

THE STATUS OF THE BLACK STUDENT AIDE PROGRAM
AND THE BLACK STUDENT MOVEMENT AT
MICHIGAN STATE UNIVERSITY

By

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ABSTRACT

THE STATUS OF THE BLACK STUDENT AIDE PROGRAM AND THE BLACK STUDENT MOVEMENT AT MICHIGAN STATE UNIVERSITY

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The purpose of this study was to examine how well the Black Student Aide Program at MSU had met its objectives as perceived by black students and residence hall staff. An attempt was made to analyze the differences in perceptions which exist between black students and residence hall staff.

The data for this study were collected during the winter term of the 1971 school year by means of two questionnaires. The population consisted of all black students living in Michigan State University residence halls and all staff members of the residence halls. From the total population of both groups, a stratified random sample was used.

Eleven hypotheses were developed to reflect and test five objectives of the black aide program. The objectives were:

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1. To determine perceptions of black students and residence hall staff in their relationships with the aide.
2. To determine if the aide helped to create greater racial understanding between blacks and non-blacks.
3. To examine ways the aide utilized university resources to help black students.
4. To determine which programs and activities helped black students eliminate feelings of alienation.
5. To determine if black students and residence hall staff view the aide as a source for job opportunities on and off campus.

The statistical technique used in analyzing the data was the Chi-Square test. All reference to "significance in the study relate to the Chi-Square test and specifically to the .01 level.

The results of this study provide significant information which revealed that significant differences exist in the attitudes of black students when compared with residence hall staff in the following areas:

1. The black student aides' ability to relate to black students.
2. The aides' ability to create racial understanding.

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3. Ranking duties the aide performed and their order of importance.
4. Selecting the person most qualified to fill the aide position.
5. Aides' knowledge of university resources.
6. Role of the aide in initiating relevant programs and activities for black students.
7. Ranking activities in which black students should be chiefly concerned.
8. Black student participation in hall governments and judiciaries.
9. Adjudication of hall violations.
10. Job opportunities for black students.
11. Incorporation of the black aide program into the existing residence hall program.

In a practical sense, the differences in attitudes of black students as compared with residence hall staff are indicative of the divisions of attitude that plague black-white relationships in the greater society.

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CHAPTER I

THE PROBLEM

Introduction

The idea for a Black Student Aide Program at Michigan State University developed from a series of meetings with the MSU Black Student Alliance and the dean of students' advisory staff during the 1968-69 winter term. The meetings were called by the dean of students to gain insight into the problems black students faced in a predominantly white university.

Black student leaders pointed out how racism and discrimination pervaded each component of the university, and indicated specific areas where the dean of students' office should move to significantly involve blacks in its components. Black students expressed special concern for the placement of blacks in the residence halls program. They felt a need for an identifiable black staff person, who was sensitive to the needs of black students and could relate to them in helping resolve problems they faced in the university. The advisory staff felt that through the placement of blacks in residence halls, feelings of

alienation would be eliminated and greater areas of racial understanding would develop between blacks and whites.

As black students talked about "Black Power," they denounced the idea of integration and articulated the importance of building a "Black Community" spirit among black students. They sought ways to gain money from the university to finance black programs and activities they deemed viable, most of all, they wanted to establish areas of identity and sought to re-define the values which shaped their lives and destiny in the university community.

Harry Edwards (1970), in describing the black student movement states:

One way of viewing the origins of and the impetus for the black student movement in America is as a life and death struggle between the inertia of almost four-hundred years of systematic black oppression and the idealism of black youth. Although certainly an oversimplification, this perspective does provide an intuitive "feel" for the framework out of which the black student movement emerged and which it was nurtured and continues to grow (p. 5).

Virgil A. Clift (1969) describes this period as:

During the 1950's and early 1960's, black students sought integration and equality through the Civil Rights Movement. Their aim by 1969 had become a search for black identity, black independence, black pride, and black power. By the Spring of 1969, when major white institutions had admitted a record enrollment of black students for the next academic year, they had become targets of black student strikes, take-over attempts, and sit-ins. Demands for black studies, black curriculum, and separate accommodations on campus have left educators--both black and white confused and bewildered and sometimes frustrated (p. 300).

The Black Student Aide Program at Michigan State University was an integral part of the black student movement which swept through college campuses in America. Dr. Vincent Harding (1969) states that:

The movement of black students has been a series of cries and demands and actions. The call has been for the right to organize unashamedly as blacks; the demand has been for the transformation of normal admission procedures to allow "impossible" numbers of black young people to enter the campus. The move has been toward the total restructuring of the academic curriculum and for the redefinition of the university's relationship to the local black community. Again and again, the demand which has troubled the campus authorities--and others--most deeply has been the students' demand for black power and autonomy to control and direct experiments with new forms of education on and off campus (p. 141).

A Black Student Aide Program was developed by the Residence Halls Programs office to provide a black resource person in twenty-four of the thirty-six undergraduate residence halls to assist black students in utilizing university resources--human and physical--in order to survive.

The aides should be very knowledgeable of the university structure and work with residence hall staff, hall managers, administrators, faculty, and student organizations to articulate the concerns of black students in their efforts to succeed at MSU. Various programs and activities are planned by the aides to create and enhance areas of black identity and awareness to eliminate feelings of alienation.

Working cooperatively with the supportive service component of the university, the aides refer students to the Counseling Center, Tutorial Program, Financial Aids/Work-Study Program, Equal Opportunities Program, and Center for Urban Affairs. These components of the university are used by the aides to assist blacks in solving particular problems they face.

Statement of the Problem

This study is designed to examine how well the Black Student Aide Program has met its objectives as perceived by black students and residence hall staff. An attempt is made to analyze the differences in perception which exist between black students and residence hall staff.

The Black Student Aide Program proposal was developed with ten objectives, but due to the similarity and duplication of ideas, they were condensed into five major objectives for the purpose of this study.

The objectives of the study are:

1. To determine the perceptions of students and residence hall staff in their relationships with the aide.
2. To determine if the aides helped to create greater racial understanding between blacks and non-blacks.

3. To examine ways the aide utilized university resources to help black students.
4. To determine what programs and activities helped black students eliminate feelings of alienation.
5. To determine if black students and residence hall staff view the aide as a source for job opportunities on- and off-campus.

Overview

This study is presented in six chapters.

Chapter I is an introduction to the study and includes a statement of the problem and an overview of the study. Chapter II includes a review of the literature related to this topic. To better understand the significance of the study, Chapter III includes a brief description of the historical development of Michigan State University black student organizations and the Black Student Aide Program. The details of the design for the study including the development of the questionnaires, procedures for conducting the study, and analyzing the data, are contained in Chapter IV. The analysis of the findings are reported in Chapter V, and the summary, conclusions, and recommendations are found in Chapter VI.

CHAPTER II

RELATED LITERATURE

Introduction

In reviewing the literature, the researcher attempted to discover literature related to current issues and problems black students faced in their adjustment to a predominantly white university. The feelings of alienation black students experienced, and their attempts to establish areas of identity and pride in their blackness, are indicated in the review of the literature.

Various studies have been included to note the differences in academic motivation and performance of black students as compared with white students and to assess the attitudes of each group.

Feelings of Alienation--Black Identity

The struggle for black identity has become difficult because of the roles society has assigned to black people. In the past ten years, the black society's view of itself have changed immeasurably. Ernest Dunbar (1970) describes it as:

Today, a new breed of black cat is tearing up white campuses, poking holes in some ivy-covered notions about integration and tracking Watts and Newark into the fastidious halls of many of the nations most hallowed institutions of higher learning (p. 271).

Dunbar traces the black student revolt at such Ivy League schools as Columbia, Harvard, Radcliffe, Wellesley, Yale, Harvard, Princeton, and Dartmouth. Crucial to the rise of Afro groups was the growing militancy among black students and the desire of many of them in prestigious colleges to invest their energies in the black communities instead of turning their backs on their less unfortunate fellows.

Similarly, the Black Student Union of San Francisco State College generated enough political power to institute a Black Studies Program. Harry Edwards (1970) states that:

In 1967 and 1968, it became clear that black power had gripped the imagination of black students across America. Most of these sit-ins, primarily on predominantly white campuses, but on Negro colleges as well, were designed to satisfy demands that were decidedly separatist in nature (p. 61).

The President's Commission on Campus Unrest (1970) reports that:

Few white Americans understand the depth of alienation and bitterness among black students, including those who are considered moderate. A group of 22 congressmen who visited more than 50 universities across the nation in 1969 found a depth of bitterness among black students and black institutions that surpassed anything found among white students (p. 36).

The conditions in America that provide the context in which black student unrest exists and against which

black students protest was described by the National Commission on Civil Disorders in its report of 1968. That Commission found conditions resulting from white racism to be the essential cause of urban disorders. These conditions:

Massive concentration of impoverished Negroes, pervasive discrimination and segregation, and inter-section of segregation and poverty within teeming racial ghettos are still a vivid and harsh reality to black students and the black masses. In the judgment of that Commission, a number of forces including frustrated hopes, legitimation of violence and powerlessness, catalyzed these conditions to produce the disruptions during the summer of 1967. The effects of these disorders and the conditions underlying them have created a new mood among blacks, especially among the black youths (p. 3/14).

The Commission further reported that,

It is important to make a clear distinction between the purposes and goals of black militant students and white revolutionaries. Aside from similarities in tactics, there are substantial differences. Without doubt, the alienation and bitterness among some black students is so great that they have completely lost faith in the ability of the nation to remove obstacles to full equality. Many black student activists on predominantly white campuses, however, appear to be seeking to reform the University, to make it better suited to serve their needs and desires, to create the mechanism for training students from minority groups to go back into their communities to deal with major social and economic problems, and not to destroy the university. This is in contrast to the goal of destroying the institution held by some white and black revolutionaries. Thus black student militants have held the white revolutionaries at arms length--forming alliances when useful but preserving their separate identity and independence. By the same token, the formal involvement of black student groups in issues not directly related to minority student problems has been, in most cases, limited (p. 3/7).

" . . . community will take on a new life as its members come to have a love for themselves" (p. 191).

Newsweek (1969) traces the current attitudes of black students on campus. The lesson that whites can learn from the black student revolt is that colleges may have to bend far beyond their traditional channels to become "relevant" to black students (pp. 53-59).

Black Power--Separation

The words that aroused a sense of dignity and pride in blacks in the summer of 1966, and created a new philosophical thrust for black national organizations was "Black Power." Carmichael and Hamilton (1969) felt that blacks had to fight for reorientation of many of the values of the old order, and raise hard questions which challenge the very nature of the society itself; its long-standing values, beliefs, and institutions. Black people must re-define for themselves, and only they can do that.

Clift (1970) states:

The notion of "black separatism" and "black power" on the college campus shocks administrators and professors. Yet every major ethnic or religious group makes use of its separate organization to formulate goals, determine priorities and plan strategies. When Catholics, Jews, or Christians call their special separate meetings for these purposes, it is treated in the press and other media in a salutary fashion. Black students do not understand why they should not be able to separate themselves to determine priorities within the American pluralistic society. "Black Power" in terms of developing black leadership within the economic and political system is to employ the same strategy that others do who have power. The term black associated with this idea seems to "turn off" administrators and faculty members (p. 301).

Black power has been viewed by some people as black separation; others have defined it as the mobilization of the political and economic resources of black people to shape their own destinies. The psychological aspect of the concept of black power provides a reference of unity for black people to develop their intellectual, economic, and political skills to combat acquiescence.

The issue of "separation" is discussed by Nathan Hare (1970) who states that,

In search of educational relevance, black today is revolutionary and nationalistic is, accordingly, quite profoundly irrelevant. The black revolutionary nationalist, aware and proud of his blackness, demands the right to exist as a distinct category, to be elevated as such by any means necessary (p. 234).

Roy Wilkins (1970) speaks against separatism in relating his experiences of segregated education.

Wilkins believes,

The system of segregated education must not be revived. It must not be invited back at the request, nay, the ultimatum of black students themselves (p. 235).

Bowen (1969) states that,

The black student as a member of a new generation, especially on white college campuses, is demanding a separatist phase during the learning process for intracultural examination. Although many educators fear and oppose any form of racial separatism in the educational process, it must be remembered that for learning to occur there must be an atmosphere which the student finds conducive to learning, an obvious phenomenon recognized by all educators. In addition, the purpose of education is the elevation of man regardless of integration or separation (p. 187).

Poussaint and Atkinson (1968) report that,

Participation in all, or predominantly black structures, may not be self-destructive if the black individual chooses rather than is forced to participate in them. This choice enables the student to assert some control over his educational environment (p. 251).

Clark and Plotkin (1963) indicated that, Negro students attending interracial colleges and universities are far less likely to drop out before graduation than are white students or Negro students attending segregated colleges.

Boney (1969) feels that the need for the concept of Black Power is related to the powerlessness black people feel as they struggle to reject the political, economic, and social exploitation to which they have been subjected by white America.

Blackness as a concept has been for too long defined by whites as "ugly," "lazy," "ignorant," "dirty," to say nothing of other negative connotations. It appears that black people are now saying to white America that blackness will henceforth be defined for black people only by black people. The concept of ego identity and positive self-image is critical to the mobilization of the individual's inner resources for self-actualization. Feelings of inferiority and negative self-worth in frustration which mitigates against competing in a forthright manner.

Corson (1970) describes the needs of black students, their frustrations, their hopes to move up in American society rather than to destroy it. He deals with the pressures of black students to join radical militants and what form the revolution may take if we fail to open our society to black citizens.

Clift (1970) states that,

If we lived in a free and open society that did not suppress and oppress black people without power, this would not be the case. It is difficult to admit that schools, universities, churches, and other similar organizations represent institutions power that has frequently been used to dominate and abuse blacks. When they did not dominate and abuse, they condoned it by inaction because they are a part of the system. The black and white higher institutions will have to get their houses in order and begin to play the role they are supposed to play in a free democratic society (p. 301).

The aspect of cultural nationalism among blacks which celebrates racial pride and dignity is reported by Blauner (1970). The importance of culture can be understood when one thinks of black civilizations they are almost completely lost. Barbour (1968) points out the success of the Black Muslims in developing a program with "black consciousness," and through religion, the nation of Islam is developing political and socio-economic programs as a cultural base.

The politics of racial conflict are expressed by H. Rap Brown (1969) in his famous "Letter from Parish Prison." His first statement was, "I am a political prisoner, jailed for my beliefs . . . that black people must be free." Brown perceived the political nationalistic struggle by blacks and other oppressed people in this country as being total and necessary. In Brown's "Note to America," (1969):

America, if it takes my death to organize my people to revolt against you and to organize your troops to revolt against you and to organize your children, your God, your poor, your country, and to organize

mankind to rejoice in your destruction and ruin, then here is my life. But my soul belong to my people. We shall conquer without a doubt (p. 115).

Militancy

Racial awareness among blacks which focuses on black militancy is evident in Marx's study (1967). Militancy was judged by the commonly held standard of civil rights activities such as peaceful, non-violent demonstrations. Willis and Goldberg (1969) measured black militancy by developing a Thurstone-type scale, that contained items relating to anti-white feeling, integration, African identification, use of violence, and multiple factors evolving out of the concept of black militancy. Tomlinson (1968) assessed militancy by the subject's sympathy with militant black organizations. Those who sympathized with black militant groups were called militant, and those who were antagonistic were called conservative.

Black Student Attitudes

Clift (1970) states:

Black students recognize that the University has become a dominant institution in the control and socialization of youth, because it is the major force in determining status transition of youth. Those youth at the bottom of the socio-economic scale are isolated and completely apart from successful models and examples in this community that can be emulated. They and their group are relegated to inferior status and this damages ego development and lowers self-esteem. Individuals require group acceptance and approval. History bears out that acceptance by the dominant group in

a racist society is a myth. Therefore, they seek their own identity and control over their own lives. They tend to reject the combination of factors on the white campus which would harm them psychologically and force a negative self-evaluation on them (p. 301).

Elhorst (1967) conducted a longitudinal study of the changing attitude of both black and white students subsequent to integration at southern universities. The results of this study indicate there is still considerable social distance and some animosity between the races. Black and white attitudes toward each other have steadily improved following even token integration. Weinberg (1967) found there is some indication that education makes Negroes more accepting and less hostile to whites, though this comes as no surprise in view of the relationship between the education of whites and their attitude toward blacks. It is evident that where blacks and whites can study, learn, and interact together, society in general profits.

The racial attitudes of black college students were examined by Banks (1970) to determine results indicate that black students as a group accept more anti-white ideology and less anti-Negro ideology than a comparable group of students sampled in 1957. Students sampled in 1968 were significantly less authoritarian than the earlier group. The trend is explored in the context of the changing social and psychological milieu of today's black college student. Implications to the counseling and

student personnel profession are obvious and perhaps ominous.

Sheatsley (1966) surveyed the white attitudes toward the Negro and stated:

Certainly there is no evidence that the majority of American whites eagerly look forward to integration. Most are more comfortable in a segregated society and they would prefer that the demonstrators slow down or go away while things are worked out more gradually. But most of them know also that racial discrimination is morally wrong and recognize the legitimacy of the Negro protest. Our survey data persuasively argue that where there is little or no protest against segregation and discrimination, or where these have the sanction of law, racial attitudes conform to the existing situation. But when attention is kept focused on racial injustice and when acts of discrimination become contrary to the law of the land, racial attitudes change. Conversely there is no persuasive evidence thus far that either demonstrations and other forms of direct action or legal sanctions applied by government, create a backlash effect and foster segregationist sentiment. On the contrary, they may simply demonstrate, even more conclusively that it is more costly to oppose integration than to bring it about. The mass of white Americans have shown in many ways that they do not want a racist government and they will not follow racist leaders. Rather, they are engaged in the painful task of adjusting to an integrated society. It will not be easy for most, but one cannot at this late date doubt the basic commitment. In their hearts they know that the American Negro is right (pp. 236-37).

Foley and Foley (1969) describe the possible backlash of the black student movement.

The tragedy is that black students may have lost the goodwill of their classmates and may find a repressive and belligerent atmosphere in the years ahead. The authors feel that meeting the future demands of black students will require common sense, compromise, and goodwill on both sides.

Academic Motivation and Performance

Edgar G. Epps (1969) feels that the current dilemma of Negro Americans is that the society is tailored for someone else. Thus, attempts to eliminate racial differences in academic performance must consider both the personal characteristics of the Negro students and the characteristics present in the educational system which discriminates in favor of some characteristics and against others.

A correlational study of personal characteristics and attitudes which are predictive of academic achievement among northern and southern urban Negro high school students was conducted. The results support previous work which has stressed the importance of academic self-concept and sense of control for the prediction of academic achievement. It is significant that academic self-concept is highly predictive of school grades and is relatively independent of verbal ability. That high school grades are as good as achievement test scores for predicting future academic success is a well-documented fact. Lavin (1965) presented in this study that regional and sex differences in effectiveness of predictors must be given serious consideration in explanatory treatment of differential academic achievement.

Higgins and Archer (1968) suggest that:

Test performance of lower socioeconomic status (SES) children can be improved when certain motivational variables (rewards) are afforded. Interpretation of lower-SES children, must, therefore be cautious and

hesitant. If rewards, either intrinsic or extrinsic, that are meaningful for low-SES children can be found, not only might their test performance be improved but their total educational experience might be more fruitful (p. 323).

The gap between Negro and white students' performance is to some extent attributable to educational inequities is hardly debatable. The Coleman Report (1966) documented what has been known for many years--that quality of education affects levels of performance. Thus it is not surprising that northern students have higher verbal ability scores than southern students and that Negro students who attend schools with whites have higher scores than those who attend segregated schools.

The pioneer work of Brookover and his associates (1962, 1965, 1967) in developing the self-concept of ability scales deserves recognition. They pointed out in 1967 that it is in precisely those schools where the greatest obstacles to achievement are present (those with high academic standards) that the self-concept of ability scale is most effective. They have also demonstrated that self-concept of ability is modifiable and that changes in self-concept of ability are related to changes in academic achievement.

Williams and Byars (1968), Long and Henderson (1968), and Deutsch (1967), reported studies which dealt with black's difficulties in school which stemmed from feelings of low-esteem. Kiernan and Daniels (1967) indicated that black students' negative self-concept seemed

to be relatively permanent, lasting through college. Black's low self-esteem is usually attributed to being continually evaluated, by themselves as well as others, in terms of criteria set up and enforced by white society. Blacks understandably have great difficulty in both understanding and accepting such foreign criteria.

Black students' problems in competing in college with whites on white criteria are serious enough; however, an even more serious problem occurs in the competition for the chance to compete in college. The problem of the admission of black students to college is directly related to the most researched issue concerning black students' standardized testing.

Contrary to opinions of some, the validity of standardized tests for blacks is not an issue. Kirkpatrick, et al. (1968) and Stanley and Porter (1967) point out that standardized tests are as valid for blacks as for whites. The problem is that blacks tend to score lower on the tests and criteria than do whites; thus standardized tests simply reflect the society--a white society in which blacks are handicapped educationally.

Black students, more than white students, see a college education as perhaps their principal avenue of upward mobility. At the end of the avenue lies a good job. Such a vocational frame of reference, though a necessity for black students, may inhibit interest and success in liberal arts curricula which are required in

most good institutions of higher learning (Froe, 1968). While this problem is not unique to black students, it may be compounded with white students while being judged on white criteria by white faculty. In addition to possible prejudice, the black student may experience other problems ranging from fear of speaking up in class and fear of expressing his views to the more fundamental problem of having to learn a whole set of white folkways which faculty unconsciously assume he knows (Vittenson, 1967). Thus, for the above reasons and a host of other oft-mentioned ones, it will be difficult for black students to compete with equal success at present, with white students.

Black Studies

Freedman (1971) indicates that separate black studies programs, taught only by blacks and offered only for blacks, which some extreme groups have demanded, will disappear, or at least diminish in importance, emphasis, and number, much like the programs in Russian or Slavic studies launched immediately after sputnik. The graduate of an exclusively black studies program may be prepared only to teach in another such program.

On the other hand, Clift (1970) feels that black academic separatism, out of the context of our national history and aspirations in a pluralistic society, can lead to segregated education which does not provide young people with the competencies and skills needed in this

highly competitive industrialized society. It is not an either/or proposition. The challenge to students and the university is one of making it possible for the black student to achieve identity and self-esteem while developing essential competencies and skills.

Harry Edwards (1970) feels that,

Debate or discussion over whether or not to institute Black Studies Programs is no longer relevant, much less fruitful. A thorough and well-planned Black curriculum is indispensable to the liberation efforts of Black people in America and thus to the welfare of America. Establishment Negro spokesmen notwithstanding, Black studies programs are designed to investigate and examine the sources of problems faced by Blacks in this nation and to aid in the solution of those problems. The more oppressive the obstacles facing Black people become--the more critical their problems--the more revolutionary the means of removing these obstacles and solving these problems must become. These programs are relevant, for they seek, in addition, to acquaint Blacks with their rich cultural heritage and thus augment their sense of identity and assurance as a people (p. 205).

Frantz (1969) feels that the basic problem of Negroes is that there are two separate but unequal cultures; one of which constitutes an in group and the other of which is an out group wishing and needing to get in. He states:

Educators would be wise, especially in the interests of black students many of whom don't realize it, not to accede in any ways to demands for black dormitories, black student unions, or Afro-American studies departments and courses for blacks only. Surrender to such demands will only perpetuate an unequal black and white culture (p. 225).

In Chapter III, a historical presentation will be made on the black student organizations at MSU and their relationship with the Black Student Aide Program.

CHAPTER III

BLACK STUDENT AIDE PROGRAM AND MSU BLACK STUDENT ORGANIZATIONS

Development of the Idea for the Black Student Aide Program

The protest movement of black students in the United States evolved out of the sit-in of four black students from North Carolina Agricultural and Technical College to desegregate a lunch counter in Greensboro, North Carolina in February 1960. The spread of sit-ins and other civil rights tactics aroused the conscience of the nation and encouraged students to express their support for civil rights through non-violent direct action.

The summer of 1964 witnessed a fundamental change in the civil rights movement because of the urban riots which divided many white liberals and moderates from those white and black militants who considered the riots legitimate rebellions.

In the summer of 1966, the cry of "Black Power" was supported by Stokeley Carmichael, who was no longer committed to non-violence after he expelled whites from the student non-violent coordinating committee in 1965.

Militancy increased on southern black campuses during 1966 and 1967.

Earlier civil rights activism generally attacked off-campus targets, but in 1967, the protest of black militants were now directed against the university. Black militants claimed that the university helped perpetuate black oppression through its admission policies, its "white-oriented curriculum and white staff members." Black students felt their cultural heritage was ignored and offered few areas of identity. Their aim was to establish an equal place for blacks in the university community. Their concerns for a "relevant" curriculum, black faculty appointments, black student involvement, black representation in the university, and discriminatory practices of the university, were issues black students began to organize and build black unity.

Black student organizations at Michigan State University have played a very important role in giving meaning, direction, purpose, and vitality to the contemporary black struggle. These organizations moved as a legitimate power base to unify and solidify black student, faculty, administrators, and employees to bring about needed changes in the university. We shall trace the development of each Michigan State University black student organization, their demands, and programs to establish black unity.

Dr. Robert Green (1970) Director of the Center for Urban Affairs, Michigan State University, in a prepared report to the Presidential Commission on Admissions and Student Body composition stated:

In September 1960, the minority student population on the Michigan State University campus numbered about 130 or .6 percent of the total student body and most of these students were black. The black student enrollment remained relatively constant until 1966 with the increase in the black population occurring during the last four or five years. In the Fall of 1967 there were 690 black students enrolled, comprising 1.8 percent of the campus community. Black enrollment increased to 1,007 or 2.5 percent in 1968, and 1,523 or 3.8 percent in 1969. This Fall (1970) the unofficial count for black students is estimated to be about 1,800 to 2,000 or 4 to 5 percent of the total student population (p. 1).

BSA--Black Student Alliance, 1967-1969

Fall Term, 1967

Prior to the 1967-68 school year, Michigan State University actively recruited black students from the Detroit area to participate in the Detroit Projects Program. The purpose of the program was to identify black students who would have a good chance of succeeding at MSU, even though the normal MSU admission standards did not identify them as succeeding.

Although there was no formal black student organization during the fall term of 1967, black students were consciously aware of the events which shaped the urban rebellions in the summer of 1967. They developed a consciousness for the black man's struggle in America.

They articulated how the black man had been exploited, how he had suffered economic coercion, inhuman treatment, terror, and murder in order to integrate American society. Black students had developed an awareness of how blacks were victimized by ghettos, unemployment, poor schools, slum conditions, housing, and job discrimination. They were very disenchanted with the inconsistencies of our society and began to refuse to support established institutions, and to continue to work for what they considered to be unequal and unattainable goals. Black students came back to college campuses with a zeal to effect a change in the university and to struggle for power to control various destinies.

During the fall term of 1967, Floyd McKissick,¹ National Director of CORE spoke to black students at MSU, pointing out how racism pervades American institutions and the need for students to become actively involved in effecting change to establish equality. He stated (1967):

Civil Rights is a term coined by white people in a racist society. All the legislation in the world means nothing in the hands of racists. The answer is for black people to control themselves in their own separate communities. This would mean adhering to the six points of the "Black Power" movement. They are: political power, economic power, improved self-image for the Negro, development of military leadership, impartial enforcement of the law, and organized use of consumer power.

¹Michigan State News, October 31, 1967, p. 1.

McKissick characterized the ghettos in our country as places where black people live in white-owned buildings, and where the white people control all the purse strings and realize all the profits.

He said that the attitude of the black man in the ghetto is "if it burns, what the hell, it isn't ours." When questioned about the riots last summer (1967), McKessick said that they were not riots, they were rebellions, and that violence is pure American. Blacks are victims of violence. He said that non-violence was over and that CORE was the only organization that contained all the needed elements for the needed change.

McKissick felt that a lack of knowledge of the history of the black man was another reason for the problem that exists today. The history of the black man has been suppressed in our society and is not taught in our schools.

He criticized the apathy of white people at such institutions as MSU. He said MSU was known primarily for its great football teams and not what they were doing for the black man, because there were not black coaches out there training them. He also stressed the importance of economic power.

Winter Term, 1968

During the winter term, 1968, black student leader Barry Amis, in a prepared speech, reacted to the admission

of additional black students in the Detroit Projects Program by supporting this position: "Discarding the hackneyed platitudes, the university is saying in essence that by bringing in these students it is to be applauded. Black students should not be duped or bought off by this kind of education tokenism; it will not break down the de facto segregation at MSU."

The Black Student Alliance (BSA) was organized on January 18, 1968 as the first major black student organization at MSU, to protest a registration form that asked for the race of an enrollee and primarily to combat alleged racial discrimination in the university and East Lansing communities. In a prepared statement BSA charged:

. . . intentionally or unintentionally black students are effectively excluded from any major participation in university life other than athletics. The Associated Students of MSU (ASMSU), the State News, campus radio, and numerous political and academic organizations, in no way provide a medium of expression for the black student. BSA will work toward further integration of the coaching staff, the university police, and would urge the university to demand open housing in East Lansing.

The organizational leadership of the Black Student Alliance in the winter term of 1968 consisted of two co-chairmen, Barry Amis and Richard Thomas. Today, over three years later, Barry Amis is an Assistant Professor of Romance Language at MSU and Richard Thomas is serving as a Curriculum Coordinator in the Center for Urban Affairs and currently enrolled in a doctoral program in Sociology. A steering committee of BSA was charged with formulating

policies and tactical plans of action to create a new consciousness among black students on campus.

Spring Term, 1968

The spring term of 1968 witnessed the death of Dr. Martin Luther King, Jr. Black students were shocked and angered at the death of Dr. King and on April 15, 1968, approximately 1,500 MSU students and faculty moved through offices and classroom buildings and gathered at the MSU Administration Building (Linton Hall).

BSA issued a series of demands in a letter to the president and the board of trustees. Included in the letter were the following demands:

1. An existing structure be named in honor of Dr. King. BSA suggested the new administration building and international center as possible choices. (To date, MSU has not named an existing structure in honor of Dr. King.)
2. Establish a Martin Luther King Memorial Scholarship Fund. Equal Opportunity Programs has established this fund since the spring of 1969 to provide small emergency grants to minority students. (This demand has been met by the university.)
3. Creation of a Martin Luther King Professorship in Social Psychology. (MSU, to date, has not fulfilled this demand.)

4. The immediate upgrading of all black personnel at the university in all areas. (In June 1969, a "Report on the Nature and Extent of Minority Group Employment at MSU" was published by Equal Opportunity Programs and the Center for Urban Affairs. The report stated, "In conclusion, the following report based on data submitted by the various offices at Michigan State University, reveals that, as of June, 1969, employment of minority group members, both in extent and in nature, is deficient.")
5. Recruitment of more Negro students, faculty, and administrators. In the past three years, MSU has made a concerted effort to recruit minority faculty, students, and staff. (Today, there are in the university, forty-two black faculty persons. In various staff categories ranging from administrative-professional to hourly employees, the university has over 1,100 minority employees. The university has exceeded in its freshman admissions; the percentage of black high school graduates (6.5%); and has almost reached the percentage of blacks in the state population.)
6. The university should hire Negro coaches, doctors, professional counselors, residence halls staff, personnel, campus police, and bus drivers.

(Today, MSU has hired black coaches in football, track, soccer, and basketball. There are also a black trainer and black doctors in the Olin Health Center. There is one black professional counselor in the university Counseling Center which has a staff of three graduate-level counselors, but the counseling program needs to be expanded. The MSU residence halls have placed thirty-six black students in each undergraduate hall to serve as black aides. MSU has a black corporal on the campus police force and there have been black bus drivers hired, but they have left the university for better paying jobs.)

7. Provide more non-athletic scholarships. (The MSU Equal Opportunity Programs provide graduate fellowships for minority students enrolled in advanced degree programs. Since 1967-68, the number of black graduate students has increased 300 per cent. In 1970, there were 234 black full-time and part-time graduate students enrolled at the university.)
8. Afro-American studies: music, art, history, literature, political science, etc. (Since the time of making these demands, the MSU Center for Urban Affairs curriculum component has developed urban-ethnic studies for minority students.)

9. The university should take a stand on "open housing." (MSU, as a university, could not actively take a stand on any social problem, but through the interest of its faculty and student body has been instrumental in helping to make "open housing" a reality in East Lansing.)
10. The university should not award building contracts to companies known to discriminate in their hiring practices. (Michigan State University now only awards contracts to companies who are Equal Opportunity Employers.)
11. The university should develop a project for the black students of Lansing and take a greater interest in the Lansing community. (The Center for Urban Affairs has established a Community Action Program in Lansing in conjunction with the Lansing Model Cities Program.)

As a result of the death of Dr. Martin Luther King, Jr., the Black Student Alliance sought to resolve the discriminatory practices of the university through a series of demands. BSA sought increased enrollments of black students, faculty, and staff and demanded that admission policies be changed to admit black students. They demanded a total reassessment of the curriculum and established political power in the MSU community to voice

their concerns on events which shaped the lives of black students at MSU.

Athlete Boycott

A boycott of all spring sports by black undergraduate athletes occurred on April 2, 1968. The black athletes decided to boycott all spring sports after Biggie Munn, Athletic Director of MSU, refused to sign a statement stipulating that he would ask President Hannah to look into the discriminatory practices in the Athletic Department toward Negroes.

LaMarr Thomas, a member of BSA, and an outstanding halfback on the football team served as spokesman for the black athletes, said their decision to submit the grievances and to boycott came about gradually and was not spontaneous. They had talked about the boycott the previous fall (1967). The boycott centered on a series of grievances which were compounded by misunderstanding on both sides. The feeling existed among the black athletes that the university was neither aware nor concerned with the welfare of the black athlete. The list of grievances centered around the following:

1. The recruitment of black coaches for all sports at the university, such as football, basketball, track, and swimming. (Today there are black coaches in football, basketball, and track. The

athletes felt that one or two coaches was insufficient.)

2. The feeling that the Athletic Department tended to discourage black students from participating in certain sports, especially baseball. (Today, blacks participate in baseball, soccer, and LaCross, but to date, there is no black swimmer.)
3. MSU did not employ black trainers nor a medical doctor to treat all athletes. (There is a black trainer employed by the university.)
4. MSU did not employ black people in Jenison Fieldhouse, the Intramural Building, the ticket office, and Ice Arena, and in non-professional positions. Black athletes found this to be deplorable and no longer acceptable. (MSU has employed blacks to fill the positions in Jenison Fieldhouse, the ticket office, and intramural program.)
5. The athletic counselor is under undue pressure in attempting to assist all athletes in academic and personal problems. A black athletic counselor should be employed to assist in counseling. This need was highlighted by the fact that many black athletes fail. (To date, MSU does not have a black academic-athletic counselor.)

6. The academic counseling provided for black athletes was designed to place them in courses that would maintain their eligibility and not to enable them to graduate at the end of the four-year period. Athletes are forced to take non-academic courses such as physical education when they need courses which will make them eligible for graduation. (The Athletic Department, to date, is concerned that athletes enroll in academic programs in which they can meet the requirements for graduation commensurate with their abilities.)
7. MSU has never elected a black cheerleader. BSA found this questionable in view of the large number of talented black girls on the campus. (There are now black cheerleaders on the MSU cheer squad.)

A statement followed the grievances that "black athletes of MSU would like to go on record as supporting the boycott of the 1968 Olympics by black athletes."

The boycott ended after two days and BSA and black athletes issued joint statements to clarify their position and called off the boycott of spring sports because the university agreed to "act immediately" on the demands. After meeting with Dr. John Fuzak the following concessions were made:

1. To move toward hiring a black football coach, a black track coach, and a black basketball coach by September 1, 1968. (The university met this demand.)
2. To make every effort to recruit black baseball players and swimmers.
3. To discuss the question of a black counselor.

The Black Student Alliance supported the black athlete boycott, which increased interest among black students to support the BSA. Mass meetings were held to organize black students in various residence halls on campus to mobilize support for BSA on campus.

President John A. Hannah appointed the Committee of Sixteen on April 25, 1968. Composed of faculty and administrators of Michigan State University, its chairman, Dr. George M. Johnson, assistant to the president, issued their final report.

With the need for immediate action being evident, the committee concluded that extraordinary efforts should be made to effect fundamental changes of attitude and behavior of all Americans toward minority group members in American society.

Outstanding among the committee's recommendations were the following:

1. An all-out effort should be made to increase the enrollment of minority students.
2. The university should aggressively search for minority faculty members to be employed in all colleges and departments of the university.
3. A conscious and continuous effort should be made by the university to increase the number of minority group members in administrative positions throughout the university.
4. A vigorous program should be carried forward to increase the number of minority group members in the administrative-professional, clerical, technical, and operational staffs of the university.
5. A Center for Race and Urban Affairs should be established and should perform four types of work: academic, action, research, and design and content of experimental programs.

Summer Term, 1968

During the summer of 1968, the BSA Steering Committee, composed of such leaders as Richard Thomas, Barry Amis, Jason Lovette, LaMarr Thomas, and others, maintained a close-knit relationship. The leadership of BSA was very much aware of the racial tensions and riots which occurred in Little Rock, Detroit, Grand Rapids, Los Angeles, Miami, and other cities in America. They watched

the frustrated results of the Poor People's Campaign, and became actively engaged in planning organizational programs and strategies which would more actively involve black students of MSU for the school year 1968-69.

The summer of 1968 witnessed the approval of the board of trustees for the appointment of Dr. George M. Johnson, former dean of Howard University Law School, Washington, D.C. as the first black MSU presidential assistant. Dr. Johnson was appointed to develop Equal Opportunity Programs at MSU. He recommended to the Academic Senate and board of trustees "that steps should be taken to implement the recommendations of the Committee of Sixteen,¹ to establish a Center for Racial and Urban Affairs, and to increase black undergraduate and graduate enrollment at the university."

Fall Term, 1968

On September 20, 1968, the MSU Board of Trustees appointed Mr. Ronald B. Lee, Director of the Office of Planning and Systems Analysis-Office of the Postmaster General, to head the Center for Racial and Urban Affairs and Equal Opportunity Programs. His responsibility was

¹The "Committee of Sixteen" was the Undergraduate Education Committee which was appointed by President John A. Hannah, February 8, 1967 to review the undergraduate education program at Michigan State University.

to implement the report of the Committee of Sixteen which provided for increasing opportunities for black students, faculty, and employees.

As a result of the efforts of the Committee of Sixteen and subsequent decisions, Mr. Lee identified three main organizational responsibilities which would serve to implement the program: (1) a university-wide committee representing all segments of the university would be established to provide in-puts, (2) a Center for Urban Affairs (excluding "Race"), and (3) certain Equal Opportunity Programs which were to be coordinated by the provost. University seminars were held to develop and implement the recommendations of the Committee of Sixteen. Dr. Robert L. Green was appointed by the board of trustees to be Assistant Director of the Center for Urban Affairs and Equal Opportunity Program.

In the September 1968, "Welcome Week" edition of the Michigan State News, BSA issued a statement which spoke of the problem of racism in the MSU community and in American society. BSA stated: ". . . that of the many thousands of courses offered by MSU, there was not one course in 1967-68 which addressed itself to racism in this country. Priorities must be placed on courses in educational institutions which accord with the problems in society at large."

During the fall term of 1968, the Black Student Alliance continued to organize new black students who entered MSU. The entering black freshman class of 1967 totaled 157 students. In 1968, the black freshman class totaled 357 students, which more than doubled the class of 1967.

BSA began a program of political socialization of black students in the dormitory complexes. Black student activities were manifested in their demands for black studies, cultural programs, and activities that spoke to their black identity and awareness. BSA sought to strengthen its political organization and searched for viable ways to identify with the Lansing black community.

Residence halls workshops were held to discuss the problems black students faced, including questions of campus social and cultural inequities, and more importantly, black studies. BSA was primarily concerned about the role black students should play on a predominantly white campus, in order to help the destiny of black people toward self-determination and human dignity.

On October 22, 1968, in a letter to Dr. John Fuzak, Athletic Council Chairman, the Black Student Alliance hinted of possible demonstrations at the nationally televised Notre Dame football game, if the Athletic Department did not take immediate action to fulfill specific agreements which the department made the previous spring.

BSA accused Dr. Fuzak of "not following through" with agreements of the previous spring to hire a black academic counselor, trainer, physicians, personnel for athletic facilities, assistant basketball coach, and cheerleaders. BSA's discontent stemmed from the April 5, 1968 Administration Building sit-in previously referred to, when black students presented their list of demands to President Hannah.

A proposal to form an All-University Committee on Equal Opportunities evolved out of the meeting between BSA, Dr. Fuzak, and Jack Breslin, University Secretary. The athletic proposal of the previous spring was discussed, but the meeting was structured to look into racial problems within the entire university and not just within the Athletic Department.

Both groups agreed there was a failure on the part of the university to establish the mechanism to discuss the implementation of the demands. As a result of the meeting, it cleared up the difficulties which arose.

A BSA spokesman indicated "we did not talk about the possibilities of demonstrating at the football game. However, who knows what may happen?" BSA did not demonstrate at the Notre Dame game because of the progress made in the lengthy and worthwhile discussions which spoke to critical problems affecting all black people in the university.

On November 19, 1968 the sisterhood of the Black Student Alliance, for black coeds, was formed to foster programs aimed at relating personally to the movement as black women students on a predominantly white campus. Phyllis Lovett, Gail Williams, Anita Bayliss, and Sandra Adams presented the idea of a black sisterhood to Richard Thomas, co-chairman of BSA. The plan was approved by BSA and plans were made to hold open forums on the past and recent history of black women.

Winter Term, 1969

The Black Student Alliance began to decentralize its operation in an effort to organize the masses of black students on campus. Each residence hall complex developed a BSA organization with its own elected officials. BSA sought the support of black faculty and staff and made a series of recommendations to secure their support.

In a memo to black faculty dated February 24, 1969, BSA's recommendations were that black faculty could: "(1) give independent study courses and let students work on projects and programs that could not be done in the present system; (2) keep BSA's office informed of the classes that you are teaching, so black students can enroll in your classes; (3) there is no need to worry about grading, for grades do not tell how much work is being done or what one knows." The memo indicated that black students wanted to work with black faculty and staff on

new curriculum, African exchange programs, community projects, etc. The following outline indicated things that the students wanted to do:

1. There are girls who want to work in the Lansing community full-time. They will be doing the following:
 - a. Checking prices in the stores and training high school girls how to do it.
 - b. Finding alternate ways to avoid buying from certain merchants or traveling distances for sales.
 - c. Establishing a credit system so that families can purchase goods and articles on time without paying excessive interest rates.
 - d. Training mothers and girls in home economics and developing new courses.
 - e. Re-evaluating the nuclear family concept.
2. Small political science classes conducted by black students in Lansing to trace Afro-American political thought, deal with international problems, study the power structure in the community, on campus, and throughout the United States, do field work, develop bibliographies and course curriculums.
3. Work must be done in American history so that black history will not be taught in a vacuum.
4. Establish a liberation school and black radical institute.
5. Develop educational programs to destroy existing myths about Africans and Afro-Americans.
6. More financial assistance is needed by black students. Four hundred dollars is needed to study the present system of financial aids program, evaluate work study, do intensive field work, implement a training program, and come up with data to effect change.

Spring Term, 1969

The Black Student Alliance and black faculty met weekly during spring term to develop programs, tactics, and strategies for getting more black faculty, staff, administrators, and employees at MSU (see Appendix A).

In the spring of 1969, commemorating the first anniversary of the April 4, 1968 assassination of Dr. Martin Luther King, BSA recommended in a letter (see Appendix B) to the president and board of trustees of Michigan State University that MSU: (1) name an existing major university structure in honor of Dr. King--the new administration building or the international center; (2) establish a Martin Luther King, Jr. Memorial Scholarship Fund; and (3) create an endowed Martin Luther King, Jr. professorship in social psychology. Ironically these demands were the first three that black students asked for on April 4, 1968.

Now a year later, Sam Riddle and Jason Lovette, of BSA presented several points of consideration for the MSU Board of Trustees: "The demands of 1968 urged the acceptance of more blacks in the MSU community, and end to the awarding of contracts by the university of companies known to engage in discriminatory practices, more community action programs, and the initiation of a black studies program. These issues must be resolved," Riddle said.¹

Jason Lovette presented seven matters for consideration by the board which he indicated should not be considered to be demands. His statement included: (1) a call for increased numbers of blacks in various areas of

¹Michigan State News, April 21, 1969.

the university community, (2) a charge that black athletes are exploited for four years and cut loose without a degree, (3) leveled a criticism of work-study programs as being "more work than study," (4) called for the disarming of university police, (5) requested that a black student observer serve on the board of trustees, (6) criticized ROTC as having "no relevance to the academic community, and (7) supported Dr. Robert L. Green as the successor to Ronald B. Lee, Director of the Center for Urban Affairs and Assistant Provost, who would resign his post to return to Washington, D.C. to accept the position of United States Assistant Postmaster General.

The Alliance criticized the Vice President for Special Projects, Dr. Gordon Sabine, at the board of trustees meeting when he replied "no," when asked if there were 1,000 qualified black students available to be recruited to MSU. When the associate director of the Center for Urban Affairs, Dr. Robert L. Green answered the same question, he offered several reasons and cited a need for counselors and assistance programs for students who come to MSU.

In comparing the two replies, BSA urged that all programs involving minority groups and disadvantaged students be transferred to the Center for Urban Affairs, and requested that one million dollars be funded immediately to the Center as a minimum amount. BSA said "the

suggestion of transfer of these programs are even more valid because Dr. Green, whom BSA suggested to succeed Ronald Lee as Director of the Center, is a nationally recognized authority on the education of the disadvantaged and urban school population" (Appendix C).

Wilson Hall Sit-In

On Monday, April 28, 1969, approximately 100 black students shut down Wilson Hall Cafeteria to protest the alleged harassment of three full-time black employees. The Black Student Alliance said the three employees walked off their jobs because of comments of a racial nature, made by the food service manager and assistant manager.

Shortly before 5 P.M. the black students took over the cafeteria and refused to allow dinner to be served. BSA listed three grievances which the Alliance wanted to be resolved. First, that the two food service managers be fired. Second, that the university employ more full-time help and finally, that a black worker who quit because of harassment be hired to a position of responsibility.

Prior to the sit-in, a meeting was held with the area manager, dormitory manager, food service managers, area director, and the employees who walked off their jobs. A list of grievances was presented by the employees.

The basic grievances were being resolved in this meeting when BSA moved to close the Wilson Hall Cafeteria.

Several university administrators met in the cafeteria with black students to discuss solutions to the problem. Black faculty and administrators were also present on behalf of the students. Wilson Hall students were served in other dorms in the complex while a make-shift meal was prepared for black students in Wilson Hall.

BSA conducted a teach-in in the Wilson Hall cafeteria during the evening of April 28, 1969 to discuss problems related to blacks at MSU and other campuses. Out of the dialogue session, concern was registered about the lack of black involvement in all facets of the university community, specifically in the hiring of blacks as faculty, administrators, in service-oriented fields, and in MSU residence halls program.

Initially black students planned to occupy the cafeteria until Thursday, and hold an open forum with Acting President Dr. Walter Adams. University administrators sought to resolve the problem as quickly as possible and agreed that an open hearing be held on Tuesday at 3 P.M., and that a board of review be established. The board would be composed of administrators, faculty, and students who would hear charges brought by BSA against the food supervisor and hall manager of Wilson.

The respondents, as well as panel members, were notified Tuesday morning that they were to appear in

Wilson auditorium. BSA decided the meeting should be held in the cafeteria. Administrators wanted to record the proceedings but BSA requested that no tape recorders or cameras be allowed in the cafeteria because they were not allowed in court.

The subsequent three hours of hearing got out of control. There were charges and counter-charges and emotions ran high. Witness after witness testified. Rules of procedure initially agreed on by the adjudicating committee were extremely difficult to adhere to because of the total involvement and concern black students held for "addressing their grievances." The review board deliberated more than thirteen hours following the open meeting in the cafeteria Tuesday afternoon, and submitted the following nine recommendations:

1. A position be established for a black person in the central personnel office with the general function of recruiting black personnel and of getting them placed in the university structure. If it is necessary to give on-the-job training in some instances, this person should see that it is provided. The selection of this person shall be made with the advice of BSA and the director of Equal Opportunity Programs and the director of the Center for Urban Affairs. (This was done by the university.)
2. That immediate steps be taken to upgrade blacks in residence hall employment with on-the-job training if necessary. (This was done by the university.)
3. That there be an immediate search for and subsequent hiring of a black college graduate to be trained for one of the management positions in Wilson Hall with the advice of the BSA. (Residence hall management has made an effort to conform to the recommendations.)
4. That the university administration release a statement condemning the kind of practices which

led to the Wilson Hall situation. (This was done by the university.)

