1-1-1975

Black Studies Fall Quarter Progress Report, 1974-1975

Eastern Washington University. Africana Studies Program

Follow this and additional works at: https://dc.ewu.edu/africana_pubs

Recommended Citation
https://dc.ewu.edu/africana_pubs/11

This Article is brought to you for free and open access by EWU Digital Commons. It has been accepted for inclusion in Africana Studies Program Publications by an authorized administrator of EWU Digital Commons. For more information, please contact jotto@ewu.edu.
This is a copy of the

BLACK STUDIES FALL QUARTER PROGRESS REPORT
1974-1975

Address any comments you may have to
BLACK EDUCATION PROGRAMS
100 Monroe Hall

The purpose of this communication is threefold in that it (1) informs interested parties about the progress of the Fall Quarter in Black Education at Eastern Washington State College, (2) gives interested parties the opportunity to present input which might alter our philosophy and programs and (3) gives the reader the opportunity to evaluate the program.

BLACK EDUCATION PROGRAMS
AT
EASTERN WASHINGTON STATE COLLEGE

DEFINITION: BLACK EDUCATION PROGRAMS at Eastern Washington State College are non-traditional offerings which are designed to further develop and maintain a meaningful program for our racially conscious students. These offerings include courses in History, Economics, Ethnic Studies, and Social Activities.

1975
1974
1973

PROGRAM
BLACK EDUCATION

DEPARTMENT
ETHNIC STUDIES

CENTER
BLACK STUDIES

While these initiatives are certainly a rough definition of our programs of interest, it is important to note that we do not confine ourselves to the black population per se but deal extensively with a somewhat hostile environment, white students and others.
The purpose of this communication is threefold in that it (1) informs interested parties about what has been going on this quarter in Black Education at Eastern Washington State College, (2) gives interested parties the opportunity to make a valuable input which might alter our philosophy and programming for subsequent quarters and, (3) gives the reader the opportunity to evaluate the program.

BLACK EDUCATION PROGRAMS

AT

EASTERN WASHINGTON STATE COLLEGE

DEFINITION: BLACK EDUCATION PROGRAMS at Eastern may be defined as that effort coordinated by the BEP Director to further develop and maintain a meaningful program for our black constituency in the areas of Student Services, Curriculum Development, and Cultural and Social activities. While this definition roughly defines our sphere of interest, it is inaccurate in that we do not confine ourselves to the black population per se but deal extensively with a somewhat hostile environment, white students and others.
PROJECTION: Due to an increased work-load and a decreased staff, it is envisioned that all social and cultural activities will remain in the hands of the Black Student Union. This includes management of the Black House as well as coordinating responsibilities for the sports program.

It was projected that a closer working relationship would be established between the Indian Education Program and the incipient Chicano Studies organization to greater facilitate soft-money funding and to create a stronger and more effective Multi-Ethnic Union which will service all our ethnic minorities in a more meaningful way. As a result of close cooperation a proposal for an Ethnic Studies Department was submitted to the Administration. This proposal was approved (5-4) by the Undergraduate Affairs Council on December 3, 1974.

BEP had the following budgeted components this quarter: 1(a) Center for Black Studies, (b) Student Services, (c) Social life & Extracurricular Activities, (BSU), (d) Tutorial Services, (e) Communications and Publicity and (f) Recruitment. Following is a brief description of what each of these programs has done this past quarter.

THE CENTER FOR BLACK STUDIES

Black Studies had four major objectives to meet this quarter. They were (in order of importance): (1) The further development of Black Curriculum by the Center, (2) to provide incentive and encouragement to other departments to offer black oriented courses, (3) to gain more support for Black Studies by attracting non-black students into the program and (4) to secure approval for a Department of Ethnic Studies. The Center for Black Studies has accomplished the following in the above defined areas:

1. The following three components were largely idle this quarter: (1) Community Programs, (2) Black Month Preparation, and (3) Fund Raising.
This Quarter the Center for Black Studies acquired the services of Frank Fetters who developed a course in Black Theatre. This five credit course will be offered Winter Quarter if there is sufficient student support. The course is cross-listed with the Department of Drama. An experimental course in Black Music Experience and a Black Art Club were discussed with Dr. Edmonds of the Music Department, and Dr. Lloyd of the Art Department. It is expected that both of these endeavors will bear fruit Winter Quarter. Cesar Mosquera, Vising Scholar from Colombia, South America, is expected to make some input into Black Studies' courses next quarter. His major contribution last quarter was to the Spanish Department where he worked in the capacity of consultant.

