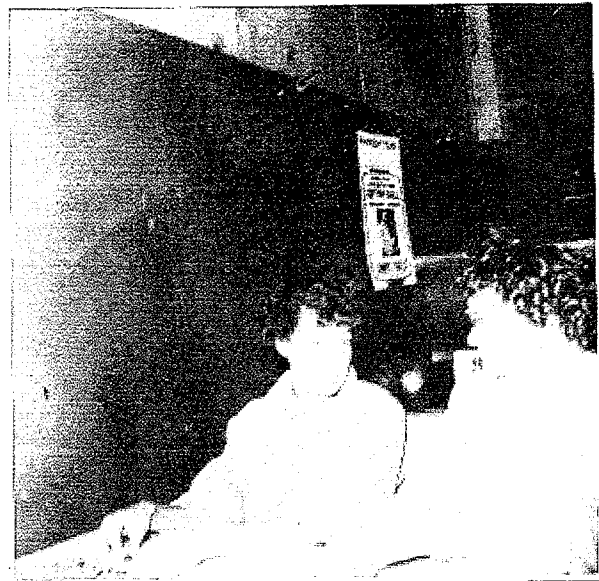




1. Perkins,
dr
3.
dr Russell



How good are
Summer Service Projects?

Dean Stanley C. Robinson
Page 2
May 8, 1968



EXTENSION IN MUSIC

608 SOUTH MATHEWS
URBANA, ILLINOIS 61801
AREA CODE 217 PHONE: 333-1580

UNIVERSITY OF ILLINOIS DIVISION OF UNIVERSITY EXTENSION

May 8, 1968

We believe a "fair share" commitment of University Extension resources would amount to approximately \$6000.00 in immediate funds plus the necessary on and off "duty" time of applicable Extension in Music and Extension in Art personnel.

We are also aware of other University resources (recreation, jobs, etc.) being committed to the Task Force effort to assist in alleviating the community social problem this summer.

We emphasize that these calculated solutions are "crash" in nature and designed to help alleviate the problem only insofar as the summer of 1968 is concerned.

IMPLICATIONS:

1. \$6000.00 of Extension money and Extension personnel would provide heretofore unavailable cultural activities for underprivileged children, teenagers, and adults in the Champaign-Urbana area.
2. An Extension cultural commitment in the underprivileged areas of Champaign-Urbana would be both a "first" for the Division and functionally justifiable.
3. Success in this "crash" venture could provide a basis for a broadened continuing cultural education program not only in this area but in other sectors of the state where similar problems exist.
4. Participation of this nature by University Extension at this time would demonstrate both good faith and good intent as regards cooperation with Urbana Campus (Chancellor's Office) in their quest for solution of the problem.
5. There is every reason to believe that expenditure of Extension "crash" resources in support of the Chancellor's immediate objectives to help alleviate the local social problem will bear "fruit" and result in clearer communications with local underprivileged segments; also, summer tensions and "nothing-to-do-ness" on behalf of deprived persons would be appreciably reduced.
6. The results or achievements gained by expenditure of Extension crash funds in support of the Chancellor's objectives could be tangibly measured; both the results and outcomes could serve as data for study and substantiation of broader long-range and/or permanent Extension programs for the following year(s).

DJP/mad

5/8/68

Enclosures - 2

MEMO TO: Dean Stanley C. Robinson, Division of University Extension
FROM: Daniel J. Perrino, Director, Extension in Music
SUBJECT: Request for Immediate Funds for Extension Training of Underprivileged Persons in Champaign-Urbana, Summer 1968

PROBLEM:

The underprivileged sectors of Champaign-Urbana, particularly the Negro segments, do not have adequate or sufficient opportunities or resources to provide for the continuing cultural growth and recreational pursuits of their peoples, especially during the summer months.

DISCUSSION:

In order to assist the city governments of Champaign and Urbana in fulfilling the recommendations of President Johnson's National Advisory Commission on Civil Disorders and to support similar policies of the University of Illinois as stated by Chancellor Peltason in charging his Task Force for assistance in Urban Arts and Recreation, the following objectives apply:

1. To enrich the lives of the total population of the Twin Cities, University of Illinois, and surrounding communities of Champaign County, and specifically and directly for people who reside in the inner cities; to supplement the cultural offerings of all schools and related institutions.
2. To support the recommendations for improvement of communications between all peoples of the community and the enrichment of community life as stated by the President of the United State's National Advisory Commission on Civil Disorders.

SOLUTION:

We believe considerable progress towards these objectives can be achieved through the commitment and employment of Extension in Music and Extension in Art personnel and resources to the extent necessary to fulfill the Chancellor's estimate of "fair share" University involvement this (1968) summer.



EXTENSION IN MUSIC

608 SOUTH MATHEWS
URBANA, ILLINOIS 61801
AREA CODE 217 PHONE: 393-1580

UNIVERSITY OF ILLINOIS DIVISION OF UNIVERSITY EXTENSION

17

May 29, 1968

Chancellor Jack Peltason
112 English Building

Dear Chancellor Peltason:

Since our initial meeting with you on April 25, your Task Force for Recreation and the Cultural Arts has been steadily pursuing its mission: to explore, devise and implement University assisted supplementary recreation and cultural programs which can enrich the lives of the total populace of the twin cities, but specifically the underprivileged persons of the inner cities and Champaign County.

Enclosed is a brief report of our activities. We are available for questions, consultations or advice concerning any aspect of this report and our charge.

Sincerely yours,

John A. O'Connor
John A. O'Connor, Chairman
Chancellor's Task Force for the Cultural Arts
and Recreation

Committee Members:

- Mary Alexander, V. I. P.
- Kenny Allen, V. I. P.
- Mary Arends, Theatre
- Paul Hursey, North end Representative (nonacademic)
- Walter Johnson, Extension in Art
- Kathy Key, Illini Union
- Dave Mathews, Intramural Activities
- Daniel J. Perrino, Extension in Music
- Melvin Rieff, G. S. A.
- Bill Savage, B. S. A.
- Joseph Smith, Chancellor's Office
- Thomas Wiczorek, V. I. P.
- Rollin Wright, Physical Education

JAO:ccs
cc: Committee members
Enclosure

Task Force Report, May 27, 1968

-2-

3. Period of Instruction

- a. Beginning when city schools cease regular instruction (proposed)
- b. Continue until August 10 or longer if requested (proposed)

4. Curriculum

<u>Type</u>	<u>Description</u>	<u>Schedule</u> (To be arranged after further coordination between V.I.P., Douglass Center and Extension in Art)
Crafts:		
a. Folk Art	Sculpture, woodcarving, weaving batique-fabric stamping technique of African heritage	
b. Contemporary	American Negro culture motivated, i.e. print making, jewelry, ceramics	
c. Puppetry	Creative writing, role playing, dramatizing themes of Negro culture	
Art:		
a. Drawing	Basic fundamentals-heritage themes: pencil, pen and ink, charcoal, chalk, pastel, crayons, conte-crayons, etc. (line medium). Studio or community oriented subject matter. Outdoor settings may be used.	
b. Painting	Activities related to black culture. Tempera, casein, water color, acrylics, oil, etc. Mixed media. Studio or community oriented. Outdoor settings may be used.	
<u>Note:</u> Size of classes will vary from a maximum of 15 in crafts, to 150-20 in painting and drawing.		
c. Art History (Appreciation)	Examination of Negro works of art in foreign (African) cultures; also local and national accomplishments. Possible field trips to Chicago Art Institute or Field Museum; also University art, films and film strips to be incorporated.	

TASK FORCE FOR RECREATION AND CULTURAL ARTS

(Report of Activities as of May 27, 1968)

I. MEETINGS

A. The Task Force has convened as a group (or group representation) as follows:

March 27	General	University Club
April 18	General	F.A.A. Building-Room 133
April 25	Advisory	Chancellor's Office
May 2	General	Illini Union
May 9	Superintendents of Schools	Urbana-Lincoln Hotel
May 16	C-U Cultural Arts & Recreation Repre- sentatives	Assembly Hall
May 23	General	F.A.A. Building-Room 133
June 3	General	Huff Gym - Room 115

(Next meeting)

B. Numerous other separate functional meetings have been held under the sponsorship of Task Force members, i.e. V. I. P., G. S. A., Extension, etc.

II. ACTIVITIES

A. Arts and Crafts

1. Personnel - The following University personnel, under the direction of Professor Walter Johnson, Extension in Art, have been, or are scheduled to be, engaged for summer employment in University assisted community arts and crafts work.

- | | |
|--|-----------------------------|
| a. Graduate Assistant ($\frac{1}{2}$ time)-William Nichols-Instructor, Team Chief-(Caucasian) | } Proposed
Teaching Team |
| b. Graduate Assistant ($\frac{1}{2}$ time)-Vesta Henderson-Instructor -----(Negro) | |
| c. Graduate Assistant ($\frac{1}{2}$ time)-Lucille Proctor-Instructor -----(Caucasian) | |
| d. Graduate Assistant ($\frac{1}{2}$ time)-Jim Nawara-----Instructor -----(Caucasian) | |
| e. V. I. P. personnel and volunteer faculty | |

2. Location of Instruction

- Douglass Center (Negro coordinator - Mr. Ford)
- Champaign Schools (To be determined)

May 31, 1968



EXTENSION IN MUSIC

608 SOUTH MATHEWS
URBANA, ILLINOIS 61801
AREA CODE 217 PHONE: 333-1580

Mr. Joseph Smith
251 Illini Towers

Dear Joe:

By the time that you receive this letter, you will know that Stanley Robinson, Dean of the Division of University Extension, has received verbal commitment from the Provost to go ahead with our summer Douglass Center Art and Music project (\$6,000.00). With other contributions, which will be listed in a report that John O'Connor has prepared, you will note that we should get a fair program off the ground this summer.

My question is: what's to follow after the summer?

In taking steps to learn of the problems of the north end community, we contacted a fellow musician, Tony Zamora. Since the initial contact, which concerned music and the Task Force, we have been together more than frequently, discussing many problems, including needs, weaknesses, strengths, potential leaders, lack of communications and the power struggle within the community, etc.

Tony has been invaluable to us in every respect. He has opened doors which otherwise may have taken us all summer to penetrate. He is truly a distinguished and most humane leader in the community. He not only relates well to parents but also to young people from both sides of the spectrum - those living rather comfortably and those possibly in trouble. Finally, he is a highly respected musician in the total community, including the University.

What I am finally getting to is this: in planning a program of continuation for the fall and beyond, an individual like Mr. Zamora can be invaluable to the University in many ways. As mentioned, he is a respected professional musician and teacher, both in and out of his community, he is a person deeply involved in problems other than music (advisor, committee member on adult committees; he articulates well, as indicated by his concert-lecture on jazz, etc. He could serve as a liaison musician-artist, serving as a connecting link between the University and the community; as a teacher, working directly with young people and young adults; he can assist the local schools in their arts programs which are, for the most part, nonexistent, in affecting young people from the economically deprived neighborhoods. His work, as a member of the University in the north end, can be an inspiration to the citizens of the community. His experiences and findings can prove invaluable in planning programs for Chicago, Rockford, Peoria and other cities having inner-city problems.

Task Force Report, May 27, 1968

II. ACTIVITIES, continued

B. Music Education and Concerts

1. Personnel - The following University personnel, under the direction of Professor Daniel Perrino, Extension in Music, have been, or are scheduled to be, engaged for summer employment in University assisted community concerts and music education:

- a. Graduate Assistant (½ time)-Willie Summerville-Choral Instructor, Team Chief-(Negro)
- b. Graduate Assistant (¾ time)-Joe Fobbs-----Voice Instructor------(Negro)
- c. Graduate Assistant (¾ time)-Mike Bates-----Piano Instructor------(Negro)
- d. Extension Specialist ----- Tony Zamora -----Instrumental Instructor, Chief (Negro)
- e. Extension Specialist ----- Cecil Bridgewater--Instrumental Instructor -----(Negro)
- f. Extension Specialist ----- Maurice McKinley --Instrumental Instructor -----(Negro)
- g. Extension Specialist ----- Don Smith -----Instrumental Instructor -----(Negro)
- h. V. I. P. personnel and volunteer faculty

2. Location of Instruction

- a. Douglass Center - Instrumental
- b. Champaign Schools - Vocal, Instrumental (to be determined)

3. Period of Instruction

- a. June 10 (proposed)
- b. August 10 (proposed)

4. Curriculum

<u>Type</u>	<u>Description</u>	<u>Schedule</u>
Concerts:		
a. Concerts of Culture	Concert-lectures for schools, clubs and miscellaneous organizations. Features the Tony Zamora Sextette and centers on the overall theme of African influence on American music. (These concerts are paid for by the American Federation of Musicians Performance Trust Fund and administered by the Extension in Music, University of Illinois.)	1. Urbana Junior High School - May 29 2. Four additional concerts to be scheduled at Douglass Center, Champaign and Urbana parks, and University campus



EXTENSION IN MUSIC

608 SOUTH MATHEWS
URBANA, ILLINOIS 61801
AREA CODE 217 PHONE: 333-1580

UNIVERSITY OF ILLINOIS DIVISION OF UNIVERSITY EXTENSION



June 13, 1968

Mr. Joseph Smith
May 31, 1968

Stanley C. Robinson, Dean
Division of University Extension
University of Illinois
118 Illini Hall
Champaign, Illinois 61820

Dear Dean Robinson:

Below is our suggested budget and assignment of staff and expenditures for the citizens living in depressed areas in Champaign-Urbana. These specific areas are:

- Wilbur Heights
- Carroll Addition
- Douglass Center
- other scattered areas in the North End of Champaign-Urbana

The program, Visual Art and Music, is being administered by the offices of Extension in the Visual Arts and Extension in Music, as coordinated by the Chancellor's (J. W. Peltason's) Task Force in the Arts and Recreation.

Total amount of allotment: \$6,000.00

Assignment	\$ 800.00 art supplies
	1,700.00 wages, art instructors
	3,500.00 wages, music instructors

Detailed breakdown:

Visual Arts	
William Nichols, Coordinator	\$ 600.00
*Preston Jackson	300.00
Vesta Henderson	200.00
Lucille Proctor	200.00
Richard Tokeshi	200.00
Jim Nawara	200.00
	<hr/>
Total Art Instructional	1,700.00
	<hr/>
Art Supplies	800.00
	<hr/>
Total -- Visual Arts	\$ 2,500.00

John O'Connor and I have discussed this and believe some very positive objectives can be obtained with a person like Mr. Zamora on the staff.

We hope that you may be curious enough to want to get together for a further discussion. Please let me know.

Sincerely yours,

Daniel J. Perrino, Director
Extension in Music

DJP:ccs

cc: Jack McKenzie
John A. O'Connor
William K. Williams



EXTENSION IN MUSIC

608 SOUTH MATHEWS
URBANA, ILLINOIS 61801
AREA CODE 217 PHONE: 333-1580

UNIVERSITY OF ILLINOIS DIVISION OF UNIVERSITY EXTENSION

July 3, 1968

Dear Friends:

I write this letter in a sincere attempt to obtain some funds - not an exorbitant amount - but very much needed by the Douglass Center Drum and Bugle Corps. They are in dire need of some type of uniforms for their performances in parades and activities in which they will participate this summer -- very soon. Because uniforms were needed like now, they purchased some Army surplus outfits with a down payment, hoping to obtain some funds to pay off the balance - specifically \$255.00.

I serve as a member of the Chancellor's (J. W. Peltason) Task Force for the Arts and Recreation. Many people, schools, music stores, the Musicians' Union, the School of Music, this office, etc., are helping out in their own ways - primarily offering an enrichment program for young people living in our North End Community.

I am taking it upon myself to write to Service Clubs who always have shown an interest in their community. It is our hope that small contributions from a number of Service Clubs will take care of this immediate need of the Douglass Center Corps, which will be representing this community in the various parades throughout the state.

If you care to donate some funds to this cause, please call or write me. I will pass this on to Mr. Booker Ford, Director of the Douglass Center Activities.

Sincerely yours,

Daniel J. Perrino
Daniel J. Perrino, Director
Extension in Music

DJP:ccs

Stanley C. Robinson, Dean
June 13, 1968
page two

Detailed breakdown (continued)

Music

Willie Summerville, Choral-Piano Coordinator	\$ 600.00
Antonio Zamora, Instrumental Music Coordinator	600.00
Cecil Bridgewater, Instructor, Winds	500.00
Maurice McKinley, Instructor, Percussion	500.00
*Preston Jackson, Instructor, Guitar	300.00
Mike Bates, Instructor, Class Piano	250.00
L. Parsons, Instructor, Guitar	300.00
K. McKinney, Instructor, Woodwinds	300.00

Total Music Instructional \$ 3,350.00

Total, Visual Arts	\$2,500.00
Total, Music	<u>3,350.00</u>

Contingency	<u>150.00</u>
	\$5,850.00

GRAND TOTAL ----- \$6,000.00

(* Will teach both Art and Guitar

Music supplies, equipment, will be on loan to faculty involved in the program. Music stores, Champaign-Urbana schools, University High School, are all involved in this project.

If you have any questions, please call.

Sincerely,

Daniel J. Perrino
Daniel J. Perrino, Director
Extension in Music

DJP:ehm
cc: Joseph Smith
Walter Johnson
John A. O'Connor

CONCERT OF A CULTURE

TOPIC: "African Influence on
American Music"

LECTURER: Tony Zamora

GROUP: Tony Zamora and his Quintet

with:

- *CECIL BRIDGEWATER, Trumpet
- *MILTON KNOX, Organ
- *MAURICE MC KINLEY, Drums
- *T. T. COLEMAN, Vocal
- *TONY ZAMORA, Tenor Sax
- *Guest: DON SMITH, Organ, Vocal, Flute

Presented in cooperation with:
*Recording Industries Trust Fund, Local 196,
American Federation of Musicians
*Local Afro-American Clubs
*U of I Task Force on the Cultural
Arts and Recreation
*Extension in Music, University of Illinois

Mr. Robert Joregensen
2207 Fletcher
Urbana, Illinois 61801

July 30, 1968

Mr. V. C. Shaul
72 Greencroft
Champaign, Illinois 61820

Dear Vic:

Last spring, we developed a program with Tony Zamora called "Concert of a Culture" which was directed to high school student assemblies. Because of the lateness of the planning, only one school (Urbana Junior High School) could accept the program. I must say that it was received with great enthusiasm by both students and faculty alike. The Champaign-Urbana Musician's Recording Trust Fund furnished funds for this event and has set aside funds for three similar performances this fall.

The topic, "African Influence on American Music", is intended to strengthen pride among our black brothers in our community. Tony Zamora is a highly respected individual - as a musician and as a humanitarian who devotes a great amount of his time to the young people of the North End Community, helping them find themselves, especially through music.

It is imperative that we continue to work in the direction of strengthening understandings and trust among our young people. Programs of this type will contribute to this end. Thus, I wonder if your High School will be in a position to schedule such a concert assembly this fall? Remember, there is no fee. If so, please let me know dates, times, etc. We will work out details with Mr. Zamora. In the meantime, if you have any questions, please call.

Sincerely,

Daniel J. Perrino, Director
Extension in Music

DJP:ccs
cc: John A. O'Connor
Joseph Smith

DATE: SEPT 19

TIME: 1:15 P.M.

PLACE:

CENTENNIAL
HIGH SCHOOL



TASK FORCE COMMITTEE MEMBERS

⊙ Rollin Wright
120 Huff Gym
2112 Galen Drive, Champaign

✓ Professor Walter Johnson
127 Fine Arts Building
405 West Vermont, Urbana

✓ Daniel J. Perrino
110 Student Services Building
1105 Patton, Urbana

✓ Kenny Allen
V. I. P. - Illini Union - 328 (N)

✓ Paul Hursey
1309 Ellis, Urbana

✓ John A. O'Connor
608 South Mathews
606 Hamilton Drive

✓ Mary Alexander
V.I.P. - Illini Union - 328-I.U. (N)
1206 West Stoughton, Urbana

✓ Thomas Wieczorek
V. I. P. - Illini Union 328 (N)
U.R.H. - Oglesby 1118, Urbana

✓ Rich Edelson
284 Illini Union South
707 South Mattis Ave., Champaign
359-4086

✓ Melvin Rieff
G. S. A.
208 East Clark, Champaign

⊙ Professor David Matthews
205 Huff Gym
R. R. #2, Champaign

✓ Joseph Smith
Office of the Chancellor
251 Illini Towers
409 East Chalmers, Champaign
1102 Devonshire Drive, Champaign

✓ Kathy Key
~~1207 West Oregon, Urbana~~

✓ Mary Arbenz
University Theatre
125 Lincoln Hall

✓ MR R.F. COWELL (Model City Representative)
Cowell Printing Co To TASK Force
3 Greencroft - Champaign
V.I.P. 3-6299

(BOB HEIFITZ - Urban Planning)
34146
(✓ Tom WISNIEWSKI - Extension)
(✓ JOHN MORTON)
(✓ MR. JOHN D. SMITH)
909 S. 5th ST
(C)

(Peter Witt (C.R.J.)
Louis Hold)

✓ = OCT 8

Peter Witt
93 Childrens Res. Center
1805-C Orchard Place - U

Louis H. Hold
326 Lincoln Hall - U.
1715-B Valley Road - C

NORTH END COMMUNITY PROJECT

SUMMER 1968



EXTENSION IN MUSIC

608 SOUTH MATHEWS
URBANA, ILLINOIS 61801
AREA CODE 217 PHONE: 333-1580

UNIVERSITY OF ILLINOIS DIVISION OF UNIVERSITY EXTENSION

THE DAILY ILLINI

CRJ Supports North End Center

The recreation committee of Citizens for Racial Justice (CRJ) Wednesday gave its support to the building of a Champaign County multipurpose center on the north end of Champaign.

The multipurpose center ideally would have complete recreational and home economic class facilities, a senior citizens program, day centers, general counseling, and other programs deemed necessary.

The facility might be developed as an expansion of the Douglas Center now in use. However, when all of the urban renewal land is added, 15 acres will be available for the development of a completely new building near the Douglas Center.

Susan Stromberg, a graduate student on the recreation committee of CRJ, said CRJ will begin work to mobilize University and community support for the multipurpose center and in the interim before completion we will look into

an expansion of space, equipment, supplies and staff of the Douglas Center.

Action is already in progress on the community level for the development of the multipurpose center.

A steering committee composed of various community leaders is to hold a meeting next week.

This steering committee has submitted a proposal to Housing and

Urban Development (HUD), suggesting a HUD investment of \$400,000 while Champaign and Urbana would be asked to back the project with \$200,000.

HUD demands commu...

INCREASED FOCUS ON THE ECONOMICALLY AND CULTURALLY DEPRIVED.

(A description of and perceptible results of the northside C-U Project in the arts during summer, 1968)

Presented at the Division of University Extension Roundtable, Friday, Sept 20, 1968

Introduction: "Before we begin, a word or two to describe the reasons for the only beard in the room! a. Farm b. Always wanted to c. Relate

I Background - Pre-Northside C-U Project in the Arts - Summer, 1968

- ...A. Race riots in USA - Kerner Report (Hold up book)
- ...B. Urbana U of I Action by Students and Black community: (Place in viewgraph: AD-HOC COMMITTEE ON THE UNIVERSITY AND COMMUNITY RELATIONS-Jan 11, 1968)**
- ...C. Extension in Music exploration of Chicago culturally deprived potential in the Arts; Board of Education; Mayors Office; Forest Preserve; North End C-U
- ...D. Chancellors Invitation (Joseph Smith) to meet and act (Viewgraph)
- ...E. Review National Advisory Commission Report (Viewgraph)
- ...F. Drafted IDEAS FOR COMMITMENT (Viewgraph)----Meet again; form TASK FORCE
- ...G. Community becomes increasingly more aware (Viewgraph)
- ...H. PROPOSAL FOR COMMUNITY ACTION presented to Chancellor (Viewgraph)
 - (1) Chancellor did not buy; later perhaps
 - (2) No publicity
 - (3) Task Force to remain and work with all facets thru VIP; get own monies!
- ...I. Proposal to Dean Robinson for money (Viewgraph)
- ...J. In intermim, BUGLES from the U of I ROTC (Viewgraph)
- ...K. Dean Robinson requests further justification for \$6000.00 request (Viewgraph)
- ...L. REPORT TO THE CHANCELLOR - May 27th (Viewgraph) - Part I
- ...M. TONY ZAMORA and his "Concerts of Culture" (Viewtgraph)
- ...N. REPORT TO THE CHANCELLOR - May 27th (Viewgraph) - Part II
- ...O. Suggested Extension North End Summer Budget - June 13th (Viewgraph)

II Action (Time and choice permits only a discussion of action pertinent to Ext)

- P. Because Walter Johnson could not be present, we shall present the Arts action first by means of his tape recording and exhibits (Tape recording; exhibits)
- Q. Mr. Johnson's Hand-out material will be here for your asking.
- ...R. Invitation to join the C-U RECREATION COUNCIL (Viewgraph)
- ...S. Music Education in the North End (Viewgraph)
- ...T. Champaign School Board grants permit to use Washington Elem School (Viewgraph)
- ...U. Northend Community Chorus (Viewgraph)
- ...V. DOUGLAS Center Drum and Bugle Corps (Viewgraph)
- ...W. Douglas Center Girls Drill Team (Viewgraph)
- ...X. Special Concert and Party - Illini Union - July 31st (Viewgraph)
- ...Y. The Baldwin Co Guitar Project - Herman Slayman and Preston Jackson. (View)
- Z. Vacation-time (Elks trip to New York; Zamora Concerts; etc.)

III Quo Vadis?

-AA. Evaluation by two impartial Negroes: Sheila Krump and Bob Johnson (Viewgraph)
-BB. Results (as seen by the evaluators)
 - (1) Trusted communications between the University and the north end have had positive appearances.
 - (2) University students and faculty have learned a great deal about actual deprived area problems.
 - (3) People-to-people; relating; trusting; educating.

... CC. Quo Vadis?

** Dean Robinson well aware of needs years ago; ignored; new proposal will include)

College Dilemma: Educate Or

By GARVEN HUDGINS
AP Education Writer

Shaken by campus violence and public criticism, American universities are groping for their mission in a time of monumental change.

Should they be ivory-tower retreats devoted exclusively to education? Or should they commit their resources fully to the struggle for the better life going on in the communities around them?

The dilemma is sharpened by insistent demands for relevance in higher education from students and from activists on and off the campus.

It has stirred clashing opinions from prominent educators trying to define the proper role of the university in the midst of today's social upheavals.

Former Columbia University Dean of Faculties Jacques Barzun criticizes what he terms the university's compulsion "to resemble the Red Cross more than a university."

Barzun said at a recent news conference that professors diverted from their teaching duties by outside involvement are offering what he called "idiotically" specialized courses instead of liberal education.

Take On Things

"Since 1945, the universities have been doing nothing but innovate-take on things they had no ability or means of performing, and that's why they're in their present mess—financially and spiritually," Barzun said.

Differing with Barzun is Clark Kerr, former president of the University of California at Berkeley and now head of the Carnegie Commission on the Future of Higher Education.

"It is a question," said Kerr, "of whether universities should serve the people in the urban ghettos or the military-industrial complex, of whether they want to serve criticism and dissent or the status quo."

As the controversy builds, the barriers which have so long divided town and gown are coming down as more and more universities and colleges apply their resources to ease the desperate crisis of the cities.

Few mysteries now lurk behind the high walls and thick hedges encircling the campus. Instead, there is more likely to be recognition of aspirations too long held back, of frustrations too deeply ingrained and of the enormous potential for action in university-community cooperation to overcome the problems of urban America.

Set aside in many colleges and universities are old antagonisms engendered by students

who have often flaunted privileged positions to bait "townies," who have staged sit-ins and lunch counter revolts in defiance of local traditions.

Tax-Free Status

The tax-free status of land occupied by academic institutions — often a major point of contention in so many college towns — no longer looms as a principal issue in local elections. Other problems press more urgently for repair.

Key words are involvement and commitment as more experts emerge from the campus sanctuaries to take up the urban challenge.

Rutgers, with campuses in New Brunswick, N.J., Camden and on the edge of Newark's tense ghetto, also is actively engaged in community involvement.

And so is North Carolina A & T State University, scene of the first lunch counter sit-ins by Ne-

gro students in the heart of the South 10 years ago.

Nobody claims the process is complete or that universities and colleges are yet merging entirely with the living communities in which they are located.

The Educational Facilities Laboratory of the Ford Foundation suggests in a recent report that too many institutions still are more interested in bigger student cafeterias and spacious campus lawns than in building new neighborhoods.

Merge Campuses

The Laboratory, created to assist in educational physical plant problems, urges universities to merge their campuses with communities around them as one important step toward solving the urban problem.

Columbia, for years isolated from the slums of Harlem which it borders, is doing just that.

Obscured in the riotous campus upheavals of last spring was the university's quiet initiation of a \$150-million Harlem renewal project.

With Ford Foundation backing, Columbia also has one of the nation's most ambitious efforts at community involvement — a \$10-million plan to achieve real action against the decay in slums that surround it.

The programs aim to produce 15,000 to 20,000 new jobs in Harlem, 3,000 new housing units and new community recreational-cultural facilities.

Radical militants, who seek a totally black-oriented Harlem, still appear to view Columbia as an unwelcome intruder, out for land grabs on Morningside Heights, the upper Manhattan area where the university is located.

here," said Dr. Lewis C. Dowdy, A&T president.

The Greensboro Chamber of Commerce includes 150 Negroes, 30 of whom are alumni or faculty members from A&T. Dr. Dowdy and two other Negroes are members of the Chamber's board of directors.

Dowdy said A&T last year used a \$24,500 federal grant to work jointly with Greensboro residents "not at the doctor-lawyer level, but lower than that — where the problems are."

As a result, he said, the university stimulated new construction, new jobs, model city planning and programs to upgrade the educational background of slum children.

A&T students run a tutorial program for low income children lagging behind in school studies. Student volunteers also

Improve Communities

Some Applaud

On the other side the fence, some Harlem residents have applauded Columbia's efforts to get directly involved in community problems. Some even publicly approved the university's plan to construct a gymnasium in Morningside Park.

The gym, branded by militants as an invasion of Harlem, was a main issue in last spring's riots, and the university ultimately dropped the plan.

A major new effort is the \$10-million program to help improve Harlem schools. Columbia's Teachers College will work directly with parents, community groups and school personnel in the project, which also includes proposals for improving Harlem housing, and for establishing Negro-owned business in Harlem to make more jobs.

"This is the new wave," said a Columbia official. "It has to be. The universities may be the last hope for the cities."

Then, there is North Carolina Agricultural and Technical State University, a predominantly Negro university.

Situated in Greensboro, a city of 140,000—40,000 of whom are Negroes—on the edge of North Carolina's Piedmont country, North Carolina A&T offers hopeful indicators for the future of town-gown cooperation.

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work with the Youth Education Service in Greensboro and with the city's redevelopment office.

A prototype of the urban-oriented university of the future is Rutgers, the state university of New Jersey.

The university is in an intense building campaign in Newark, and is deeply involved in establishing equal opportunity in the construction work. In cooperation with contractors, it has fostered an apprenticeship program for disadvantaged youngsters.