5. That the hall manager be transferred out of Wilson Hall and placed in a permanent non-supervisory position. (This was not done by the university.)
6. That the food supervisor be transferred out of Wilson Hall and placed in a permanent non-supervisory position in food service. (This was done by the university.)
7. That the president request some knowledgeable faculty member to formulate in conjunction with all interested parties some plan for an arbitration system to adjudicate the sort of controversy involved in the Wilson Hall situation. (This was done by the university.)
8. That the president request the faculty not to penalize the students involved in the Wilson Hall action. (This was done by the university.)
9. That a progress report be forwarded to the entire university including specifically the BSA and the black faculty on the above items on June 1, and October 1, 1969. (This was done by the university.)

Dr. Adams commented that he felt there were three considerations people concerned about the Wilson cafeteria occupation should keep in mind:

1. Nobody was hurt, and I think that is important.
2. The academic process of this university was not disrupted.
3. To my knowledge there was no destruction.

The most important thing to come out of the Wilson Hall sit-in was the call for an established university plan of arbitration of similar disputes of alleged discrimination for employees in the university. Also, a concerned effort to initiate fair employment practices to insure that discrimination was eliminated.

The East Wilson Hall Council, in an "Open Letter to the University Community" (see Appendix D) wanted a further explanation of the events which led to the

"take-over" of the Wilson Hall cafeteria. The Black Aide Program coordinator was requested to appear before the council to "elaborate publicly on the conclusion and statements in your testimony at the hearing."

The Black Aide Program coordinator appeared before the council. In his deliberations he stated points to which he earlier alluded, in that he felt that "Management needs to look seriously at the problem of racism. No one should have to live in fear of a job." He further proposed that "management make a concerted effort to cease and desist from these practices and open positions for black food supervisors in the kitchen, dining, and reception areas in our dorms. Also, to open job opportunities for black students."

Although widespread criticism was leveled at the acting president in his handling of the Wilson Hall sit-in, the incident was resolved peacefully and without injury to anyone. The use of police force was not needed, and there was no appreciable damage to property or disruption of the normal academic process. The incident raised the question of how the university should deal with a sit-in to deal with the question of allegations of discrimination and racism on campus.

Michigan State University responded positively in its attempts to deal with discrimination on campus.

Listed below are Equal Opportunity Program Actions¹ taken by the university.

Brookover Report.--Equal Opportunity Programs had been greatly strengthened during 1970 when, on February 28th, the Michigan State University Board of Trustees adopted the MSU Anti-Discrimination Policies and Procedures, more popularly referred to as the Brookover Report.

The Committee Against Discrimination.--The major function of the Committee Against Discrimination, one of the vehicles set up by the Brookover Report, was to initiate and conduct reviews of various departments and units in the university. Already this committee, with Dr. McMillan serving as its executive secretary, had adopted review procedures and was reviewing various university components. Albert A. Martin, administrative assistant, served with the executive secretary in the investigative processes involved.

Anti-Discrimination Judicial Board.--The other body, the Anti-Discrimination Judicial Board, with its executive secretary, Mrs. Mary P. Sharp, developed procedures for receiving and adjusting complaints of discrimination in the university. Individuals alleging

¹Equal Opportunity Programs, Michigan State University, 1971.

discrimination were interviewed by Mrs. Sharp and claims processed with the assistance of Mrs. Josephine F. Wharton. Also, presently the ADJ Board, under the direction of a sub-committee, investigates charges and counter-charges in a number of controversial issues related to discrimination on campus.

Affirmative Action Plan.--A university-wide Affirmative Action Plan was developed by this office, and the responsibility for its implementation comes under its duties. This plan, required of all agencies which have contracts with the federal government, expresses the commitment of the university to increase its employment of minority group persons and females. Definite numerical hiring goals for each college and unit within the university have been established. A recent survey was initiated by EOP in order to measure the degree of compliance. The cooperation of the total university community is vital to this plan.

Summary

By the end of spring term 1969, we have noted that the Black Student Alliance (BSA) grew out of the "Black Power" movement which advocated black control of the organizations, institutions, and resources of the black community. This "black consciousness" enabled black militant students to develop BSA at MSU and use tactics

of peaceful demonstrations and disruptions to press their demands for more black faculty, administrators, students, and black studies.

BSA worked to develop an organization to fulfill the cultural, social, political, economic, and individual needs of black students to deal with common problems relating to white institutional racism. BSA sought to deter inhuman treatment of blacks and worked to instill black identity and black pride.

The leadership of BSA consisted of an Executive Committee, which planned programs that dealt with instituting curriculum changes to "enhance" the black experience and many of its leaders taught university classes to highlight contributions of blacks in various fields of study.

BSA was instrumental in obtaining increased enrollment of black students, faculty, staff, and administrators at MSU. They succeeded in making the Center for Urban Affairs and Equal Opportunity Programs a reality. BSA created the idea of the Martin Luther King Memorial Fund to financially aid black students. It succeeded in integrating the Athletic Department to open up jobs for black coaches in football, basketball, and track. Positions in the ticket office were open and black girls became members of the cheerleading squad.

As a result of BSA's programs, a spirit of community developed among black students. They developed community, political, cultural, academic, and social programs to enhance black dignity and pride. BSA also proposed black student representation on the board of trustees, and was directly responsible for bringing a professional black counselor to the MSU Counseling Center. These were the major contributions of the Black Student Alliance (BSA) during its tenure as the Black Student Organization of MSU from the fall of 1967 to the summer of 1969.

One of the most important accomplishments of the Black Student Alliance was the idea of creating the Black Student Aide Program.

Planning the Black Aide Program.--The Wilson Hall sit-in occurred during the latter part of spring term. Although efforts were made by the Black Student Alliance to keep students aware and informed of the progress of the demands, interest among students dropped considerably because final examinations were near and the university had responded positively to the demands.

As a result of the demands of BSA to have black students involved in residence halls staff positions, Gary North, Area Director of South Complex drew up the initial proposal for the Black Student Aide Program during spring term, 1969 (see Appendix E). The proposal provided

for establishing a Black Freshmen Orientation Aide Program for the anticipated university enrollment of 500-700 new black freshmen. The proposal did not speak to the demand of black students being hired as residence hall staff members.

A second "working paper" was developed by Gary North in July, 1969 which addressed itself to a "Black Student Aide" Program which closely paralleled the role played by the resident assistant in MSU residence halls (see Appendix F). The program would provide a black resource person in residence halls who was sensitive to the problems and needs of black students. The aide would articulate the feelings of black students on relevant social issues; help black students utilize the resources of the university; interact with residence halls managers, staff, and students to create an awareness of problems blacks have in making a successful adjustment to the dormitory and university environment. The aide would work to foster a good racial climate in the hall, and be knowledgeable of all resources which enable black students to survive.

Gary North's proposal for the black student aide position closely paralleled that of the resident assistant position; hopefully it would address itself to meeting the needs of black students. Richard Thomas' proposal, which was presented to the dean of students' staff during the

winter term of 1969, alluded to the discriminatory practices of our residence halls. Its concerns were registered for establishing areas of black identity and involving black students in all facets of residence hall life.

Gary North's second proposal was more of a sincere effort on behalf of residence hall staff to address itself to the perceived needs of black students at MSU to enjoy the same privileges of residence halls staff members, and to eliminate discrimination. It provided for areas of black identity and the involvement of black students in hall programs and activities.

BLFI--Black Liberation Front
International, 1969-1970

The summer of 1969 witnessed among blacks the acceptance of the "Separation" and "Liberation" ideas for resolving black problems in America. Beneath the surface was the continued frustration, alienation, anger, and disgust with the system's efforts to resolve the problems of black people. To accept white values at the expense of black identity was no longer an immediate goal. "Liberation" was the key factor--a push for a pluralistic society in which blacks could take their rightful place among other ethnic groups.

Sam Riddle, Stan McClinton, and Mike Hudson, former complex chairmen of BSA, traveled extensively over the United States attending various "Black Power"

conferences. When they returned to the campus, they were fired with a zeal to implement student programs and activities which spoke of "Separation" and "Liberation," and created a new "militant" student organization, the Black Liberation Front, International.

Included in the organizational leadership of BLFI were two African students, Maina Kenyatta and Kumuyu Kangethe, who later provided leadership in PASOA (Pan African Students of the Americas).

The leadership of BSA (Richard Thomas, Jason Lovette, Barry Amis, LaMar Thomas, and Ron Bailey) did not contest the new organization, although they were not consulted in advance that a change was to take place. Black students were not consulted about the change, and it was basically viewed as a coup.

Selection of Aides

BSA had submitted a list of possible candidates for the black aide positions before the end of spring term. The leaders of BLFI felt they should decide who should hold the positions. Twenty-one positions were opened for black students. Forty-four students applied for the positions (twenty-three males and twenty-one females).

The Black Aide Program coordinator met with the leaders of BLFI in the Center for Urban Affairs and began to select the aides based on the recommended list submitted

by BSA. Each applicant's name was considered and screened for his ability to relate and work with black students, his academic background, and political awareness.

BLFI requested that the Center for Urban Affairs support three additional positions so that the program could provide a greater range of services for the black students in the Brody Residential Halls Complex. The Center agreed to support the BLFI request, and the number of positions increased from twenty-one to twenty-four aides.

It was agreed, by the program coordinator and BLFI, to divide the positions equally among the black male and female students. There were twelve male and twelve females selected, who represented a cross-section of black student groups and organizations on campus.

In assigning aides to the respective halls, it was agreed that an effort would be made to keep aides in the halls in which they lived last spring, and to limit the number of assignments of aides to new complexes. It was felt that it would be easier for the aide who had previously lived in a hall to develop rapport than an aide who was not familiar with the students in a hall, or who had lived off-campus.

Of the twenty-four aides assigned to halls, only six previously lived in halls to which they were assigned. Five students were selected from off-campus, and thirteen who lived in residence halls on campus were moved to new halls. BLFI leaders were primarily concerned about

appointing students whom they felt would mobilize students, organize and implement programs, and develop a cohesive organizational structure. Room transfers were made through the Residence Halls Room Assignment Office and room applications were initiated for those students who formerly lived off-campus (see Appendix G, which also includes demographic data of the aides).

Funding the Program

The proposal indicated that the aides would receive room and board. For the school year 1969-70, the cost of room and board was \$975. The Center for Urban Affairs agreed to pay for thirteen and one-half positions (\$13,162.50) and residence hall management agreed to pay for ten and one-half positions (\$10,237.50), bringing the total to \$23,400 for the Black Student Aide Program.

Coordinating Committee

A Coordinating Committee was formed to give administrative leadership to the program. The committee membership consisted of the dean of students, director of Equal Opportunities Program, a member of residence halls management, the area director of South Complex, the program coordinator, and two students representing BLFI. It was agreed that this committee would serve as an advisory board to deal with problems of the program and act as a final decision-making body.

On August 13, 1969, the program coordinator submitted a memo to the Coordinating Committee informing them of the present status of the program. The memo listed the names of the students who were selected by the BLFI and program coordinator to fill the aide positions. It listed the halls to which aides were assigned, and that a copy of the job description and contract had been sent to each student at his respective home address.

The program coordinator worked to have the necessary funds transferred from the CUA account to residence hall management to pay for the program.

Orientation and In-Service Training of Aides

The Coordinating Committee approved the training program for the aides, which involved their participation in a pre-school workshop with residence halls staff personnel in each hall to which they were assigned. The basic content of the training program focused on an orientation of MSU residence halls, management advisory staff responsibilities, hall programs, resource areas of the university, and counseling (academic, personal, and career). A copy of the training program was sent to each aide.

The BLFI envisioned the Black Aide Program as an important component in their efforts to gain support and acceptance from black students upon their return to campus. BLFI realized that they had the power to select

and appoint aides who would be loyal to the goals of the organization. Any student who accepted the position would support the BLFI.

Heberle (1951) stated:

The goals of any movement is the objective toward which the movement's activities are directed. Some form of social change is always explicitly indicated in that objective. Many movements are also oriented toward ends which are implicit rather than expressed, ends about which the participants may be aware only tacitly or about which they may be quite ignorant. Certain objectives may be nurtured by leaders who hope for great personal power and prestige, whether or not they sincerely believe in the explicit aims embraced by their followers; in other cases, the secrecy maintained by the functionaries simply reflect their fears that the participants are not yet "ready" for, or will be alienated by, these goals (p. 30).

Greer (1949) indicated:

Most movements have general and specific goals. General aims lend flexibility to organization and tactics; being broad, they are likely to have wide appeal to potential members and sympathizers. On the other hand, a movement with only general goals may be hard put to maintain enthusiasm among its adherents or to distinguish itself effectively from movements with similar purposes. However broad some of the objectives, more specific and attainable goals are usually also formulated as appeals to special interest.

A further dimension pertains to how substantial a change in the social order may be expected as a result of goal attainment. Revolutionary movements, of course, have as their ultimate aim a vital change in large segments of the social order, whereas reform movements pursue ends representing lesser social modifications (p. 276).

King (1956) stated that:

While goals and the means for attaining them can be separated for the purpose of analysis, objectives are psychologically just as integral a part of any movement's operations as are its leaders or its rituals. As emotional stimuli expressed in a movement's

ideology, they do constitute means in a limited sense. But seen in the large context of social change, they are also the point toward which a movement is propelled, the end toward which its efforts are directed (p. 32).

The goals of the Black Liberation Front, International were defined as:

BLFI was organized to facilitate the development of Pan-African Unity, to politicize and radicalize students, to protect the interest of people of African descent in Western educational institutions, and to assist black communities in their struggle against racism, colonialism, and imperialism.

BLFI's philosophy consisted of the following:

- :We believe in complete freedom, independence and self-determination for all of African and Third World descent.
- :We believe that we must move in the direction of Black Nationalism and Pan-Africanism to control and develop our communities worldwide.
- :We believe that we must eliminate all destructive political, economic, and social forces that threaten the survival of our people.
- :We believe that all black people have the right to utilize any and/or all means necessary to insure the security and perpetuation of our race and heritage.
- :We believe in supporting all black organizations, whenever possible, that have the revolutionary interest of our people at heart.
- :We believe that no black man is free until all are free.
- :We believe that the African in the Americas, Carribean, and Africa is an average and ordinary human being, who will develop and produce if he has the environment in which to do so.

BLFI listed five major program goals:

1. The development of viable educational models in black communities.
2. The production of relevant educational materials for African people.
3. The development of a sense of purpose, organic solidarity, and organizational discipline among our race.

4. Training and equipping committed personnel capable of producing for the struggle.
5. The development of a communication organ to keep people informed.

This was not necessarily the complete program of BLFI, but further stated in perspective that:

We recognize that the liberation war is not going to be won tomorrow. Therefore, we endeavor to plan and prepare ourselves for the long struggle. We realize that freedom is not an end but rather a means to insure the survival and continuous development of our humanity. We see the United States as the head of the monster that has extended its appendages to Asia, Africa, and Latin America. Through the sophisticated guise of "Big Brother" and a "Peace Loving Country" the western powers are raping the peoples of the Third World of human and mineral resources.

PASOA

Pan-African Students Organization in the Americas was a companion organization to BLFI. PASOA coordinated their activities through cooperative efforts with BLFI. The leadership of PASOA coordinated their activities through cooperative efforts with BLFI. The leadership of PASOA was spear-headed by Maina Kenyatta and Kumuyu Kang'ethe. Its basic philosophical thrust was similar to that of BLFI. PASOA's primary concerns centered around the "Third World" ideologies as expressed by Franz Fanon.

Abel (1937) stated that more than merely stating its goals, the ideology of a movement encompasses most of what is essentially its culture. Whether written or unwritten, it contains the justification for the movement's existence, the values and ideals it cherishes, the rules

by which the participants abide, and often some indication of the sanctions behind those rules. Usually, too, there is a negative doctrine stating what the movement is against. These negative issues may apply to specific groups and organizations or, at times, to such abstractions as evil and poverty. The ideology may be spelled out in detail or represented in broad propositions which leave much to inference and tacit understanding. In any event it is, like a nation's constitution, the source from which a movement derives its rationale, its doctrine, its course, and its disciplinary principles (p. 349).

The organizational structure of BLFI consisted of an executive board, four complex chairmen, and dorm organizers, including the black student aides. King (1956) felt a sense of loyalty and consciousness of a kind are essential for holding a movement together. The cement which makes cohesion possible may be composed of such ingredients as dedication to common aims and values, benefits incidental to the major objectives, negative sanctions, and inspirational leadership. But cohesion, whatever its primary source, is the element that gives a movement durability. When enthusiasm gives way to disenchantment, when the dedicated become the disaffected, the movement is headed for obscurity. Beyond simply retaining a membership, however, there is the problem of retaining a close-knit membership which can function

effectively toward immediate or ultimate goals. Once disagreement gains momentum it can become an avalanche of dissention, leaving only broken fragments where there was once a united body.

The executive board of BLFI did not fully agree with all the objectives of the Black Aide Program proposal and requested that they be reviewed during the fall term. They were not satisfied because the objectives closely parallel those of the resident assistant's role, and did not speak to the needs of black students.

Lerone Bennett, Jr. (1968a) described this tactic of BLFI as:

This is a new kind of war--a war for the mind. But for all that, it is a real war with real battles and real casualties. All over the land, impassioned black youth are struggling, oftentimes physically for the ultimate in power--the power to control the cultural apparatus which defines reality and shapes and maims minds.

The demand to review the objectives of the program provided BLFI an opportunity to strengthen its organization and plan its destiny without having to apologize to any administrator or administrative group. It provided them an opportunity to organize unashamedly as blacks, and the power to determine the policies which defined black participation in the aide program and in the university.

Vincent Harding (1969) stated:

Because they now sensed a new hunger for solidarity, a need for mutual encouragement to struggle against the institutions where they found themselves, the first demand of black students was official recognition of their own organizations. Against the cries

of "reverse racism" and "black separatism" they determinedly organized, for they knew they would need political strength as well as access to the official student funds.

Black students had gained official recognition of their organization at MSU in April, 1968. In the Associated Students Michigan State University (ASMSU) minutes of April 6, 1968, BSA presented a motion that pressed for demands for black faculty, black oriented courses, equal opportunities, field study courses in ghetto areas, and a refusal to cooperate with law enforcement agencies in the black uprisings in the state. ASMSU defeated the motion.

ASMSU approved the office of vice president for black affairs and Stan McClinton served in that office. Stan McClinton saw his role as developing programs to effect change in the university and to bring about a meaningful black-white relationship. "I will be addressing myself primarily to the demands of black students and minority groups because these groups have consistently been overlooked in educational institutions. I don't see this position as a forum to solicit symbolic rewards and gifts from the board of the university. I will not act to contain black students in this position. My primary goal is a meaningful change."

The ASMSU minutes for the school year 1969-70, in a report to the ASMSU cabinet president listed the expenditures of the Office of Black Affairs (OBA) as follows:

	<u>Amount</u>	<u>Expenditure</u>
Black Freshman Orientation	\$ 250.00	\$ 200.00
Black Organizations	1,000.00	854.43
Pan-African Drop-In Center	1,500.00	1,500.00
Black Affairs Special Projects	<u>--</u>	<u>--</u>
	\$2,750.00	\$2,554.43
Balance		\$ 195.57

Thus, the BLFI Coordinating Committee developed the code of operations for the Office of Black Affairs, Title 21, 21.03 states that: "No restrictions shall be placed upon the amounts of money spent, of that money appropriated to the Office of Black Affairs by ASMSU." BLFI could determine the priorities they wanted to use the monies which were allocated by ASMSU. They were able to gain access to official student funds to implement their programs and activities with no "strings" attached.

Holden Hall Incident

During fall term, 1969, BLFI worked to strengthen its position of leadership on campus by setting up complex coordinators and holding meetings with black students in the residence halls. In their efforts to organize student support, BLFI leaders would enter the dining halls during the meal periods to talk with students.

An incident occurred in the Holden Hall cafeteria between Sam Riddle, a leader of BLFI and a dining room

checker who refused to allow Riddle to enter the dining room because all students had to show a form of identification. A fight ensued between the two, which led to a later confrontation between black and white students.

On September 17, 1969, a meeting was held at the Center for Urban Affairs to discuss the "Holden Hall Incident" because of a rumor that black students would hold a "sit-in" later that day. After consultation with the BLFI Executive Committee, it was agreed by the committee that this would be a "poor tactical move."

On October 21, 1969, approximately 100 members of the Black Liberation Front, International dined at Holden Hall to protest the alleged assault of Sam Riddle. After finishing their dinner, several black students began to tell white students eating in the cafeteria that they would have to leave.

Some white students were peacefully escorted out of the dining room, but other whites felt they did not have to leave and were physically escorted from the room. Fights broke out between black and white students and tensions mounted. The MSU police and dean of students appeared on the scene, but no arrests were authorized and made. An effort was made by university officials to prevent further escalation of the incident by closing the cafeteria.

Once the cafeteria was cleared, BLFI held a meeting in the Wilson Hall auditorium to discuss the

ramifications of the Executive Committee's tactic. BLFI stated its position: "Whenever a black student is the victim of violent action on the campus, BLFI will not take the defensive. We will take aggressive action."

Sam Riddle said he had permission to enter any cafeteria because he served as a coordinator of the Black Aide Program. Conflicting reports were given by the checker and Sam Riddle about the dialogue which occurred when Riddle sought admission to the cafeteria.

University officials met later to discuss the incident. The BLFI Executive Council maintained that the administration was not responsive to BLFI's complaint when they discussed it with them after the initial incident.

Because of the hostile feelings emanating from the Holden Hall incident, a resolution was introduced in the Michigan Senate calling for the dismissal and criminal prosecution of the black students involved in the incident.

Residence hall management sought to ease the tension of students and staff members by issuing passes to certain officers in BLFI to allow them to enter dining halls to talk (politicize) students. Other student organizations did receive this privilege (fraternities, sororities, dorm officers, and ASMSU candidates.) Dining room checkers were requested to honor the passes to enter, but not for the purpose of eating meals.

Later that night, the black aides met with BLFI and the program coordinator to inform the aides of changes made in the initial black aide proposal which were acceptable to the Coordinating Committee. BLFI opted for the power to remove aides based on the fact that if they were instrumental in developing the criteria for selection, certainly they were in a position to evaluate the effectiveness of the aides, and should have the power to remove them.

The program coordinator realized immediately that since the Coordinating Committee sought to give BLFI the power to remove aides, the power to determine the objectives of the program now were solely in the hands of BLFI (see Appendix H). The program coordinator did not have the responsibility of selecting the aides; this was literally done on the recommendations of BLFI. He could evaluate the performance of aides and submit recommendations to BLFI, but was powerless to make any decisions to promote or remove aides without consulting BLFI. Basically, the program coordinator was a "rubber stamp" for the student organization.

So, BLFI became the first black student organization at MSU to control a university-financed program and have a free reign in determining the fate of a university-sponsored program. Financial support for student activities and programs are under the auspices of the Associated Students Michigan State University.

All student programs in the university are financed by student taxes and not general funds.

BLFI and PASOA, on October 17, 1969, picketed and "took over" the African Studies Center, demanding the resignation of its director, who later resigned. A copy of the "Manifesto," explaining the rationale and sequence of events is located in Appendix I.

BLFI was interested in creasing a political awareness and pride in blackness among black students at MSU. In their "Cadre Training Program" (Appendix J) dated November 24, 1969, attempts to struggle with basic ideologies of group cohesiveness were evident.

Lerone Bennett (1969b) described the mood of blacks as being frustrated as a result of the civil rights movement, and now we see a militant shift to emphasis on self-determination in the black community on campus.

The call for black power marked a new and portentous shift in the freedom movement. During the months which followed the Mississippi march of June, 1966, the black community was embroiled in a widening controversy over strategy and tactics. Most black power advocates denounced the integration orientation of the Old Civil Rights Coalition and called for a new strategy based on black control of the organizations, institutions, and resources of the black community. Some black oriented leaders urged creation and parallel or independent power blocs (black political parties and black unions) outside existing structures. And a small minority called for the creation of an independent black state on American soil. Despite different emphasis and different strategies, most members of the new movement stressed black pride, black dignity, and self-determination in the black community. Many whites and some blacks denounced black power as a retrograde movement which marked what they called

racism in reverse. But the leaders of the new movement said a new strategy based on the massed power of the black community was essential for the liberation of black Americans (p. 36).

Approximately twenty of the twenty-four black student aides were actively involved in political workshops sponsored by BLFI. The aides also worked with Equal Opportunities Tutorial Services to help black students survive academically; and helped to map out strategies for "holding" black students in the university.

BLFI worked to establish "community action" programs in the Lansing community. They began to set up BLFI cadre training programs for junior and senior high school students in Lansing. Political workshops were established and BLFI supporters, clubs, and organizations began to spring up.

A major high school confrontation arose when approximately 200 Lansing high school students picketed Eastern High School to protest the alleged assault of a black student by the school principal. The demonstration was organized and led by BLFI, who had worked closely with the liberation fronts in the high school. A BLFI fact-finding team was established which met with the Lansing superintendent of schools.

BLFI reported evidence of the principal's alleged racist actions against blacks and Chicanos. However, the Lansing School Board did not find the principal guilty of the alleged charges.

A breakfast program was sponsored by BLFI and the Black Panthers for elementary school children at the West Side Drop-In Center. Monies to support the program were contributed by black students, black Greek organizations, black dorm organizations, and the Office of Black Affairs.

Black students from these organizations would travel to Lansing, arrive at the Center at approximately 6:30 A.M. and prepare breakfast for the children. Many students felt a sense of pride in working with the young children and constantly encouraged them to do well and "make it" in their studies. Black students realized the importance of education and served to develop attitudes of dignity and self-worth.

The October 11, 1969 edition of the West Side News, in an article entitled "BLFI Reaffirms Pledge to Lansing's Blacks," reports:

With a beautiful showing three hundred brothers and sisters at the first Black Liberation Front, International, meeting, the Front reaffirmed its commitment to make the priorities of Lansing's Black community the FRONT priority.

Black students were reminded that they are in school for a reason, i.e., to develop the type of skills that will help to build a nation for colonized African people here in what is geographically known as the U.S. of America.

Standing in front of the black, green and red flag, flag of blacks the world over, brother Richard Thomas told the audience "We must begin to understand what survival means. If we understand our history, we will begin to understand the level of political sophistication we must attain in order to liberate ourselves from this oppressive system."

Brother Thomas also articulated the necessity of relinquishing much of the eternal social life that

Blacks have traditionally pursued. "I know that I am going to step on toes, but we must bear in mind the fact that the Jews in Germany were engaged in social activities vs. political and they were marched to the ovens and gas chambers--it can happen here."

After Brother Thomas ended his dynamic and inspiring rap amid applause, Brother Sam Riddle (BLF Executive Organizer) stated BLF's position insofar as so-called "Black Greeks" are concerned. Brother Riddle emphasized the intent and policy of BLF to develop a Black community that will encompass all African people no matter what their differences may be.

"Most Black people are dwelling in two houses of myth," as stated by a brother from motherland, Kamuya Kang'ethe." He continued, "The African believes that blacks here in America hate them; this is one house. The Black American believes that Africans hate them; this is another house. Therefore, they have not been able to unite. The Black Liberation Front must destroy these two houses of myth."

Mike Hudson (BLF Executive Administrator) added, "We are serious about uniting black people, and BLF is building a base of operation that will have the capabilities to get the job done."

All black Greek organizations worked with BLFI to orientate their membership to make itself more relevant to the black movement. Black fraternity members worked with the West Side Drop-In Center in Lansing, held social functions as a means of uniting black students on campus, donated blood, arranged visits to the MSU campus for black students interested in college, and, as a part of its community program, conducted educational forums with members from the Michigan State Board of Education.

Black sororities sponsored civic and cultural programs, positive image programs, and tutored students at Lansing Boys Training School. Black Greeks were concerned with full participation of black students in the total

community and the promotion of black unity on and off campus. The concept of fraternity and sorority involved brotherhood and sisterhood which was a goal BLFI was seeking to establish with black students. Working together, both groups sought to develop a "community spirit and facilitate the aims of BLFI."

The black fraternities formed a black "Interfraternity Council" and did not recognize the University Interfraternity Council. It was not to be interpreted as a final withdrawal but to reassess their positions in relation to the university.

Interfraternity Council (IFC) black Greeks felt that their services would be more valuable in meaningful community service programs for black people in Lansing, rather than participating in "traditional" white Greek social activities of a recreational nature.

Winter Term, 1970

During winter term of 1970, a female aide resigned because of political pressures by BLFI. Residence halls management consented to allow BLFI executive members passes to enter dining hall for visits with other black students. BLFI agreed to present their passes to dining room checkers who would honor them. Management felt that this procedure would eliminate tensions in the cafeterias.

The directors of CUA and EOP met with the program coordinator regarding his role in the Office of the Vice

President of Student Affairs. A letter was sent by the director of CUA and EOP to the vice president of student affairs about the numerous requests from black students regarding the development and support of extracurricular activities. A copy of the letter is included in Appendix K.

The black female aide position was filled and the Coordinating Committee established the criteria for program evaluation. Black aides met with the Tutorial Program Director, Mrs. Annamarie Hayes to investigate ways to help black students improve scholastically.

In January 1970, Sam Riddle, member of the Executive Council of BLFI became the new ASMSU general member-at-large when the board selected him from twenty-three other petitioners. Riddle saw his position as being "extra sensitive" to minority students and rejected any "tokenism" which might be connected with his appointment.

"I do not consider myself to be the legitimizing factor of ASMSU, the person who will rid it of its guilt-feelings." Riddle said he saw no conflict of interests in his dual ASMSU-BLFI ties. In most cases the two organizations would have similar aims and objectives, even if the tactics are not compatible," he said. "ASMSU must be restructured for greater effectiveness through decentralization." Election to ASMSU from definite districts, such as residence hall complexes, would increase the

organization's sensitivity to student desires. Such residence hall complex representation had proved effective in BLFI.

Riddle said he would like to see the admissions policies liberalized, particularly to admit more veterans. He said he felt a student with voting rights should be placed on the board of trustees. Riddle said he hoped to involve ASMSU in the greater Lansing area, as well as on campus. "A university should work to make its surrounding community a model environment," he said.

One of the demands of the boycott of Negro athletes in the spring of 1968 was that "MSU has never elected a black cheerleader. We find this questionable in view of the large number of talented black girls on this campus." On January 31, 1970, the program coordinator submitted a letter to the executive vice president of MSU to create an awareness of a situation of alleged discrimination of a black cheerleader (see Appendix M).

BLFI brought charges of alleged racial discrimination against the cheerleader director. Charges and counter-charges were filed by the cheerleader director and BLFI. The case was heard by the MSU Anti-Discrimination Judicial Board which was unable to find any evidence to substantiate the charges of overt racism or illegal discrimination on the part of the cheerleader director, program coordinator, the cheerleader, and BLFI.

They did find there was a lack of communication and there was misunderstanding due to differences in cultural or racial background.

The committee further recommended that:

1. Objective, demonstrable criteria shall be established on the basis on which cheerleaders shall be selected. These criteria shall be established by the coach, or coaches, with the assistance and advice of the previous years' squad.
2. The rules and regulations governing the squad shall be revised by the coach, or coaches with the assistance and advice of the squad members.
3. There will be affirmative recruitments of minority persons for the cheerleading squad through a cooperative effort by all concerned members of the university community.

January 9, 1970, the Umoja Committee of BLF sponsored an "African Ngoma" at the Jack Tar Hotel. A dance and a show (black poets and dancers) provided the entertainment. The African Ngoma provided an opportunity for a better understanding of the need for togetherness and to learn about African culture.

On February 9, 1970 PASOA celebrated Pan-African Unity and requested that "Africa Addio" billed as "the most controversial film ever shown on the MSU campus" not be shown. BLFI and PASOA threatened to stop the movie if it was shown because of the "distorted picture of Africa the movie presents." The Beal Film Group, which sponsored the film declined to ban the film. The first of three scheduled showings started with members of BLFI, PASOA, and the campus police present.

Approximately twenty minutes of the movie had been shown when black students present objected to the content of the movie through disruptive tactics of laughter, cheers, and boos, and the movie was stopped by the director of student activities.

PASOA commented on why they demanded the movie not be shown:

In the movie are such racist statements that Africans are children which the white man must lead by the hand, that African people are incapable of governing themselves, that freedom to African people means cannibalism. White people would not allow a movie degrading President Nixon and white America like that to be shown in Africa. We feel that anything which is used to degrade and disgrace our race should be stopped by any means necessary. In fact, on the question of justice to our race and our people on the campus, BLFI and PASOA will be harsh as truth, and uncompromising as justice.

As a result of the original manifesto issued last term by BLFI, an interdisciplinary course (IDC) was offered in Pan-African revolutionary thought. IDC 390, Survey of Sub-Sahara Africa was conducted by black student instructors to demonstrate a different approach to African studies in challenging the traditional images that support racist, colonialist efforts to portray Africans as primitive people.

BLFI continued to push for changes in the African Studies Center and issued statements supporting the solidarity of the Nigerian people in the Biafran War.

Experiment in Black Phase I was sponsored by black students in Snyder-Phillips Hall. A soul dinner and a

show was held. Two films were shown--"The Black World" and "Body and Soul," Part I. The black aides of Red Cedar complex developed the idea and planned the program over a two-day period.

BLFI was instrumental in getting a black female associate campus editor of the State News appointed to the editorial staff. The position provided for greater coverage of minority student groups on campus. In addition, she was to supervise the off-campus coverage related to blacks and other minority groups in the Lansing area and the nation. It was felt by the State News that the growth of minority groups on campus warranted more extensive coverage of their activities.

In a letter to the Michigan State News, BLFI and PASOA supported the appointment of the black associate editor based on the following rationale:

The State News on many occasions has neglected their responsibility to report accurately the news during times of racial conflict.

The members of the Black Liberation Front and Pan-African Student Organization in the Americas have concluded that the public is not going to get an objective view of incidences of confrontations until blacks are included on the editorial board of the State News.

It was obvious that the editor-in-chief of the State News allowed a reporter to write a blatant racist article on the Holden Hall incident. During periods of crisis there is no need for this type of bias reporting. Everyone is already in an emotional state of tension, and the media has a responsibility to avoid increasing that emotional atmosphere by withholding inflammatory information deemed dangerous to the public.

Historically, the white press has failed to develop the links between blacks and whites that will lead to a greater understanding of the situation

both are living in. The State News is perpetuating this breakdown in communications. As a student newspaper, it has evolved into a training ground for those who will eventually fill roles in the hierarchy of the nation's most powerful media components, i.e., radio, television, newspapers, etc. These individuals will be nothing more than functional racists who will not even realize they are tools of racism.

As organizations committed to the philosophy of positive social change, we sincerely hope that the State News will continue to be aggressive seeking news, but at the same time become responsive and responsible to its readers.

Black Liberation Front and Pan African Student Organization in the Americas Executive Councils

When Sam Riddle, BLFI Executive Committee, became the new ASMSU general member-at-large, another black student, Rodney Watts was appointed ASMSU senior-at-large who indicated his two major areas of concern during his tenure of office would be institutional racism and mis-education of students. Watts said, "I am opposed to a system which penalizes a student because he's disadvantaged." He felt it was unfair to recruit students who did not have a solid background in high school and then without giving them adequate assistance, to compete with other students. He supported tutorial services, and criticized the present educational system as being totally irrelevant to current needs.

The Office of Black Affairs appointed a director of Afro-American cultural activities to institute and coordinate programs and activities in the residence hall with the black aide. The Ebonites, often called the BLF choir presented recitals of both sacred and popular selections. "The Black Beautiful Dancers," an African

dance group, and the Uhuru Unlimited Band were featured throughout the university, East Lansing, and Lansing communities.

BLFI held a series of five workshops based on the theme "Getting Together on Blackness" in the various residence hall complexes. The major topics included "Getting Together on Blackness" covering black thought and ideology. "The Black Woman" dealt with the role of black women in the movement. The third workshop on the "Black Man" dealt with the black man's worth in society. The fourth workshop on "Black Responsibility" discussed the responsiveness of the society and the system to the black community and the responsiveness of black persons to one another. The last workshop on the "Black Challenge" discussed the direction of the black movement and the obstacles in its path.

Commemorating Black History Week, February 9-14, and Pan-African Solidarity Day February 14, 1970, the black community at MSU in conjunction with the ASMSU Great Issues Series sponsored Reverend Jesse Jackson, "Operation Breadbasket," and Robert Williams, former president of the Republic of New Africa. Jackson believed that black nationalism was the form by which blacks could overcome their problems in America. Robert Williams supported the idea of nationalism and Pan-Africanism because "it would mean that we will be to ourselves what others are to themselves."

A rally was sponsored by BLFI and students from Detroit as a fund-raising event for the Black Panthers. Leonard Brown, of the League of Revolutionary Black Workers explained why the "capitalistic, imperialistic system" of the western powers is dying." Two films on the Panther Party were shown and an open forum was held. Brown also discussed how students could become more relevant to the black worker's struggle.

During Black History Week, black students wrote a series of articles in the State News highlighting Pan-African Unity. Such articles as "Black History Today: Prelude to Revolution," "Toward Pan-African Unity," "Black Panther Uses Rights; Harassment, Death Results," "Cultural Nationalism Serves to Influence Styles and Politics," "Pan-African Theory Hopes to Unite African Peoples," "Seeking the Truth: The Black Press," and "Let's Evaluate Our Self-Image" were written to express the tempo and sentiment of black students in their attempts to grapple with the inconsistencies of American society in its relationship with blacks.

The Office of Black Affairs proposed an alternative for black organizations whose members were a part of councils and organizations that had been unresponsive to black member groups. OBA hoped to unite black Greek organizations under the Council of Nation Builders which sought to involve all sectors of the black community at MSU. The Council hoped to achieve "liberation," dignity,

and nationhood for peoples of the black world. Membership was open to any black organization who maintained similar goals and objectives of the Council.

Black student aides worked to encourage hall councils to appropriate monies to establish black culture rooms in the various complexes. Fee Hall Council appropriated \$800 and Holden Hall students contributed \$2,200 for culture rooms. Committees were formed to implement plans for providing a continuous program of activities to enhance black culture in the university.

Muhammed Ali spoke to 2,500 black and white people in the MSU auditorium Great Issues Series and said "the only way the tension and strife can be dissolved between blacks and whites is to separate themselves in white society."

Black students criticized the irrelevance of university courses which failed to take into account the contributions blacks have made in all fields of study-- art, literature, sociology, music, etc.

Black student aides in various dorms were charged with the responsibility of keeping black students in their hall informed of all political, cultural, and social events. The aides served as a vital communication link in distributing information about black events on campus. They provided the major thrust in creating interest in the development of black culture rooms in the Brody, South, Cedarwoods, Red Cedar, Circle, and South dormitory

complexes. They served as the catalyst for articulating the ideas of black students in the development of social, cultural, and political programs. They were in essence, the "foot soldier" for BLFI, and served to be the unifying force for black students in the hall. Their allegiance was to black students and BLFI first.

Spring Term, 1970

The dean of students submitted a proposal to the vice president of student affairs recommending the continuation of the Black Student Aide Program for the school year 1970-71 with the following changes (see Appendix L):

1. Increase the number of positions from 24-36, or one for each graduate residence hall.
2. The budgeting for the position be done through the Dean of Students Office. Total budgeting for the position will amount ot \$36,000.
3. That a staff member from the Dean of Students Office be designated as the program coordinator to assume general administrative responsibility for the program.

During the spring term 1970, four vacancies occurred in the Black Student Aide Program. The vacancies were filled on the recommendations of black students in the respective halls and BLFI.

Black students who applied for positions as aides were informed that their application had been received by the program coordinator, and that the positions had been filled. The memo stated that next year all positions would be open to all black students. Information would

be sent to the dorm later during the term regarding qualifications for the position.

A promise was made by BLFI to a female student that she would replace a female aide who resigned. Because the student faced a financial crisis, the dean of students agreed to add another aide position.

The Black Aide Program coordinator sent a memo to the vice president of business and finance informing him of the concern registered by black students relating to the type of treatment they received dealing with the attitudes of bus drivers. A meeting was held in the Brody Complex with representatives of the MSU bus company, Department of Public Safety, the associate director, Counseling Center, black students, and the program coordinator. The recommendations of the meeting were:

1. That a committee be established to set up rules and regulations which govern the attitudes of MSU bus drivers.
2. That a "Progress Report" be forwarded to representatives of the BLFI. BLFI and the Black Student Program coordinator presented a proposal to the vice president of student affairs for the hiring of more black personnel. The proposal is included in Appendix Q.

A proposal was drafted by the program coordinator and the BLFI to create the position of "Associate Dean of

Minority Affairs." It was felt that there existed a need for minority representation at the associate dean level in order to facilitate job openings for minorities in the Vice President of Student Affairs Office (Appendix Q).

In responding to the proposal, the vice president of student affairs had opened up the following positions for blacks and Chicano students:

A. Residence Halls

1. Black Area Director-Minority Students
2. Two Black Head Advisors--1 male, 1 female
3. One Black ARA--1 male
4. Nine Black Grad Resident Advisors--3 male, 6 female
5. Thirty-four Resident Assistants--20 male, 14 female
6. Forty Minority Student Aides--21 male, 19 female (2 male Chicano, 2 Student Coordinators)

B. Financial Aids

1. Financial Aids--Three Black Financial Aids Officers
2. Work-Study--Two positions

C. Counseling

1. One Black Associate Director, Minority Students
2. Four Black Graduate Counselors, Brody, South, East, and MSU Union

Thus far, no administrative action has been taken on the request to add a new position at the associate dean level, or to place blacks in student governance, judiciaries, and the graduate programs divisions of the vice-president's office.

Selection of the aides for the school year 1970-71 was held in the MSU Counseling Center conference room in the evening of May 19, 1970. Members of the Application Review Board consisted of student leaders representing BLFI, BUF, black fraternities and sororities, black resident assistants, and the program coordinator.

Seventeen student leaders were invited to participate and eleven attended the meeting. The six student leaders who were absent were participating in a program commemorating Malcolm X's birthday in Wells Hall.

During the months of March, April, and May 1970, some members of the BLFI Executive Board exhibited widespread dissatisfaction with the organizational leadership. Many black students felt that certain members of the Executive Board were attempting to turn BLFI into a rigid bureaucracy without well-defined goals of creating effective means of interacting with the black student community.

Sam Riddle and Stan McClinton were present at a Malcolm X Program and engaged in public dialogue with the "Committee for Change" to support their position. The meeting finally disintegrated because of hostile attitudes

and threats from both groups. It heightened the realization of the "split" and divided the black student population on campus.

A series of mass meetings were held in dormitories and off-campus to draw up a new constitution and hold elections for a new Executive and Representative Council. The Representative Council would consist of delegates elected from all dorms on-campus and from off-campus. The Executive Council would be elected from the membership of the Representative Council. This body would serve as the voice of the black student community.

Black students at MSU supported the new organizational plan and elected five executive board members who immediately began to petition ASMSU to remove the director of the Office of Black Affairs. Shortly before the election of the Executive and Representative Council, BLFI executive members who did not support the reorganization, formed a corporation and refused to vacate the Office of Black Affairs irrespective of the outcome of the election. The name of the newly elected student organization was changed to the Black United Front (BUF) to differentiate it from the BLFI corporation.

An emergency meeting was called by ASMSU to consider the regulation that the director of the Office of Black Affairs must be appointed by the black student body. ASMSU ruled in favor of BUF and it became the third major student organization at MSU.

On April 14, 1970 a "Black Student Aide Training Program" was proposed for the fall term 1970 which was sent to the aides and residence halls staff (Appendix M). On April 21, 1970, application forms and qualification sheets were distributed to the aides and head advisors in dorms which did not have an aide (Appendix N).

The program coordinator received fifty-nine applications which were screened by the Review Board. Each member of the Review Board had a number of applicants to interview and rate on an "Interview Data" sheet (Appendix O).

The program coordinator agreed with the "Committee for Change" that each dorm should hold elections to choose a black aide. It was decided that a committee composed of the program coordinator and selected leaders of the "Committee for Change" would make a final selection--based on the recommendations of the Review Board and the dorm elections. On May 25, 1970, the program coordinator sent memos to the students who were not selected as aides, and also informed students who were selected to fill the positions.

On May 26, 1970, an African Freedom Day symposium was held at the MSU Union which featured African, Arabs, and an Anti-Zionist Israeli speaker. The program was sponsored by Pan-African Students of the Americas (PASOA) and the Black Liberation Front International (BLFI).

The symposium speakers characterized the African struggle as one of pain, bloodshed, and destruction. It called for the liberation of former slaves in the diaspora and a uniting of Third World peoples. The first loyalty was to Africa and not the United States, and the belief in guns was said to be essential to the struggle.

Black students at MSU responded to the tragic events in Georgia and Mississippi (Jackson State) by holding meetings to insure black student participation on university committees dealing with recruitment, admissions, counseling, and financial aid.

The Executive Board of BUF took a position that a student strike would not speak to the critical problems blacks faced in surviving at MSU, and did not physically support the "Strike" but did so in principle for the students who died at Kent State.

The idea of a Black Culture Center grew out of these series of events. President Wharton, in a news release of May 18, 1970 supported the idea of a Black Cultural Center (Appendix Q).

MSU black faculty and students held a teach-in to discuss the student strike at MSU on the invasion of Cambodia and the relevancy of current strike issues to the black community. In a position paper, the MSU black community expressed sympathy with the protestors and called for other measures to be taken by the university

that would be more relevant and more constructive to the current crises and continuous struggle of black people.

The black faculty and students stressed that the "liberation" workshop would be action-oriented projects that reflected a new black activism which the university should support as immediate alternatives. The invasion of Cambodia was viewed by the black community as a blatant indication of a systematic process of genocide and vicious attack upon "third world" peoples. Teach-in participants cited examples of analogous oppression of blacks in America such as the political assassinations of black leaders Martin Luther King, Fred Hampton, and Malcolm X.

Summary

The summer of 1969 witnessed a change in the leaders of black students on campus. Former BSA leaders, Sam Riddle, Stan McClinton, and Mike Hudson traveled around the United States attending Black Power Conferences. They registered concern about the "Integration" approach of BSA, and sought to develop a new ideological approach which spoke to the issues of "Black Power," "Black Nationalism," "Black Community Control," "Black Identity and Awareness," and "Peoples of the Third World." The tempo of the black student community was "ripe" and served as "fertile ground" for gaining black student support at MSU.

BLFI leaders became immediately involved in the selection of the black aides for the fall term of 1969, for they recognized the aide position as being very vital as a communication link in the recruitment of black student support for the new organization. They developed an organizational structure patterned after the BSA model which divided the campus by complex. Each complex organization had a "chairman," and each dorm was supervised by a "captain." Black aides could serve in either capacity upon appointment by the Executive Committee or by dorm elections.

BLFI had the unique distinction of being the first black student organization at MSU which "controlled" a university-sponsored program. This alludes to two of the demands of black students' organizations which were: (1) to establish their own organizations, and (2) to secure funds from university sources (official student funds) to support programs they deemed necessary for their survival.

BLFI worked closely with the Pan-African Students of the Americas (PASOA) to develop political, cultural, and social programs for peoples of the "Third World." BLFI and PASOA collaborated on picketing the African Studies Center and causing the resignation of its director. They contested the film "Africa Addio" because it was derogatory toward Africa. They planned cultural

programs which highlighted contributions of African life and culture, but most of all, worked to create a spirit of brotherhood among black people in the diaspora.

BLFI attacked alleged racism in the Holden Hall incident, cheerleading squad, Eastern High School, and in the total university. They worked in the Lansing community to establish programs of "Black Pride and Identity." Black student fraternities and sororities were motivated by BLFI to become "involved" in problems that plagued blacks such as the breakfast program and welfare programs.

BLFI was instrumental in getting a black female associate editor on the State News. Black students were inspired by BLFI to teach classes on Pan-African revolutionary thought and held workshops to enhance black identity.

King (1956) states:

. . . tactical blunders can be fatal to a movement. Errors such as a show of weakness, or conversely, an ill-timed display of aggression, can alienate potential supporters and even members, however enthusiastic they may be about their goals. It is then that the integrity of leaders may be impugned and suspicions voiced about unrevealed goals, for the method men employ are as much a product of their motives as are the ends which they profess (p. 32).

Black students began to question the tactics of the leadership of BLFI, who had formed a corporation. The suitability of this or that approach, the type of tactic to be used will dictate success or failure. The use of violence may seem appropriate for achieving a

particular goal, but it is risky in the university which rarely tolerates the use of force by any group.

Progress was made by BLFI in politicizing students in the dorms and in the greater Lansing black community. Working cooperatively with PASOA, it sought to create an identity with "Third World" peoples. It sponsored dynamic programs which dealt with the crucial issues of black survival but most of all, raised a level of "Black Pride, Dignity, and Consciousness" among black students on campus.

If the leadership of BLFI delegated more responsibility to its organizational leadership, it would probably have continued to play an important role in shaping the destiny of black students at MSU.

BUF--Black United Front, 1970-1971

The primary reason which led to the growth and development of the Black United Front, was the charismatic leadership of Sam Riddle and others, who failed to keep other organizational leaders and black students informed of their plans and tactics.

