

REPORT OF COMMITTEE ON STUDIES AND INSTRUCTION IN RACE RELATIONS

PREAMBLE

Not until recently have white Americans been aware of the degree to which black Americans partake of a distinct and significant culture. The political and social events of the past several years have begun to produce an awakening realization of our ignorance of the nature of black American culture and society. The universities have been caught as unprepared for these new developments as have all other sectors of American society. But it is clearly a vital intellectual and practical task of the university to take the lead in articulating the Afro-American heritage, examining the Afro-American culture, coming to terms with problems of poverty, racism, and inter-group relations; and educating a new generation of black Americans in those areas which are meaningful to them, and of significance to their people, and indeed to the whole of American society. This is the context of the following report.

Introduction

The recommendations in this report stem from an extensive examination beginning in May 1968 of the existing curriculum at the University of Wisconsin, Madison, an evaluation of course offerings, staffing, research efforts in this area, and other related concerns. During the course of our inquiry we have met with many individuals in the University community to consider the needs of this University in the area of Black Studies. We held an open hearing with students in October, we discussed questions related to Afro-American studies with scholars inside and outside the University, and evaluated the programs of several other universities. Our proposals grow out of a long series of meetings over the past six months. Throughout this period we have benefitted greatly from the suggestions and assistance of faculty and student observers in the meetings of the Sub-Committee and the Committee.

In our deliberations we have considered both the content of studies and the form of organization. The varieties of each are worthy of a brief examination here. The content of studies may vary from the liberal arts to the applied "how to do it" types. Within the liberal arts type we would distinguish two approaches, the first being the extension of existing disciplines like History, English and Anthropology to inquiry into the concerns of black people. The second approach is the creation of a new discipline or specialization which starts with a study of black experience and calls in the methods of the older disciplines where needed. The distinction is one of emphasis and approach.

Somewhat aside from the above two liberal arts types of study is the "how to do it" type, which informs the student on how to be of use in practical problem solving. Included under this general heading would be study of how to adapt primary education to the special needs of slum-dwelling children; how to improve housing conditions in the cities; how to organize a cooperative health clinic; how to re-train underemployed workers; and how to improve the competitive chances "of black capitalists".

The form of organization is, of course, conceptually distinct from the content of study. The forms which are familiar to us are interdepartmental (e.g., the African Studies Program, the Industrial Relations Program, and the East Asian Studies Program); separate departments (e.g., the Indian Studies Department, the Scandinavian Studies Department); schools (e.g., the School of Social Work, the School of

Business, the School of Education); research institutes or centers (e.g., the Land Tenure Center, the Institute for Research on Poverty, the Industrial Relations Research Institute); and extension units (e.g., the School for Workers).

The University's responses to the black revolution can be to move on several fronts of content of studies and form of organization. That is, numerous departments within several colleges and divisions may extend their existing content of studies to take up various aspects of the experience of black people. Simultaneously, new interdisciplinary programs, centers, institutes, and departments can be formed. These responses to the need to study the experience of black Americans could be combined with responses to parallel needs of other ethnic minorities in a center or a school or college of American Ethnic Studies.

In this report, we are unable to give full attention to all the possible curricular innovations sketched out above. Rather, we have concentrated our attention on two alternatives within the conventional framework of the B.A. degree programs in the College of Letters and Science. These are the interdisciplinary programs as exemplified by the American Institutions Program and the separate department - new discipline as exemplified by the Scandinavian Studies Department. We call attention to the fact that the choice is not exclusive. It is likely that different groups of students and faculty would be attracted to the inter-disciplinary program and the new disciplinary program. Hence, we conclude that both the program and the department should be pursued. We do not foreclose the possibility that one or the other approach may turn out to be the more productive in the long run. Nor do we foreclose future study of what contributions can be made outside the College of Letters and Science. We would encourage other units within the University to initiate immediate consideration of potential contributions.

In making our recommendations we are following a long and well-established tradition at this University and in other American universities of enlarging and enriching the intellectual life of the University Community and of expanding the educational and research efforts and opportunities in the areas of past neglect.