Rutgers is, among universities that have taken a gamble in changing standards to admit disadvantaged youngsters.

Several hundred disadvantaged applicants have entered Rutgers under this system.

William Weinberg, assistant to Gross on labor relations, said

there now is a "cooperative relationship" between Rutgers and the community.

Urban Studies

Rutgers directs an Urban Studies Center which seeks to bring the university's resources to bear on city problems, and Arthur J. Holland, chief of the center, said, "I think we're now in the midst of one of the longest honeymoons between a town and a university I've ever seen."

Rutgers students serve as tutors in New Brunswick, Newark and Camden elementary schools and others work as volunteer researchers in surveys of housing conditions and relocation needs.

Evening schools for disadvantaged students are run by the university law school and its social science faculty.

With help from federal funds,

Rutgers also conducts a community action intern training program for the development of leadership inside the community. Consultants have included such Negro leaders as James Farmer and Bayard Rustin, plus economists, lawyers and labor experts.

The case for bringing universities into direct confrontation with problems of today's cities was summed up by New York's Commissioner of Education James E. Allen at ceremonies marking the inauguration of Columbia's \$10-million urban development program.

"If our universities are to be productive sources of help," said Allen, "their future development must prepare them for service to the many, for direct and practical involvement in the realities of man's difficulties."

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Illini Horizons

Ever Try To Find 650 UI Softball Fields?

By DAVID O. MATHEWS
Director, UI Intramural Activities

How does one go about providing enough fields for 267 touch football teams? What procedures must be carried out in order to schedule games for 250 volleyball teams? How many officials are needed to handle the 1,100 games played by 523 basketball quintets? What has to be done to get 3,800 students to the right fields at the right times to play almost 650 softball games?

These are just a few of the questions that face the Division of Intramural Activities as it goes about its job of organizing competition in 17 different sports for the undergraduate men, 11 sports for men and women combined in the Co-Rec program, 13 activities for graduate men, and 10 for faculty-staff members. Besides these activities offered by the Division, a very elaborate program of free-time play is available to all students, faculty-staff, and faculty-staff families during the year through a scheduling of the gyms, pools, exercise rooms, courts, and fields for approximately 17,000 hours.

The above statistics serve to illustrate a few of the problems involved in the operation of an intramural sports program of the type offered at the University of Illinois.

The Division of Intramural

program. An Intramural Advisory Committee composed of 6 students and 5 faculty members advises the Director on any intramural problems that he or they see fit to discuss. Eighteen undergraduate men establish the rules and regulations governing the men's program and also decide all cases of dispute arising over eligibility, sportsmanship, and rules interpretation.

In contrast to intramural administrative practices in the other Big Ten universities, the administrative structure of the UI Division of Intramurals is such that the students of the University are involved to a very great extent in decision making. Most students feel that the program is "their" program even though the professional administrative staff has to handle many of the details related to scheduling and facilities.

Main Units

About 50 per cent of the undergraduate men participate in at least one activity during the

benefits accruing to the participant, the spectator, and the student managers. While all facets of the program offered by the Division contribute beneficially to the lives of the students, the types of benefits do vary. The next several paragraphs illustrate this point.

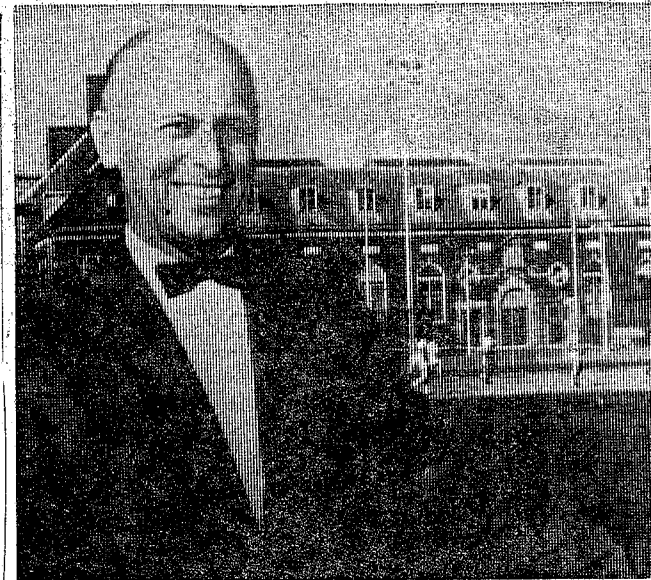
In the men's competitive point-sport program, the emphasis is primarily on winning and gaining points toward an all-year point system. However, great stress is placed on sportsmanship by the Division and players; team support from other members of the teams' living units is usually strong thus resulting in a greater cohesiveness of the individuals in a living unit; and the emotional effects of winning or losing a hard fought contest are shared by the players thus creating a greater "esprit de corps" between them.

The co-recreation program, where the teams are made up of an equal number of men and women, presents more of a social atmosphere even though the desire to win is quite evident. The emphasis is on the "fun" aspect of sport. The skill level is quite low, but the participants, apparently, greatly enjoy the contests. An entry total of 138 volleyball teams is

hundred upperclassmen and freshmen trying out for the Athletic Association teams, there are many hundreds more young men enrolled at the University who participated on high school varsity teams but for various reasons cannot or will not try out for the AA squads. The intramural tournaments and contests give these persons a chance to further their keen interest in particular sports in competitive situations. This opportunity for team and individual sport participation serves to satisfy the desires of these ardent sports enthusiasts.

Perhaps the most valuable aspect of the total program is that which allows the students to share the administrative responsibilities of running the programs. There are, seemingly, few opportunities for students in the University to have any significant degree of control over the programs in which they participate. The willingness of the division staff to let the student managers determine policy, organize tournaments, and settle disputes is very much in evidence.

Students who are going to take the place of the adults who are now running the affairs of these United States must gain as



DAVID O. MATHEWS

David O. Mathews is director of the University intramural program and chairman of the committee planning the \$11 million IM-physical education building now being built near Memorial Stadium.

Mathews was born in Royal Oak, Mich., where he attended high school and captained the swimming team while setting 11 swimming records.

At the University of Michigan, where he received his B.S. in physical education, he captained the track team, became president of the Varsity Lettermen's Club and president of the senior class in the school of education.

He was awarded the Fielding H. Yost award for athletic and scholastic achievement and was also a member of the two-mile relay team that set an American indoor record in 1943.

In 1947 Mathews received his M.S. in physical education from Michigan. In 1959 he received his Ph.D. from Western Reserve University.

Between working for his bachelor's and master's degrees he spent three years on active duty with the Navy.

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The Division of Intramural Activities is an administrative unit within the College of Physical Education. Its staff includes the director, a supervisor of men's activities, a supervisor of co-recreational activities, two graduate assistants, and two secretaries. In addition, 27 male and female student administrative managers help to form and carry out the policies that govern the operation of the

basketball quintets? What program. An Intramural Advisory Committee composed of 6 students and 5 faculty members advises the Director on any intramural problems that he or they see fit to discuss. Eighteen undergraduate men establish the rules and regulations governing the men's program and also decide all cases of dispute arising over eligibility, sportsmanship, and rules interpretation.

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Main Units

About 50 per cent of the undergraduate men participate in at least one activity during the school year. The main competitive units are the residence halls, independent houses, fraternities, and sororities.

There are 25 different sports clubs on campus ranging from mountain climbing and parachute jumping to judo and horseback riding. The Division attempts to help these autonomous organizations by providing communication media, some equipment on a loan basis, and by assisting in the scheduling of facilities for practices and contests.

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Win Awards

In both of the above mentioned programs, students are given the opportunity to gain the recognition of and response from their peers, to win awards, and to further develop skills in the sports of their choice. Besides the benefits previously noted the programs of the division enable the players to expend energy in a socially acceptable activity and to learn new skills.

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high school varsity teams but for various reasons cannot or will not try out for the AA squads. The intramural tournaments and contests give these persons a chance to further their keen interest in particular sports in competitive situations. This opportunity for team and individual sport participation serves to satisfy the desires of these ardent sports enthusiasts.

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Students who are going to take the place of the adults who are now running the affairs of these United States must gain as much experience as possible in running their own affairs if the democratic heritage of our country is to grow and improve.

If the offerings of the Division of Intramural Activities at the University of Illinois help the students to gain the benefits that are inherent in sports and games for their physical and psychological health, then the time, effort and money expended for the intramural program organization and administration is, indeed, very much worthwhile.

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Among his accomplishments in professional organizations Mathews can list president of the National Intramural Association (1962-64), president of Sigma Delta Psi, national honorary athletic fraternity (1956-59) and president-elect for 1963 of the National College Physical Education Association for Men.

Complain Apollo Pix Give U.S. Advantage

LONDON (UPI) — British scientists have complained that only 13 of Apollo's 8,000 photographs taken by Apollo 7 have been released. K. Pardoe, a space scientist, told a seminar.

resources and warned America will have great advantages buying land with mineral resources.

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Millet, Blacks Talk

Addison Walks Out in Protest

By CAROLANN RODRIGUEZ
Daily Illini Staff Writer

"I don't like the idea of white administrators working on black problems," said David Addison, president of the Black Students Association (BSA) as he walked out in protest from a meeting with Dean of Students Stanton Millet and other University administrators Wednesday afternoon.

Millet said the meeting was at the request of the four black fraternities and sororities to ask University aid in "keeping order at social events and protecting them from harassment from the non-student."

"The meeting today was to assure students in black fraternities and sororities that the University would assist them," said Millet. Though the meeting was held to discuss this "protection," Millet admitted the discussion turned to the "larger question of community relations and the University's approach to them."

Brenda Gaines, president of Alpha Kappa Alpha sorority, affirmed this, saying the group "ended up talking about the task force," a special group commissioned by Chancellor J. W. Peltason to investigate University relations with the Champaign-Urbana community.

Millet had asked representatives from all black fraternities and sororities and also BSA to come to the meeting, Addison said. Addison said earlier he believed the meeting was called to discuss how the black students could cooperate in preventing violent confrontations with the community Blacks.

No one from the Champaign-Urbana community was present at the meeting.

"How could he talk about our problems in good faith," said Addison, "when he testified against the students in the Subcommittee A hearings?"

Addison charged Millet was instrumental in the jailing of the 248 blacks in the Sept. 9 Illini Union sit-in.

Addison stated Millet was "attempting to sabotage BSA." He said every budget BSA has submitted for funds has been rejected. Addison had earlier said BSA would not cooperate in any way to solve problems between the community and campus unless funds were granted to BSA or all charges against the 248 students were dropped.

Miss Gaines said it appeared the

purpose of the meeting was that students could offer suggestions in the organization of activities for community people in University facilities.

Millet said the task force was presently compiling a report to be submitted to the Chancellor. "I have not seen the report but I believe the use of University facilities by the community plays a large part." Millet said he told the representatives at the meeting he believed the report would be submitted "in the near future."

University administrators present at the meeting were Stanton Millet, dean of students; Lucius Barker, assistant chancellor; Vern Hampton and John Scouffas, assistant deans of students; Carl Firley, dean of student programs and services, and Max Irvin, assistant security officer.

*

Separation Widens Despite Warnings Of Kerner Report

By JOSEPH E. MOHBAT

WASHINGTON (AP) — The Kerner Commission's warning of an American society sharply divided by race goes largely unheeded one year later, an independent follow-up study concluded today.

The grim finding that the nation's blacks and whites continue to drift dangerously apart contained still another warning:

"The nation in its neglect may be sowing the seeds of unprecedented future disorder and division."

The report, called "One Year Later," was issued by Urban America, Inc., and The Urban Coalition, nonprofit Washington organizations dealing with city problems.

It was published one year after the National Advisory Commission on Civil Disorders—called the Kerner Commission after its chairman, Illinois Gov. Otto Kerner—handed down its report on the causes of rioting that had rocked the nation's cities in recent summers.

The Kerner Commission, with a controversial indictment of "white racism" as an underlying cause, concluded that "Our nation is moving toward

two societies, one black, one white—separate and unequal."

'Two Societies'
Today, the progress report concluded:

A year later, we are a year closer to being two societies, black and white, increasingly separate and scarcely less unequal."

It said the commission had accurately prophesied the result of the continuation of policies prevalent at the time: "Some change but not enough; more incidents but less full-scale disorder because of improved police and military response; a decline in expectations and therefore in short-run frustrations."

Racial problems, the report said, were foremost on the national conscience after the assassination in April of the Rev. Martin Luther King Jr. But this changed after the slaying in June of Sen. Robert F. Kennedy. Crime became the prime topic—as well as the prime issue in the presidential campaign.

"By the end of 1968," the progress report said, "it was evident that millions of white Americans were tired of hearing about these conditions" of slum-ghetto life.

Two members of the Kerner Commission — Mayor John V. Lindsay of New York and Sen. Fred R. Harris, D-Okla.—were on the advisory board assisting in "One Year Later."

The Kerner Commission was created by former President Lyndon B. Johnson. But the progress report noted that the Kerner report "was received with loud official silence. It was released without White House ceremony, and administration comment was scant."

Far Apart
"Black and white Americans," the progress report said, "remained far apart in their perception of slum-ghetto problems and the meaning of civil disorders. The gap probably had widened by the end of the year

"The nation has not reversed the movement apart. Blacks and whites remain deeply divided in their perceptions and experiences of American society.

"The deepening of concern about conditions in the slums and ghettos on the part of some white persons and institutions

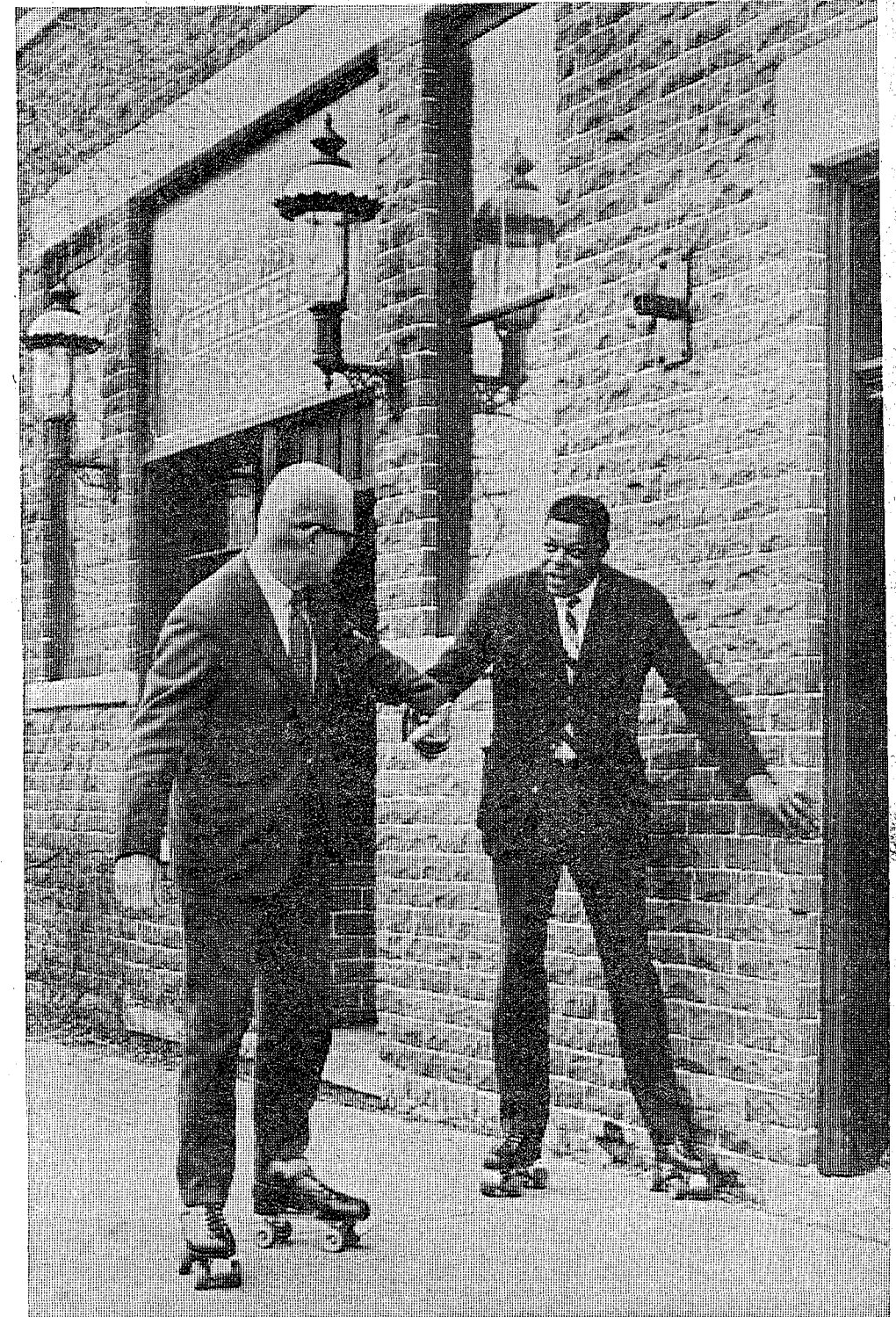
has been counterbalanced—perhaps overbalanced—by a deepening of aversion and resistance on the part of others."

"The mood of the blacks ... is not moving in the direction of patience."

"The black neighborhoods in the cities remain slums, marked by poverty and decay; they remain ghettos, marked by racial concentration and confinement."

"The nation has not yet made available—to the cities or the blacks themselves—the resources to improve these neighborhoods enough to make a significant change in their residents' lives. Nor has it offered those who might want it the alternative of escape."

About the most encouraging finding of the progress report was that police and military personnel—apparently in response to the Kerner report—had developed a more sophisticated, less violent response to rioting.



AND AWAY THEY GO? O. F. (Bub) Bartholow, left, and Booker T. Ford a.m., with facilities and music being donated by Chances R. The donations made at the door will go toward purchasing indoor roller skates for Douglass Center following a benefit dance at the Chances R Thursday evening. What they lacked in skating ability, they made up for in enthusiasm, though Ford viewed the whole experiment with a bit of trepidation. Thursday's dance will be from 8 p.m. to 1

News-Gazette Photo by Joe McNamara

so that young people in northeast Champaign may have a new form of recreational activity. Ford is director of the center. Bartholow is president of Champaign Wells, Inc., which owns Chances R. The public is invited to the benefit dance.

Urban University Has New Mission: Renew Cities, Uplift Urban Poor

By Fred M. Hechinger by the academic institution and

This is a reminder that, although the new urban mission is difficult to some and offensive to others today, it is in character with the American tradition. The beginning of that tradition was the land-grant

the community, say that they originally had the agreement of community leaders.

But leaders come and go. Changing sentiments and past misunderstandings have turned what may have seemed to be cooperation into what many in Harlem and in the Columbia student body now call aggrandizement.

Yet, there is widespread agreement that the new role of academic urban involvement is on its way. Those who have been most successful (though not without their own setbacks) found that the task requires the full-time services of hand-picked, high-level staffs who have one foot on campus and the other in the community, who integrate the two sides, taking care not to turn renewal into dislocation. The University of Chicago has stressed such efforts.

Kerr, recognizing these difficulties, said: "We need a new model. None of the existing institutions can be held up as models. The problem is not just one of changing the old a little but of creating something new."

This, he added, did not just mean new universities but changing old ones, largely to salvage the youths of the Negro slums, "the only field in which the American promise of equality has failed."

In the view of many observers, the inevitable trend in that direction has been slowed by two extremes, both dramatized at Columbia. The old pattern of the university, going its own way in the city, fails to establish rapport with the urban scene. Impatient, sometimes extreme, students and their community allies want "relevance," virtually to the exclusion of theory and scholarship—doing their thing only where the action is.

Finally, the land-grant success story could not have happened without massive public funds. Harrington said: "Even in Wisconsin, where university involvement throughout the state is a tradition, the problems are so overwhelming that the thrust into urban action must come in large part from the Federal government."

Jer Public Service

igned into law by Abraham Lincoln over 100 years ago, in the midst of the Civil War, the use of federal money to the benefit of agriculture and the mechanic arts...with-excluding other scientific and classical studies...in order to promote the liberal and practical education of the industrial classes."

When the Americans introduced the idea of public service rendered by universities. If an institution is to produce only gentlemen and not produce only gentlemen of brain and brawn, then the institution was not worth anything.

And so, the land-grant universities—the majority public—set up a network of agricultural stations, organized agricultural experimenters into the new age.

ed H. Harrington, President of the University of Wisconsin and one of the leading advocates of the move from the land-grant tradition into urban service, said:

is the idea of the university carrying knowledge to the people."

Cult Task
The idea has been carried out in the universities' involvement in the practical, and not just the theoretical and technological solutions. It has been part of many foreign missions—ling and staffing school systems, colleges, and agriculture industry in developing countries.

And the American university has created a far-reaching network of class, manpower spirations, when, at a moment's notice, under the GI bill rights it opened for the first time in human history higher education to the millions instead of thousands.

'Justice now'

Negro leader's plea: white action

More than 500 Chicago business leaders Thursday night applauded a plea by Negro leader Whitney Young Jr. for white leadership in the civil rights movement.

Young, executive director of the National Urban League, received a standing ovation at a black-tie dinner meeting of the Chicago Economics Club in the Palmer House.

He told the businessmen the Negro community is waiting for white action in the wake of Dr. Martin Luther King's murder.

"We've got to have justice now, in the next three weeks. After that, Dr. King will be history and the tears will have dried," he said.

HE REPEATED his call for a white march on Washington to support Negro demands. "But it doesn't have to be a march, even ads in a newspaper will help. The time has come when the leaders in civil rights need not be black."

In a speech interrupted several times by applause, Young said businessmen can help by being firm in lowering racial barriers at all levels of employment.

"Don't make surveys or ask your employes if they want to work with Negroes," he said. "You don't do that in other areas. Just set your policy and stick to it."

He asked that businessmen hire high-ranking Negro executives to give Negro workers incentive and the knowledge that they can rise in the business world.

Young said he is not interested in white people's sympathy over Dr. King's death, only in action.

"If all Dr. King's death does is result in black anger and white sympathy, he will have died in vain."

ays tied to one another, but that is new about this world that children can now watch seem lie in living color," Halleck adds.)

7. The "two armed camps" hypothesis: The student begins to work in high school partly caused by a fear of the Russians. In college the student begins to question the social value of all this work.

"And he starts to view our competition with the Communist world (and sometimes competitiveness too) as a form of mass paranoia.

Halleck does not have any favorite hypothesis to explain student unrest. But he does point out that we are living in a day and age when the growth of technology and the rapid change in almost every aspect of our lives may be creating a need for new modes of psychological adaptation—one of which might be student activism.

Halleck believes that one message of today's students is that "a complacent drifting into the future is unchecked

North End Arts Programs Need Space, Materials

By MARIANN GOSS
News-Gazette Staff Writer

With more space, more materials and more teachers the children in the North End might have the cultural opportunities in UI Chancellor's Task Force for the Recreational and Cultural Arts recommended for them last year.

An art program carried over from last summer still attracts 19 North End youngsters, but supplies for their work, left over from the original donations last summer, are dwindling.

The children want to put on a play, but can't find a theater to borrow part-time for a few weeks.

Music lessons in everything but drums have been postponed until space is available at Washington School. Booker Ford, head of Douglass Center and of the cultural program, said he has found much difficulty getting space from the District 4 board of education.

Recommendations of the Chancellor's task force to teach North End youth arts, crafts and music to help them toward a better rounded cultural life were acted upon last June when art and music programs got an enthusiastic response from the youngsters.

Receives Help

Virginia Essex, UI grad student and teacher at Franklin Junior High, got art lessons under way with the help of Fred Atterbury and other UI students. Supplies and teachers' salaries were paid by the task force.

The young artists even saw their works in clay, water colors and oils displayed in Lincoln Square, the main entrance to the Illini Union, and Robeson's.

About a dozen youngsters participated in music lessons last summer, using the \$15,000 worth of instruments leased by Baldwin Piano and Organ Co. and the rooms at Washington School. Among the teachers were Preston Jackson and Lamonte Parsons, guitar; Cecil Bridgewater, trumpet, cornet and bugle; Tony Zamora, saxophone and clarinet; Don Smith, lute; and Maurice McKinley, percussion.



News-Gazette Photo by Joe McNamara
ART AT DOUGLASS CENTER. Virginia Essex (left), art teacher at Douglass Center, shows students (from left), Patricia Frazier, Desera Johnson and Steve Rhoden how their clay models should look when finished.

In addition, Willie Summer-ville directed a choir of about 30 North End youngsters between the ages of 14 and 18.

Space wasn't forthcoming from Washington School last fall, so the music program was discontinued, except for drum lessons. More than 20 black children are taking weekly drum lessons at Douglass Center on instruments donated by the local union of the American Federation of Musicians.

Funds Needed

A more complete vocal and instrumental music program will be renewed next summer if funds are obtained, said Ford.

Miss Essex has stayed with the art program, teaching a class from 4 to 6 p.m. Mondays, Wednesdays and Fridays. Students in the class range from first graders to high school seniors.

Miss Essex' salary is now paid by the Champaign Park District, and she receives help from the University's Volunteer Illini Projects. But soon there will be no materials left for paintings and models in clay.

"We hope the community will wake up and realize it has outgrown Douglass Center. We must have a larger place to

house what is needed to be taught to bring the blacks anywhere near being able to compete in society as whole men and women," said Ford.

"We are willing to help in any way we can to get what we need," he continued. "But we need help in the way of a start."

VIP Members Join 'Citizens Corps'

The entire membership of the Economic Opportunity University of Illinois Volunteer Illini Projects will be awarded "Citizens Corps" status by the Volunteers in Service to America branch of the Office of their work with the needy in the

Champaign-Urbana area. The more than 650 students belonging to VIP will receive certificates of appreciation for their work with the needy in the Champaign-Urbana area. The entire membership of the University of Illinois Volunteer Illini Projects will be awarded "Citizens Corps" status by the Volunteers in Service to America branch of the Office of Economic Opportunity.

The VIP's also have projects at Mather State Hospital, Danville Veterans' Administration Hospital and Greenbrier Manor nursing home. An extensive summer recreation program is being planned by the group for this summer, including a summer day camp, baseball leagues and a swimming program.

Delivered on R.F.D. Routes May 23

Citizens Corps for VIP

CEO Lauds Volunteer Service Here.

The entire membership of the University of Illinois Volunteer Illini Projects will be awarded "Citizens Corps" status by the Volunteers in Service to America branch of the Office of Economic Opportunity. The more than 650 students belonging to VIP will receive certificates for their work with the needy in the Champaign-Urbana area.

Hospital and Greenbrier Manor nursing home.

An extensive summer recreation program is being planned by the group for this summer, including a summer day camp, baseball leagues and a swimming program.

Student president of the VIP's is Mary Alexander, a junior in anthropology.

KILLER RIVET

San Juan, P.R. (AP)

A rivet fired from a telephone installer's rivet gun pierced a wall at a watch factory here Wednesday and struck factory worker Carmen Charries in the head, police reported. She died en route to a hospital.

Citizens Corps is a newly formed program sponsored by VISTA. It seeks to enlist private citizens inside and outside of poverty areas to work with the poor. In areas where full time VISTA volunteers are in service, Citizens Corpsmen aid the VISTA's in tutoring, community organization and other activities.

In some areas where VISTA volunteers are not assigned, such as Champaign-Urbana, independent groups of Citizens Corps volunteers are setting up their own projects.

The Volunteer Illini Projects began in 1963 in the form of a tutoring project called "Illini House" with only one student to tutor and a handful of U. of I. students as tutors.

VIP now tutors in nine elementary schools and two junior high schools. It sponsors recreation programs after school and at lunch time in five elementary schools.

The students work with mentally handicapped persons at the State School for Mentally Retarded at Lincoln and in 11 Champaign-Urbana schools in the educable mentally handicapped programs.

The VIP's also have projects at Mather State Hospital, the Danville Veterans' Administration Hospital, Kankakee State

Civil Service Record Good

AN ENCOURAGING report comes from Chairman John W. Macy Jr., chairman of the Civil Service Commission.

Negro employment by Civil Service reached a high of 390,842 persons or 14.9 per cent of the Federal work force on Nov. 30, 1967, the date of the survey.

This was an increase from 13.9 per cent in June, 1966 or in about 1½ years time.

The report also show an increase in Negroes in the higher salary ranges.

The number holding positions in the top seven grades, 12 through 18, jumped from 2,815 in 1965 to 4,655 in 1967. Salaries for these grades range from \$11,461 to \$25,890.

Can any state or city government or industry or trade come up with figures as impressive as these?

Race Issue Comes Alive

A PIONEERING series of television programs designed to help the nation's school children "confront the issues causing tension in American society," will be launched this spring on National Educational Television.

The project is sponsored by the Ford and Carnegie Foundations and the film material for the first series, which will discuss the assassination of Dr. Martin Luther King Jr., and the riots which followed, will be provided by N.E.T. and the three major networks.

The programs will be fed on a live interconnected basis to NET broadcasting stations. The stations will tape them and later broadcast them to schools in their area. The series will be preceded by a week long orientation program for teachers, televised over the same facilities.

While it is doubtful we can ever reach a complete understanding of the cataclysmic events of the first weeks of the month, the NET series which will attempt to translate the mass confusion of those events into a learning situation may bring some of us a long way toward that goal.

King's Death Stirs Action

Campus Politics Change to Race Issue

By Thomas Gregory
Editorial Writer

The Martin Luther King Jr.'s assassination suddenly and dramatically changed the focus of campus politics in the nation's colleges and universities from war to race.

And in dozens of schools from Harvard to Stanford, the intensity of the campus reaction to the death of the Negro leader shook administrators into taking direct and immediate action to improve educational opportunities for minority groups.

Two days after the assassination black students at the University of Michigan marched through the halls of the administration building demanding the university enroll more Negro students and hire more Negro faculty members.

University president, Robben W. Fleming, formerly head of the University of Illinois' Institute of Labor and Industrial Relations, accepted a written statement of the students' demands calling it "perfectly legitimate."

At the U of I, President David D. Henry was said to have broken a 13-year-old precedent by speaking to a group of demonstrators who rallied outside his office calling for equal rights for Negroes both in the university and the community.

Henry pledged that the university would accelerate its efforts to curb discrimination.

Stanford Rebellion
At Stanford University on the Monday following the murder, black students interrupted a talk on racism by university Provost Richard W. Lyman. The students charged that Stanford's admission policies denied equal opportunity to minorities (only 150 of Stanford's 11,400 students are Negro).

Hours later Lyman and Stanford's president Wallace Sterling promised the university would double enrollments of minority groups by the fall of 1969.

Lyman said these students would be given top financial priority by the university.

On the same day in Berkeley, University of California Chancellor Roger W. Heyns announced to the academic Senate that the number of special admission students at the U of C would be doubled next fall from 2 to 4 per cent. About 500 of Berkeley's 28,000 students are Negroes.

"It may very well be,"

Heyns noted that the only successful antidote to disadvantage is advantage."

U of C statistics seem to bear this out. Special students at the university have compiled a remarkable grade average. Over two-thirds have an average of C or better, 42 per cent are doing B work or better.)

Heyns went on to point out that the new policy would not lower the university's graduation standards. "We are not dealing with inferior students," he said. "I am saying that early retention standards, especially as it applies to pace and work load, may not be appropriate when dealing with underprivileged students."