This Quarter no new black courses were developed by other departments, although Dr. Devon of the Drama Department helped Mr. Fetters and BEP in our efforts to get Black Theatre approved for instruction Winter Quarter. Other department chairmen plan to continue offering black oriented courses developed prior this quarter. This is indeed a positive sign.

Here it should be noted that only three black courses were offered Fall Quarter of 1973, whereas, this Fall Quarter six courses were offered. The average enrollment for black courses for Fall 1973 was 17.3, whereas this year the average was 19.5. This means that while only 52 students signed up for black courses Fall 1973, a total of 117 students took black courses this Fall. This is indeed a remarkable improvement.
On December 3rd the Undergraduate Affairs Council approved in principle the creation of an Ethnic Studies Department which would in effect merge the academic units of IEP and BEP. This newly created unit would also house the Multi-Ethnic Studies Major (with teaching credentials) and Minor.

**PROJECTION**

The Center will continue to work to provide a stronger major in Black Studies. It is also hoped that eventually all students graduating from EWSC will be required to take Ethnic Awareness courses. The Center has submitted to the (General Education Committee) a proposal which has this goal in mind.²

²See Appendix Iv
STUDENT SERVICES

Pat Singleton, Black Student Services Officer stated the following concerning the Student Services component of BEP.

In spite of staffing shortages, this component was able to provide services to black students in academic, financial aid counseling, and personal and career counseling. At the same time, investigation of and proposals for new sources of funding for additional services and programs were undertaken. Fresh new talent in the form of student assistants who showed a keen interest in Black Education Programs were very helpful in making the program a success.

Through the efforts of Ronald Allen, a Black Education Program brochure in black and white photography is expected to be completed in time for the new Year's recruitment effort. This BEP publication for publicity and recruiting purposes should attract many interested Blacks into the program. The brochure was coordinated through the Student Services Office with the support of Brent Stark, College Editor.

Student Services investigated the possibility of an Office of Minority Affairs as a means of providing additional funding and services for blacks and other minorities on campus, to compensate for the loss of a $50,000 CDS federal grant (1972/1973). Such a program would provide for in-depth compensatory education and adequate tutoring for all minority students. State and federal funding agencies were considered to support this type of program.

Legal and personal problems were handled through Student Services, and jobs were located for students, but the possibility of also establishing a Cooperative Education Office to supplement these placement efforts by providing more jobs and at the same time to allow college credits to minority and disadvantaged students for their work experience was

---
3 See Appendix I
investigated. Approval of a proposal organized and submitted through Student Services to OE-DHEW raised hopes for new developments along this line by the Fall of 1975.

SOCIAL LIFE AND EXTRACURRICULAR ACTIVITIES

With the exception of planning and coordinating Educational Field Trips, all other social and extracurricular activities were planned and implemented by the Black Student Union. There were two such trips Fall Quarter: 1) October 17th - to WSU to hear Tony Brown, the Executive Director of WNET's Black Journal; (2) November 6-9th - to Seattle to hear Julian Bond and to participate in the Second Annual Conference on Education. Interested students also went to WSU on December 3rd to meet two candidates for the BEP Directorship and to hear the Stevie Wonder Concert. This trip was not considered an "educational" trip but it did prove educational to many of the participants. The purpose of these trips is to give students majoring or minoring in certain disciplines an opportunity to see and hear eminent personalities associated with their discipline with the hope that the "inspiration" received will help motivate them in their classwork.

Below is a Fall Progress Report of Black Student Union Activities prepared for this publication by Beverly Brewster, Chairperson, BSU.

Like oppressed people everywhere we dream but in our dreaming we do not forget for one moment that dreams can only be realized by diligently working, and seeking out those goals that will make a better tomorrow for our people. In our effort to involve old as well as new black students in creating a more healthy cultural environment the Black Student Union can be credited with the following:
Continuing service to the Black Prisoner's Forum Unlimited at Washington State Penitentiary. — The Gospel Choir, "God's Universal Choir", organized by one of our students, Otis Freelon, presented a program and has been asked to do a benefit performance for the Prisoners in Pasco, Washington. Books are presently being purchased (along with subscriptions to black magazines) with money which was donated to the Black Prisoners' Library Fund. These books will be presented to the BPFU Library.