As we noted in our report last November to the Chancellor, "The Committee feels that significant action in this area is urgently needed....We are impressed by the validity of much of the student and faculty criticism and by the extent and intensity of the feelings engendered by the belief that little is being done to rectify these problems." Most importantly, we have concluded that this University is woefully lacking in the area of Afro-American Studies. While there are historic reasons for this dilemma which we understand all too well, we urge this University to overcome the factors which have led us to so shamefully neglect a vital part of our historical, cultural and intellectual tradition and have left us ill-prepared to understand and to meet many of the pressing needs of today. We feel that the proposals outlined here will provide a good base for overcoming many of the weaknesses of the programs at the University of Wisconsin. As one of the nation's outstanding universities, we are in a position to make a contribution of great value. We feel that such an effort is essential both morally and academically.

THE RATIONALE FOR AFRO-AMERICAN STUDIES

The important role of Afro-Americans in the shaping of these United States has been seriously ignored and quite often distorted in the curricula of this and other universities. University professors have contributed to the perpetuation of ignorance and distortion about the black man and his past. Moreover, it is only very

recently that American publishing houses have set about the task of re-making the image of the black man as traditionally portrayed in books intended for schools, colleges, and universities. The study and teaching of Afro-American subjects must be approached from a new perspective. The aim of such an approach should be the systematic and coordinated presentation of this neglected corpus of human experience. It is essential that this effort be undertaken by individuals who have an expertise in the subject matter, who have an overriding commitment to the subject; that is, by individuals who are not cursorily interested in Afro-American studies but who are eager to devote the better part of their research and teaching toward the reconstruction of the Afro-American past, and the understanding of the black man's role in contemporary society. What is needed is a core of courses taught by concerned individuals who will be able to convey to black students and white what it means, and has meant, to be a black man in a white society. What is required is that no student, black or white, should leave this University without a deep appreciation and understanding of the problems of a multi-racial society; of the contribution of black men and women to the shaping of American culture; of the psychological and social difficulties of second-class citizenship; of the pain and suffering of decades of social ostracism; of the educational and economic effects of racism and racist institutions. What is essential is that black students and white should not leave this University without some knowledge of the Afro-American cultural and intellectual tradition; of the nature and character of a black subculture traditionally segregated from the mainstream of American life; of the metamorphosis of black identity through periods of slavery, emancipation, segregation, integration, protest, and revolt; of the Afro-American and his cultural and intellectual roots—that is his historical evolution in Africa and the New World; of the origin and nature of Afro-American institutions, the family, the church, the school, and the press; of the nature and history of the Afro-American's struggle for survival, as specially seen through movements of social and political protest. For it can be genuinely stated that without such knowledge, fundamental and integral to the American experience, such students will not have received in this University a truly "liberal" education.

The social science and humanistic disciplines within the University stand to gain from such a growth of Afro-American studies, and from the development of concomitant research facilities in these areas. It may be necessary for these disciplines to re-examine their assumptions about the American social system in the light of increased knowledge of communities, institutions, and cultures which have so long been ignored. Such research and teaching is necessary if we are to improve our ability to understand and deal meaningfully with schisms in American society which have become evident in recent years. This will be fully consistent with the University's long history of concern with problems of the state and nation.

CURRICULUM

A black studies program must provide a base for both teaching and research. It should provide for an undergraduate major in black studies and be geared toward the establishment of a Ph.D. program in black studies in the near future. The teaching component should consist of a core curriculum within the black studies program, augmented by other courses cross-listed with existing departments. We anticipate that courses in the Afro-American Concentration of the American Institutions Program would become a part of the course offerings. However, the relationship to the black studies program of courses related to black studies in other departments would obviously depend on the interests and feelings of the individual instructors and the departments involved.

The core curriculum would include several basic introductory courses, such as the existing course entitled "The Afro-American Cultural and Intellectual Tradition" (American Institutions 203). The curriculum of the program should provide a course of instruction for its students which will seek to develop an understanding of the problems and achievements of black Americans. This program is similar to those of several existing departments and programs in this University which define the field of inquiry in terms of a people, an ethnic base, or a geographic entity. One might cite as examples the Indian Studies Department, the African Studies Program, and the Scandinavian Studies Department.