Fraternity Charter Voided

Two days later on the other coast, Yale's president, Kingman Brewster announced that his university will launch a program providing direct financial support to New Haven neighborhood self-help programs.

On Friday, Colgate University President Vincent McD. Barnett voided the charter of the local chapter of Phi Delta Theta fraternity after 300 Colgate students sat down in the administration building protesting the fraternity's membership practices.

During the same tumultuous week Harvard's Association of African and Afro-American Students accused their university of practicing discriminatory admission policies. In a matter of hours the dean of admissions invited members of the group to discuss admission plans and the faculty of the graduate school of education voted a fund to add 30 additional minority students to their program.

And at the University of Wisconsin, President Fred Harvey Harrington promised that the university would match funds raised by students and faculty for scholarships for minority students.

All in all the developments on campuses across the nation since the King tragedy demonstrate a new mood, a new readiness for action by administrations to commit their universities to the fight for equal rights.

But in the opinion of one university administrator it would be wrong to interpret this development as simply the result of Dr. King's death: "In most cases, these programs were already in the works. What can be said is that the events of the first week in April precipitated action. We got moving."

All-day Programs Set

Urbana Playgrounds Readied for Summer

Urbana's summer recreation program will be held at supervised playgrounds at eight sites beginning June 17 and ending Aug. 9 for the elementary school child. Pre-schoolers are not eligible.

The all-day programs will run Monday through Friday from 9 a.m. to noon, and from 1 p.m. to 4:30 p.m., except Monday mornings, when staff training sessions will be held.

Scheduled activities are group games, softball, sketching, painting, crafts and construction projects, nature activities, hiking, tracking and field events, gymnastics, stunts and plays, music and free play.

This is a package program; persons do not sign up for individual activities. Three trips to state parks or other places of interest will be made at cost.

The eight playground sites are Crystal Lake Park, Woodland Park, Carle Park, Blair Park, Victory Park, Yankee Ridge, Hays and Prairie Schools. Dates of activities vary on each playground.

Archery and Tennis

An archery course will be offered to three age groups: 9-11; 12-14 and high schoolers and adults. The younger age groups will hold classes at all eight sites; older students will meet at Blair Park.

Fundamentals and safety will be stressed. Bow and arrows will be furnished by the Park District or participants may use their own, subject to the approval of the instructor. Ten 45-minute lessons will be given, Monday through Friday, for two weeks.

Tennis will be taught to four age groups: 9-11; 12-14; 15 and older and adults. Fundamentals of the game will be taught. Players must provide rackets and ball. Ten 1½-hour lessons will be given at the Blair Park tennis courts.

eligible for the two week sessions at Crystal Lake.

Golf for children 12-14 and high schoolers and adults will be taught in ten one-hour lessons at Crystal Lake Park (Canon Ball Hill). Clubs will be provided for those who need them.

An instructional and game baseball program for boys 9-14 will deal with the fundamentals of each position, batting, pitching and base running. Teams will be formed and game schedules played. Baseball will be taught at Yankee Ridge School, Blair Park and Hays School.

For persons in or close to their retirement years a senior citizens group will offer an opportunity to meet new friends and develop new interests. Several trips will be made at cost to places of interest. Meetings will be held at Crystal Lake

Park Pavilion.

Flower arranging for adults will be offered in 10, two-hour lessons at the Park District office. Containers and some materials are furnished by students in this introductory course.

Individual fee for each program listed above is \$2.50. A family plan entitles members of a family to enroll in any and all of the \$2.50 programs listed for the family rate of \$10.

The Urbana Park District Day Camp (formerly Camp Illini) for boys and girls ages 5-14, will offer camp crafts, sports, swimming and diving, archery, fishing and boating, hiking and nature education, singing, dancing, plays and puppetry, arts and crafts and gymnastics. In addition to field trips to state parks and other places of interest, it includes instruction in

skills of outdoor living. Enrollments are taken for two, four, six or eight weeks. Fee is \$20 for two weeks. The camp is held at Crystal Lake Park.

A pre-school program for four and five year-olds will be held for 1½ hours daily for two weeks at Crystal Lake Park Pavilion and playground.

Track and field events for all age groups will be held for eight weeks at Urbana McKinley Field. There is no fee and registration.

Family bike hikes will be held Sunday from 1 to 5 p.m. beginning June 9. Rides are about 10 miles long, with cookouts planned. There is no fee and registration.

Cross country bike hikes designed especially for teenagers and older persons with multiple speed bicycles are planned for trips of 30 and 70 miles on Saturdays, beginning June 15. There is no fee and registration.

Persons must register for all fee programs and purchase swimming pool passes at the Urbana Park District office, 901 N. Broadway St. Waiving of fees for all programs offered will be considered for those with real economic hardship.

Swimming

Several swimming courses are offered. Beginning swimming will be taught to children at least five years old. Classes will meet for a half-hour each morning for two weeks at Crystal Lake Pool. A course in beginning adult swimming is also offered.

Other swimming classes to be held at Crystal Lake Pool include competitive swimming and training; synchronized swimming and fundamentals of living, all offered to children at least 12 years old.

Junior and senior life saving will be offered. Minimum age for juniors is 12; minimum age for seniors is 16.

Fundamentals and safety of canoeing will be offered to three age groups: 12-14, 15-17 and adults. Only good swimmers are

Kellman Outlines Attack on Urban Crisis:

Businessmen's Role Told

By Jane Balliett

The urban crisis is the responsibility of those who control the destiny of millions of black and white poor people—the businessmen, Joseph Kellman, president of Globe Glass and Trim Co. and a vigorous participant in the problems of Chicago's Lawndale section told the YMWCA Faculty Forum Friday.

Speaking on "Black Blood—Red Ink: Whose Business Is It?" Kellman said there is no time left for talk, only for action. He proposed keeping future summers cool by a three-pronged businessmen's assault on delinquency, education and community organization.

Kellman's own war on delinquency began in 1961 when he, Archie Moore and Buddy Hackett founded the Better Boys Foundation (BBF). He said, "I saw it as the place for hundreds of boys who could make it if only there was a helping hand."

Left Too Long

He continued, "The BBF opened with plenty of fanfare and plenty of help and it failed because we were aiming at the teenage boys. Those boys had been left too long. We should have started to work with them years ago or they should have rioted years ago. We decided to make changes."

The new BBF program is aimed at boys 9 to 12, he said. According to Kellman, gangs perpetuate themselves by recruiting younger boys. To combat this, BBF started operation Crossroads which works only with younger boys who are acknowledged leaders.

It is disgraceful that our program is called unique," said Kellman. He said the BBF program relies heavily on personal involvement between businessmen and boys. He predicted the failure of the National Alliance of Businessmen's anti-delinquency program for lack of involvement.

Better Education

According to Kellman, part of the problems of both youth and adulthood for the ghetto dweller would be alleviated by better education. He charged, "The Board of Education in Chicago is a monopoly allowing kids to be miseducated."

He challenged business to do

something about it, saying, "Can you imagine what would happen to the public schools if the great businesses set up competing schools in the ghetto to show the school system what could really be done? Can't you see it—U. S. Steel, General Motors grade schools. The public schools would have to improve."

Besides, Kellman pointed out, business would reap the rewards of better education by not having to set up so many retraining programs.

Most importantly, Kellman challenged businessmen to get involved in programs in the black ghetto. Describing his fight for urban renewal in Lawndale without the people's voice, but they listen for it in the strangest places. Urban renewal tends to come out meaning commercial renewal when what the people really need is housing."

Private Planning

He said Lawndale has decided on private planning as the answer and has taken steps to get the program underway. He asked, "If Lawndale gets renewal consistent with its desires, and it is the work of one businessman, can you imagine what a small army of us could do?"

Kellman advised any businessman who truly wants to help to join a community organization in the nearest black ghetto. "If you can find it," he added drily. He warned against sending low line executives to represent the company saying personal involvement counts more.

Secondly, he advised businessmen to make sure their upper echelon executives aren't color blind.

According to Kellman, the greatest asset of big business is its powers of organization, yet successful businessmen continue to supply only junior executives and money as their contribution to the solution.

Greatest Problem

Kellman said the urban crisis is America's and consequently the business community's greatest problem today. Commenting on a suggestion by Sen. Edward Brook (D-Mass.) that the United States establish a foreign business leader's corps, Kellman said, "If we don't cure the Lawndales there won't be any businessmen to send overseas. They'll be too busy joining the fire departments and their sons will be gone to the National Guard."

"You just don't worry about improving your neighbor's situation when your own family is starving."

Noting the reluctance of businessmen to get involved in the problem, Kellman asked, "Why don't they help? Could it be they fear the Negro might secure equal treatment?"

He said, "We need big business, because nothing impresses the power structure more than a big businessman with his checkbook behind him."

"If industry doesn't awaken it will be obvious that our capitalist system does indeed live on the exploitation of its poor," he concluded.

Negro To 'Go It Alone'

'Cautious Optimism' Felt In Milwaukee

By JUDY RICHMAN
Press-Courier Staff Writer

There has been no trouble in Milwaukee this summer because there is at least some hope for the Negro, said the Rev. James Norquist of Milwaukee during a talk Thursday morning at First Presbyterian Church in South Bay.

"Attitudes have changed," he continued, "things that would have set off trouble a year ago are now accepted by the people."

There is also a feeling of "cautious optimism" and "forward mobility" he reported as the Negro has decided to "go it alone." All are taking advantage of every program and agency set up to help them and are busy getting on the program "bandwagon" that there is no time to cause trouble.

Mr. Norquist, who has ministered in the inner city, feels that last year's riots and happenings were good for the city because they focused attention on the problem.

He also considers Rev. James

Cropper the greatest man to live in Milwaukee in a decade because he was able to stop the situation from getting out of hand by "erupting into a movement to march the streets, instead of exploding in the air."

He feels that the priest saved the city from a great deal of trouble, explaining that most of the damage was caused not by the marchers, but the irate watchers.

Since that time innumerable agencies and projects have been set up to help the Negro, programs in housing, education, history, day nurseries, committees to help people not only find work, but get them there. Industry, concerned businessmen and clergy have put their heads together to solve the Negro problem.

Even a housing ordinance was passed, he continued, and although it's not the greatest, it is at least something. It hasn't made much difference," he said, "except as a symbolic thing."

The Negroes hated the city be-

cause it was on the wrong side of the fence, but once the ordinance was passed, that was the end of it, he said.

There has been a transformation of mood in Milwaukee, reports Mr. Norquist. A year ago councilmen were afraid to pass a housing ordinance, fearing uprising by ethnic groups, but just a few months ago it passed without a ripple.

The agencies are treating the Negro with respect and dignity and giving them a chance to help themselves.

There is still much immigration to Milwaukee of Spanish speaking people and Negroes because of the gradual mechanization in the South, he said. "We must remember," Mr. Norquist admonished, "that these people come from a different standard of living, with no sanitary facilities and many without proper education, so they can't be expected to immediately know what we require from them as far as keeping up housing and property."

"The law alone can't do the job," he explained, "it takes a change of attitudes among all people, we must examine our hearts, talk to our neighbors and keep up the pressure if we expect change."

Mr. Norquist, who is working closely with the various agencies and committees in Milwaukee, reported that when he told several Negroes he was going to speak to a women's group in Green Bay, he was told "it won't do any good, they have closed minds up there."

He then congratulated the city on passing a housing ordinance, continuing "things we fear the most often turn out to be a blessing. Passing a housing ordinance will not start a landslide if the people don't panic. Negroes do not have the money or the inclination to take over a whole town."

The host pastor, the Rev. Harold Wisner, introduced the speaker. Luncheon was served later by the Martha Circle to members of the Women's Association.

Front Row

'Model' Council To Study Local Welfare Picture

Goal: Better Coordination, Greater Efficiency

By MICHAEL CHINIGO
The Model Community Coordinating Council is about to undertake a comprehensive of all existing social initiatives in the campaign-

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creational facilities—were carefully examined and dialogue was established with federal, state and local authorities to seek out "human" solutions.

In a recent meeting of the full membership, MCCC President Dave Downey listed what might be called an "achievement scoreboard."

So that these may be more generally known, the itemized list follows:

1. Sponsorship of the Douglass Center Drill Team to New York City where they won first place.
2. Sponsorship of "Black Coffee with Cream."
3. Sponsorship of transportation for VIP volunteer workers.
4. Action in Cultural Arts Task Force in cooperation with the U.I.
5. Survey of social-welfare initiatives not covered by UF.
6. Meetings with HUD and action in development of public housing.
7. Meetings with Police and Fire authorities on possible variations in examinations to allow black participation without lowering the calibre of the modern policeman or fireman.
8. Representatives to White House Conference on Children.

9. CCDC cooperative effort.
10. Meetings with authorities on local "drug" problems.

11. Meetings with business and school representatives on promotion of the campaign against shop-lifting.

12. Meetings on expansion of day care centers.

13. Representatives to the "Race Relations Sensitivity Workshop."

Unions Sign

Continuous involvement in these areas has resulted in the delay of any MCCC membership drive. But, in recent weeks, representatives of nearly ALL the Labor Unions have signed up as "Charter Members" and this must be regarded as a BIG step forward and auguring well for the future of MCCC.

Responsible citizens in our growing community who have ideas and would be involved in lifting its level, both physically and morally need not wait to be solicited.

They are welcome to come in under their own "steam" to work on the committees listed above or any other they feel should be created.

In MCCC every member is a leader!

PROPOSAL

B

It is proposed that the Ad-hoc Committee on the University and Community Relations adopt the following program as recommended to the Chancellor:

I. A Commitment to the Community and its Urban Problems

The University of Illinois is part of the local community. Its obligations as a member of that community and as an educational institution require action and programs beyond what is presently being done in this area. Champaign County is confronted by severe problems of urban development and human relations.

Problems of human relations can be found in throughout Champaign County, including the campus. The increasing number of incidents involving students and non-students and the violence that is being displayed in the schools of Champaign and Urbana are evidence of growing disharmony. Inadequate housing, overcrowding of public housing units and the burdens of urban renewal are examples of urban problems in Champaign County.

The University must commit itself to action if there is to be improvement. No longer can the University afford to consider Champaign County as a rural area. No longer can the University assume that the problems of Champaign County will not directly affect the campus. The problems exist as evidenced by the resentment of non-students both black and white, towards students of all races.

The University of Illinois possesses one of the greatest opportunities of any institution concerned with urban problems and race relations. Because of Champaign's unique educational background, its site and geographical location, and the willingness of the minority groups to participate, the University of Illinois may be able to bring about more improvements than any other institution has succeeded in accomplishing.

Therefore, it is recommended that the University of Illinois make a formal public and institutional commitment of concern regarding the conditions in the community, with all possible haste in order to improve urban conditions and human relations in Champaign County as well as to improve communications and working relations between the University and the various segments of the local community.

II. Immediate Steps to be Taken

With the above in mind, we recommend that the University take the following steps immediately:

1. The University should neither create nor allow to be initiated or implemented any policy which would restrict the use of the Illini Union's facilities by non-students. *open to the public*
2. The University should begin to provide recreational facilities and educational and cultural programs which will benefit members of the community, especially the disadvantaged minorities in the community.

Ken Allen

B

AD-HOC COMMITTEE ON THE UNIVERSITY AND COMMUNITY RELATIONS

Meeting of January 11, 1968
3 p.m. - 449 Administration

Proposed Agenda

1. A Commitment to the Community and its Urban Problems
2. Immediate Steps to be Taken
 - A. Educational Programs
 - B. Cultural Programs
 - C. Recreation
 - D. Insurance
 - E. Review Board
 - F. Program Coordinators
3. A Continuing and Expanding Program for the University

F. Program Coordinators

1. The implementation of the foregoing recommendations should be supervised by two program coordinators.
2. The program coordinators should be sought immediately by the Chancellor and given the authority to act swiftly to begin opening University facilities to non-University persons.
3. The program coordinators should be responsible for promoting awareness of available programs and understanding of these programs in the community and within the University.
4. It is recommended that one of the program coordinators be white and one Negro in order that they might best relate to all segments of the local and academic communities.
5. The program coordinators should be responsible directly to the Chancellor until such time as they might be incorporated into a broader structure for action on urban problems.

III. A Continuing and Expanding Program for the University

The foregoing proposals are of an immediate nature and are directed toward the most pressing areas of need. They are but a beginning, however, for the University's role is much larger than these small steps.

The paramount function of the University is as an educational institution. As such, it can offer urban areas, locally, statewide, and nationally, some of the most useful tools to combat the ills of the cities.

Many of the departments of the University are training students in areas which bear on urban problems, human, physical, and technological. The local community and other urban areas provide a laboratory in education, recreation, and the social and environmental sciences for both students and faculty. High priority in the commitment of resources should be used to encourage the application of this talent to study of urban conditions and the formulation of programs for improvement, especially for Champaign County.

As an integral part of its public service function as a land-grant institution, the University of Illinois has long excelled in the providing of extension services to the state and the nation. General University Extension, agricultural extension, and labor extension are cases in point. The provision of these services to rural areas of Champaign County is much in evidence.

The most pressing domestic problems for the State and the nation today are those of the cities. The application of the extension concept in this area is appropriate. As extensive and intensive a program of "Urban Extension" as has been carried on in agricultural extension would definitely contribute to marked improvements in urban conditions. The proximity of the problems in Champaign County provides a vital and important initial forces for attention.

This brief summary is by no means complete, but it forms an adequate basis for the recommendation that the University of Illinois intensify and up-grade the study of urban problems on the Urbana campus (perhaps involving the forming of an "institute" or "center" for coordination). In addition,

A. Educational Programs

1. The University should establish courses for credit which emphasize Negro history and contemporary problems confronting minorities in our society and throughout the world.
2. The University should act to insure that programs to aid in overcoming definite vocational and applied educational deficiencies found in the community are provided.
3. The University should establish, in conjunction with willing community organizations, open and continuing forums to encourage an exchange between students and non-students to examine the problems involving both the University and the community.

B. Cultural Programs

1. The University should provide facilities and programmed activities in the fine arts including, but not limited to, programs in drama, painting and music and to encourage participation in these areas by members of the community especially the disadvantaged minorities. Novel use of the two Krannert Centers to educate and involve the community should be considered.
2. The University should encourage the establishment of a contemporary social problems club, soliciting University foreign students to participate along with members of the community (especially the disadvantaged minorities). Such a club would discuss the pressing social problems of the society, especially those of human relations.

C. Recreation

1. The University should work to make available space in such facilities as Huff Gymnasium, Men's Old Gymnasium, and other facilities, (e.g. those housing swimming pools, bowling alleys, billiard rooms, etc.) as student usage will allow.

D. Insurance

1. The University should expand its liability coverage to include use of facilities by non-University persons. Funds for increased premiums (if any) should be solicited from private or governmental sources on the merits of the program being developed.

E. Review Board

1. A board to oversee conduct in University facilities by non-University persons should be formed. It should be composed of one faculty member, one graduate and one undergraduate student, and three persons from the Community. Its purpose should be to hear charges of misconduct by non-University users of University facilities and to recommend appropriate action in cases of verified misconduct.
2. Actions of the review board should not necessarily be construed as in lieu of civil and criminal action which might be warranted.



EXTENSION IN MUSIC

608 SOUTH MATHEWS
URBANA, ILLINOIS 61801
AREA CODE 217 PHONE: 333-1580

UNIVERSITY OF ILLINOIS DIVISION OF UNIVERSITY EXTENSION

March 6, 1968

C

Professor Joseph Smith
Office of the Chancellor
University of Illinois
251 East Chalmers
Champaign, Illinois 61820

Dear Mr. Smith:

In attempting to structure a program for the North End of Champaign-Urbana, we here in this office have reached a snag. The primary reason for the temporary stalemate has to do with a lack of information -- information which is needed before we can intelligently make suggestions as to program content.

Thus, may I suggest that you gather together the below listed faculty soon so that we can compare notes, share problems, determine needs, direction, scope, etc.:

Al Sapora,
Walter Johnson,
John O'Connor,
Dan Perrino,
Joseph Smith,

plus any others you deem important to the cause.

We are not attempting to play a waiting game, but time is terribly pressing for all of us here in Art and Music. We both have large-scale summer activities ahead which are demanding of our time.

If we can gather together certain pertinent information, such as present programs now in effect, what the citizens of the North End would like to have that we can make available, and so on, I believe we can come closer to structuring an effective offering in the Arts.

work should be begun to develop an "Urban Extension" program.

Additional and more specific proposals in this area of broad and long-range concern will be forthcoming from this and other groups. The Chancellor should, in addition, actively seek support for these ideas as well as additional proposals from the faculty, administration, and any other available source.

Prepared for the January 11, 1968 meeting of
The Ad-Hoc Committee on the University and
Community Relations
by:

Kenny Allen
John Lee Johnson
Bruce Morrison
Mel Rieff
Jim Young

nc

1/8/68

D

UNIVERSITY OF ILLINOIS

OFFICE OF THE CHANCELLOR, URBANA-CHAMPAIGN CAMPUS
URBANA, ILLINOIS 61801

409 East Chalmers, Room 259
March 21, 1968

Professor Joseph Smith
March 6, 1968
page two

I will be out of town beginning Saturday morning until Tuesday noon.
When I return, I will call you to discuss this further.

Sincerely,

Daniel J. Perrino, Director
Extension in Music

- ✓ Allen Sabora
- ✓ Walter Johnson
- ✓ John O'Connor ✓
- ✓ Dan Ferrino
- ✓ Paul Hursey (c)
- ✓ Rollin Wright
- Kenneth Allen
- Thomas Wiczorek
- Bill Savage
- ✓ Melvin Rieff

DJP:ehm
cc: Stanley C. Robinson
Walter M. Johnson
John O'Connor

On March 27, we should like you to join us for lunch at the University Club, 1201 West Oregon Street at 12:00 noon.

I hope you can make it, and would appreciate your letting my secretary know at 333-6815.

Sincerely,

Joseph H. Smith
(7/26)
Joseph H. Smith
Staff Associate

COLUMBIA"
Proposal

But Attempts 'Terribly Fragmentary' Says Official

UI Struggles To Meet Crisis

By JOHN GRADY

William K. Williams, staff associate of University President David D. Henry, said Friday "true statements are not knowing what to do ultimately, but what to do next" in dealing with the problems of race, the cities, and the university.

Speaking at the YM-YWCA Faculty Forum, Williams prefaced his remarks by saying he was not speaking as the staff associate of the president of the University of Illinois, but as a man "perplexed about what to say and fearing the sound of his words will ring hollow."

As Williams was speaking, a large delegation from the Citizens for Racial Justice came quietly into the spectator's area of Latzer Hall and posted signs calling for an end to racism and more jobs for Negroes in the University.

There was no disruption of the speech, and a large group of the CRJ stayed into Williams' question

and answer period.

Williams described the University's attempts in dealing with the Negro revolution as "terribly experimental and fragmentary." He linked the revolution of students in the nation's universities with that of the American Negro.

"The attitude is I would rather blow my mind and my future than be kept your creature in the university of American society," he said.

Williams said there is a mood in black people that is just now coming to full flower. They are not afraid, they, many here in Champaign-Urbana, believe we whites are going to kill them. They predict and expect genocide.

The University has a unique role to play in this revolution, he said. "We are an old and experienced institution, wracked by a revolution from within and without. We must finish all the things we have started and do many, many

more just to survive."

Williams, like Robert Corley, dean of student affairs on the Chicago Circle campus, who spoke to the Faculty Forum earlier in the series, listed the University's "involvements" in Chicago and also added some programs unique to this campus.

The educational programs Williams listed were teacher training programs especially for the ghetto and inner city schools, proposed educational-park complex adjacent to the Chicago Circle campus, working with Chicago and suburban school boards of teacher and student exchanges and upward bound for college-bound students.

In dealing with Negro students, he said programs are being developed to help them remain in school and achieve their potential.

Williams said in community relations in Chicago the Circle campus has joined with a hostile neighborhood in fighting for a li-

brary branch and the retention of a school scheduled for urban renewal, modification of the University's plans for building beyond Roosevelt Road and taking the police-community relations' meetings off the campus and into the neighborhood to let residents and the authorities meet and understand each other.

Williams said job-training programs in Chicago for University work has already brought 200 people to work. He said similar plans are being developed here.

In using University facilities at the two campuses, Williams said "it is important that the persons be treated like persons." He pub-

licly complimented some of the work done by Jake Jennings, who works for the University of Chicago, in keeping Woodlawn cool. Some 7,000 persons are using the Circle's facilities, but "it is all just a beginning; we don't know how to do these things."

"Will we reach out a hand to help, will we judge ourselves to help others? Remember, the University of Illinois is not just the Board of Trustees, the President, the Chancellor. The experiences of our black employes has been similar to the experiences of our black students. They have felt that this is not their University and they can never be a part of what we are doing," he said.

Williams said "we must do things differently, we are going to have to be interdisciplinary and not isolated in our specialties one from another if we are really going to change the face of American cities."



H

I. PROPOSED UNIVERSITY PROGRAMS

A. Immediate Action Program

- 1. Employment ----- Implementation: 10 days
- 2. Recreation ----- Implementation: 10 days
- 3. Cultural ----- Implementation: June 10
- 4. Police-Community Relations ----- Implementation: June 1

B. Long Range -- Continuous Programs (year-'round)

- 1. Education in broadest sense.
- 2. Employment.
- 3. Recreation.
- 4. Cultural.
- 5. Housing.
- 6. Police.
- 7. Health
- 8. Law reform.

Explanation: Immediate planning of concrete programs for subsequent implementation according to a timetable that may be established by the planners.

IV. FUNDS AND STAFF

A. Immediate Programs

Funds needed to sustain program through the summer months.

B. Long Range Programs

Funds needed to plan, develop and implement sustaining programs year 'round.

Suggested: Executive Director and supporting staff, numbers dependent upon scope of program.

C. Interim Committee authorized to plan, develop and implement immediate programs -- suggest present Task Force Committee.

D. Permanent Committee: University Action Council to be appointed by the Chancellor.

A PROPOSAL
FOR
TOTAL COMMUNITY ACTION PROGRAM

Presented to:

Chancellor J. W. Peltason
April 24, 1968

Submitted by:

- Allen Sabora
- Walter Johnson
- Dan Perrino
- John O'Connor
- Paul Hursey
- Rollin Wright
- Kenneth Allen
- Thomas Wiczorek
- Bill Savage
- Melvin Rieff
- Mary Alexander
- Joseph Smith

I D E A S F O R C O M M I T M E N T

BASIC OBJECTIVES

To enrich the lives of the total population of the Twin Cities, University of Illinois, and surrounding communities of Champaign county, and specifically and directly for people who reside in the inner cities; to supplement the cultural offerings of all schools and related institutions.

To support the recommendations for improvement of communications between all peoples of the community and the enrichment of community life as stated by the President of the United State's National Advisory Commission on Civil Disorders.

HOW THE UNIVERSITY OF ILLINOIS, CITIES OF URBANA AND CHAMPAIGN, AND CITIZENS OF OTHER POPULATED AREAS IN CHAMPAIGN COUNTY COULD FULFILL THESE OBJECTIVES:

- Idea #1 -
Organize for total action and involvement. (See attached proposed organization Chart A.)
- Idea #2 -
Employ total educational, cultural resources in metropolitan area. (See attached Chart B.)
- Idea #3 -
Employ total resources of the University of Illinois. (See attached Chart C.)
- Idea #4 -
Develop and implement programs involving educational and cultural enrichment. (See Charts D and E.)
- Idea #5 -
Ideas for commitment. Program in existence being considered, or possibilities. (See appendices.)

V. RECOMMENDATIONS:

In keeping with these objectives, we propose the following:

That the Chancellor present these recommendations to the following individuals:

- Mayors (2) of Champaign and Urbana
- Park Districts
- Boards of Education
- Superintendents of Schools
- County Board of Supervisors
- Parkland Junior College President

stating to the above that this is what the University proposes to do concerning helping to solve urban problems in Champaign County.

- to undertake new initiatives and experiments that can change the system of failure and frustration that now dominates the ghetto and weakens our society.

These programs will require unprecedented levels of funding and performance, but they neither probe deeper nor demand more than the problems which called them forth. There can be no higher priority for national action and no higher claim on the nation's conscience."

PART III - WHAT CAN BE DONE?

Chapter 10 - The Community Response

"... Our investigation of the 1967 riot cities establishes that virtually every major episode of violence was foreshadowed by an accumulation of unresolved grievances and by wide-spread dissatisfaction among Negroes with the unwillingness or inability of local government to respond.

Overcoming these conditions is essential for community support of law enforcement and civil order. City governments need new and more vital channels of communication to the residents of the ghetto; they need to improve their capacity to respond effectively to community needs before they become community grievances; and they need to provide opportunity for meaningful involvement of ghetto residents in shaping policies and programs which affect the community.

The Commission recommends that local governments:

- develop Neighborhood Action Task Forces as joint community-government efforts through which more effective communication can be achieved, and the delivery of city services to ghetto residents improved.
- establish comprehensive grievance-response mechanisms in order to bring all public agencies under public scrutiny.
- bring the institutions of local government closer to the people they serve by establishing neighborhood outlets for local, state and federal administrative and public service agencies.
- expand opportunities for ghetto residents to participate in the formulation of public policy and the implementation of programs affecting them through improved political representation, creation of institutional channels for community action, expansion of legal services, and legislative hearings on ghetto problems.

In this effort, city governments will require state and federal support. The Commission recommends:

- state and federal financial assistance for mayors and city councils to support the research, consultants, staff and other resources needed to respond effectively to federal program initiatives.

ATTACHMENT I

Extracts from -

REPORT OF THE NATIONAL ADVISORY COMMISSION ON CIVIL DISORDERS

INTRODUCTION

". . . This is our basic conclusion: Our nation is moving toward two societies, one black, one white - separate and unequal.

Reaction to last summer's disorders has quickened the movement and deepened the division. Discrimination and segregation have long permeated much of American life; they now threaten the future of every American.

This deepening racial division is not inevitable. The movement apart can be reversed. Choice is still possible. Our principal task is to define that choice and to press for a national resolution.

To pursue our present course will involve the continuing polarization of the American community and, ultimately, the destruction of basic democratic values.

The alternative is not blind repression or capitulation to lawlessness. It is the realization of common opportunities for all within a single society.

This alternative will require a commitment to national action - compassionate, massive and sustained, backed by the resources of the most powerful and the richest nation on this earth. From every American it will require new attitudes, new understanding, and, above all, new will.

The vital needs of the nation must be met; hard choices must be made, and, if necessary, new taxes enacted.

Violence cannot build a better society. Disruption and disorder nourish repression, not justice. They strike at the freedom of every citizen. The community cannot - it will not - tolerate coercion and mob rule.

Violence and destruction must be ended - in the streets of the ghetto and in the lives of people.

Segregation and poverty have created in the racial ghetto a destructive environment totally unknown to most white Americans.

What white Americans have never fully understood - but what the Negro can never forget - is that white society is deeply implicated in the ghetto. White institutions created it, white institutions maintain it, and white society condones it.

It is time now to turn with all the purpose at our command to the major unfinished business of this nation. It is time to adopt strategies for action that will produce quick and visible progress. It is time to make good the promises of American democracy to all citizens - urban and rural, white and black, Spanish-surname, American Indian, and every minority group.