In defining the role of a charismatic leader, King (1956) states:

The charismatic leader is of a different sort. He cannot be ordinary. The authority and powers he possesses are truly his, stemming from unique virtues which set him apart from others, and above any formally defined status. Often he is the movement's founder as well as its supreme leader. Often, too, his power is very close to absolute, whatever appearance he may

affect of "bowing to the will of the people." The status of lesser functionaries is linked to the charismatic leader in that they can be arbitrarily assigned power by him. Close friends and loyal disciples may be given high-ranking positions--so long as they do not show signs of excessive ambition (p. 36).

The lack of involvement of other leaders in BLFI, let certain Executive Council members and black students support the idea of changing the leadership of BLFI to affect greater black student participation in the decision-making process of the organization, thus the "Committee for Change" was created.

Members of the "Committee for Change" sought to gain support from black students to design a black organization that would be representative of the black student populace on campus. It would offer black students a greater voice in determining the goals and direction of the student organization. Meetings were held in various residence halls to inform black students about the issues which they did not have occasion to voice their opinions.

A black student forum was held in Wonders Hall Kiva to allow BLFI leaders and BLFI "Committee for Change" supporters to present their cases to the black student body of MSU. As a result of the dialogue, most black students felt that the existing leadership of BLFI was not indeed representing black students and supported the idea for a change in the organizational structure.

The proposed new structure of BLFI which was submitted by the "Committee for Change" was not accepted.

Black students felt a series of meetings should be held to inform all black students and solicit their participation in designing a new organization.

Meetings were held in various dormitories and, within a two-week period, black students agreed to support the organizational structure of the (new) BLFI! (Appendix U).

It was necessary that the (new) BLFI gain official recognition from the Associated Students Michigan State University (ASMSU) in order to establish their legitimacy as "the" black student organization. With the official support of ASMSU the "new" BLFI would gain control of the Office of Black Affairs.

The "new" BLFI obtained the support of ASMSU, but on May 26, 1970 there existed a feeling among many black students that the "Committee for Change" violated its position when it went to ASMSU to decide the legitimacy of which black organization should represent black students. It was felt that the move contradicted the philosophy and ideology of all blacks, Africans, and Third World people. It raised the question, "How can whites give black people real power?"

Dormitory elections were held in each dormitory to elect a member to the Representative Council. The Representative Council elected two co-chairmen to preside over the council meetings. An Executive Board of five

members were elected to establish committees and serve as an advisory board to the co-chairmen. The organizational structure enabled executive board members to develop the following committees upon the commendation of the representative council:

Bill Powers

Mixed Media, E.O.P., Anti-Discrimination Board, Black Political Study Groups, Dorm Organization, Black Aides, Subscriptions, and Representative Council.

Walter Thomas

Admissions, Committee on Moratorium, Black Aides, Financial Aids, Work Study, and Investigating Task Force, Martial Arts-Gun Club.

George Fleming

Breakfast Program, Tutorial Counseling, Center for Urban Affairs, Lansing Community Relations, Black Faculty, Representative Council, Investigating Task Force, McKee Report, and Black Cultural Center.

Tony Martin

Congress of African People and African Heritage Association, Newsletter, African Studies Center, Organization of African Students, National and International Communications.

LaMarr Thomas

White Radicals, Chicanos, and Indians, Lloyd Cofer, D.G.E.I., Black R.A. and Graduate Advisors, Black

Political Study Groups, Dorm Organizations, League of Revolutionary Black Workers, Black Star Publishing Company, and Representative Council.

Summer Term, 1970

The summer of 1970 found BUF engaged in the following programs:

1. Finalizing a contract with the Center for Urban Affairs to provide jobs for 100 black students in community organizations.
2. Research projects aimed at pinpointing areas of exploitation in black communities.
3. Developing surveys to sample the attitudes of black freshmen and sophomores.
4. College and curriculum committee.
5. Recruitment, admissions, and financial aids committee.
6. Orientation, tutorial, counseling, and advisory committee.
7. Academic Issues Committee--problems which affect the development of a meaningful curriculum.
8. Breakfast Program at West Side Drop-In Center.
9. Crisis Intervention Center for Dope.
10. Work-study positions opened for blacks to replace whites in community action programs.

11. Guerilla Theatres.

All members of the Executive Council worked on university programs in the Center of Urban Affairs which provided jobs for black students in the Lansing area and other Michigan cities. The program coordinator of the Black Student Aide Program met periodically with members of the Executive Council to discuss the aide program and plan the training program for the fall term.

The Executive Council recommended that the program coordinator ask the Center of Urban Affairs to support¹ (finance) two additional black aide positions, for the purpose of providing greater student coordination in the program. The request was made and supported by the Center of Urban Affairs for two "Student Area Coordinators."

The Black Aide Contract² was developed by the program coordinator and forwarded to the new aides for their signature. A list of summer addresses of the aides were mailed to the aides in order that they familiarize themselves with the names of students with whom they would be working. Because of the closing of the school year and the conflict between BLFI and the "Committee for Change," there was not enough time to adequately devise

¹The total cost of the Black (Minority) Aide Program for the school year 1970-71 was \$43,320.

²See Appendix O.

a better method of selection of the aides. There was no time prior to summer vacation to meet with the aides, so most of the planning for the program was done with a few Executive Board members.

Training Program.--A training program¹ was established for the aides which was approved by the dean of students. The program consisted of a class (Education 416) which was designed to have administrative personnel explain their roles and the particular components of the university in which they worked. It was felt by the program coordinator that the aides should understand how the university functions in order that they gain the expertise to utilize its resources to aid black students. Suggestions to improve the program were requested from the aides.

A course outline (see Appendix S) was developed for the Education 416 Class, and a copy was sent to each aide. The program coordinator worked with the Residence Hall Assignment Office to assign aides to their respective dormitories for the fall.

Chicano Aides.--The Chicano population at MSU consisted of approximately eighteen students in the residence halls. The dean of students and Center for Urban

¹See Appendix N.

Affairs agreed to support two Chicano aide positions. The Chicano aides were to function much the same as black aides in meeting the needs of Chicano students. They were to participate in the training program and be entitled to all rights and privileges of the black aide position.

Previously Chicano students were represented in the Office of Black Affairs. In the spring of 1970, Chicano students requested that a separate student office be established by ASMSU for Chicano students. ASMSU approved the Chicano student organization MECHA (Movimiento Estudiantines Chicano de Atzlan) and allotted a budget for its operation, and MECHA became a distinct unit of student government for Chicano students.

Fall Term, 1970

When black students returned to campus in the fall term of 1970, the first BUF Newsletter published included the following announcement:

BLACK AIDE PROGRAM

Asalaam Alaikam Brothers and Sisters! The Black United Front welcomes you back to the battlefields of Michigan State University. And, to help you through the obstacle course, the Black United Front has Black Aides living in every dorm. It is the job of the Black Aides to cut down on all red tape and to see that we keep as many Black folks as possible here at MSU. It is the hope of BUF to make all Black students feel that they have never left the Black community, but have come to the Black community.

CHECK OUT YOUR BLACK AIDE!

Peace . . . of land

Love . . . your people

The thirty-eight black aides returned to campus and reported to their respective halls. Some of the aides participated in hall workshops with residence hall staff, and some aides felt they did not have to participate in workshops, and preferred to act independently of staff members. Their identity was not with the staff, but to the Black United Front who was instrumental in their selection.

The aides were extended the same parking and driving privileges as the resident assistants and enjoyed all privileges commensurate with the RA position. The program coordinator met with the aides to discuss the Education 416 class which aides were required to take for credit.

With the appointment of two student program coordinators who served on the Executive Council of BUF (Bill Powers and Walter Thomas), the aides recognized them as providing the leadership and direction for the aides. The difficulty the program coordinator faced was the unique role of adhering to the dictates of the student organization in implementing the program. Again, as in the case of BLFI, he only served as a "rubber stamp" for student requests and was unable to "administer" and make decisions for the selection and removal of aides. The aides readily acknowledged BUF as their "legitimate" black student organization and continued to support its programmatic thrust.

On September 27, 1970, the President of Michigan State University, Dr. Clifton R. Wharton, Jr., extended an invitation to the aides to visit with him at Cowles House. The president was scheduled to participate in the Education 416 class on September 29, 1970, but due to the public hearing on the Commission on Admissions had to change the date to September 27th. He indicated that he was particularly interested in meeting with the aides as early as possible not only to answer any questions which they had relating to the structure of the university, but to present his official views on the importance of the task which they were undertaking and certain basic positions of the university administration. The president was very well received and admired by the aides. It was evident that the "identity" question for black students was a reality at Michigan State University.

Black Orientation Program.--A Black Orientation Program was held in Fairchild Theater for new black freshmen and transfer students. The program was designed to inform students of the various supportive program services at the university. Dr. Lloyd Cofer, Director of Supportive Services and members of the black faculty and students participated. The Tutorial Program, Minority Counseling Program, Financial Aid-Work-study, Center of Urban Affairs Programs, and Equal Opportunities Programs were explained. It was important that black students began to identify

with various minority programs which helped them succeed in the university. Black student groups and organizations were represented on the program and encouraged black student participation in the Black United Front; Black Liberation Front, International; and Pan-African Students of the Americas.

Black Student Survey.--In order that the aide know the black students in their residence halls, the program coordinator requested that the aides conduct a survey to determine the number of black students on campus. Various groups in the university had requested certain information about the black student population at MSU, and the program coordinator felt the following information could be obtained by the aides:

1. The number of black students on campus.
2. The number of males and females.
3. The number of black students enrolled in various schools in the university.
4. Hometown, etc.
5. Dormitory preference.

During the fall and winter terms, black students and Chicano aides conducted the survey, and the data proved to be very valuable in terms of recognizing needs for new academic, cultural, and social programs for minority students.

The aides worked with residence hall staff and management to secure space for "Black" bulletin boards to publicize events sponsored by Supportive Services (Tutorial Programs), Center for Urban Affairs events, Equal Opportunity Program activities, and black organizational programs. Black residence hall staff worked cooperatively with the aides in planning programs and activities which helped build black identity.

Education 416.--The first class meeting of Education 416 was held in Holden Hall, September 29, 1970. The dean of students talked with the aides and explained the student services divisions operation. He talked of the importance of the aide position in serving to create greater understanding of the problems black students faced in the university. The dean indicated a great interest in the program and expressed his support for its success. A black assistant to the ombudsman was also present at the class meeting. He explained the role of the Ombudsman's Office and indicated situations in which the office could serve black students.

The Center for Urban Affairs brought Dr. Charles Thomas, Professor of Psychology, Sanford University, and his wife (Shirley) to MSU to conduct a series of workshops on "Black Awareness." Mrs. Thomas visited the Education 416 class and spoke on "Black Identity-Black Community." She proposed a series of strategies which entailed:

1. Rapping on White--critically evaluate white racism.
2. Getting Black--Who Are We? What Are We? Where Are We? Where Do We Want to Go?
3. Instruction--The Historical/Cultural Perspective of Blackness and the sharing of basic information.
4. Involvement in action.
5. Resolution of concern.

Mrs. Thomas had a decided influence on the aides to create an awareness for identity and unity. She challenged the aides to really dedicate themselves and really believe in the philosophy of: "Each one teach one," "Each one reach one," and "Each one bring one." Mrs. Thomas said "Ask yourself each day: 'What did I do today that was relevant to blackness?'" Certainly, the challenge was issued, and was readily accepted by the aides. The aides left the class with a burning desire to work to help black students survive at MSU.

As the weeks passed, university resource people scheduled in the "Class Outline" made presentations concerning their respective functions, departments, and responsibilities. BUF student coordinators met with the program coordinators to revise the "Class Outline" to deal with crucial problems black students were facing in the residence halls.

The purpose of the class was initially designed to familiarize the aides with the various resources in the university which enable black students to survive. It was designed to interact, on an individual basis, with key university administrators who determined policies of the university.

The aides felt the urgency to deal immediately with the social problems and felt the class a "waste of their time" and wanted to change the format. The program coordinator expressed a desire to study the structure first during the fall term, and begin a concentrated effort during the winter term to work on the social problems faced by black students in the hall. At this point the aides walked out of class, and it was evident that BUF had moved to "control" the aide program and had obtained the support of the aides.

The dean of students, in a memo (Appendix V), expressed the position that the program had been established and funded by MSU and could not be funded for the purpose of a political action group or could not be involved as such by any student organization.

Although BUF was aware of the dean's position, they still envisioned the aide program as "their" program, and technically, ideologically, and politically--it was their program. Whenever student organizations have the power to select and remove aides, they do, in essence, "control" the program.

Meetings were held by the program coordinator to work out a compromise with the aides. The BUF program coordinators charged that black students did not have an opportunity to plan the program and make inputs.

At a class meeting, the program coordinator reported to the aides a sequential record of involvement of black student leaders from BLFI and BUF in meetings held to plan, organize, and implement the Black Aide Program. On all occasions, black students were significantly involved in the ideology which shaped the program. The charges made by the student coordinators caused the aides and the program coordinator to mistrust each other. It tended to drive a wedge between administration and the student aides.

Out of the dialogue, it was agreed that the mid-term examination be discontinued and that the aides work on research papers to investigate areas of the university which played a vital role in "black survival." The areas of study included the following: (1) University College; (2) admissions and scholarships; (3) Honors College, Justin Morrill, James Madison, and Lyman Briggs; (4) International programs; (5) university research; (6) residence halls; (7) Department of Public Safety; (8) resources (funds and funding); (9) student government; and (10) MSU Union.

During fall term in the Education 416 class, the program coordinator conducted a survey (see Appendix S) to determine perceptions of the aides toward the program and their role. Listed below are the responses of the aides as interpreted by the researcher of various attitudes they exhibited. In these summaries, many of the attitudes are highlighted.

Question: How well do you know the black students in your hall?

On this question almost all of the aides answered favorably indicating that they knew the black students in their halls in many different ways. From a nickname basis to abiding friendships, it was indicated that the aides met the black student in their halls. Most aides indicated they had established a relationship in which people felt free to drop by and talk about anything. They had set up various meetings to help strengthen their relationships and delved into many different areas including social, academic, and political concerns of black students. Of course not all of the students were responsive to their overtures and not all of the aides reported that they knew everyone because of the large numbers of black students in some halls. One cannot be expected to know everyone or have everyone be involved, for people are entirely too different to expect a complete involvement or commitment.

Question: What are various problems they have raised and what are you doing to help them resolve these problems?

The problems handled covered a very large spectrum and the methods of solving the problems varied greatly. The most prevalent problems were in the area of academics. Some aides set up self-help groups within the hall and others referred students to the Supportive Services Program. Academic problems ranged from course overloads to course conflicts; some were handled by the aide and others referred to Supportive Services. Following closely in number were problems having to do with financial assistance, which were referred to the Financial Aid Office.

Personal problems ranging from unwanted pregnancies to loneliness were evident in the halls and each aide developed methods for solving these problems. The aides availed themselves of the various services on campus to solve many of the problems and respected the confidentiality of those they served.

The aides anticipated increased problems in areas of alcohol and drug use and some aides proposed unique ideas for handling them. One aide was investigating the possibility of using "sensitivity groups" to handle some of the matters that concerned the students.

Other problems which arose included roommate conflicts, food service complaints, black-white relationships in the hall, and conflicts with the hall management. Many of these were handled directly by the aide and others involved outside resource people who were better equipped

to handle such problems. The magnitude of some problems may best be characterized by the mention of a potential suicide in the hall. Some of the problems mentioned did not warrant an overwhelming amount of attention because of their relative triviality.

Question: How frequently do you meet with students in your hall?

Because of some negative feelings about meetings, some aides choose to call formal meetings only when necessary, while others were called once or twice a week as indicated by other aides. All aides had some mechanism to contact people to disseminate information immediately. The best method used was to talk with people at meal time and contacting them in other common areas such as the grill, lounge, and Black Culture rooms.

The aides indicated that they went to student's rooms from time to time to "check them out," and "see how things are going," and to try to establish their room as a place where students always felt welcome to talk about their problems.

Question: The black student aides were requested to indicate the number of academic, counseling and financial referrals they had made during the year; also personal problems of students they helped to resolve.

Most of the aides could not tell the exact number of referrals made, or number of problems solved. All aides felt they were doing a good job and felt the figures

to be insignificant. The aides did not realize that these figures were necessary for evaluation and possible expansion of the program, and did not support the contention of keeping facts and figures for evaluation. The aides saw themselves as performing many roles, from a person to get a quick loan, to a listening ear and advisor. Therefore, they defined themselves as more than just a referral source. They perceived themselves as having a genuine concern for people, and treated black students as human beings and not just numbers. Many set up different programs in the dorm to handle the concerns of students and felt they served as a liaison between black students, hall management, and the university.

Question: In what ways do you feel we can achieve the goals of the program?

Some aides felt that to achieve the goals of the program, one had to live up to his job title--black student aide. They considered their job as one which aided black students in areas of financial difficulty, academic assistance, and other problematic areas. To aid all black students in as many areas as possible was the objective of all the aides. They felt that if they lived up to these objectives the goals of the program could be attained. Survival was a popular word on campus, for black students and aides saw themselves actively involved in the survival of black students.

Among other suggestions to attain the goals of the program were: (1) greater communication between administrators and students as well as between students themselves; (2) greater student input into the program; (3) more dedication on the part of present aides to make the program better; (4) more literature disseminated to students concerning counseling, tutorial services, financial aids, pregnancy and drugs; (5) discussion of these crucial areas in-depth among the aides; and (6) closer working relationships between the aide and the existing residence hall staff and hall management.

Question: What program have you initiated to expose the Black Experience to others?

In their attempts to expose non-black people to the black experience, many aides mentioned the establishment of various culture rooms and libraries. They felt that non-blacks could benefit favorably from this center if only they would frequent and utilize its resource materials. In other words, it was for the non-blacks to learn through their own motivation, because the aides did not feel that they had the time for a mass re-education of white people.

Soul dinners were mentioned as another vehicle of exposure to the black mystique as well as cultural workshops for the staff.

Other programs were set up in the hall, but by the nature of their particular interest only black students

were involved in them. This is not to say that non-blacks were not welcome, but in some areas blacks need to become reasonably secure in their positions before they expose themselves to others.

Question: What type of working relationship do you have with residence hall staff members?

The working relationship of the aides with residence hall staff took a variety of forms, from just casual speaking terms to ones in which they were very closely connected with the formal staff. Most aides indicate that they operated independently of the staff in the interest of black students. Some attended the regular staff meetings to find out what is going on, and to keep the staff abreast of what black students were saying and feeling about the hall. They felt they should not be looked upon as informants, but largely as conveyors of information which staff should know in order to maintain harmonious relationships in the hall. Some aides mentioned some difficulty in establishing rapport with the staff but felt that conditions would improve. In some cases, the aide's advice or recommendations were sought and many things of interest to the aide were articulated.

Question: What type of working relationship do you have with the male/female aide in your dorm?

Most of the aides indicated that they had a very good, close working relationship with the other aide in their hall. They felt that they should work together to

be more effective on their job. They also indicated they should work closely together on the complex level because of various problems and issues they have in common which could be solved through sharing their knowledge. The aides felt there should be no disunity between them, but work to compliment each other in supporting programs and activities.

Question: What relationships have been developed with the hall manager to articulate the concerns of students?

Some aides commented that they had limited contact with hall management, and those who interacted with management agreed that their relationship was formal and business-like. Some aides have set up committees to interact with management which worked out very well. They indicated that some managers expressed genuine interest in the affairs and concerns of black students, and had cooperated in setting up culture rooms, libraries, etc., to comply with the wishes of black students in the hall. There were some managers who did not express this interest and delegated certain responsibilities to other staff, making it possible for the aide to ever come in contact with him.

Question: What are you doing to create a wholesome attitude of racial understanding among students in your hall?

The aides did not indicate racial understanding to be a top priority item. They felt they had little time to set up programs to promote racial harmony. Most of them felt there were too many other problems which plagued black students, and felt these problems should be resolved before they tackled racial programs of understanding. They felt that black culture rooms and libraries could help whites understand black culture. Although culture rooms were open to all students, white students did not use them.

The aides indicated they try to be themselves and work for the interest of all people, and blacks in particular. They felt they had tried to bridge the gap of understanding between black and white students, but programs of this nature should be initiated by white students, for they must learn to understand themselves and their society.

Question: What do you consider to be your greatest strength? Weakness?

Overwhelmingly, black aides indicated their greatest strength to be their ability to communicate with black students and help them solve their problems. They felt themselves to be openminded, and genuinely interested in the welfare of black students. Some expressed a type of dedication to the survival of black students, and felt obligated to their survival. Most aides described their personality as being strong and forceful, however, each

recognized some areas of weakness, and indicated a strong desire to improve their weaknesses. Most aides responded about their ability to accept criticism, and realized the importance of their job responsibility toward their constituents.

In summarizing, it was evident that the aide's primary concern was for the black students in his residence hall. This concern goes further than the rhetoric of "existing and making it" in the university. Their concern alluded to the dynamics of basic survival, by any means necessary, for black students at MSU. Their concern entailed a "family" or "community" ideology of blackness, which involved giving and sharing, in order that black students succeed in the university.

Detroit Geographical Expedition and Institute.--In the fall of 1969, MSU, through the Continuing Education Services, supported an experimental program designed to determine what role the university could play in the education of drop-out and adult students from the inner city of Detroit. The Detroit Geographical Expedition and Institute sought support from BUF, when the Center for Urban Affairs and university administrators withdrew financial support.

BUF charged that the staff of the Detroit Geographical Expedition and Institute were failing to provide BUF with comprehensive information about its project and questioned the role of white leadership in controlling

DGEI. BUF felt that the roles whites play in the program should be defined by the black community.

The MSU administrative group convened in special session to hear representatives of DGEI discuss the experiment to provide higher education opportunities for Detroit inner city youth. The position statement is located in Appendix W.

BUF felt that the university's response to DGEI and black admissions in general was "pitiful" and that it intended to investigate all problems relating to black admissions, and believed DGEI could conceivably foster a very dynamic program for admitting large numbers of blacks to the university if the roles in the program could be explicitly defined by blacks--a black controlled program.

BUF Activities.--BUF organized a breakfast program in the Lansing community which was held from Monday through Friday from 6:30 to 9:30 A.M. The program was financed by black students, churches, faculty, businessmen, dorm, and Greek organizations. Transportation was provided by the Office of Black Affairs to the West Side Drop-In Center for students working in the program.

On October 1, 1970, a black film series was sponsored by BUF through the Office of Black Affairs to educate black students for political purposes and to develop a "revolutionary" discipline. The film series were shown bi-weekly on Thursday nights. Included were

such films as: "Heritage of the Negro," "Heritage of Slavery," "Heritage in Black," "Black Power," "Malcolm X Struggles for Freedom," "Hunger in America," "Poor Pay More," "Black Eye," and "Confrontation in Black and White." The use of films enabled BUF to politicize black students who lacked revolutionary traits.

On October 16, 1970, the Black Liberation Front, International, was competing for a segment of black students, and it too, sponsored a series of educational programs designed to give black students a better insight into the struggle of the oppressed. Dr. C. L. R. James spoke on "The Concept of Black Power and Its Meaning in Africa, Carribeans, and the USA."

On October 17, 1970, a special program for black high school students was held at Main Street School in Lansing whose theme was "Make Your Education a Meaningful Experience." Also an informal "rap session" was held on "Perspective" with C. L. R. James speaking on "Africa's Importance and Contribution to World Civilization."

On October 18, 1970, BLFI completed the "Perspective" series with a panel discussion on "Academia" in the Holmes Hall Auditorium.

BUF sponsored "The Last Poets," in the MSU auditorium on October 25, 1970. Included on the program were jazz musicians, the Black Beautiful Dancers, and two female singers.

BUF supported Financial Aid Workshops in each of the complexes, so that black students would apply for financial aid on time and keep abreast of the financial aid picture.

During registration periods, the Black United Front supported and staffed the Minority Information Center of the Tutorial Assistance Program. An information booth was set up in the I.M. building to inform black students about the: (1) developmental program, (2) tutorial program, (3) counseling center, (4) residence housing (Black Aide Program), (5) financial aid/work-study, and (6) the Office of Black Affairs. Information packets on each program were distributed.

Akers Black Caucus and BUF presented the "Experimental Dance Workshops" which was a performance of black modern dance to promote black culture on campus.

BUF sponsored a black basketball and bowling league. The purpose of the athletic program was to provide a recreation-social outlet for blacks and to promote feelings of group cooperation and unity--both on- and off-campus.

The leadership of the Executive Council of the Black United Front (BUF) on the MSU campus sought to encourage and foster the development of strong dormitory black organizations for the purpose of building a spirit of "black togetherness." Strong black student organizations

were developed in the four largest complexes on campus-- Shar Hall in Cedarwoods Complex, Rather Hall in the Brody group, Akers Hall in East Complex, and Wilson Hall in South Complex.

The basic goals of the black dorm organization were to:

1. Promote black political and cultural awareness among blacks in the dorm. Such events as political workshops, cultural programs--music, art, poetry, theatre, black culture rooms.
2. To promote unity and understanding among blacks. This was done by involving male and female students in leadership roles in programs and working to involve black Greeks in the organizational structure.
3. Promote the recognition of the Black United Front as the "official" recognized student organization.
4. Obtain monies from hall governments to improve the social and cultural life of blacks on campus.
5. To become politically strong so that blacks can adequately defend themselves within the university.

The Black United Front publishes a newsletter which was first printed in June 1970. The newsletter is published weekly, and serves as a valuable information

source which keep black students informed of major programs in dorms, the university, and larger communities. It includes current news items about the black community, poems, feature articles, book and record reviews. Black student's literary talents are highlighted and critical issues affecting blacks are challenged.

Black political workshops have been held each week in various complexes. Black students have discussed the "Economic Chart," "Black Laws of Neutrality," "The Black University Community--Is There a Problem," "The Relation Between Brothers and Sisters Who are Dating White Folks." A black political theater was begun and black students presented "Four Black Revolutionary Plays" by Leroi Jones.

African Study Center.--On November 12, 1970, a group of black students of the "United Students of the African Studies Center" presented a statement to Clarence L. Winder, Dean of the College of Social Science, protesting what they called a "100 per cent cut in the operating funds in the center's budget for 1971-72" (Appendix X).

The United Student Group consisted of six organizations: BUF, BLFI, PASOA, the African Study Group, the Graduate Council of African Studies, and the Organization of African Studies. Each group, in October 1969, elected members to the plenary group when the center began a reorganization process. The students felt that the cut in funds was a "coincidence of the strongest kind" because

it called for a black director with power to make decisions to allow student participation in all aspects and operations of the African Studies Center.

Black Moratorium.--The regularly scheduled meeting of the black aide class (Education 416) was cancelled for the Black Moratorium, to allow the aides to participate in the program.

The black moratorium focusing on the judiciary and law enforcement systems of the United States was held Tuesday, November 17, 1970 in the MSU auditorium by the Committee for a Black Moratorium. The moratorium developed out of a total dissatisfaction with the courts and police to deal justly and honestly with black people. The moratorium was designed to "actively demonstrate support for Angela Davis, Bobby Seales, Juey P. Newton, and other brothers and sisters engaged in the life and death struggle against the racist judicial system of this country."

The moratorium was one of a series of steps the committee took to expose the judicial system in this country. The moratorium focused on five points:

1. The support of CORE in its efforts to bring this country before the United Nations on charges of genocide.
2. The fact that white police have abused and used their weapons on the innocent black community.

3. That the committee's full support is actively given to Bobby Seales, Angela Davis, and Huey Newton in their legal battles in the courts.
4. That on November 17, a Black Moratorium on the judicial system and law enforcement takes place and eventually spread nationwide.
5. That this country "fess up" or straighten up.

On November 17, 1970, the Black United Front held a meeting in the MSU auditorium from 8:00 to 9:00 A.M. During this period, BUF planned for the security of Huey P. Newton, Black Panther Party founder and Minister of Defense who was scheduled to speak at 10:00 A.M.

The following rules governing Huey's address were:

1. Everyone entering the auditorium must be searched in advance, in order to purchase a ticket.
2. Persons in possession of any type of weapon or objects capable of inflicting harm would not be admitted.
3. Persons possessing cameras, tape recorders, or briefcases would not be admitted.
4. The doors would close at exactly 10:00 A.M.
There would be no admittance after this time.
5. There would be an admission charge of \$2.00 with the proceeds going to the Black Panther Party, Black United Front (BUF).

These were the rules and regulations as specified by the Black Panther Party.

The Black United Front Security Task Force handled security measures for Huey Newton. BUF outlined the security measures required by the Panthers, including a search of all individuals entering the MSU auditorium, the provision that no person carrying an object capable of inflicting harm would be admitted, and that there be no standing during the address and no one would be allowed to leave the building.

MSU administrators, students, and the general public questioned the manner in which people were searched, and BUF issued a statement which appeared in the November 23, 1970 edition of the Michigan State News to clarify their position (Appendix Y).

After a two-hour delay, Huey Newton finally arrived and outlined the evolution of Panther philosophies. Newton focused on the alleged conflict in theory between Panthers and the League of Revolutionary Black Workers, a Detroit based union of black factory workers. Using the analogy of scientific theory and investigations in the physical sciences, Newton explained that the people must approach everything in as objective a manner as possible because often what appears to be fact is not reality.

Newton said the conflict stemmed from a theory by Minister of Information, Eldridge Cleaver. In his essay

"On Panther Ideology," Cleaver predicted that the lumpen-proletariat (poor working class, jobless, unemployable class according to Marxist theory) would compromise the most revolutionary class. The League objected to this theory, but Newton theorized that as the revolution proceeded, all of the proletariat will eventually form the lumpen-proletariat.

Tracing the evolution of Panther philosophy, Newton said the party had progressed from nationalism to revolutionary nationalism, to an international position and finally to an intercommunalist one.

Huey Newton expressed a dissatisfaction to the academic environment because scholars "neglect their task of investigation and creativity." Newton explained that the combination of the label "Marxist-Leninist implies the use of theory and practice rather than pure academic investigation. The integration of theory and practice is the whole concept of power. Power is the ability to define phenomena and make them work accordingly."

Following Huey's address at 2 P.M. Bobby Offut, former Chicago policeman was scheduled to speak on "Pigs in Uniform," Room 100 Engineering Building. At 3:30 P.M. Ernie Boone, Editor-Publisher of the West Side News spoke on "Mass Media--Puppet of the System" in Room 158, Natural Resources Building. At 8:00 P.M. a mass meeting of black students, faculty, and administrators met in

Wells Hall auditorium to engage in panel discussions on the following issues at MSU:

1. Black Cultural Center--Reality or Not?
2. Admissions--Fewer or More Blacks at MSU?
3. Center for Urban Affairs--College or Not?
4. Supportive Services--Will Blacks Survive at MSU?
Will There Be Any Money? How So and When?
5. Black Student Movement--Is There Unity on Campus?
6. African Studies Center--Is the University Going to Destroy It?
7. Is There Financial Aid or Not for Blacks?
8. Role of Black Faculty in Political Structure.

During the winter term on January 18, 1971, two executive board members of BUF, George Fleming and Tony Martin, submitted their resignations due to financial problems and the work-load of their doctoral programs. The executive board presented the Representative Council with a statement defining the role of the "Black Student Movement" with recommendations for improving the organizational structure of the Black United Front.

The recommendations included:

1. The need to raise the level of political consciousness of the people.
2. To maintain a black community perspective.
3. To create a disciplined attitude toward relevant study (in and out of class).

4. To collect and give organizational expression to the various needs of the black students.
5. To aid in the resolution of conflict in the community and to insure that justice and harmony prevails.
6. To obtain the power of influence over those administrative decisions that affect our community development.

The Executive Board recommended to the Representative Council that the Executive Board be expanded from five members to nine members because of the difficulty of adequately covering the total university.

Representatives called meetings on campus and off campus to discuss the recommendations. Nominations for the two vacant positions were held and election dates were scheduled for students to vote.

The Representative Council submitted nominations from the students on and off campus who supported the recommendation of the Executive Board to expand the board to nine members. The new board worked with the former Executive Board to familiarize itself with various persons, people, programs, and activities in which they would be working during the year.

A Karamu Ya Ujamaa (Feast of African Familyhood and Unity) was sponsored by PASOA and dedicated to Sister Angela Davis on February 28, 1971. The feast was held at

the University Methodist Church and featured African and Soul Food, live entertainers, and speakers. The proceeds were used for the defense fund for Angela Davis. The League of Revolutionary Black Workers spoke to a sociology class in 102 B Wells Hall. A film was shown and a political workshop was held.

The Black United Front sought to politically educate black students to struggle for the "Liberation" of black peoples. Their programmatic thrust up to the spring term of 1971, had been one of sensitizing black students, and creating an awareness that blacks are oppressed as a group, and must respond collectively.

Summary

The Black United Front became the third black student organization at MSU because of a general dissatisfaction among certain Executive Board members of BLFI, who felt that certain leaders of BLFI were planning and implementing programs and taking positions, without consulting all black student Executive Board members and dorm councils.

The leadership changes of all three MSU black student organizations were initiated by Executive Board members who were dissatisfied with the direction or programmatic thrust of the organization.

The new leadership of BUF consisted of Bill Powers, LaMarr Thomas, George Fleming, Tony Martin, and

Walter Thomas. During the summer of 1970, BUF began to develop community action programs in Lansing. It established committees to investigate every conceivable component in the university which spoke to the survival of black students (recruitment, admissions, financial aids, tutorial, counseling, academic issues, etc.).

BUF was responsible for a reorganization of the aide position in having two student coordinators appointed to enhance greater student participation. BUF was actively involved in the summer and fall orientation of black freshmen. BUF leaders sponsored a black film series to educate black students to the political issues and create black pride and identity.

Programs of a cultural nature included the "Last Poets," black dance workshops, and seminars on black culture. Recreational events which were designed to build black unity included the BUF basketball and bowling leagues. Financial aid, work study, counseling and academic workshops were held by BUF.

Black students were encouraged to become involved in activities of a cultural and political nature to strengthen a feeling of a "Black Community at MSU." The aides, as members of BUF, again were charged with the responsibility of getting black students involved in various activities and programs sponsored by the "front."

One of the most dynamic things done by BUF was the "Newsletter" which was published weekly to keep black students informed of events. Many black students wrote articles for the "Newsletter" dealing with political, social, and cultural issues.

BUF worked cooperatively with BLFI and PASOA to get black representation elected to the plenary committee of the African Studies Center. BUF invited Huey Newton to campus to speak on "Panther Ideology" and later held a "Black Moratorium" to expose the judicial system in America.

It is evident, that BUF was primarily concerned with developing a political awareness of black students in order that they gain insight into the problems faced by blacks in America.

In Chapter III, we have noted that the idea of the Black Student Aide Program originated out of a concern by black students to become involved in programs to establish identity and eliminate feelings of alienation. Black students worked to develop their own organizations to fulfill the cultural, social, and political needs of black students on a predominantly white university campus.

Black students today, do not view integration-- in the sense of accepting white values as a viable goal because it eliminates "black identity." They are concerned about "liberation"--a push for an open pluralistic society in which blacks can take their rightful place

among other ethnic groups. What seems to be black separatism, such as the kind that prevailed in BLFI and BUF during the school year 1969-70 and 1970-71, is a kind of self-imposed apartheid existing on many college campuses, a temporary stage in pluralism. This idea of "getting one's self together," goes to the root of finding

The future of black student's organizations will depend on their abilities to develop leaders, strategies and tactics which will enable them to cope with the frustrations and emotional exceptions in their efforts to carve out a "piece of the action" for blacks in a pluralistic society.

Black student organizations at MSU, viewed the Black Student Aide Program as a "vehicle of change and transition" for new black students admitted to the university. It serves as the initial point of contact for new black students to formulate areas of black identity. The Aide Program exposes black students to the resources of the university and helps black students identify with other black students, faculty, administrators, and service personnel at MSU.

Through the aide position, black students can eliminate the initial feelings of alienation and establish a base of black identity, involvement, and awareness. As the aide interacts with black students, he should articulate their needs to university and residence halls staff members which speak to black student survival.

CHAPTER IV

DESIGN OF THE STUDY

This chapter consists of six main sections which deal with the population and sample, the instrumentation, the statistical hypotheses, the collection of the data, the statistical techniques, and the chapter summary.

Population and Sample

The population for this study was defined from a list of all black students living in Michigan State University residence halls during the fall term of 1970. Each of the thirty-six black aides conducted a survey of black students in their respective halls to find the name, room number, phone number, class standing, and course of study in which each black student was enrolled. A total of 790 names was reported to the Black Student Aide Program coordinator (see Table 1).

The population for residence hall staff, was defined by a list of all staff members in MSU residence halls for the school year 1970-71. A total of 430 names were obtained (see Table 2).

TABLE 1.--Black student population

	Freshmen	Sophomores	Juniors	Seniors	Total
Female	193	202	80	23	498
Male	108	92	52	40	292
Total	301	294	132	63	790

TABLE 2.--Residence hall staff population

	Head Advisor	Assoc.-Grad. Res. Advisor	Resident Assistant	Total
Male	17	27	155	199
Female	16	37	178	231
Total	33	64	231	430

A table of random numbers was used to randomly sample from the total population of black students. A stratified random sample was chosen, with the population stratified according to sex and class (this breakdown of the population is given in Table 1). Five hundred black male and female students were selected, according to the following formula which was employed to determine the appropriate sample sizes for each of the strata:

$$\frac{N_i}{N} = P_i \quad P_i \times 500 = M_i \quad \text{Sample Size}$$

where

N_i = total number of black students in a given strata in the population

N = total number of black students (790)

P_i = proportion of black students to be sampled in each strata

M_i = proportion of black students to be sampled in each strata times the total number of students to be included in the sample--the sample size for each strata to be surveyed.

The resulting sample sizes are given in Table 3.

In the case of residence hall staff, the above procedures were used to randomly sample 215 staff members, the results of which are given in Table 4.

Instrumentation

Two questionnaires were developed by the researcher, one for black students and another for residence

TABLE 3.--Sample size--black students.

	Females		Males		Total
Freshmen	$N_1: \left(\frac{193}{790} = .2442 \right) \times 500 = 122$		$N_5: \left(\frac{108}{790} = .1367 \right) \times 500 = 68$		190
Sophomores	$N_2: \left(\frac{202}{790} = .2557 \right) \times 500 = 128$		$N_6: \left(\frac{92}{790} = .1165 \right) \times 500 = 58$		186
Juniors	$N_3: \left(\frac{80}{790} = .1013 \right) \times 500 = 51$		$N_7: \left(\frac{52}{790} = .0658 \right) \times 500 = 33$		84
Seniors	$N_4: \left(\frac{23}{790} = .0291 \right) \times 500 = 15$		$N_8: \left(\frac{40}{790} = .0506 \right) \times 500 = 25$		40
	Total	316		184	500

TABLE 4.--Sample size--residence hall staff.

	Males		Females		Total
Head Advisors	$N_1: \left(\frac{17}{430} = .0395 \right) \times 215 = 8$		$N_4: \left(\frac{16}{430} = .0372 \right) \times 215 = 8$		16
Assoc. Graduate Advisor	$N_2: \left(\frac{27}{430} = .0628 \right) \times 215 = 14$		$N_5: \left(\frac{37}{430} = .0860 \right) \times 215 = 18$		32
Resident Assistant	$N_3: \left(\frac{155}{430} = .3605 \right) \times 215 = 78$		$N_6: \left(\frac{178}{430} = .4140 \right) \times 215 = 89$		167
	Total	100		115	215

hall staff. The Black Student Questionnaire contained 131 items and the Residence Hall Staff Questionnaire contained 51 items. The items were divided into categories which reflected the objectives of the program. The questionnaires were designed to solicit responses from both groups pertaining to the role of the black student aide. Copies of the questionnaires can be found in Appendices I and II.

The responses made by black students and staff were recorded on four-point scales. A variety of scales were used ranging on a positive to negative continuum. Examples of the choices were:

Type of Scale				
	1	2	3	4
1	Always	Usually	Sometimes	Never
2	Strongly Agree	Agree	Disagree	Strongly Disagree

Some items were ranked on continuum scales 1-4 and 1-6, with the lower number (1) denoting greatest importance and the highest number (4 or 6) denoting least importance.

Some items includes yes and no responses, while other items presented a choice of alternatives for the respondent.

Statistical Hypotheses

The hypotheses were designed to reflect and test the five objectives of the Black Aide Program. Listed below are the five objectives of the program and their corresponding hypotheses:

Objective I: To determine the attitude of black students and residence halls staff and their relationships with the aide.

H₁: There are no significant differences in the response of black students when compared with the responses of residence halls staff to the aides' ability to relate to black students.

Objective II: To determine if the aide helped create greater racial understanding between blacks and non-blacks.

H₂: There are significant differences in the response of black students when compared with residence hall staff that the aide created an atmosphere of racial understanding between blacks and non-blacks.

H₃: There are significant differences in the response of black students when compared with residence hall staff in the duties the aide perform and the order of their importance.

H₄: There are no significant differences in the response of black students when compared with residence hall staff in selecting the person best qualified to fill the aide position.

Objective III: To examine ways the aide utilized university resources to help black students.

H₅: There are no significant differences between black students as compared with the responses of residence hall staff concerning the aide's knowledge of the university resources.

Objective IV: To determine which programs and activities helped black students eliminate feelings of alienation.

- H₆: There are significant differences between black students as compared with the responses of residence hall staff concerning the role of the black aide in initiating programs, and the type of activity in which black students participate.
- H₇: There are no significant differences between black students as compared with the responses of residence hall staff in ranking activities in which black students should be chiefly concerned.
- H₈: There are no significant differences between black students as compared with the responses of residence hall staff involving black student participation in hall governments and judiciaries.
- H₉: There are significant differences between black students as compared with the responses of residence hall staff concerning the adjudicating of hall violations.

Objective V: To determine if black students and staff view the aide as a source for job opportunity on- and off-campus.

- H₁₀: There are significant differences between black students as compared with the responses of residence hall staff concerning job opportunities for black students.
- H₁₁: There are no significant differences between black students as compared with residence hall staff about the incorporation of the Black Aide Program into the existing residence hall program.

Collection of Data

MSU black students were proportionately random-sampled by class and sex during the fall term. Their names were checked with the MSU Housing Office during the winter term to see if any students had moved to other

dorms, off-campus, or completed school. Approximately fifty corrections of the list were made after completion of winter term registration. Permission was given by the vice president of student affairs and the dean of students to conduct a survey to evaluate the Black Student Aide Program in the undergraduate halls at MSU.

A list of the students to be surveyed in each hall was sent to the respective aide in the halls. Questionnaires were addressed to students who were randomly sampled, and delivered to each receptionist in the halls, to be placed in the student's mailbox. After a period of one week, the aide contacted each student on the list, picked up the questionnaire, and returned it to the program coordinator.

The aide continued to follow-up questionnaires which had been out over three weeks by making personal contact with students who were not checked off their list.

Residence halls staff was also randomly sampled by sex and job title during the winter term. From the winter term residence hall staff list of 430 members, a proportionate random sample of 215 was made.

A list of staff members to be surveyed in each hall was sent to the head advisor of each hall, accompanied by a questionnaire to be filled out by staff members whose name appeared on the list. Head advisors assumed the responsibility of encouraging staff members

to fill out the survey and return it to the program coordinator.

Follow-up telephone calls were made to the head advisor, and area directors cooperated in the collection of the questionnaires.

Statistical Technique

The statistical technique used in analyzing the data was the Chi-Square (χ^2).

Chi-Square is given symbolically as:

$$\chi^2 = \frac{(O - E)^2}{E}$$

where O = observed frequency, E = expected frequency, and summing is over all cells.

This statistic is a plausible way of capturing the extent to which the distribution of data in a contingency table depart from what is expected on the assumption of independence. Its formula requires that the discrepancies be squared between what was observed and what would have been expected on the assumption of independence, divide each squared discrepancy by the number expected, and sum the results (Weiss, 1968).

The Chi-Square test was used to assess differences between expected and observed distributions. Chi-Square is a measure of the departure of observed frequencies from the expected frequencies due to chance. All references to "significance" in this study are based on the

Chi-Square test and the .01 level of significance will be used. The .01 level means that an observed frequency that is significant at the .01 level could occur by chance only 1 time in 100 trials. Conventional use suggests either .05 or .01 as the level of significance .01 is adapted as a more "conservative" level.

The data obtained from the questionnaires were transferred to IBM cards, key-punched, and programmed on the IBM 3600 computer. The CISSR Program, a basic Chi-Square analysis was used. The responses are reported from the computer in frequency and percentage tables. The control variable for each table consists of two levels: the first level coded (1) are black students, the second level coded (2) are residence hall staff. The spread variable, or columns is the particular question of interest. The table number on the computer print-out indicates the number of the question as it appears on the researcher's worksheet.

From the 476 observations, a Chi-Square analysis was made on 43 selected variables from each questionnaire. These 43 variables represent 32 per cent of the 131 items on the black student questionnaire; and 84 per cent of the 51 items from the residence hall staff instrument.

Summary

The population of the study consisted of all black students living in MSU residence halls and all MSU

residence hall staff. From the total population of both groups, a stratified random sample was used.

Hypotheses were developed to test the objectives of the Black Aide Program.

The questionnaires were distributed to both groups by the researcher, and data was collected by the black student aides and head advisors in their respective halls. The Chi-Square statistical technique was used to analyze the data at the .01 level of significance.

The following chapter reports the results of the data analysis.

CHAPTER V

ANALYSIS OF THE DATA

Introduction

Chapter V contains an analysis of the data collected. There are many alternate ways to analyze data in this study. The question of how to organize items in terms of the hypotheses was an arbitrary decision made by the researcher. Questions (items) were grouped and interpreted according to each hypothesis. The decision was made that each question which alluded to a given hypothesis would be considered separately on the basis of Chi-Square analysis as to whether it tended to reject or support the hypotheses.

Although it might have been possible to design a procedure for grouping the questions for testing the hypotheses for this study, the individual item analysis was chosen in part because of the exploratory nature of the study.

The data in each table is presented in percentages on which the Chi-Square was calculated in Appendices III and IV. In the analysis of the data, the

non-responses shifted all responses to the positive end because the cell means were based on the total number of responses.

In order to provide a systematic presentation of the data, the chapter is divided into five sections. Each section begins with a statement of an objective of the program. Data are categorized in percentage tables which are devised to explicate the analysis.

Two methods were used in the reporting of the percentages: single and combined categories. Single categories were reported as they were included in the questionnaire, e.g., Always (61.13%); Usually (28.68%); a negative response (8.01%) would be reported by adding Seldom (4.75%) and Never (3.26%). These four categories were collapsed into a dichotomy: positive (Always, Usually) and negative (Seldom, Never).

A Chi-Square column is reported in the table on forty-two selected items. An asterisk (*) is used to denote areas of significant differences. The Chi-Square value reported in the tables was calculated on four categories for the item (dependent variable). Tables are presented as including only positive and negative responses, i.e., refers to the analysis of the individual (single) categories. Degrees of freedom in each case are indicated.

A verbal description of the items which highlight the statistical hypothesis follows each table. A

statement reflecting the support or rejection of hypothesis concludes each section.

Section I

This section deals with the attitudes of black students and residence hall staff in their relationship with the aide. Hypothesis 1, as stated in Chapter IV was:

H₁: There are no significant differences in the response of black students when compared with residence hall staff to the aide's ability to relate to black students.

The following questions are to be answered:

1. Do black students and staff see the aide as being approachable or distant?
2. Do black students and staff derive personal satisfaction from interactions with the aide?
3. Does the aide perform adequate counseling services for black students?

The results of this analysis are summarized in Table 5.

In Table 5, black students and residence halls staff, in all instances with the exception of item G, responded that the aide was approachable and not distant in their relationships. The small response of black students in item G may be attributed to a printing error in the Black Student Questionnaire. Thus, a valid judgment on this item cannot be made.

Approximately three-fourths of both groups derived personal satisfaction from interacting with the

TABLE 5.--Interpersonal relationship.

	Group ^a	Positive Response	Negative ^b Response	χ^2
A. The Aide in my dorm has a warm, outgoing personality.	BS	94.96%	4.15%	
	RHS	64.71%	27.21%	*100.511
B. He shares the goals, interest, and aspirations of black students.	BS	76.56%	17.51%	
	RHS	72.06%	2.94%	* 54.118
C. I feel comfortable talking with the Aide.	BS	91.39%	7.71%	
	RHS	72.06%	21.33%	* 66.195
D. I respect and trust the Aide.	BS	89.91%	8.01%	
	RHS	66.92%	21.52%	* 55.417
E. The Aide makes me feel important (respects me).	BS	75.37%	16.91%	
	RHS	58.82%	22.06%	*120.710
F. I feel he is interested in my welfare.	BS	89.91%	8.01%	
G. He is available when I need him.	BS	33.23%	2.04%	
	RHS	51.97%	28.67%	* 95.276
H. The Aide has been an important source of help to me.	BS	74.78%	21.07%	
	RHS	30.14%	58.82%	* 19.951
I. The presence of the Aide has enabled me to adjust more readily to residence hall living.	BS	66.47%	28.19%	

^aFor Group, BS refers to Black Students; RHS refers to Residence Hall Staff.

