notice the dwindling numbers. Some especially volatile brothers and sisters have been nearly unsuspectingly co-opted. They have "ascended" to university-level committees and university-wide involvement, to the point that they are forced into obscurity as a result of salvaging their deteriorating GPA's. When you drop from an "A-" to a "C" by being "involved", you worry more about chances at professional school than diminishing numbers of blacks. But now that we have noticed—where are our brothers and sisters?

BLACK MINI-FACTS

By JOHN L. YOUNG

DID YOU KNOW THAT:

—As a result of desegregation efforts, in 17 Southern and border states, approximately 6,000 black teachers and principals lost their jobs.

—27.6% of all black occupied housing units in the United States have incomplete or sub-standard plumbing.

—The combined assets of the nation's 37 black-controlled banks are approximately $600 million, in contrast to the $700 billion for the American banking establishment as a whole.

—The combined assets of the nations black-controlled or black managed insurance companies are less than one-half of 1 percent of the total assets for the insurance business in America.

—Black women have an 18 to 1 chance of being raped than white women!

NOTE: You'd think it was the other way around if you watched T.V. or read the newspapers.
We embark on another academic year—and change is a refreshing one—for nearly as many chairman, nor any Minister, has held such a portion of 1/3 of the old Student Congress in 1974 —it either makes little difference, or is viewed uncomfortably. Above all, though, B.A.T.U. is now primed to be taken in new directions.

The new leadership finds BATU in a state of metamorphosis—having advanced from a proverbial caterpillar, yet not quite free of its cocoon—though said leadership is not informed on or has forgotten the stages which preceded its emergence. Early BATU leaders were vocal—though not wholly those responsible—in the early years of the Center. BATU leaders were responsible for the election of 1/3 of the old Student Congress in 1974 —and subsequently were able to secure $300 from the Student Government, to apply to Black History Month, 1975. The following year, BATU leaders were refused when they sought out Student Government financial support. B.A.T.U. has attempted to establish communication with other colleges, by attending conferences and through correspondence—but this venture hasn't been fruitful. The impact of BATU leaders and actions of the past is partially responsible for the respect and interest BATU has begun to receive from outside of its membership.

BATU has done no less for the brothers and sisters at U.D. than any other group. So let's eliminate misinformation condemnation from non-active members and new leaders—and let's get the action they rhetorically profess to be about”. Bi-weekly meetings with S.A. are cool—but how about the same, with representatives of the various black greeks and other black organizations on campus? Meeting with some administrators is fine, but how about doing the same with department chairmen (and students, to get them to look favorably upon courses the Center offers that minorities would prefer taking, instead of condemning them)? Why can't we do much socially around campus? We've not tried to form car pools and explore Dayton's discos and clubs yet.

There are many challenges for the new leadership. The past leaders of BATU have eliminated some hurdles on campus—but there's still plenty to do beside condemn the organization. Let's be more active than rhetorical.

### Emergency Meeting

**SEPTEMBER 15, 1977 7:04 p.m.**

**HOMECOMING ELECTIONS CANDIDATES:**

- Shari Davis
- Sabrina Satterfield
- Debbie Butts
- Dawn Jamison

Ms. Shari Davis is our representative for Homecoming Queen, 1977.

Meeting with Margaret Holland. Purpose was to discuss:

1. Possible lowering of price now in effect concerning the use of the El Granada.
2. Lift of present curfew and extended time.

**Art Series presents Cicely Tyson, Wednesday, October 5. Tickets sold in University Activities and by the Student Association, $1.00 per ticket, $3.00 for seasons book. Performance starts at 8:00 in the Kennedy Union Ballroom.**

Meeting Adjourned 8:10 p.m.

Before we, (Black Action Through Unity, B.A.T.U.) commence our in-depth operation, there are several items that I, as Chairman, wish to promulgate. A vital element of my job description states that the decisions of the Chairman "must reflect the actions and desires of the Ministers and active members of B.A.T.U." My job has just been affixed/affirmed. It is the job of the students to insure that I have the appropriate input to make the above-mentioned decisions. Receptors and stores of this data are the Ministers. If the appropriate Minister is not available, I am your next resort. It is true that students affect the decisions that are made, but I think it is fair for you, the members of B.A.T.U. to comprehend my stand on what is necessary to sustain the organization.