Our recommendations embrace three basic principles:

- to mount programs on a scale equal to the dimension of the problems;
- to aim these programs for high impact in the immediate future in order to close the gap between promise and performance;

- extension of quality early childhood education to every disadvantaged child in the country.
- efforts to improve dramatically schools serving disadvantaged children through substantial federal funding of year-round compensatory education programs, improved teaching, and expanded experimentation and research.
- elimination of illiteracy through greater federal support for adult basic education.
- enlarged opportunities for parent and community participation in the public schools.
- reoriented vocational education emphasizing work-experience training and the involvement of business and industry.
- expanded opportunities for higher education through increased federal assistance to disadvantaged students.
- revision of state aid formulas to assure more per student aid to districts having a high proportion of disadvantaged school-age children.

- state cooperation in providing municipalities with the jurisdictional tools needed to deal with their problems; a fuller measure of financial aid to urban areas; and the focusing of the interests of suburban communities on the physical, social, and cultural environment of the central city."

Chapter 16 - The Future of the Cities

". . . Three choices are open to the nation:

- we can maintain present policies, continuing both the proportion of the nation's resources now allocated to programs for the unemployed and the disadvantaged, and the inadequate and failing effort to achieve an integrated society.
- we can adopt a policy of "enrichment" aimed at improving dramatically the quality of ghetto life while abandoning integration as a goal.
- we can pursue integration by combining ghetto "enrichment" with policies which will encourage Negro movement out of central city areas.

We believe that the only possible choice for America is the third - a policy which combines ghetto enrichment with programs designed to encourage integration of substantial numbers of Negroes into the society outside the ghetto.

Enrichment must be an important adjunct to integration, for no matter how ambitious or energetic the program, few Negroes now living in central cities can be quickly integrated. In the meantime, large-scale improvement in the quality of ghetto life is essential.

But this can be no more than an interim strategy. Programs must be developed which will permit substantial Negro movement out of the ghettos. The primary goal must be a single society, in which every citizen will be free to live and work according to his capabilities and desires, not his color."

Chapter 17 - Recommendations for National Action

Education

". . . If existing disadvantages are not to be perpetuated, we must drastically improve the quality of ghetto education.

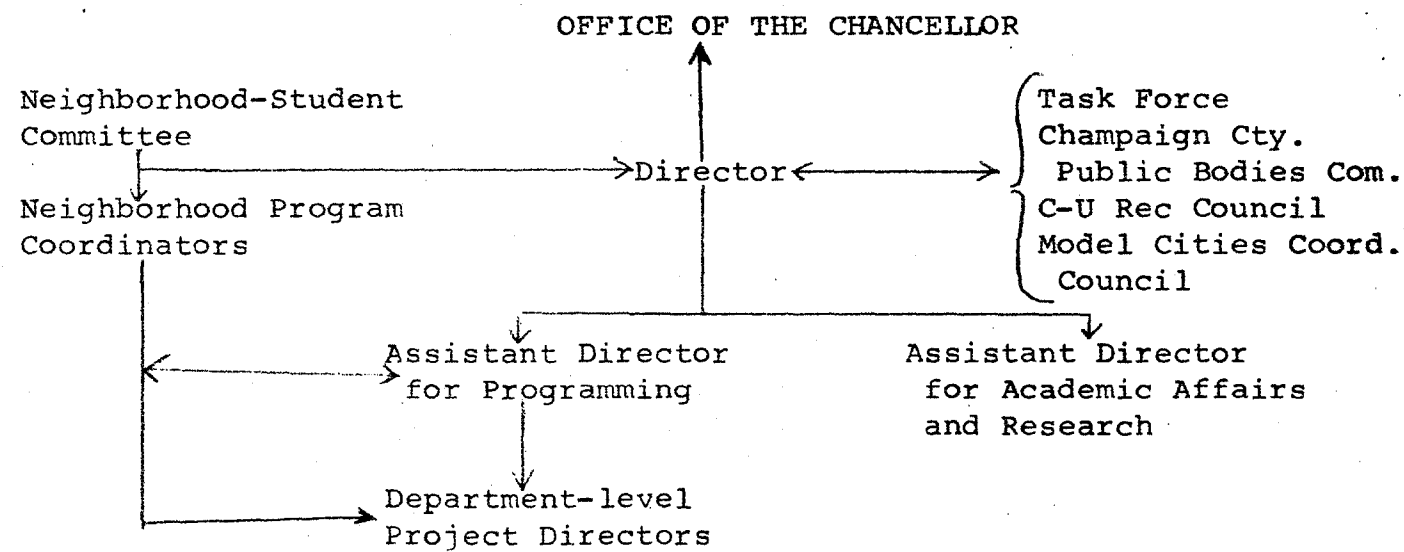
To implement these strategies, the Commission recommends:

- sharply increased efforts to eliminate de facto segregation in our schools through substantial federal aid to school systems seeking to desegregate either within the system or in cooperation with neighboring school systems.
- elimination of racial discrimination in Northern as well as Southern schools by vigorous application of Title VI of the Civil Rights Act of 1964.

OFFICE OF COMMUNITY RELATIONS

Purpose: To provide the broad-based support necessary for total University involvement in community problems;
 To provide a mechanism for the creation and implementation of community-directed programming, with an emphasis on the disadvantaged;
 To provide a mechanism through which programs directed to Champaign-Urbana can be extended to other comparable urban areas in the state of Illinois and the information and knowledge derived from these programs can be disseminated nation-wide.

Structure:



The proposed structure adequately fulfills, it seems, the needs the Task Force can identify:

Community Participation--through the Neighborhood-Student Committee and through the Neighborhood Program Coordinators

Administrative Coordination--through the Director and Assistant Director for Programming

Communication Link to Established Community--through the Champaign County Public Bodies Committee, the Champaign-Urbana Recreation Council, and the Model Cities Coordinating Council

Potential for Future Development and Extension--through the Assistant Director for Academic Affairs and Research

Guaranteed Administration of Programs--through the Project Directors

ESTABLISHING OF A CULTURAL COMMITTEE

The purpose of the cultural committee would be that of a clearance house, exchanging and spinning out information.

- A. Making aware the work of new artist
- B. Interpretation of theatrical work
- C. Locating and assessing the utilization of needs and resources.
 - a. Finding suitable facilities
 - b. Training technique in production
 - c. Direction in acting
 - d. Assessment of cost for various community programs.
 - e. Establishing other committees with the same role and responsibility.

Director of Office of Community Relations:

- Coordinate activities of total structure
- Maintain complete, timely information on programs
- Act as resource person for departments and groups involved
- Coordinate financing of programs
- Maintain intercollegiate communication
- Coordinate public relations for the office through appropriate University channels

Assistant Director for Programming:

- Administrative responsibility for all programs
- Directs implementation of all programs
- Maintains constant link with neighborhood program coordinators
- Directs evaluation of all programs

Neighborhood Program Coordinators:

- to be hired directly from neighborhoods in which programs will be directed
- maintain constant link with residents of the neighborhood and with neighborhood-student committee
- provide constant neighborhood input on programs
- work with assistant director for programming and with project directors to insure proper and effective implementation of programs
- Aid in evaluation of all programs

FUNCTIONS OF STRUCTURAL COMPONENTS

Neighborhood-Student Committee:

- to be composed of people from the neighborhoods involved and University students intimately involved in problems of that neighborhood. (Initially this group would have its roots in the committee under formation by Paul Hursey, John Sullivan, various leaders and groups in the North End, and several student groups.)
- provide input for all programs directed to that neighborhood:
 - **initiation of program proposals
 - **decision on programs proposed by University groups.
- provide on-going input and evaluation of existing programs
- transmit complaints and problems relating to University activities as they pertain to that neighborhood
- if requested, act as advisory group for student organizations active in the neighborhood (ex. VIP, YMCA, BSA)

University Task Force:

- provide University input for community programming:
 - **decision on programs proposed by neighborhood-student committee
 - **initiation of program proposals
- act as executive review and advisory committee to Office of Community Relations
- make direct recommendations to University officials on University involvement in community problems
- make direct recommendations to public bodies committee concerning their involvement in community problems

Champaign County Public Bodies Committee:

- to be composed on a voluntary basis of all relevant public bodies (city and county governments, school districts, park and recreation districts)
- to insure complete and effective communication and cooperation between these groups and the Office for Community Relations

Project Directors:

- to be hired on part-time basis by departments involved
- administrative responsibility for all programs conducted by that department
- assess potential for further involvement by the department
- aid in evaluating programs

Assistant Director for Academic Affairs and Research:

- Coordinate all research projects directed toward Champaign County by a University department
- Operate as liason with non-participant academic departments to develop possible programs
- Explore and develop academic credit for student participation in community problems
- Aid in evaluation of all programs
- Research means of extending programs to other urban areas

BUDGETARY NEEDS:

It is impossible at this point to accurately estimate budgetary needs for this office. Rather, follows a list of essentials:

- Administrative salaries
- Secretarial help (2 full-time secretaries or 1 full-time and several part-time students)
- General office supplies and expenses
- Travel expenses

Money for the various programs would not be included in this budget-- rather this money would have to be obtained for the programs from varied sources.

There should initially be made available to this office a minimal amount of money for programming. Thus, at least initially, the major share of the financing for any specific program would come from the department involved or from other sources. Later, all program funds might be centralized in the office.

PROPOSED STAGES OF IMPLEMENTATION

I. Appointment of Director (Age 21-40)

- A. Appointment by the Chancellor of person to fill this position on a full-time basis-should either be someone currently on the staff of the University or someone hired especially for the job.
- B. This appointment should be made, to provide effective and efficient programming for the rest of this academic year and for summer, 1969, no later than February 1, 1969.
- C. Qualifications
 - Should be familiar with the communities of Champaign-Urbana, especially the North End and with the University.
 - Should have experience in programming for the community and should have some previous university experience.
 - There should be no academic qualifications set for this position. We should be looking for the best man, not the best degree.
 - He will have to be extremely dedicated, hard-working, and patient. Much of the initial success of this effort will certainly depend on his commitment and his personality.

II. Development by the Director of a firm office structure.

- A. No later than April 1, 1969: Employment of departmental project directors and two neighborhood program coordinators.
- B. No later than June 1, 1969: Employment of assistant director for programming.
- C. No later than September 1, 1969: Employment of assistant director for academic affairs and research.

Douglass Center Program

Classes in Arts, Music Started During Summer

By William S. Becker

In an all-out effort to show that culture and the arts are not activities reserved only for some communities, residents of the North End organized over the summer and held comprehensive classes in visual arts and music for black youths of Urbana-Champaign.

Details of the summertime program, held at Douglas Community Center in Champaign, were disclosed Friday.

According to Douglass Center director, Booker Ford, North End residents were notified of the program by fliers distributed in the community. All of the art and music classes were free of charge and required no equipment.

Forty-four elementary school children responded for classes in painting, drawing and ceramics, and a large number of North End pre-teens and teen-agers participated in lessons for voice, piano, chorus, brass instruments, woodwinds, percussion instruments and guitar.

Extension Artists Taught

Instructed by a six-member team of artists from the University of Illinois Division of University Extension in Art, and assisted by university students in the Volunteer Illini Projects program, children in the Douglass Center classes took field trips to area farms and reproduced what they saw in drawings and ceramic sculpture.

Their projects, including water colors, tempera colors, masks and ceramic piggy banks, were displayed over the summer at the Illini Union and

are now being shown in a Lincoln Square Shopping Plaza display.

North End youths studying musical instruments took advantage of a \$15,000 experimental guitar laboratory loaned indefinitely by the Baldwin Co. of Cincinnati, and the local Baldwin distributor in Champaign.

The lab, first in the country, was designed for class guitar instruction by Dr. Herman Slayman of the U. of I. medical campus in Chicago. It consists of 24 electric guitars, amplifiers, earphones, junction boxes and a control unit, so that teachers can listen to one or all of the guitar players.

According to Dan Perrino, dean of student programs and services at the U. of I. and formerly head of the Division of Extension in Music, the equipment will remain in the North End to be used during the day in one of the community's elementary or junior high schools.

Perrino said a North End committee is setting up a program in which neighborhood teens and pre-teens will use the equipment afternoons, and adults in the evenings.

Instructors for the guitar equipment will come from the black community, Perrino said.

For the summertime program, music teaching in the North End, which had been going on a minimal basis with funds from the Urbana Park District, was co-ordinated by local jazz musician Tony Zamora.

Members of Zamora's jazz band, all experts on their respective instruments, instructed

the North End youths. All of the musicians are black and residents of the North End.

Other instructors were Mrs. Mary Burton, local piano teacher from the community; Joe Fobb, a voice major at the U. of I.; Michael Bates, a graduate student in piano; and Preston Jackson, a local guitar player studying at Southern Illinois University.

Forty more North End youngsters between the ages of 10 and 18 joined the North End Community Chorus, organized and run by Willie Summerville.

Summerville, a music teacher for Champaign schools and church choir director in the North End, rehearsed the youths at the Washington Elementary School, and arranged a performance for the choir at the Illini Union Building.

The North End hopes to continue the chorus on a year-round basis.

The music phase of the Douglass Center program also sent 20 North End youngsters to the Illinois Summer Youth Music Program at the U. of I. campus.

"This is the first program like this the kids have been able to do," said Ford. "Especially where they've been able to show off what they've done."

"I was very pleased with the program. It has opened many avenues and many doors to kids who would never have had the chance to do this kind of thing because of lack of money or opportunity."

Now at Douglass Center, Ford said, arts and crafts classes for

children up to junior high have begun and will get under full swing next week.

The classes, taught by Vir-

ginia Essex, art instructor at Franklin Junior High School in Champaign, are being held from 4 to 6 p.m. Mondays, Wednes-

days and Fridays. They, like their counterparts last summer, are free of charge and require no equipment.

MEMO TO: Members of Chancellor's Task Force for Recreation and Cultural Arts

FROM: John A. O'Connor

SUBJECT: Task Force Meeting

The Task Force will meet next Tuesday morning, October 29, at 10:00 a. m. in Room 133 in the Fine Arts Building.

Please be prepared to present specific program recommendations for future University action in support of the Task Force mission. Mr. R. F. Colwell, Model City representative to the Task Force, has been invited to this meeting and subsequent sessions; he will listen to our suggestions and perform liaison with Model City per Chancellor Peltason's desires. Where Model City contacts and/or assistance is needed, please formulate and address your specifics to Mr. Colwell for his scrutiny and possible (Model City) action.

If you cannot attend this meeting, please send a representative to communicate your ideas and to relay Task Force decisions to you.

JAO/mad

10/22/68

Enclosures - 2

Proposal: To develop a Center for the Fine Arts physically located in the disadvantaged community and with programs designed to attract primarily members of the Negro race.

Background: 1. During the summer of 1968, the Division of University Extension, functioning as an adjunct of the Chancellor's Task Force for Recreation and the Cultural Arts, financed and administered an exploratory but effective instructional program in graphic art and music, for people living in the area served by Douglass Center and Washington School in Champaign.

The following subjects were taught:

Painting

Crayon Drawing

Sketching

Sculpture

Ceramics

Instrumental Music (wind, percussion, guitar, piano)

Voice (choral music)

2. Sixteen teachers were employed, 12 were Negro, 10 of whom were members of the community.

CONDENSED MINUTES OF MEETING BETWEEN MODEL CITY REPRESENTATIVES
AND TASK FORCE REPRESENTATIVES - OCTOBER 11, 1968

On Friday, October 11, a breakfast meeting was convened by John O'Connor at Uncle John's Pancake House and it included the following persons: Daniel Perrino (music), Earl Matthews (recreation), Mary Alexander and Ken Allen (V. I. P.), Dave Downey (President of Model Community), and R. F. Colwell (Model City representative to the Task Force). The substance of the meeting revolved around a briefing to Mr. Downey concerning the nature of admission of the Chancellor's Task Force and also a reciprocal briefing by Mr. Downey explaining the Model City. The purpose of the meeting was to explore the possibility of both groups working together to meet the objectives set forth by the Chancellor.

It was agreed that Model City would accept the challenges of the Task Force and carry its purposes and projected actions to representative individuals in the Champaign-Urbana community, with the intended hope that action(s) could be achieved with proper communications. It was also agreed that the Task Force should be convened again in the near future and the results of this meeting explained to the Force. Also, the Task Force should be prepared to present specific program recommendations for transmittal to Dave Downey and the Model Community. A Task Force meeting date is now being contemplated.

JAO/mad

10/22/68



EXTENSION IN MUSIC
608 SOUTH MATHEWS
URBANA, ILLINOIS 61801
AREA CODE 217 PHONE: 333-1560

UNIVERSITY OF ILLINOIS DIVISION OF UNIVERSITY EXTENSION



- (3) Supplies \$1000.00
- (4) Supervision of Instruction
voluntary basis -----
- (5) Involve community schools,
supply some larger equipment;
example - kilns, kick or
denver wheels, etc.

b. Music

- (1) Choral faculty 1/2 time \$ 750.00
- (2) Graduate assistant (1/2 FTE)
(School of Music) \$ 550.00
- (3) Instrumental teachers (5) \$2300.00
- (4) Supervision - voluntary -----
- (5) Involvement of Community
schools in supplying some
equipment, possibly teaching
staff, music, supplies, etc.

Total budget - \$4150.00

Combined budget (\$4200.00 - \$4600.00)

DJP/mad

5/1/68

MEMO TO: Stanley C. Robinson, Dean, Division of University Extension

FROM: Walter Johnson, John O'Connor, and Daniel J. Perrino - Members
of the Chancellor's Task Force on the Arts and Recreation

SUBJECT: Immediate Action Program Proposal in the Visual and Performing
Arts

1. Request permission to develop this program as an extension
of our regular summer activities.
 - a. Understanding that we plan a year round program again,
as a part of our regular activities.
 - b. Can be proving grounds or pilot program supplying infor-
mation as to what can be effective programming in the
Inner City - Ghetto's, which can be shared with other
communities throughout the State. Must be kept within
the family - otherwise, citizens in the North End will
feel they are being used again.
2. This can be a preliminary step which can be eventually
developed into a larger program to be implemented here in
Champaign-Urbana, Chicago, and other urban areas. We should
bring in other segments of the University to develop this
full-blown program, such as Urban Planning, Community Devel-
opment, School of Social Work, etc.
3. Summer Project

Immediate Needs - Primarily teaching funds.

- a. Wages for a small corps of teachers, primarily Negroes
who know the North End community.
- b. Silent faculty volunteer corps supporting this group
of teachers.
- c. Student Volunteer Illini Projects.
- d. Financial needs.
 1. F. A. A. supply two, three, or four part-time
graduate assistantships.

a. Visual Arts

- (1) One F. T. E. faculty-instructor \$1000.00
- (2) One-half graduate assistant \$ 550.00

2500/

✓ 750 -	Willie	750 -
225 -	Joe	225 -
225 -	Mike	225 -
T2 400 -	Tony	500
C 200 -	Cecil	50
mm 200 -	Marcia	300
150 -	Mc	
<u>23150 -</u>		
7300		

Joe	750	1000
Mike	225	550
	225	1000
	<u>2300</u>	2550
	3500	3500

Garrison - Quincy

O.I.C.

Consequently, the University must decide whether it should restrict its offerings beyond the day school to utility-vocational and technological programs for which people, *particularly by comparison* will pay comparatively high fees, or to provide a reasonable amount of financial support to extend a more representative program, including the cultural arts, to citizens in Illinois.

Requested increases for the Music and Visual Arts programs have been diminished markedly each of the past several years. Consequently, these programs have not been able to approach their potential fruitfulness; our citizens have been denied much of the University's cultural resources.

The International Affairs program has been revived under new leadership, is increasing its momentum, and is being greeted enthusiastically by people in various parts of the State. It has enjoyed a very modest amount of support from appropriated funds and must have the requested increase to permit essential growth and provision of leadership in this increasingly important area of citizen interest and desire.

Program in the Arts

Justification of individual requests for increases in the respective arts programs are included, their relationships warrant considering them as one significant segment of the University Extension program. This segment includes: Extension in Music, Extension in Visual Arts, Extension in International Affairs, Youth Theatre Program, Youth Debate Program.

The Division strives for each to earn as much of its operational costs as circumstances warrant and justify, through revolving funds; however, each must be supported additionally with appropriated funds to permit growth and achievement. In fact, each must have such support to exist.

This program endeavors to make this phase of the University's cultural program available to citizens throughout the State in meaningful and otherwise beneficial ways. These citizens consider the variety of programs to be educational, valuable, as well as enjoyable, yet they will not pay rates necessary to make them self-supporting. The preceding sentence was substantiated this semester when the Division attempted to make classes in art available at rates necessary to make them self-supporting. Not one developed.

The concepts or value judgments indicated in the preceding paragraph are evidenced by society at large in Illinois; in the midwest. We in extension are well aware of citizens' reluctance or refusal to pay high tuition or registration fees to participate in programs, disregarding their personal needs, that are not sufficiently job-oriented to promise a quick monetary return on their investment.

Specifics:

A. Dates: November 1, 1968 to September 1, 1969
 The Summer program of classes and activities would be increased in intensity. Whereas all fall, winter, and spring classes would remain after school and evening in nature, the summer would incorporate morning, afternoon and some evening activities, depending on the age group involved.
 If more funds are available, the entire program can be increased proportionately.

B. Financial:

Dance: Activities in dance would include creative dance, basic fundamentals in rhythm, style, choreography. Emphasis in Afro-American dance, bringing the rich culture of Africa combined with American basic dance styles to the forefront.

Three levels of classes --

Pre-teens - 2 x per wk.

Teens - 2 x per wk.

Young Adults - 2 x per wk.

Costs:

Teaching staff (2)	\$ 2500.00
Rental of facilities	1000.00
Equipment	1500.00
Accompanist	800.00
Miscellaneous (dance costumes, recording, etc.)	2800.00
TOTAL	\$ 6600.00

Music: The music curriculum offering would include instrumental, vocal, choral, and recreation of music. Both class and private lessons would be taught.

ORIGINAL for Business Office

UNIVERSITY OF ILLINOIS BUSINESS OFFICE **INVENTORY CHANGE REPORT**

DEPARTMENT OF Army ROTC 114 Armory Date 30 Apr 68

Description of equipment	Inventory number	Original cost	* State reason for change, using separate report for each type of transaction
1. Bugle, Soprano, Piston, w/case	195261	\$43.05	All items on this list are to be transferred to Mr Helmericks, School of Music.
2. Bugle, " " "	195262	43.05	
3. Bugle, " " "	195263	43.05	
3. Bugle, " " "	195264	43.05	
4. Bugle, Tenor, Piston, w/case	195265	49.00	
5. Bugle, " " "	195266	49.00	
6. Bugle, " " "	195267	49.00	School of Music
7. Bugle, " " "	195268	49.00	
Bugle, Baritone, Piston, w/case	195269	67.90	School of Music

BUGLES

*ADD: Acquired by gift, transfer, construction
 REMOVE: (Transferred) lost, SURPLUS

Signed by _____
 For Department _____

Form 900 2 Pages 10M-7-66-90771

DUPLICATE for Department

UNIVERSITY OF ILLINOIS BUSINESS OFFICE **INVENTORY CHANGE REPORT**

DEPARTMENT OF Army ROTC 114 Armory Date 30 Apr 68

Description of equipment	Inventory number	Original cost	* State reason for change, using separate report for each type of transaction
7. BUGLE, baritone, piston, w/case	195270	\$67.90	
8. Bugle, " " "	195271	67.90	
Bell Lyra, Chromatic, w/strap	195272	106.40	
(Missing)			
28			
TOTAL			

*ADD: Acquired by gift, transfer, construction
 REMOVE: (Transferred) lost, SURPLUS

Signed by _____
 For Department _____

Form 900 10M-7-66-90771

2. Creative Dramatic Workshop:

One-quarter time graduate assistant or equivalent	\$ 625.00
Wages for two undergraduate aids	400.00
Wages for member of Black Community	800.00
Properties, printing, and incidentals for the final demonstration	<u>100.00</u>
TOTAL	\$ 1925.00
GRAND TOTAL - THEATER	\$ <u>9925.00</u>

Visual Arts: (Refer to Recommendations from Prof. Walter M. Johnson) The program being recommended here is being submitted jointly with the program in music for cultural development and expansion program in the arts, as a result of the summer program of 1968. Some general statements of aims:

(1) to develop a better knowledge and appreciation of art; (2) to provide opportunity for broad expression; (3) to discover and encourage the development of talent; and (4) to give an appreciation of the role of art in daily living, all relating to Afro-American culture, and the world around. Classes would meet twice per week or as the situation demands.

Costs:

Teaching staff (4)	\$7000.00
Materials	2000.00
Rental of facilities	<u>1000.00</u>
TOTAL	\$10,000.00

Piano	<u>Teachers</u> (1)
Wind and percussion instruments	(3-4)
Guitar	(2)
Choral Music	(2)

Age groups - pre-teens to young adults, classes, privately or in groups, would meet twice per week---30-45 minutes per class.

As the students become advanced in performance ability an organization, (band) will be developed, which will replace some of the classes.

8-10 teachers	(8,000 - \$10,000.00)
Rental of facilities	1,000.00
Equipment, supplies, music, repairs, etc.	<u>1,000.00</u>
TOTAL	\$12,000.00

Theater: (Refer to special Recommendations From the Theatre Department)

1. Studio Workshop:

Rental for the use of the gymnasium and auditorium	\$1,000.00
Lighting equipment and installation of cables	1,000.00
Costumes, properties, scenery, make-up	1,000.00
Royalties on plays; costs of scripts	1,000.00
Graduate assistant ¼ time, or the equivalent	1,250.00
Wages for undergraduate	500.00
Wages for teachers from the Black Office, clerical and transportation expense (for materials for scenery, lights, etc.)	1,500.00
Library of black plays (to be housed in the Center)	<u>250.00</u>
TOTAL	\$8,000.00

DATE: September 10, 1968

TO: Dean Stanley Robinson
118 Illini Hall

FROM: Professor Walter M. Johnson
127 Fine Arts Building

SUBJECT: Proposal for cultural development program ⁱⁿ and art for the north end community of Champaign-Urbana to be considered jointly with a program being recommended in music.

STATEMENT:

The program being recommended here is being submitted jointly with the program in music for cultural development and expansion program in the arts, as a result of the summer program of 1968. Some general statements of aims: (1) to development a better knowledge and appreciation of art; (2) to provide opportunity for broad expression; (3) to discover and encourage the development of talent; and (4) to give an appreciation of the roll of art in daily living.

SCOPE:

The course that is being recommended is centered around the discussion and practice of the principles of art, design, and color as applied to various art activities. Students are to be young teenagers and adults. It is proposed that this basic art course or general art program be offered for a full year. It is to be noted that the outline consists of three parts. Part 1, The Experimentation with Materials; Part 2, Art in the Daily Life; and Part 3, Tools and Techniques.

In Part 1, Experimentation with Materials, the objective here is to provide a background of art fundamentals. It must be included as basic material whether the course extends over half or a full school year. In order to cover as much ground as possible, certain general problems may be given to the group or to individuals. They may pursue the various fields according to their interests, carrying out special problems and study for presentation to the group.

Part 2, Art in Daily Life, can deal with the related associations with the individual in his home, his community, and with himself. These areas can be broken down and a more detailed outline can be provided which will contain various topics and problems related to cultural development.

The major aim of this section is to develop along with skills and technical ability a sense of appreciation and critical judgment in relation to design, color, and so forth. A more general outline describing elements and content can be made later if this program is approved. Such topics as sensitivity to line, space relationships, patterns of light and dark, sensitivity to color, and all of its associated relationships, and the standing of relationships space and form shall be covered in the content of this material.

Coordination and administration of the Cultural Arts Program \$5000.00

Responsibilities will include the bringing together a curriculum committee, planning schedules, securing space, publicity, supervision of classes, planning programs, performance outlets, and coordinating project with University Committee.

20-25 hours per week work load.

Secretarial assistance 2000.00

12-16 hours per week work load

Office Equipment 1000.00

TOTAL 8000.00

GRAND TOTAL OF PROJECT:	THEATER	\$ 9,925.00
	DANCE	6,600.00
	MUSIC	12,000.00
	VISUAL ART	<u>10,000.00</u>

GRAND TOTAL: \$ 46,625.00

IN REVIEW

Expenses would be as follows: salaries for the instructors, materials to be used by the students or those who take advantage of the program. I can see that this program could be very justifiably placed under a title I support.

I recommend that ^{if} this program is instituted should be figured on at least a two to three hour basis in studio and that one or two days be devoted to this program. Time for example being 4-6 p.m. or 4-7 p.m. in the afternoon or from 7-9 p.m. or 7-10 p.m. in the evening. Time, place, and location to be determined upon approval of such a program.

Also upon approval of the program, a more detailed outline could be submitted giving number of staff, time, and place, materials, content, etc.

EQUIPMENT:

Much of the equipment can be provided by the pupils themselves, since this type of program presents general art theory. Materials such as tempera paint, watercolor, charcoal, chalk, clay, various types of paper and cardboard needed, may be supplied from the course budget.

AREA NEEDED:

A rather adequate room or space to take anywhere from ten to 15 to 20 people should be provided. Easels or chairs, portable tables are also necessary. Adequate lighting should be provided if this program is to be held in the evening during the winter months. If in the summer time or the spring months, the daylight is more available. This is not too critical, but a north light would be best. Water must be available. Provisions must be made for storage of materials.

SUGGESTED TIME FOR MEETING:

This program should be held either once or twice a week, perhaps after school or in the evening depending on location. If space such as that used this past summer in Washington School or Douglas Center is available, both of these areas were quite adequate. It is recommended that this program be designed for young teenagers. We would try to get them interested not in art as something to do, but to have them realize that this can aid in developing a vocation and perhaps be directed to a trade from which an individual may derive some livelihood. The same is true for the adult.

COSTS OF SUCH A PROGRAM:

Costs, materials, and instruction for such a program would probably be in the neighborhood of \$15,000.00 to \$20,000.00 for a year depending upon the type of work and material made. However, a great deal of the costs for this program are based upon salary and the individual being used in the program. During the summer of 1968, it was possible to use graduate assistants and this would be possible again. However, I do recommend that a full time person be considered for this type of program no later than September of 1969 if the pilot program were to prove successful. I heartily endorse and recommend with all sincerity that Mr. Fred Attebury who is now an associate professor at Wayne University be approached and asked to direct this program, since he is an expert in this field of organization, as well as being an outstanding teacher. Salary alone for this individual would have to be at least \$14,500.00, with a rank comparable to his present rank.

If graduate assistants or part time personnel teach in the program, full time salary would be prorated. If graduate assistants are used on a figure of \$5,000.00, which is the current base rate for graduate assistants, and if meeting twice a week, this would have to be worked out on a prorated scale which would be determined by the personnel who are working in this area. I would suggest a fee comparable to that which would be paid by Extramural Classes or Short Courses and Conferences that the current rate for assistants or instructors. This program would have to be figured in after this information was obtained.

