



exclude them altogether. In the field of education, present theory and research work lead the student directly away from the problem, that is, the educational system. That field badly needs a curriculum for elementary and secondary schools which reflects the historical and contemporary perspective of Black people. The few adequate published curricula that are available have, in fact, been written largely outside the higher education system. Even these are seldom used in school systems, because education schools do not teach teachers that they present important aspects of experience for elementary and secondary students. Thereby, the education schools contribute to the mis-education of all children, Black and White.

Just as the University fails to present the perspective of the Black man in America, it fails to provide adequate offerings in African studies. Although a number of Oregon scholars have devoted much study and research to Africa, the undergraduate curriculum does not reflect their work. In view of the historical importance of Africa's cultural and political development, and the rapidly-growing role it is playing in international affairs, the University can no longer afford to offer its students, particularly Black students, so restricted a curriculum in African studies.

## II. Basic Proposal

As a remedy to these problems, we propose the creation of a School of Black Studies, to consist of a Department of Afro-American Studies and a Department of African Studies. This unit would serve as a professional school to train students for careers in, or closely related to, Black communities domestic and foreign, but its course offerings would also attract, and educate, an extremely wide range of University students. It would enrich the University curriculum, bring into the University Black scholars and writers who will increase understanding of Black culture while contributing to it, and provide an opportunity for students to deal with the reality of Black society. This proposal is not at all unprecedented in higher education institutions. Merritt Junior College in Oakland, California, has established an Associate of Arts degree program in Afro-American studies. San Francisco State College has set up a Black Studies Institute for teaching and research. Yale University, after extended study, is creating a degree program in this field. Many other institutions are initiating "Black curriculum" programs, each with features characteristically its own.

The purposes of the Department of Afro-American Studies would be:

1. To enable students to serve communities with ideas and skills relevant to the needs of the Black Community;
2. to develop and sustain Black culture;
3. to provide a systematic body of information to refine the experiences the Black student brings from the Black community, equipping him to return to that community better able to meet its needs;
4. to develop theories and practices in the social sciences relevant to the life styles of Black people;
5. to develop curriculum materials for elementary, secondary, and higher educational systems; and
6. to operate a research unit which addresses itself to the influence of American institutions on the life styles of Black people, and to Black people's actual and potential influence on American institutions.

The purposes of the Department of African Studies would be:

1. to inform students about Africa as a major emerging force in the modern world;
2. to provide a basis for understanding Afro-American society and culture in the light of their ancestral heritage;
3. to enlarge the University's presentation of the diversity of human cultures;
4. to facilitate the study of present-day Africa as a field of rapid social change in the Third World; and
6. to prepare students for professional careers involving African and international affairs.

### III. Implementation: Plan of Operation.

#### Summer, 1968

A. We ask the University--by June 10, 1968--to hire a Black Studies Staff, consisting of Black students on campus, at University expense under the official sponsorship of the Black Student Union. (Members of our Committee have submitted to the Ford Foundation a request for partial funding of the Staff's work.) The staff would consist of two Black Studies coordinators, six Black Studies assistants, and two Black Studies secretaries.

B. During the summer, the Black Studies Staff would negotiate with SEARCH to include six Black Studies courses in the SEARCH curriculum during the academic year 1968-1969. The staff would organize these courses in co-operation with consultants, instructors, and sponsoring departments. The SEARCH courses might include such offerings as:

1. The Press and the Black Community--an analysis of the past and present role of the Black press in the Black community, and of the White press's treatment of that community.
2. Black Musical Traditions--examination of the evolution of the present-day musical style from slave chants, through field cries, spirituals, the blues, gospel songs, and jazz, to rhythm-and-blues.
3. The School and the Black Community--study of the mis-education of Black children by existing school systems, and of alternatives to present practices.
4. The Church and the Black Community--examination of the church's past and present role in the community.
5. Afro-American History--study of the Black man in, say, the slavery period, or the period from emancipation to World War I, or the period since that time.
6. Protest Literature--examination of works by past and present Black protest writers.

Fall, 1968--Summer, 1969

The Black Studies Staff would be assigned the following tasks:

1. to organize the School of Black Studies and its departments, and prepare its curriculum;
2. to prepare proposals to funding agencies to sponsor fifty (50) students through an undergraduate program in Afro-American or African Studies;
3. to prepare proposals to finance teaching and research fellows (recent M. A. and Ph. D. recipients) for a year of post-degree work in developing curriculum in Afro-American and African Studies;
4. to prepare proposals to publishing companies to sponsor development of curriculum materials in Afro-American and African history, music, literature, etc. on the elementary and secondary levels;
5. to investigate library resources, and order materials; and
6. to recruit faculty members.

Preliminary Sketch of the School of Black Studies

A. The administrative staff of the School would consist of the Dean of the School of Black Studies; the faculty of the Department of Afro-American Studies and the Department of African Studies; the teaching and research fellows doing post-Master's and post-Doctoral study with additional teaching responsibilities; teaching assistants, graduate assistants, and clerical staff.

B. The School should begin operation, offering an undergraduate degree program, in the fall of 1969. The Master's program should be prepared and approved by the end of that year, with the development of a doctoral program then in progress.

Appendix: Tentative Sketch of Curriculum