My hypothesis is explained in one word, assimilation. We must insert B.A.T.U. into areas where policy is being formulated. It is my conception that assimilation can be achieved through involvement. An effective tactic of this strategy is black student participation. Many situations (events) can be tailored to fit our needs if the proper pressures are applied to the correct points. By requesting input and exhibiting adequate representation, especially in those events labeled traditional (Ex-Homecoming), we can derive the calculations of these points of pressure.

 Granted, this is my hypothesis. Thusly, the plans based on this hypothesis may never be implemented. As stated earlier, it is the wants and desires of the members that affect the decisions of the Chairman. I attest that my hypothesis holds some basis for thought. Regardless of the method utilized, I pledge my Ministers and myself to the fulfillment of your needs to the best of our ability.

Sincerely,

James L. Rice
Chairman
Black Action Through Unity

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**Accent on Black Happenings**

**in and throughout Dayton**

by WAYNE TIPTON and MACK WOODARD Jr.

**OPENING STATEMENT:**

In an effort to make you, the Black students of the University of Dayton more aware, more alert to the many "black happenings" that are available to you, in and throughout Dayton. We dedicate this column.

**CULTURAL EVENTS:**

- **Sept. 9—Oct. 23.** The Dayton Art Institute, 405 West Riverview presents: ART from ZAIRE... 100 masterworks from the National Collection Exhibition organized by the Art Federation of Art.

**WEEKLY ENTERTAINMENT:**

- **SKATELAND.** Featuring a lighted skating floor and continuous DISCO sounds and a D.J. to enhance your skating pleasures. Open Wednesday 7—10 p.m., Friday 12 p.m.—4 a.m., Saturday 2—6 p.m. Located at 120 West Fourth Street.
- **PARKWOOD PLAYHOUSE.** Open every Sunday from 7 p.m. till 12 midnight. Located 3350 West Second Street.
- **GILLY'S.** Featuring live entertainment. Open from 10 p.m.—2 a.m. Located on Third and Jefferson Street.

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**FUTURE**

- It is between the black and the black come not as empty earth, not as wasted energy, not as apologetic color consciousness, not as fools blinded to light, not as imitation cardboard. come as wise lovers eyes bright with life's ways come as ripe fruit, quick smiles and joyous words. come woman to man man to woman pursuing the way of life within the colors of vision between the black and the black.

_Haki R. Madhubuti (don L lee) © 1977_
B.A.T.U.

MEETING BRIEFS

September 8, 1977  7:06 p.m.

B.A.T.U.'s purpose is to aid black students in surviving at U.D. and to sponsor cultural events involving blacks.

MINISTERS:
James RiceChairman
Terry Dorsey ............ Political Affairs
Pamela Grandy ............ Information
Sara Parks ............ Finance
Sharon Carter ........ Academics
Vincent Hardman ........ Cultural Affairs

Each minister has his/her own committee, and needs members. If interested please contact the perspective minister.

NEW ORGANIZATIONS:
R.O.W. (Reflections of We)—Black Drama Black Contemporary/Gospel Choir (contact Lochinvar Roberts — 2388 or Vincent Hardman — 4387)

Proposal for membership dues passed; $1.00 for each semester. Cards will be distributed to each paid member, which will enable member to:
1. Vote on B.A.T.U. elections
2. Obtain discount prices to B.A.T.U. activities.

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FINALLY, A LITTLE RESPECT ON THE FIELD...

The U.D. Flyers are playing their first season under Rick Carter, and are riding on a 2-1 record. This has a lot to do with the performances of some of the ten Black players on the team.

Everyone expects Sylvester Monroe, who gained 129 yards in a 28-14 victory over South Dakota to be the turn out. The pleasant, unexpected surprise Carter found in the back-field was Sophomore Marvin Batts. Batts, from Perry High School in Pittsburgh, did not break away for many long gains in the home opener, but in the upsetting lost to Miami, he broke away for a couple of good gainers.