Sponsoring the United Farm Workers' Union in their attempt to inform students about the boycott against grapes and lettuce.

Assisting the Black Education Program in its orientation for new students this Fall.

Our biggest efforts have been made in the Search Committee for a new Director and in raising money and collecting food stuffs and canned goods for a needy family during the Holiday Season.

The Black Student Union would like to thank everyone for their donations. Special thanks to the following Cheney Business establishments for their cash donations is extended to:

Ratcliffe Motors
Cheney Free Press
Cheney Realty

What comes next? We are eagerly awaiting the arrival of Voices Inc. Several attempts to secure adequate performance facilities for this professional group from New York have failed. We want a BLACK WEEK which will be representative of our cultural experiences to encourage and stimulate self-awareness and pride. We are attempting to obtain the services of Dr. Francis Welsing, a noted black psychologist, as a speaker on campus. This list can go on and on, however, nothing can be accomplished by an individual. Our appeal is to all black students who will help (because we do need help) and by helping us, help themselves.
TUTORIAL SERVICES

The Tutorial Center under the direction of student assistant Ngozi Echenim proved useful. It depended on volunteer tutoring in part and a small amount of funds was provided by BEP to hire two paid tutors. Mr. Ngozi states that many students received assistance of value to them in their studies. Efforts to coordinate this function with the campus-wide Tutorial Center were undertaken with worthwhile results. Mr. Echenim is being subsidized by Darvl Hagie's office. (See Appendix III for more on Tutorials)

COMMUNICATIONS

GANGAN, the monthly newsletter edited by Chris Hickey and published by BEP now has a circulation of over 375. GANGAN attempts to relay all BEP related news which may be of interest, to the Black Community in Spokane, to our students, and to other interested parties. GANGAN started its publications on June 29, 1973 and now has seventeen issues to its credit.

RECRUITMENT

In conjunction with the Office of Admissions, Student Services launched a recruitment drive in early November, utilizing Kenneth Pettyjohn and Al Stallworth to travel to recruiting conferences in the state of Washington. Approximately 100 black prospects were contacted on these trips and they received full details of the Black Education Programs and college life.

This year we were successful in attracting more than 100 new students to EWSC and it is expected that the number of new black students will increase notably next fall. Tony Harmon (Student Services' trainee), is presently coordinating a strong recruitment effort. Individual black students have also helped quite a bit.
APPENDIX I

PAID STAFF FOR THE BLACK EDUCATION PROGRAMS AT EWSC THIS QUARTER INCLUDED

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLACK EDUCATION PROGRAMS COORDINATOR</td>
<td>Edward L. Powe</td>
<td></td>
</tr>
<tr>
<td>EXECUTIVE SECRETARY</td>
<td>Dessiea B. Whitmore</td>
<td></td>
</tr>
<tr>
<td>ASSISTANT SECRETARY</td>
<td>Connie Watson</td>
<td></td>
</tr>
<tr>
<td>GANGAN EDITOR</td>
<td>Chris Hickey</td>
<td></td>
</tr>
<tr>
<td>DRIVERS</td>
<td>Clifton Watson</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Jeff Tervalon</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Jimmy Vickers</td>
<td>4</td>
</tr>
<tr>
<td>BLACK STUDIES CENTER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Edward L. Powe - Director and Assistant Professor</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Joseph Franklin - Assistant Professor</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>Gideon Munene - Teaching Assistant in Swahili</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Cesar Mosquera - Visiting Scholar, Colombia, South America</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>STUDENT SERVICES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pat Singleton - Black Student Services Officer</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Tony Harmon - Student Services Intern</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Ngozi Echenim - Tutorial Coordinator</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Malcolm Bell - Tutor</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Jack Gwaltney - Tutor</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Kenneth Pettyjohn - Recruiter</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Al Stallworth - Recruiter</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
## APPENDIX II