^bFor the percentage of each category see Appendices III and IV.

*Sig. at the .01 level.

aide, and approximately nine-tenths of the black students felt the aide was interested in their welfare.

Over one-half of residence hall staff indicated the aide was available when needed, but only one-third of black students responded positively. Nearly three-fourths of the black students indicated the aide was an important source of help, while over half the staff responded negatively. Almost two-thirds of the black students denoted that the presence of the aide enabled them to adjust more easily to residence hall living. In Table 5, it can be seen that there were significant Chi-Square values reported on all items (A-I). Therefore, Hypothesis 1 was rejected, indicating that the attitudes of black students and staff differ with respect to their perceptions of their relationships to the black aide.

Section II

This section deals with the aide's efficiency in meeting the responsibilities of the position. Hypothesis 2, as stated in Chapter IV was:

- H₂: There are significant differences in the responses of black students when compared with residence hall staff that the aide created an atmosphere of racial understanding between blacks and non-blacks.

Questions were to be answered in four parts: racial understanding, performance of duties, ranking of duties, and qualifications of the aide.

The following questions are to be answered regarding racial understanding:

1. As a result of the efforts of the aide, did the interracial experiences of both groups become more positive and more tolerant?
2. Will the attitudes of living with persons of another race be improved through the aide's efforts?
3. Did the aide work to schedule meetings to create greater racial understanding?

In Table 6, over one-half of both groups responded negatively to the efforts of the aide to change their attitudes of racial tolerance. However, more staff (approximately two-thirds) than black students (over one-half) responded negatively. Interracial living was supported by staff (85.29%), while being rejected by over one-half of the black students (57.56%). Over two-thirds of the staff (69.12%) indicated that the aide did not attempt to schedule meetings to create racial understanding. The greatest significant difference occurred in the aide's attempt to change attitudes.

In Table 6, "Racial Understanding," it can be seen that there were no significant differences noted in item 1, thus rejecting Hypothesis 2. However, significant differences were reported in items 2 and 3, thus supporting Hypothesis 2.

TABLE 6.--Racial understanding.

	Group ^a	Positive Response	Negative Response ^b	χ^2
1. Due to the efforts of the Aide, my interracial experiences have been more positive.	BS	42.43%	49.85%	
	RHS	27.20%	63.23%	10.877
2. My attitude toward non-blacks has become more tolerant as a result of the Aide's effort.	BS	33.53%	58.45%	
	RHS	20.59%	66.91%	*115.391
3. I would have no objections living with a roommate of another race.	BS	37.89%	57.56%	
	RHS	85.29%	8.09%	* 62.268
4. The Black Aide has scheduled meetings to create racial understanding between blacks and non-blacks.	RHS	16.91%	69.12%	

^aFor Group, BS refers to Black Students; RHS--Residence Hall Staff.

^bFor the percentage of each category, see Appendices III and IV.

*Sig. at .01 level.

Hypothesis 3, as stated in Chapter IV was:

- H₃: There are significant differences in the responses of black students when compared with residence hall staff in the duties the aide performed and the order of their importance.

The following questions are to be answered regarding the aide's performance of his duties:

1. Does the aide create greater racial understanding?
2. Does the aide keep black students apprised of information leading to his success at MSU?
3. Does the aide keep black students involved in university activities?
4. Does the aide apprise staff of black goals?
5. Does the aide plan black identity programs?

The results of this analysis are summarized in Table 7.

In Table 7, the aide's attempt to create better racial understanding was positively perceived by approximately twice as many black students as staff. Approximately one-half of both groups responded negatively. Over 60 per cent of the black students perceived positively that the aide kept black students informed, while less than half the staff responded positively. Over two-thirds of black students indicated involvement in activities due to the aide's efforts, while approximately one-fourth of staff responded positively. Approximately two-thirds of the black students responded positively

TABLE 7.--Aide's performance of duties.

	Group ^a	Positive Response	Negative Response ^b	χ^2
A. Creating better racial understanding.	BS	43.92%	49.26%	* 23.045
	RHS	25.74%	53.68%	
B. Advising black students on academic and personal problems.	BS	69.94%	23.74%	* 44.056
	RHS	49.26%	16.92%	
C. Teaching black students how to succeed at MSU.	BS	64.09%	29.67%	16.866
	RHS	29.41%	31.61%	
D. Keeping black students informed and involved in activities.	BS	67.62%	23.44%	* 19.777
	RHS	27.21%	44.12%	
E. Keeping hall staff aware of black goals.	BS	66.17%	25.82%	8.473
	RHS	12.50%	68.38%	
F. Planning programs to build black identity.	BS	71.81%	21.36%	* 32.715
	RHS	41.92%	30.88%	

^aFor Group, BS refers to Black students; RHS refers to Residence Hall Staff.

^bFor the percentage of each category, see Appendices III and IV.

*Sig. at .01 level.

while two-thirds of the staff responded negatively that the aide kept staff aware of black goals. Over two-thirds of the black students responded that the aide planned programs to establish black identity, while less than half of the staff concurred.

In Table 7, it can be seen that there were no significant differences noted in items C and E, thus rejecting Hypothesis 3. However, significant differences were found in items A, B, D, and F which supports Hypothesis 3.

The duties of the aide were ranked by black students and staff. The results of this ranking are summarized in Table 8.

In Table 8 black students and staff ranked the duties performed by the aide in order of importance as they perceived them. Black students and staff selected advising black students as priority 1. However, this selection was supported by a larger percentage (4.21%) more of black students than staff. Black students gave "teaching black students how to succeed" second priority, while staff ranked it sixth. Black students selected "black identity programs" as their third priority; staff ranked it fourth. "Keeping staff aware of black goals" was ranked fourth by black students and third by staff. Both groups selected "keeping black students involved and informed" as their fifth priority, however, this selection

TABLE 8.--Ranking duties of the Aides.

	Group ^a	1	2	3	4	5	6 ^b	χ^2
A. Creating greater racial understanding	BS	5.65%	6.23%	10.39%	13.65%	16.32%	45.99%	
	RHS	36.76%	36.76%	16.18%	16.91%	2.94%	2.94%	* 72.445
B. Advising black students on academic and personal problems	BS	43.92%	30.27%	10.09%	4.15%	5.34%	4.75%	
	RHS	39.71%	17.65%	12.50%	12.50%	11.76%	5.15%	* 95.060
C. Teaching black students how to succeed at MSU	BS	24.33%	24.63%	16.02%	13.06%	11.87%	8.61%	
	RHS	2.21%	8.82%	10.29%	8.09%	22.79%	46.32%	* 91.866
D. Keeping black students involved/informed of activities	BS	10.39%	8.90%	15.13%	18.69%	25.22%	20.47%	
	RHS	1.47%	5.15%	11.03%	14.71%	35.29%	31.62%	*132.141
E. Keeping hall staff aware of black goals	BS	4.75%	8.31%	21.36%	27.89%	24.93%	10.98%	
	RHS	2.94%	21.32%	27.21%	26.47%	15.44%	5.88%	* 53.935
F. Plan programs to build black identity	BS	13.06%	18.69%	24.04%	19.88%	13.35%	9.50%	
	RHS	19.12%	27.21%	19.12%	19.85%	8.82%	5.15%	* 43.538

^aFor Group, BS refers to Black Students; RHS refers to Residence Hall Staff.

^bFor the percentage of each category, see Appendices III and IV.

*Sig. at the .01 level.

was again supported by a larger percentage (9.49% more) of black students than staff. Black students afforded "creating racial understanding" the least important priority of six, while staff selected "teaching black students how to succeed" this rank. Each category yielded significant differences between groups. The area of widest disagreement being "keeping black students involved/informed," while the area of closest agreement was "black identity program."

In Table 8, it can be seen that there are significant differences noted in all items in the table (A-F). Hypothesis 3 was again strongly supported, indicating that the perceptions of black students and staff differed, with respect to ranking the duties performed in the order of importance.

Hypothesis 4, as stated in Chapter IV was:

H₄: There are no significant differences in the response of black students when compared with residence hall staff in selecting the person best qualified to fill the aide position.

Black students and staff were asked to select the group of students best qualified to fill the aide position. The responses to this question are summarized in Table 9.

In Table 9 the largest percentage of both groups selected black juniors as the best qualified to fill the position. However, there was closer agreement between hall staff responses than black student responses. There

TABLE 9.--Qualifications of the Aide.

	Group ^a	Black Fr.	Black Soph.	Black Junior	Black Senior	Black _b Grads _b	χ^2
6. Which group of students do you feel is best qualified to fill the Aide position?	BS	2.97%	34.72%	41.25%	9.50%	8.82%	
	RHS	0.74%	8.09%	68.38%	8.09%	8.82%	*64.785

^aFor Group, BS refers to Black Students; RHS--Residence Hall Staff.

^bFor the percentage of each category see Appendices III and IV.

*Sig. at the .01 level.

were less than 10 per cent agreement of the hall staff in any categories other than black juniors, while black students (34.72%) also supported black sophomores to fill the position. In each category other than black juniors, a larger percentage of black students than staff responded.

In Table 9, it can be seen that there are significant differences noted in item 6. Significant differences were found between black students and hall staff perceptions in selecting the person best qualified, thus rejecting Hypothesis 4, indicating the attitude of black students and staff differ with respect to the person best qualified to fill the aide position.

Section III

This section deals with ways the aide utilized university resources to enable black students to succeed at Michigan State University. Hypothesis 5, as stated in Chapter IV was:

- H₅: There are no significant differences between black students as compared with the responses of residence halls staff concerning the aide's knowledge of university resources.

Questions were to be answered in three parts: the aide's knowledge of university resources, black student group most knowledgeable of university resources, and sources black students sought for help.

The following questions were to be answered regarding the aide's knowledge of university resources:

1. Is the aide knowledgeable of university resources?
2. Is the aide aware of resources to help black students?
3. Does the aide support university rules and regulations?

The results of this analysis are summarized in Table 10.

Both groups responded positively that the aide was knowledgeable of university resources, however, a greater percentage of positive responses of black students were noted. Over one-third of staff (35.39%) responded negatively.

Both groups indicated the aide was aware of university rules and regulations. The percentage of responses of black students (87.54%) was almost twice as large as staff (47.08%). Over two-thirds of the black students (69.44%) responded positively that the aide was willing to support university rules and regulations. Black students (88.43%) indicated the aide was aware of resources which helped them succeed at MSU.

In Table 10, it can be seen that there are significant differences noted in items 2 and 4. Thus, Hypothesis 5 was rejected indicating significant differences were noted between black students and staff in their perceptions of the aide's knowledge of university resources.

TABLE 10.--Aide's knowledge of university resources.

	Group ^a	Positive Response	Negative ^b Response	χ^2
2. Do you feel the Aide is knowledgeable of University resources and utilizes them to help black students succeed?	BS	74.48%	22.48%	
	RHS	45.59%	35.39%	*36.338
4. The Aide is very much aware of University rules and regulations	BS	87.54%	9.49%	
	RHS	47.80%	33.09%	*29.479
5. The Aide is willing to support university rules and regulations.	BS	69.44%	20.77%	
6. The Aide is very much aware of the resources which will help you succeed at MSU.	BS	88.43%	7.41%	

^aFor group, BS refers to Black students; RHS--Residence Hall Staff.

^bFor the percentage of each category see appendices III and IV.

*Sig. at .01 level.

Black students and staff were asked to select the person considered most knowledgeable of university resources. The responses to this question are summarized in Table 11.

In Table 11, both groups selected the black head advisor as the most knowledgeable and the black grad advisors as second choice. Staff responded more positively (11.81%) in the category of black head advisor, while black students responded more positively (8.18%) than staff in the category black graduate advisor.

Staff felt more positively that the black resident assistant was more knowledgeable than the aide, but over one-fourth of the black students felt the aide to be more knowledgeable than the black resident assistant.

In Table 11, item 3, there are significant differences in the response of black students and staff regarding the black staff group which is most knowledgeable of university resources, which also rejects Hypothesis 5, indicating that the attitudes of black students and staff differed with respect to the person most knowledgeable of university resources.

The following questions are to be asked regarding the sources black students utilized for solving problems:

1. Under what circumstances would you seek referral assistance from the aide?

TABLE 11.--Black student group most knowledgeable of University resources.

	Group ^a	Black Head Advisor	Black Grad Advisor	Black RA	Black ^b Aide	χ^2
3. The person considered to be the most knowledgeable of the University resources.	BS	31.57%	27.30%	6.53%	26.11%	
	RHS	43.38%	19.12%	9.56%	7.35%	*87.772

^aFor Group, BS refers to Black Students; RHS refers to Residence Hall Staff.

^bFor the percentage of each category see Appendices III and IV.

*Sig. at .01 level.

2. Under what circumstances would you seek direct help from the aide?
3. Under what circumstances would you by-pass the aide and go to the appropriate office?
4. What problems do you consider too personal to seek aid?

The results of this analysis are summarized in Table 12.

In Table 12 responses of black students are presented to determine where they would seek help for various problems they face. Black students would seek direct help from the aide mainly if it concerned the following problems: becoming involved in black activities (68.55%), politics of black awareness (63.20%), urgent desire to talk to someone (53.41%), race relations (52.52%), roommate problem (48.66%), dorm rules and regulations (48.37%), university regulations (43.32%), developing friendships (40.95%), and peer group pressures (39.76%).

Black students responded they would go to the aide first for referral to the proper office in the following problematic areas: employment at MSU (59.27%), tutorial (48.37%), financial (46.29%), difficulties in studies (44.81%), counseling (43.03%), registration and class selection (36.20%), and drug information (26.70%).

Black students would go directly to the appropriate office or person and not the aide at all if it

TABLE 12.--Sources sought for help.

	I would seek direct help from the Aide	I would go to Black Aide first for referral to proper office	I would go directly to appropriate office or person & not Black Aide at all	I would not go to Black Aide or any- body else for help
1. Question on choice of profession	3.86	38.87	42.14*	11.57
2. To find employment at MSU	10.98	57.27*	28.77	1.78
3. Difficulties in my studies	17.21	44.81*	32.05	4.45
4. To solve a financial problem	8.01	46.29*	40.95	3.56
5. Obtain health information	9.79	30.27	51.04*	5.93
6. Talk about problems of sex	24.04	12.46	22.85	36.20*
7. Information on drugs	22.55	27.60*	26.11	19.88
8. Roommate problem	48.66*	16.62	16.02	15.13
9. Personal problems	33.83	12.46	12.76	36.20*
10. Family problem	28.19	8.61	14.24	43.03*
11. Problem of race relations	52.52*	19.88	9.50	14.84
12. Counseling problem	16.91	43.03*	30.86	5.34
13. Peer group pressures	39.76*	20.18	11.87	24.33
14. Tutorial problem	24.33	48.37*	18.69	6.53
15. General dissatis- faction with life	31.16	10.98	15.13	37.09*
16. Urgent desire to talk to someone	53.41*	9.20	16.02	16.02
17. Developing friend- ships	40.95*	10.68	14.24	26.41
18. Problems of regis- tration and class section	26.11	36.20*	30.56	2.97
19. University rules and regulations	43.32*	30.27	19.58	3.26
20. Dorm rules and regulations	48.37*	24.93	20.47	2.97
21. Politics of black awareness	63.20*	22.26	3.56	7.42
22. Becoming involved in black activities	68.55*	20.18	3.56	3.56

*Indicates where most black students would seek help.

concerned the following problems: health information (51.04%), and on a choice of profession (42.14%). They would not go to the aide or anyone else for help on problems of sex (36.20%), personal problems (36.20%), family problems (43.03%), and problems dealing with a dissatisfaction of life (37.09%).

Section IV

This section deals with programs and activities designed to help black students eliminate feelings of alienation. Hypothesis 6, as stated in Chapter IV was:

H₆: There are significant differences between black students as compared with the response of residence hall staff concerning the role of the aide in initiating programs and the type of activity in which black students participate.

Questions are to be answered in four parts: black student participation and aide's innovation, activities of chief concern, participation in hall governments and judiciaries, and adjudication of hall violations.

The following questions are to be answered regarding black student participation and aide's innovation:

1. In which programs did the majority of black students participate?
2. Which programs did the majority of black students enjoy?
3. What were the major programs initiated by the aides?
4. What programs should the aide initiate?

The results of this analysis are summarized in Table 13.

In Table 13, an analysis of black student program participation and aide innovation of programs was presented. Over one-third of the black students reported participation in black culture room meetings. This represents the largest reported percentage of participation. Another one-third of the black students reported participation in dorm black social events. Over one-fourth indicated participation in Financial Aid/Work-Study Programs. Less than 10 per cent indicated involvement in Pan-African Students of the Americas (PASOA). Dormitory black social events were enjoyed by the largest percentage of black students. The two activities denoting the lowest percentage of enjoyment were improving race relations and placement bureau meetings, respectively.

In selecting programs initiated by the aide, the largest percentage of both groups indicated black culture rooms and social events as their first and second choices. However, a larger percentage of black students than staff selected these items. The program receiving the third largest percentage of responses of black students was the Black United Front, while staff selected counseling sessions third, and designated Black United Front fourth. Black students selected as their fourth choice financial aid.

TABLE 13.--Black student participation and Aides' program innovation.

Program listed	Group ^a	Program in which I participated	Programs I enjoyed	Started by Aide	Program Aide ^b should start	χ^2
A. Dorm black social events	BS RHS	34.42	27.00	42.21 34.56	20.77 22.79	*197.152
B. Black culture room meetings	BS RHS	37.98	17.21	56.38 36.76	12.71 25.00	*197.915
C. Financial aids-work-study meetings	BS RHS	27.60	9.20	27.89 8.09	30.86 60.29	*155.996
D. Placement Bureau meetings	BS	13.35	2.37	11.28	45.10	
E. Improving race relations	BS RHS	12.46	3.56	17.80 9.85	35.61 49.21	*163.360
F. United Black Front meetings	BS RHS	21.36	11.28	31.75 29.41	18.40 25.00	5.381
G. Black Liberation Front meetings	BS	15.73	8.90	21.66	24.63	
H. Pan African of the Americas (PASOA)	BS	8.00	6.82	13.35	30.27	
I. African Studies Center	BS	9.50	7.42	16.02	32.94	
J. Counseling sessions	BS RHS	12.76	8.31	21.36 30.88	29.67 33.82	5.172
K. Tutorial sessions	BS RHS	15.73	6.28	19.58 16.18	30.86 37.50	* 19.436
L. Black Greek meetings	BS	10.98	6.23	5.04	22.85	
M. Black Caucus meetings	BS	21.96	12.17	38.83	19.88	

^aFor Group, BS refers to Black Students; RHS--Residence Halls Staff.

^bFor the percentage of each category see Appendices III and IV.

*Sig. at .01 level.

The first three choices of programs the aide should start were basically the same for both groups. These programs were: race relations, tutorial, and financial aid. In each program selected, the percentage of staff response was greater than for black students, with the largest percentage of black students selecting race relations while staff selected financial aid.

However, in averaging the non-response of staff to items where Chi-Square were calculated, it was found that 41.06 per cent of staff did not respond. This may account in part for the extremes of significant differences.

In Table 13, it can be seen that there were no significant differences noted in items F and J, thus supporting Hypothesis 6. However, items A, B, C, D, and K indicate significant differences in the perceptions of black students and staff concerning black aide program innovation.

Black students and staff were asked to rank in order of importance the activities of chief concern.

Hypothesis 7, as stated in Chapter IV was:

H₇: There are no significant differences between black students as compared with the responses of residence hall staff in ranking activities in which black students should be chiefly concerned.

The results of this ranking are summarized in Table 14.

TABLE 14.--Activities of chief concern.

		Group ^a	Rank Order 1	Rank Order 2	Rank Order 3	Rank Order ^b 4	χ^2 All activities
A.	Social Recreation	BS	4.75%	9.50%	18.40%	56.08%	
		RHS	3.68%	26.47%	3.68%	3.68%	
B.	Academic	BS	67.66%	15.73%	4.75%	1.78%	
		RHS	8.82%	8.82%	8.08%	11.76%	
C.	Political	BS	13.06%	28.78%	28.49%	18.99%	
		RHS	12.50%	1.47%	7.35%	16.18%	
D.	Economic/ financial	BS	5.93%	34.42%	36.80%	11.87%	
		RHS	12.50%	0.74%	18.83%	5.88%	
							*15.898

^aFor Group, BS refers to Black Students; RHS--Residence Hall Staff.

^bFor the percentage of each category see Appendices III and IV.

*Sig. at the .01 level.

In Table 14 a comparison was made between black students and staff concerning the ranking of activities in which black students should be chiefly concerned. By grouping the rank 1 and 2 as most important, there emerges a significant difference between the perceptions of black students and staff, as to the chief programs of concern. Black students (83.39%) saw academic programs as their chief concern, while staff (29.15%) saw social recreation as black students' chief program concern. Black students ranked political programs 2, economic-financial 3, and social recreation 4. Staff ranked academic programs 2, political programs 3, and economic-financial programs 4. Thus, black students and staff disagreed in terms of priorities which alluded to the basic survival of blacks in the university. In Table 14, it can be seen that there are significant differences on all items (A-D). A Chi-Square was computed on the total ranking of each group and yielded a significant difference thus rejecting Hypothesis 7, indicating that differences exist between black students and staff in ranking activities in which black students should be chiefly concerned.

Hypothesis 8, as stated in Chapter IV was:

H₈: There are no significant differences between black students as compared with the responses of residence hall staff involving black student participation in hall governments and judiciaries.

The following questions are to be answered regarding black student participation in hall government and judiciaries:

1. Should black students participate in hall government and judiciaries?
2. Should black students determine rules and judicial policies?
3. Do hall governments support black student interests?

The results of this analysis are summarized in Table 15.

In Table 15, over 80 per cent of both groups responded that black students should participate in hall governments and judiciaries. Over 93 per cent of both groups felt black students should determine rules under which they live, and approximately 80 per cent of both groups responded that black students should determine rules under which they live, and approximately 80 per cent of both groups responded that black students should help determine judicial policies.

Although both groups gave strong positive responses to all items except item C, the percentage of black students' responses was greater than for staff. On item C, approximately two-thirds of each group responded negatively, however, a higher percentage of black students than staff responded positively.

TABLE 15.--Participation in hall governments and judiciaries.

	Group ^a	Positive Response	Negative Response ^b	χ^2
A. Black students should participate in hall governments.	BS	91.39%	5.04%	8.183
	RHS	88.24%	3.68%	
B. Black students should help determine rules under which they live.	BS	94.96%	2.07%	*167.269
	RHS	93.38%	0.74%	
C. Black students believe that hall governments support their interests.	BS	32.05%	62.61%	* 41.004
	RHS	24.27%	62.76%	
D. Black students should serve on hall judiciaries.	BS	88.72%	6.53%	* 92.715
	RHS	86.76%	1.47%	
E. Black students should help determine judicial policies.	BS	85.16%	10.98%	*150.984
	RHS	78.67%	8.83%	

^aFor group, BS refers to Black students and RHS refers to Residence Hall staff.

^bFor the percentage of each category, see Appendices III and IV.

*Sig. at .01 level.

There was no significant difference in the two groups' responses alluding to "black students should participate," but significant differences were found in the level and degree of black student participation. In Table 15, it can be seen that there were no significant differences noted in item A, thus supporting Hypothesis 8. However, significant differences were reported on items B-E. The significant differences were found in the degree of acceptance, rather than in acceptance or rejection of the items, thereby rejecting Hypothesis 8, indicating that significant differences do exist between black students and staff regarding black student participation in hall governments and judiciaries.

Black students and staff were asked to select the course of action preferred in the adjudication of hall violations. Hypothesis 9, as stated in Chapter IV was:

- H₉: There are significant differences between black students as compared with the responses of residence hall staff concerning the adjudicating of hall violations.

The responses to this question are summarized in Table 16.

In Table 16, over one-third of each group agreed on their first choice. Black students chose hall judiciary and staff chose head advisor. The second choice of each group was a tie. Over one-fourth of each group responded in each category. Black students selected the categories head advisor and none of these, and staff

TABLE 16.--Adjudication of hall violations.

	Group ^a	Hall Judiciary	Head Advisor	Outside Judiciary	None ^b of These	χ^2
5. If you were found violating a resi- dence hall regu- lation, which course of action would you prefer?	BS	34.42%	25.52%	6.23%	25.52%	
	RHS	27.94%	35.29%	2.21%	27.94%	*64.735

^aFor Group, BS refers to Black Students; RHS--Residence Hall Staff.

^bFor the percentage of each category see Appendices III and IV.

*Sig. at .01 level.

selected hall judiciary and none of these. Although both groups selected none of these as a second choice, there was a larger response (2.43%) of staff than black students. Although both groups selected outside judiciary as least important, more black students (4.02%) than staff supported this contention.

In Table 16, it can be seen that there were significant differences noted in item 5. Significant differences existed between the response of black students as compared with staff, thus supporting Hypothesis 9, indicating that the attitudes of black students and staff differed with respect to their perceptions of the adjudication of hall violations.

Section V

This section deals with the role of the aide as a source of job opportunity for black students. Hypothesis 10, as stated in Chapter IV was:

H₁₀: There are significant differences between black students as compared with the responses of residence hall staff concerning job opportunities for black students.

The following questions are to be answered:

1. Did the aide apprise black students of job opportunities on and off campus?
2. Should Residence Hall Programs provide job opportunities for black students?
3. Is Residence Hall Programs an Equal Opportunity Employer?

The results of this analysis is presented in Table 17.

In Table 17, approximately three-fourths of black students indicated that the aide apprised them of job opportunities as compared to one-third of the staff. Approximately nine-tenths of black students as compared with two-thirds staff responded that the Residence Hall Program should provide job opportunities for black students.

The groups differed in their perceptions of Residence Hall Programs as an Equal Opportunity Employer. Over half of the black students perceived it negatively, while over half the staff responded positively. In all items except item 3, black students gave a much higher positive response than staff. Significant differences are noted in the responses of black students as compared with staff, which supports Hypothesis 10; there are differences between black students as compared with staff with respect to job opportunities for black students.

Hypothesis 11, as stated in Chapter IV was:

H₁₁: There are no significant differences between black students as compared with residence hall staff about the incorporation of the Black Aide Program into the existing residence hall program.

Black students and staff were asked if the Black Aide Program should be incorporated into the existing structure. Their responses are summarized in Table 18.

TABLE 17.--Job opportunity.

	Group ^a	Positive Response	Negative ^b Response	χ^2
1. The Aide made black students aware of employment opportunities.	BS	74.48%	20.77%	*37.978
	RHS	33.83%	11.77%	
2. Residence hall programs should provide job opportunities for black students.	BS	88.42%	5.63%	*75.285
	RHS	67.65%	8.83%	
3. Proportionately black students have as much opportunity for positions in residence halls as white students.	BS	33.24%	58.46%	*190.010
	RHS	63.97%	11.03%	
4. The Aide in my hall is very knowledgeable about job opportunities on campus.	BS	70.33%	17.50%	*67.248
	RHS	14.71%	23.30%	
5. The Aide in my hall is very knowledgeable about job opportunities off campus.	BS	54.60%	25.71%	*78.382
	RHS	30.88%	13.92%	

^aFor Group, BS refers to Black Students; RHS--Residence Hall Staff.

^bFor the percentage of each category see Appendices III and IV.

*Sig. at .01 level.

TABLE 18.--Incorporation of program.

	Group ^a	Yes	No ^b	χ^2
Do you believe the Black Aide Program should be incorporated in the existing hall structure?	BS	79.23%	17.21%	
	RHS	66.91%	19.12%	*18.161

^aFor Group, BS refers to Black Students; RHS--Residence Hall Staff.

^bFor the percentage of each category see Appendices III and IV.

*Sig. at .01 level.

In Table 18, more than two-thirds of both groups indicated that the program should be incorporated. More black students than staff supported incorporation. Significant differences existed in the responses of both groups which lead to the rejection of Hypothesis 11, indicating that the attitude of black students and staff differed with respect to the incorporation of the Black Aide Program into the existing Residence Hall Program.

Summary

In this chapter, the data from both questionnaires was presented for analysis and examination. A systematic presentation of the data was done in five major sections, each representing an objective of the program. In addition, hypotheses related to selected variables were analyzed. A verbal description followed each table with a statement reflecting support or rejection of the hypothesis.

Chapter VI contains the summary, conclusions, and recommendations.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to examine how well the Black Aide Program in Michigan State University residence halls has met its objectives as perceived by black students and staff. An attempt was made to analyze the differences in perception which exist between both groups.

An effort was made to review, correlate, and assess the literature. Special emphasis was given to studies of black attitudes which alluded to black identity and the black student movement on predominantly white college campuses.

Initially 500 names of black students living in MSU residence halls were randomly selected. The effective study sample is listed in Table 19.

The black aides indicated the reason for the small percentage of questionnaires returned was, "black students were tired of being researched." It was evident that black students had become disillusioned with researchers,

TABLE 19.--Black student survey results.

	Number sent	Number Returned	Percentage
Males			
Freshman	68	49	72.05
Sophomore	58	42	72.41
Junior	33	26	78.78
Senior	25	11	44.00
Total	184	128	66% av.
Females			
Freshman	122	78	63.93
Sophomore	128	82	64.06
Junior	51	39	76.47
Senior	15	9	60.00
Total	316	208	66% av.

even black ones. They felt suspicious of all researchers and were concerned how data could be manipulated to point out things which the researcher wanted to highlight. Thus many refused to cooperate because it might reflect negatively on the aide in their hall. However, out of 500 black students surveyed, 336 filled out a questionnaire. This represents a 67 per cent return for statistical use.

Table 20 summarizes the results of the Residence Hall Staff Survey. Initially 215 staff names were randomly selected. The effective study sample is listed in Table 20.

The major reason given for the small percentage of questionnaires returned, was many staff members did not have occasion to interact with the aide, and did not feel they could honestly evaluate the aide. However, out of 215 staff members surveyed, 136 filled out the questionnaire. This represents a 62 per cent return for statistical use.

Two questionnaires were developed (see Appendices I and II); one for black students and one for staff. The Black Student Questionnaire contained 131 items and the Staff Questionnaire contained 51 items. The items were divided into categories which reflected five objectives of the Black Student Aide Program.

The responses of both groups were recorded on a four-point scale; some items included yes and no responses,

TABLE 20.--Residence hall staff results.

	Number Sent	Number Returned	Percentage
Males			
Head Advisor	8	6	75.00
Assoc.- Grad.	14	9	64.28
Resident Assistant	78	43	55.12
Total	100	58	64% av.
Females			
Head Advisor	8	7	87.50
Assoc.- Grad.	18	13	72.22
Resident Assistant	89	54	60.67
Total	115	74	73% av.

while other items presented a choice of alternatives for the respondents.

In addition, a Chi-Square analysis was calculated on forty-three variables from each questionnaire to note significant differences between black students and staff existed. The .01 level of confidence was used to determine statistical significance among the groups.

Perceptions of Black Students
and Staff in Their Relation-
ships with the Aide

Black students in Michigan State University residence halls strongly supported the aide in their halls. Approximately 80 per cent of the black students indicated that the aide in their dorm had a warm, outgoing personality and felt comfortable talking with the aide.

Nearly all black students felt the aide to be interested in their welfare and exhibited respect and trust for the aide. Over three-fourths of the black students indicated that the aide made them feel important and displayed an interest in their goals and aspirations. Over two-thirds of the black students responded that the aide was an important source of help to them and their presence enabled them to adjust more readily to residence hall living.

Residence hall staff expressed positive support for the aide in their hall, although it was not as positive as that exhibited by black students. More than half of

the staff indicated that the aide was not an important source of help to them, yet more than half indicated that they felt the aide respected them and was available when needed. This dichotomy can conceivably be explained as a result of the attitude among black students on campus at that time. Black students were primarily concerned about establishing their identity, programs, and activities which enhanced blackness. There was little time devoted to efforts of changing white attitudes. The acceptance of pluralism by black students was evident on campus, due to the influence of black nationalist groups such as the Republic of Africa Movement, Black Panthers, Black Muslims, and black militant leaders. This situation made it very difficult to create an atmosphere of racial understanding among blacks and non-blacks.

Aides' Efforts to Create Racial Understanding

Black students and staff responded negatively, that due to the efforts of the aide, their interracial experiences had become more positive and their attitudes more tolerable toward one another. Black students strongly indicated that the aide did not schedule meetings to create greater racial understanding and objected to living with a roommate of another race. Yet, residence hall staff overwhelmingly supported the idea of "equality of living" in the halls.

Aides' Efforts to Utilize
University Resources

Almost three-fourths of the black students felt the aide was knowledgeable of university resources and utilized them to help black students succeed at MSU, while less than one-half of the staff felt the aide possessed knowledge of the university: both groups felt black head advisors to be the black staff person most knowledgeable of university resources, however, black students listed the black aide as their second choice. Black students upheld the contention that the aide is very much aware of university rules and regulations and is willing to support them. Less than one-half of the staff felt the aide to be aware of university rules and regulations.

The most important duty of the aide, as expressed by black students and staff was to advise black students on academic and personal problems. In ranking the duty of "creating racial understanding" approximately twice as many black students than staff perceived the aides' attempts to create racial understanding as positive. Although black students indicated that the aide kept them informed and involved in activities and helped plan programs to build black identity, staff members expressed negative views of the aide in the performance of his duties.

Black students and residence hall staff felt that black juniors were the group of students best qualified to

fill the aide position, although staff members indicated greater support for juniors than black students.

Black students would seek direct help from the aide in the following areas: race relations, an urgent desire to talk to someone, developing friendships, university and dorm rules and regulations, politics of black awareness, becoming involved in black activities, and peer group pressures.

Black students would go to the black aide first for referral to the proper office under these circumstances: finding employment at MSU, difficulties in their studies, financial problems, drugs, counseling, tutorial problem, registration, and class selection.

Black students would go to the appropriate office or person and not the black aide at all if it involved a choice of profession and health information, and would not go to the black aide or anybody else for help on questions related to sex, personal problems, and a general dissatisfaction with life.

Program Participation of Black Students

Most black students participated in black culture room meetings and dorm social events. Over one-fourth of the black students participated in financial aid/work-study meetings. Less than 10 per cent of black students were involved in political organizations. The activities

denoting least participation were those involving race relations and placement bureau. There were 15.73 per cent of the black students basically concerned and involved in tutorial programs and 12.76 per cent participated in counseling programs. Most black students indicated that the aide should initiate meetings to improve race relations, tutorial services, and financial aid.

In each of the three programs mentioned above, staff members registered a higher positive response for these programs than black students, and perceived them to be essentials not only to the survival of blacks, but for all students.'

The type of activity in which most blacks participate as perceived by residence hall staff is social recreation, while black students ranked academics as their first choice.

Both groups indicated that black students should participate in hall governments and judiciaries and basically help determine judicial procedures and living ordinances. There was agreement among both groups that hall governments did not support the interest of black students. If black students are found in violation of a residence hall regulation, they prefer the hall judiciary adjudicate, whereas staff members would prefer the head advisor.

Aide as a Source of Labor Opportunity

Both groups indicated that the aide informed black students of employment opportunities, and supported the contention that residence halls should provide job opportunities for black students. Black students did not perceive Residence Hall Programs as an Equal Opportunity Employer as did the staff. Black students and staff indicated that the aide is very knowledgeable of jobs on campus, but staff did not support the aides' knowledge of off-campus job opportunities as did black students.

Both groups strongly supported incorporation of the Black Aide Program into the existing Residence Hall Program.

Major Findings and Implications of the Study

The general purpose of this investigation was to examine how well the Black Student Aide Program had met its objectives as perceived by black students and staff. In providing a systematic presentation of the study, eleven general hypotheses were formulated and tested. Below the results are summarized and implications of probable cause and/or effect are drawn.

Hypothesis 1

H₁: There are no significant differences in the response of black students when compared with residence hall staff to the aide's ability to relate to black students.

Black students in Michigan State University residence halls strongly supported the aide in their hall. Approximately 80 per cent of the black students indicated that the aide in their dorm had a warm, outgoing personality and felt comfortable talking with the aide.

Nearly all black students felt the aide to be interested in their welfare and exhibited respect and trust for the aide. Over three-fourths of the black students indicated that the aide made them feel important and displayed an interest in their goals and aspirations. Over two-thirds of the black students responded that the aide was an important source of help to them, and their presence enabled them to adjust more readily to residence hall living.

Residence hall staff expressed positive support for the aide in their hall, although it was not as positive as that exhibited by black students. More than half of the staff indicated that the aide was not an important source of help to them. This attitudinal dichotomy can in part be attributed to the aide's perception of his role. At that time, the aide was concerned with solving problems which directly contributed to black student survival and did not perceive himself as being concerned with problems of the staff and total university community. The aide did not perceive it necessary to interact or relate positively with the staff. Yet more than half the staff indicated the aide respected them and was available

when needed. This dichotomy can conceivably be explained as a result of the current attitude among black students on campus at that time. Black students were primarily concerned about establishing their identity through programs and activities which enhanced blackness.

Both groups derived personal satisfaction from interacting with the aide. Black students indicated a greater identity relationship with the aide than staff. Black students felt strongly in their perceptions that the aide was interested in their welfare and attempted to help them develop pride in themselves and their black heritage.

With respect to the first hypothesis, it was found that significant differences exist between the two groups, thus rejecting Hypothesis 1.

Hypothesis 2

H₂: There are significant differences in the response of black students when compared with residence hall staff that the aide created an atmosphere of racial understanding between blacks and non-blacks.

Black students and staff responded negatively, that due to the efforts of the aide, their interracial experiences had become more positive and their attitudes more tolerable toward one another. Black students strongly indicated the aide did not schedule meetings to create greater racial understanding. There was little time devoted to efforts of changing white attitudes. The

acceptance of pluralism by black students was evident on campus, due to the influence of black nationalist groups, such as the Republic of Africa Movement, Black Panthers, Black Muslims, and black militant leaders. This situation made it very difficult to create an atmosphere of racial understanding among black and non-blacks. Meetings designed to change attitudes of white students and staff were viewed by black students and aides as being futile. Time was deemed too precious to waste on such efforts.

Residence hall staff strongly supported the concept of interracial living, while black students (57.56%) rejected living with persons of another race. Although residence hall staff strongly support the theory of democracy, and equality of the races, it was not evident in their practices. Therefore, black students were keenly aware of the covert prejudices exemplified in the daily actions of staff members as they interacted with black students in the halls. Residence hall staff strongly indicate that the aide did not attempt to schedule meetings to create racial understanding. Many staff members, as in the "Greater Society" may not consciously recognize their own prejudices which are displayed in innocent overt attempts to be liberal. But these prejudices are quickly detected, labeled, and avoided by blacks who have been subjected to them all their lives. The experiences of blacks have reinforced their belief that very little is

accomplished by talk, and basic changes in white attitudes toward blacks have not changed significantly to warrant intelligent discussion.

With respect to the second hypothesis, it was found that significant differences exist between both groups, thus supporting Hypothesis 2.

Hypothesis 3

H₃: There are significant differences in the response of black students when compared with residence hall staff in the duties the aide performs and the order of their importance.

The most important duty of the aide, as expressed by black students and staff, was to advise black students on academic and personal problems. In ranking the duty of "creating racial understanding" approximately twice as many black students than staff perceived the aides' attempts to create racial understanding as positive. Although black students indicated that the aide kept them informed and involved in activities and helped plan programs to build black identity, staff members expressed negative views of the aide in the performance of his duties. These differences can be expressed in terms of role expectations. Black students viewed the aide as one who was primarily concerned with their success at MSU, while residence hall staff viewed the aide as being chiefly concerned with creating an atmosphere in residence halls which would be void of racial tension and

expected the aide to keep hall staff apprised of black goals. Black students did not perceive the aide as being a part of the staff, but rather an emissary in their behalf, working for their interest, whereas staff perceived the aide as working in behalf of the university.

With respect to the third hypothesis, it was found that significant differences exist between the two groups, thus supporting Hypothesis 3.

Hypothesis 4

- H₄: There are no significant differences in the response of black students when compared with residence hall staff in selecting the person best qualified to fill the aide position.

Black students and residence hall staff felt that black juniors were the group of students best qualified to fill the aide position. Staff members indicated greater support for juniors than black students.

This contention is generally supported by the residence hall staff, i.e., that upper-classmen are more qualified to fill residence hall staff positions than sophomores and freshmen. Staff perceived the first two years as being very critical in the student's personal adjustment and little time is devoted in helping other students adjust. In the senior year students are primarily concerned about their future plans outside the university community, therefore the junior status was selected as the most favorable choice. However, black

students felt that one year was sufficient time to adjust to university life, and master the necessary techniques for survival, also strongly supported black sophomores.

With respect to the fourth hypothesis, it was found that significant differences exist between both groups, thus rejecting Hypothesis 4.

Hypothesis 5

H₅: There are no significant differences between black students as compared with the responses of residence hall staff concerning the aide's knowledge of university resources.

Almost three-fourths of the black students felt the aide was knowledgeable of university resources and utilized them to help black students succeed at MSU, while less than one-half of the staff felt the aide possessed knowledge of the university. The only opportunity black student aides had to gain formal knowledge of university resources was through taking the Education 416 class and drawing on their knowledge and expertise. The aides sought out most resources themselves and learned as a result of their experiences. Again these differences can be viewed in terms of basic attitudes. Staff viewed knowledge as formalized, intensified training, while black students viewed knowledge as the ability to meet the challenges and resolve the problems encountered.

However, in selecting the black student group considered to be most knowledgeable of university resources, both groups felt black head advisors to be the

black staff person most knowledgeable of university resources. Black students listed the black aide as their second choice. This agreement is understandable, in that both groups recognized the qualifications necessary to hold this position. Therefore, any blacks holding these positions would have met all criteria alluding to the job responsibilities, and obviously be the most knowledgeable and best qualified group. However, the positions of head advisor has only been held by four blacks (three females and one male).

Black students upheld the contention that the aide was very much aware of university rules and regulations and was willing to support them. Less than one-half of the staff felt the aide was aware of university rules and regulations. Although the aide was very much involved in soliciting the support of black students for various black organizations on campus, he continually supported the rules and regulations of the university community. Although confrontation was evident in many instances, there was little or no physical confrontation, malicious destruction of property, or trashing by black students on this campus. The leadership of the black aides was instrumental in setting the tone of campus activism in conjunction with black student organizations.

With respect to the fifth hypothesis, it was found that significant differences exist between both groups, thus rejecting Hypothesis 5.

To gain greater insight of the black students' perceptions of the aide as a knowledgeable source in helping them solve problems, a list of critical situations were presented to black students only.

Black students indicated they would seek direct help from the aide in the following areas: race relations, an urgent desire to talk to someone, developing friendships, university and dorm rules and regulations, politics of black awareness, becoming involved in black activities, and peer group pressures.

Black students indicated they would go to the black aide first for referral to the proper office under these circumstances: finding employment at MSU, difficulties in their studies, financial problems, drugs, counseling, tutorial problems, registration, and class selection.

Black students indicated they would go to the appropriate office or person and not the black aide at all if it involved a choice of profession or health information. They would not go to the black aide or anyone else for help on questions related to sex, personal problems, and a general dissatisfaction with life.

Hypothesis 6

- H₆: There are significant differences between black students as compared with the response of residence hall staff concerning the role of the aide in initiating programs and the type of activity in which black students participate.

Most black students participated in black culture room meetings to help establish areas of black identity. The culture rooms provided an area in the residence halls for black students to read, study, listen to music and tapes, have dialogue sessions, and learn about the black cultural heritage. It served as an "Oasis" or territory which they could call their own. White students were welcome to come to the culture room, but few availed themselves of the opportunity.

Dorm social events which included soul dinners, black professors, black community members, various pop entertainers, black movies, black theatre, dance groups, and mixers were very popular forms of social life in the dormitory.

Over one-fourth of the black students participated in Financial Aid/Work-Study meetings which were conducted by black financial aid officers to appraise black students of the changes in federal guidelines and deadline dates for renewing their aid packets.

Less than 10 per cent of the black students were actively involved in black student political organizations, yet these organizations played a significant role in pressing for black demand to make the university sensitive to black needs. The activities denoting least participation were those involving race relations and Placement Bureau. There were 15.73 per cent of the black students basically

concerned and involved in tutorial programs and 12.76 per cent participated in counseling programs. Most black students indicated that the aide should initiate meetings to improve race relations, tutorial services, and financial aid.

In each of the three programs mentioned above, staff members registered a higher positive response for these programs than black students, and perceived them to be essentials not only to the survival of blacks, but to all students. Black students and residence hall staff indicated the type of activity in which most black students participated was social recreation. Black students viewed social activities as a means of eliminating feelings of alienation and frustrations, while residence hall staff viewed it as a form of self-expression and entertainment.

With respect to the sixth hypothesis, significant differences were found between both groups. However, 41.06 per cent of staff did not respond to these questions, which makes support or rejection of this hypothesis invalid. This lack of staff response may be attributed to a lack of knowledge or concern for: (1) the role of the aide in his attempts to initiate programs, and (2) the participation of black students in various programs.

Hypothesis 7

- H₇: There are no significant differences between black students as compared with the responses of residence hall staff in ranking activities in which black students should be chiefly concerned.

In ranking the activities of chief concern for black students, black students ranked as their first priority academic programs, while staff selected social recreation. There was no agreement between black students and staff in the ranking of any items.

Again, staff members perceived black students as being socially oriented, which is indicative of a basic stereotype that blacks are "happy-go-lucky" people. Because black students enter the social arena with enthusiasm, intensity, and vigor, whites are often misled to believe that social life is the top priority of black students. Certainly there is a need for black students to associate, and relate to each other for identity purposes, but the need to socialize is not at all encompassing.

Black students ranked political programs second. One can understand this high priority as a reflection of the political climate of the times. Most black students were quick to remind administrators that: "Everything is political," and in the political arena of daily life, issues are won or lost."

With respect to the seventh hypothesis, it was found that there were significant differences, in ranking activities of chief concern, thus rejecting Hypothesis 7.

Hypothesis 8

H₈: There are no significant differences between black students as compared with the responses of residence hall staff involving black student participation in hall governments and judiciaries.

Black students and staff strongly supported the view that black students should participate in hall governments, judiciaries, and help determine rules and regulations under which they live. However, as indicative of the greater society, black students were not actively participating in hall governments at MSU, and were not elected to serve on governmental and judicial bodies in residence halls. They were not denied the opportunity, neither were they encouraged to become involved. If they were not elected to these bodies, they could not help determine the rules and regulations that govern their existence, and were left "voiceless" and silent in the university community.

Neither group believed hall governments supported the interest of black students. Perhaps this was due to a lack of adequate representation. There were isolated instances where blacks serve on governing bodies, but they were noticeably absent in hall governments.

Significant differences are evident in the degree of acceptance, rather than in acceptance or rejection of the items. With respect to the eighth hypothesis, it was found that significant differences exist between both groups, thus rejecting Hypothesis 8.

Hypothesis 9

H₉: There are significant differences between black students as compared with the responses of residence hall staff concerning the adjudicating of hall violations.

In the adjudication of hall violations, over one-third of the black students selected the hall judiciary to adjudicate violations, while staff preferred the head advisor. It appeared that black students felt that "justice" could be meted out more favorably through hall judiciaries, which could conceivably represent a cross-section of attitudes which enabled a greater degree of sensitivity to judicial matters. Whereas, staff preferred the head advisor adjudicate. It would appear that staffs' individual relationships and areas of identity with the head advisor would enhance their opportunity for leniency and understanding, because of their one-to-one relationships.

Over one-fourth of both groups showed a lack of confidence in the established judicial structure, and agreed on a last choice of an "outside judiciary." This spoke quite dramatically for a need to up-date and revise our judicial system on campus--especially in the residence

hall. It was difficult for peer group members to effectively mete out justice to each other. Black students were very aware of the fact that "Justice is Blind," but only to certain individuals and groups in our society. They were very sophisticated in their attitudes about justice, and were quick to cite examples of "justice" in the following cases: Anglea Davis, Soledad Brothers, Malcom X, Martin Luther King, Emmitt Till, The Panthers, The Muslims, The New Republic of Africa Movement, and many instances contradict the assumption that "Justice is Blind."

With respect to the ninth hypothesis, significant differences were found between both groups, thus supporting Hypothesis 9.

Hypothesis 10

H₁₀: There are significant differences between black students as compared with the responses of residence hall staff concerning job opportunities for black students.

Both groups overwhelmingly supported the idea that Residence Hall Programs should provide job opportunities for black students. However, black students did not believe that Residence Hall Programs was in fact, an Equal Opportunity Employer as did residence halls staff.