DRUM & BUGLE CORPS

DOUGLASS CENTER

DRUM & BUGLE CORPS

Bud Johnson, Drill Team Leader









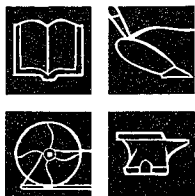






Wednesday, July 31, 1968 - Illini Union Building





01851427 0669 46 MUS E1

MR JOHN ALEXANDER O CONNOR
606 HAMILTON DR
CHAMPAIGN IL 61820

Illinois Alumni News

Published by the University of Illinois

Volume 47, Number 8

December 1968

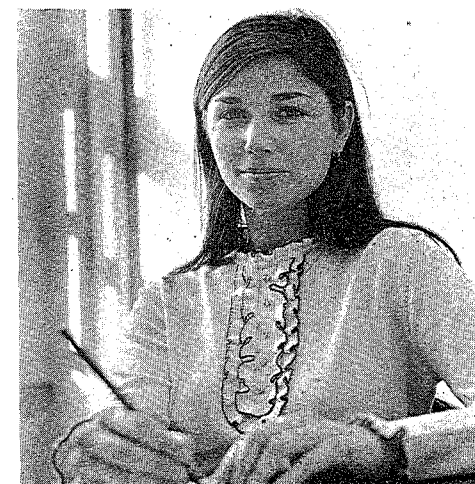
At Illinois, 'VIP' Stands for Service

Mary Rachel Alexander of Flossmoor, daughter of a Chicago meat packer, was doing social service work with migrant laborers in Cook County and with handicapped children while still in high school. As a freshman at American University in Washington she was active in the program of a neighborhood center for the disadvantaged, and the following summer found her on the staff of a fresh air camp for children in Virginia.

Volunteer Illini Projects thus was a natural outlet for the young coed's interests when she enrolled here as a sophomore. That first year she worked in after-school recreation at a Champaign grade school, leading a group in dramatic activities and folk dancing, and soon became program supervisor for all VIP activities at the school.

As a junior she advanced to administrative assistant involved with recruitment, orientation and evaluation of volunteers, and this year the coordinating council elected her VIP president.

In addition to carrying on studies as a senior in anthropology, Mary Rachel makes very nearly a full-time job of her VIP responsibilities, and almost every hour not in class is spent in the organiza-




Mary Rachel Alexander

tion's offices in the Illini Union.

Disavowing intimate knowledge of finance and administration, the vibrant, enthusiastic student executive says most matters of that sort are handled by a staff assistant and a graduate student hired for the work.

Her job is to talk with the volunteers, encourage them, solve personnel problems that arise and, generally and most importantly, keep operative the heart and soul of the organization that are the real reasons for its existence.

4. Curriculum, continued



<u>Type</u>	<u>Description</u>	<u>Schedule</u>
b. Independence Day	Parade music by Drum and Bugle Corps - proposed concerts by band and choral groups - Douglass Center	July 4

Music Education:

(The following instrumental music programs are in the planning stage)

- | | | |
|-----------------------|---|--|
| a. Instrumental Music | <ol style="list-style-type: none">1. Drum and Bugle Corps:<ul style="list-style-type: none">--30 Bugles donated by University R.O.T.C.; bugles being repaired and delivered by University Extension in Music. (\$300.00)--Drum equipment being purchased and donated by American Federation of Musicians, Local 196 (\$500.00)--Instruction by Douglass Center Negro teaching team2. Piano Classes and Lessons:<ul style="list-style-type: none">--To be taught by volunteer faculty and student assistants of University of Illinois School of Music and Summer Music Camp3. Guitar Classes and Lessons:<ul style="list-style-type: none">--Equipment (25 guitars) to be donated by Baldwin Piano Company. To be located in Douglass Center.--Instruction via electronic teaching center and class instructor | To be scheduled after after further coordination between Douglass Center, V.I.P. and Extension in Music.
Target Date: June 10 |
|-----------------------|---|--|

b. Choral and Vocal Music

(The following choral and/or voice programs are being planned)

1. Voice Classes and Lessons:
 - Class and individual instruction by volunteer graduate students and faculty of the University of Illinois School of Music

4. Curriculum, continued

b. Choral and Vocal Music

2. Choral Groups:

--Boys and Girls Mixed Choruses of various ages

--Young Adult choirs

Above groups to be organized by University of Illinois, with a paid Negro instructor from Champaign schools.

c. Music Scholarships

Six locally donated scholarships for underprivileged local youth to the University of Illinois Summer Youth Music Camp. Youth are selected by recommendation of music teachers or church choir directors.
(Total cost: \$600.00)

June 23-August 3

College Dilemma: Educate Or

By GARVEN HUDGINS
AP Education Writer

Shaken by campus violence and public criticism, American universities are groping for their mission in a time of monumental change.

Should they be ivory-tower retreats devoted exclusively to education? Or should they commit their resources fully to the struggle for the better life going on in the communities around them?

The dilemma is sharpened by insistent demands for relevance in higher education from students and from activists on and off the campus.

It has stirred clashing opinions from prominent educators trying to define the proper role of the university in the midst of today's social upheavals.

Former Columbia University Dean of Faculties Jacques Barzun criticizes what he terms the university's compulsion "to resemble the Red Cross more than a university."

Barzun said at a recent news conference that professors diverted from their teaching duties by outside involvement are offering what he called "idiotically" specialized courses instead of liberal education.

Take On Things

"Since 1945, the universities have been doing nothing but innovate—take on things they had no ability or means of performing—and that's why they're in their present mess—financially and spiritually," Barzun said.

Differing with Barzun is Clark Kerr, former president of the University of California at Berkeley and now head of the Carnegie Commission on the Future of Higher Education.

"It is a question," said Kerr, "of whether universities should serve the people in the urban ghettos or the military-industrial complex, of whether they want to serve criticism and dissent or the status quo."

As the controversy builds, the barriers which have so long divided town and gown are coming down as more and more universities and colleges apply their resources to ease the desperate crisis of the cities.

Few mysteries now lurk behind the high walls and thick hedges encircling the campus. Instead, there is more likely to be recognition of aspirations too long held back, of frustrations too deeply ingrained and of the enormous potential for action in university-community cooperation to overcome the problems of urban America.

Set aside in many colleges and universities are old antagonisms engendered by students

who have often flaunted privileged positions to bait "townies," who have staged sit-ins and lunch counter revolts in defiance of local traditions.

Tax-Free Status

The tax-free status of land occupied by academic institutions — often a major point of contention in so many college towns — no longer looms as a principal issue in local elections. Other problems press more urgently for repair.

Key words are involvement and commitment as more experts emerge from the campus sanctuaries to take up the urban challenge.

Rutgers, with campuses in New Brunswick, N.J., Camden and on the edge of Newark's tense ghetto, also is actively engaged in community involvement.

And so is North Carolina A & T State University, scene of the first lunch counter sit-ins by Ne-

gro students in the heart of the South 10 years ago.

Nobody claims the process is complete or that universities and colleges are yet merging entirely with the living communities in which they are located.

The Educational Facilities Laboratory of the Ford Foundation suggests in a recent report that too many institutions still are more interested in bigger student cafeterias and spacious campus lawns than in building new neighborhoods.

Merge Campuses

The Laboratory, created to assist in educational physical plant problems, urges universities to merge their campuses with communities around them as one important step toward solving the urban problem.

Columbia, for years isolated from the slums of Harlem which it borders, is doing just that.

Obscured in the riotous campus upheavals of last spring was the university's quiet initiation of a \$150-million Harlem renewal project.

With Ford Foundation backing, Columbia also has one of the nation's most ambitious efforts at community involvement — a \$10-million plan to achieve real action against the decay in slums that surround it.

The programs aim to produce 15,000 to 20,000 new jobs in Harlem, 3,000 new housing units and new community recreational-cultural facilities.

Radical militants, who seek a totally black-oriented Harlem, still appear to view Columbia as an unwelcome intruder, out for land grabs on Morningside Heights, the upper Manhattan area where the university is located.

here," said Dr. Lewis C. Dowdy, A&T president.

The Greensboro Chamber of Commerce includes 10 Negroes, 30 of whom are alumni or faculty members from A&T. Dr. Dowdy and two other Negroes are members of the Chamber's board of directors.

Dowdy said A&T last year used a \$24,500 federal grant to work jointly with Greensboro residents "not at the doctor-lawyer level, but lower than that where the problems are."

As a result, he said, the university stimulated new construction, new jobs, model city planning and programs to upgrade the educational background of slum children.

A&T students run a tutoring program for low income children lagging behind in school studies. Student volunteers also

III. QUESTIONS

- A. Is the University considering continuation of recreational and cultural program assistance during the 1968-1969 school year?
- B. Will unspent 1968 summer funds be retained for University community assistance programs in 1968-69?

IV. OBSERVATIONS

In the course of our conferences, interviews and deliberations with Negro community leaders in the underprivileged areas of Champaign-Urbana, we have noted an air of non-confidence between various segments of underprivileged community activities; for example, the Douglass Center program does not appear to enjoy wholehearted support and endorsement from various church groups. We mention this only from the standpoint of University assistance..

We feel it is vital to the potential effectiveness of the Task Force thrust that understanding, agreement and harmony prevail within the various community sectors where University assistance is welcome. We shall continue to strive to understand underprivileged community differences and to find outlets for University assistance where the greatest common good exists.

JAO:ccs

5/29/68

19 June 1968

Professor John O'Connor, Chairman
Chancellor's Task Force for Cultural Arts
and Recreation
608 South Mathews

Dear Professor O'Connor:

On behalf of the Champaign-Urbana Cultural Arts and Recreation Council I am inviting you to join us, as the Chairman of the Chancellor's Task Force. As you know, the Council is a group of representatives from more than twenty-five community and University agencies involved in any way with recreational or cultural programs. The Council was formed in February of this year, and has been meeting each month since then (on the second Tuesday) to discuss common concerns, share information, and to coordinate, in some measure, the great number of new programs that are being developed. While the Council does not have an elaborate formal structure, there are subcommittees concerned with assessment and research, publications, volunteer staffing, and special projects. Committee discussions, and the meetings of the Council itself, provide an opportunity for representatives of such groups as the Champaign and Urbana Park Districts, Parkland College, University of Illinois departments, and representatives of local schools and churches to work together. Although the Council is an informal group, it gives promise of being an effective one.

All of us would benefit from your participation. We hope you will find it possible to join us. The next regular meeting is Tuesday, July 9, at 1:30 p.m. at the McKinley YMCA. And, of course, if you have any questions, please do not hesitate to call me at 333-1300.

Cordially,



Stanton Millet
Chairman

SM:dia
Enclosure

DOUGLASS CENTER

(North End Community Chorus)

NORTH END COMMUNITY CHORUS



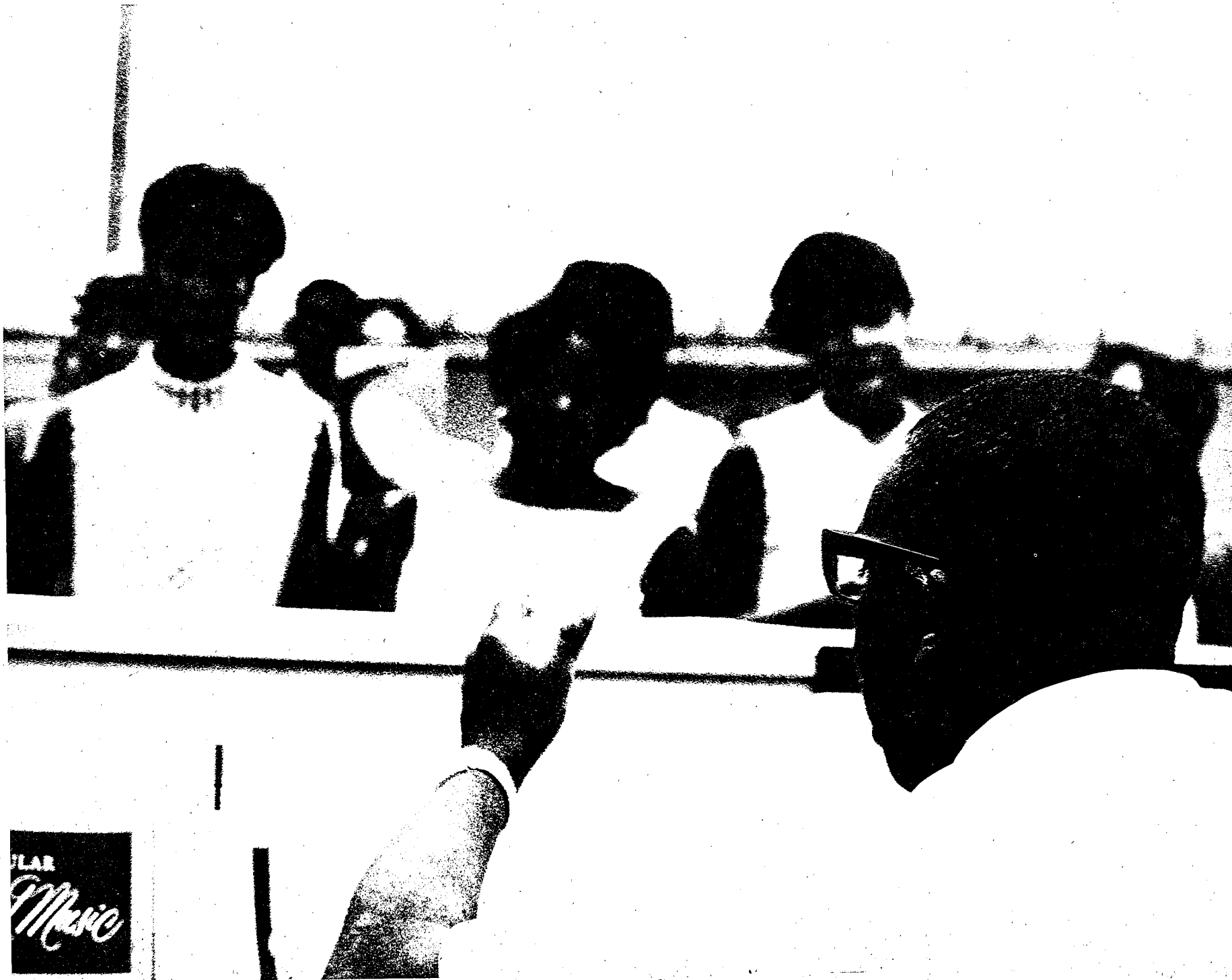
Willie Summerville, Chorus Director





Willie Summerville, Chorus Director





DOUGLASS CENTER

GIRLS DRILL TEAM

GIRLS DRILL TEAM

Barbara Boswell, Drill Team Leader



DOUGLASS CENTER

SPECIAL CONCERT & PARTY

SPECIAL CONCERT & PARTY

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2 boys drumming
& dancers

Betsy Parker

~~10~~
X

DOUGLASS CENTER

SPECIAL CONCERT & PARTY

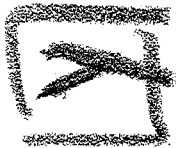
SPECIAL CONCERT & PARTY

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2 boys drumming
& dancers

Betsy Parker

~~10~~
X



Reporting Area News . . .

Special Concert Tonight

The University Summer Band and the community will cooperate on a special concert at 7 p.m. today on the Auditorium steps.

The band will play from 7 to 8 p.m. followed by the Douglass Center Drum Corps and Girls Drill Team from 8:15 to 8:40 p.m. and the North End Community Chorus from 8:45 to 9:40 p.m.

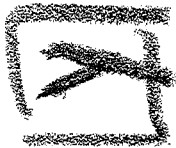
The Douglass Community Center Drum Corps and Women's Drill Team have been involved in competitions throughout the state. It received one of the top prizes in the Freedom Celebration Parade July 4 in Champaign-Urbana.

Director of Douglass Center Booker Ford recently stated the immediate goal for the young marching units is to take them to the Slicks National Convention to compete in this event.

Both of these groups rehearse every day from 6:30 to 8:30 p.m. on the Douglass Center-Washington School grounds. Their devotion to unique and fascinating drills attracts hundreds of viewers to the center. Ages of the Drum Corps members are 8 to 24, of the Girls Drill Team 10 to 16.

The choral group was organized by Willie Summerfield, music teacher in the Champaign schools, this summer as part of a community-university program in the arts and recreation. He is known for his exciting and enthusiastic work with young people in the classroom and with church choirs.

June 31, 1968



Reporting Area News . . .

Special Concert Tonight

The University Summer Band and the community will cooperate on a special concert at 7 p.m. today on the Auditorium steps.

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Director of Douglass Center Booker Ford recently stated the immediate goal for the young marching units is to take them to the A.S.K.s National Convention to compete in this event.

Both of these groups rehearse every day from 6:30 to 8:30 p.m.

on the Douglass Center-Washington School grounds. Their devotion to unique and fascinating drills attracts hundreds of viewers to the center. Ages of the Drum Corps members are 8 to 24 of the Girls Drill Team 10 to 16.

The choral group was organized by Willie Summerville, music teacher in the Champaign schools, this summer as part of a community-university program in the arts and recreation. He is known for his exciting and enthusiastic work with young people in the classroom and with church choirs.

JUNY 31, 1968

"The Douglass Center Drill Corps has been in existence for 17 years.

They have competed in many contests throughout the State. Captain is Bud Johnson. They are in the process of seeking funds which will permit them to compete in the Elks National Convention in New York in August."

"The Drill Corps and the Girls Drill Team, which will perform shortly and is captained by Barbara Boswell, is also a part of the Douglass Center activities. These two drill teams are only a small part of the activities carried down by the Douglass Community Center."

"Booker Ford is the Director of the Center (ask him to take a bow). It gives me great pleasure to introduce at this time the Douglass Center Corps with Bud Johnson, drill master, and the Douglass Center Girls Drill Team, Barbara Boswell, drill master."

(Recognize Tom Wyman and the School Music Service for offering repair service and the excellent support to the Douglass Center Drill Corps and music activities.)

Ask Tony Zamora to take a bow. "Tony is a leader in the North End Community and a professional musician who is highly respected by people in the music world. He has a great following among the students on the campus and throughout this entire area. His musicians are some of the finest around, and if they are here will they please stand up - Cecil Bridgewater, Maurice McKinley, Milton Knox, and last but not least, Tony Zamora.

Thank Kenny Allen, Mary Alexander, V.I.P. Barbara Reed - Arrangements at Mini Union

The North End Community Chorus has been in existence for less than four weeks. These young people have been most enthusiastic with their work with their conductor, Willie Summerville. Mr. Summerville is a music teacher in the Champaign Schools and the group has been rehearsing in Washington School three times per week. It gives me a great deal of pleasure to introduce Mr. Summerville and his chorus.

MEMO TO: Harold Hauggard, John O'Connor, Barbara Reed, Kenny Allen, Mary Alexander, Mike Green, and Wes Schumacher

FROM: Daniel J. Perrino

Review of Events and Responsibilities for the Douglass Center

Drill Units and North End Community Chorus

Date - Wednesday, July 31, 1968
Time - 7:00 p. m. - 10:00 p. m.
Place - Front steps of the University Auditorium and general Union Building - Quadrangle area

Participants and Time Schedule -

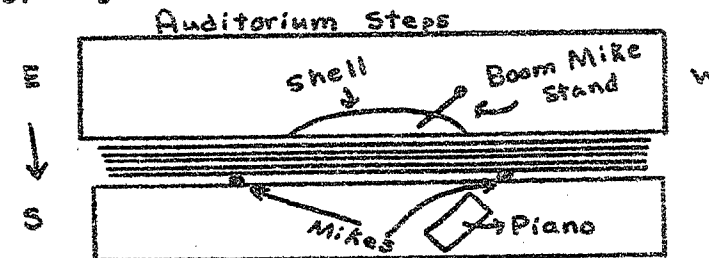
- 7:00 - 8:00 p. m. -- University Summer Band
8:15 p. m. -- Douglass Center Drum Corps
-- Douglass Center Girls Drill Team
8:45 p. m. -- North End Community Chorus
9:10 p. m. -- Social Hour - South Terrace of the Union

Responsibilities -

The Physical Plant will set up floodlights, 3 microphones, and have a piano and choral shell in front of the Auditorium.

Work crew will assist the Physical Plant men in quickly removing the band set up - should move to east end of area. The area needs to be cleared for the two drill units.

When both units have completed their routines, move the choral shell to the center-front of large surface area - (work crew) -



The photo lab will take a picture of the chorus immediately after their performance.

V. I. P. with the Union (Barbara Reed) will host the social hour.

John O'Connor will announce program making appropriate introductions (brief and to the point). Introduce also Tom Wyman - Booker Ford.

We all shall remember that we should not create an overpowering impression also to minimize the University's role in this program presentation.

The Physical Plant will return the shell, piano, microphones (with the exception of the boom, which we should take to the area).

If inclement weather, the program will be moved inside the Auditorium - shell will not be used - routine will remain the same. If for some unknown reason, you cannot accept the above responsibilities, please call me immediately.

Thank you.

NE LOUNGE

1. MARCI

2. MINUET

3. DEEP RIVER

4. JOSHUA FIT THE BATTLE

Barton Road - Tea Club
The Folks -
Teachers Union
Tom Wynn -
Dan Levine

NEWS RELEASE

A University-Community related program . . . on the Quadrangle in front of the Auditorium.

DATE: Wednesday, July 31, 1968

EVENTS:

7:00 - 8:00 p. m. The University of Illinois Summer Band
Guy Duker, Conducting

8:15 - 8:40 p. m. The Douglass Center Drum Corps
John "Bud" Johnson, Captain

The Douglass Center Girls' Drill Team
Barbara Boswell, Captain

8:45 - 9:10 p. m. The North End Community Chorus
Willie Summerville, Conducting

--- The Douglass Community Center Drum Corps and Drill Team has been actively involved in competitions throughout the State. They received one of the top prizes for their efforts in the Freedom Celebration Parade on the Fourth of July in Champaign-Urbana.

Director of the Douglass Center, Booker Ford, recently stated the immediate goal for the young marching units is to take them to the Elks National Convention to compete in this important event.

Both of these groups rehearse every evening from 6:30 - 8:30 p. m. on the Douglass Center - Washington School grounds. Their devotion to unique and fascinating drills attracts hundreds of viewers to the Center. Ages of the Drum Corps members are eight to 24, of the Girls' Drill Team 10 to 16.

--- The choral group was organized by Mr. Willie Summerville, music teacher in the Champaign schools, this summer as a part of a Community-University program in the Arts and Recreation. He is known for his exciting and enthusiastic work with young people -- in the classroom and with church choirs.

This group began shortly after July 1, and rehearses three times per week in Washington School. Providing funds and space can be made available, it is the intention of the Community Chorus to continue their work throughout the year.

The Illini Union Building will host a social hour for the groups and workers in these programs following the program.

Daniel J. Perrino, Director
Extension in Music
333-1580

DJP:ehm
7-29-68

Mr. Summerville will introduce his own program.

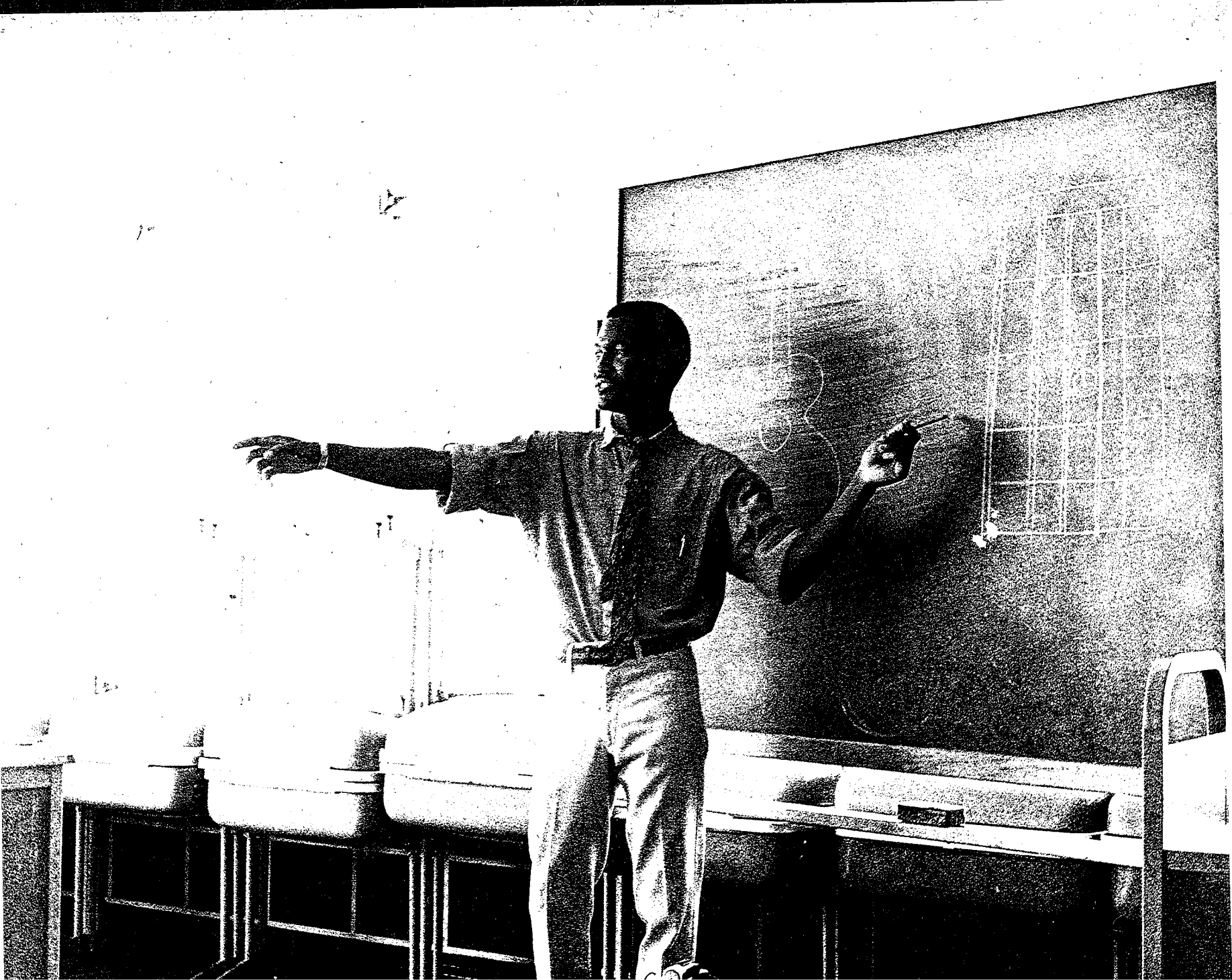
Thank you for coming. —

Suggestion: Do not bring the University or the Task Force into the picture.

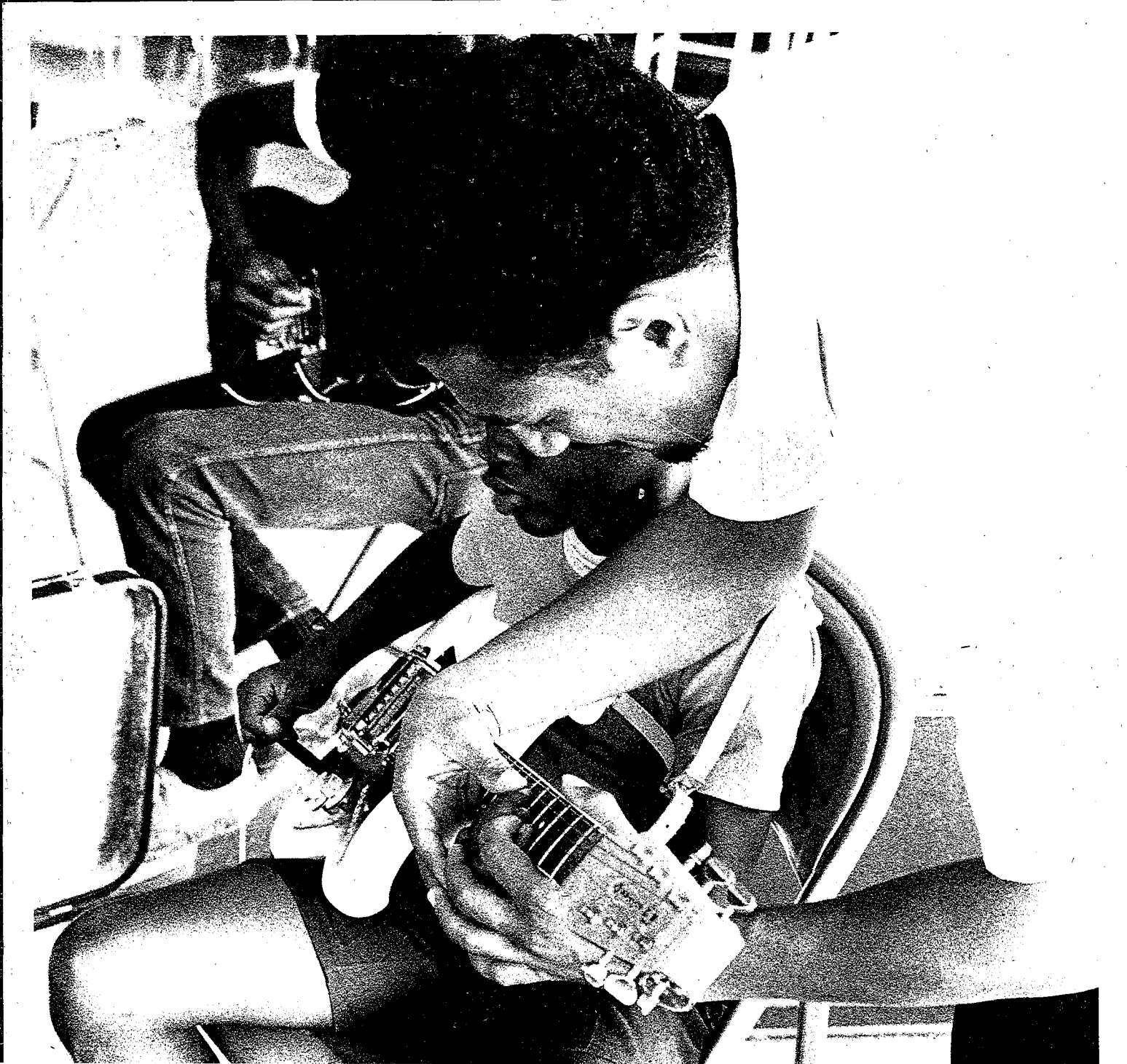
DOUGLASS CENTER GUITAR PROGRAM

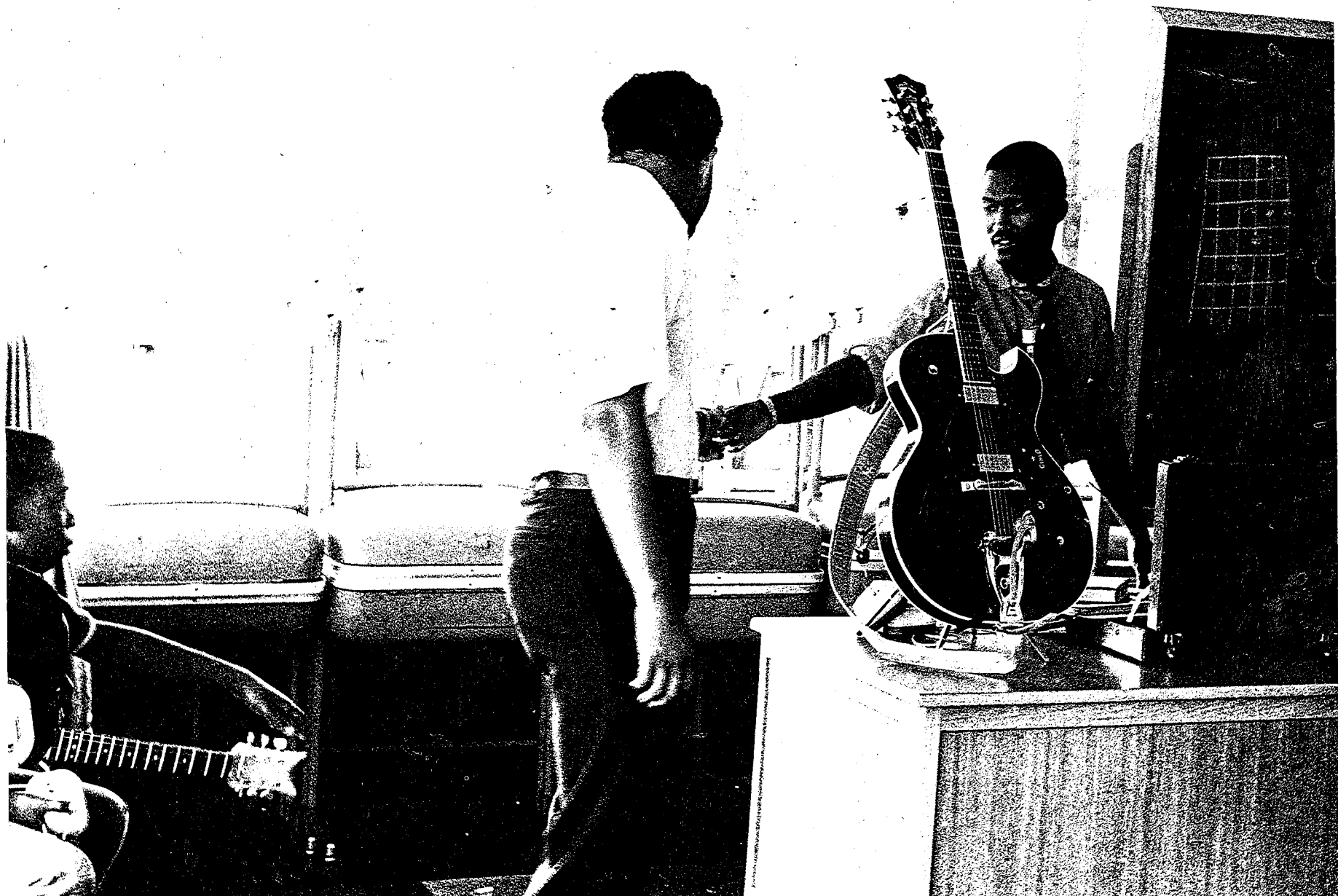
GUITAR PROGRAM



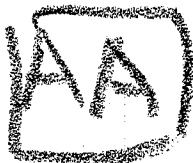


Preston Jackson, Coordinator of Guitar Program









September 9, 1968

Dear Colleagues:

This summer, the Chancellor's Task Force of the Arts and Recreation was involved in a small but effective program in the North End Community. Funds from the D.U.E. made possible the program in the Visual Arts and Music.