### BLACK STUDIES COURSES - FALL QUARTER 1974

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>COURSE TITLE</th>
<th>CREDIT</th>
<th>CROSS-LISTED</th>
<th>BST</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>0710101</td>
<td>1st YR SWAHILI</td>
<td>5</td>
<td>GFL</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>0721401</td>
<td>BLACK CULTURE</td>
<td>4</td>
<td>ENG</td>
<td>12</td>
<td>21</td>
</tr>
<tr>
<td>0721501</td>
<td>BLACK AMERICAN HIS</td>
<td>5</td>
<td>HIS</td>
<td>13</td>
<td>44</td>
</tr>
<tr>
<td>0722201</td>
<td>BLACK ECONOMICS</td>
<td>5</td>
<td></td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>0728001</td>
<td>INTRO TO BLACK LIT</td>
<td>4</td>
<td>ENG</td>
<td>18</td>
<td>31</td>
</tr>
<tr>
<td>0731201</td>
<td>BLACK ALTERNATIVES</td>
<td>4</td>
<td>HIS</td>
<td>6</td>
<td>12</td>
</tr>
</tbody>
</table>

**TOTAL**  
52        65     117
THE BLACK EDUCATION PROGRAM TUTORIAL SERVICES was as much a success as I had expected. The interest taken in the services by Mr. Patrick Singleton, the BEP Counselor, gave the program a kick-off that unbelievably extended its tentacles to almost every black student making it clear that help was available. At a time when there had been great dependence on volunteers for the tutoring of students, Mr. Singleton had given me advice for recruitment that paid off a great deal. I owe much thanks to him.

The hiring of work-study coordinating assistants, Jack Gwaltney, Jr. and Mr. Malcolm Bell (who terminated himself because of his decision to enter the Navy) was the biggest boost the services has seen in a long time.

It was sad missing Mr. Bell since he was a great asset to almost every music student. His specialty of the Theory of Music was of great need. For two years now, I have tried to find a paid music tutor, and until Mr. Bell was hired, I felt the program owed every black music student this debt of providing them a Theory of Music tutor. The Music Department tried their best to find us one, but every attempt proved futile. As a result, the hiring of Mr. Bell was most welcomed. Now, we are without one.

Mr. Jack Gwaltney, a fine gentleman has so far been the solution to the problems of most black business majors. He has shown great competence in the handling of such fields as: Beginning Accounting, Statistics, Economics, and Finite Math (the fear of most black beginning-business students).

My role of "Jack-of-All-Trades and Master-of-None," was greatly reduced by a whole line up of other tutors. Included in this great line up were
members of the Martin Hall Tutorial Center. These included:

- Becky - Math
- Stephanie - Chemistry
- Lavon Larson - Math
- Nancy Wynoff - Chemistry
- Nancy Cummings - English

Others included:

- Douglas Thomas - Computer
- Bob Cook - Sociology
- Silvia - Spanish
- Vicky Anderson - Psychology

With the exception of Martin Hall Tutorial team, and Bob Cook, a graduate student tutoring for extra credits in Sociology, all other tutors are volunteers.

Some professors have been of great help to the services. Dr. Fleckenstein, Dr. Thomas, Dr. Lang, and Dr. Young (Econ) have by words or deeds shown interest in the services. Some of them including some not mentioned have served as my consultants at times when I needed their advise on issues relating to their fields. My thanks to the above named will be incomplete if I fail to extend my appreciation to Dr. Fletcher and members of the Learning Improvement Staff. These men whether knowingly or not have helped to erode the fears of most of our students. Most of our freshmen that have had this class, have been able to develop good note-taking skills, reading habits and better use of their time.

Earlier in the quarter Mr. Singleton had given me an article by one Mrs. Solari of the Applied Scholastic Inc. based in Los Angeles. The article went straight to the issue of how to administer an effective tutorial service.
Mrs. Solari writes, "Applied Scholastics is a method, generally, that involves beginning at the real beginning of a problem and conquering it through practical and realistic steps by way of understanding and drills. But no teaching, no learning, is possible without communication," she said. Communication itself has many components. The components or skills of communication are confrontation, intention, acknowledgement and duplication. To confront someone is to stand face to face with him, to really "be" with him, to "see" him and not look through him. The students "confront" and attention have a great deal to do with the effectiveness of his study," she confirmed. "Basically, it boils down to whether or not he is willing to be a student, willing to confront the subject matter. His ability to confront it, is the make or break point for him as a student."