The following are examples of the kinds of courses and seminars which could be introduced by the new program or by existing departments and cross-listed:

The Afro-American Family: Sociological and Anthropological Perspectives
The Afro-American Cultural and Intellectual Tradition
Afro-American Movements of Social Protest
The Economics of Afro-American Rural Communities
The Cultural and Social Structure of Afro-American Rural Communities
The Economics of Afro-American Urban Communities
The Cultural and Social Structure of Afro-American Urban Communities
The Psychology of Prejudice
The Origins and History of Afro-American Institutions
Introduction to Afro-American Art
Afro-Americans and The Theatre
Afro-American Prose and Poetry
The Afro-American Writer in America
Afro-Americans and The Urban Crisis
Afro-American History 1800-1900: The Rise of A National Elite Class
Racist Legislation and The Afro-American
Afro-Carribean Communities in The 20th Century
Afro-American Religious Movements
A Survey of Afro-American History
The African Heritage in The New World
The Origin and History of The Civil Rights Movement
The Afro-American Press: Its History and Contemporary Situation
Origin and History of Afro-American Trade Unions
The Afro-American in the Civil War and Reconstruction
The Afro-American Image in Communication Media
The Afro-American and the Western Frontier
The Afro-American and the Sociology of American Sport
The Afro-American Abroad: Afro-American Contributions to European Culture
Afro-American Music
The Sociology of Afro-American Music
The Development of Urban Black Politics

We are particularly concerned that research be emphasized in the program and adequately funded at the outset. Much more work needs to be done to provide the well-established body of knowledge which is so vitally needed. We are concerned that a black studies program at Madison be of the highest quality — that it emphasize first rate scholarly work from the outset. Our ability to attract high caliber scholars and carry out a first-class teaching program will depend on the establishment of a sound research base.

RECOMMENDATIONS OF THE COMMITTEE

Recommendation I

We recommend that a Department of Afro-American Studies be established in the College of Letters and Science at the University of Wisconsin, Madison.

We feel that a first rate black studies program can best be carried out within the context of a departmental structure. The establishment of a viable scholastic and research program requires the ability to determine the curriculum and to hire and promote faculty. A program which is unable to initiate and maintain such efforts remains dependent on the actions of existing departments within the University. Despite the growing interest in Afro-American studies at this University, it should be clear that each department has its own set of priorities based on its program, existing vacancies, and new developments in that particular discipline. The willingness to adjust these priorities to any significant degree, both in terms of new faculty appointments and new courses, might understandably be slight. If a program of black studies is to achieve excellence it must be able to plan and establish a balanced program free of the encumbrances which would be imposed without departmental status. Such status greatly reduces these problems, yet allows for close cooperation with existing departments where that is mutually advantageous. Moreover, the independence that would result from organization as a department would help insure that those whose interests are in such a program do not become "second class citizens" within other departments. In addition, this would facilitate the hiring of scholars eager to devote their energies to black studies.

Furthermore, operation within the context of a departmental structure greatly aids the creation of a coherent and stimulating environment for students. This vital departmental function is cogently described in the Letters and Science publication Majors (p. 6) as follows:

Through both conferences and courses you will also be developing an impression of what we might call the personality of the department, which your fellow students have suggested can be important. Are there a number of professors you are interested in and can work well with, and can you feel reasonably confident in the departmental context, in both beginning and advanced work? . . . If your particular nature will make you uncomfortable much of the time in that context, you will hardly extract from it what you should.

In the light of these important considerations, we urge that a Department of Afro-American Studies be established.

Organization of The Department

The organization and operation of the Department shall be subject to University Faculty Rules and Regulations and as is the case with other University Departments:

- a. It shall be separately budgeted.
- b. It may establish and offer courses.
- c. It shall employ staff and may work out joint appointments with other departments.
- d. It will determine who shall be members of its staff as do other University Departments.

Recommendation II

The organization of the Department shall be accomplished in the following manner:

- a. A Steering Committee of faculty and students shall be appointed by the Chancellor after consultation with the Dean of Letters and Science and other appropriate individuals.
- b. Composition of the Committee
 1. It shall be composed of seven faculty members and two students;
 2. The Chairman of the Committee shall be a faculty member appointed by the Chancellor from among the members of the Committee and shall be a voting member;
 3. The Chancellor shall endeavor to appoint to the Committee members who have a knowledge and understanding of the black community and of the area of Afro-American Studies.
 4. As faculty members are appointed to the Department, they shall become regular members of the Steering Committee.
- c. Functions of The Committee:
 1. The Committee shall prepare the formal documentation for submission to the administration and the several bodies whose approval is necessary for the establishment of a department and a new major within the context of the guidelines here set out, or as amended and approved by the faculty.
 2. The Committee shall study and develop the general guidelines for the major which will later be implemented by the faculty of the Department and submitted to the faculty of the college for approval. The Committee (and the Department when established) shall explore ways and means of establishing:
 - a) a major with at least two options, one in the social studies and one in the humanities;
 - b) a concentration which can also be taken as either a corollary major or a strong minor for those students who wish majors in fields which lead to other vocational ends;
 - c) courses which serve the general education purposes of the University at large.
 3. Until the appointment of three voting, tenured faculty members to the Department, the faculty members of the Steering Committee shall make recommendations on faculty personnel matters to the appropriate administrative officer.
 4. After the initial year, the Steering Committee shall become an Evaluation Committee for the following three years and shall report

each year to the appropriate faculty on the activities, needs, and problems of the Department.