Again both groups were supporting the democratic theory, but in actuality black students were still hesitant to believe that residence hall staff and management

were genuinely concerned and interested in providing equal opportunity for blacks and other minorities.

The Wilson Hall sit-in of 1969, which raised the issue of the lack of involvement of blacks in residence hall programs is still a burning issue. Although blacks have been involved in the program there were hardly any who served in key positions. There were no black managers of residence halls; no black area managers; no black area directors; no black or minority head advisor; no blacks in significant positions in the university managerial system, stemming from the Vice-President of Business Affairs Office. But the irony of the whole situation was that the researcher know of no minority person who was being trained to assume any of the positions mentioned above. There was no wonder black students challenged the inequities of a system that purported to be an "equal opportunity employer" and yet, did not produce visible evidence that opportunities were being opened for minorities.

Historically, blacks have worked as domestics, cooks, and waiters. But today, black students have a difficult time finding employment in work-study programs in our residence halls. Almost all the jobs in our cafeterias are held by white students. Most black students need jobs in order to continue their education, and job placement should be based primarily on a need. It is imperative that residence hall management survey its

hiring practices and placement policies, for almost all positions of responsibility are held by whites, and blacks and other minorities are not involved in responsible positions in residence hall management or student job placement.

Black students and staff indicated the aide was knowledgeable of jobs on campus. Staff did not support the contention of the aides' knowledge of off-campus job opportunities as did the black students. However, the aide was periodically informed of off-campus employment opportunities through the "Grapevine" (a black student publication), which most staff probably did not read.

With respect to the tenth hypothesis, it was found that significant differences exist between both groups, thus supporting Hypothesis 10.

Hypothesis 11

H₁₁: There are no significant differences between black students as compared with residence hall staff about the incorporation of the black aide program into the existing residence hall program.

Black students and staff strongly supported incorporation of the program. However, more black students than staff favored incorporation. It appeared that, residence hall staff supported incorporation of the program, so that the aide would be considered staff, which was a noble idea. Black students felt it took away the opportunity for developing sensitive, articulate

black leaders, whose primary concern was for the survival of black students at MSU. As a staff member, the aide would be confined to a given area and limited to only fifty people, whereas in his present position he shaped the lives and destinies of all black students in his hall. Incorporation would limit a coordinated leadership thrust on vital issues that concern black students and prevent a coordination of black programs of identity and survival.

With respect to the eleventh hypothesis, there were significant differences noted between both groups, thus rejecting Hypothesis 11.

If the black aide program is incorporated into the residence halls program, it would provide greater staff identity for the aides. This would enable greater black student input into the decision-making processes of the residence halls program. It would dispel many fears of alienation, provided blacks are exposed to promotions at all levels of responsibility in residence hall programs. As staff members, black and white students can begin to initiate programs to improve racial understanding and establish harmonious living situations in the hall. Group interaction and exchange of ideas can be fostered through seminars, lectures, discussions, and rap sessions to deal with such problems as drugs, sex, racism, individual and roommate responsibilities, hall governance, and judiciaries.

Racial Attitudes of the
Larger Society

In order to understand racial attitudes at MSU, one must realize that the university is a microcosm of the greater society. Newsweek magazine (October 6, 1969) published a special report on the attitudes of the white majority. Some of the major ideas presented in this issue illuminate attitudes which prevailed at MSU, and have a direct bearing upon this study.

Black people have always been concerned about white attitudes, for they basically determine success or failure of blacks in every field of endeavor. The racial climate in America today is subtlety cold and hostile toward blacks, and very evident in the university community. It is evident that whites are not as concerned with the problems of blacks as they were in the 1960's. During the 1960's, black people sought self-reliance and began to support separatist philosophy because of their frustrated efforts to gain equality in America. This position intensified the withdrawal of white support.

In the 1970's whites speak openly about their prejudices toward blacks and voice open hostility against tactics of confrontation in any form, by black and other student groups. Whites now speak openly about genetic differences and firmly believe that black people are "moving too fast," and that blacks are favored above other groups in federal, state, and local programs which

are designed to cure the nation's social ills. Many whites believe that blacks have a greater opportunity to get ahead and find employment, and believe that any disadvantages blacks suffer are probably due to their own faults.

Whites are probably differentially victimized by society, and not uniformly as they feel themselves to be; the more precarious a white family's hold on economic security, the more menaced it feels by the pressures of inflation and black militancy. They seek to find a cause for their insecurities and search for a scapegoat, which includes not only blacks, but extends beyond to their allies, the white liberals. Whites feel that black and white liberals want to reshape American life at their expense. They fight school busing and support the contention of segregated schools by opting to either improve black schools or support "community schools" and yet in many instances feel this attitude is not bigoted. The Kerner Commission Report concludes that "white racism" was the basic cause of black riots, which now touches off howls of indignation. The truth is that, in America, the theoretically "melting pot theory" has never worked, and in real life is a nostalgic myth. Ethnic identities are guarded jealously, and are maintained tenaciously, and have resulted in a new form of white nationalism, with a greater willingness to publically express anti-black feelings. This may be intensified by black job competition and depression conditions.

To put white attitudes in their proper perspective, we must look at the attitudes of blacks in the greater society. The problem, according to blacks, is not getting along with whites, nor that integration cannot be made to work on a one-to-one basis, but rather the problem is with white society in general--the segregated, discriminatory structure that seems unwilling to bend, yield or change to accommodate black equality. Ideally, the philosophy of integration should encompass an exchange of cultures. Black students question a form of integration which will mean that white norms and values will be imposed on blacks, while ignoring black norms and values. They sense a growing inertia of white society to deal with the real problems which plague our society (education, jobs, and housing).

Black students in predominantly white campuses have attempted to sensitize the university to their needs for survival. The reason they have experienced a feeling of alienation is because whites are not aware of the importance of black involvement in establishing black areas of identity. Black students are attempting to develop pride in their cultural heritage which they believe must be achieved through self-reliance. They realize they must compete and master white educational standards which should not be void of the contributions made by blacks historically.

Black students view the law as a white man's weapon that is used against black people. Blacks are definitely under-represented in law enforcement (which they regard as anti-black, dishonest, and brutal) and over-represented in crime and punishment. Blacks are stopped and frisked and arrested more often than whites and courts are biased. These actions of law enforcement have their roots in basic white prejudices and stereotypes.

Black students will continue to pressure the university for relevant changes, for they believe that militancy, black pride, and unity, will compensate for decreased white liberal support of their goals and objectives. They will strive to achieve educational, economic power, and political strength in the future.

Through their bitterness and frustrations, blacks have continued to express strong confidence and support for the "American Dream" of equality. Although things have improved during the 60's, we still have a long way to go in distilling the hates, fears, doubts, frustrations, and anxieties blacks and whites have for each other.

Recommendations for Program Development

This study has compared the attitudes of black students and staff toward the black student aides' role in the Michigan State University Residence Hall Program.

The findings of this study indicated significant differences in the perception of both groups in their interpersonal relationships with the aide.

1. There exists a need to develop programs of racial understanding, to enable students and staff to gain an appreciative attitude toward the life styles of various racial groups as they attempt to live harmoniously together. There should be total university support for these programs in each hall, in order to reduce racial tension.
2. The investigation pointed out a need for black students to have persons in the Residence Halls Program with whom they could relate and establish areas of identity. An equitable recruitment and selection process for minority staff members must be an expressed goal of our Residence Halls Program.
3. Recognizing the first two years of college as being crucial for black students, it is recommended that the total residence hall staff work in conjunction with the university college to encourage minority students (and other students) to avail themselves of academic assistance programs of the university college and special programs, when there are initial signs of failure. Minority students must know the various academic

resources in the university, and realize that academic counseling is vital to their survival. It is their responsibility to search out areas of assistance in the supportive programs sponsored by the university.

4. Residence hall staff and management must encourage minority students to become involved in programs and activities in the hall. Feelings of alienation can conceivably be eliminated if minorities feel they are accepted, included, and involved.
5. Residence hall staff and management must develop positive attitudes which enable minorities to believe that equality of job opportunity prevails in our residence halls program.
6. Black and other minority students must continue to believe in positive change in the attitudes of people. Wherever there is occasion, minority students should educate people and dispel the myths of prejudice, bigotry, racism, and learn not to judge all people by the actions of some. And yet, minorities should not be disillusioned in their expectations as they survey the realities of life in the university community and in the total society.

7. Finally, the Black Student Aide Program should be incorporated into the on-going Residence Halls Program. However, the objective and philosophy of the Black Aide Program should not be engulfed by the residence hall bureaucracy which would limit creativity of black students in resolving problems of alienation. The philosophy of the residence halls should be so inclusive that its objectives will meet the needs of all students of MSU.

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APPENDICES

APPENDIX A

BLACK FACULTY-STAFF MEMORANDUM CONCERNING
STRATEGIES FOR RESOLVING PROBLEMS
OF INTEREST TO BLACKS

APPENDIX A

April 14, 1969

APR 15 1969

MEMORANDUM

TO: Black Faculty and Staff
FROM: Irvin E. Vance

The next meeting will be held Thursday, April 17, at 7:30 PM
in 102B Wells Hall.

The agenda is as follows:

- 1) Continuation of discussion of the Dykes proposal.
- 2) Report from Black members on Search and Selection
Committee. Dr. Dozier Thornton - LaMarr Thomas
- 3) Special Report.
- 4) Invitations to guests to meet with us.
- 5) Time and Place of Meetings.
- 6) New Business

Ample parking is available on Shaw Lane across from the
International Center.

Enc.

April 3, 1969

A luncheon-meeting of Black Faculty, Staff and Students of Michigan State University was held at 12:15 PM in Dining Room B of Owen Graduate Hall on the above-mentioned date. Attendance is recorded at forty-nine.

Dr. Irvin Vance, Chairman, opened the meeting and asked DeWitt Dykes to present the details of his letter of March 27th. Mr. Dykes stressed the need to have some method of helping Black people at other institutions. He urged meetings among Black faculty and support for the goals and actions of Black faculty, staff and students at other Michigan colleges and universities (both state and private schools) and encouraged an exchange of ideas in order to urge collective action.

Also, another point of Dykes letter asked that Governor Milliken appoint at least one Black person on each governing board of all state institutions which do not as yet have Black representation. Continuing, he pointed out that The Ford Foundation is attempting to identify Black Americans holding the earned doctorate or pursuing it. He suggested that we ask them or any other Foundation compiling such data what the expected uses are for this information.

Mr. Dykes urged our individual purchase of the March issue of NEGRO DIGEST to analyze in particular the article of Vincent Harding related to the demand for more Black faculty and students at Northern institutions and the possible weakening of Black Southern institutions. He felt this issue ought to be discussed and evaluated further.

James B. Hamilton suggested that the Black Student Alliance establish relationships with students at other universities.

The motion was made that we write a letter expressing willingness to participate and communicate with Black faculty, staff and students on other college campuses in Michigan. The motion, seconded by Dykes, was carried.

It was decided to withhold further action on Mr. Dykes proposals until the next meeting.

Stan McClinton announced that a State Conference of Black Student groups and Alliances in Michigan will be held Sunday, April 20th at MSU. At that time names and addresses of participating individuals and institutions can be obtained.

The Chairman brought up the matter of a new Equal Opportunity Programs Assistant Provost and Director of the Center for Urban Affairs as proposed by the Black Student Alliance statement of March 28th. Mr. Ronald B. Lee suggested that no further discussion be held concerning such an issue until more definite information is made available regarding the current Director's leaving. All has been rumor so far, he stated.

Gene Washington reported on staff positions available as well as graduate assistant fellowships at California State College at Hayward. He distributed copies of a letter from that College.

The Chairman also mentioned that Ralph Bonner of the Michigan Highway Department has stated that both male and female positions (300) are available at that Department during the Summer. Pay scale ranges from the minimum to \$4.00 per hour.

Don Coleman read a letter which he had received from Jack Breslin, MSU Secretary, concerning Black staff positions. Mr. Breslin stated that one Black student trainer assistant, John Brown, has been employed during the past season by the University. Mr. Breslin indicated in his letter that the University could use a Black Trainer and requested assistance in finding one. Also, Mr. Wm. Beardsley, MSU Ticket Manager, has stated that Clarence Underwood will begin July 1st as Assistant Ticket Manager, Athletic Department. Also, Miss Esther Parker, Secretary in Information Services, is being transferred to Mr. Breslin's office within a week.

The letter further indicated that Leonard Glander, Personnel Director, is interested in hiring an Assistant Director of Personnel before July 1st. In the Athletic Department Matt Aitch has been on John Benington's basketball staff this past season but no decision has been made about his remaining.

Mr. Coleman asked that if there are any other issues which have not been resolved we let him know.

Dr. Vance pointed out that the Inner City Math Project which will draw 120 students to the campus this Summer needs male counsellors.

Don Coleman added that he is interested in finding individuals with clerical skills for placement in staff positions on campus.

Maxie Jackson reported on the tutorial program being conducted by the Center for Urban Affairs and stated that Bill Gardner who designed the tutorial proposal last term will not be with the program Spring term. Six weeks of continuous tutoring will begin this month, he said. Jackson expressed thanks to those who worked last term and the hope that those who assisted would continue to do so. Courses to be covered are Natural Science, American Thought and Language, Chemistry, Mathematics, Trigonometry and Russian, as of last term and hopefully, others.

The Black Student Alliance distributed copies of a statement presented to the President and Board of Trustees of MSU April 2nd. It requested (1) the naming of an existing major University structure in honor of Rev. Martin Luther King, Jr. -- suggesting the New Administration Building or the International Center; (2) the establishment of a Martin Luther King Memorial Scholarship Fund; and (3) the creation of an endowed Martin Luther King. professorship in social philosophy.

The meeting was adjourned.

APPENDIX B

BLACK STUDENT ALLIANCE STATEMENT COMMEMORATING
MARTIN LUTHER KING, JR'S DEATH

APPENDIX B

BLACK STUDENT'S ALLIANCE +
21 STUDENT SERVICES BUILDING MICHIGAN STATE UNIVERSITY

April 1, 1969

Brothers and Sisters:

Again, and this is happening much too often, Black people must pay tribute to a fallen leader. This coming Friday, April 4, marks the first anniversary of the assassination of Brother Martin Luther King. To cite the implications of his assassination is to recite a list of facts that all Black people should be well aware of.

Most notably, the question can be asked as to whether America has killed the one remaining force that could have saved it from spiritual self-annihilation. The answer seems no clearer now than it was on April 4, 1968.

The events to commemorate the death of Brother King that have been planned by the Black Student's Alliance are designed to do more than just commemorate. Black people will use the day to analyze the "Black Revolution" and to point some directions for ourselves.

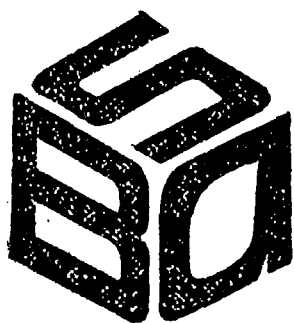
This will be accomplished by a panel presentation at 9 a.m. in the Union followed by small group discussions led by the newly elected complex officers of the Alliance.

The topics for the panel include:

- 1) The Ideological Differences and Functions of Cultural Nationalism and the Black Revolution-Mike Tripp
- 2) Interpersonal Relationships: Black/Black-Black/White Shirley Echols
- 3) Black Students and the Black community-Sam Riddle
- 4) Black Economic Development-Ron Bailey
- 5) Tactics and Strategies in the Movement-Richard Thomas
- 6) African Liberation and Black Power- Kamulu, Peter S.

Classes have been cancelled in honor of Dr. King from 12:20 Friday afternoon. At 1:15, we will meet in the University Auditorium for an all-University Memorial Service, including remarks by Dr. Robert Green, Acting President Walter Adams, and a recording of a speech made by Dr. King. At 2:15, those who attend the memorial services are invited to participate in open discussion in Bessey Hall (across from the Auditorium). The discussions are aimed at issues of vital concern to Whites and Blacks alike.

Dr. King sacrificed his life for the liberation of the oppressed. It is not asking too much if Black people are asked to devote one day in honor of his sacrifice.



BLACK STUDENTS' ALLIANCE

Michigan State University
21 Student Services Building
East Lansing, Michigan 48823
Phone — (517) 353-5092

TO THE PRESIDENT AND BOARD OF TRUSTEES OF MICHIGAN STATE UNIVERSITY

We are nearing the anniversary of an occurrence that, beyond all doubt, has affected many people in many places. On April 4, 1968 Reverend Martin Luther King was slain in Memphis.

No man has been more dedicated to the causes of world peace and the alleviation of human suffering. Recognitions of his dedication to these causes and testimonials to his stature as a "Prince of Peace" in the world community are numerous.

The Black Student's Alliance desires to see Michigan State University remind its community, now and in years to come, that it recognizes that a noble man has passed from our midst. Lasting and meaningful memorials are in order—memorials not only for the man, but to the ideals of love, peace, and understanding for which he sacrificed his life.

In light of Rev. King's ultimate sacrifice, the University's expressed concern over his death, the supposed dedication of Michigan State and the world to the principles he advocated, and our intentions of seeing that actions begin to conform more with expressions, we urge the following:

- 1) The naming of an existing major University structure in honor of Rev. Martin Luther King, junior. We suggest the new administration building or the International Center.
- 2) The establishment of a Martin Luther King Memorial Scholarship Fund, of substantial amount, to finance more educational opportunities for the "little people" to whom he struggled for in life and whose struggle he consecrated in death.
- 3) The creation of an endowed Martin Luther King professorship in Social Philosophy, to facilitate the University's often stated desire for greater social relevance.

The Black Student's Alliance feels that the above should be initiated without delay. We offer the financial assistance that we have been promised and what support we can give in speeding their realization.

It would be most unfortunate if this University hesitated to honor Rev. Martin Luther King as so many people are hesitating to dedicate themselves to the principles he died for.

The Black Student's Alliance

April 2, 1969



BLACK STUDENTS' ALLIANCE

Michigan State University
21 Student Services Building
East Lansing, Michigan 48823
Phone — (517) 353-5092

Brothers and sisters:

Today you take part in something that could be considered a significant moment in the lives of Black people at MSU. Today you witness and participate in an event that has not yet happened in too many other parts of the country.

Today you gather to pay tribute to a slain leader of the Black Revolution. Maybe you question the significance of your efforts to honor Brother Malcolm. Dig up! For many years Black people the world over have asked "the man" to "officially" set aside some day to pay tribute to something or someone that Black people wanted to honor. What was his answer? Hell no!!! Yet he loses no time when it comes to juggling traditional holidays to make a few more three day weekends!

Brothers and sisters who wanted to honor Brother Martin on his birthday last month were, in some places, suspended or fired from jobs. Some were temporarily dismissed from schools and the like. Congress has so far refused to discuss the idea of declaring Martin's birthday a national holiday (AS IF IT WOULD DISCUSS IT!)

The Black Students' Alliance of MSU serves notice that such pleas to "the man" must stop. This country is not yet able to honor Malcolm and Martin as SAINTS of the BLACK REVOLUTION because they exposed too much about the racist nature of its existence.

We gather to pay tribute to one of our heroes as we will do from now on--without giving a damn about what the man thinks. It is unfortunate that he can not see the beauty of the Black men we wish to honor and revere them as we do. But that is his loss.

We hope this drive for self-determination will spread to encompass all areas of concern among Black people on campus and in the community. We must work together to build the bond of unity that is necessary for us to bring about the changes in this university and in this society. Where there is UNITY, there is STRENGTH. NOW IS THE TIME FOR ALL BLACK PEOPLE TO JOIN TO THE AIM OF BLACK UNITY.

PEACE AND TRUE POWER OF BLACKNESS

P.S. We remind you again of the FSA office at 21 Student Services Bldg. and invite your cooperation in a number of activities--community work in Lansing, tutorial projects, FSA newsletter and publication, office assistance, form organizing, Black freshmen orientation, etc. We welcome your suggestions. We also have work on opportunities for grad. study in business, law, etc., and information on part-time, full-time, and summer jobs. FROM THE

APPENDIX C

**BLACK STUDENT ALLIANCE STATEMENT ON THE CENTER
FOR URBAN AFFAIRS**

APPENDIX C

STATEMENT OF THE BLACK STUDENTS' ALLIANCE ON THE CENTER FOR URBAN AFFAIRS

Michigan State University has responded to the tremendous challenge presented by the racial and urban crisis existing in America. This challenge was perhaps best posed in the questions confronting the Committee of Sixteen: What is appropriate for Michigan State University to do now and in the years ahead designed to make a useful contribution to the solution of the problems that beset our society in the area generally referred to as Civil Rights? How should MSU proceed in this effort?

Assuming that "the need for immediate action is evident", the Committee of Sixteen concluded that "extraordinary efforts should be made to effect fundamental changes of attitude and behavior of white Americans toward the Negro in American society."

The recommendations made by the Committee toward this end were in part, a restatement of demands presented to the University by the Black Students' Alliance after the assassination of Rev. Martin Luther King Jr. It was the goal of the Alliance to make Michigan State more responsive and hence more relevant to the needs of black America.

In addition, the establishment of a "Center for Race and Urban Affairs" was recommended by the Committee, to undertake academic action, research and experimental activities designed to facilitate a great thrust toward racial and urban relevancy." The actual operation of such a Center, starting last June, marked a seemingly significant step in making this University all that it could, and indeed, should be.

The resignation of Ronald B. Lee as Assistant Provost for Equal Opportunity Programs and Director of the Center for Urban Affairs is an important development in MSU's attempt to make itself more relevant to the entire society. Mr. Lee, since assuming the post in September 1968, has been primarily responsible for the development of a working framework for the various recommendations and demands that have been presented the University.

Through a series of seminars with representatives of all segments of the University, a detailed compilation of the "breadth and depth of university activities in equal opportunity programs and the Center for Urban Affairs" has been gathered. This undertaking has done much to chart the path for future efforts in these areas.

Mr. Lee's imminent departure from the MSU campus occurs at a time when the need for immediate and forceful action in the areas that have been outlined is all too obvious. There is absolutely no time to be lost in doing those things that have been talked about for so long.

The Black Students' Alliance, in view of this urgent need for action, supports the appointment of Doctor Robert L. Green to the position being vacated by Mr. Lee. We feel that this University is indeed most fortunate to have a person as highly qualified as Dr. Green to fill the position.

Dr. Green has qualified himself for the position on all fronts. He has long been an active participant in the struggle of Black Americans for human rights. His work as Education Director with Rev. M. L. King and the Southern Leadership Conference, to mention one of several activities, gives him immeasurable insights into the nature of the racial problems facing America.

As an Associate Professor of Counseling, Personnel Services and Educational Psychology, his professional qualifications and research interests and publications have brought him wide recognition as an authority on the problems of the education of urban and educationally "disadvantaged" children, and the racial crisis existing in American education.

His interests and dedication to this university has been repeatedly demonstrated. Dr. Green has on several occasions, taken an outspoken stand for equal educational opportunity and equitable treatment of all people in the University when such a stand was far from popular.

He is currently serving as the Associate Director of the Center for Urban Affairs and was a member of the Committee of Sixteen that recommended its establishment. Having worked closely with Mr. Lee since his arrival, Dr. Green is well aware of the directions which have been outlined for the future.

Dr. Green thus brings to the position a long standing interest in the problems of race and urban affairs, a thorough background in the area, and a familiarity with Michigan State's expressed intentions and initial efforts towards solving society's most pressing problems. Perhaps most important, he brings sincere dedication to the task of making this University accept the challenge presented to it by these problems and respond in ways designed to aid in their alleviation.

Nothing more could be asked. Michigan State University should immediately take such steps as are required to place the name of Doctor Robert L. Green before the required committees and the Board of Trustees for appointment to the position of Assistant Provost for Equal Opportunity Programs and Director for the Center for Urban Affairs.

We take this opportunity to comment on other matters pertaining to the Center for Urban Affairs.

There is a vast difference in having on the campus of Michigan State University a mere structure called the Center for Urban Affairs and the presence of a well-staffed, adequately financed center. Without the proper financial and staffing support, the center becomes verbal husk--an attempt to placate those who demand that this University, too, shoulder the societal responsibility facing it.

To expect one or two men to carry out the numerous functions delegated to the Center and the Equal Opportunity Programs is to expect the impossible. The problems are so complex and Michigan State so large that haphazard and piecemeal approaches would result from inadequate financing and staffing support in tackling such a large program.

The Black Students' Alliance demands that Michigan State University take immediate steps to further convince the University community of its "intention... to undertake a sincere and enduring effort to make Michigan State University a truly integrated and socially responsive institution of higher learning," as stated by the Committee of Sixteen.

We urge the University to immediately make adequate funds available to implement the programs it so highly endorses. A sum of one million dollars (\$1,000,000) is a minimum figure in guaranteeing that the Center for Urban Affairs and the Equal Opportunity Programs become viable entities with sufficient support to be successful. Further support will certainly be expected as their programs become more fully developed.

We recommend that the Center's staff be structured to reflect the nature of the tasks confronting it. There should be a Director of the center, responsible for overall coordination for the University's efforts in urban and racial affairs, we urge the creation of a separate office of the Assistant

Provost for Equal Opportunity Programs. Supporting these positions, we suggest the immediate hiring of the staff necessary to implement the other functions that have been delegated to the Center and to Equal Opportunity Programs -- curriculum development, research, on-campus and off-campus action programs, experimental programs, minority recruitment, enforcing regulations against discriminations, and the like.

The Alliance suggests that the University take the necessary steps in implementing these recommendations at the earliest moment. There has been too much said and much too little done already. If Michigan State University is as committed to becoming a truly responsive and relevant institution as it professes to be, then these recommendations merely reflect a spur to movement along the course that it has charted. If not, then the time is now for us all to reassess the situation and act accordingly.

March 27, 1969

THE BLACK STUDENTS' ALLIANCE

APPENDIX D

**WILSON HALL STUDENT GOVERNMENT "OPEN LETTER"
TO THE UNIVERSITY COMMUNITY**

APPENDIX D

Open Letter to the University Community

The East Wilson Hall General Council, after extensive consultation with the men of East Wilson, finds it essential to express the opinions of the majority of the residents concerning recent events in our hall. At this time, we make definitive statements; we ask many questions. The hard fact is that neither we, nor the men we represent know what happened in Wilson Hall. The hearing of April 29 was, as we understood it, designed to determine what happened; the committee that made that determination has announced recommendations, but not findings. Conflicting reports are rampant. We wish to announce our position on those few things we know, and request answers about the many things we do not know.

1. The Council expresses its sincere appreciation of the efforts of President Adams and the other University administrators to resolve the situation in Wilson Hall. These men spent long hours in Wilson talking to students; their obviously sincere desire to understand the position of all parties did much to reduce tensions.
2. The Council wishes to thank the management personnel and residents of Case, Holden and Wonders Halls for their efficient and courteous service to Wilson residents. Monday night in particular, these people reacted remarkably well on very short notice. We apologize for the actions of a few Wilson students who took advantage of the situation to eat the same meal at each of three halls.

3. The Council unanimously re-affirms its position of a year ago endorsing the philosophy of the Black Students Alliance and the specific indictments of University practices made at that time. Copies of this statement are available. We firmly support disciplinary action against, or termination of, University personnel who have engaged in demonstrably racist practices.

4. The Council remains unenlightened concerning the degree of racism in Wilson cafeteria. Many residents of East Wilson Hall have indicated a reluctance to accept the recommendations of the Committee as entirely valid, because they are unaware of the factual findings on which those recommendations are based.

Mrs. Hatcher, Mrs. Shane, Mrs. Triplett and Mrs. Phelps, made certain statements; Mr. Trantham and Miss Mishler denied those statements. The vast majority of East Wilson residents have not worked in the kitchen and have no way to judge these statements except their predisposition to believe one side or the other. East Wilson residents looked to the Committee to pronounce judgement on these issues; the Committee chose only to make recommendations. The Committee's recommendations would be better accepted by East Wilson residents if the Committee made public the factual findings upon which its recommendations are based. In particular, we request of the Committee:

- a. Its findings on each allegation in the seven specific charges.
- b. Its general findings on the extent of racism in the Wilson Cafeteria.

5. The Counsel recognized the right of demonstration, and indeed, at times the necessity of demonstrations. However, we believe that as a general rule, demonstrations should be designed so as not to penalize third party bystanders, e.g. - students who were unaware of any racist practices by managers they did not hire and were not in position to observe at work. Nonetheless, extreme

situations may sometimes justify somewhat more extreme solutions. Men in the hall are asking if this was such a situation. We recognize the deep frustration that can build up in the face of repeatedly unsuccessful efforts to eradicate racism in an institution. We are aware of the fate of last spring's requests - while some progress has been made, several of those requests are sputtering in tokenism, or are buried in committee files. In short, while we are opposed in principle to such tactics as the seizure, we recognize the possibility that no other recourse was available. We must ask the Committee for its factual findings: To what extent were other channels utilized, exhausted, or demonstrably ineffective?

6. The Council relays a number of questions which East Wilson residents have raised concerning the hearing procedures. The hearing of April 29 involved on one hand the source of livelihood for several employees and their children; on the other, the careers of two administrators. A hearing of this significance should be conducted with the utmost concern for legitimacy and for fair play on both sides. East Wilson residents would more readily accept the validity of the Committee's recommendations if answers were available to the following questions:

To President Adams:

On what basis were the Committee members chosen?

To Co-Chairman Dickerson and Vance:

- a. Was the effectiveness of the hearing affected by the loose structure and informal atmosphere?
- b. Was the effectiveness of the hearing affected by the short notice to all participants?

- c. Why were other employees not called as witnesses to help illuminate the contradictions between the testimony of the two sides?

To the Committee:

- a. Was there information not brought out at the hearing that was considered in reaching the Committee's recommendations?
- b. Why were the views of Wilson residents not sought and considered by the Committee?

To Mr. Coleman:

Please elaborate publicly on the conclusions and statements in your testimony at the hearing.

7. The Council requests that Information Services and State News publicly clarify the lack of damages to the Wilson Cafeteria. It appears to the Council, upon inspection of the cafeteria and kitchen, that some of the media have seriously distorted the extent of damage.

8. The Council requests that Management inform the men of East Wilson of Miss Mishler's and Mr. Trantham's new assignments.

9. The Counsel expresses its concern over statements such as those made by Dr. Greene that, "Where racism is found in a component of this University, we will close that component down." Our concern is not with the sentiment expressed, but with its acceptance within the university community. We sincerely hope that each component of the University, especially each individual, will honestly evaluate its actions and, more important, its attitudes with regard to race relations.

We hope that the dialogue resulting from this particular situation will serve to open channels so that no individual need ever again consider it necessary to shut a component down.

May 7, 1969

TO: The East Wilson Hall General Council

FROM: Donald Adams

Wednesday night at 11:00, I left Wilson Hall extremely tired and exhausted. I had been at Wilson Hall since the incident began at 5:00 on Monday afternoon. When I was told Thursday morning that the East Wilson General Council met in session from midnight until 7:00 a.m., I was deeply moved by your dedication. All of you could have gone to bed and gained some well-deserved rest. However, you responded to the questions of the students in East Wilson Hall and did the thorough review of the facts that many other parts of the University community failed to do.

On Monday evening, the East Wilson students asked and received the answer to most of the questions that the remainder of the University community is just now beginning to ask. It was my privilege to spend time with hundreds of East Wilson students during this time. I cannot express adequately my sincere appreciation and respect for your dedication to the human beings involved in the protest. This University is deeply indebted to your determination. I say thanks for a job well done.

cc: Dr. Walter Adams
Mr. Don Coleman
Dr. Milton Dickerson
Dr. Eldon Nonnamaker
Mr. Gary North

May 2, 1969

Black Students' Alliance
Student Services Building
Michigan State University
East Lansing, Michigan 48823

Dear Brothers and Sisters:

C I want you to know how truly impressed I was with your handling of the injustice existing in the staff of the Wilson Hall Cafeteria. You have demonstrated not only to Michigan State University, but to the nation as well how truly committed black students are to the cause of freedom and justice.

O I consider myself truly fortunate to have been able to meet with many of you during the sit-in. Your intelligent handling of the negotiations on behalf of the black employees was magnificent. That you should have been aware of those deplorable conditions is a tribute to your sensitivity to the needs of all our brothers and sisters. Too often those who have gained some status in our society are ready to leave behind their brothers and sisters who have not the same fortune. I am grateful for the knowledge that you refuse to follow this course. I was equally impressed with the manner in which you conducted your protest, and I am delighted that you could exercise so great an influence upon the University administration. All of you are to be congratulated on your success, and I personally want you to know that I am grateful to have been able to share some moments of your protest; I learned much from you.

Y Again, I want to extend both my personal and official congratulations to each one of you for the courage and intelligent commitment you displayed in the protest movement at Wilson Hall. Please know that I am with you in your struggle and that I want you to feel free to call upon me if ever I can be of service to you.

Best and warm regards,

JACKIE VAUGHN III
State Representative
23rd District

JV:cr

cc: Dr. Robert Green
Mr. Don Coleman ✓

APPENDIX E

THE INITIAL PROPOSAL FOR BLACK FRESHMEN--
FALL ORIENTATION AIDES

APPENDIX E

PROPOSAL FOR BLACK FRESHMAN FALL ORIENTATION AIDES

I. Purpose - The black freshman orientation group is being organized to help some 500-700 new black students adjust more completely and quickly to an awareness of the black community on Michigan State's campus, socially, academically, attitudinally, and to face more realistically the entire world around them. This is not synonymous with developing any 'pat' class standards, but merely an attempt to introduce a student to a broader view of his life, and other men's lives, whether they agree or not and to assist him to better understand both white and black men's problems.

II. Selection - Students for this orientation group should be selected on a voluntary basis from both on and off-campus or upon the urging or suggestion of another person would recommend possible candidates for such a position. It would be advantageous to have a group of 4 to 10 students in each living unit. The advisory staff of each hall assisted by black students will recruit the Aides.

III. Supervision and Training - This program should definitely not go through the Residence Hall Programs Office alone. The group should be supervised and trained by members of management, central staff, hall advisory staff, The Black Students Alliance, Urban Affairs staff, and hopefully by a group of instructors, and counselors on a voluntary basis, who agree to see this project through.

IV. Organization - The members of a committee (i.e. management, central staff, Urban Affairs staff, BSA, faculty and counselor representatives) who choose the orientation group should brief the group on all pertinent information which may be necessary for the group members to know in the course of their orientation duties. Together the group and the committee should prepare informal discussions about

a) living in a residence hall: where do we fit in?: where do we begin?: where do we go from here?; b) make available a tutorial assistance program for these black freshmen who need or desire assistance, c) explain the group's expectations and goals, d) where students can go for counseling problems, e) financial aid, f) jobs, g) what clubs and social activities are especially for blacks, both on campus and in the local area, H) supply information about student government, residence hall positions and other employment possibilities, in the hope that the freshmen can be encouraged to participate more in and have a greater understanding of the University.

V. Status of the Orientation Aides - These black orientation aides must remain in the capacity of the student role. They will not be professional counselors, nor shall they detract from the residence hall staff responsibilities. It is important that these aides be active and well accepted mainly in the black community. (I suspect this will be true anyway, because these students who volunteer will more than likely be active in the black community. The aides should also have a more informal organization and less authoritarian status than an R.A.--these two jobs should ideally never come into conflict.

VI. Duties - The orientation aides should specifically be a natural-type of friend for a black freshman who is unfamiliar with the college campus. The aide should be able to disseminate information, not for solely black students but mainly to the large group of black freshman, more than other students. The aides should assist the new freshmen in any way possible, and help him adjust more readily to the campus setting.

VII. Suggestions - I would like to see this group of orientation aides organized before the end of the spring term, 1969, with the hope that some type of rapport can be established as well as having information given to the aides on the

different areas mentioned in Part III. I would suggest that such a group try to work in harmony with the aims of the university, so as not to extinguish the idea of the opportunity which has been offered to these students. The new freshmen should have all the opportunities and possibilities of the University made available to them.

VIII. Concerns

a) I am concerned with the feasibility of such a program, established without a pay incentive for students. The time factor is also important. Is it too late to organize such a program?

b) I am also concerned about the aides' willingness to work in such a project. They may fear being alienated from the black movement.

c) I am concerned about the acceptability of the black students with other blacks who would participate in such a program. I would not want the aides to be rejected because they have "sold out" to the establishment. Hopefully the organization established on a volunteer basis may clear that up.

d) I am also concerned about the attitude which the black freshmen will have regarding the free help offered to him. It must be made clear that the help is not being offered because he is inferior, merely on a friendly basis .

IX. Evaluation - Evaluation of this volunteer program should be a responsibility of the committee of supervisors, the student aides themselves, and the black students being served. These groups should evaluate themselves on the pertinence of information which they are distributing, the amount of contact they have actually had with the freshmen, whether or not they are actually succeeding in their efforts to help the freshmen because oriented to campus, and whether there is still enough interest among the freshmen, to continue the program.

APPENDIX F

BLACK STUDENT AIDE CONTRACT--COPIES OF LETTERS
INFORMING STUDENTS ABOUT THE DISPOSITION OF
THEIR APPLICATIONS

APPENDIX F

MICHIGAN STATE UNIVERSITY JULY, 1969

THE STUDENT AIDE MICHIGAN STATE UNIVERSITY

The Student Aide Program is a project sponsored and coordinated by the Office of Urban Affairs and Equal Opportunities Programs, The Department of Residence Halls, The Black Liberation Front and the Division of Student Affairs.

The Student Aide is a part time member of the Residence Hall Programs Staff. His primary responsibilities are to assist black students in their adjustment to Michigan State University and to life in a residence hall environment. He is a full-time student and may carry a full schedule of courses. It is recommended that during fall term a reduced course load be considered because of the time demands of the position. Students from all academic areas are selected for the position; however, course work in education, sociology, psychology, social work, black studies, and related areas should be especially helpful. Evidence of leadership ability and an ability to relate to people is important to the position.

Each Aide is expected to participate in a pre-school workshop during fall term and in regularly scheduled in-service training programs during his tenure in the position. An optional independent study program is available for those Aides who would like to pursue a specific area of interest in addition to the regular training program.

The course number is Education 482, section 1. Credit is variable. Specific programs should be discussed and agreed upon in advance by the Aide and the Coordinator of the program.

The Aide is expected to arrive on campus for the first day of pre-school workshop and remain on campus until the last day of examinations for each term of that academic year. The responsibilities of this position are to be given priority over all other areas of activity except academic work.

OBJECTIVES OF THE POSITION

1. To provide in residence halls an immediately identifiable staff person to whom black students may more readily relate.
2. To provide an accessible person to each hall staff who can more adequately help interpret and articulate the feelings and needs of black students to that staff. (It is recognized that no single person can possibly relate to all other people or speak to the feelings and needs of all other people; however, it is hoped that by having a black person in a significant staff position we will be able to increase communication, alternatives and information)
3. To provide a black staff member who has adequate knowledge and insight about the power structure, procedures, processes, and philosophies of the University which will help him interpret the University to other black students.
4. To provide a black person who can make the staff aware of relevant goals, objectives, and attitudes of the black community.
5. To provide additional black persons within the staff structure who may help other staff members confront and deal with their own feelings about racial issues and hopefully contribute to a better understanding by all concerned.
6. To provide a person who can innovate new programs, projects, and opportunities for participation in social, recreational and economic activities by Blacks in the residential environment.
7. To provide a person who can speak clearly and fairly about job opportunities and standards or procedures of selection to both black and non-black populations.
8. To provide a type of "on-the-job training" which would move the Aides and other blacks into significant developmental and supervisory positions within the residence hall structure.

9. To open up channels of communication and increase areas and levels of understanding between Blacks and non-blacks and to reduce polarization and increase available information.
10. To assist new black freshmen to understand the benefits, opportunities, and responsibilities of group living in a university community.

STAFF RELATIONS

- A. As a member of the hall advisory staff the Student Aide will be working closely with the Head Resident Advisor, Graduate Resident Advisor and the Resident Assistants. Through these relationships, he will become familiar with the programs of the hall and with the policies and regulations of Michigan State University. His awareness of the framework and structure of the university will permit him to better utilize the people and the resources available to assist black students in their adjustment to university life.
- B. Through his association with the hall management staff, he will become familiar with administration of the housing and food operation and the business and fiscal details of the hall. A thorough knowledge of the hall management operation will be instrumental to the successful interpretation of the hall program to students.
- C. The Aide will also have occasion to work with campus service agencies and academic departments as he advises students. The Aide and the Head Resident Advisor will work together in establishing contacts with the various agencies and departments

RESPONSIBILITIES AND FUNCTIONS

- A. Establish a contact and become acquainted with all new black students in the hall.
- B. Assist in identifying and interpreting concern which black students have about residence hall living.
- C. Be available to advise and counsel students within the limits of training and expertise on academic, personal, social and financial matters.

- D. Be aware of the services of the university in specific areas and assist in making referrals to the appropriate agencies when specialized assistance is needed (Academic Departments, Health Center, Counseling Center, Placement Bureau, Registrar's Office, etc.). The Head Advisor and Graduate Advisor will provide assistance in making such referrals.
- E. Work with management on the improvement and interpretation of policies and regulations related to the housing and food operations.
- F. Participate in hall and/or complex in-service education training programs and attend hall advisory staff meetings.
- G. Help new black freshmen understand the benefits and the responsibilities of group living at Michigan State University.
- H. Assist the advisory staff in developing new programs and activities in academic, social, governmental, recreational and economic areas which will make the hall a more relevant educational experience for all students.
- I. Be familiar with the hall governmental and judicial structure.
- J. Assist in the development of volunteer, advisory and tutorial groups composed of upper classmen who are willing to give time and assistance to new students.

The Student Aides' position is seen not only as a means of assisting new students to adjust to college, but also as a unique educational experience for the Aide. Few other positions in the University will offer a better opportunity for leadership experience in human relations, participation in the educational development of other students, in developing a broad knowledge of the total University and in increased self awareness and self understanding. Success in the position will require an ultimate effort from anyone who engages in it.

In summary, the Aide will be acting as an orientation assistant, an advisor, a counselor, a mediator, an educator for both black and non-blacks, an interpreter, and a bridge or linkage between groups who must work together to understand and accept each other within the academic community.

APPENDIX F

STUDENT AIDE CONTRACT
MICHIGAN STATE UNIVERSITY

NAME

RESIDENCE HALL

By accepting this appointment I am aware of the expectations of this position. I assume the responsibility for enhancing the educational program of the students within the hall through my position of influence. It is my responsibility to concern myself with the academic and personal growth of all students with whom I will be working in this capacity.

I will contribute to this university community through my awareness and concern for the total community and attempt to be a positive influence in facilitating change where, through evaluation, change is needed.

The following are conditions of the appointment:

- I. The Student Aide position will receive priority over all other areas of activity with the exception of my academic program.
 - A. Work for pay in other areas may not be performed unless through special permission of the coordinators of the program.
 - B. Serving in an elected capacity in a student organization should be considered carefully by the Aide. The time commitment to student organizations may come in conflict with the demands of this position.
- II. I realize the time commitments of this position and will plan my own time to meet the expectations of the position.

- A. In working toward fulfilling the responsibilities of this position, the following schedule of hours is recommended in accordance with the Fair Labor Standards Act:

Twenty hours per week distributed between regularly scheduled responsibilities and availability time (where regularly scheduled responsibilities are equal to one-fourth availability time). A regular weekly schedule will include both scheduled time and availability time. A suggested guideline is 15 hours per week of regularly scheduled responsibilities, (training sessions, staff meetings, student advising on a regular basis) and 25 hours per week of availability time commitments (available to students in the hall at varying intervals and places during the day). I accept remuneration of room and board at current monetary values for the performance of my aide duties within the time specified. It is my full understanding that the responsibilities of this position are not easily translated into specific hours worked per day or week because of the nature of the work. However, I accept the above time commitment as a reasonable agreement with the Office of Urban Affairs, the Division of Student Affairs, the Department of Residence Halls and the Black Liberation Front.

I recognize that it is my responsibility to discuss what I may consider as serious deviations from the above agreement with the Coordinators of the program.

- B. I will be available to the students in the hall most evenings and will schedule my weekends according to the demand of the position. Definite time commitments for scheduled activity and time away from the position will be agreed upon with the Coordinators of the program. A schedule of specific responsibilities will be made available in advance of each term.
- C. I understand that I will be required to participate in a pre-school workshop during the week prior to the opening of Fall Term.

D. I will participate in In-Service Training Programs prescribed for Aides by the Coordinators of the program.

E. I will plan to remain in the hall until the last day of exams each term.

III. I will assume obligations as outlined in the job description for the Student Aide Position.

The Student Aide will be a member of the residence hall advisory staff. In meeting the conditions as outlined in this agreement, the need for reason, judgement and discretion by all parties involved is necessary. The cooperative effort of all staff members is the most vital factor in meeting the expectations of the position.

Failure to meet the terms and conditions of the contract will be subject to review by the Coordinators of the program.

Signature

Home Address:

Copies to:

1. Head Advisor
2. Hall Manager
3. Urban Affairs-Equal Opportunities Office
4. Retain a copy for your records

MICHIGAN STATE UNIVERSITY East Lansing, Michigan 48823
OFFICE OF THE DEAN OF STUDENTS 338 Student Services Building

You have been selected for a Student Aide in _____ Hall for the 1969-70 academic year. You will find enclosed a job description and contracts for the position.

If you are interested in accepting the appointment, please sign all the copies of the contract and return them to:

Mr. Don E. Coleman
338 Student Services Building
Michigan State University

It is important that you confirm your intention to accept the position as quickly as possible.

If you accept the position, you will be asked to return to campus on Monday, September 15th for a pre-school training program. A room will be reserved for you in your assigned hall.

If you have any other questions regarding the appointment or the position, please feel free to contact me at any time.

Sincerely yours,



Don E. Coleman
Assistant Director
for the Coordinating Committee

DEC/jn

Enclosures

RESIDENCE HALL PROGRAMS OFFICE
338 STUDENT SERVICES BUILDING

DEAN OF STUDENTS
MICHIGAN STATE UNIVERSITY

August 11, 1969

The Coordinating Committee for Resident Aides has considered your application for a position in residence halls. We wish to inform you that these positions have been filled and request permission to hold your name as a possible alternate. If vacancies occur, you will be contacted for possible interest. We thank you for your interest and support in this effort.

Sincerely,

Don E. Coleman

Don E. Coleman
Coordinating Committee
Center of Urban Affairs
Equal Opportunities Program
Black Liberation Front
Residence Hall Management
Dean of Students

DEC/jn

APPENDIX G

**MEMO CONCERNING THE CURRENT STATUS OF THE BLACK
AIDE PROGRAM AND DEMOGRAPHIC INFORMATION**

MICHIGAN STATE UNIVERSITY . East Lansing, Michigan 48823
DEAN OF STUDENTS OFFICE . Student Services Building

August 13, 1969

TO: All concerned , Dr. Dickerson, Dr. Green, Dr. McMillian, Dr. Nonnamaker, Mr. Foster, Mr. Thorburn, Black Liberation Front, Area Directors and Managers.

FROM: Coordinating Committee for Student Aide Program.

RE: Current Status of the Student Aide Program.

The following individuals have been selected to fill the Student Aide position. Halls have been assigned and job descriptions and contracts have been sent to them.

The students are:

<u>Name</u>	<u>Hall Assignment and Area</u>	<u>Hall Assignment Last Year</u>
	<u>Brody:</u>	
Rodney Watts	Armstrong	Off-Campus
*William Melville	Emmons	Emmons
Kirk Rhodes	Bryan	Emmons
Margaret Hudson	Rather	Phillips
Arlena Dudley	Butterfield	E. McDonel
	<u>Cedar Woods:</u>	
*Ted Densley	Holmes	E. Holmes
Ronald Ruffin	Shaw	Off-Campus
Jennifer White	McDonel	W. Holmes
	<u>East Campus:</u>	
Robert S. Jones	Hubbard	Off-Campus
Walter Thomas	Fee	Off-Campus
Fanny Lett	Akers	Hubbard
*Veta Smith	Hubbard	Hubbard
	<u>Red Cedar:</u>	
Bernard Carver	Snyder	E. Wilson
Jeanne Sadler	Mason	Phillips
	<u>South Campus:</u>	
*Bill Harris	S. Case	S. Case
*Gregory Reed	E. Holden	E. Holden
Charles Dillard	E. Wilson	S. Case
Floyd Eaton III	N. Wonders	Bryan Hall
Gloria Brooks	N. Case	W. Akers
Sandrea Young	W. Holden	Off-Campus
Betty Floyd	W. Wilson	N. Case
*Evelyn Woods	S. Wonders	S. Wonders

West Circle:

Beverly Bailey
Toni White

Mayo
Landon

Campbell
Williams

*Indicates assignment to hall where student lived last year.

Some of these students are living in halls to which they are assigned, others are living in other halls and will need to transfer to their assigned hall, while some others are living off campus and will need to make a room application for their assigned hall. Donald Schmidt, Area Manager and coordinator of residence hall room assignments is arranging room reservations and transfers for the Aides.