The student's intention is to complete his course to the best of his ability is common, but this at times calls for some reinforcing actions. "Acknowledgement means that which lets the person who has spoken know he has been heard and understood," she continued. "When a person does a job continually without acknowledgement, he loses incentive and enthusiasm, feeling that it doesn't matter if he does the job or not. An acknowledgement validates ones ability." "Good communication is not possible without duplication, that is, the ability to copy a message exactly as it was uttered. Inability to duplicate is an example of ineffective communication."

I must confess that it has made me both happy and proud to find out that I could be taken so much into confidence that students have without any reservations told me their goals, intentions and their fears. I have tried to bridge the communication gap between most of our students and their professors. Some students that had before now found it impossible to go to their professors for help, now do it with much more ease.
In as much as I don't want to lay the blame on any quarters, I must mention that one of our major problems has been as a result of wrong counseling. This at times has been the fault of Central Advising, and other professional and non-professional counselors. When a student is registered for Chemistry 152 and hasn't had Chemistry 100, it becomes almost impossible to help him or her, despite any amount of available tutors around, or the student working around the clock. So far, students have been helped in fields dealing with Sociology, Chemistry, Spanish, Beginning Computer Programming, Survey of Contemporary Mathematics, Finite Math, Accounting, Economics, etc. It has come to my notice that most of our students have needed help in Survey of Contemporary Math and other related fields just for their needed Natural Science credits. We have continued our search for a Humanism Tutor. Since this course deals mainly with old Greek literature and also an attempt to trace the evolutionary sequences that have led to contemporary literature, it becomes almost impossible to tutor on it especially if the tutor has not read the books concerned.

Dr. Thomas (English Department) recommends that high school records of such students should be well scrutinized before their registration for such classes, since it had always meant an up-stream struggle for such students that can't with ease go through five to six books for one class in a quarter. He recommends the class for sophomore and juniors, recognizing the work involved.
The number of students serviced was not as much as we expected. The reasons from my inquiry were not hard to find. The inability of certain students to purchase their necessary textbooks at the beginning of the quarter which most complained was as a result of some misunderstanding with the financial aid office, prevented their original zeal from being carried forward. Another reason was the late hiring of Mr. Gwaltney, whose immense need was realized from the very day he started tutoring. At the same time, I am pleased to announce that in conjunction with the help from the Martin Hall Tutorial crew, we were able to conduct 110 tutorial sessions. 58 of these were Math sessions and varied from addition, subtraction, division, and multiplication of fractions and real numbers to elementary functions. None of our tutors have had Calculus, so one or two sessions of Calculus were directed to the appropriate quarters in the Math Department. We had 9 chemistry sessions, 3 in Spanish, 5 in Accounting, 8 in Economics and 12 miscellaneous sessions, servicing a little less than 100 students. I must not fail to mention that students serviced included a good number of Foreign Students.

The hours of operation of the BEP Tutorial Services has at times made it impossible for every student that needed our help to be serviced. This includes such hours when the BEP secretary, who had on other occasions assisted in making necessary appointments for us, was gone for lunch. Other odd hours included such when she (BEP Secretary) was over at the duplicating center, or not working. As a result, there
arises an immediate need for an aide who can be in the office at such odd hours. This aide should be able, with appropriate instructions, give minor help and proper directions if need be. The immediate financing of this will be a great asset to our services.

Also, after months of consumption of available BEP stationary and other office equipments, I would like to seize this opportunity to make a request for supplies and office equipment and most important financial aid assistance in the hiring of a few needed tutors. A few departmental heads have made it clear that it would not be any problem finding tutors for us as long as we can stand the financial commitment. I would like to mention that in such cases, there were no such needed tutors at the Martin Hall Tutorial Center.

There hasn't been any real measuring devices for ascertaining the academic improvements of the students tutored, other than their intra-quarterly tests, which I must say have been encouraging. From our records, written and otherwise, for students that have been able to keep up with their regular sessions, a steady rise in their grades have been noticed.

The impending final examinations is about the only thing we are now waiting for and I expect the best possible results.
The program has been a success so far. I must not fail to repeat in a tone of appreciation that Mrs. Solari’s recipes accompanied by a very willing and hardworking personnel has been the main backbone of these services.