Recommendation III

Since under optimal conditions, the operational establishment of the Department cannot be accomplished before July 1, 1970, we recommend:

- A. That the existing (though incomplete) Afro-American Concentration of the American Institutions major be expanded in order to begin the development of courses and the addition of faculty which may be directly or indirectly supportive of the development of the major in Afro-American Studies.

As suggested earlier in this document, the development of the area studies departments elsewhere in the University has not precluded the continued development of related courses in related departments. Further, we do not foreclose the possibility that one or the other approach may turn out to be more productive in the long run.

- B. As early as it can be accomplished, the Steering Committee should seek the appointment of a faculty member who can serve as the Director or Coordinator of the development of the Afro-American major and as staff for the Committee.

Recommendation IV

It is assumed that efforts to develop an Afro-American center will continue concurrently but autonomously with the expansion of academic programs. The administrative location of the Center is presently a subject of intense discussion by the Executive Committee of the Center.

- A. This Committee recommends that the Executive Committee of the Center make every effort to provide for close connection between the center and the academic programs of the Department of Afro-American Studies.

The Center can provide services to Afro-American students and all students concerned with Afro-American affairs. As an adjunct to the Programs and Department, it may be able to develop the environmental and instructional programs which cannot be expanded in the regular academic structure. Special projects, short courses which do not carry academic credit, research facilities, contact with resident scholars, and many social and cultural programs devised and controlled by students themselves are possible within the Center as it is envisaged. The present administrative organization of the Center is the result of an effort by the University to promote development of the Center. With development of more extensive programs and an Afro-American Department, it is probable that the structure will change as these related academic foci change.

- B. The Committee recommends that the Steering Committee work closely with the Executive Committee of the Center to insure the most intimate connection possible.

Approved

Faculty

Robert C. Calfee
G. W. Foster
Archibald O. Haller
Fred Hayward
S. K. Heninger, Jr.
Herbert Lewis
Michael Lipsky
Martin B. Loeb
Edris Makward
Russell Middleton
Robert J. Miller
Seymour Spilerman
Wilson Thiede, Chairman

Students

Karen Fisher (alternate)
David Schaefer

Abstentions

Faculty

John Willis

Students

David Payne

Statement of Reservation

We concur in the majority report except in the matters of recommendation II, b, 1, where I would favor a 50-50 Student-Faculty ratio in an even numbered committee, and recommendation II, c, 3 where I would favor student participation in the search and screen function involved in selecting initial faculty.

Michael Lipsky
Karen Fisher (alternate)
David Schaefer

APPENDIX A.

ILLUSTRATIVE SCHEDULE OF THE DEVELOPMENT OF THE DEPARTMENT

Corollary Line of Development

Major Line of Development

	Faculty approval of Recommendations
	Selection of Committee Members by Chancellor
Appointment of faculty program director or coordinator	Preparation of complete documentation of the recommendation for a new major and a new department
Addition of new faculty for Afro-American Concentration	Approval by faculty of the proposed major
Addition of new courses in Afro-American Concentration	Approval by the Madison Campus and Central University Administration
	Approval by the Coordinating Council on Higher Education
	Selection of Faculty for Department
	Incorporation into budget and admission of students into the major

MINORITY REPORT

We recommend:

- I. that an interdepartmental Afro-American Studies program be established at the University of Wisconsin-Madison, and be funded to the degree necessary to encourage and help departments to make faculty appointments.
- II. that in the interim the present Afro-American Concentration in the American Institutions Program be considerably expanded.
- III. that the Chancellor, upon consultation with the appropriate Deans and Directors of undergraduate schools and colleges, appoint two committees:
 - A. A Steering Committee on Afro-American Studies charged with the development of the curriculum and major requirements of the proposed Afro-American Studies Program as well as the expansion and enrichment of the Afro-American Concentration of the American Institutions Program. The chairman of the Committee shall be a faculty member appointed by the Chancellor from among the members of the Committee and shall be a voting member. The Steering Committee shall be composed of 6 faculty members, 2 student members nominated by WSA, and one representative of the black community of Wisconsin.
 - B. An Executive Committee composed initially of five faculty members, charged inter alia with recommending a Director of the proposed Afro-American Studies Program, as well as identifying potential faculty members who might develop new courses in Afro-American studies and recommending them to the appropriate departments. The Chairman of the Committee shall be appointed by the Chancellor from among its members and shall be a voting member.
- IV. that the President appoint a Committee to explore ways in which the Afro-American and Race Relations Center, University Extension, and other appropriate bodies might cooperate in the development of community-oriented and action-oriented programs for the benefit of Afro-American students and the wider Afro-American community.

We reluctantly conclude that we cannot accept the majority recommendations of the Committee. We reach this position with great sadness and regret, since we are sympathetic to the needs and interests of our students and our society in greater knowledge of the black experience. Our purpose is not to deny that educational need including its obvious moral components, or to delay a response to these, but rather to make that response consonant with the values and purposes of a university, and practical at the present juncture. We share with the majority of the Committee, as they have expressed so well in their report the deeply felt need to move forward in this area, and to enlarge the concerns and the capabilities of this University for dealing with it. We disagree with them only on the form, structure, and timing of that enlargement.

The creation of a Department is a serious undertaking, both intellectually and institutionally. It should be proposed only when there is clear agreement as to the nature of the intellectual enterprise and its relationship to other disciplines, and an identifiable faculty to teach its courses. Universities are just beginning to explore and develop the substantive dimensions of this subject; in the ordinary course the faculty would encourage this exploration and development until such time as it could justify separate Departmental status. The Committee is now proposing an extraordinary course, in response not to any new understanding or development of a discipline, or to any thorough evaluation of experiences in other universities, but rather to a momentary expression of political pressures. The experience at other universities--experiences which seem in some cases to have been disastrous--suggests that the expression of these political demands is likely to change much faster than a democratic university can respond, both structurally and intellectually. We are concerned that neither the Hayward Subcommittee nor the Thiede Committee as a whole has examined systematically and in necessary detail the plans or experiences of other universities in this field. We note that at Berkeley the proposed Department has been overtaken by demands for a School or College of Ethnic Studies. Since we are still uncertain about the nature of the subject matter, since we lack a faculty to teach it, since the "black perspective" claimed as necessary to teach it is subjective and subject to change, it seems to us entirely premature to be worrying today about establishing a Department. We should be devoting our time and our other resources to the more significant and practical questions of defining and developing a serious academic enterprise in the field of Afro-American Studies. For this purpose a flexible interdepartmental program is a much more appropriate instrument.

We are equally concerned about the true exercise of academic freedom in the proposed Department of Afro-American Studies. Black student spokesmen are explicit in their view that they want a Department because they would be able thereby to control the subject matter of "black studies." The Committee report formally excludes students from personnel decisions in that Department, but if we understand the discussion that goes on around us concerning student activity on the proposed Steering Committee, informal student participation in personnel decisions as well as curricular development is expected and even explicitly encouraged. In this regard, we are greatly troubled by the repeated insistence on "the black perspective" as a criterion for appointment or teaching in such a department. Orthodoxy of this or any sort, in this or any Department, is totally unacceptable to us. We doubt that an infant Department of Afro-American Studies could effectively resist pressure on behalf of a particular orthodoxy from a militant minority.

We should move, and move rapidly. In order to facilitate the development of a broad and comprehensive program of Afro-American studies as quickly as possible, we propose the following motion:

- I. that an interdepartmental Afro-American Studies Program be established at the University of Wisconsin-Madison, and be funded to the degree necessary to encourage and help Departments to make faculty appointments.

The Program will offer a new Major in Afro-American Studies, presumably with possible concentrations in the humanities or the social sciences or a combination of the two. While the Afro-American Studies Major will probably be

of greatest interest to students in the College of Letters and Science, the Program should be developed in such ways as to be useful to students in other Schools or Colleges of the University, particularly the School of Education, the School of Business, the College of Agricultural and Life Sciences, and the various pre-professional programs. Undoubtedly the details of degree requirements and curriculum may take some time to work out, given the rather diverse interests and needs of the students who might be interested in the Program. We nevertheless believe the University should press for the earliest possible approval of this Afro-American Studies Program and Major by the Faculty, the Regents, and the Coordinating Council for Higher Education.