You will note that twenty-four positions are listed rather than the original twenty-one which was agreed upon. After further discussion by the Black Liberation Front, Dr. Green, and Dr. McMillian, it was decided that it would be useful to have additional Aides in Brody and East Complex. Dr. Green then agreed to fund the three positions in Bryan Hall, Butterfield Hall and in Hubbard Hall.

Don Coleman will work with The Office of Urban Affairs, Equal Opportunities and the Department of Residence Halls in getting funds transferred to the proper accounts to pay for the program.

The Coordinating Committee is now in the process of finalizing a training program for the aids. It will begin during pre-school workshop and will continue on through Fall Term. The basic content will focus on orientation to residence halls, management and advisory staff responsibilities, hall programs, the service areas of the University, academic, social, personal and career counseling. We will distribute copies when it is finalized.

If anyone needs additional copies of the original proposal, the job description or the contract, they are available in 338 Student Services Building.

Black Student Aide Data - 1969-1970

For the school year 1969-70, the positions of black aide were equally divided among males (12) and females (12). The group consisted of 10 sophomores, 13 juniors and 1 senior. Most students were enrolled in the College of Social Science (11); 5 - Social Science, 2 - Psychology, 2 - Social Work and 2 - Political Science. Two (2) students were enrolled in the following curriculums: Elementary Education, Agriculture^R-Human Resources, and Music. One (1) each was enrolled in the University College, TV and Radio, Bio-Chemistry, Earth Science, and Mathematics.

Fourteen (58%) of the Aides lived in Detroit, seven (29% came from other Michigan cities, and three (12.5%) came from out-of-state. The overall grade point average of the aides (Spring 1971) was 2.48 out of a possible 4.00. The overall University GPA for single students during the Winter Term 1971 was 2.82 (GPA averages for Spring 1971 were not available).

The Aides supported the programs and activities of the Black Liberation Front International. Twelve of the aides (50%) were very actively involved in leadership roles, serving as Complex Chairman, Dorm Captains, and Program Coordinators. Ten (41%) were actively involved in supporting programs and encouraging participation in BLFI programs and two (8.3%) were not actively involved.

DATE: November 5, 1969
TO: Area Managers
FROM: George E. Fritz
SUBJ: Area Coordinators

Please inform your managers of the following area coordinators appointed by BLF.

Brody - Daphne Wells

West Circle - Bill Powell

East Campus - Walter Thomas

South Campus - Marion Sims

I have no names for Red Cedar or Cedar Woods complexes at this time.

Area Coordinators, as opposed to Black Student Aides, report directly to BLF. In some cases, the area coordinator is the same person as the student aide.

Area managers and area directors are advised to attempt liaison with their area coordinator to discuss necessary matters.

cc: Mr. Thorburn
Mr. Don Coleman ✓

APPENDIX H

BLFI MEMO TO AIDES RELATING TO MEETINGS

APPENDIX H

Black Liberation Front, International
21 Student Services Bldg. M.S.U.
East Lansing, Michigan

TO: Arlena Dudley (Butterfield)
FROM: Samuel L. Riddle Jr.
SUBJECT: Absence from the Black Aides' meeting Nov. 6, 1969

Sister:

When we in B.L.F.I. selected you as a Black Aide this summer we sincerely felt that we had selected individuals who were responsible and individuals who realized that as Aides there would be mandatory meetings conducted by the "Front" which you would be expected to attend. In as much as you were notified of the meeting, I can only conclude that you did not feel that the meeting was of sufficient merit to warrant your attendance. Therefore, I would hope a word to the wise will be sufficient. Try hard to attend all future meetings or (and this is NOT a threat) the Front and a group of your peers will have to deal with this neglect of duty accordingly.

Samuel L. Riddle Jr.,
Executive Organizer
Black Liberation Front, International

c.c. Dr. J. McMillan, E.O.P.
Don Coleman, Residence Halls
Stan McClinton, Executive Council Chairman, B.L.F.I.
Kirby Kirksey, Asst. to Coordinator

SR/sh

APPENDIX I

**BLFI-PASOA STATEMENT ON THE AFRICAN
STUDIES CENTER**

APPENDIX I

Preface to The BLFI and PASOA

MANIFESTO

On the morning of October 17, 1969, when the entire staff of African Studies Center was attending a conference on Africa in Montreal, Canada, the Black Liberation Front, International and Pan African Students Organization in the Americas (Michigan Chapter) occupied the center for several hours. This move was made to expose the so-called African Studies Center not only to the entire MSU student body, particularly the students of African descent, but to the entire African peoples all over the world and other interested and committed peoples on this earth who are sick and tired of any form of imperialism be it cultural, political, economic, or academic.

Convinced that the move was right and timely, BLFI and PASOA demanded a complete and thorough investigation of the center, its activities here and in Africa, and its organizational structure. A meeting was held with the staff members of the center on Monday, Oct. 20, 1969 at the Urban Affairs Center. The staff conducted themselves in a very patronizing manner in the attempt to convince BLFI and PASOA that all what was necessary was to modify the center with a few tokenism. The truth of the matter is, the days of tokenism and patronization are far too gone and can no longer be tolerated in this day and age.

The representatives of BLFI and PASOA walked out of the meeting. They informed the staff of the so-called African Studies Center that they would meet with the staff at a later date and would issue a manifesto. The following is that manifesto prepared and edited by the representatives of BLFI and PASOA.

BLFI AND PASOA MANIFESTO

African Studies in the United States is harmoniously integrated into Western imperialism. It is nothing more than scientific neo-colonialism. African Studies Centers are institutionalized indoctrination mechanisms utilized to perpetuate racism and legitimize colonialism old and new. Governmental agencies, major corporation, foundations, and Western ideologies are the influencing forces that shape the ideological content of research about Africa.

The African Studies profession has historically been overwhelmingly white. Blacks have never been strongly encouraged and given the opportunity to enter the profession. As a result of this white domination of the field, the myths about Africans and the reinforcers of these myths, i.e., terms like primitive, pagan, savage, tribal, etc., have never been destroyed. The longevity of these myths have also effectively divided the peoples of African descent.

The educating cadre of African experts function to lay the psychological poison seeds for the philosophy of "divide and rule". Through the development of a white intellectual infrastructure, modern imperialism maintains control over the minds of potential colonizers and the colonized. This facilitates the exploitation of resources on the African continent.

Most African born Americans and African from the motherland are unaware of what is going on. However, there is a growing consciousness taking the form of organized protests against cultural, economic, and political imperialism of mother Africa. This was implicit in the Black Liberation Front International and the Michigan Chapter of the Pan-African students Organization in the Americas' move against the present operation

of MSU's African Studies Center.

In essence, African students (Black students world-wide) are beginning to understand how American educational institutions fits into the whole scheme of neo-colonialism. African elites who will eventually hold positions of power in Africa are molded into facilitators of imperialism while African born Americans are systematically molded into naive acceptors of white domination of mother Africa. This is done very subtly.

The African Studies Center at MSU for instance does not disseminate any information to blacks unless it in token form. While African Americans are looking for relevant cultural courses in the University, they are very seldom informed or plugged into the African Studies Program unless they are a part of a select group of blacks.

BLFI and PASOA realize and agree with Stanley Diamond that Africa has been a laboratory for too many American careers; too many papers and books are simply status symbols in the social system, the struggle of the domestic academy, shaped by that system and couched into its limited and evasive language...African Studies has been careeristic or merely fashionable; concern has been less with the subject of study, with the conditions, needs and potential of African people, than with the abstract problems that qualified a student as an academic expert or Africanist; the latter certification presumably indicating a certain control over data, but by no means guaranteeing the application of general intelligence to the problems of the sub-continent.

BLFI and PASOA will not permit the cultural, political, economic and intellectual rape by white scholars continue at Michigan State University. We know that in 1960 MSU's African Studies Center received an initial grant

of \$154,000 from NDEA for language study; this was supplimented with a \$1.25 million Ford Grant. We also know it has been carrying out AID in Nigeria and implemented a multi-million dollar contract to develop the University of Nukka.

In light of this, why did most white Africanists at MSU support the African reactionary governments but not liberation wars in Angola, Mozambique and Guinea-Bissou? Why does MSU African Studies Center conduct closed conferences on African (Black worldwide) without inviting those Africans enrolled or teaching at MSU? Why aren't blacks included in the operation and programs of the African Studies Center?

The above questions stimulated enough for us to analyze in perspective the entire educational process at Michigan State in relationship to the problems encountered by Africans due to the allocation of resources and services. We, therefore, propose the following programmatic approach to eventually halt racism and neo-colonialisms stemming from the seeds planted by the African Studies Center at MSU.

African Studies Program for Black Students

Part I

- I. Dr. Ruth Hamilton should be immediately promoted to the position of Acting Co-Director of the Center until recommendations come from B.L.F.I. and P.A.S.O.A. on organizational for the African Studies Center.
- II. Dr. Hamilton's first responsibility should be to work with three appointees to the African Studies Centers staff from B.L.F.I. and P.A.S.O.A. who will act as temporary coordinators of a special African Studies Program.
- III. Dr. Joesph McMillian should coordinate the recruitment efforts with B.L.F.I. and P.A.S.O.A. assistance of fifty new Black students who express an interest in one of the disciplines of the College of Social Science and African Studies.
- IV. These students should be required to attend an internship program this summer dealing with African Studies.
- V. All of those wishing to continue after the summer should be awarded full four year scholarships covering tuition, room and board, books and travel expenses to Africa.
- VI. The additional supportative programs necessary should be interdepartmental.
- VII. Students should be distributed to professors in their major field of concentration who have a joint appointment with the African Studies Center. The student's professor should act as counselor, instructor and also liaison between the student and other professors.
- VIII. The students in the program should take mostly independent reading courses in his department, in other departments and in African Studies that have been pre-arranged.
- IX. The students should be required to help plan and also visit all I.D.C. courses after two terms of study.
- X. The four year program should consist of a comparative study of subject matter in all courses.
- XI. These students should be required to form and conduct workshops on campus and in Lansing dealing with Africa. They should also produce a monthly Pamphlet.

Part II

- I. At least ten graduate students should be recruited who will be utilized to strengthen the undergraduate program.
- II. The Graduate program should be similiar to the undergraduate program as much as possible.

Part III

1. B.L.F.I. and P.A.S.O.A. should have permanent voting representatives on

Part III
(cont'd.)

the center's staff, curriculum committee, etc.

2. B.L.F. Umoja Committee and P.A.S.O.A. should have representatives on Center's Program Review Committee:

- A. Conferences
- B. Films
- C. Speakers
- D. Festivals

3. P.A.S.O.A. should be given an office secretary at the center and access to resources to publish newsletters, etc., etc.

4. P.A.S.O.A. should reviews teaching of African Languages and a native speaker should act as consultant. The consultant must also be paid accordingly.

5. A special review of Ramtu's case of being exploited by the center.

6. The African Studies Center should solicit three thousand dollars to help B.L.F.I's Umoja project sponsor African born Americans to go to Africa for a study program this summer.

7. All International newspapers and magazines should be furnished for students to read at the Pan African Studies Center should assist financially in the development of a small library there.

Part IV

The International Program should solicit funds, etc. for Third World Conference and programs to be sponsored by B.L.F.I. and P.A.S.O.A. at M.S.U. during every academic year.

Part V

Sam Ramtu, Kamuyu, Maina Kinyatti, Richard Thomas, Tony Martin and Stan McClinton should teach classes on Africa winter term.

Part VI

All students who have officially declared African Studies as a cognate should receive immediate counseling and given the opportunity to become more acquainted with the African Studies Center's Operation.

Part VII

- 1. The Center should immediately hire some Black secretaries.
- 2. Recruitment for Black Faculty should begin immediately.

CONCLUSION

Whites throughout the world do not realize that their traditional behavior patterns in relation to Blacks are obsolete. A new generation of Blacks is emerging.

This generation is politically, economically, and socially, astute and very aggressive. The Black student, perhaps, displays these characteristics most. A careful analysis of the developmental phases of the Black liberation struggle makes one extremely conscious of the level of awareness, commitment, determination and activism that is being directly enhanced through the ever growing news vanguard. White people do not fully comprehend how to cope with these new aspects of the liberation struggle.

No amount of repression will stop our struggle against imperialism, neo-colonialism and racism. Our struggle will continue until our people are free.

Should our generation die in the course another generation shall rise to take up the historic task of liberating our people. Ours is to fight to the end.

Lazima tutashihda bila Shaka!

APPENDIX J

BLFI CADRE TRAINING PROGRAM

From: Stan McClinton

Subject: Rationale and Outline for B.L.F.I. Cadre Training Program

Date: November 24, 1969

This proposal is being sent to you for comments and criticism. I would also like some indication of the possibility of your active participation in further development and implementation of this program.

I am convinced that B.L.F.I. and P.A.S.O.A. must attempt to address itself to those students who have expressed an interest in involving themselves in the Black Revolution going on in educational institutions like Michigan State University. I am also convinced that the best way to move meaningfully in this direction is to setup a "pledge club model" designed to produce thinking, creative and productive leaders.

If we can put this into operation during the beginning of Winter term this will be the first major step towards developing that professional cadre of Blacks who will leave the "U" with the perspective and insights into the struggle confronting us.

Rationale and Outline for B.L.F.I. Cadre Training Program

Black student organizations generally threatened educational institutions by their very nature. The phenomenal growth of these organizations on predominately white college campuses is a direct result of the level of awareness and sophistication steadily increasing among Black college students. Traditionally, the educational system has been able to function without being accountable to the people it has supposedly been designed to serve. Recently, most colleges practicing token integration have been put into embarrassing situations because student organizations, especially Black student organizations, have systematically challenged and exposed the real functions of the educational system. Without going further into an analysis of the educational system at this time, we will now attempt to make recommendations that will enhance the success of student organizations particularly the success of the Black Liberation Front International at Michigan State University, in its efforts to force the type of changes that will allow the development of a professional class orientated to the needs of society.

Black student organizations across the country seem to blossom, wither and die. This cycle occurs periodically on most college campuses, because very few organizations are able to maintain the pressure they apply over a long period of time. This deficiency in the Black student movement is a direct result of the high rate of leadership turnover in most student organizations. The life span of a student activist is short because he is only on the campus for four years generally, or until the particular institution decides to get rid of him. Consequently, educational institutions quickly readjust to a new stability and continue to operate without undergoing drastic structural-functional changes.

Black student organizations need to develop the capabilities that will enable them to effectively threaten the stability of educational institutions over a much longer period of time. In most cases, student organizations never reach the stage beyond puberty. One reason for this is the lack of insight on the part of student leaders to initiate training programs that will produce the necessary Manpower to implement and to continuously plan action programs that will upset the status quo of educational institutions.

From this frame of mind we would suggest that the Black Liberation Front International develop a Cadre Training Compotent that will be designed to turnout men and women with the type of insights and commitment necessary to sustain the Black revolution on college campuses and who can eventually be plugged into slots into the total liberation struggle.

B.L.F.I. Cadre Training Program

1. Trainees shall be called the Sons and Daughters of Africa.
2. They shall be required to go through a three month training program with limited responsibilities to B.L.F.I.
3. Trainees shall spend six hours per week in political education workshops.
4. Workshops shall deal with the following:

Self-Identification
Self-Initive
Self-Discipline
Self-Respect
Self-Criticism
Self-Confidence
Self-Awareness
Self-Commitment

II. Historical Analysis of the Black student movement in light of the Black Movement.

III. Political Thought: Pan-Africanism.

IV. The system and its capabilities.

V. Revolution: historical, theoretical and current perspectives.

5. Trainees shall be required to make one visit to the Topographical Research Center.
6. Trainees shall be required to always maintain an air of seriousness.
7. Trainees shall receive no less than four academic credits after the completion of training process and the submission of an eight page paper.
8. Trainees will acquaint themselves with Urban Affairs.

Implementation: Orientation

Topic I First Night

Check Cadre class schedules

1. Charles Thornton
2. Anna Marie Hayes
3. Tom Gunnings

Topic II Second Night

1. Richard Thomas
2. Gerald McIntossh
3. Dr. Robert Green

Topic III Third Night

1. Maina Kenyetta
2. Tonie Martin
3. Kamuyu

Topic IV Fourth Night

1. Dr. Ruth Hamilton
2. Jason Lovette
3. Nolon Ellison

TopicV Fifth Night

1. Dr. Charles Bell
2. Ernie Boone
3. Stan McClinton

Topics-Special Sixth Night

1. Dr. Cafagna
2. Dr. Hooker
3. Dr. Adams

Seventh Night

Malcolm X Tapes

1. Mike Hudson
2. Bill Powell

Topic: Action Eight Night

1. Sam Riddle
2. George
3. Moses Young
4. Terry Johnson

5th Week

Topographical Research Center

1. Daphne Wells
2. Walter Thomas

6th Week

Group lead discussion groups in each complex

7th Week

The University by Don Coleman

APPENDIX K

CORRESPONDENCE FROM THE DIRECTOR--CENTER FOR URBAN
AFFAIRS TO THE VICE PRESIDENT OF STUDENT AFFAIRS
RELATING TO PROGRAM FOR BLACK STUDENTS

OFFICE OF THE ASSISTANT PROVOST • DIRECTOR OF CENTER FOR URBAN AFFAIRS

29 January 1970

Mr. Don E. Coleman
302 Student Services
Campus

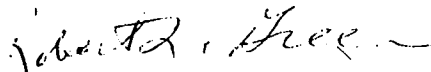
Dear Don:

We have discussed the conversation held this morning regarding your role in the office of the Vice President for Student Affairs and the Black Aides program. Enclosed is a copy of a letter directed to Dr. Dickerson.

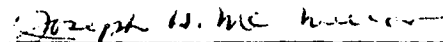
We will be meeting with you shortly in order to more fully discuss Black Aides and your assistance in developing a leadership role in this regard.

We should have a formal report in hand very soon. Please work with Gerald McIntosh in getting that report put together.

Sincerely yours,



Robert L. Green, Assistant Provost
Director, Center for Urban Affairs



Joseph H. McMillan, Director
Equal Opportunity Programs

RLG/JHMcM:mmf

cc: N. Ellison
G. McIntosh

29 January 1970

Dr. Milton B. Dickerson
Vice President for Student Affairs
152 Student Services Building
Campus

Dear Dr. Dickerson:

During the past academic quarter, the Center for Urban Affairs has received numerous requests from black students regarding the development and support of extra-curricular activities, i.e., art festivals, poetry readings, music programs, etc. An example of this is a recent request by a large number of black students to have the Center for Urban Affairs organize a roller skating party for them in the Holt area.

We have attempted to assist the black students in developing these activities in a meaningful manner. However, as these requests accelerate, we see ourselves as gradually assuming a major program, - which should be an on-going responsibility of the office of the Vice President for Student Affairs. Our experiences suggest to us that there is an immediate need for the development of a systematic set of programs and activities related to the needs of black and Mexican-American students on this campus. In addition, someone on your staff should be given the major responsibility of developing these activities and to make them known to the total black and Mexican-American student body on this campus.

Related to this concern are the current role and functions of Mr. Don E. Coleman, a member of your staff. In questioning Mr. Coleman regarding his work responsibilities, it appears as though he is used only to handle crises in the various residence halls and has not, as yet, had an opportunity to develop programs that could relate to the needs of black and other minority students on this campus. This is of concern to us since we agreed to pay 1/4 of Don's salary on the assumption that he would be performing this function.

These and other related matters are of immediate concern, since we are often put in a position of reacting to crises as they relate to black and other minority-group students on this campus. If we move quickly, we will have an opportunity to respond positively towards a growing problem that could mushroom into a student-administrative crisis.

Dr. Milton B. Dickerson
Page 2
29 January 1970

In essence, we see the need for: 1) a set of systematic programs in your office that will fully relate to the academic, personal, and social concerns of black and other minority students; and 2) assistance for Don in developing meaningful programs (budget considerations) that are not perceived as being token.

We are looking forward to discussing this matter with you more fully.

Sincerely yours,

Robert L. Green, Assistant Provost
Director, Center for Urban Affairs

Joseph H. McMillan, Director
Equal Opportunity Programs

RLG/JHMcM/mm

cc: Dr. John E. Cantlon, Provost
Dr. Clifton Wharton, President
btc: Mr. Don E. Coleman
Mr. Nolan Ellison
Mr. Gerald McIntosh

APPENDIX L

CORRESPONDENCE FROM THE DEAN OF STUDENTS TO THE VICE
PRESIDENT OF STUDENT AFFAIRS REQUESTING AN
INCREASE IN THE NUMBER OF
AIDE POSITIONS

OFFICE OF THE DEAN OF STUDENTS - STUDENT SERVICES BUILDING

March 24, 1970

MEMORANDUM

TO: Vice President Dickerson

FROM: E. R. Nonnamaker

RE: Black Student Aide Program

I would like to recommend the continuation of the Black Student Aide Program for next year with the following changes:

1. The number be increased from 24 to 36, or one for each undergraduate residence hall. Our experience this year has indicated that it would increase the effectiveness of the Aide if he could be associated with an individual hall staff and individual hall population.
2. That budgeting for the positions be done through the Dean of Students Office. This year budgeting was done through the Center for Urban Affairs and Residence Hall Management. I believe that the function of the Black Aide is essentially a student affairs function and as such the positions should be budgeted through this office. Total budgeting for the positions will amount to some \$36,000.
3. That we designate a staff member from the Dean of Students Office as the Program Coordinator. I believe we should continue to utilize a coordinating committee made up of representatives from the Black Affairs Office, Residence Halls Management, Equal Opportunity Programs and the Dean of Students Office for purposes of staffing and training, but that the program coordinator should be assigned general administrative responsibility for the program.

I would appreciate it very much if you would discuss this with other appropriate administrative offices and if you would let me know if we can proceed with the above in the very near future.

APPENDIX M

CORRESPONDENCE RELATING TO THE
CHEERLEADER PROBLEM

January 30, 1970

FROM: Don E. Coleman, Assistant Director, Dean of Students

SUBJECT: M.S.U. Cheerleaders

This memo will serve to create an awareness of a situation involving Celeste Moy; a black cheerleader.

For the past two weeks, I have talked with Celeste about the problems she was facing as a cheerleader. She stated that Pauline Hess, Specialist Physical Education, who is the Cheerleader's Supervisor has been discriminatory in her job, and that there is preferential treatment given to white cheerleaders.

Celeste wants to know:

1. Why is it that black cheerleaders are not included in all squad meetings?
2. Why should they not be informed of them?
3. Why aren't they involved in modeling contracts made by the squad? (Auto Shows, etc.).
4. Why is she and Lynn Weaver separated at games?
5. Why were black girls discouraged (in subtle ways) from making the Varsity Basketball Team?
6. Why should she be penalized for being a few minutes late when others are often $\frac{1}{2}$ hour late and nothing is said?

I really admire Celeste for having the "spunk" to speak up against this type of behavior at the University level. Her dignity and pride in her blackness will not let her tolerate injustices. She suspects that maybe no one will listen to her and that a strong possibility exists that nothing will be, or can be done. Somehow, we must restore and justify her faith that we are concerned about her, and her (our) problem.

We must recognize that this black cheerleader, who is exposed publicly, representing MSU is someone who should feel a sense of belonging and loyalty. She has a need, a talent of leadership in asserting her personality to claim her womanhood, and to feel a sense of power over ordering her own destiny. As a cheerleader, she has never been permitted the "luxury" (?) of forgetting her blackness. And I personally feel that she should not be alienated and demoralized just to be a "member" of the MSU cheerleading squad. As administrators, we must begin to look realistically at the feelings of black students. We must begin to understand them, for their rhetoric becomes a burning ideology. The rhetoric of Black Power is on our college campuses. Suddenly we wake up to find the disenchanted poor and middle-class black students on our campus, allied by a common color, and a common private rage aimed at the conditions associated with being black. We must begin to deal, and deal effectively with racism at MSU, wherever it rears its ugly head.

APPENDIX N

PROPOSED BLACK STUDENT AIDE TRAINING PROGRAM

MICHIGAN STATE UNIVERSITY . East Lansing, Michigan 48823
OFFICE OF THE DEAN OF STUDENTS . 338 Student Services Building

April 14, 1970

BLACK STUDENT AIDE PROGRAM

Training Program

- I. The University
 - A. How is the University structured?
 - B. What is the Faculty on Student Affairs?
- II. Vice-President of Student Affairs
 - A. Role of the V.P. Student Affairs
 - B. Role of the Dean of Students
 - 1. Associate Deans
 - a. Student Governance
 - b. Graduate Studies
 - c. Student Judiciaries
 - d. Personnel
 - 2. Area Directors
 - a. On-campus - Brody, Circle, Cedarwoods, East, Red Cedar, South
 - b. Off-campus - Fraternities, Sororities, Co-op, off-campus students
 - C. Financial Aids
 - D. Placement Bureau
 - E. Draft Deferments
 - F. Olin Health Center
 - G. MSU Counseling Center
 - H. Volunteer Programs
- III. University Services
 - 1. Registrars Office
 - 2. Admissions Office
 - 3. University Business Office
 - 4. Center of Urban Affairs
 - 5. Equal Opportunity Programs
- IV. Residence Halls
 - A. Philosophy and Objectives
 - B. Organization and administration
 - C. Staff - Head Advisor, Grad Advisors, Resident Assistants
 - D. Recruitment, Selection, Placement
 - E. In-service education
 - F. Student Government and Judiciaries
 - G. Academic schools and programs
 - H. Coordination of R.H.P. with other university departments and agencies
 - I. Committees of Racial Understanding (Black Culture Rooms)

- V. Dormitory and Food Service Division - VP Bus and Fin.
 - A. Rules and regulations governing use of building and facilities
 - B. Food Service
 - C. Housing rules and regulations
 - D. Personal concerns

- VI. Policies
 - A. Contract Release
 - B. Fund raising
 - C. Housing assignments
 - D. Liability
 - E. Records procedures
 - F. Student disturbances
 - G. Hall transfers -room entry and changes
 - H. Fair Labor Standards
 - I. Mental Health Referrals
 - J. Record Procedure
 - K. Sales and Solicitation
 - L. Discipline, etc.

Black Student Aide Program . Dean of Students Office
302 Student Services . Michigan State University 48823

APPLICATION FORM

BLACK STUDENT AIDE

1. Name _____ Student No. _____ Class _____
2. Residence Hall _____ Residence Hall Phone _____
3. Home Address _____ Home Phone _____
4. College _____ Major _____ G.P.A. _____
5. Why do you want to become a Black Student Aide?
6. Briefly describe what you think the aims and goals of the program are?
What do you feel they should be?
7. In what extracurricular activities have you participated at MSU?
8. List any honors, awards, or scholarships you have received in high school?
In College?
9. List any additional comments you would like to make in your behalf.
(Use reverse side if necessary)

MICHIGAN STATE UNIVERSITY . East Lansing, Michigan 48823
OFFICE OF THE DEAN OF STUDENTS . 302 Student Services Bldg.

April 21, 1970

BLACK STUDENT AIDE
QUALIFICATIONS

Any Black student who lives in a M.S.U. residence hall, and has a All-University G.P.A. of 2.00 points is eligible to apply for the position of Black Student Aide. The Aide must possess leadership qualities, and be respected by Black students in his hall. He must respect the confidentiality of those he counsels. He must devote a minimum of 20 hours per week. He must know how his residence hall is organized and how to utilize its resources by working with academic, managerial, and staff personnel. He must be knowledgeable of the rules and regulations which enable students to adapt, modify and change the living-learning environment.

The Black Student Aide must possess a knowledge of how the University functions and what resources can be utilized to resolve problems Black students face. The Aide should innovate new programs which provide an opportunity for Black students to develop self-identify, self-definition, and self-legitimization.

The Black Student Aide must motivate and encourage Black students in their academic, cultural, and social pursuits in defining relevant values to achieve success in life. He should work to foster a healthy climate of racial understanding in the residence halls.

MICHIGAN STATE UNIVERSITY . East Lansing, Michigan 48823
OFFICE OF THE DEAN OF STUDENTS . 302 Student Services Building

Black Student Aide Program

INTERVIEW DATA

Name _____
Student Number _____ Class _____
Residence Hall _____ Phone _____
Interview held by _____
Date _____ Time _____ Place _____

Evaluation
Assessment of Candidate's Qualifications for Black Aide

1. Personal Characteristics:
2. Interest and Understanding of Position:
3. Strengths:
4. Weaknesses:
5. Over-all Evaluation:
Poor _____ Average _____ Good _____ Excellent _____
6. Would you recommend the candidate as a Black Aide? Yes _____ No _____

Why?

Please return this form to me upon completion of all candidates you are to interview.

My Sincerest Thanks,

Don E. Coleman
Assistant Director Student Governance 353-3780

Black Student Aide Data - 1970-71

For the school year 1970-71, there were 36 Black Aide positions, consisting of 29 sophomores, 5 juniors and 2 seniors. Most students, (as indicated in the 1969-70 group of aides) were enrolled in the School of Social Science (15), which included (7) Sociology, (3) Psychology, (2) Social Work, (2) Criminal Justice and (1) Urban Planning. Two students were enrolled in the following curriculums: Math and Statistics, TV and Radio, and Communications. One student was enrolled in the following curriculums: Human Medicine, Economics, Music, English, Civil Engineering, Management, Audio and Speech, and Health and Physical Education. Nineteen (52%) of the Aides were from Detroit, Twelve (33 1/3%) were from other Michigan cities and five (13%) were from out of state. The political involvement of the aides with BUF indicate the following: Twenty (55%) were very actively involved in leadership roles in BUF serving as Complex Chairman, Dorm Captains, and BUF Program Coordinators. Thirteen (36%) were actively involved and three (.08%) were not active.

The overall grade point average of the Aides was 2.33 as compared with the 1969-70 group (2.94). The average of males was 2.52 and females was 2.43 for aides (1970-71). The overall University GPA for Winter Term 1971 was 2.82.

APPENDIX O

BLACK STUDENT AIDE CONTRACT

MICHIGAN STATE UNIVERSITY . East Lansing, Michigan 48823
OFFICE OF THE DEAN OF STUDENTS . 302 Student Services Building

June 9, 1970

BLACK STUDENT AIDE CONTRACT

Program Coordinator

Don E. Coleman

The Black Student Aide Program is designed to provide a Black staff person to work with Black students residing in Michigan State University residence halls and assist them in becoming oriented to the University through problem solving techniques. The Aide utilizes the resources of the University and works cooperatively with the Advisory Staff.

I agree to the following conditions of the appointment:

1. To become acquainted with Black students in his residence hall, to gain an awareness of problems they face and to learn their interests and abilities.
2. To refer students to various resources which are available in the University such as the Counseling Center, Olin Health Center, Financial Aids Office, Academic Counselors, Department of Public Safety, Center for Urban Affairs, Equal Opportunities Program, etc.
3. To become actively involved in hall governments and judiciaries; but I will not serve in an elected capacity because of the demands of my job.
4. To plan programs and activities in conjunction with residence hall staff members and managers which will provide opportunities for Black students to engage in self-discovery, self-definition, and self-legitimization.
5. To attend all regularly scheduled workshops and meetings.
6. To provide and distribute information which helps Black students keep informed on matters pertaining to hall activities and University programs, activities, and regulations.
7. To articulate the concerns of Black students on matters pertinent to their aims, goals, and objectives in the University.
8. To work with Academic Deans and staff members of the various residential colleges to help Black students achieve academic success.
9. To draw on the residential college counseling services to aid in problem areas where they lack expertise.

10. To fulfill the responsibilities of this position under the Fair Labor Standards Act: Twenty (20) hours per week distributed between regularly scheduled responsibilities and availability time.
11. To accept remuneration of room and board at current monetary value for the performance of my Aide duties within the time specified.
12. To be available to students in the hall most evenings and will schedule my week-ends according to the demands of the position.
13. To participate in a pre-school workshop during the week prior to the opening of Fall Term.
14. To participate in the In-Service Training Program for Black Student Aides which will offer two (2) hours of academic credit in the Fall Term.
15. I will plan to remain in the hall until the last day of examinations each term.

Failure to meet the conditions as outlined in this contract will lead to dismissal. (Procedures will be incorporated in future contracts)

Signature _____

Home Address _____

Home Phone _____

DEC/djf

cc: Dr. Eldon Nonnamaker, Dean of Students
Head Advisors
Black United Front

APPENDIX P

PRESIDENTIAL NEWS RELEASE--JACKSON STATE

NEWS BUREAU
(517) 355-2281



MICHIGAN STATE UNIVERSITY
Department of Information Services
East Lansing, Michigan 48823

Contact: Edward Zabrusky
355-2282

5/18/70

RELEASE: Immediate

EAST LANSING, Mich. -- The president of Michigan State University, Dr. Clifton R. Wharton Jr., proposed that the MSU community raise funds to construct an off-campus Black Cultural Center.

In a statement issued Monday (May 18), Dr. Wharton said that recent tragic events in Georgia and Mississippi have accelerated awareness within the university community, among both blacks and whites, of the struggle by minority groups to be free of repression and discrimination.

"Many individuals and groups on campus have proposed various courses of action to show their concern," he noted. "Obviously, it is the black community which feels these events most deeply, and in our efforts to help them see that something constructive emerges from these tragic circumstances, we look to that community to guide us."

###

(The complete text of Dr. Wharton's statement follows.)

"The recent tragic events in Georgia and Mississippi have accelerated awareness within the University community, among both Blacks and whites, of the nature of the protracted struggle of minorities in the United States to be free of all forms of repression and discrimination. Michigan State University is deeply aware of its responsibilities in this struggle, and it has sought to be in the forefront of public institutions in developing greater educational opportunities for Black students and in being responsive to their needs on campus.

"In a new examination of the situation in the wake of the Georgia and Mississippi deaths, many individuals and groups on campus have proposed various courses of action to show their concern. Obviously, it is the Black community which feels these events most deeply, and in our efforts to help see that something constructive emerges from these tragic circumstances, we look to that community to guide us.

"The Black Liberation Front International has proposed a general meeting of the MSU Black community Tuesday afternoon and a cultural event that evening. The University administration respects the BLFI's wishes and offers its full assistance in facilitating the two meetings. University flags will continue to fly at halfmast through Tuesday as a mark of its respect for those who died at Jackson State.

"The University also is very interested in moving forward in new, meaningful endeavors which would positively affect the lives of Black students and faculty on this campus. One creative suggestion developed from recent deliberations with the Black community is the need for a meeting place and cultural headquarters for members of the Black campus community. (Those persons included in recent discussions have included the Executive Board of the BLFI (Lamar Thomas, George Flemming, Bill Powers, and Tony Martin); Prof. Irving Vance, Chairman of the Black Faculty Caucus; Dr. Robert F. Green, Director, Center for Urban Affairs; Mr. Nolen Ellison, CUA; and Dr. Thomas Gunnings, Counseling Center.)

"I believe this is a very worthwhile proposal on which action has been long overdue, and which would be a permanent monument to the causes for which Blacks have lived and died.

"Consequently, I am proposing a major fund-raising drive among faculty, students and alumni to finance an off-campus Black Cultural Center. Such a center would serve as a hub for the Black community's social and student activities. Discussion regarding the type of center desired by the Black students and faculty will be initiated immediately.

"The first major step will be to secure funds for the rental of adequate space to initiate the center as rapidly as possible, pending the development of a more permanent structure. The MSU Development Fund has been asked to establish a separate account for this purpose and will receive the funds contributed. A fund-raising committee will be established to give the campaign direction.

"I am hopeful that all concerned persons in the area, whether connected with the University or not, will support this effort so that the center will be a tangible response of the total community to a determined attack against minority oppression."

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APPENDIX Q

STAFF PROPOSAL TO INCREASE MINORITY REPRESENTATION
IN THE VICE PRESIDENT OF STUDENT
AFFAIRS DIVISION

June 12, 1970

STAFF PROPOSAL

Vice President of Student Affairs

The Dean of Students Office encompasses all student activities of an academic, cultural and social nature for students on and off campus. With the anticipated increased enrollment of minority students at MSU for the school year 1970-71, it is recommended that the Dean of Students begin to create job opportunities for minority staff personnel in this division.

Minorities have not been exposed to the job opportunities in all facets of Student Affairs, therefore a communication gap exists in the articulation and resolution of problems faced by minorities in the University Community.

The following recommendations are proposed:

1. That an Associate Dean of Minority Students position be established in the Office of Vice-President of Student Affairs.
2. That minority representation be placed in the following offices:
 - A. Graduate Programs ----- 3 grad assistants
 - B. Judiciary Programs----- 2 grad assistants
 - C. Student Governance----- 2 full-time appointees - on campus
1 full-time appointee - off campus
 - D. Financial Aides----- 4 (2) full-time financial aids
2 full-time work-study
 - E. Counseling Center----- 6 full-time counselors (1 in each complex)
 - F. Residence Hall - Increased positions in the following positions -- Resident Assistants, Grad Advisors, and Head Advisors.
 - G. Staff Personnel - 1 full-time employee
 - H. Volunteer Programs - 1 full-time staff person
 - I. V.P. Student Affairs - 3-5 minority clerical staff.

Offices other than Vice President of Student Affairs:

1. Placement Bureau - There is no permanent staff position open for minority personnel on a full-time basis. It is recommended that 2 full-time positions and one half-time position be created to provide areas of identity for minority students.
2. During the school year 1969-1970 we have lost the following minority administrative positions:
 1. One in Financial Aids
 2. One in Work Study
 3. One in Personnel
 4. One in Physical Education Ticket Office

*Minority refers to all racial groups with the exception of caucasian.

DEC/djf

APPENDIX R

MEMO TO ADMINISTRATIVE PERSONNEL TO SERVE
AS RESOURCE PEOPLE IN EDUCATION 416

MICHIGAN STATE UNIVERSITY . East Lansing, Michigan 48823
OFFICE OF THE DEAN OF STUDENTS . 302 Student Services Building

June 30, 1970

TO:

FROM: Don E. Coleman, Area Director, Minority Students

RE: Black Student Aide Training Program - Education 416

This memo will serve to inform you of the Black Student Aide Training Program which will be listed in the Education Department as Education 416. This course is designed to study how the University is structured, and to create an awareness of how to utilize its resources to help minority students achieve success at every level of involvement.

There will be an Aide in each residence hall on campus this fall (36). Each Aide will be required to do a research paper on particular segments of the University structure. I am asking that you provide the various kinds of literature which explain and describe the functions and services you provide in the University structure.

In order that each student may receive a copy, I am requesting that you send a total of fifty (50) copies. My sincerest thanks and appreciation.

DEC/djf

cc: Mr. Roger Wilkinson - Vice Pres. - Treasurer
Mr. Terrence J. Carey - Admissions and Scholarships - 250 Adm. Bldg.
Dean Milton Muelder - Advanced Graduate Studies
Dr. Robert Green - Center for Urban Affairs
Dr. Joseph McMillan - Equal Opportunities Program
Armand L. Hunter - Continuing Education Service - 114 Kellogg Center
Rowland R. Pierson - Counseling Center - 207 Student Services Building
Burt D. Ferris - Ground Maintenance & Site Construction - Grounds Building
Dr. James S. Feurig - Olin Health Center
Mr. Jack Breslin - Vice President - Secretary
Dr. Milton Dickerson - Vice President for Student Affairs - 152 Student Services
Mr. Robert Perrin - Vice President - University Relations
Dr. John E. Cantlon - Provost
Dr. Ralph Smuckler - Dean of International Programs
Mr. Milton Baron - Division of Campus Park and Planning
Mr. Richard O. Bernitt - Department of Public Safety
Mr. Emery Foster - Dormitory and Food Services
Mr. Henry Dykema - Financial Aids

APPENDIX S

COURSE OUTLINE--EDUCATION 416

APPENDIX S

MICHIGAN STATE UNIVERSITY . East Lansing, Michigan 48823
OFFICE OF THE DEAN OF STUDENTS . 338 Student Services Building

July 29, 1970

COURSE OUTLINE EDUCATION 416

Leadership Training Program
Black Student Aide

"The University"

Class Meeting Time-----Tuesday, 3-6 p.m.
Room 111 Holden -----Fall Term 1970

PURPOSE: This course is designed to study how the University is structured and to create an awareness of how to utilize its resources to help students achieve success at every level of involvement. The ultimate goal of the course will seek to provide an opportunity for aid for personal growth and development through the interaction of administrators, faculty, and students by utilizing techniques of leadership.

BIBLIOGRAPHY

Books

Kerr, Clark. "The Uses of the University", Harper Torch Books, Harper and Row, New York, 1963.

Michigan State University Pamphlets

"By-Laws of the Faculty" 1968
"A Handbook for Students" 1968
"Ordinances" 1969
"Academic Freedom" 1967
"A Guide to Off-Campus Living"
"Greeks Alive" 1969-70

TERM PAPERS

Each Black Student Aide is required to do a research paper in one of the following areas. If you decide on a topic other than the ones listed on the following page please talk with me about your proposal.

- | | |
|--|--|
| 1. M.S.U. Board of Trustees | 22. Placement Bureau |
| 2. President of MSU | 23. Admissions and Scholarships |
| 3. Vice President-Secretary of the Univ. | 24. Financial Aids |
| 4. Vice President-Business & Finance | 25. Work-Study |
| 5. Vice President-Student Affairs | 26. Volunteer Programs |
| 6. Vice President-University Relations | 27. MSU Library |
| 7. Vice President-Research | 28. MSU Counseling Center |
| 8. Dean of International Programs | 29. Fraternities and Sororities |
| 9. Department of Public Safety | 30. Personnel Office |
| 10. Provost | 31. Drug Problem |
| 11. Campus Planning and Maintenance | 32. Sexuality Problem |
| 12. Intercollegiate Athletics | 33. Student Government - ASMSU |
| 13. Olin Health Center | 34. Student Judiciaries |
| 14. James Madison College | 35. Roommate Rights and Responsibility |
| 15. Lyman Briggs | 36. Problem Pregnancy - Birth Control |
| 16. Justin Morrill | 37. Racism |
| 17. University College | 38. Black Culture Rooms |
| 18. MSU Union | 39. Black Culture Center |
| 19. Center of Urban Affairs | 40. Political Ideology of Revolution |
| 20. Equal Opportunities Program | 41. Off-Campus Student |
| 21. Residence Halls Program | 42. The Black Student on Campus |

FINAL EXAMINATION

A final examination will be given on the day indicated in the class schedule booklet. The examination will cover your understanding of the major areas we have studied during the fall term. True-false, multiple choice and essay questions will be used. Grades will be determined on the following basis:

- 25%-----class participation
- 25%-----final examination
- 50%-----term paper (research)

CLASS OUTLINE

Black Student Aide Program

First Week

- A. Role and Expectations of Black Student Aides
 - B. Problems encountered during first year of operation
 - C. Anticipated goals and achievements
 - D. Problematic areas of encounter in the implementation of program
- Resource People - Dr. Eldon Norrmaker, Don E. Coleman, Pres. Wharton

Second Week - Group Dynamics

- A. Social group and individual adjustment
 - B. Techniques of leadership
 - C. Group Pressures on the individual
 - D. Getting Involved - securing group action
- Resource people - Dr. Tom Gunnings, Black United Front

Third Week - University Structure - Jack Breslin

- | | |
|-----------------------------------|------------------------------------|
| A. Board of Trustees | H. V.P. for University Relations |
| B. President | I. Secretary |
| C. Provost | J. Campus Planning and Maintenance |
| D. V.P. Business and Finance | K. Committee Structure |
| E. V.P. for Research | 1. Academic Senate |
| F. V.P. for Student Affairs | 2. Academic Council |
| G. Dean of International Programs | 3. Faculty Steering Committee |
| | 4. Committee on Committees |

Standing Committees

- 1. Curriculum
- 2. Educational Policies
- 3. Faculty Affairs
- 4. Faculty Tenure
- 5. Honors Programs
- 6. International Projects
- 7. Library
- 8. Student Affairs
- 9. Business Affairs

Special Committees

- 1. McKee - Student Participation
- 2. Brookover - Anti-Discrimination
- 3. Garrison - Residence Halls
- 4. Harrison - Campus Disturbances
- 5. Bath - Rules and University Ordinances

Fourth Week - Residence Halls Programs

- A. Philosophy and Objectives - Gary North
- B. Organization and Administration - Bernard Abbott
- C. Staff Recruitment, Selection and Placement - Kay White
- D. In-Service Education - Bev Belson
- E. Student Governance and Judiciaries - Ruth Renaud
- F. Academic Schools and Programs - William Barr
- G. Coordination of R.H.P./with other University Depts. and Agencies -
Kathy Krause
- H. Committee of Racial Understanding (Black Culture Rooms) - Gary North

Fifth Week - Dormitory and Food Service Division - George Fritz and Peter Eckle

- A. Rules and regulations governing use of dormitories
- B. Operational procedures of dormitory management
- C. Food services
- D. Housing rules and regulations (all aides should know them)

E. Personal Concerns and Problems Policies:

- | | |
|--|--|
| 1. Contract Release | 8. Hall transfers - room entry & changes |
| 2. Fund Raising Events | 9. Fair Labor Standard Act |
| 3. Housing Assignments | 10. Sales and Solicitations |
| 4. Liability | 11. Mental Health Referrals |
| 5. Record Procedures | 12. Discipline - Roommate Bill of Rights |
| 6. Student Disturbances | 13. Alcohol Policy |
| 7. Noise levels, threats & intimidations | 14. Drugs, Pregnancy |

Sixth Week - Vice President of Student Affairs - Dr. Nonnamaker

- A. Organization and Structure - Associate Dean's Roles
- B. Student Governance - Dr. Hekhuis (ASMSU)
 - 1. Fraternities and Sororities
 - 2. Off-Campus Student Housing and activities
 - 3. Volunteer Program
 - 4. Listening Ear - Drug Program (Bring in resource staff members)

Seventh Week - Supportive Services

- A. Financial Aids - Work Study - Rodney Watts, Amos Johnson
- B. Dept. of Public Safety - Richard Bernitt
- C. Olin Health Center
- D. Intramural Athletics - Frank Beeman
- E. Placement Bureau - Jack Shingleton

Eighth Week - Academic & Counseling - Dr. Tom Gunnings

- A. University College Deans and Programs
- B. Academic Advisement
- C. M.S.U. Counseling Center & Complex Counselors

Ninth Week - University Services - Dr. Lloyd Cofer

- A. Registrar's Office
- B. Admissions and Scholarships
- C. University Business Office
- D. Equal Opportunities Program
- E. Center for Urban Affairs
- F. Developmental Programs - Minority Students

Tenth Week - Social Problems

- A. Drug Use and Abuse
- B. Problem Pregnancy
- C. Racism - Bigotry - Prejudice
- D. Roommate Rights and Responsibilities

Eleventh Week

Final Examination

MICHIGAN STATE UNIVERSITY . East Lansing, Michigan 48823
OFFICE OF THE DEAN OF STUDENTS . Minority Students . 302 Student Services Bldg.

November 3, 1970

TO: Black Student Aides

FROM: Don E. Coleman

RE: Black Student Aide Program Evaluation

The Black Student Aide Program (Minority Student Aide Program) will be evaluated this year by the Dean of Students Office. It is very important that we begin to develop an evaluation model. In terms of meeting the objectives of the program, I am submitting a series of questions you should think about in terms of your job performance.

1. How well do you know the (Black) (Chicano) students in your hall?
2. What are the various problems they have raised? What are you doing to help students resolve these problems?
3. How frequently do you meet with students in your hall?
4. Describe the types of services you have given in the performances of your job.

Number of Academic referrals _____
 Number of Counseling referrals _____
 Financial Aids referrals _____
 Personal problems I helped to resolve _____
 Others _____

-
5. In what ways do you feel we can achieve the goals of the program?
 6. What programs have you initiated in your hall to expose the Black/Chicano experience to others?
 7. What type of working relationship do you have with the Head Advisor?
Grad Advisor? RA's in your dorm?
 8. What type of working relationship do you have with the male aide (female aide) in your dorm?
What programs have you planned jointly? Complex wide?
 9. What relationships have you developed with the hall manager to articulate the concerns of students?
 10. What are you doing to create a wholesome attitude of racial understanding among students in your hall?
Programs?
Activities?
 11. What do you consider to be your greatest strengths? Weaknesses?

"Every new movement or manifestation of human activity, when unfamiliar to peoples' minds, is sure to be misrepresented and misunderstood.

Edward Carpenter

MICHIGAN STATE UNIVERSITY . East Lansing, Michigan 48823
OFFICE OF THE DEAN OF STUDENTS . 302 Student Services Building

August 5, 1970

TO: Black Student Aide
FROM: Don E. Coleman
RE: Black Student Aide Program

On January 18, 1968, the Black Student Alliance(B.S.A.) was formed at Michigan State University. It was created primarily to combat alleged racial discrimination in the University and East Lansing. In a prepared statement, B.S.A. charged that "intentionally or unintentionally, Black students are efficiently excluded from any major participation in university life other than athletics."

During the month of January 1968, the Detroit Projects Program began. It sought to identify Black students who would have a good chance of succeeding at M.S.U., even though the normal M.S.U. admission standards do not identify them as succeeding.