With the coming Winter Quarter, another hectic academic session is being expected, and I think, I can without any hesitation, boast of an understaffed, but well-functioning organization of disciplined, tutors, ready to get all the tutorial needs of our students under control.

RATIONALE

Ethnic Studies is indispensable to a liberal college education. "The purpose of such studies is based on the intellectual and practical necessity of understanding the multi-ethnic, multi-cultural, world, nation and community in which we live. Through examination of culturally diverse heritages, and the cultural diversity realities of the present, students gain awareness, understanding, and improved means of coping with the world."

OBJECTIVE

The objective of this proposal is to prevent students with no knowledge of the multi-ethnic character of this nation in which we live from obtaining a B.A. degree and bases itself on the premise that if a student has no such knowledge then he has not received a truly liberal education.

SUPPORTIVE MATERIALS

At present a research project is being conducted in which a number of four year colleges and universities are being surveyed to find out how they have reacted to this pressing need for multi-ethnic education. After calling the four year State Colleges in this state, we found that although the vast majority feel that Ethnic Studies is indeed important, only one or two colleges required Ethnic Studies courses as requirements for graduation (Education Majors only). The results of the sample survey will be submitted to your committee as soon as it becomes available.

IMPLEMENTATION

In order to realize the objective of this proposal, I recommend that the committee consider the following possibilities:

POSSIBILITY A - To set up a fourth category of courses called Ethnic Courses. This category may be subdivided according to the nature of the course (i.e. Black, Indian, Multi-Ethnic, etc.) and require that all students take at least 15

1 from Henry-York Steinier’s report to DAC
PROPOSAL STATEMENT

It is hereby proposed that Eastern Washington State College require and/or encourage all of its students to take from five (5) to fifteen (15) credits of Ethnic Studies courses under the General Education Requirement provision as a prerequisite for graduation.

Further it is proposed that all Education Majors be required to take at least 15 credits of "Ethnic Courses" and that all students be required to take at least one Ethnic Studies course. A list of such courses is attached.

RATIONALE

Ethnic Studies is indispensable to a liberal college education. "The purpose of such studies is based on the intellectual and practical necessities of understanding the multi-ethnic, multi-cultural, world, nation and community in which we live. Through examination of culturally diverse heritages, and the culturally diverse realities of the present, students may gain awareness, enrichment, and improved means of coping with the world."

OBJECTIVE

The objective of this proposal is to prevent students with no knowledge of the multi-ethnic character of this nation in which we live from obtaining a B.A. degree, and bases itself on the premise that if a student has no such knowledge then he has not received a truly liberal education.

SUPPORTIVE MATERIALS

At present a research project is being conducted in which a number of four year colleges and universities are being surveyed to find out how they have reacted to this pressing need for multi-ethnic education. After calling the four year State Colleges in this state, we found that although the vast majority feel that Ethnic Studies is indeed important, only one or two colleges required Ethnic Studies courses as requirements for graduation (Education Majors only). The results of the sample survey will be submitted to your committee as soon as it becomes available.

IMPLEMENTATION

In order to realize the objective of this proposal, I recommend that the committee consider the following possibilities:

POSSIBILITY A – To set up a fourth category of courses called Ethnic Courses. This category may be subdivided according to the nature of the course (i.e. Black, Indian, Multi-Ethnic, etc.) and require that all students take at least 15

1 from Henry-York Steiner's report to UAC
credits of course work from this category.

CONCERNS - This would either add 15 credits to the GE requirement load, which is highly undesirable, or place more emphasis on Ethnic Studies than on one of the existing categories (which may be considered by some to be objectionable). This leads us to Possibility B.

POSSIBILITY B - To set up a fourth category of courses called Ethnic courses and require that all students take 10 credits from this category. At the same time reducing the requirement on the other three existing categories to 15 credits. This will create no "extra" course load for the student and the question of "prioritization" of existing categories will not become an issue.

CONCERNS - The necessity for increased staffing and the very idea of requiring specific coursework. I believe that our present staff will be able to handle any anticipated overload. There are many courses developed already that can be put on this list; so many in fact that an average class of 35 would probably be an over-estimation. If demand does become too great to handle, some of the other courses which are being offered twice a year can be offered only once a year with probably increased enrollment. The very idea of requiring a course seems "obnoxious" to some people, but only when that course is an Ethnic Course. The college requires English, despite the fact that most of us are native speakers. (Why can't we just take a proficiency exam or use our college boards scores to qualify in English?). We also require 55 credits of GENERAL EDUCATION coursework. I cannot see how requiring Ethnic Studies should present any special problems.