On the defensive front line there's some soul on the ends and in the middle. Talking about defensive ends Mark Edwards, who has been starting since his freshman year had numerous tackles against Miami, but in the 45-13 victory over Butler, Mark broke a bone in his hand and was sidelined for the Home Opener. However, Mark Edwards will play in the October 8th home game against Akron. Hyman Gibson starting at the other side, is always involved in the action. Hyman, who is presently a junior, had at least four solo tackles against South Dakota and has started at that position since his freshman year. Filling the middle is Nose Guard, Merphie Frazier. Merph did not start the first game, undoubtedly after his performances in the three games played he should be starting the rest of the season.

The defensive backfield has two more brothers, Mike Bailey and Dave Miller. Bailey, a junior from Trotwood, Ohio, has prevented quarter-backs from finding an open man. While on the other side Dave Miller, a senior, out of Dayton, the fastest player on the team, enjoys doubling as a punt returner.

Let's follow these brothers and the others, Sophomores Vesse Brown, Ted Thomas and junior Charles White, as they contribute to an undoubtable winning season.

RICHARD STEPHENS

New Black Publications:

Langston Hughes—

Reading Black: Essays in the Criticism of African, Caribbean and Black American Literature, edited by Houston A. Baker, Professor of English, University of Pennsylvania.


Talkin and Testifyin: The Language of Black America, by Geneva Smitherman, Professor, Wayne State University.

The author defines Black English as comprising a set of grammatical and phonetic rules, a special lexicon, and a particular rhetorical style. 

9011 analyzing these elements, she discusses attitudes toward language, describes black culture and its inherent African oral tradition, and explains the difference in usage and misunderstandings between blacks and whites. Houghton Mifflin.


This biography is a tribute to the genius of this famed musician, who wrote more than 5,000 compositions while at the same time leading a great orchestra for almost half a century, performing in virtually every country in the world. W.W. Norton & Company, Inc.

Humanities Through the Black Experience, edited by Phyllis Klozman, Professor of Afro-American Studies, Indiana University.

This book surveys the artistic, musical, literary, and oral traditions of Afro-Americans. It is unique in its interdisciplinary approach, showing the black man's cultural contributions as a reflection of his experience in America. Kendall/Hunt Publishing Co.

Positions in Black Studies

FLORIDA STATE UNIVERSITY
Faculty positions in Black Studies are available for new program at Florida State University. Appointments will be made for September 1977 and September 1978. Applications with resumes and references are invited. Salary and rank are negotiable. Address applications to William Jones, Director, Black Studies; Florida State University, Tallahassee, FL 32306.

MOORHEAD STATE UNIVERSITY
Tenure track position as teacher of Black Studies available September, 1977. Ph.D. preferred, but will consider Master's. Preference will be given to candidates with teaching experience at college level. Ability and willingness to relate to students of all ethnic backgrounds is important. Apply to: Ms. Lois Selberg, Chairperson of Search Committee, Moorhead State University, Moorhead, MN 56560.

NORTHERN ILLINOIS UNIVERSITY
Position available for Assistant Director in Minority Studies Program. The Assistant Director will assist the Director in the administration of the Minority Studies Center, the conducting and coordination of research, and the development of curricula programs. Qualifications include demonstrated ability in research and the development of ofgrants, teaching and administration, and experience in working closely with minority groups. Preference will be given to the holder of an earned doctorate. Interested persons should direct their inquiries, accompanied by resumes, and three letters of recommendation to: Philip T.K. Daniel, Director; Minority Studies Center; 535-1 Lucinda Northern Illinois University; DeKalb, IL 60115.

UNIVERSITY OF NEW YORK AT ALBANY
The Department of Afro-American Studies at SUNY/Albany is searching for applicants to fill a position in the area of Afro-American History for the 1977-78 academic year. Send resumes and three letters of recommendation as soon as possible to: Frank G. Pogue, Chairman, Department of African/Afro-American Studies, State University of New York at Albany, Albany, NY 12222, Phone 518-457-8486.