On April 4, 1968, when Dr. Martin Luther King was assassinated, B.S.A. made a series of demands on the university. The demands dealt with (1) more Black students, faculty, administrators, doctors, professional counselors, residence hall personnel, campus police and bus drivers (2) more non-athletic scholarships (3) Afro-American Studies (4) resolve discriminatory practices in contract-awarding and open housing (5) upgrading of Black personnel.

In May 1969, Black students occupied Wilson Hall Cafeteria. Out of the dialogue sessions held, suggestions were made which led to the creation of the Black Student Aide Program. Black student ideologies created this program. It was your concerns which the university attempted to address itself and as aides we must be concerned that the program succeed.

Enclosed you will find a course outline for our Education 416 Class. During registration, be sure you sign up for the class. All aides will be required to attend the regularly scheduled classes.

A list of Black Aide dorm rooms and telephone numbers as included. If you are not assigned to a room, please contact me after September 1, 1970. Remember each aide must pay a \$25.00 room deposit.

If you have any suggestions of how we can improve the course, please let me know. I shall be looking forward to seeing you on September 15, 1970.

DEC/djf

MICHIGAN STATE UNIVERSITY . East Lansing, Michigan 48823
OFFICE OF THE DEAN OF STUDENTS . 302 Student Services Building

September 2, 1970

TO: Black Student Aides

FROM: Don E. Coleman, Area Director for Minority Students
 Toni Eubanks, Graduate Assistant

This memo will serve to inform you of events which have shaped the Black Student Aide Program to date.

1. Dr. Robert Green, Director of the Center for Urban Affairs has agreed to pay for 18 Black Student Aide positions (\$19,440). Because of the Center's financial and moral support, Dr. Green and members of his staff will provide certain expertise in many areas of our program. We are deeply indebted to the Center for their support.
2. Academic Programs - The success of our program will depend on your ability to achieve academically. It is imperative that you do not burden yourself with a class load exceeding 15 credit hours. There have been instances where Black Aides have signed up for 16-21 credit hours. Think in terms of your job responsibilities and what problems we are seeking to resolve.
3. The August Edition of Ebony Magazine entitled "Which Way Black America?" can serve as an excellent resource for Aides in explaining the different ideologies of Blacks in America. I am requesting that you purchase a copy of Ebony so that we may be able to discuss the questions of "Separation," "Integration" and "Liberation" in our Education 416 class this term.
4. Education 416 Class - This class is a recognized University class in the School of Education. It is a three (3) credit class which you may take for credit or no credit. Our class room periods will be devoted to learning about MSU, its administrators, faculty, and service personnel, and its resources. The course is designed to effectively utilize the physical and human resources of the university so that minority students will survive and succeed in MSU.
5. In our course outline, the following resource people have confirmed their participation in Education 416:
 - 1st. week ----- Dr. Nonnamaker - Dean of Students
 - 2nd. week ----- Dr. Tom Gunnings
 - 3rd. week ----- Mr. Jack Breslin - Vice Pres. MSU
 - 4th. week ----- All Area Directors
 - 5th. week ----- Mr. Ron Smith - Mgr.- Akers
 - 6th. week ----- Dr. Nonnamaker - Dean of Students
 - 7th. week ----- Mr. Rodney Watts, Mr. Amos Johnson, Mr. Richard Bernitt,
 Dr. Feurig - Olin Health Center, Mr. Frank Beeman, Mr. Jack Shingleton
 - 8th. week ----- Dr. Tom Gunnings
 - 9th week ----- Dr. Cofer

6. **Important*******
As Black Aides, you will return to campus by 5:00 p.m. on September 15, 1970. Report to your respective hall for room assignment. Your first meal will be served the evening of September 15, 1970.
7. All Aides will be expected to participate in Area Workshop conducted by Head Advisors. This will give you an opportunity to develop a working relationship with the resident hall staff and managerial personnel.
8. Enclosed you will find additions to the room assignment list.
9. All Aides who have automobiles are to go to the Department of Public Safety for parking permits. Be sure this is done shortly after your arrival on campus.

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48823

CLIFTON R. WHARTON, JR. • PRESIDENT

September 14, 1970

Dear Don:

I notice from your course outline for Education 416, that I am scheduled to participate on Tuesday, September 29th, from 3 to 6 p.m. Unfortunately, this conflicts with the public hearings of the Commission on Admissions which will be taking place that day in Marquette. Since I am chairman of the commission, it will be necessary for me to be there.

There are two alternatives which we might try!

(1) Sunday, September 27th -- I realize that this is not a regular class day, but what occurred to me was the possibility of my inviting them to Cowles House for a couple of hours. We could cover the same material at that time which I would have on Tuesday.

(2) Tuesday, October 13 -- This session could come at the regular time, but might not fit into your course format. (October 6 conflicts with the meeting of the Academic Council.)

My preference obviously would be September 27th. As I indicated to you some time ago, I am particularly interested in meeting with the Black Aides as early as possible not only to answer any questions which they might have relating to the structure of the university, but to present my official views on the importance of the task which they are undertaking and certain basic positions of the university administration.

Do let me know your preferences in this matter at your earliest convenience.

Sincerely,



Clifton R. Wharton, Jr.
President

Mr. Don E. Coleman
Office of the Dean of Students
302 Student Services Building
CAMPUS

CRW:ec

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48823

OFFICE OF STUDENT AFFAIRS • DEAN OF STUDENTS
DIVISION OF RESIDENCE HALL PROGRAMS

September 18, 1970

MEMO:

TO: BUF - Black United Front
BLFI - Black Liberation Front International

I am requesting that a meeting be held between BUF and BLFI on Wednesday September 23, 1970 at 1:30 p.m. in 302 Student Services to discuss the role of Black student organizations and their use of Black Aides in their respective programs and activities.

This meeting is of immediate importance to determine what roles the Aide will play in various student organizations on campus, including fraternity, sororities, clubs, and other organizations - in light of their projected responsibilities.

I am asking that each organization send one and only one representative to this meeting. It is imperative that we begin to finalize the role Black Aides will play in clubs and organizations on campus.

DEC/djf

APPENDIX T

BUF--PREAMBLE AND ORGANIZATIONAL STRUCTURE

PREAMBLE

The BUF being sensitive to the needs and aspirations of the Black community, has evolved for the purpose of giving organizational expression to these needs and aspirations. In light of the history of social disorganization and confusion that has existed in our community, we see a highly structured organization with an intense level of motivation and general involvement as a necessity for the regeneration of healthy Black communities and individual lives.

Being generally recognized that the role of the Black student should be that of acquiring the skills necessary for aiding the Black community thrust towards self-expression we feel that one task of the BUF should be to compliment the efforts of each student in this attempt. We must clarify and highlight the ways by which a student may make his educational experience a meaningful one but more importantly we must help to provide mechanisms by which each student will be able to integrate his educational efforts into the total Black community effort towards self-definition and re-creation.

Recognizing the oneness of our condition, BUF makes no distinction between Black community members. We feel that any external titles imposed on our community besides that of Black people would serve to segmentize and disrupt the emerging unity which we see developing. We feel that there are no differences in our community as overriding that we can not move through one organizational operation. Because we see the danger of futile infighting we speak to complimentation and co-operation, unity and oneness.

Seeing the danger of negating the spiritual and cultural aspects of the Black community we encourage those necessary cultural activities which points towards clarification and insights into what we are and need to be. We feel that it will be only through a meaningful union of our political, economic, and cultural affairs that we can construct a strong and vital black community. All efforts and activities towards these aims we endorse. Towards love and unity we must move; towards a strong community we must strive.

All Power to The People

BUF

THE REPRESENTATIVE COUNCIL

DEFINITION

The Representative Council shall be the elected representatives of the Black Student body.

ELECTION

1. Each dorm shall elect one representative per 50 students residing in the dorm.
 - a) 1 to 50 students - 1 representative
 - b) 51 to 100 students - 2 representatives , etc.
2. Off-campus representatives will be elected in proportion to the number of students living off-campus.
 - a) 1 to 50 students - 1 representative
 - b) 51 to 100 students - 2 representatives , etc.
3. The representatives shall take office by Tuesday, April 28, 1970 until the fall 1970 term election.

FUNCTIONS

1. Each representative shall be held accountable to his constituents and will act as a check against the Executive Board.
 2. The Representative(s) must call a periodic meeting with their constituents. *(see below)
 3. The Representative Council must act as a voice of the people to the Executive Board.
 - a) Written reports after each Representative Council meeting must be presented to each member of the Executive Board.
 - b) The Representative Council will provide each representative with a summary of the minutes which will be made available to the constituents.
- *2. a) Representatives shall operate under rules and regulations set up by their constituents.

THE EXECUTIVE BOARD

DEFINITION

The Executive Board shall be the official spokesmen of BUF.

Election

1. The Executive Board shall be composed of 5 members as elected by a 2/3 majority of the Representative Council.

FUNCTIONS

1. The Executive Board should have an alternate spokesman system.
2. The Executive Board shall present committees it deems necessary to the Representative Council designating the title, function, and suggested chairman as well as co-ordinating the said committees.
3. The Executive Board shall develop programs and communications among the Black community.
4. The Executive Board shall make written and verbal reports of activities to the Representative Council at each of their meetings.
5. The Executive Board members should attempt to obtain 2/3 majority vote of the Board before making decisions.

REMOVAL PROCEDURES OF A MEMBER OF THE REPRESENTATIVE COUNCIL

1. Removal of a member of the Representative Council shall be according to the rules and regulations of his constituents.

REMOVAL PROCEDURES OF A MEMBER OF THE EXECUTIVE BOARD

1. There shall be a fact-finding sheet formed by a Representative Council member or his constituents stating the charges against the accused Executive Board member placed in the hands of the Representative Council and the Executive Board.
 - a) Executive Board member(s) shall present a defense or explanation to the Council.
 - b) The Council shall have hearing from both parties involved. Executive Board members shall be allowed to have a person other than self to speak in his behalf.
 - c) After obtaining all facts, the Council shall determine by a 2/3 majority whether the vote shall go to the people.
 - d) Removal of any Executive Board member(s) shall be by a 2/3 vote of the people.

OFFICE OF BLACK AFFAIRS

DEFINITION

Is the branch of student government (ASMSU) that is directly related to the special needs of minority students.

ELECTION

The Office of Black Affairs shall be composed of 5 directors as elected by a 2/3 majority of the Representative Council, of the Black United Front.

FUNCTIONS

1. To disseminate information concerning the academic community, especially points of special interest to Black people, to all Black people.
2. To coordinate and provide information about such activities as national and state wide Black conferences, in addition to campus events and programs.
3. To formulate and implement programs that can relate to the needs of Black students on campus and in the Lansing community.

APPENDIX U

DEAN OF STUDENT'S POSITION ON FINANCIAL SUPPORT
OF STUDENT ORGANIZATIONS

OFFICE OF THE DEAN OF STUDENTS • STUDENT SERVICES BUILDING

MEMO TO: Don E. Coleman

FROM: E. R. Nonnamaker 

SUBJECT: Black Aide Program

DATE: September 22, 1970

This memo will confirm our recent conversations concerning the relationship of the Black Student Aide Program with student organizations.

Basically, it is the purpose of the Black Student Aide Program to:

- a. assist Black and other minority students in the resolution of problems they may encounter as students at Michigan State University.
- b. assist in communicating the concerns of Black and other minority students to Residence Hall Management, Residence Hall Advisory Staff, the Dean of Students Office, and other elements of the University.

The Program has been established and funded by Michigan State University for the above purposes. It is not and cannot be funded for the purpose of a political action group or can it be involved as such by any student organization. This does not mean that any individual Aide cannot and should not be active politically--but his activity should be undertaken as an individual--not in the name of the Program.

I hope the above will clarify the position of this Office in the matter. The Black Student Aide Program is a part of the entire Student Services Program at Michigan State University. Its primary purpose, like other Student Services Programs, is to assist students in resolving personal and educational problems.

cc - M. B. Dickerson
Robert Green
J. McMillan

MICHIGAN STATE UNIVERSITY . East Lansing, Michigan 48823
OFFICE OF THE DEAN OF STUDENTS . 302 Student Services Building

September 21, 1970

MEMO:

TO: Black Student Aides

FROM: Don E. Coleman, Area Director, Minority Students

1. The Vice-President of Student Affairs, Dr. M. Dickerson and Director of the Center of Urban Affairs, Dr. Robert Green have approved the appointment of two (2) Mexican-American Student Aides for the Residence Halls Program this year. Approximately three (3) to five (5) Mexican-American students will be participating in the Education 416 class. You are requested to help them understand the concerns we share on a mutual basis and encourage them in their efforts to make the university relevant to their goals.
2. Black Aides can not hold work-study jobs or any jobs during their tenure of work.
3. If you have made a room change since your return to campus, please notify me immediately. Telephone 353-3780.
4. On September 29, 1970, in 109 B Wells Hall, a Black Orientation Night will be held for new Black students at MSU. Black Faculty, Students, and Administrators will be presenting vital information which will enable Black students to survive in the MSU Community. It is of the utmost importance that Aides inform new students of this program.
5. Important Dates: September 21 - Meeting - Office of Black Affairs - 2 p.m.
 September 23 - ASMSU Pop Entertainment - 7:15-9 p.m. Auditorium.
6. Black Aides will not receive master or sub-master keys because you are not assigned to a specific area of responsibility in your hall.

DEC/djf

OFFICE OF URBAN AFFAIRS

A PROPOSAL FOR RESIDENCE HALL AIDES

To be a liaison between the University structure and the Chicano student in the dorm will be the purpose of the Chicano aid. About fifty students will be living in the dorms this fall; in order, to meet the needs and problems the Chicanos will be experimenting this fall, Chicanos need to be trained about the university bureaucracy so they will be able to advise other Chicanos what procedure to take to solve their problems. The Chicano aid must work within the resident hall to make it a more relevant place for the Chicano population. He should be a source of contact and communication between the resident assistant or head advisor and Chicano students. The Chicano aid should be there to communicate with the Chicano students; to involve the Chicano in the activities of the resident halls; to provide information about the university; and generally to make the residence hall relate to the Chicano student.

The selection of the Chicano aides should be the job of M.E.C.H.A. The training of the aides should be under the supervision of Don E. Coleman's Leadership Training Program, Education Class 416. We recommend five students to be trained under this program and the funding is left to the knowledge of the OFFICE OF URBAN AFFAIRS. Compensation for the students is room and board.

September 24, 1970

BLACK RESIDENCE HALL STAFF

	Student Number	Telephone
EAST AKERS HALL		
Mr. Robert Jones, GRA	416092	353-2225
ARMSTRONG HALL		
Mr. Joe Harris, ARA	440964	355-5516
SOUTH CASE HALL -Tom Fortson GRA	557436	355-6967
Mr. Tapera Chiwocha, HRA	528079	355-6967
SOUTH HUBBARD HALL		
Miss Ruth Lipscomb, GRA	556762	353-8110
LANDON HALL		
Miss Una Ridley, HRA	545531	355-8714
MASON HALL		
Miss Alexis Woods, GRA	557184	355-2132
SOUTH WONDERS HALL		
Miss Lynn Gatlin, GRA	555911	353-2588
YAKELEY HALL		
Miss Bea Jones, GRA	527245	355-8624

RESIDENT ASSISTANT STAFF

	Telephone		Telephone
<u>Armstrong Hall</u>		<u>West Shaw Hall</u>	
Lonnie Williams	355-5491	Lutrell Christian	355-9066
<u>Bailey Hall</u>		Sandra Maryman	355-9205
Logan Oney	355-5527	<u>West McDonel Hall</u>	
<u>Bryan Hall</u>		Gary Wood	353-1567
Larry Simpson	355-0698	<u>Abbot Hall</u>	
Bernard Wilson	355-0506	Hal Richmond	355-6243
<u>Emmons Hall</u>		<u>Phillips Hall</u>	
Lonie Hurse	355-2562	Enora Brown	355-4899
<u>Rather Hall</u>		<u>Snyder Hall</u>	
Joyce Chambers	355-4392	Garry Norman	355-9487
		<u>North Case Hall</u>	
<u>East Akers Hall</u>		Gloria Raiford	355-7017
Charles Jones	353-2153	<u>South Case Hall</u>	
Ronald Stevenson	353-2069	Gregory Brown	355-6845
<u>East Fee Hall</u>		<u>East Holden Hall</u>	
Beatrice Braddock	353-3159	Alvin Bessent	353-4305
Demetria Rencher	353-3075	Dennis Means	353-4006
<u>West Fee Hall</u>		Jerome Wilson	353-4201
Wally Tarver	353-1871	<u>West Holden Hall</u>	
<u>East Holmes Hall</u>		Donna Steele	353-5814
Barry Gause	353-7651	<u>East Wilson Hall</u>	
Keith Norman	353-7420	Rochester Knox	353-0157
<u>West Holmes Hall</u>		<u>West Wilson Hall</u>	
Sharon Claytor	353-6143	Deborah Ewan	353-0592
Brenda DuPree	353-6251	<u>North Wonders Hall</u>	
<u>East Shaw Hall</u>		George Scott	353-2747
Carolyn Edwards	355-8982	<u>Williams Hall</u>	
Jerome Stevens	355-8848	Barbara Menzies	355-3564

September 24, 1970

SUPPLEMENT: BLACK RESIDENCE HALLS STAFF FROM: Don E. Coleman, Area Director
Minority Students

West Holden

Francene Bellamy, GRA 353-5913

West Shaw

Margaret Hudson, GRA 355-9257

Snyder

Peta Peters, GRA 355-4899

Phillips

Claire McClinton, RA 355-4899

DEC/djf

MICHIGAN STATE UNIVERSITY . East Lansing, Michigan 48823
OFFICE OF THE DEAN OF STUDENTS . 302 Student Services Building

September 29, 1970

Distributed by: Don E. Coleman

BLACK STUDENT AIDE DIRECTORY

Hall		Name	Room Number	Telephone
WONDERS	South	Pat Marks (female)	263	353-2360
	North	Leslie Lewis (male)	326	353-2731
LANDON		Denise Livingston	348	355-8698
FEE	East	Brenda Mitchell	386	353-3081
	West	Otis Wallace	306	353-1871
CAMPBELL		Adrienne White	144	355-0012
SHAW	West	Bonita Johnson	383	355-9220
	East	Irving Armstrong	G30	355-8793
AKERS	West	Sandra Coleman	175	353-3404
	East	Greg Miller	392	353-4783
CASE	North	Gayle King	476	355-7258
	South	Don Taylor	213	355-6730
GILCHRIST		Toni White	234	355-0428
YAKELEY		Wanda Booker	361	355-7338
MCDONEL	East	Elaine Flowers	695	353-1284
	West	Charles Cannon	323	353-1428
MAYO		Diana Bell	380	355-3753
MASON-ABBOT		Kathleen Potts	216	355-2034
		Clarence Perkins	123	355-6255
SNYDER-PHILLIPS		Ranell Dennis	330	355-4920
		Willie Duncan	270	355-9389
WILLIAMS		Curvie Burton	372	355-3597
WILSON	West	Betty Floyd	568	353-0519
	East	Lee Meadows	518	353-0217
HOLMES		Nadine Brown	356	353-6141
		Gerald Evelyn	267	353-7498
HUBBARD	South	Cheryl Carpenter	1102	353-8057
	North	Joseph White	1162	353-8421
HOLDEN	West	Sherrie Carter	351	353-5754
	East	Elias Taylor	350	353-4153
ARMSTRONG		Rod Gillum	B316	355-5467
BAILEY		Stan Price	A212	355-5560
BRYAN		Floyd Eaton	A301	355-0543
BUTTERFIELD		Marva J. Smith	A125	355-1299
ERMONS		William Melville	A205	355-2517
RATHER		Roberta Clover	A120	355-4234

COORDINATORS:

SNYDER	William Powers	154	355-9345
FEE	Walter Thomas	310	353-1875

DEC/djf

September 29, 1970

TO: Black Student Aides

FROM: Don E. Coleman
Toni Kubanks

1. Black Student Aides have been invited to attend a meeting with President Wharton on Sunday, September 27, 1960 from 3-6 p.m. All Aides are requested to attend this meeting to talk about problems Black students face in the University Community.
2. I am requesting a class schedule from each Black Student Aide and student coordinators. By having your schedule, it will enable us to effectively coordinate our individual and collective efforts.
3. M.E.C.H.A. - Movimiento (Movement) Estudiantes (students) Chicanos (Mexican American) de Aztlan (Southwest) is the Mexican-American Student Movement on the MSU campus. There will be two (2) Chicano Aides in our class this Fall. Representatives of M.E.C.H.A. whom I have had conferences with are: Ruben Barrera, Jose Ferraria, Richard Santos, and Gilbert Cardenas - Grad student in Shaw.
4. Important Date: Black Orientation, Tuesday, Sept. 29, 1970, 108 B Wells Hall. Please encourage all new freshmen to attend.
5. "Opportunities in Medicine for Minority Students at Harvard" is a program in which Harvard University is trying to attract minority students interested in the Medical Sciences. Please survey Black students who may have an interest in Medical Science and encourage them to write to:

Alvin Poussaint, M.D.
Associate Dean - Harvard Medical School
25 Shattuck Street
Boston, Mass. 02115

6. "Black Boards" - In some residence halls, Aides have requested space to publicize events which are of interest to Black students. Please talk with residence halls Head Advisors and Managers to secure bulletin board space so that black students will be informed and take advantage of relevant programs and activities.
7. Black Student Survey - Each year, various groups on campus are interested in (1) the number of Blacks on campus (2) where the majority of Black students live on campus (3) the number of Blacks in various schools in the University, etc. Certainly, Black students should be aware and have accurate knowledge of facts which concern their welfare in the University community. The survey is of the utmost importance, so that we may be aware and knowledgeable of our strengths and weaknesses. So, please make a concerted effort to give each Black student in your hall a form to fill out.

This is basic information we are asking so that we can recognize needs for new programatic thrust in the academic, cultural, and social components of the University.

8. Included in this memo is a list of Black Residence Halls staff personnel. Take every opportunity you can to involve them in your planning, programs, and activities. Black Head Advisors, Grad Advisors, and RA's are eager to work with you in developing relevant black programs.

September 30, 1970

MEMO:

Subject: Mexican-American (Chicano) Aides

From: Don E. Coleman

I am recommending the following Chicano students to serve as Aides for the school year 1970-71. I have interviewed three (3) candidates for the position, and I concur with the recommendation of MECHA that:

1. David Ortega 621 Akers Hall
2. Jaime Vela 317 Fee Hall

be appointed as Chicano Aides.

It is further recommended that David Ortega be assigned to a dorm in South Campus so that he may work with Chicano students in the Circle, Brody, and South Complexes. Jaime's area of responsibility will be East, Cedar Woods, and Red Cedar Complex area. This will allow for total coverage of the campus. Each Aide has been tentatively notified of their areas of responsibility and await the approval of the Dean of Students, so that room and board transfer payments can be made.

cc:

Dr. Milton Dickerson
Dr. Eldon Nonnamaker
Dr. Robert Green
Gary North
Area Directors

DEC/djf

APPENDIX V

**ADMINISTRATIVE GROUP STATEMENT ON DETROIT
GEOGRAPHICAL EXPEDITION AND INSTITUTE**

OFFICE OF THE PROVOST • JOHN A. HANNAH ADMINISTRATION BUILDING

October 9, 1970

MEMORANDUM

To: Members of the Administrative Group

From: Provost John E. Cantlon

Subject: Detroit Geographical Expedition and Institute

This memorandum has been prepared in response to a number of questions regarding the Detroit Geographical Expedition and Institute which have been raised by members of your faculties. Please feel free to use this summary of the issues in discussing the University's position.

MSU-DGEI Relationships

DGEI originated when a group of geographic faculty from several universities made community contacts in Detroit to provide instruction in topics of community interest. In the 1969-70 academic year, Michigan State agreed, on an experimental basis, to join with DGEI in an effort to extend certain University resources to inner-city youth in Detroit. As originally conceived, members of the MSU faculty would volunteer their services as instructors in a limited number of community geography and research courses. Credits thus received by students for approved courses would be taken into consideration in admitting them to MSU.

Over the last academic year, however, the number of courses offered and the students enrolled by DGEI in Detroit escalated rapidly without any formal University approval. Nevertheless, the MSU Center for Urban Affairs, working through the Continuing Education Service, provided a total of \$49,000 for this experimental program. The funds went essentially to cover tuition costs for the students and were derived from funds which normally would have paid the salaries of the volunteer instructors on an "overload" basis. The instructors, in effect, donated their class time free of charge, although they were reimbursed from these funds for subsistence and travel costs. MSU has admitted as full-time students this fall 11 of those who participated in last year's DGEI courses and who received acceptable academic credits. No promises were made at any time to admit all or any specific number of those recommended by DGEI.

A number of other state institutions had been approached originally to join in supporting the DGEI experiment, and MSU, through the State Department of Education, initiated a meeting of these universities last June to discuss such support. However, none of the other institutions felt it was in a position to provide resources to DGEI.

It is ironic, therefore, that Michigan State University, which was the only university willing to work with DGEI, should now be singled out for approbrium and pressure tactics.

MSU's Position

University officers and deans have met twice in special session with DGEI representatives in the past week to discuss relationships with the program. The Administrative Group recommended continuing the program as an experiment during the current academic year. In a statement, the Group added:

"Conduct of the program during this period should be in accordance with the operational conditions spelled out in the Provost's memorandum of September 16, 1970. Decisions on expansion or future relationships should be reserved pending the recommendations of the Commission on Admissions and a thorough evaluation of the program's results by the University's Educational Policies Committee or Office of Institutional Research."

The State's Views

In a related development, President Wharton has received a letter from Dr. John Porter, Acting Superintendent of Public Instruction. Dr. Porter's letter raised a number of questions concerning how best the state educational system can meet the needs of disadvantaged students, the feasibility of MSU's long-term involvement, and the role which should be played by community colleges.

Dr. Porter asked: "How can Michigan State University best marshal its resources to identify, counsel, and prepare non-high school graduates for direct matriculation into MSU, when thousands of apparently "qualified" high school students are denied such access?" He added: "If you concur with my contention that the major function of the Detroit Geographical Expedition and Institute has been to study methods and techniques for aiding disadvantaged students, it may be advisable that the program not be expanded until the issues . . . have been clarified."

He suggested the convening of a meeting of the presidents of appropriate community colleges and officials of several four-year institutions to explore these matters.

Administrative Problems

Some supporters of the DGEI experiment characterize MSU's insistence on adherence to administrative and academic regulations as bureaucratic red tape. However, the university is legally responsible for dispensing its

public funds only for demonstrably legitimate educational purposes, and it is accountable for their use. Secondly, the requirement that academic standards be upheld is for the protection of the students as well as the university. A student who is given questionable academic "credit" is not only being misled, he is being done a distinct disservice.

DGEI has expanded courses and enrollments without prior University approval. This has produced confused and deceptive situations in which university course approval has not been sought until after they have been completed, and instructors have not received prior certification by their department. In numerous instances student performances have not been adequately graded or recorded.

DGEI's present and planned enrollment of students exceed known financial resources available. For example, the \$20,000 which the University is prepared to provide for this academic year would support a maximum of 375 students over three terms, or fewer depending upon faculty travel and subsistence costs which are deducted. It is our understanding that this many students may already be enrolled for the fall term alone, although no enrollment figures or course offerings have yet been given University approval.

The objective, apparently, has been to present the University with a fait accompli in order to pressure us to provide more funds, which simply are not available. The students thus are victimized by this power play.

Semantics and Other Myths

The rhetoric being used by DGEI in an effort to raise the emotional content of the debate is considerably misleading, not to say distorted.

While the experiment is an interesting approach to inner city problems, it is only one, and a very recent, part of MSU's extensive total involvement in providing educational opportunities to disadvantaged minority youth. At this point, there is not an objective evaluation in hand of even DGEI's first year's operation.

DGEI also speaks of autonomy and "community control". There is no evidence of what this "community" consists of, or of DGEI's own legal status.

Another phrase used by DGEI is "tuition free", calling on the university to establish a tuition-free zone for inner-city Detroit youth recruited by DGEI. Michigan State University has no legal authority to provide tuition-free enrollment to anyone. As noted the funds provided by MSU to cover tuition costs have been derived from extra compensation which the instructors involved normally would have received for "overload" teaching efforts. The University did, however, reduce the regular off-campus credit-hour tuition on a limited basis in keeping with the experimental nature of the program.

Summary

Michigan State regrets very much that those leading DGEI have seen fit to use a valid experimental concept as a springboard to the creation of a vastly expanded operational program which has not been evaluated, approved by MSU or the State Department of Education or for which the financial resources do not now exist.

The University's involvement with DGEI has been conducted in good faith; indeed, because of its sincere desire to help, it has gone much farther to be understanding and cooperative than any other institution of higher education in the state.

We will continue, as in the past, to work with those who have innovative and feasible approaches to the serious problems of education. If DGEI wishes to conduct itself within this framework, MSU is prepared to continue the experiment during this academic year, while joining in a coordinated exploration to find long-term solutions and support for this type of effort.

BACKGROUND OF D.G.E.I. AND PROPOSAL FOR ACTION

Goals and Principles of the Detroit Geographical Expedition & Institute -

The people who live in cities need a direct link to university education. Partly, they need degrees in skilled fields which will still be useful to the society even after other jobs are eliminated. But more importantly, they need the skills and resources to study and change their own environment.

Fulfilling these two needs takes a new type of program, one which will not only open the door for city people to "come to the university" and get degrees but also gives the university a chance to "come to the city" to contribute vital skills to the communities which need them.

Therefore, the D.G.E.I. program has operated on the following principles:

1. Open admissions to extension- The public educational systems of cities are so poor and in some cases so discriminatory that the finest minds reject them totally and end up on the streets or in the factory, but not in high school. In this situation, high school diplomas or transcripts would be a poor indicator of talent or dedication. It is therefore essential that enrollment in the extension program be open to anyone who expresses the need and desire for education. It is also essential that those students who complete 45 credits in this program, with a good average, be considered qualified transfer students to the universities of the state.
2. Tuition-free zone- It is essential that communities which have traditionally not been college oriented come to college as groups, not individually. Systems which raise people above their neighbors, not with them, drive away the best youth and attract the most childishly selfish. People who live outside the zone can be considered on the basis of individual, not group need.
3. Credited MSU classes- These are primarily in useful intellectual skills which students apply immediately to research in the community. Academic standards, then, are naturally higher than on campus, because real life problems demand higher standards and the students are more than willing to meet them.
4. Best campus facilities- The extension students are not second-class students. They must not get left-over classrooms and worn-out equipment. Much of the reason that others are "first in line" is due to such injustices as massive racism and the fact that a student's parents' money has more to do with opportunity than the student's proven ability. Facilities comparable to regular university facilities should be provided for extension students.
5. Community control of the program- The program is run by the people from the community it serves, not as an "advisory board" but as the total administration. This element is absolutely essential to insure that the program continues to serve the community and not itself. All university personnel take directions from these people.
6. Admissions- 45 credits of extension work with a 2.0 average should insure admission to any Michigan university. The students would be transfer students, entering as sophomores, and should therefore be given preferential treatment in admissions and scholarships as any other transfer students are given.

Perspective

D.G.E.I. is a conservative program to the extent that it utilizes the very old idea of university extension courses. Agricultural extension programs and Veterans programs have provided the facilities for college entrance for years to people who otherwise might not attend. However, when the idea is applied to the needs of black people in the inner city, it becomes a revolutionary concept. It is one thing to allow white farmers and returned G.I.'s to enter college without high school diplomas and with scholarships, and quite another to give this opportunity to black people from the city. We are living in a system that has institutionalized racism. To suggest tuition-free education, open admissions, and community control of education for white people is not considered very revolutionary. When the same principles are applied to the needs of black people, the system responds with fear and systematic repression.

D.G.E.I. and the University

The D.G.E.I. program has been given verbal support all along. It also received modest financial support from the Center for Urban Affairs. Now that it is becoming successful, it is being classified as experimental and financial support is being withdrawn. Admissions are being refused for reasons that violate the principles of D.G.E.I. the University claimed to support and had precedent for, such as admission without a high school diploma.

When the first four students (who now run the program) transferred from Detroit in January, the University still acted in a supportive way. When it became clear in the spring that the program was successfully increasing the number of students qualified to transfer to SU, the University began to undermine the program at the same time that it continued verbal support. At a consortium in the spring educators from SU and around the state expressed support for D.G.E.I.

In the Fall of 1969 and Winter of 1970, overtime salaries paid to the volunteer faculty by the University extension program were turned back in to pay tuition for the students. D.G.E.I. was told this practice would continue in the spring. In addition, the Center for Urban Affairs would provide funds to cover tuition and expenses that couldn't be covered by overtime salaries. By spring, the Director of Extension Programs flatly denied that any such arrangement had ever been used in the past or could be in the future.

D.G.E.I. was also told that 20 of the students with enough extension credits would be admitted in the Fall. The story of D.G.E.I. since then has been the usual racist story of lies and bureaucratic run-around. The result of all this is that at least four of the 20 students have been refused admission, two for lack of a high school diploma. They were told they couldn't compete here and should attend a community college. The fate of eight others is still in question. The meeting at which these decisions were made was held when everyone knew the director of the D.G.E.I. was out of town. She was one member of the four man team that was on the admissions committee for D.G.E.I. In fact, only one of the four members, Lloyd Cofer, was present at the meeting.

The Director of Extension Programs has suggested to the Provost that support would come if the program was put under his charge. This would provide the administrative services and procedures which are absolutely necessary

if this program is to be acceptable to the academic departments and colleges which offer the courses." (letter of June 10, Extension Director to the Provost.) In other words, community control is being flatly denied to "insure the academic integrity of the courses and the program." (same letter)

Clearly D.C.E.I. is being sabotaged by the University, and at the very time when 475 students are taking courses and many more want to. The program has been more successful than anyone expected.

Issues and Proposal

The issue is not simply the admission of 20 black students. The issues are urban extension, community control, and the opportunity for the education of thousands of people from the inner city. The schools in the city have been institutions of death for a long time. Many of the brightest students drop out when they perceive this. D.C.E.I. has already been successful in encouraging hundreds of people of all ages to return to school to learn skills which will benefit the community. The education provided is relevant to the needs of the community.

We must understand the significance of such a program. Institutional racism has systematically denied black people relevant education. The power structure obviously has no real intention of reversing this trend. By refusing to admit all 20 of the students, and by moving to deny the structure which provides free tuition, the University is telling us that it will not tolerate a program which would allow black people a road out of the collective death trap of the inner city and the factory. By denying community control, the University is once more operating on the racist assumption that only white administrators outside the community can determine the community's needs and directions.

Institutional racism is the issue, and we must move quickly and effectively to demand a halt to it. We propose:

- 1) that no MSU student be allowed to register this Fall until the University admits all 20 D.C.E.I. students, and
- 2) that no one register until MSU makes a written commitment to the support and expansion of D.C.E.I. and its principles.

We are proposing a massive shut-down of the entire registration process until these demands are met. This means we will move thousands of people from Detroit and around the state onto the campus and close MSU down.

We need support in terms of people, transportation, media, and organizing.

We therefore propose that this conference adopt as a regional action, a shut-down of MSU on September 21.

Detroit Geographical Expedition & Institute

What is D.G.E.I.? The Detroit Geographical Expedition and Institute is an innovative educational project taking place in the city of Detroit. It was started by people in the inner-city, in conjunction with several professors at Michigan State University. It introduces black people to college through an accredited, one-year, tuition-free program, offered through the Extension Services at MSU. The model for the program is the very successful rural extension program started years ago at MSU. We want to demonstrate to the university that the need now is for an urban extension program. One of the central features of D.G.E.I. is that CONTROL REMAINS WITH THE PEOPLE of the inner-city. The program is now at a critical stage, and we must convince the university of the absolute necessity of new approaches to urban problems, particularly community control of institutions which serve the city.



HOW CAN YOU SUPPORT D.G.E.I.? Attend the support rally at MSU on Monday, October 12, at noon in front of the Administration Building. Housing is needed for people coming from Detroit for the rally. People are needed to pass out leaflets. To volunteer your house or your time, or for more information about D.G.E.I., call 351-3398.

JOIN US NOW. POWER TO THE PEOPLE.

October 29, 1970

TO: Black Student Aides

FROM: Don E. Coleman

1. Education 416 Class -- In order to clarify concerns various aides have registered on how the class is to be conducted, you should read page 134 of the "Schedule of Courses and Academic Handbook".

Inquiries were made about the MAPS - Minimum Academic Progress Scale in class. Information can be found on pages 150-154 of the Academic Handbook.

2. In our class meeting of October 27, 1970 the following Research Committee assignments were made:

Department of Public Safety

- | | |
|-------------------|------------------------------|
| 1. Gerald Evelyn | 5. Curvie Burton |
| 2. Bonita Johnson | 6. Kumble Salim (Stan Price) |
| 3. Charles Cannon | 7. Floyd Eaton |
| 4. Nadine Brown | |

University College

1. Denise Livingston
2. Sherrie Carter
3. William Melville

Admission and Scholarship

1. Adrienne White
2. Gayle King
3. Clarence Perkins

Union

1. Pat Marks
2. Toni White

Honors College, L.B., JMC.

- | | |
|------------------|-----------------|
| 1. Renell Dennis | 4. Joseph White |
| 2. Diana Bell | 5. Wanda Booker |
| 3. Marva Smith | |

VP Research

1. Roberta Clover
2. Brenda Mitchell
3. Ahmed (Leslie Lewis)

International Programs

1. Don Taylor
2. Elias Tyler (Ike)
3. Lee Meadows

Residence Halls

1. Elaine Flowers
2. Willie Duncan

ASMSU, MHA, WIC, Taxes

- | | |
|----------------|---------------------|
| 1. Rod Gilliam | 3. Cheryl Carpenter |
| 2. Betty Floyd | 4. Kathleen Potts |

Resource - Funds

- | | | |
|---------------------|----------------|-----------------|
| 1. Irving Armstrong | 2. Greg Miller | 3. Otis Wallace |
|---------------------|----------------|-----------------|

APPENDIX W

BLFI-PASOA-BUF JOINT STATEMENT ON THE
AFRICAN STUDIES CENTER

AFRICANIZATION HISTORY
OF
AFRICAN STUDIES CENTER
AT
MICHIGAN STATE UNIVERSITY

ISSUED JOINTLY BY BLFI-PASOA-BUF
NOVEMBER 12, 1970

It all began on October 17, 1969, when Black Liberation Front, International (BLFI) and Pan-African Students Organization in the Americas (PASOA) took over the African Studies Center while the majority of the faculty from the Center were attending a neo-colonialist conference in Montreal, Canada. Before the takeover, the Center had been in existence since 1960. It had always been manned by an all white faculty members. In the late 1960's one Diasporan African, Sister Ruth Hamilton, was added to the faculty for token purposes. She never played any major role in decision-making policies. The Center held conferences behind doors to determine the destiny of us African peoples. Research money was fairly distributed between the white faculty members and the white students. Diasporan Africans as well as Continental African students were declared the "Most Unwanted Lot" by the mere structure of the Center.

Then came the October Revolutionary takeover. This historic takeover, grew out of a careful study and a firm conviction from the members of BLFI-PASOA that since African Studies Centers were instituted in the United States in the late 1950's, they have been the training grounds of "top level C.I.A. agents".

(As a matter of fact, MSU, African Studies Center, and the International Center were built with C.I.A. money during President Hannah's heydays.)* These "agents" generally baptized as "Africanists" have been involved in many "fact finding research projects" for the State Department. They have been instrumental in expanding the most barbaric form of colonialism in Africa--the Scientific Colonialism.

Immediately after the takeover, BLFI-PASOA issued a manifesto in which we demanded a complete restructuring of the Center. One of our priority demand was to get a Black director. Other demands just as important as the first one included more participation of people of African descent in the decision-making policies, establishment of a Cognate Program on African studies for undergraduate students, funding of Umoja (Unity) Project to send students of African descent to Africa last summer, recruitment of African descent secretaries and faculty members, and etc.

For more than three months, BLFI-PASOA together with progressive student groups which were created after the takeover and very few faculty members, intensified the struggle to get our demands met by the Center and the Administration. The outcome of this struggle was disgustingly minimal. The racist director of the center, Dr. Charles Hughes, resigned stating insultingly, "I don't believe in color magic. There is nothing in the genes that allows a person to know more about

For more information read: 1. MSU and the CIA by Research and Committee of SDS, MSU chapter.
2. Africa Retort (originally appeared as African Studies in America--The Extended Family by African Research Group, Boston, Mass.

an area. I think that an African Studies Center is, by its name, concerned with events in Africa". A Steering Committee which had been elected by the Plenary Group of the Center also resigned because, "neither the majority of the faculty of the African Studies Center nor the majority of the white graduate students are interested in furthering the objectives" outlined in the BLFI-PASOA manifesto. The Umoja Committee proposal to send students to Africa was rejected. No Black secretaries had been hired and no significant steps had been taken to recruit neither an African director nor African descent faculty members.

Faced with this dilemma and determined to fight unto the end, BLFI-PASOA issued another manifesto to strongly reinforce the first one. We demanded that the conservative element within the Center, consisting of both faculty and white students, to decide whether they were for the change or stagnation. Some of them resigned from the Center. Others stayed to accelerate the stagnation of the Center.

The contradictions between BLFI-PASOA, the African Studies Center, and the Administration reached a very high level of antagonism. Immediately the Center and the Administration began to act reluctantly. A new Steering Committee with more people of African descent participating came into being. A Black secretary was hired. BLFI-PASOA was permitted to teach an IDC course. Sam Ramtus' case of exploitation was half-solved. The Umoja Project Proposal was rewritten and accepted.

Plans to fund the project were initiated and encouraged. A Search and Selection Committee was created to look for a Black director. Sister Ruth Hamilton was permitted and enthusiastically encouraged to go ahead and construct a Cognate Program and to even hire a co-ordinator of that program. The Black United Front (BUF) became a force in decision-making of the Center. There were talks about hiring more African descent secretaries and offering scholarships to graduate African descent students and other students interested in African Studies. And lastly, the students were encouraged to start a student journal (Mazungumzo) now already under publication.

This was in March.

In April, the machinery of betrayal was set in motion. Dean Winder of the College of Social Science, who had been supposedly "encouraged" by the new direction the Center had taken announced there would be a budget cut for the next academic year (1971-72), however, he upheld the amount that would be cut. The Umoja Project was written off with a very "deep regret" for not having the funds. But in order to keep the students peaceful and happy, a note of deceptive hope was added in regards to the project. "Perhaps", the note said, "an earlier start for the following summer might be a more realistic objective".

Although the Umoja Project was rejected, the Center continued with its other programs. A co-ordinator for African Cognate Programs and one African descent faculty member were

hired. Another one was given a research grant. More secretaries were hired to meet the demands of the new programs at the Center. Three graduate assistantships were awarded to students. Three more Tanzanian language instructors were hired to meet the demands for the rise of enrollment in Swahili. An acting director, Dr. Victor Low, was hired on a half-time basis awaiting for the appointment of an African descent director.

In mid-August, the Search and Selection Committee announced the choice of an African descent scholar, Dr. Elliot Skinner, as one of the most highly qualified candidates among others who had presented their names. Having gone this far, the machinery of betrayal was set in motion. Dean Winder announced that the Centers' budget would be cut up to 100% for 1971-72. Remember, before the "October takeover", African Studies Center had a budget of \$207,107.00 (1969-70). This year, it has a budget of \$183,303.00, a cut of about 10% from last year. Next year, the proposed budget will be \$125,230.00, a cut of 100%.

In spite of the current strike and of federal money cut, why has Dean Winder cut 100% of the African Studies Center while he has cut only 10% in other departments? The answer is quite clear. He and the Administration and the conservative elements in the African Studies Center are determined to destroy the Center just at the time when the African peoples have Africanized it. Let all those involved in this brutal betrayal know that the torch to Africanize the Studies of African descent peoples, both in this country and in the African

world, has been lit. And there is nothing they can do to extinguish it!

In summary, since the struggle with the African Studies Center began there has been constant moves by white faculty members and the University Administration to prevent any significant Black input. Since the Center was not really designed for Black people, it has always been a reward focal point for white academicians to obtain government research grants. These grants allow white students and faculty members to compile research necessary for imperialistic actions and maintenance of neo-colonialism in Africa under the guise of scholarship.

We would like to call everyone's attention to the fact that during the first Black student takeover, items like the Gambian Scheme, the Mozambique Scheme, Jacobs of the State Department, etc. were items on the African Studies meeting agenda. It was also found that the African Studies Center at MSU had held a closed meeting to discuss Black people in the U.S., Caribbean and Africa. They did not even notify the only Black staff member that they had. What does all this mean?

It means that the university never has been and it is not even willing today to incorporate the interest of people of African ancestry. The budget cut is a blatant move to keep out any potential Black man as a candidate for director. It is a blatant attempt to make sure Black students get no significant programs, such as study trips to the continent of Africa, fellowships, and a Cognate Program. It also means that no Black

faculty members are going to be hired. It means that the African Studies Center will be as lilly white and pure as ever. Think about that!

The time is long over due for students to again challenge the legitimacy of the African Studies Center to function. Those committed individuals, who say they are concerned about Africa and African people must prevent MSU from spearheading the imperialistic actions of the United States. Somewhere in Africa there could be another Viet Nam?

"AFRICA MUST BE FREE"

CC Brother President Wharton
Provost Office
Dean Ralph Smuckler
Dean Winder
Brother Dr. Robert Green
Brother Dr. Joseph McMillan
Brother Vance, chairman of the Black faculty
African Studies Students Groups
African Studies Faculty Members

November 4 , 1970

ITEMS OF INFORMATION REGARDING THE BLACK AIDE PROGRAM

On November 3, 1970, Black Aides walked out of class. Concern has been registered by Black students that there were no student inputs into the program and that I have structured the class to deal only with the University structure and not be primarily concerned with present need of students in the hall.

MEMO - April 8, 1970 -- "Black Student Aide Program Objectives".

Originally the program was structured to provide a black staff person in MSU Residence Halls. The key objective of the program was to provide a relevant staff person in the residence halls, who was knowledgeable of the University structure, its policies, rules and regulations -- and to draw on various resources of the University to help black students achieve success and survive in the University Community.

April 14, 1970 -- A proposed Black Student Aide Training Program was submitted to the Dean for approval to set up a class for Aides.

April 21, 1970 -- A memo was sent to all Aides about the Black Student Aide Applications which stated "Please notify Black students in your hall that application forms are available. Also included is the proposed training program. Please post the qualifications and training program on the bulletin board. Over 1500 application forms were distributed to Aide, E.O.P., C.U.A., Residence Halls staff. Approximately 96 students applied for aide positions.

May 12, 1970 -- Communication to BLFI, BUF, Black Faculty, Black Greek Organizations, Clubs and Organizations, CUA, EOP, Vice President Student Affairs, Dean and RHPO -- List of students who applied as Aides.

May 15, 1970 -- Memo -- Black Aide Review Board was established. 16 students representing BLFI, BUF, Black Greeks, Black RA's.

May 19, 1970 -- Meeting of Review Board - Lamar Thomas, Bill Powers attended.

May 22, 1970 -- Memo - Setting up Black Aide Review Board to review applications. An interview data sheet was drawn up to rate candidates.

May 25, 1970 -- Memo - A memo was sent to students who applied and not selected as Aides.

May 27, 1970 -- A more descriptive model was submitted to the Dean for approval of setting up Education 416 Training Program.

June 8, 1970 -- Letter to Dr. McMillan for 4 student coordinators --
"However on an experimental basis, BUF would like to have 2 coordinators.

June 9, 1970 -- Black Student Aide Contract sent to Aides who were selected.

June 12, 1970 -- A list of Black Student Aide Summer Addresses sent to Aides.

June 30, 1970 -- Education 416 approved by Education Dept. Requested 50 copies of various forms of literature explaining functions of various components of the University (VP, Treas., Admissions and Scholarships, CUA, etc.)

During Month of July -- Based on the memo of April 14 explaining the proposed training program and submitting the approved course outline approved by the Dean, I began contacting resource people and confirmed dates they were to attend the class. All resource people expressed a willingness to interact with the Aides.

August 5, 1970 -- A memo was sent to all Aides. The course outline was sent and I asked "If you have any suggestions of how we can improve the course, please let me know." I shall be looking forward to seeing you on September 15, 1970.

September 2, 1970 -- Memo to Black Aides indicating CUA support of the program, limitation of 15 credit hours because of job responsibilities, August Edition of Ebony "Which Way Black America", Ed. 416 class taken for credit or no credit, confirmation of resource people for Ed. 416 etc.

Memo from Nolen Ellison to Bob Green about the course outline and involving Chicano students in the program.

September 14, 1970 -- Memo from Dr. Wharton inviting Aides to Cowles House to answer questions about the University and the importance he sees in the Aide Program.