As much as possible, black artists and musicians were used. They were supported by faculty from the University.

There has been much discussion by members of the Task Force members in the North Community, University of Illinois faculty, etc., as to "what next?"

We have asked University of Illinois student, Sheila Crump, music major and Bob Johnson, who will enter the Law College at Princeton this fall, to take some samplings of feelings, ideas, gripes, etc. from a cross-section of members of the community. Both Sheila and Bob are black students, very alert and perceptive to problems.

We are inviting you to attend the Task Force meeting, where both Sheila and Bob will "lay it on the line to us," as to what they have heard, what the feelings are of the community, recommendations for action, etc. We have heard them expound on their experiences and they do have something to say.


We are suggesting two possible dates and times:

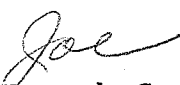
Friday, September 13, 2:00 p.m.
Saturday, September 14, 10:30 p.m.

If you can attend, please call Virginia Drake at 3-0480 by Thursday, September 11, Noon. If you do not call, she will call you. The meeting will be held in Room 273 Illini Union on whichever day is most convenient for you.

It's a must that a program be continued this year. Some possibilities may exist to obtain some funds. Please join us. Your support is needed.

Sincerely,


Daniel J. Perrino
Dean
Student Programs and Services


Joseph Smith
Staff Associate
Chancellor's Office

DJP:JS:vjd

UNIVERSITY OF ILLINOIS
Extension in Music
Division of University Extension

608 South Mathews
Urbana, Illinois 61803
Area Code: 217 Phone: 333-1580

October 3, 1968

MEMO TO: John O'Connor
FROM: Betty Moore
SUBJECT: Task Force Meeting on Tuesday

Mr. Perrino would like to invite a graduate student, John White, 28 years old, with experience in the Peace Corps, U. N., and National Defense, with foreign experience in Nigeria to the Task Force meeting on Tuesday.

Dav: And why not? Should I contact him
or could you do the honors?
@



DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT
RENEWAL ASSISTANCE ADMINISTRATION
WASHINGTON, D. C. 20410


May 16, 1968

NEIGHBORHOOD FACILITIES GRANT PROGRAM

In the event that funds are exhausted prior to April 1, all new applications received after the exhaustion of funds and before April 1, will be held for consideration in the following fiscal year. However, applicants will be advised of the situation and invited to submit any additional information desired within 30 days.

Since prospects of funding come only once in a single fiscal year, applicants are advised to request that the Regional Office arrange a pre-application conference prior to submission of the application. This pre-application conference should occur subsequent to the applicant's thorough review of application requirements and preliminary investigation of the needs of the locality. However, it should take place prior to the initiation of any active planning for the facility. In the event an applicant wishes to submit a combined Part I and Part II application, this pre-application conference is extremely important.

Every effort will be made to inform applicants as quickly as possible as to the possibility of funding their applications.


Robert E. McCabe
Deputy Assistant Secretary
for Renewal Assistance

Letter No. NF-4 (Revised)

SUBJECT: Priority Criteria For Approval Of Neighborhood Facilities Applications

As a result of the nationwide interest in the Neighborhood Facilities Program, the large number of applications submitted, and the limited funds available, a series of priorities have been established to insure that current and future funds will be used in the most equitable and effective manner.

The following criteria have been developed in conformance with the Program's legislative intent and current policy, with first priority being given to projects that substantially further the objectives of a local Community Action Program approved under Title II of the Economic Opportunity Act of 1964, as amended.

All applications for Neighborhood Facilities Grants will be initially reviewed and evaluated on the basis of the percentage of families in the service area with annual incomes of \$3,000 or less.

(Include this information and supporting data under Checklist Code No. NF-111).

The above percentage will be multiplied by a cost-of-living factor, since the income level for subsistence for a family varies from region to region. The factor is derived from the Survey of Consumer Expenditures published by the Bureau of Labor Statistics, U. S. Department of Labor. For the application to warrant further consideration, the adjusted percentage must be:

- (1) At least 33.3 percent for a locality whose Community Action Program has received Conduct and Administration funds during the current fiscal year, or
- (2) At least 50 percent for a locality whose Community Action Program is only in the planning stage or (in accordance with Letter No. NF-2, page 3, "Localities Without Community Action Programs") which has no CAP.

Applications with adjusted income percentages which do not meet the minimum percentages will be returned and the applicant advised that the submission is of low priority with respect to poverty and cannot be funded under existing priority criteria.

Applications will be rated and ranked on both the degree of poverty in the neighborhood to be served and the quality of the service program. Those applications meeting the eligibility criteria on poverty percentages will be further ranked according to the degree to which:

- (1) Neighborhood residents and citizen organizations have been involved in the entire process of planning the neighborhood facility and its services.

Representatives of the neighborhood were included as part of the decision-making structure in the process of planning the services and programs to be offered, determining priorities, determining the location of the facility, and included in plans for the continuing operation of the facility.

- (2) The application reflects substantial efforts to examine in depth the problem characteristics of the neighborhood to be served by the project.

Pertinent census data has been presented and interpreted. Other information has been obtained and analyzed from such agencies as the local Community Action Agency (OEO), public health department, police department, draft board, board of education, public welfare department, housing or redevelopment agency, state employment service, and community planning councils.

Service workers who are experienced in the streets and homes of the neighborhood have been consulted.

Both the positive and negative social forces that are at work in the neighborhood have been described and interpreted.

- (3) The applicant has undertaken a planning process to develop the service program of the neighborhood facility and to determine how its delivery system will best meet the needs of the neighborhood residents.

The services reflect a problem solving approach to program development. In other words, services were determined on the basis of what is required to meet the needs identified in the analysis of problem characteristics and plans indicate that the applicant intends to emphasize resident employment in the construction of the building as well as the operation of the neighborhood facility. Existing program resources, public and private, were sought for the facility, and new programs initiated where gaps exist. The various agencies in the community were invited to consider involvement in the facility and budgetary considerations are reflected in the planning.

- (4) The various service components of the facility will be coordinated with each other as well as with other institutions in the community.

Coordination of effort was effected in order to avoid duplication, overlapping, and competition among agencies, and to bring to bear in a comprehensive manner all of the services and neighborhood resources which will strengthen the neighborhood facility program. This includes both programs to be provided in the facility and those provided in other community service systems.

Effective coordination is planned through a qualified neighborhood facilities administrator. For the administrator to function effectively, responsibility and authority will be clearly outlined in agreements with participating agencies who will cooperate with the center administrator to achieve such coordination. Careful consideration and planning has developed the central and administrative services necessary to the facility.

The degree to which the application meets the above criteria will determine its ranking in the priority system.

In rating applications under the priority rating system, those applications which are submitted as acceptable one-part (combined Part I and Part II) application will be given special consideration.

Each month, a proportionate share of each Region's available fiscal year assignment of funds will be committed. Applications on hand will be evaluated, ranked and approved to the extent of funds available. Applications which meet the criteria but which cannot be approved during the first month in which they are evaluated, will be retained for consideration with other applications in succeeding months as long as they have a chance of being funded during the fiscal year. Applications which qualify under the minimum adjusted income percentage, but which, because of fund limitations, do not rank high enough to have any chance of being funded in the fiscal year, will be returned to the applicants.

Applications returned because of failure to meet the minimum adjusted income criteria, or fund limitations, may be resubmitted at any time after April 1 of the current fiscal year for consideration in the following fiscal year. All new applications received after April 1 will also be maintained for consideration in the following fiscal year.

G. Registration -

Registration is required and will be conducted at the orientation meeting. Pre-registration and application for the scholarship is required by not later than Friday, July 19. A minimum of fifteen will be required. Maximum enrollment is twenty-five. The Neighborhood Opportunity Extension Center will be responsible for approving registrations and awarding the scholarships. The University of Illinois will award a certificate to each enrollee who successfully completes the course. For additional information about the program contact:

Dr. Leon A. Mayer
University of Illinois Extension Division
56 Dixon National Bank Building
Dixon, Illinois 61021
Telephone 284-7411

**A PILOT PROGRAM TO
TRAIN NEIGHBORHOOD BLOCK CLUB**

LEADERS

ROCKFORD, ILLINOIS

July - August - September

1968

Conducted by

**THE UNIVERSITY OF ILLINOIS
DIVISION OF UNIVERSITY EXTENSION**

in Cooperation with

**THE NEIGHBORHOOD OPPORTUNITY EXTENSION
CENTER**

**A PILOT PROGRAM TO TRAIN NEIGHBORHOOD
BLOCK CLUB LEADERS**

A. Purpose of the Program -

To develop certain competencies needed by neighborhood block club officers and by the staff workers of the Neighborhood Opportunity Extension Center, thereby improving the effectiveness of their "outreach" programs to assist in the development of people and their community.

B. Nature of the Training Program -

1. Six weekly two-and-one-half hour sessions will be held on Saturday mornings.
2. Class activities will include a discussion of topics previously identified as needed by a steering committee, the consideration of additional problems identified by class members; and the development, trying out, and evaluating of techniques and procedures for improving the performance of neighborhood block club officers and Neighborhood Opportunity Extension Center workers.

C. Meeting Location and Time -

1. All class sessions will be held in room 303 of the Board of Education Building, 201 South Madison Street, Rockford, Illinois.
2. Class meetings will begin promptly at 9:00 a.m. Class meetings will be dismissed at 11:30 a.m.
3. The Neighborhood Opportunity Extension Center, under the guidance of the Division of University Extension, will conduct an orientation and organizational meeting to prepare enrollees for the course.
4. The Neighborhood Opportunity Extension Center, under the guidance of the Division of University Extension, will conduct appropriate follow-up activities designed to maximize implementation of the techniques and procedures developed in the class, and to evaluate the effectiveness of the training program.

D. Schedule of - Class Meetings -

1. Saturday, July 27 - Orientation and Organizational Meeting -

Registration will be completed, class materials will be distributed, class procedures will be outlined, and discussion will be introduced.
2. Saturday, August 3 - First Class Meeting

TOPIC: Understanding the nature and importance of the neighborhood block clubs and communicating this understanding to people in the neighborhood.
3. Saturday, August 10 - Second Class Meeting

TOPIC: Acquiring the leadership abilities needed to succeed in getting people involved and active in neighborhood block clubs and other programs for self-development and community improvement.
4. Saturday, August 17 - Third Class Meeting

TOPIC: Identifying and using techniques for motivating people for increased participation in self-development and community improvement activities.
5. Saturday, August 24 - Fourth Class Meeting

TOPIC: Understanding how people learn and identifying and using techniques for teaching other people what they need to know in order to take advantage of opportunities for self-development and community improvement.
6. Saturday, September 7 - Fifth Class Meeting

TOPIC: Understanding and using the techniques of problem-solving in performing the work of a neighborhood extension worker or block club officer, and in helping others to solve their problems.

7. Saturday, September 14 - Sixth Class Meeting

TOPIC: Developing, sharing with the class, trying out, and evaluating, plans for future projects, programs, meetings, counseling situations, etc., involved in assisting people in utilizing opportunities for self-development and for community improvement.

Specific planning for follow-up activities to be performed by the class members and the Neighborhood Extension Center will be included as part of the class activities of the sixth class session.

Various class activities are planned to assist class enrollees in further developing an appreciation of some of the history and cultural background of racial and cultural minority groups, and in developing positive attitudes toward the further development of people and communities.

E. Instructional Staff -

Professor Earl C. Wolfe, Institute of Labor and Industrial Relations, and Division of University Extension, Champaign-Urbana Campus, University of Illinois.

Professor O. Herman Erickson, Institute of Labor and Industrial Relations, and Division of University Extension, Champaign-Urbana Campus, University of Illinois.

Dr. Leon A. Mayer, Extension Specialist and Field Representative for Northwestern Illinois, Division of University Extension, University of Illinois.

F. Tuition -

A required tuition fee of \$12.00 per person, ordinarily paid by each student enrolled, has been underwritten by several Rockford area organizations who are interested in contributing their resources toward the development of people and their community. Therefore, class enrollees approved for registration will be awarded a scholarship for the course.

- CUT HERE -

Return to: Director
Neighborhood Opportunity Extension Center
1106 South Main Street
Rockford, Illinois 61102

APPLICATION FOR REGISTRATION AND SCHOLARSHIP

1. Name _____ 2. Age _____ 3. Sex _____

4. Home Address _____

5. Home phone _____

6. Office or Position Held _____

7. Occupation _____

8. Office, Business, or Work Phone _____

9. Reference _____ (Name) _____ (Address) _____

UNIVERSITY OF ILLINOIS
OFFICE OF THE CHANCELLOR
URBANA-CHAMPAIGN CAMPUS

112 English Building
November 26, 1968

Professor John A. O'Connor
Theory Annex

Dear Professor O'Connor:

Please submit to me as soon as possible a complete report of the 1968 summer activities which were planned and initiated by the Task Force on Cultural Arts and Recreation. In addition to the principal campus and community agencies involved, I should like also to know the approximate number of participants in each activity, the source and amount of funds expended, and any other factors which will provide useful information.

Your report will enable us to assess our past activities and, therefore, to plan effectively our future ones.

Many thanks to you and the Task Force for the service which you are rendering.

Cordially,



W. W. Peltason
Chancellor

JWP:veo



EXTENSION IN MUSIC

608 SOUTH MATHEWS
URBANA, ILLINOIS 61801
AREA CODE 217. PHONE: 333-1580

UNIVERSITY OF ILLINOIS DIVISION OF UNIVERSITY EXTENSION

MEMO TO: Members of Chancellor's Task Force for Recreation and Cultural Arts

FROM: John A. O'Connor, Chairman

SUBJECT: Chancellor's Task Force meeting - December 3, 1968

The Task Force convened this date at 10:00 a. m. in Room 133 of the Fine Arts Building. The following personnel were present: Mary Arbenz, (Roman Timschin, represented Mary Arbenz for portion of meeting), Dave Matthews, Ken Allen, Dan Perrino, Dean K. J. McCristal (appeared by invitation of the Task Force), Peter Witt* (C. R. J.), Tom Wiczorek, John D. Smith*, Mary Alexander, Harold Bradley*, and John O'Connor. Absent were Walter Johnson and Joseph Smith.

The meeting concerned itself with the following items:

1. Discussion of Ohio State Community Recreation Program and applicability to the University of Illinois - Champaign-Urbana area. (Dean McCristal)
2. The formulation and submission of a Task Force progress report to the Chancellor. (Chairman)
3. Presentation of a proposal for future long-range establishment of a University office for Community Assistance. (Ken Allen)
4. Discussion of University of Illinois immediate action activities in Recreation and the Illini Union. (To be discussed with Chancellor on December 11th by Professor Matthews, Ken Allen, and Chairman.)

Meeting adjourned at 12:00 noon.

JAO/mad

12/4/68

cc: Jack W. Peltason
Stanley C. Robinson
Wendell Anderson
Thomas J. Wisniewski

* Observers

409 East Chalmers, Room 259
November 14, 1968

Dean King J. McCristal
107 Huff Gym

Dear Dean McCristal:

Lou Gold of Citizens for Racial Justice gave me a copy of this report of Ohio State's Summer Sport Program. John O'Connor, who has chaired the Chancellor's Task Force for Recreation and Cultural Arts, will send a copy to David Matthews. I thought you, too, might be interested in what Ohio State has done.

I should appreciate any comments you would care to make regarding Ohio State's program and about any plans that the College of Physical Education might have for community programs.

Sincerely,

Joseph H. Smith
Staff Associate

cc: Messrs: J. Peltason
J. O'Connor ✓
D. Matthews
K. Allen

November 20, 1968

Dean K. J. McCristal
College of Physical Education
107 Huff Gym

Dear Dean McCristal:

This Task Force communication is prompted by the recent receipt of an impressive report of the 1968 Summer Sport Program of the Department of Intercollegiate and Intramural Athletics of the Ohio State University, Columbus, Ohio. Professor Louis Gold, of the Committee on Racial Justice (CRJ) of this campus, has suggested that the Chancellor's Task Force for Recreation and the Cultural Arts review this report and discuss the potential for applicability to the youth of Champaign-Urbana.

Your comments, concerning the feasibility and/or desirability of developing a University of Illinois version of the Ohio State action program in the twin city area hopefully for the summer of 1969, would be appreciated.

We invite you to attend our next Task Force meeting on Tuesday, December 3, at 10:00 a. m. in Room 133 of the Fine Arts Building. If you find it convenient to join us, we would appreciate your views concerning this idea and other sports or recreation programs which you might be contemplating for the involvement of local community youth next summer.

Sincerely,

John A. O'Connor
Chairman, Task Force

JAO/mad

Enclosures - 2

cc: David D. Henry
Jack W. Peltason
Stanley C. Robinson
Joseph H. Smith
David O. Matthews
Daniel J. Perrino
K. Ken Allen
Louis Gold
Walter M. Johnson
Paul H. Hersey
Ellis E. Vance

UNIVERSITY OF ILLINOIS
Extension in Music
Division of University Extension

608 South Mathews
Urbana, Illinois 61801
Phone: (217) 393-1580

MEMO TO: Members of the Chancellor's Task Force for Recreation and
the Cultural Arts

FROM: John A. O'Connor, Chairman @

SUBJECT: Meeting - December 3, 1968

The Chancellor's Task Force for Recreation and the Cultural Arts is scheduled to meet on Tuesday morning, December 3, at 10:00 a. m. in Room 133, Fine Arts Building.

Please be prepared to discuss specific proposals for action programs. We hopefully anticipate presenting the best of your ideas to the Chancellor at an early date.

JAO/mad

11/20/68

Enclosure

cc: Jack W. Peltason
Joseph H. Smith
K. J. McCristal
Louis Gold

A. PROGRAM PLANNING

Track, Basketball, Swimming, Gymnastics and Wrestling were selected as the activities of this pilot program. The selection of these activities was based on the minimal amount of equipment that a youngster could provide.

Realizing that our first responsibility was to the 15,000 Summer School students and Staff, we planned the program for the evening hours of 6:00 PM to 9:00 PM. Acting upon the advice obtained at the April 23rd meeting, we added Track in the afternoons from 2:00 to 5:00 for youngsters 7-12.

Because of the University program, Swimming (which was the most popular of the activities) could be held only on Monday, Thursday and Friday. The overflow in this activity was so great that we finally had to rotate groups on the available evenings so that in most cases, the youngster could only have one night a week to swim.

All evening Track was held in the French Field House in order to avoid conflict with the Stadium Theatre, an established tradition at Ohio State.

The Staff was selected with the utmost care and given complete responsibility for their area of instruction and enough finances to employ "Cadet Leaders" to assist them in instruction. Several staff meetings were held to discuss problems that might be encountered. We had complete support from University Security officers who attended the meetings. As a result of staff discussion, we added a full time trainer to handle minor injuries and there was a set procedure for any major mishap.

In addition, we arranged, on counsel with Oscar Carlin, complete medical and liability insurance with the Continental Insurance Company

B. THE STAFF

We believed, in order to be successful, that it was necessary to have a "first team" in control.

Ohio State Head Track Coach, Robert Epskamp and his assistant, Frank Zubovich covered Track; Head Wrestling Coach, Casey Fredericks covered Wrestling; Head Gymnastics Coach, James Sweeney covered Gymnastics; Miss Phyllis Bailey, Assistant Director of Intramurals was assigned to the Swimming area along with James Stahl, Head Coach of Columbus Academy; John Colmery, Assistant Director of Intramurals and a former high school basketball coach, handled basketball.

REPORT
OF THE
1968 SUMMER SPORT PROGRAM
DEPARTMENT OF INTERCOLLEGIATE AND INTRAMURAL ATHLETICS
THE OHIO STATE UNIVERSITY
COLUMBUS, OHIO

PREFACE

Dean James R. McCoy, Faculty Representative to the Western Conference and Vice President of the NCAA, at the March meeting of the Athletic Council, suggested that the Department of Athletics provide a Summer Program for youth of the City of Columbus including instruction in sports as well as leadership opportunities. Dean McCoy suggested a sum of \$50,000. from Athletic receipts to finance such a program. The Athletic Council enthusiastically approved the venture and the Director was mandated to create the program.

The Director then secured a meeting with Vice President John Mount to secure necessary approval for use of buildings and other University facilities.

Mr. Mount heartily endorsed the program and on April 23, called a meeting of Civic leaders and University personnel to further discuss ways and means of supporting such a program. The following is a list of those who attended that meeting:

Mr. Curtis Brooks	- COMACO
Mr. Robert Brown	- Urban League
Dr. Luvern Cunningham	- Dean, College of Education, Ohio State
Dr. Harold Eibling	- Superintendent, Columbus Public Schools
Mr. G. Phillip Dolan	- Columbus Chamber of Commerce
Mr. Jerry Fedderson	- Columbus Recreation Department
Mr. Richard Larkins	- Director of Athletics, Ohio State
Mr. Donald McCaulsky	- Columbus Public Schools
Mr. Richard Oman	- Columbus Foundation
Mr. Arliss Roaden	- College of Education, Ohio State
Mr. James Roseboro	- Mayor's Youth Opportunity Council
Mr. Francis Rudy	- Columbus Public Schools
Mr. Dan Sheatsley	- Columbus Public Schools
Mr. Walter Tarpley	- United Community Council
Mr. John T. Mount	- Vice President, The Ohio State University
Mr. Robert McCormick	- Assistant Vice President for Continuing Education, The Ohio State University.

Each agency endorsed the idea of such a program and many fine suggestions emanated from the discussions.

C. PUBLICITY

The Program was covered adequately by both the Dispatch and the Citizen-Journal. A brief report of the program appeared in Sports Illustrated. John Peterson covered the program for the National Observer and wrote an excellent article.

Visitations were made by Si McNeeley of the President's Council on Youth Fitness and Ben Hayden of Vice President Humphrey's Council on Youth Opportunities. CBS was prepared to do a documentary of the program in action but unfortunately the Akron riots called the camera crew away.

Inquiries came from New York, San Francisco, Los Angeles and other large cities as to the nature of the program. We continually stressed that ours was a "youth" program and not designed primarily for either black or white, rich or poor, privileged or underprivileged. Creed, color or status was not involved.

D. OUTSIDE COMMENTS

"Identification of the University with the City of Columbus and particularly its underprivileged cannot help but add impetus to all programs designed to improve human relations in our community".

R. H. Jacques, M.D.
Columbus, Ohio

"You and your staff are to be commended for this social service as well as a tangible method of obliterating town and gown hostilities."

W.R. Rogers, Minister
Euclid, Ohio

"There should be hundreds of schools doing what you are"

Ken Doherty
Director, Penn Relays

"Hope you have great success and schools throughout the country do likewise."

Mrs. Tom Hill
Salem, Oregon

"The evidence of the understanding of our athletic department of the important role that the University can and should play in the community, makes me proud to be a graduate"

T.J. Grogan
New York

Fred Beekman was employed as "Liaison Officer" to clear all facilities and play areas and also to control purchase of any needed supplies.

Wilbur Snypp, Director of Athletic Publicity, was employed as Publicity Officer. James Jones, Athletic Counselor, served both as "Registrar" and "Payroll" Officer. For security purposes we asked each youngster to register and give name of parents, address and phone number.

Each Head Coach or Area Supervisor was enabled to hire "Cadet Leaders". There were 102 Cadet Leaders involved in the program. Some were high school students and some University students.

We were extremely fortunate to have James Roseboro, former Ohio State football player and Joe Roberts, former Ohio State basketball player, assist us with the Inner-City children. Both men were on the Mayor's Youth Opportunity Council.

The Varsity "O" Alumni Association contributed \$2,000. in order that we could employ a "cleanup crew". This assured us that each "area" was ready for the following days classes.

The total number of children who registered for the eight-week program was 2,319. The following is an approximate break-down, by sports, of the daily average attendance:

Basketball	-	51
Swimming	-	225
Gymnastics	-	55
Wrestling	-	60
Track	-	64 (afternoons)
Track	-	45 (evenings)

The following is an approximate* cost break-down for the eight-week period:

Special Summer Contracts (Salaries)	\$ 7,050.00
Wages (Cadet Leaders and lifeguards)	7,736.52
Supplies	909.21
Insurance	1,322.50
<u>Total*</u>	<u>\$17,018.23</u>

* These are approximate figures due to the fact that some final bills are not yet available.

To: Dr. K. J. McCristal, Dean, College of Physical Education, U. of Illinois
From: D.O. Matthews, Director, Division of Intramural Activities, U. of Illinois
Subject: Summer (1968) Utilization of University of Illinois Recreation Facilities
by the VIP for Programs for Champaign-Urbana Disadvantaged Children

1. All programming was coordinated with either Mary Alexander or Ken Allen of VIP.
2. Areas scheduled for activities were in the Men's Old Gymnasium. These included (1) the locker rooms where arrangements were made for the dressing of both boys and girls, (2) the swimming pool, and (3) the gymnastics room.
3. An estimate was made of what hours would be scheduled and the costs of supervising these areas. The following cost estimates were:
 - a. one locker room attendant--
4 hrs per day X 5 days per week X 8 weeks X \$1.50 per hr = \$240
 - b. one gymnastics instructor--
3 hrs per day X 5 days per week X 8 weeks X \$2 per hr = \$240
 - c. one swimming instructor
3 hrs per day X 5 days per week X 8 weeks, X \$2 per hr = \$240
4. A request for \$720 was sent to the Chancellor's Office. On June 14, 1968, a letter from Vice-Chancellor Carter authorized the transfer of \$720 of nonrecurring funds to the account of the Division of Intramural Activities.
5. Actual expenditures were \$630.38
 - a. Walter Zalaski as instructor of gymnastics---\$208
 - b. Norris Coleman as supervisor of locker rooms---\$230.38
 - c. Ludwig Nemeth as lifeguard and swimming instructor---\$192
6. Vice-Chancellor Carter was notified that there was a balance of \$90 in unexpended funds. He sent instructions that the \$90 was to remain in the Intramural account. The VIP was informed that this amount was available for their future use.
7. The gymnastics attendance was quite sporadic. Final reports on attendance were not turned in by the instructor even though they had been requested. Oral reports from time to time indicated that from fifteen to twenty-five boys and girls reported for instruction on Tuesdays and Thursdays but not on a regular basis. The day camp activities conducted by VIP interfered with constant attendance.



EXTENSION IN MUSIC

608 SOUTH MATHEWS
URBANA, ILLINOIS 61801
AREA CODE 815 PHONE: 522-1220

UNIVERSITY OF ILLINOIS DIVISION OF UNIVERSITY EXTENSION

MEMO TO: Members of Chancellor's Task Force for Recreation and Cultural Arts

FROM: John A. O'Connor, Chairman

SUBJECT: Chancellor's Task Force meeting - December 3, 1968

The Task Force convened this date at 10:00 a. m. in Room 133 of the Fine Arts Building. The following personnel were present: Mary Arbenz, (Roman Timschin, represented Mary Arbenz for portion of meeting), Dave Matthews, Ken Allen, Dan Ferrino, Dean K. J. McCristal (appeared by invitation of the Task Force), Peter Witt* (C. R. J.), Tom Wiczorek, John D. Smith*, Mary Alexander, Harold Bradley*, and John O'Connor. Absent were Walter Johnson and Joseph Smith.

The meeting concerned itself with the following items:

1. Discussion of Ohio State Community Recreation Program and applicability to the University of Illinois - Champaign-Urbana area. (Dean McCristal)
2. The formulation and submission of a Task Force progress report to the Chancellor. (Chairman)
3. Presentation of a proposal for future long-range establishment of a University office for Community Assistance. (Ken Allen)
4. Discussion of University of Illinois immediate action activities in Recreation and the Illini Union. (To be discussed with Chancellor on December 11th by Professor Matthews, Ken Allen, and Chairman.)

Meeting adjourned at 12:00 noon.