POSSIBILITY C - It may be argued that Multi-Ethnic Education is still in an "experimental stage," and that because of this no "full scale" commitment should be made at this time. Perhaps it would be better to merely encourage multi-ethnic coursework by distributing these courses throughout the categories already established and encouraging students to take at least one ethnic course in each of the established categories.

CONCERNS - This solution though not meeting the objective of this proposal would possibly be interpreted as a step in the right direction facilitating a "requirement" at a later period. Education majors of course could be required to take such courses within this framework.
credits of course work from this category.

CONCERNS - This would either add 15 credits to the GE requirement load, which is highly undesirable, or place more emphasis on Ethnic Studies than on one of the existing categories (which may be considered by some to be objectionable). This leads us to Possibility B.

POSSIBILITY B - To set up a fourth category of courses called Ethnic courses and require that all students take 10 credits from this category. At the same time reducing the requirement on the other three existing categories to 15 credits. This will create no "extra" course load for the student and the question of "prioritization" of existing categories will not become an issue.

CONCERNS - The necessity for increased staffing and the very idea of requiring specific coursework. I believe that our present staff will be able to handle any anticipated overload. There are many courses developed already that can be put on this list; so many in fact that an average class of 35 would probably be an over-estimation. If demand does become too great to handle, some of the other courses which are being offered twice a year can be offered only once a year with probably increased enrollment. The very idea of requiring a course seems "obnoxious" to some people, but only when that course is an Ethnic Course. The college requires English, despite the fact that most of us are native speakers. (Why can't we just take a proficiency exam or use our college boards scores to qualify in English?). We also require 55 credits of GENERAL EDUCATION coursework. I cannot see how requiring Ethnic Studies should present any special problems.

POSSIBILITY C - It may be argued that Multi-Ethnic Education is still in an "experimental stage," and that because of this no "full scale" commitment should be made at this time. Perhaps it would be better to merely encourage multi-ethnic coursework by distributing these courses throughout the categories already established and encouraging students to take at least one ethnic course in each of the established categories.

CONCERNS - This solution though not meeting the objective of this proposal would possibly be interpreted as a step in the right direction facilitating a "requirement" at a later period. Education majors of course could be required to take such courses within this framework.
I C S11JDIES COURSES AT EASTERN AS OF 27 NOVEMBER 1974

Black (20 courses)

1. Ethnic Art 410 (changes emphasis depending on composition of class) (H)
2. Eng 280 - Introduction to Black Literature (H)
3. Eng. 380 - Contemporary American Black Lit. (H)
4. Eng 381 West African Lit. in English. (H)
5. Hum 214 - Black Culture (H)
6. Swa 101, 102, 103 - Swahili (H)
7. Ant 443 - Ethnology of Africa (SS)
8. His 215 - Black American Hist. (SS)
9. His 216 - Black American Hist. (SS)
10. Eng 204 - Black English (ER)
11. BSt 300 - Topics in Afro-American Hist.
12. BSt 301 - Harlem Renaissance (H)
13. BSt 320 - Black American Familiy
14. BSt 321 - Black Political Awareness
15. BSt 222 - Black Economics
16. Ggr 434 - Africa
17. His 312 - Black Alternatives
18. Swa 299 - Swahili

Indian (Native American) (3?)
1. Ant 446 - Indians of North America (SS)
2.Eng 480 - American Indian Lit. - NON FICTION
3. His 372 - Native American Hist. to 1865

OTHER (4?)

1. Ant 241 - Cultural Anthro (SS)
2. Ant 441 - Culture, Society, & Personality (SS)
3. Ggr 360 - Human Geography (SS)
4. Soc 320 - Discrimination & Prejudice (SS)

This is not a complete listing of all courses that have anything to do with Ethnic Studies. The asterisked courses are the one that I recommend for listing as Ethnic courses that would satisfy the objective espoused in the proposal.

- satisfies GER in Humanities
- satisfies GER in Social Sciences