September 21, 1970 -- Memo to Aides about Chicano student participation in Education 416.

September 22, 1970 -- Memo from Dean "The Program has been funded by MSU for assisting Blacks and Minority students in the resolution of problems they encounter as students at MSU communicating the concerns of blacks and other minority students to RHPO management, RHPO advisory staff, dean of students and other elements of the university. It cannot be funded for the purpose of a political action group nor can it be involved as such by any student organization. This does not mean that any individual aide cannot and should not be active politically -- but his activity should be undertaken as an individual --- not in the name of the program.

September 24, 1970 -- Black Residence Halls Staff names:

2 HRA, 1 ARA, 9 GRA, = 12

RA's ----- = 34
46 Blacks in Residence halls

September 29, 1970 -- Black Student Aide Directory
Memo about Black Survey

October 7, 1970 -- Memo -- Black Survey
Meeting Dr. Gunnings Planned for October 9, 1970
Dr. Charles Thomas

APPENDIX X

**BUF STATEMENT CONCERNING SECURITY PRECAUTIONS
FOR HUEY NEWTON**

November 23, 1970

BUF STATEMENT EXPLAINS POLICY

EDITOR'S NOTE: The following statement was released Sunday by the Black United Front Security Task Force, concerning security precautions at the Huey Newton speech.

In order that the truth might prevail, we feel that certain questionable allegations and unintelligible utterances must initially be exposed for what they are to instill some type of objective reality concerning the procedures on Tuesday, Nov. 17 at Huey P. Newton's address for the Black Moratorium.

Initially we were informed of certain rules and regulations that are standard security measures of the Black Panther Party. Among these regulations are:

- * A search of all individuals entering the building.
- * No one carrying any object capable of inflicting injury, cameras or tape-recorder would be admitted to the building.
- * There would be no standing during the address and no one would be allowed to leave their seats except to leave the building.

With this information, our next step was to contact the necessary University officials to discuss the feasibility of these measures as far as the University regulations were concerned. After thorough discussion through the proper University channels, we were assured exactly six days prior to the event that there would be no conflict.

All suggestions that were offered by University officials in compliance with established rules and regulations were adopted.

At this point, we wish to respond to specific allegations on the editorial and Point of View printed in last Friday's State News.

The State News - "Students willingly subjected themselves to an unreasonable search."

The Facts - It was legal, and it was definitely necessary.

The State News - "The results of the frisk were nil, no weapons were found."

The Facts - There were various weapons found, all were surrendered upon request.

The State News - "Once inside, students found only blacks were allowed in the front seats."

The Facts - This excerpt containing the schedule of events for the moratorium appeared in the Tuesday edition of the State News.

"8 a.m. to 9 a.m., Black United Front meeting in the Auditorium." Those students who attended the meeting remained seated and subsequently there were no available seats in the front section for the later arrivals.

The State News - "Newton's sponsors never let women know they would not be allowed bring purses forcing them to leave their purses lying around, in obvious danger of being stolen."

The Facts - Various types of communications were employed to inform students of the restriction concerning purses, etc. Those students who missed the publications were allowed to leave their articles at the door at their own risk.

Suggestion - A sound operational philosophy might be to check out all rumors and hear-say prior to making them public. This would exhibit a rare tinge of journalistic maturity on the part of the State News.

Point of View - "When I called the Dept. of Public Safety and asked what would be done about the assault on my person, they replied, "not much." They were operating under strict orders from the administration that none of their people were to enter the building under any circumstances."

The Facts - Mr Bernitt of public safety and numerous federal, state, and local plain-clothed law enforcement personnel were present. They attempted and gained entrance to the Auditorium under the same security measures as everyone else.

Point of View - "...all doors were locked and no one was allowed to leave or enter ... locking these doors was against University and fire marshall regulations.

The Fact - All the doors in the Auditorium have one way push locks that are requested by state fire regulations. If desiring exit they can be opened very easily by applying pressure from the inside. These doors were shut only when security personnel were informed that Minister Huey P. Newton was in the building, thus preventing anyone who was not seated, or on the main floor from gaining entrance.

The root of the problem emanated from the fact that certain individuals felt intimidated, primarily because black people were conducting the security procedures. Most of these same individuals probably would not have objected to the same procedures if the persons in charge were white instead of black.

To those individuals and all other interested parties, we pose this question:

Should black people on the MSU campus and anywhere in America look to their racist oppressor for the protection of their black leaders. Leaders who demand that this institution live up to its very theoretical and abstract philosophy of democracy. It is often said that in order to justify an error, one must learn from it. Malcolm X, Dr. Martin Luther King and countless others were black peoples' errors. The black nation has reversed itself from an external search for aid to an internal assertion of self-obligation.

Power to the People,

At this time we wish to thank the sisters who aided in security.

APPENDIX Y

BLACK STUDENT AIDE PROGRAM EVALUATION MEMO

MICHIGAN STATE UNIVERSITY . East Lansing, Michigan 48823
OFFICE OF THE DEAN OF STUDENTS . Minority Students . 302 Student Services

January 19, 1971

TO: BUF, BLFI, PASOA, Black Fraternity and Sororities
FROM: Don E. Coleman - Coordinator - Black Student Aide Program
RE: Black Student Aide Program Evaluation

At the end of Spring term each year, the Dean of Students requested a yearly evaluation from the various divisions in the Office of the Vice President of Student Affairs. This procedure is done so that we can look objectively at progress we have made during the year, and reassess our programs, goals, and objectives.

During the Winter term, I would like to begin an evaluation of the Black Student Aide Program so that we can have enough time to plan relevant programs which Black students have articulated a need. Our evaluation must take into consideration what they consider to be important, and not what we as administrators deem necessary.

We need lead-time to have an opportunity to open dialogue sessions in various hall complexes so that Black students can share in planning, shaping, and molding the program to meet their needs. Students need to be involved in determining the qualifications for the position, the selection method, the job responsibilities, and finally the method of removal, and criteria used for removal of an Aide.

Since its inception, Black students have questioned the organizational structure of the program. If the program is to be successful, Black students must have inputs.

This term, I will be sending 500 survey questionnaires to the following groups of black students on campus:

Black males -
Freshmen - 68
Sophomores - 58
Juniors - 33
Seniors - 25

184 male

Black females -
Freshmen - 122
Sophomores - 128
Juniors - 51
Seniors - 15

316 female

The Black Aides in each hall will have a very important role to play. A list of students in each hall who are to be surveyed will be submitted to the respective Aide. The Aide will be responsible for the distribution and collection of the questionnaires, which will be held in strict confidence.

It is vitally important that Black students are encouraged to cooperate to the fullest extent so that the result of the questionnaire will reflect the essential needs of Black students on this campus.

Your cooperation is essential to the success of our evaluation, and I solicit your support.

If you would like a further explanation of the questionnaire, I will be glad to talk with members of your group as you deem necessary. I can be reached at 302 Student Services Building, 353-3780

cc:

Dr. Milton Dickerson - Vice President for Student Affairs
Dr. Eldon Nonnamaker - Dean of Students
Dr. Robert Green - Asst. Provost - Director CUA
Dr. Joseph McMillan - Director - Equal Opportunities Program
Dr. Lloyd Cofer - Director - Minority Supportive Programs
Mr. Nolen Ellison - Adm. Asst. President - MSU
Dr. Irvin Vance - President Black Faculty
Dr. Thomas Gunnings - Assoc. Director - Counseling - Minority Students

APPENDIX Z

RESIDENCE HALL HEAD ADVISOR MEMO

MICHIGAN STATE UNIVERSITY . East Lansing, Michigan 48823
OFFICE OF THE DEAN OF STUDENTS . Minority Students . 302 Student Services

April 12, 1971

TO: Head Advisors

FROM: Don E. Coleman

RE: Black Student Aide Questionnaire

This memo will serve to inform you of the progress made in the collection of the Black Student Aide questionnaire which was sent to members of your staff. Thus far, a total of 54 out of 215 questionnaires have been received.

I am asking that each of you check with members of your staff and encourage them to complete the questionnaire and return it to me. If all members of your staff have returned the questionnaire, please disregard the memo. Thank you for your cooperation.

DEC/djf

APPENDIX 1

BLACK STUDENT DATA

BLACK STUDENT AIDE PROGRAM

Questionnaire

Sex: ☐ Male ☐ Female

Class: ☐ Frosh ☐ Soph ☐ Jr ☐ Sr

The Black Student Aide Program was begun in MSU in Residence Halls in September, 1969. This program provides a Black part-time staff person in each hall to help black students resolve problems they face in the university community.

The Aide Program is being evaluated during the Winter Term to ascertain if we are meeting the objectives originally established by the program. Black students are asked to fill out a questionnaire which is designed to compare attitudes toward the program.

Your cooperation is needed in filling out a questionnaire, so that the Dean of Students Office can make an equitable decision about the program and determine administrative direction for implementing the program.

This is a multiple-choice, short answer questionnaire. Please check appropriate answers to each question and/or write out short answers.

BE SURE YOU ANSWER ALL QUESTIONS

- I. The Black Student Aide Program provides in the MSU residence halls an identifiable black staff person to whom black students may more easily relate.

1. During the school year 1970-71 Black Student Aides conducted a Black student survey in MSU residence halls. Did you meet the Black Student Aide in your hall? ☐ Yes ☐ No 2
78.64 0.59 20.77
2. Check the appropriate answer for each question listed below about your Aide.

	Always	Usually	Seldom	Never	<u>Q</u>
a. The Aide in my dorm has a warm outgoing personality.	<u>39.39</u>	<u>35.61</u>	<u>3.26</u>	<u>0.99</u>	<u>0.89</u>
b. He/she shares my goals, interests and aspirations.	<u>29.08</u>	<u>47.48</u>	<u>14.54</u>	<u>2.97</u>	<u>5.93</u>
c. I feel comfortable talking with my Aide.	<u>63.20</u>	<u>28.19</u>	<u>5.04</u>	<u>2.67</u>	<u>0.89</u>
d. I respect and trust my Aide.	<u>61.13</u>	<u>28.78</u>	<u>4.75</u>	<u>3.26</u>	<u>2.08</u>
e. The Aide makes me feel important.	<u>40.65</u>	<u>34.72</u>	<u>11.87</u>	<u>5.04</u>	<u>7.72</u>
f. I feel he/she is interested in my welfare.	<u>48.66</u>	<u>41.25</u>	<u>6.53</u>	<u>1.48</u>	<u>2.08</u>
g. He/she is available when I need him/her.	<u>15.43</u>	<u>17.80</u>	<u>1.98</u>	<u>0.59</u>	<u>64.69</u>

3. The Aide has been an important source of help to me. ☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree
2.15 24.04 50.74 17.51 3.26
4. The presence of the Aide enables me to adjust more easily to residence hall living.

5.34 19.88 46.59 24.04 4.15

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

- II. The Black Aide should create an atmosphere of racial understanding between black and non blacks.

	<u>Q</u>	Strongly agree	Agree	Disagree	Strongly disagree
1. Due to the efforts of the Aide my interracial experiences have been more positive.	<u>7.72</u>	<u>11.87</u>	<u>30.56</u>	<u>40.06</u>	<u>9.77</u>
2. My attitudes toward non-blacks have become more tolerant as a result of the Aide's efforts.	<u>8.01</u>	<u>4.45</u>	<u>29.09</u>	<u>45.10</u>	<u>13.35</u>
3. I would have no objections living with a roommate of another race.	<u>4.45</u>	<u>9.20</u>	<u>28.78</u>	<u>28.78</u>	<u>28.78</u>

4. Below is a list of duties the Aide may perform. Rank them in order of importance to you from 1-6.

- a. 6 Work to create better racial understanding.
b. 1 Advise black students on academic and personal problems.
c. 2 Help teach students how to succeed at MSU.
d. 5 Keep students informed and encourage involvement in hall programs and activities.
e. 4 Work with residence halls staff to keep them aware of black goals at MSU.
f. 3 Plan programs and activities to build black identity and awareness.

- 2 -

5. From the list of duties in question 4 indicate to what extent did the Aide help you to achieve these objectives.

Objective:	Q	Always	Usually	Sometimes	Never
Objective a.	6.82	16.62	27.30	24.93	24.33
Objective b.	5.93	29.47	20.86	15.43	8.31
Objective c.	6.23	32.64	31.45	17.21	12.46
Objective d.	5.93	40.96	21.67	15.43	8.01
Objective e.	8.01	23.53	32.64	19.29	6.53
Objective f.	6.82	38.58	33.23	16.02	5.34

6. From which group of students listed below do you feel is best qualified to fill the Black Aide position? Circle your answer.

1. Black freshmen 2. Black sophomores 3. Black juniors 4. Black seniors 5. Black grad students

Q
3.50

2.97

34.72

41.25

9.50

9.01

7. The Black Aide has scheduled meetings to create racial understanding between blacks and non-blacks.

Q
10.39

☐ Yes ☐ No

29.67 59.94

III. Aides should have a basic knowledge of how the University is organized. They must know what procedure and channels to use, where to go and whom to contact in order to refer black students for help in solving their problems. Below is a list of critical situations in which you might conceivably find yourself. For each situation select the appropriate choice.

	Q	I would seek direct help from the Aide	I would go to the Black Aide first for referral to the proper office	I would go directly to the appropriate office or person & not the Black Aide at all	I wouldn't go to the Black Aide or anybody else for help
1. Question on choice of profession	3.56	8.86	38.87	42.14	11.57
2. To find employment at MSU.	1.19	10.98	52.29	28.77	1.78
3. Difficulties in my studies.	1.48	17.21	44.81	32.05	4.45
4. To solve a financial problem.	1.19	8.01	46.29	40.96	3.86
5. Obtain health information.	2.97	9.79	30.27	51.04	5.93
6. Talk about problems of sex.	4.45	24.04	12.46	22.86	36.20
7. Information about drugs.	3.86	22.25	27.60	26.11	19.88
8. Roommate problem.	3.56	48.66	16.62	16.02	15.13
9. Personal problem.	4.78	53.83	12.46	12.76	26.20
10. Family problem.	5.93	28.19	8.61	14.24	43.03
11. Problem of race relations.	3.26	52.52	19.88	9.50	14.84
12. Counseling problem.	3.86	16.91	42.03	30.86	5.34
13. Peer group pressures.	3.86	38.76	20.18	11.87	24.33
14. Tutorial problem.	2.08	24.33	48.37	18.69	6.53
15. General dissatisfaction with life.	5.64	21.16	10.98	15.13	37.09
16. Urgent desire to talk to someone.	5.34	53.41	9.20	16.02	16.02
17. Developing friendships.	7.72	40.96	10.68	14.24	26.41
18. Problems of registration and class selection.	4.15	26.11	36.20	30.56	2.97
19. University rules and regulations.	3.52	43.32	20.27	19.58	3.26
20. Dorm rules and regulations.	3.26	48.37	24.93	20.47	2.97
21. Politics of Black awareness.	3.65	63.20	22.26	3.36	7.42
22. Becoming involved in Black activities.	4.15	68.35	20.18	3.52	3.56

- 3 -

2. Do you feel the Aide is knowledgeable of the resources in the University and utilizes them to help black students succeed at MSU?

☐ Very much ☐ Much ☐ Somewhat ☐ Very little

3. The person I consider to have the most knowledge about university resources is the:

☐ Black Head Advisor ☐ Black Graduate Advisor ☐ Black Resident Assistant ☐ Black Aide

4. The Aide is very much aware of the various university rules and regulations.

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

5. The Aide is very willing to support university rules and regulations?

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

6. The Aide is very much aware of the various resources which will help you succeed at MSU?

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

- IV. Black Student Aides innovate new programs so that black students do not feel alienated. Black students are encouraged to participate in all-university programs and activities.

1. Listed below are programs which were sponsored by Black Aides in various hall complexes. Please check appropriate answer(s) for each.

Program Listed	Started by Aide	Program in which I participated	Program I enjoyed	Program Aide should start
a. Dorm black social events.	42.21	34.42	27.00	20.77
b. Black culture room meetings.	56.38	37.98	17.21	12.71
c. Financial aids - work-study meetings.	27.89	27.60	9.20	30.86
d. Placement Bureau meetings.	11.28	13.35	2.37	45.10
e. Improving race relations.	17.80	12.46	3.56	35.61
f. Black United Front meetings.	31.75	21.36	11.28	18.40
g. Black Liberation Front meetings.	21.66	15.73	8.90	24.63
h. Pan African of the Americas (PASOA)	13.35	8.00	6.82	30.27
i. African Studies Center	16.02	9.50	7.42	32.94
j. Counseling sessions.	21.86	12.76	8.31	29.67
k. Tutorial sessions	19.58	15.73	6.28	30.86
l. Black Greek meetings.	5.04	10.98	6.23	22.85
m. Black Caucus meetings.	38.83	21.96	12.17	19.88

2. In what type of activity do most black students participate?

☐ Social-recreational ☐ Academic ☐ Political ☐ Economic (Work Study)

3. Rank from 1-4 the type of programs with which you think Black Students at MSU should be chiefly concerned.

4 1. Social-recreational 1 2. Academic 2 3. Political 3 4. Economic

4. Black students:

	Strongly agree	Agree	Disagree	Strongly disagree
a. Should participate in hall governments.	46.29	45.10	4.45	0.59
b. Should help determine the rules under which they live.	68.55	26.41	1.19	0.89
c. Believe that hall governments support their interests.	16.32	15.73	41.25	21.36
d. Should serve on hall judiciaries.	49.58	39.17	4.45	2.08
e. Help determine judicial policies and procedures.	22.52	30.64	7.12	3.96

- 4 -

5. If you were found in violation of a residence hall regulation, which course of action would you prefer?

Q
8.31

☐ Hall judiciary ☐ Head Advisor adjudicate ☐ Judiciary outside the hall ☐ None of these (explain)

34.42

25.52

6.23

25.52

V. The Aide informs black students about job opportunities in MSU residence halls, off-campus, and helps develop opportunities for placement of blacks in residence halls.

	Strongly agree	Agree	Disagree	Strongly disagree	Q
1. The Aide has made me aware of employment opportunities.	27.30	47.18	16.32	4.45	4.75
2. Residence halls programs should provide job opportunities for black students.	39.76	48.66	4.15	1.49	5.93
3. In proportion to their numbers, black students have as much opportunity to get positions in residence halls as white students.	9.50	23.74	36.50	21.96	9.31
4. The Aide in my dorm is very knowledgeable about job opportunities on-campus.	18.10	52.23	14.24	3.26	12.17
5. The Aide in my dorm is very knowledgeable about job opportunities off-campus.	11.57	43.03	22.85	3.86	19.69

6. Which of the individuals or offices listed below would you go to find a job in residence halls programs?

Q
5.64

☐ Placement Bureau ☐ Head Advisor ☐ Area Director ☐ Black Aide ☐ Manager of my dorm

26.11

11.57

1.48

20.18

18.99

☐ Residence halls programs office

16.02

7. As a student at MSU, what difficulties are you experiencing in which you need help to realize your goals? Rank from 1-3.

1. Financial _____ 2. Academic _____ 3. Social Problems _____

8. Rank in order of importance what you feel the University should do to help you survive.

- ____ 1. Provide greater financial assistance
- ____ 2. Expand counseling services in the complexes
- ____ 3. More academic help in courses (tutorial)
- ____ 4. More involvement of Black faculty with Black students to draw on their knowledge.

9. Do you believe the Black Aide Program should be incorporated in the existing residence halls structure?

☐ Yes ☐ No

Q
3.56

72.23

17.21

N - Number of Responses Per Item

BLACK STUDENT AIDE PROGRAM

Questionnaire

Sex: ☐ Male ☐ FemaleClass: ☐ Frosh ☐ Soph ☐ Jr ☐ Sr

The Black Student Aide Program was begun in MSU in Residence Halls in September, 1969. This program provides a Black part-time staff person in each hall to help black students resolve problems they face in the university community.

The Aide Program is being evaluated during the Winter Term to ascertain if we are meeting the objectives originally established by the program. Black students are asked to fill out a questionnaire which is designed to compare attitudes toward the program.

Your cooperation is needed in filling out a questionnaire, so that the Dean of Students Office can make an equitable decision about the program and determine administrative direction for implementing the program.

This is a multiple-choice, short answer questionnaire. Please check appropriate answers to each question and/or write out short answers.

BE SURE YOU ANSWER ALL QUESTIONS

- I. The Black Student Aide Program provides in the MSU residence halls an identifiable black staff person to whom black students may more easily relate.

1. During the school year 1970-71 Black Student Aides conducted a Black student survey in MSU residence halls. Did you meet the Black Student Aide in your hall? ☐ Yes ☐ No

0-70 265 2

2. Check the appropriate answer for each question listed below about your Aide.

	Always	Usually	Seldom	Never
a. The Aide in my dorm has a warm outgoing personality.	200	120	11	3
b. He(she) shares my goals, interests and aspirations.	98	160	49	10
c. I feel comfortable talking with my Aide.	213	95	17	9
d. I respect and trust my Aide.	206	97	16	11
e. The Aide makes me feel important.	127	117	40	17
f. I feel he(she) is interested in my welfare.	164	139	22	5
g. He(she) is available when I need him(her).	52	60	5	2

3. The Aide has been an important source of help to me. ☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

24 81 171 59 12

4. The presence of the Aide enables me to adjust more easily to residence hall living.

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

67 157 81 14

- II. The Black Aide should create an atmosphere of racial understanding between black and non blacks.

	Strongly agree	Agree	Disagree	Strongly disagree
1. Due to the efforts of the Aide my interracial experiences have been more positive.	40	103	135	33
2. My attitudes toward non-blacks have become more tolerant as a result of the Aide's efforts.	15	98	152	45
3. I would have no objections living with a roommate of another race.	31	97	97	97

4. Below is a list of duties the Aide may perform. Rank them in order of importance to you from 1-6.

- a. Work to create better racial understanding.
b. Advise black students on academic and personal problems.
c. Help teach students how to succeed at MSU.
d. Keep students informed and encourage involvement in hall programs and activities.
e. Work with residence halls staff to keep them aware of black goals at MSU.
f. Plan programs and activities to build black identity and awareness.

	1	2	3	4	5	6
a-6	14	21	35	46	55	155
b-5	148	102	34	14	18	16
c-5	82	93	54	44	40	29
d-5	14	21	35	46	55	155
e-6	16	28	72	94	74	57
f-5	44	63	81	67	45	32

- 2 -

5. From the list of duties in question 4 indicate to what extent did the Aide help you to achieve these objectives.

Objective:	0	Always	Usually	Sometimes	Never
Objective a.	23	56	92	84	82
Objective b.	20	133	104	52	28
Objective c.	21	110	106	58	42
Objective d.	20	138	100	52	27
Objective e.	27	113	110	65	22
Objective f.	28	130	112	54	18

6. From which group of students listed below do you feel is best qualified to fill the Black Aide position? Circle your answer.

1. Black freshmen 2. Black sophomores 3. Black juniors 4. Black seniors 5. Black grad students
 10 117 139 32 27

7. The Black Aide has scheduled meetings to create racial understanding between blacks and non-blacks.

☐ Yes ☐ No

100 202

III. Aides should have a basic knowledge of how the University is organized. They must know what procedure and channels to use, where to go and whom to contact in order to refer black students for help in solving their problems. Below is a list of critical situations in which you might conceivably find yourself. For each situation select the appropriate choice.

	0	I would seek direct help from the Aide	I would go to the Black Aide first for referral to the proper office	I would go directly to the appropriate office or person & not the Black Aide at all	I wouldn't go to the Black Aide or anybody else for help
1. Question on choice of profession	12	13	131	142	39
2. To find employment at MSU.	4	37	103	97	6
3. Difficulties in my studies.	5	58	151	108	15
4. To solve a financial problem.	4	27	156	131	12
5. Obtain health information.	10	33	102	172	20
6. Talk about problems of sex.	15	21	42	77	122
7. Information about drugs.	13	76	98	88	67
8. Roommate problem.	12	164	56	54	57
9. Personal problem.	16	114	42	43	122
10. Family problem.	20	95	29	48	145
11. Problem of race relations.	11	177	67	32	58
12. Counseling problem.	13	57	145	104	19
13. Peer group pressures.	13	124	68	40	82
14. Tutorial problem.	7	82	163	63	22
15. General dissatisfaction with life.	14	105	37	51	125
16. Urgent desire to talk to someone.	18	180	31	24	54
17. Developing friendships.	26	132	36	48	89
18. Problems of registration and class selection.	14	87	122	103	10
19. University rules and regulations.	12	146	102	66	11
20. Dorm rules and regulations.	11	163	84	69	10
21. Politics of Black awareness.	12	213	75	12	25
22. Becoming involved in Black activities.	14	231	68	12	12

- 3 -

2. Do you feel the Aide is knowledgeable of the resources in the University and utilizes them to help black students succeed at MSU?

☐ Very much ☐ Much ☐ Somewhat ☐ Very little

3. The person I consider to have the most knowledge about university resources is the:

☐ Black Head Advisor ☐ Black Graduate Advisor ☐ Black Resident Assistant ☐ Black Aide

4. The Aide is very much aware of the various university rules and regulations.

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

5. The Aide is very willing to support university rules and regulations?

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

6. The Aide is very much aware of the various resources which will help you succeed at MSU?

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

- IV. Black Student Aides innovate new programs so that black students do not feel alienated. Black students are encouraged to participate in all-university programs and activities.

1. Listed below are programs which were sponsored by Black Aides in various hall complexes. Please check appropriate answer(s) for each.

Program Listed	Started by Aide	Program in which I participated	Program I enjoyed	Program Aide should start
a. Dorm black social events.	149	116	91	70
b. Black culture room meetings.	190	128	57	41
c. Financial aids - work-study meetings.	94	83	31	104
d. Placement Bureau meetings.	37	45	8	152
e. Improving race relations.	60	42	12	120
f. Black United Front meetings.	187	72	38	62
g. Black Liberation Front meetings.	78	23	20	83
h. Pan African of the Americas (PASOA)	45	27	23	102
i. African Studies Center	64	32	25	111
j. Counseling sessions.	72	43	28	100
k. Tutorial sessions	66	53	23	104
l. Black Greek meetings.	17	37	21	77
m. Black Caucus meetings.	114	74	41	67

2. In what type of activity do most black students participate?

☐ Social-recreational ☐ Academic ☐ Political ☐ Economic (Work Study)

3. Rank from 1-4 the type of programs with which you think Black Students at MSU should be chiefly concerned.

4 1. Social-recreational 1 2. Academic 4 3. Political 3 4. Economic

4. Black students:

	Strongly agree	Agree	Disagree	Strongly disagree	
a. Should participate in hall governments.	156	182	15	2	2
b. Should help determine the rules under which they live.	221	89	4	3	12
c. Believe that hall governments support their interests.	65	53	139	72	10
d. Should serve on hall judiciaries.	167	182	15	7	18
e. Help determine judicial policies and procedures.	177	110	24	18	13

- 4 -

5. If you were found in violation of a residence hall regulation, which course of action would you prefer?

2 ☐ Hall judiciary ☐ Head Advisor adjudicate ☐ Judiciary outside the hall ☐ None of these (explain)
28 116 86 21 86

V. The Aide informs black students about job opportunities in MSU residence halls, off-campus, and helps develop opportunities for placement of blacks in residence halls.

	Strongly agree	Agree	Disagree	Strongly disagree
1. The Aide has made me aware of employment opportunities.	<u>92</u>	<u>159</u>	<u>55</u>	<u>15</u>
2. Residence halls programs should provide job opportunities for black students.	<u>134</u>	<u>164</u>	<u>14</u>	<u>5</u>
3. In proportion to their numbers, black students have as much opportunity to get positions in residence halls as white students.	<u>82</u>	<u>80</u>	<u>128</u>	<u>74</u>
4. The Aide in my dorm is very knowledgeable about job opportunities on-campus.	<u>61</u>	<u>176</u>	<u>48</u>	<u>11</u>
5. The Aide in my dorm is very knowledgeable about job opportunities off-campus.	<u>37</u>	<u>145</u>	<u>77</u>	<u>18</u>

6. Which of the individuals or offices listed below would you go to find a job in residence halls programs?

0 ☐ Placement Bureau ☐ Head Advisor ☐ Area Director ☐ Black Aide ☐ Manager of my dorm
19 37 37 54 68 64
☐ Residence halls programs office

7. As a student at MSU, what difficulties are you experiencing in which you need help to realize your goals? Rank from 1-3.

1. Financial 1 2. Academic 2 3. Social Problems 3

8. Rank in order of importance what you feel the University should do to help you survive.

- 1 1. Provide greater financial assistance
- 4 2. Expand counseling services in the complexes
- 2 3. More academic help in courses (tutorial)
- 3 4. More involvement of Black faculty with Black students to draw on their knowledge.

9. Do you believe the Black Aide Program should be incorporated in the existing residence halls structure?

☐ Yes ☐ No

0 267 57
26

APPENDIX 2

RESIDENCE HALL DATA

N = Number of Responses Per Item

TO: Residence Hall Staff - Michigan State University
 FROM: Don E. Coleman - Area Director - Minority Students Coordinator
 Black Student Aide Program

You are asked to play a very important role in evaluating the Black Student Aide Program by responding to the enclosed questionnaire. Your answers to the questions will enable us to plan a much more effective program to meet the needs of Black students at Michigan State University.

When you have completed the questionnaire, please return it to the Head Resident Advisor in your hall. Your responses will be kept confidential. Please complete the questionnaire by February __, 1971.

Sex: ☐ Male ☐ Female

Staff Position: ☐ HA ☐ ARA ☐ GRA ☐ RA

THE BLACK STUDENT AIDE PROGRAM

I. The Black Student Aide in my hall:

1. Check the appropriate answer for each question listed below.

	Always	Usually	Seldom	Never
a. The Aide in my hall has a warm, outgoing personality.	26	62	32	5
b. He(she) shares the goals, interests and aspirations of black students.	53	45	4	
c. I feel comfortable talking with the Aide.	34	64	22	7
d. I respect and trust the Aide.	39	52	20	10
e. I feel the Aide respects me.	27	53	23	7
f. He(she) is available when I need him(her).	23	47	33	6

2. The Aide has been an important source of help to me.

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

8 33 48 32

II. The Black Aide should create an atmosphere of racial understanding between black and non-blacks.

	Strongly agree	Agree	Disagree	Strongly disagree
1. The Black Aide has scheduled meetings to create racial understanding between blacks and non-blacks.	2	21	49	48
2. Due to the efforts of the Aide, my interracial experiences have been more positive.	4	33	57	29
3. My attitude has become more tolerant as a result of the Aides efforts.	4	24	63	28
4. I would have no objections living with a roommate of another race.	53	63	11	

5. Below is a list of duties the Aide may perform. Rank them in order of importance to you from 1-6. The Aide should:

- 2 Work to create better racial understanding.
- 1 Advise black students on academic and personal problems.
- 6 Help instruct students how to succeed at MSU.
- 5 Keep students informed, encourage involvement in hall programs and activities.
- 3 Work with residence hall staff to keep them aware of black goals at MSU.
- 4 Plan programs and activities to build black identity and awareness.

- 2 -

6. From the list of duties in question #5 indicate to what extent the Aide did perform these duties.

Objective:	<u>0</u>	Always	Usually	Sometimes	Never
A	<u>28</u>	<u>7</u>	<u>28</u>	<u>47</u>	<u>26</u>
B	<u>46</u>	<u>25</u>	<u>42</u>	<u>20</u>	<u>3</u>
C	<u>53</u>	<u>10</u>	<u>30</u>	<u>29</u>	<u>14</u>
D	<u>39</u>	<u>11</u>	<u>26</u>	<u>42</u>	<u>18</u>
E	<u>24</u>	<u>6</u>	<u>11</u>	<u>42</u>	<u>51</u>
F	<u>37</u>	<u>22</u>	<u>25</u>	<u>27</u>	<u>15</u>

7. From which group of students listed below do you feel is best qualified to fill the Black Aide Position? Circle answer.

0 1. Black Freshmen 2. Black Sophomores 3. Black Juniors 4. Black Seniors 5. Black Grad Students
9 1 11 43 11 12

III. Aides should have a basic knowledge of how the University is organized.

0 1. Do you feel the Aide is knowledgeable of the resources in the University and utilized them to help black students succeed at MSU?

☐ Very much ☐ Much ☐ Somewhat ☐ Very little

26 22 40 34 4 2. The person I consider to have the most knowledge about university resources is the:

☐ Black Head Advisor ☐ Black Grad Advisor ☐ Black Resident Assistant ☐ Black Aide

0 39 36 13 10 3. I feel the Aide is aware of the various university rules and regulations.

☐ Very much ☐ Much ☐ Somewhat ☐ Very little

0 26 20 45 39 6

IV. Listed below are programs in which Black students participated. Please check appropriate answer(s)

		Started by Aide	Aide Should Start
A. Dorm Black Social Events	<u>0</u> <u>58</u>	<u>47</u>	<u>31</u>
B. Black Culture Room Meetings	<u>52</u>	<u>50</u>	<u>24</u>
C. Financial Aide-Work-Study	<u>71</u>	<u>11</u>	<u>54</u>
D. Racial Understanding	<u>42</u>	<u>27</u>	<u>67</u>
E. Black Student Organization	<u>62</u>	<u>40</u>	<u>34</u>
F. Counseling	<u>48</u>	<u>42</u>	<u>46</u>
G. Tutorial	<u>63</u>	<u>22</u>	<u>57</u>

2. Select the type of activity most blacks participate in within your dorm.

☐ Social-Recreational ☐ Academic ☐ Political ☐ Economic Work-Study

1 3 5 3 4. Of the activities listed in question #3, rank from 1-4 the programs black students should be chiefly concerned about.

0 26 1. Academic 2. Academic 3. Political 4. Dorm 7m

5. Black students in my hall:

	<u>0</u>	Strongly agree	Agree	Disagree	Strongly disagree
a. Should participate in hall government.	<u>11</u>	<u>64</u>	<u>56</u>	<u>5</u>	
b. Should help determine the rules under which they live.	<u>9</u>	<u>84</u>	<u>43</u>	<u>1</u>	
c. Believe that hall government supports their interests.	<u>18</u>	<u>11</u>	<u>22</u>	<u>69</u>	<u>16</u>
d. Should serve on hall judiciaries.	<u>14</u>	<u>65</u>	<u>53</u>	<u>2</u>	
e. Help determine judicial policies and procedures.	<u>17</u>	<u>61</u>	<u>46</u>	<u>11</u>	<u>1</u>

6. When students violate residence halls regulations, what initial referral would you prefer?

☐ Hall Judiciary ☐ Head Advisor ☐ Adjudicates ☐ Judiciary outside the hall ☐ None of these-explain

0 9 38 48 3 38

- 3 -

V. The Aide informs black students about job opportunities in MSU residence halls and off-campus placement.

	Strongly agree	Agree	Disagree	Strongly disagree
1. The Aide has made Black students aware of employment opportunities.	3	43	15	1
2. Residence halls programs should provide job opportunities for black students.	28	64	11	1
3. In proportion to their numbers black students have as much opportunity to get positions in residence halls as white students.	21	66	13	2
4. The Aide in my dorm is very knowledgeable about job opportunities off-campus.	2	18	58	3
5. The Aide in my dorm is very knowledgeable about job opportunities on-campus.	4	38	17	2

6. List any suggestions you may have to improve the Black Student Aide Program.

7. Do you believe the Black Aide Program should be incorporated in the existing residence halls structure? ☐ Yes ☐ No

0
 19 91 26

TO: Residence Hall Staff - Michigan State University

FROM: Don E. Coleman - Area Director - Minority Students Coordinator
Black Student Aide Program

You are asked to play a very important role in evaluating the Black Student Aide Program by responding to the enclosed questionnaire. Your answers to the questions will enable us to plan a much more effective program to meet the needs of Black students at Michigan State University.

When you have completed the questionnaire, please return it to the Head Resident Advisor in your hall. Your responses will be kept confidential. Please complete the questionnaire by February __, 1971.

Sex: ☐ Male ☐ Female

Staff Position: ☐ HA ☐ ARA ☐ GRA ☐ RA

THE BLACK STUDENT AIDE PROGRAM

I. The Black Student Aide in my hall:

1. Check the appropriate answer for each question listed below.

	Always	Usually	Seldom	Never	<u>0</u>
a. The Aide in my hall has a warm, outgoing personality.	<u>11.12</u>	<u>45.59</u>	<u>23.53</u>	<u>3.68</u>	<u>8.09</u>
b. He(she) shares the goals, interests and aspirations of black students.	<u>38.97</u>	<u>33.09</u>	<u>29.4</u>	<u>0.00</u>	<u>25.00</u>
c. I feel comfortable talking with the Aide.	<u>25.00</u>	<u>47.06</u>	<u>16.18</u>	<u>5.15</u>	<u>6.62</u>
d. I respect and trust the Aide.	<u>28.68</u>	<u>38.24</u>	<u>14.17</u>	<u>7.35</u>	<u>11.03</u>
e. I feel the Aide respects me.	<u>19.85</u>	<u>38.97</u>	<u>16.91</u>	<u>5.15</u>	<u>19.12</u>
f. He(she) is available when I need him(her).	<u>16.91</u>	<u>34.56</u>	<u>24.26</u>	<u>4.41</u>	<u>19.85</u>

2. The Aide has been an important source of help to me.

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

5.88 24.26 35.29 23.53 11.03

II. The Black Aide should create an atmosphere of racial understanding between black and non-blacks.

	Strongly agree	Agree	Disagree	Strongly disagree	<u>0</u>
1. The Black Aide has scheduled meetings to create racial understanding between blacks and non-blacks.	<u>1.47</u>	<u>15.44</u>	<u>36.03</u>	<u>33.09</u>	<u>13.97</u>
2. Due to the efforts of the Aide, my interracial experiences have been more positive.	<u>2.94</u>	<u>24.26</u>	<u>41.91</u>	<u>21.32</u>	<u>9.56</u>
3. My attitude has become more tolerant as a result of the Aides efforts.	<u>2.94</u>	<u>17.65</u>	<u>46.32</u>	<u>20.59</u>	<u>12.50</u>
4. I would have no objections living with a roommate of another race.	<u>38.97</u>	<u>46.32</u>	<u>8.09</u>	<u>0.00</u>	<u>6.62</u>

5. Below is a list of duties the Aide may perform. Rank them in order of importance to you from 1-6. The Aide should:

- 2 Work to create better racial understanding.
- 1 Advise black students on academic and personal problems.
- 6 Help instruct students how to succeed at MSU.
- 5 Keep students informed, encourage involvement in hall programs and activities.
- 3 Work with residence hall staff to keep them aware of black goals at MSU.
- 4 Plan programs and activities to build black identity and awareness.

- 2 -

6. From the list of duties in question #5 indicate to what extent the Aide did perform these duties.

Objective:	0	Always	Usually	Sometimes	Never
A <u>Improve Race Relations</u>	20.59	1.15	20.59	31.56	19.12
B <u>Academic & Personal Problems</u>	33.82	18.39	30.88	14.71	2.21
C <u>Help B.S. Succeed</u>	38.97	7.35	22.06	21.32	10.29
D <u>Help B.S. Enriched</u>	28.69	8.09	19.12	30.88	13.24
E <u>Work w/ Hall Staff</u>	19.12	4.41	8.09	30.88	37.50
F <u>Plan Bl. Social Programs</u>	27.21	16.18	25.74	19.85	11.03

7. From which group of students listed below do you feel is best qualified to fill the Black Aide Position? Circle answer.

0
5.88
1. Black Freshmen 2. Black Sophmores 3. Black Juniors 4. Black Seniors 5. Black Grad Students
0.74 8.09 68.58 8.09 8.82

III. Aides should have a basic knowledge of how the University is organized.

1. Do you feel the Aide is knowledgeable of the resources in the University and utilized them to help black students succeed at MSU?

0
19.12
☐ Very much ☐ Much ☐ Somewhat ☐ Very little
16.18 29.41 25.00 10.29

2. The person I consider to have the most knowledge about university resources is the:

0
20.59
☐ Black Head Advisor ☐ Black Grad Advisor ☐ Black Resident Assistant ☐ Black Aide
43.58 14.12 9.56 7.35

3. I feel the Aide is aware of the various university rules and regulations.

0
19.12
☐ Very much ☐ Much ☐ Somewhat ☐ Very little
14.71 32.09 28.68 4.41

IV. Listed below are programs in which Black students participated. Please check appropriate answer(s)

	0	Started by Aide	Aide Should Start
A. Dorm Black Social Events	42.65	34.56	22.79
B. Black Culture Room Meetings	38.24	36.76	25.06
C. Financial Aide-Work-Study	27.21	8.09	60.29
D. Racial Understanding	30.88	19.85	49.26
E. Black Student Organization	45.59	29.41	25.00
F. Counseling	35.29	30.88	33.82
G. Tutorial	46.32	16.18	37.50

2. Select the type of activity most blacks participate in within your dorm.

0
19.12
☐ Social-Recreational ☐ Academic ☐ Political ☐ Economic Work-Study
64.71 7.35 4.41 4.41

4. Of the activities listed in question #3, rank from 1-4 the programs black students should be chiefly concerned about.

1. Ac. Recreation 2. Academic 3. Political 4. Non-Financial

5. Black students in my hall:

	Strongly agree	Agree	Disagree	Strongly disagree	0
a. Should participate in hall government.	47.06	41.18	3.68		8.09
b. Should help determine the rules under which they live.	11.76	31.62	0.74		5.88
c. Believe that hall government supports their interests.	8.09	16.18	20.74	11.76	13.24
d. Should serve on hall judiciaries.	47.79	38.97	1.47		11.76
e. Help determine judicial policies and procedures.	44.85	33.82	8.09	0.74	12.50

6. When students violate residence halls regulations, what initial referral would you prefer?

0
6.22
☐ Hall Judiciary ☐ Head Advisor ☐ Adjudicates ☐ Judiciary outside the hall ☐ None of these-explain
27.94 35.29 2.21 27.94

- 3 -

V. The Aide informs black students about job opportunities in MSU residence halls and off-campus placement.

	<u>Σ</u>	Strongly agree	Agree	Disagree	Strongly disagree
1. The Aide has made Black students aware of employment opportunities.	54.41	2.24	31.62	11.03	0.74
2. Residence halls programs should provide job opportunities for black students.	2253	20.59	47.06	9.69	0.74
3. In proportion to their numbers black students have as much opportunity to get positions in residence halls as white students.	25.00	15.44	48.53	9.56	1.47
4. The Aide in my dorm is very knowledgeable about job opportunities off-campus.	6250	1.47	13.24	20.59	2.21
5. The Aide in my dorm is very knowledgeable about job opportunities on-campus.	55.15	2.94	27.94	12.50	1.47

6. List any suggestions you may have to improve the Black Student Aide Program.

7. Do you believe the Black Aide Program should be incorporated in the existing residence halls structure? ☐ Yes ☐ No

Σ
13.97 66.91 19.12

APPENDIX 3

CHI-SQUARE

Chi-Square χ^2

O = observed frequency
 T = table Chi-Square
 * = significant differences
 df = Degree of Freedom

TO: Residence Hall Staff - Michigan State University

FROM: Don E. Coleman - Area Director - Minority Students Coordinator
 Black Student Aide Program

You are asked to play a very important role in evaluating the Black Student Aide Program by responding to the enclosed questionnaire. Your answers to the questions will enable us to plan a much more effective program to meet the needs of Black students at Michigan State University.

When you have completed the questionnaire, please return it to the Head Resident Advisor in your hall. Your responses will be kept confidential. Please complete the questionnaire by February __, 1971.

Sex: ☐ Male ☐ Female

Staff Position: ☐ HA ☐ ARA ☐ GRA ☐ RA

THE BLACK STUDENT AIDE PROGRAM

I. The Black Student Aide in my hall:

1. Check the appropriate answer for each question listed below.

- The Aide in my hall has a warm, outgoing personality.
- He(she) shares the goals, interests and aspirations of black students.
- I feel comfortable talking with the Aide.
- I respect and trust the Aide.
- I feel the Aide respects me.
- He(she) is available when I need him(her).

OW.	O	I	df	
	Always	Usually	Seldom	Never
#	100.511	13.2267	4	
#	54.48	"	"	
#	66.195	"	"	
#	55.417	"	"	
#	120.70	"	"	
#	95.276	"	"	

2. The Aide has been an important source of help to me.

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

19.951 " "

II. The Black Aide should create an atmosphere of racial understanding between black and non-blacks.

- The Black Aide has scheduled meetings to create racial understanding between blacks and non-blacks.
- Due to the efforts of the Aide, my interracial experiences have been more positive.
- My attitude has become more tolerant as a result of the Aides efforts.
- I would have no objections living with a roommate of another race.

	Strongly agree	Agree	Disagree	Strongly disagree
1.				
2.		10.877	13.2267	4
3.	#	115.391	"	"
4.	#	62.369	"	"

5. Below is a list of duties the Aide may perform. Rank them in order of importance to you from 1-6. The Aide should:

- Work to create better racial understanding.
- Advise black students on academic and personal problems.
- Help instruct students how to succeed at MSU.
- Keep students informed, encourage involvement in hall programs and activities.
- Work with residence hall staff to keep them aware of black goals at MSU.
- Plan programs and activities to build black identity and awareness.

	O	I	df
a.	# 28.045	15.0863	5
b.	# 44.056	"	"
c.	# 16.766	"	"
d.	# 16.766	"	"
e.	# 16.766	"	"
f.	# 55.75	13.2267	4

- 2 -

6. From the list of duties in question #5 indicate to what extent the Aide did perform these duties.

Objective:	Always	Usually	Sometimes	Never
A	# 22.485	13.2767	4	
B	# 25.060	"	"	
C	# 91.866	"	"	
D	# 132.141	"	"	
E	# 53.925	"	"	
F	# 43.588	"	"	

7. From which group of students listed below do you feel is best qualified to fill the Black Aide Position? Circle answer.

1. Black Freshmen 2. Black Sophomores 3. Black Juniors 4. Black Seniors 5. Black Grad Students
64.785 13.2767 4

III. Aides should have a basic knowledge of how the University is organized.

1. Do you feel the Aide is knowledgeable of the resources in the University and utilized them to help black students succeed at MSU?

☐ Very much ☐ Much ☐ Somewhat ☐ Very little

36.339 13.2767 4

2. The person I consider to have the most knowledge about university resources is the:

☐ Black Head Advisor ☐ Black Grad Advisor ☐ Black Resident Assistant ☐ Black Aide

92.772 13.2767 4

3. I feel the Aide is aware of the various university rules and regulations.

☐ Very much ☐ Much ☐ Somewhat ☐ Very little

29.479 13.2767 4

IV. Listed below are programs in which Black students participated. Please check appropriate answer(s)

	Started by Aide	Aide Should Start	
A. Dorm Black Social Events	# 197.152	13.2767	4
B. Black Culture Room Meetings	# 197.415	"	"
C. Financial Aide-Work-Study	# 155.976	"	"
D. Racial Understanding	# 143.240	"	"
E. Black Student Organization	5.381	"	"
F. Counseling	5.172	"	"
G. Tutorial	# 19.484	"	"

2. Select the type of activity most blacks participate in within your dorm.

☐ Social-Recreational ☐ Academic ☐ Political ☐ Economic Work-Study

12.334 13.2767 4

4. Of the activities listed in question #3, rank from 1-4 the programs black students should be chiefly concerned about.

1. _____ 2. _____ 3. _____ 4. _____
15.798 13.2767 4

5. Black students in my hall:

	Strongly agree	Agree	Disagree	Strongly disagree
a. Should participate in hall government.	# 8.183	13.2767	4	
b. Should help determine the rules under which they live.	# 47.269	"	"	
c. Believe that hall government supports their interests.	# 40.004	"	"	
d. Should serve on hall judiciaries.	# 92.775	"	"	
e. Help determine judicial policies and procedures.	# 150.924	"	"	

6. When students violate residence halls regulations, what initial referral would you prefer?

☐ Hall Judiciary ☐ Head Advisor Adjudicates ☐ Judiciary outside the hall ☐ None of these-explain

64.785 13.2767 4

- 3 -

V. The Aide informs black students about job opportunities in MSU residence halls and off-campus placement.

	Strongly agree +	Agree	Disagree	Strongly - disagree
1. The Aide has made Black students aware of employment opportunities.	<u>5</u> * 32,978	<u>1</u> 13,275	<u>2</u> 4	
2. Residence halls programs should provide job opportunities for black students.	* 75,285	"	"	
3. In proportion to their numbers black students have as much opportunity to get positions in residence halls as white students.	* 190,010	"	"	
4. The Aide in my dorm is very knowledgeable about job opportunities off-campus.	* 62,248	"	"	
5. The Aide in my dorm is very knowledgeable about job opportunities on-campus.	* 78,382	"	"	
6. List any suggestions you may have to improve the Black Student Aide Program.				
7. Do you believe the Black Aide Program should be incorporated in the existing residence halls structure? <input type="checkbox"/> Yes <input type="checkbox"/> No				
		* 18,161	9,21034	