Faculty members associated in the Afro-American Studies Program may in time decide that the development of their teaching and research interests may be facilitated by a departmental structure. They should feel free to make such a recommendation at any time. We believe, however, that this is a decision best made after they have had some experience with the Program and its substance, have evaluated similar efforts at other institutions, and can make an informed judgment of the most effective organizational structure. In the meantime, (a) an interdisciplinary program will stimulate the development of courses related to the black experience in existing departments as well as the appointment of black faculty members in these departments, whereas a separate department would very likely discourage both; and (b) an interdisciplinary program can draw on the faculty strength and budgets of existing departments.

Meanwhile, we think that the practical development of black studies at the University of Wisconsin should not be further delayed while the details of the proposed Afro-American Studies Program are worked out and the required approval obtained. We further move, therefore,

- II. that in the interim the present Afro-American Concentration in the American Institutions Program be considerably expanded.

Through this Program students may now choose a broad interdisciplinary major in black studies. What is needed, however, is a significant development of courses more directly related to the black experience in America, past and present, and Afro-American contributions to American culture and society. These courses might be developed by appropriate existing departments, or by the American Institutions staff specifically for the Afro-American Concentration along the lines of the new course offered this semester, American Institutions 203, "The Afro-American Cultural and Intellectual Tradition." By this means we can move now to meet the interest of students, black and white alike, in this important but neglected aspect of the American experience.

We assume that many of the courses utilized for the Afro-American Concentration of the American Institutions Program will be suitable for the Afro-American Studies Program when it is developed and approved. Indeed, it may be desirable to transfer responsibility for some of these courses to the proposed Program, though this is a detail that can be worked out by the faculty members of the two programs since presumably they may be the same persons and in any event will be working closely together. We believe, however, that the Afro-American Concentration in the American Institutions Program should be retained after the Afro-American Studies Program is in being. This is surely a valid area of concentration for students who choose to major in American Institutions, and they should continue to have this option.

To implement these recommendations for the rapid development of black studies at the University of Wisconsin, we move, further:

III. that the Chancellor, upon consultation with the appropriate Deans and Directors of undergraduate Schools and Colleges, appoint two committees:

A. A Steering Committee on Afro-American Studies charged with the development of the curriculum and major requirements of the new Afro-American Studies Program as well as the expansion and enrichment of the Afro-American Concentration of the American Institutions Program. The chairman of the Committee shall be a faculty member appointed by the Chancellor from among the members of the Committee and shall be a voting member. The Steering Committee shall be composed of 6 faculty members, 2 student members nominated by WSA, and one representative of the black community of Wisconsin.

We believe that it would be helpful for the Committee to have the perspective of a representative of the black community outside the University, as well as that of black students and black faculty members from within the University; but we specifically reject race as a criterion for membership on this Committee or for participation in any aspect of an Afro-American Studies Program.

B. An Executive Committee composed initially of five faculty members, charged inter alia with recommending a Director of the proposed Afro-American Studies Program, as well as identifying potential faculty members who might develop new courses in black studies and recommending them to the appropriate departments. The Chairman of the Committee shall be appointed by the Chancellor from among its members and shall be a voting member.

We assume that the Executive Committee will work closely with the Steering Committee and that some of its members may be drawn from the Steering Committee. As the size of the faculty in the Program grows, both of these Committees may be enlarged.

We recognize that there is a legitimate need on the part of black students for more community-oriented and action-oriented programs. We believe these can best be developed through an expanded Afro-American and Race Relations Center as well as through University Extension and other agencies of the University that reach out to the community. An academic program cannot adequately satisfy these needs. The Center and Extension can provide a variety of services to Afro-American students, the Afro-American community, and all students concerned with Afro-American affairs. As an adjunct to the proposed Program, the Center and Extension may be able to provide the environmental and instructional programs which cannot be expanded in the regular academic structure. Special projects, short courses which do not carry academic credit, community-oriented programs, research facilities, contact with resident scholars, and many social and cultural programs devised and carried out by students themselves are possible both within Extension and within the Center as its development is envisaged.

Finally, therefore, we move:

- IV. that the President appoint a committee to explore ways in which the Afro-American and Race Relations Center, University Extension, and other appropriate bodies might cooperate in the development of community-oriented and action-oriented programs for the benefit of Afro-American students and the wider Afro-American community.

Bernard C. Cohen
E. David Cronon
Sterling Fishman
Robert J. Lampman

For the Minority