JAO/mad

12/4/68

cc: Jack W. Peltason
Stanley C. Robinson
Wendell Anderson
Thomas J. Wisniewski

* Observers

TO: John O'Connor
Extension in Music

FROM: Walter M. Johnson
127 Fine Arts Building *wmj*

SUBJECT: Current information to be used in report to
Chancellor's office

Program Information

Pilot program, started June 24, ended August 10, 1968
Location - Washington School
Staff, 6 began, 5 concluded
Funds requested for Art \$2500.00
Funds used (approx.) \$2350.00
Funds allocated for Music and Art \$6000.00
from special fund from
Dean Robinson's budget earmarked
"Task Force"

Number of students taking part in
program (Note: this was the 44
constant number since some did
not participate in full program
which was geared for 100 students

Continuation of program since September 1, 1968

Location - Douglas Center
Staff - Miss Virginia Essex, on a voluntary basis
Number of students continuing from summer program 19
Number currently taking advantage of program 60
Amount of funds available to run program 0
Amount requested (\$6000.00) refused in September

Supplies in art have come from many sources:

- Extension in Visual Arts through donations
- Art manufacturers donations
- Illini Union Bookstore, donations
- Dean Robinson's budget for paper, paint, and
other necessary art supplies \$109.00

Future of Program

Doubtful, unless support can be given
Urge that the program be supported and continued due to
interest shown by those participating
Urge that proposal be re-submitted for aid from January
through summer months of 1969
It is important that the Black community have trust in the
University
More staff is urgently needed. However, black teachers in
art are lacking in the area

Page 2
VIP Summer Project Report
11/29/68

8. Pool attendance figures were reported as follows:

Date	Boys	Girls
7/1	9	5
7/3	11	8
7/8	5	6
7/10	8	9
7/12	7	4
7/15	8	9
7/17	16	13
7/19	12	5
7/22	5	9
7/24	13	9
7/26	8	6
7/29	9	7
7/31	14	7
8/2	8	8
8/5	8	6
8/7	17	12
8/9	7	8

9. There were no discipline problems reported. At the scheduled times when activities were to begin but the children did not appear, the employees stayed at their stations in case the children were brought to the MOG within the allocated hours.
10. There were no reports from students, faculty, or staff that this VIP program interfered with their use of the facilities.
11. The VIP program was terminated at the end of the Summer Session. Activities were carried on for only 6 of the pre-planned 8 weeks.

409 East Chalmers, Room 259
January 14, 1969

Professor John A. O'Connor, Chairman
Chancellor's Task Force for Recreation and
the Cultural Arts

Dear John:

Thanks very much for the report about the January 9 meeting of the Washington Elementary School Advisory Council and representatives of the Division of University Extension. I am pleased that DUE continues to find a way to provide programs that hopefully will have salutary effects in the community.

Incidentally, John, I wonder if DUE has considered the Champaign/Urbana Boys' Club as an organization in which the proposed art and music programs might also be extended. I am sure that David Lawrence, Executive Director; and Walter Jackson, Program Director, would be pleased to discuss the possibilities, if DUE is interested.

By way of a copy of your report, I shall inform Chancellor Peltason of the good work you are doing.

Sincerely,



Joseph H. Smith
Staff Associate

JHS:mc

cc: Chancellor Peltason

The program should be expanded to include teenagers and adults.

There should be at least two days per week with two sessions per day held at Douglas Center or Washington School. 4 to 6 p.m. for the younger group; 7 to 9 p.m. for the adults.

Much of the work done could be related to the proposed "Dream Museum" and art outlet store which has been proposed.

A coordinator is needed to be appointed in order that there be communications and to aid in the growth and development of the program.

Amount approximately needed to fund this program:

Staff - Instructors, 3 @ \$1500.00, based on 300 hours @ \$5.00 per hour	\$4500.00
Instructor coordinator	\$2500.00
Materials	\$2000.00
Rental of school facilities	\$1000.00
	<hr/>
	\$10,000.00

TO: Members of the Task Force
FROM: John A. O'Connor

Abbreviated Minutes of Task Force Meeting - October 8, 1968

The meeting was convened in the Fine Arts Building at 10:00 a.m. All members were present or represented. Meeting highlights included:

Kenny Allen: Summation of actions being taken to construct multi-purpose services building in North Champaign. Included references to Park Board, HUD, EOC, social agencies, questionnaires, etc.

Daniel Perrino: Described his concern for apathy of Champaign-Urbana city administrators, school boards, school administrators, and park boards for recognition and action concerning recreational and cultural needs of deprived citizens.

Joseph Smith: Requested Chancellor's desires for the establishment of communications and liaison between Model City and the Task Force be acted upon.

ACTION: A committee including Dave Matthews, Dan Perrino, Ken Allen, and Mary Alexander, was appointed to meet with Model City president Dave Downey and his liaison representative to the Task Force, Mr. R. F. Colwell. A meeting between the committee and Model City was scheduled for Friday morning, October 11, at Uncle John's Pancake House.

Chairman: Requested Task Force members be prepared to present specific (program) recommendations at next meeting.

Requested a report of Model City-Task Force breakfast meeting (October 11) business be presented at next Task Force meeting (October 29) by Dan Perrino.

VOLUNTEER ILLINI PROJECTS, INC.
Room 295 Illini Union
Urbana, Illinois 61801
Phone: 217-333-6299

June 27, 1968

Mr. Joseph Smith
251 Illini Towers
Champaign, Illinois

Dear Mr. Smith:

It seems most appropriate that someone now attempt to put on paper some of the ideas expressed and conclusions reached in last night's discussion. Since many of the conclusions necessarily included the role of VIP, perhaps we best can do this.

I think now that everyone can agree that the University through the Task Force has made several serious, albeit unintentional, errors. These were made primarily because of a desire for everyone to help without a corresponding desire to first adequately identify problems and needs and then to build the most basic level working relationships of trust and cooperation with members of the community. In hindsight, of course, we can see that this in itself violates the cardinal rules of even simplistic community organization. However, fortunately, we now seem to be beyond the point of misunderstanding and are ready to proceed with an ordered program that will, in the final analysis, be implemented by the community and will meet those needs that are identified by the community itself. This, it would seem only

Prepared for Chancellor
Task Force on Cult
Arts and Recreat
By Kenny Allen
December 3, 1968

URBANA-CHAMPAIGN CAMPUS

UNIVERSITY OF ILLINOIS

OFFICE OF COMMUNITY RELATIONS

PROPOSAL FOR

VOLUNTEER ILLINI PROJECTS, INC.
Room 295 Illini Union
Urbana, Illinois 61801
Phone: 217-333-6299

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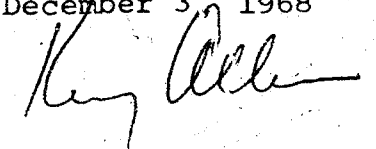
PROPOSAL FOR

OFFICE OF COMMUNITY RELATIONS

UNIVERSITY OF ILLINOIS

URBANA-CHAMPAIGN CAMPUS

Prepared for Chancellor
Task Force on Culture
Arts and Recreation
By Kenny Allen
December 3, 1968



the resources of the Chancellor's Office when absolutely necessary to solve University-oriented problems in this area.

d) The information that VIP is performing this function be disseminated to involved persons and departments, so as to avoid initial confusion and uncooperation.

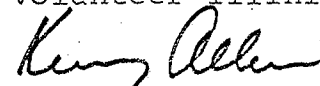
Thus, today we are prepared to do what so many people indicated last night: "To start worrying about tomorrow rather than about yesterday." To facilitate this, then, we would appreciate it if the two initial items of your concern be implemented. The first would be the designation, hopefully in writing, by the Chancellor of VIP as the official coordinating agent. The second would be the dissemination of this information to appropriate University offices.

As always, I can only praise your patience and cooperation in such complex situations as these and in providing the last guiding hand that can shove us onto the road to effective implementation.

Most Sincerely,



Mary Alexander, President
Volunteer Illini Projects, Inc.



Kenny Allen

cc: Messrs. Morrison, Perrino, Zamora, Brady, O'Connor, Rieff,
Ford, Finder, Hatch

MRA:ljb

appropriate that, at this point, the Task Force attempt to re-asses its planned programs to draw them closer to these ideals.

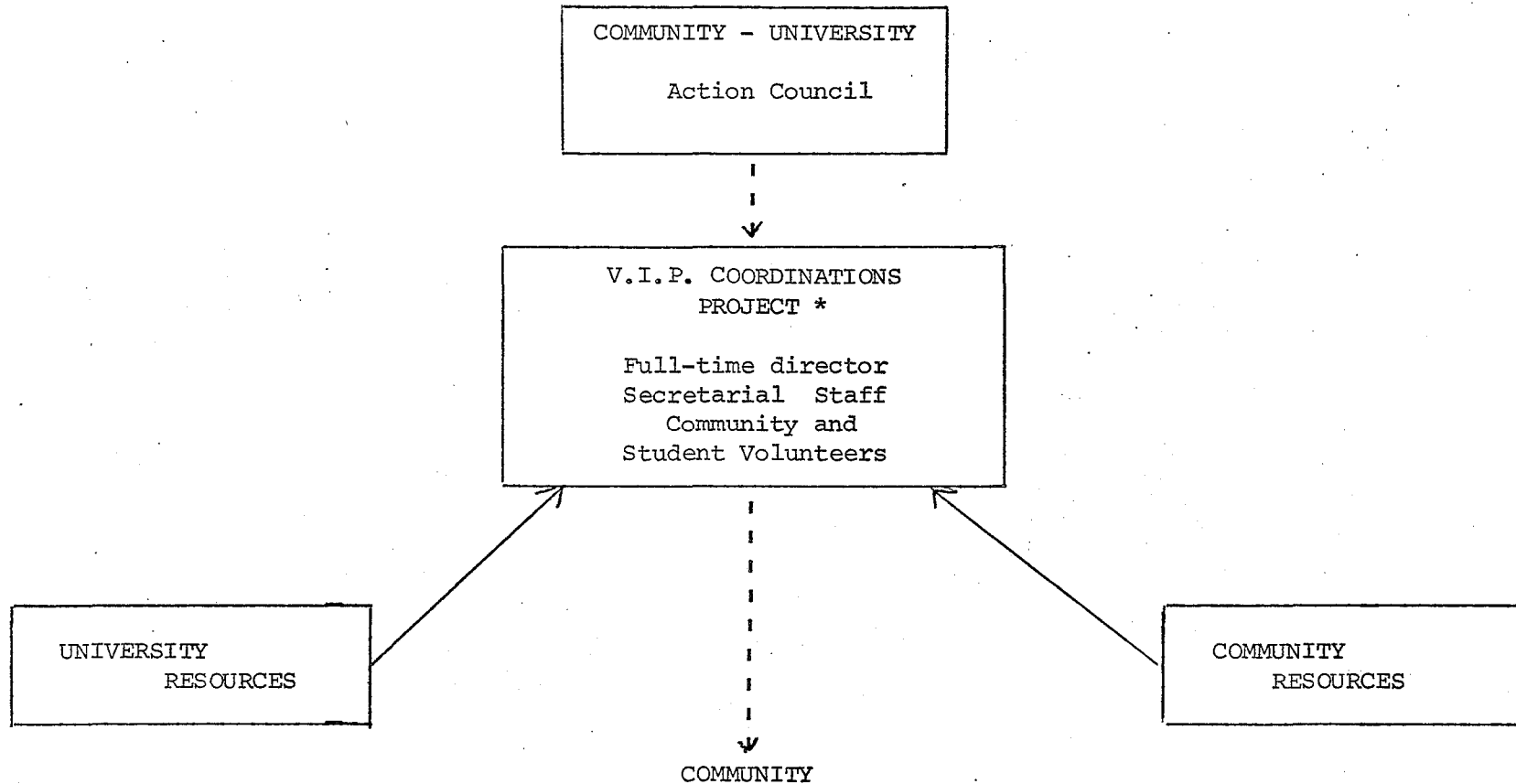
The second major point of contention I believe was concerning what was meant by the word "coordinating" and who was to perform this task. Tony Zamora indicated that there was indeed two types of coordination necessary: at the program level and at the University administrative level. Thus each program director will be coordinating his activity with other coordination levels serving as a behind-the-scenes back-up to provide the program and the community in general with what they need.

In the final accounting, several definite recommendations were made:

- 1) That the Chancellor's Task Force on Cultural Arts and Recreation be disbanded after it had considered several questions and presented recommendations on them:
 - a) A reassessment of the programming for Summer, 1968.
 - b) What type of long-range planning -- specifically what mechanism should be available for this planning to allow active community participation and decision-making-- should now be done by the University?
 - c) What type of mechanism should be developed within the University structure for coordination of these community service problems? Should VIP continue to be this mechanism? Can some other existing department handle the job? Should a new University department or division be created?

- 2) That VIP become the coordinating agent for the present under the understanding that:
 - a) This is a temporary situation until the Task Force presents its report on the question.
 - b) VIP receive full support of the Chancellor's Office in this matter and be designated as the official coordinating agent.
 - c) VIP can feel free to utilize you, personally, and

KENNY ALLEN'S PLAN



* TO:
Coordinate activities
Publish pertinent information

Keep records on programs
and participants.

College Students Are 'Energy' Searching for a Worthy Cause

By Paul Weiss

(c) 1968 New York Times
 Editor's Note: Dr. Weiss is Sterling Professor of Philosophy at Yale. He and Jonathan Weiss, an attorney, wrote the newly published, "Right and Wrong: a philosophical dialogue between father and son."

New York

Student rebellions have many causes and roots. A number of these — the anomie of institutions of higher learning, the generation gap, and the irresponsible behavior of those who are yet burdened with responsibilities — are now fairly familiar.

There are too many, large classes and too many teachers pursuing narrow specialties. Less and less time and consideration is being given to undergraduates; the graduate schools, government and business have usurped the attention of many administrators and teachers. Impersonal computers and indifferent bureaucracies have replaced individual contact and humanistic programs.

But revolts also occur in small colleges where there are few large classes and considerable contact between the young and the old. Not even institutions with strong teaching traditions and well-designed educational programs have been exempt. And some of the largest impersonal institutions have so far not been disrupted.

In both large and small places there has been a growing awareness by students that the world governed by their elders is flagrantly flawed with injustice.

The students see clearly that the world they are about to inherit is marred by ugly discrimination, neglect of the underprivileged, and the debasement of natural resources.

The older generation speaks in one way and acts in another; it has been conspicuously hypocritical on the burning issues of sex and profits. Such discoveries, though, are made in every generation.

The young have always been shocked by the discrepancy between the teaching and the practice of those in positions of authority. Moreover, student revolts often have the backing of faculty and others, well on the other side of the generation gap.

The wickedness and folly of the old need not produce revolt; there have been times when it has been met only with cynicism or laughter.

Outsiders Present

We should not allow the insistence by authorities that the revolts are the work of "outsiders" to obscure the fact that militant and leftist groups have quickened and sustained many of the student rebellions. It is inevitable that they would do so.

No one else seems to have their energy, patience, and programs. But they can be only an inciting cause. Were there no justice to their claims, they could not expect to have continued, strong support from the rest.

These explanations all have an appropriateness to what is now happening. They help us mark off the American form of protest—mainly occupied with failures in college and university practices—from the European and Asian, which is primarily concerned with political goals. Apprentice politicians. These others have moved much further, to their detriment, from the academic base to which our students still cling.

If we pay some attention to what a young man is like, and remember something of the past, we should be able, I think, to find a place for these various causes and uncover others, some much less, some much more, momentous.

Spring Rebellions

Rebellions are extreme forms of the exuberance exhibited by the young with the advent of spring. Having almost come to the end of their need to submit to the discipline of learning with its unavoidable papers, tests, examinations, and reports, they overflow with unharnessed energy.

Under the pressure of the

primary craft, the sudden visibility of prejudice, and the guilty awareness of their own special privileges, they have these last years substituted vigorous and righteous action for the goldfish eating, the panty raids, and the mild picketing of the past.

A college student is vitality seeking a cause. If we do not give him one, we can hope only that he will stumble on a good one.

The change which our institutions have exhibited has now been accelerated, thanks to the students. We will, I think, never go back to the older ways. But no one, surely not the students any more than the administrators, seems to know what now to do.

It is time, I think, to reconsider the meaning and object of education. The present chaos reflects a progressive failure of administrators to lead and of a faculty to know and to teach.

Spring For Black Need Volunteers

more volunteers

A special component of the secondary level program will be a language lab in Spanish, French and German.

The elementary education will include contemporary history, black Americans, reading, English and arithmetic.

A program director will initiate classroom discussion and these aspects of the regular school program, Mrs. Dorsey has explained to three nights a week.

Classrooms will be used in both Hays and Washington Schools. Five and physical education will be set up with about 10 to 15 students in each, and they will make regular reports to the CCC with suggestions on program improvement.

Each school building will have a supervisor, assistant parent and community education director will plan the recreational and physical education in conjunction with the evening program.

The program will be supervised by a student at the UI who will be responsible for planning and teaching in the classroom. Community residents are urged to apply for the position of community director. Mrs. Dorsey stated that discussions are needed in order to help initiate discussions relative to the child in his community and in handling discipline.

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THE NEWS-GAZETTE

parents who may enroll their children by contacting Community Services, Washington, D.C. 204

The director will emphasize those aspects which appear to be giving the child difficulty and accelerate in those areas where the child demonstrates a need.

The program's direction will be given by the child's environment, and his own concept of education, she explained.

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VERMONT'S ALIAS
 Vermont is also known as the Green Mountain State.



Compendium of Joint University-Community Programs Aimed at Alleviating Certain Champaign County Urban Problems

IDEAS FOR COMMITMENT

F

16. Research existing sources of capital for black business and work to develop new sources.

General

17. Work with existing employment committees in support of their programs - NAACP, Urban League, Human Relations Commission (committees), etc.
18. Employ black people in church positions not presently held such as secretary, pastor, etc.
19. Help establish a day care center for mothers who want and need work.

EDUCATION

Brief Statement of Problem

A history of segregation and neglect of the poor mars our nation's otherwise impressive record in public school education. "Separate but equal" was the slogan. Unequal was the fact. Levels of encouragement and expectation were kept low for black children because few jobs requiring education would be open to them. A cycle of little opportunity, parents unprepared to help their children learn and bad schools was set in motion. The fruits of this history are very much a part of the problem today.

Teachers in the past have not been equipped to deal with the special needs and strengths of lower income black and white students. Curriculum materials have ignored the whole stream of black history with minor exceptions. Black and white poverty students are being

trained in the oldest buildings. These matters are being worked at in some sections of the metropolitan area but there is a long way to go.

Projects for Progress General Objectives in Education

Foster quality education for all

Possible Action Projects

Public Schools. A new openness on the part of some of the school districts of the area makes possible a wider range of ways in which the religious community can both support and criticize our schools.

1. Become informed about and develop steps to support District #150's integration program.
 - a. Provide people for reading-listening (tutoring) programs.
 - b. Provide homes for emergency needs of children bussed from the inner city.
2. Become familiar with the issues of public school finance and the need for additional revenues for adequate education. Of particular importance to District #150 will be a bond issue to be voted on in the spring of 1969. Develop means of providing support.
3. Probe the success of job-oriented training programs in the public schools. Do the young people actually get jobs as a result of their training? Note any issues, raise questions and follow through.

Public School Teachers

4. Work to insure that public school districts provide increasing amounts of in-service training for teachers related to minority groups. Check other school systems, e.g. Evanston, for

5. Provide seminars for members of congregations who are public school teachers. Sessions would encourage reflection on attitudes related to minority groups and the handling of social issues in class discussions.

Black History

6. Work to insure that public school districts are providing significant training in black history.
7. Conduct black history courses in our religious organizations.

Enrichment Leadership. Great care needs to be undertaken in this area to prevent even subtle forms of paternalism.

8. Explore the possibilities of a creative arts task force to provide additional means for self-expression to inner city children.
9. Establish a cultural enrichment program for children on week-ends. Take children on outings to such places as the zoo, planetarium, nature center, etc.
10. Provide skill leadership for a scouting program in the inner city.

Providing Funds. One of these could be an auxiliary project which would be one of several a congregation would undertake.

11. Provide funds to children who are faced with dropping out of school because of financial problems.
12. Establish a scholarship to Bradley for a black student.
13. Provide "camperships" - money which makes it possible for poverty children to attend summer camp.
14. Provide dictionaries for homes which need and cannot afford them.

Volunteer Illini Projects
295 Illini Union
May 15, 1968

VIP:

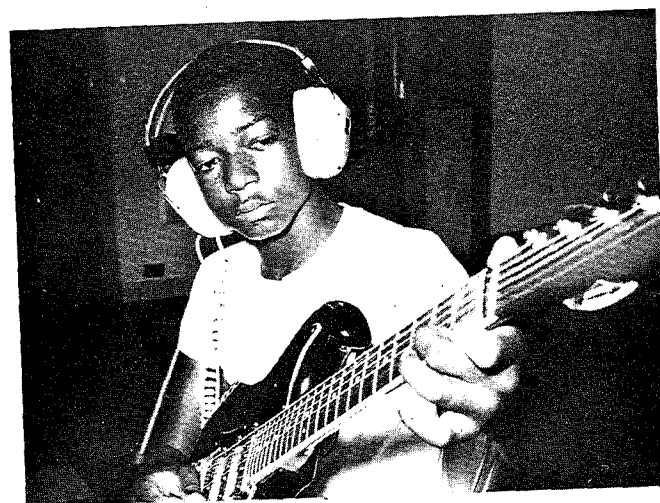
Back in 1962, a group of University of Illinois students decided Champaign-Urbana area children needed a tutoring service, so they did something about it. They formed Illini House, a volunteer tutoring project. A few years later, they decided their community needed and deserved more than just free tutors, so they did something about that, too. In September of 1965, they expanded Illini House into VOLUNTEER ILLINI PROJECTS, an organization audacious enough to tackle problems in nearly all areas of social service in central Illinois.

The going at first was tough, but there were encouraging signs. An organization that began with three members had 400 at the end of a year. From the University Dean of Men's office came office supplies and an advisor. From interested individuals, civic organizations, and student governmental and housing groups came money. Somebody gave 25 cents. Somebody else gave \$750.

Volunteer Illini Projects is a non-profit service organization. Our work is channeled through seven different projects: general tutoring, nursing homes and the aged, mental health, mental retardation and rehabilitation, recreation, friendship, and neighborhood centers.

Eight hundred of us have a ball and what we do counts.

Hundreds of people in central Illinois need us. We need you.



Dear C-U Cultural Arts and Recreation Council Member,

In an effort to get some of the items discussed in our meetings together and dispersed, especially those relating to summer programs, I am attempting to gather and collate the needed information. Through this letter I hope to accomplish several things:

1. I am enclosing 3 sheets asking for information on summer programs. Please fill out one of these for each type of program your organization or agency is operating this summer. If you have already given me the information it is not necessary to repeat the process.

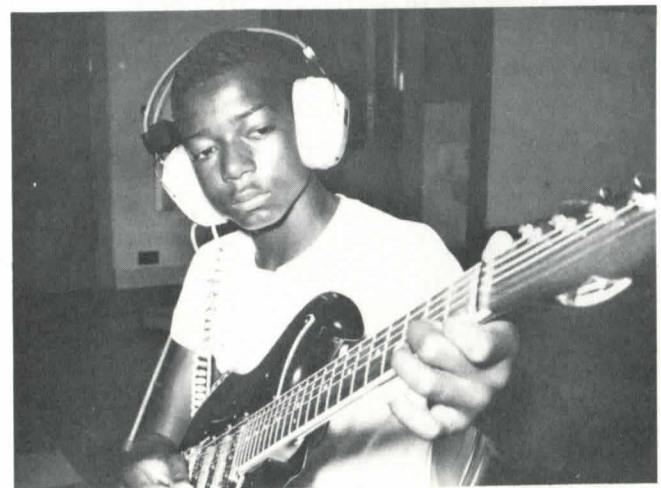
2. I am enclosing another sheet asking for information on facilities and/or equipment you might have or know of that other groups might use. Please fill this out and return it.

3. Please enclose a list of personnel within your organization you would like the completed collection sent to (it will be mimeographed). In addition to this initial material we hope to supplement it with a newsletter this summer which will include information on other programs, new facilities, new equipment, etc.

If this information can be sent to me as soon as possible at the VIP office, Room 295 Illini Union, Urbana, Illinois, we will get the information back to you as soon as possible.

Sincerely,

John F. Morton



"I am pleased to take this opportunity to add my congratulations to Volunteer Illini Projects for its important volunteer efforts in such areas as nursing homes, recreation, tutoring, mental health and mental rehabilitation."

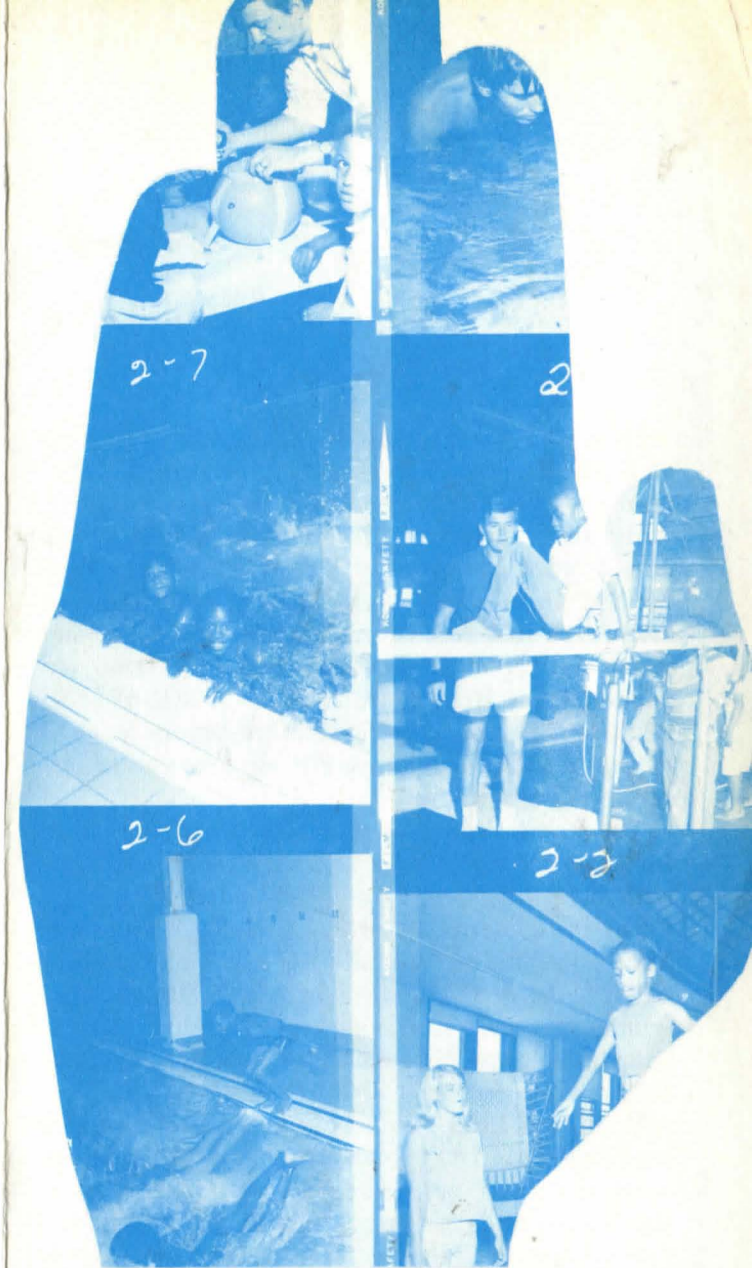
Hon. Otto Kerner, Former Gov., State of Illinois

"If VIP could be multiplied a hundred fold, we would take long strides toward tempering the mood of uncertainty and cynicism in our society. Hopefully, similar projects will be established in university communities throughout Illinois and the nation."

"Keep up the good work. You are an inspiration to all of us deeply concerned with improving the quality of life for our citizens."

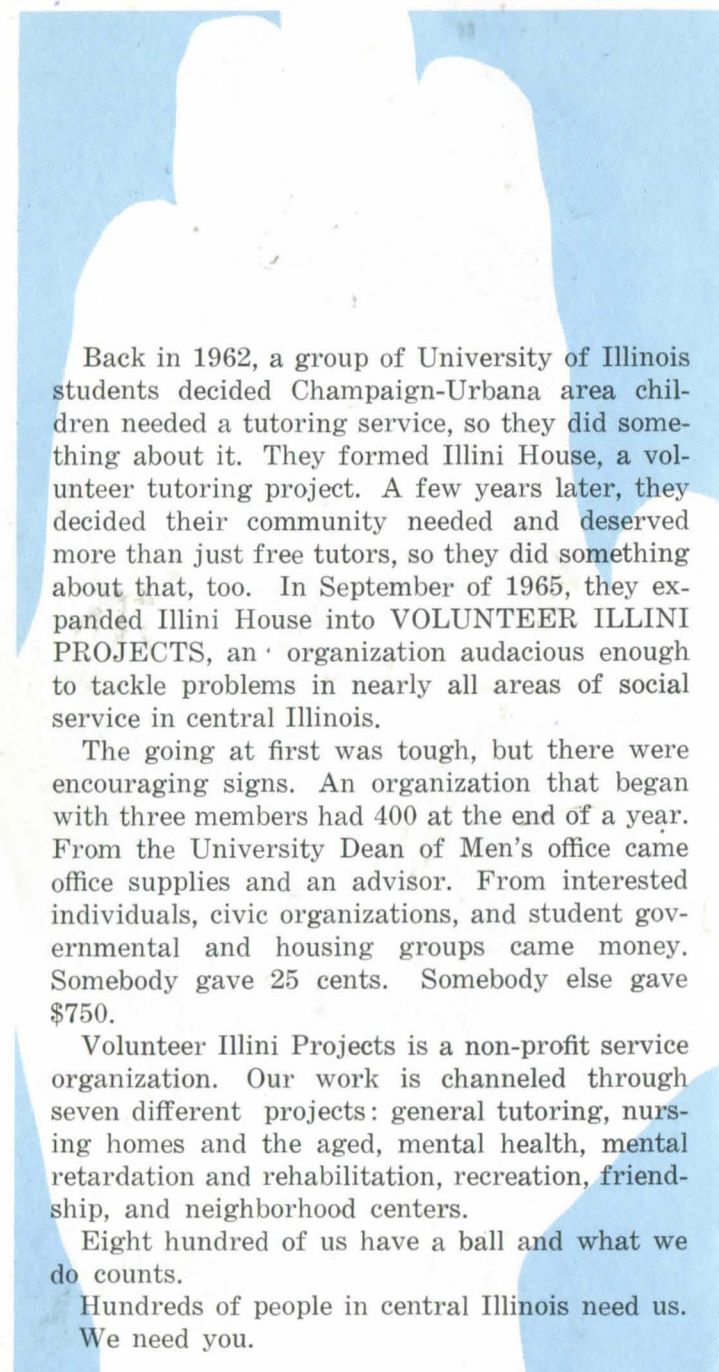
Adlai E. Stevenson III, Treasurer, State of Illinois

VIP
328 Illini Union North
Phone 333-1020



VOLUNTEER ILLINI PROJECTS

VIP: A Program of Social Responsibility



Back in 1962, a group of University of Illinois students decided Champaign-Urbana area children needed a tutoring service, so they did something about it. They formed Illini House, a volunteer tutoring project. A few years later, they decided their community needed and deserved more than just free tutors, so they did something about that, too. In September of 1965, they expanded Illini House into VOLUNTEER ILLINI PROJECTS, an organization audacious enough to tackle problems in nearly all areas of social service in central Illinois.

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NEIGHBORHOOD CENTERS

The way to become involved in the community is through Neighborhood Centers. If kids want to stick near home after school or in the evenings, but need some help in studies, or would like to learn how to cook, sew, play the guitar, or maybe just throw a ball, a VIP volunteer is there to say "Let's go." Parents wonder if anybody cares what their kids do after three. We care.

GENERAL TUTORING

VIP began as a tutoring project and expanding the educational opportunities of the disadvantaged remains a prime goal. VIP tutors go to area public schools. They go to private institutions. They go to neighborhood study centers. A VIP tutor may work with a group or may concentrate on the special and very real problems of the individual child. Children wonder if anyone cares about their school problems. We care.

MENTAL RETARDATION

For the retarded youngster who is eligible for special classes in the public elementary schools, VIP offers a "learn to swim" program with his own volunteer, as well as teachers' aids every day. The retarded youngster needs the counseling and special attention of a genuinely interested volunteer. He wonders if anyone cares to help. We care.

NURSING HOMES AND THE AGED

VIP volunteers go to private homes for the aged. The groups are small, the relationships close. The emphasis is on communication. With the volunteers, residents enter into programs of arts, crafts, recreation. Loneliness and boredom need not be a part of the later years. Older adults wonder if anyone cares about their lives. We care.

RECREATION

At several recreational areas and schools, children find that if they want to play a game of basketball or make a kite or learn to square dance they can because a VIP volunteer is there. Organized play is a novelty for too many culturally deprived children and the VIP volunteer wants to do something about it. A child will find an outlet, any outlet, for his limitless energy. He wonders if anyone cares how he enjoys himself. We care.

FRIENDSHIP

A young student runs into an academic roadblock and a VIP volunteer is there to help and that's fine. A mentally retarded child finds adjustment difficult and a VIP volunteer is there to help and that's fine too. But what about the youngster whose need cannot be easily classified, the child who wants to know if his daily life matters to anyone? The VIP volunteer is there, to be his companion. One VIP volunteer and one child get together whenever they feel like it and they do whatever they want to do. The child wonders if anyone cares what he's like and what he wants to do. We care.

MENTAL HEALTH

The VIP volunteer who wants to break down communication barriers with patients in various types of wards at state mental institutions and centers faces a special challenge. Orientation sessions conducted by the institutions under state requirements prepare him to meet the challenge. The volunteer becomes part of a therapy team whose driving purpose is to bring about the recovery of mental patients. A patient wonders if anyone cares about his problems and his fears. We care.

through Social Service

HC

MEMORANDUM ON COMMUNITY USE OF THE ILLINI UNION

General Statement

The role of the Illini Union is to provide service and facilities for the educationally-oriented extra curricular activities of students, faculty and staff. When the Illini Union opened in 1941, the Board of Trustees limited the use of facilities to individuals directly related to the University while excluding community use. As the University accepts more responsibility to the community, the Illini Union recognizes that it is an integral part of the University which is established for educational purposes and should assist in the development of educational and individually oriented developmental programs for the University as well as for the community. As part of the University community, it should offer, as much as possible, its facilities and its staff in support of a unified and all-encompassing University program that, in conjunction with the community, will help develop community-oriented programs in Urbana and Champaign.

Program

The Illini Union recommends the following programs:

1. The bowling lanes and billiard room could be available during the summer months for the development of classes for the instruction of bowling and billiards to economically and culturally disadvantaged members of the community. The instruction could be sponsored with the Physical Education Department. Staff of the Union would also assist in class organization. As part of this class or instructional program to culturally-disadvantaged members of the community, the Union could bring in bowling and billiard experts who could conduct a session, give a demonstration and lecture to the classes to facilitate and encourage participation and enthusiasm. The cost for use of these facilities could be related to class charges for Physical Education classes during the year (approximately \$12.00 per semester).

Because of heavy summer usage, including afternoon Physical Education classes scheduled Monday through Thursday, it is recommended that the bowling and billiard facilities not be made available to the community on a recreational level; that, instead, the University make a concerted effort to work with the local bowling and billiard alleys in the development of leagues and free bowling time for participants and non-participants in these instructional classes.

2. The Illini Union would offer its meeting facilities to the Art Department, the Music Department, the Physical Education Department, or other University departments participating in a community program for the purposes of meetings, lectures or class projects related to educationally-oriented programs for the community. For example, the Art Department, which is planning to sponsor classes in pottery and ceramic making, could use Union facilities for an exhibition or show from these classes or any other type of program that was academically oriented towards self improvement or the development of skills within the community.

BUDGET REPORTS

3. The Illini Union staff could help plan and finance some developmental recreational programs for the community. The sponsoring of dances or movie programs in the Union Building would encourage the use of the Illini Union by many members of the community and would only further restrict limited facilities available to students, faculty and staff, and should not be allowed. Instead, the Illini Union would work in conjunction with interested members of the community in sponsoring outdoor recreational programs, preferably in parks, at Douglas Center or other community locations. Such programs could include the showing of our Illini Union movies, which are normally scheduled for Friday and Saturday nights, on Thursday or Sunday evenings. These movie programs would be open to the community, especially for the economically and culturally disadvantaged. Although initially the Illini Union could supply necessary staff, equipment and films, it would work toward self development and community-run programs but would continue to work with groups by supplying or ordering films. Other programs brought to the University might also be presented to the community, i.e. concerts, musicians and lecturers. Some of these programs could be outside concerts and lectures held both on campus and in the community.

In addition, the staff of the Illini Union could work closely with other University departments in the programing and scheduling of talent from the North End or other parts of the community such as bands, musicians and artists for the purpose of giving exposure to members of the community through the presentation of talent from the community. This type of program could be developed in conjunction with the Department of Music.

4. The Union could supply staff direction and some financial assistance in sponsoring an all-campus open house. At this open house would be presented those programs, i.e. demonstrations of physical education, team sports, arts and crafts skills programs, and other educationally- or self-developmental oriented programs or classes that could be presented during the summer by the University. The open house might also include a movie or outdoor concert program. The purpose of such an all-campus open house would be to publicize to the community the particular programs that are being presented during the summer by the University for the community.

The Illini Union Board which has the responsibility of organizing and administering all social programs for students, faculty and staff in conjunction with the administrative staff of the Illini Union recommends that:

1. No individual department, i.e. Illini Union Bowling Alleys, opens up its facilities at this time to the community until the University, through its Task Force on Community Relations, can present or initiate an all encompassing program to the community that will use all available University facilities at the beginning of the approved program.
2. The proposed community program should be educationally- and/or self-developmentally oriented and the facilities of the University, and more specifically, the Illini Union, should not be open for strictly recreational purposes or as a place for the teen-agers of the community to hang out on a Friday or Saturday night. The facilities of the Union should remain limited to use by students, faculty, and staff. Mr. Harlan Bareither, Director, Central Office of Space, in a meeting before the Campus Round

Table stated that one of the most critical shortages of space on the Illinois campus was in Union and student activities facilities. The campus has only 60% of needed student activities facilities. Unrestricted community use of Union facilities would only intensify this problem.

3. The Task Force, or a delegated agency of the University, should meet with representatives of the North End and community to develop those particular programs along interest lines that will be most meaningful to the community.
4. Any program presented by the University should also be supplemented and supported by the city government and an active and direct appeal should be made to the communities for support by the local merchants, the school system and other city agencies. It should be the role of the University to supply the educational and self-developmental resource personnel to help establish an effective community action program; but the administration and management of such a program should be established so that it is a community-initiated program of which the University is only a part, mainly through the supplying of resource materials and staff.
5. The Illini Union Board or administrative staff does not feel that a guest-card system, which would allow community participation at certain times of the day or on certain days of the week, would be effective and would only lead to community misunderstanding and charges of discrimination, or preferential treatment, and, in addition, any guest-card system could not be effectively enforced. In the past two years, several proposals for the carding of visitors have been presented. All of these plans have met with opposition and have been of limited workability as to the authorization, checking and enforcement of such a plan.

It is recommended that the proposal submitted by the Illini Union be incorporated with the program currently being coordinated with the Task Force which was selected by Chancellor Peltason and that we work with this Task Force in development of educationally-oriented and self-developmental programs which will meet the needs of our community.

JWC/ddh
5/6/68

II D

VIP SUMMER NORTHEMND ACTIVITIES

DAY CAMP - Barbara Jacobs, Director
Mary Alexander, Assistant

100 grammar school children

10:00am-3:00pm M-F

- one trip day
- one special events day
- three regular activity days consisting of
 - playground
 - singing
 - swimming
 - arts and crafts
 - gym
 - nature lore

children will be charged 50¢ a week and will be required to bring a sack lunch.

Other programs from Douglass Center

Hard ball league - ages 8-13 from 9-12 in the morning
50 participants

soccer- age 12-16

swimming - everyone at Bromley from 8-11 and 1-4:30
M-F instructional and open

Girls- cooking and sewing classes.

(JUNE 17 - AUG 9)

Tom Weczkorek

The accompanying proposal is for the support of a program of research, building, instruction, equipment, summer institute, academic-year institute, overseas service⁴, or other entitled¹ Title I - Music Training for Cultural and Educational Development of Youth. This proposal is a new project, a renewal, a continuation, a revised proposal and/or budget. For renewal or continuation proposals please give previous grant number _____.

Initiated by Dr. Herman Slayman of the department of Division of University Extension for submission to Board of Higher Education

for direct costs in the amount of \$ 44,686
 plus indirect costs of \$ 3,085
 total amount requested \$ 47,771

The program, to start on 7-1-69 and terminate on 6-30-70, will will not require an allocation of University funds (in the amount of \$ _____). The need for these additional funds is explained on the attachment. Any other items listed in the proposal as University contributions are available from the sponsoring department's own resources for the period indicated.

Acceptance of the proposal will will not require that additional space be made available to the department or that existing space be renovated. Arrangements to meet this need have been made and are described on the attachment.

This proposal will require approximately 0 hours of computer time at the Digital Computer Laboratory; number of hours provided for in proposed budget _____.

The sums listed in the budget for consumable supplies, equipment, travel, personnel, and for a special purposes appear to be adequate.

It is understood that if a grant or contract results from this application, the principal investigator will perform the administrative duties normally associated with the project.

11-15-68 Dr. Herman Slayman
Date Principal Investigator or Initiator of Proposal

11-15-68 Mr. Thomas J. Wisniewski
Date Executive Officer of Department

Approved by² Stanley C. Robinson Dean or Director, College of Division of University Extension
 _____ Associate Dean of the Graduate College and Secretary of the University Research Board
 _____ Assistant Bursar
 _____ Vice Chancellor for Academic Affairs (when required³)

¹If the complete title requires more than 34 typewriter spaces, please also supply, in the top margin, an abbreviated title within that limit for use in machine tabulation.

²Proposals which will require facilities or staff of several colleges are to be approved by the dean of each college concerned.

³Required if proposal is for a summer or academic year institute or if acceptance of the grant or contract will require additional University funds, additional space as noted above, the construction of a building, or approval by the Illinois Board of Higher Education.

⁴All overseas service programs must be approved by the Director of International Programs.

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

Leave Blank
Date Received:
Application No.:
Date Acknowledged:

Leave Blank
Action:
Action date:
Grant No.

TITLE I PROJECT PROPOSAL

University of Illinois
Institution or branch campus

Urbana, Illinois
Address

PROJECT SUMMARY

- A. Name or title of project (10 words or less):
Music Training for Cultural and Educational Development of
Urban Ghetto Youth
- B. Summary of proposed project (200 words or less):

Experimental projects in the past three years have focused on music training for youth to provide them success in one area of their school experiences. The instrument was the guitar and a teaching method developed for group instruction was permitted by an electronic laboratory. The success with the instrument produced improved attitude toward the other learning experiences in school. Truancy was reduced.

Some needs of urban ghetto youth can be met with music training. The guitar is a relatively inexpensive instrument that is portable and can be tuned by the player.

C. Project Budget

Amount of Federal Funds Requested:	\$ 29,760
Amount provided by Institutional Funds:	FY 1969 \$ 18,011
(Indicate Amounts by Fiscal Years)	
(For the grant period shown in D) total:	\$ 47,771

D. Duration of the grant period (26 months or less):

From	<u>7</u>	<u>1</u>	<u>1969</u>
	Month	Day	Year
Through	<u>6</u>	<u>30</u>	<u>1970</u>
	Month	Day	Year

E. Type of proposal (Check one box only):

New project proposal

Continuation of grant # _____

F. Estimated duration of project after first grant period:

Two years

G. Estimated total cost of project beyond first grant period:

\$98,599

H. Principal project officer:

Name: Dr. Herman Slayman
 Division of University Extension
 U. of I. at the Medical Center

Mail Address: 715 S. Wood Street - Room 302A
 Chicago, Illinois 60612

Telephone: 312/663-7729

I. Financial Officer (fiscally responsible for applicant):

Name: Mr. W. M. Griffith
 Title: Assistant Bursar
 Mail address: 168 Administration Bldg., Univ. of Illinois, Urbana, Ill. 61801
 Telephone: 217/333-2186

J. Designation of payee (legal name of applicant):

Board of Trustees, University of Illinois

K. Personal signatures:

(1) Principal project officer Dr. Herman Slayman 11-15-68
 (same as above) Date

(2) Authorized officer Dr. Eldon L. Johnson 11-15-68
 (same as in Part D of Application Date
 for Participation) Vice-President

B. STATEMENT OF THE PROBLEM AND COMMUNITY SERVICE PROGRAM

1. Traditionally adolescent educational activities have been dictated and developed from adult concepts with adult standards for achievement with staid methodologies. Criticisms of the system have emerged from many sources and are abundantly manifest in the demeanor of the students themselves. Group techniques and modern equipment which appeal to the adolescent and serve to satisfy emotional and educational needs are often excluded from the learning experience. In large measure, the guitar laboratory satisfies this need.

The guitar lab grew out of an experimental project in a typical suburban junior high school in 1966, 1967, and 1968. The primary purpose of the experiment was to enable every child to experience success in his school work--repeated successes day after day. The secondary purpose was to develop music literacy and to teach a skill which could continue to be a source of pleasure indefinitely, a gift for life, if you please. The results of the experiment are best described in narrative form, see Appendix I.

Modern educational concepts often seem unrealistic to children since they seldom coincide with their interests and are not integrated with their personal and cultural needs, more specifically the need for success. Success not only breeds success, but changes the attitude, the outlook, the self-image of the individual which in turn produces self-respect and tolerance for others. The guitar, the chosen means of self and group expression by the modern adolescent and a classic instrument in its own right with a profound history and a great musical literature, is one of the few tools, aside from television and the automobile, which is universally acceptable to adolescents and adults alike. Guitar technique is quite amenable to multi-stratified, minute, developmental units each a simple process, each capable

of forming the foundation of a more sophisticated technique, each succeeding skill demanding ever increasing degrees of self-discipline while greatly broadening the scope of sounds produced to the eminent satisfaction of the player. The guitar is the chosen instrument of the modern adolescent and can be used effectively as an educational device.

1. (a) Music training opportunities will be organized for urban ghetto youth using guitar as the instrument. A center will be established where the instruction will be held. Four sections will meet between 3:30 p.m. and 7:30 p.m. for ten weeks. Individual and group sessions will continue for a second ten weeks on Saturday. The second ten weeks, four new sections, begin on the instrument, and the cycle continues for new groups.
1. (b) The guitar laboratory is composed of twenty solid-body, six-string guitars, four solid-body electric bass guitars with head sets for each attached to four junction boxes which control banks of six inserts each, all leading to a central control panel-amplifier-tape-playback system to which is attached one additional instrument and microphone for the instructor. The central control panel on the amplifier has on-off switches, level and tone adjustment signals from student guitars and from teacher's microphone and instrument to the class permitting simultaneous communication to all students and simultaneously to students in groups of six. One teacher's monitoring head phone enables the teacher to plug in to any individual head-set to listen to any student as he practices.

The system allows the student to practice almost continuously from the time he enters the class while being heard only by himself and his teacher at the teacher's discretion. Every student hears the instructor and himself,

ity

3)

but is not heard by the class nor does the class hear its collective self until the teacher wills it. In the lab, there is no disruptive sound since the teacher controls the source of sound easily and completely. Earphones and nonacoustic instruments encourage individual concentration and application.

1. (c) Educational planning has included educators and administrators from the Division of University Extension and music departments at Urbana and Chicago Circle, University of Illinois, plus professional guitarists, and the cooperation of a Negro-American advisory group, the Chicago West Side Coalition. The program will be administered by the Division of University Extension, University of Illinois. The music departments of the Urbana and Chicago Circle campuses, in cooperation with the West Side Coalition, will give the program direction. They will secure space to house the lab, and will assist the project director in the selection of faculty and student personnel. University staff will augment and update educational materials developed by the project coordinator in cooperation with the Educational Division of the Baldwin Piano and Organ Company; Peabody Institute in Baltimore, Maryland; professional musicians from Baltimore and Urbana, and with a group of interested physicians of Johns Hopkins University.

The program director studied with Aaron Sheaver at Peabody Institute and with him conducted an institute in Baltimore for teachers.

Individuals who have been sought out for consultation in developing the project and who expressed continued interest and desire to cooperate are:

Mr. Jacob Jennings, Assistant to the Chancellor, Chicago Circle
Neighborhood & Community Relations
West Side Coalition

Dr. Milan R. Kaderavek, Director of Music Education
College of Education, Chicago Circle Campus

Dr. Abraham Gelperin, Department of Preventive Medicine &
Community Health, College of Medicine
Medical Center Campus

Sister Norak, Fine Arts Consultant
Archdiocese of Chicago School Board

Miss Julie Bell, Consultant for Archdiocese of Chicago
Center of Urban Education

Mr. John O'Connor, Assistant Professor of Music
Extension in Music, University of Illinois

Dr. Frederick Erickson, Professor, Department of Education
Chicago Circle Campus

Mr. Al Johnson, Director of Public Relations
Illinois Bell Telephone Company

Mr. James Hudson, Assistant Director of Teens With Talent

The project directors and the West Side Coalition will select space in a local community center to house the equipment. Project directors and a group of professional Negro musicians, plus the Coalition Committee, will select a group of four teaching assistants. The Coalition Committee will select students for the project.

2. This proposal is directed to Youth Opportunity Planning and Development. Section 1. describes how the electronic laboratory relates to the youth and his perceptions of himself.
3. This project has no relationship to other federally financed programs.
4. During FY 1969, no cooperation with other institutions of higher learning will be necessary. Cooperation will be sought in subsequent years of the project when teachers may receive training in the method in other cities.

5. The unique and innovative approach is the use of a popular instrument for music training.

The project will improve upon past experience gleaned from two pilot projects. The instruction will be planned to:

Activate the interest of the disinterested

Teach the uneducable

Discipline the undisciplined by giving him an acceptable reason to discipline himself

Make the musically illiterate, literate

Help the adolescent find and direct himself in an activity which is timely and appealing, also educationally and vocationally sound

Encourage student involvement in an endeavor which requires personal discipline, regular attendance and the ability to compete in a friendly manner with his peers

Develop self-assurance through group and individual performance

Develop a wholesome means of catharsis through harmless self-expression, acceptable to him, his peer group and society.

Pathologists and surgeons of Johns Hopkins University studied with Mr. Sheaver at Peabody and approve his method of instruction as it relates to the physiology of the human hand.

The pedagogy permits physical comfort in positioning the instrument, is conducive to rapid technical development and is acceptable to the classic artist. The system is educationally quite sound and has found acceptance among Negro and white adolescents.

Materials to be developed include instructional tapes, materials for group instruction and group productions including small ensembles.

Finally, materials will be updated continuously as necessary through weekly consultations between the project director and the instructional staff, as a result of daily contact with the students.

Students will be selected from the local area from ages 10-14. Those of average or below average intelligence will be accepted, preferably those who are considered failures and potential dropouts from school, but who, except for attitude or emotional problems, are capable of learning. No aptitude tests will be given and both sexes are expected to participate. No physical nor psychological tests are necessary; however, a child must have five fingers on each hand, be of average stature, be able to hear normal, human speech, and have no extreme nervous problems such as palsy or Saint Vitus Dance, which tend to make hand-to-hand coordination an insurmountable problem.

Sections of classes will be organized for students during the summer.

Classes will be conducted 3:30-7:30 p.m. each Monday through Friday for ten weeks during the school term. Four classes will be conducted each day according to the following schedule.

Group A	3:30-4:20	Class of 24 students
Group B	4:30-5:20	Class of 24 students
Group C	5:30-6:20	Class of 24 students
Group D	6:30-7:20	Class of 24 students

One teacher and one assistant will conduct each class for the ten weeks session when individual differences will require rescheduling based on individual progress. These groups will then assume a Saturday schedule as another group of 96 beginner students begin daily lessons.

Ten teacher training workshops will be organized in the city of Chicago for teachers in public and parochial schools. The electronic laboratory and instructional materials will be used as the teachers themselves learn to play the guitar. The personnel for the workshop will be a master teacher, a classic guitar teacher, and a classic guitar performer.

6. The West Side Coalition received the proposal with marked enthusiasm.

Experience in Cincinnati and Urbana have proven that our problem is one of oversubscription. In the past, adolescent acceptance of free guitar lessons has resulted in far greater registration than facilities and equipment would accommodate. Need for a series of labs in various deprived and undeprived areas of Chicago are anticipated. The assumption is a reasonable one since the Negro instructor from Urbana is moving to Chicago to assist the teacher who conducted the pilot program in Cincinnati. The project director is also located in Chicago.

Positive impact on individual mental health and delinquency are expected as well as changes in the curricula of teacher-training institutions as well as teaching techniques in other lab subjects are anticipated.

The lab offers possibilities for individual growth and maturity which are so vast and elusive that techniques for measurement of long-range positive effects have not been developed.

While this project also represents a breakthrough in music education for the public schools and universities, its positive effects must be exhibited in the urban ghetto before nationwide acceptance can be achieved. The successful commencement of this project will, hopefully, mark the beginning of a nationwide drive to introduce the guitar as an acceptable educational device with all of its appeal to adolescents.

The guitar lab offers a fine opportunity for the cooperative working relationship of mixed and unmixed racial groups of every type at all academic and socio-economic levels. Negro teachers with white assistants will conduct classes in Chicago to include students from Negro, Mexican-American and European-American homes plus impoverished urbanites and those with southern rural backgrounds. The lab would serve as a training experience for students of music education and for carefully screened assistants.

As the instructional portion of the program has become well established, an examination of the implications of this method for teacher education will be initiated. The director of music education expressed the need for a controlled experiment to assess the supplanting of piano by guitar as the instrument for music proficiency in elementary education requirements. Such an experiment is set for the winter quarter at Chicago Circle.

7. Results of this third project with class guitar will be disseminated through local communications media as much as possible. Educational journals will be used to carry the story as well as the National University Extension Association Newsletter and, of course, in the various trade journals by the cooperating firm.

Abstracts will be mailed to the superintendent of each city school system serving a population of 250,000 or more.

Every effort will be made to share the results of this experience with universities, large city school systems, as well as various coalition committees throughout the United States.

Through the Division of University Extension, the laboratory and the method will be exported to other communities to initiate music training. The director has requests from personnel in Moline, Illinois; Terre Haute,

Indiana; Memphis, Tennessee; Commerce, Texas; and Ogden, Utah. The director plans to conduct clinics for teachers so the method may be shared.

8. Evaluation will involve parents, students, classroom teachers, the guitar instructor and his staff to determine changes in student attitudes and behavior. School counselors, apprised of the project beforehand, will be asked to evaluate and compare student demeanor, attitudes, grades and class attendance during the period under study. The Office of Instructional Resources, Chicago Circle Campus, will be asked to assess the program, materials, and method. Principals and vice-principals will also be queried and each child will be requested to submit, in writing, his own evaluation of his experience. These responses will be submitted to the advisory council and staff for review and reaction. These data will produce recommendations for future growth and for staff development.

If this project is renewed for the second and third years, serious consideration will be given to planning and conducting a follow-up study to compare participants' attendance, deportment, attitude and achievement record in school, after having completed the program. The follow-up would examine their respective records that were established prior to participation in the guitar laboratory.

C - PROPOSED PROJECT BUDGET

(Read Sections 173.21 and 173.27(b) of Federal Regulations)

to be funded beyond FY 1969 funds are for guidance only and are subject and revision prior to submission of FY 1970 annual program plan. Omit cents

Use this form to itemize the expenses of the project in the grant period from 7 1 1969 to 6 30 1970
 Mo. Day Year Mo. Day Year

Post position devoted of com-	Phase I Ending as Above		Phase II Ending 1971		Phase III Ending 1972	
	FY69 Fed. Funds Requested	Grantee Share (Indicate by FY)	FY70 Fed. Funds Requested	Grantee Share (Indicate by FY)	FY71 Fed. Funds Requested	Grantee Share (Indicate by FY)
(25%) Compensation (10.69%)		3,738		4,038		4,361
Compensation (10.69%)		400		432		495
Compensation (10.69%)		1,320		1,425		1,539
hours @3.00	3,120		3,370		3,640	
40 hours @2.75	2,860		3,090		3,340	
hours @37.50	5,250		5,670		6,125	
her, 140 hours @15.00	2,100		2,268		2,450	
former, 40 hrs @35.00	1,400		1,512		1,632	
costs	14,730	5,599	15,910	6,047	17,187	6,560
or Ser-						
eral						
graphics	2,000		500		500	
	500		300		300	
	380		380		380	
materials costs	2,880		1,180		1,180	

C. Permanent Equipment (rental or purchase) (Itemize and provide attached justification)	Phase I Ending As Above		Phase II Ending		Phase III Ending	
	FY69 Fed. Funds Requested	Grantee Share (Indicate by FY)	FY70 Fed. Funds Requested	Grantee Share (Indicate by FY)	FY71 Fed. Funds Requested	Grantee Share (Indicate by FY)
Electronic Instruction Laboratory		9,327		9,327		9,327
Total permanent equipment costs		9,327		9,327		9,327
Travel (Staff, Consultants, etc.) (Itemize)						
Travel, meals and room						
Master Teacher	3,200		3,200		3,200	
Classic Teacher	3,200		3,200		3,200	
Classic Performer	3,200		3,200		3,200	
Principal Project Director						
1,420 miles @.09	128		150		175	
Rooms & meals	95		125		140	
Total travel costs	9,823		9,875		9,915	

Other Direct Costs (Itemize) (Miscellaneous expenses)	Phase I		Phase II		Phase III	
	Ending As Above		Ending		Ending	
	FY69 Fed. Funds Requested	Grantee Share (Indicate by FY)	FY70 Fed. Funds Requested	Grantee Share (Indicate by FY)	FY71 Fed. Funds Requested	Grantee Share (Indicate by FY)
Instrument upkeep and repair Instructional centers, rental	150 2,400		170 2,400		190 2,400	
Total other direct costs	2,550		2,570		2,590	
Total Direct Costs	29,760	14,926	29,535	15,374	30,872	15,887
Indirect Costs (Bureau of the Budget Circular A-21 applies)		3,085		3,332		3,599
Total project costs: (Note: Grantee share should approximate 33 1/3 percent of total project cost.)	29,760	18,011	29,535	18,706	30,872	19,486

D - SCHEDULE OF SOURCES OF GRANTEE SHARE
OF PROPOSED PROJECT BUDGET

Please provide the amount of anticipated non-Federal Funds budgeted to the project which are to be obtained from each of the following sources:

1. Tuition and fees for project

(amount)

2. State Appropriations

\$ 18,011

(amount)

3. Donated funds

(amount)

4. Other stated sources (please specify)

(fund source)

(amount)

(fund source)

(amount)

(fund source)

(amount)

5. Total non-Federal funds

Note: Must agree with amount of total non-Federal funds as shown in Title I Project Summary and Budget

\$ 18,011

(amount)

Appendix I

Experimental Background

The Baldwin Piano and Organ Company of Cincinnati responded generously to a request for research equipment by supplying fifteen new guitars, enough for sixty children in four general music classes. These guitars were used by the students to accompany their own group singing, a substitute for the piano in general music class. Within three months 150 guitar players produced a sing-a-long for 650 fellow students. Individual interest soared. Truancy in many cases vanished because children including the habitually truant came to school as much as fifty minutes early to practice! The attendance officer suddenly found himself less busy. Students spent their evenings in small groups in homes of friends rather than on the neighborhood street. One taught the other some tune or technique not covered in class. (Folk music was taught in school. Rock-n-roll was learned out of school.) Regular work habits began to merge as well as improved attendance.

Fellow teachers, at first appalled the idea of bringing the guitar into the school, later applauded our success since we were "doing things with children who would not respond to anything else." They were astounded the second year to see long-haired adolescents playing "long-haired" music having progressed from simple folk music the first year to classical ensembles including music of Bach, Schubert and Haydn. Not only did they produce some fine assembly programs including moving renditions of the "Battle Hymn of the Republic" with flags, trumpets and drums but also such patriotic favorites as the "Ballad of the Green Beret". Guitarists appeared

in school, churches and community gatherings as soloists, ensembles and in small groups. They appeared en masse on the annual Christmas and Spring Concerts, prepared special assemblies and presented evening programs for parents and clinics for teachers. Of course the formation of many small combos resulted in several different "Battles of the Bands" for various school dances. These activities formed a healthy outlet for these adolescents, activities which were socially and educationally acceptable.

The second year, music reading was taught and at a sophisticated level. Children, who never learned to read English well, increased their ability by reading music vertically and longitudinally as guitar music must be read. Whole class periods were chucked full of exercises, silent, rote and reading, and the spirit of friendly competition and respect grew. Discipline problems ceased to exist since a very high degree of individual discipline was quite necessary with the guitar and was most evident as students worked to coordinate activities of both hands and eyes while developing critical ears. The guitar requires sound concepts of harmony and rhythm as well as theory. It was gratifying to see children composing, playing and, in some cases, copyrighting lyrics and tunes as well as introducing them to their public.

The rapid changes in attitudes, personal pride and conduct were absolutely remarkable in a great number of cases. These adolescents quickly discovered a new concept of themselves, parents, teachers, counselors and administrators.

The two-year pilot study in a multi-racial setting, and a shorter one with Negro underprivileged, enabled us to develop an educational device which appeals to young people. There is little reason to doubt that the tastes of adolescents vary so greatly in the ghetto that the project should not be transplanted.

Henry Promises UI Action On Racial Discrimination

By DARRELL KINDRED
News-Gazette Staff Writer

In response to demonstrations and demands Saturday by hastily-organized Citizens for Racial Justice, University of Illinois President David D. Henry agreed to do everything possible to speed up University action on problems of racial discrimination.

In an unprecedented move, President Henry scheduled and held an immediate meeting Saturday afternoon with members of the organization steering committee after more than 200 persons marched on the president's house in Urbana earlier in the day.

Following an hour-long meeting at the Administration Building, President Henry went before demonstrators waiting outside to announce personally what steps would be taken to meet their demands.

Immediately sought by the predominantly white group, primarily University students and faculty, were:

1. That the University publicly declare its support of a proposed open occupancy ordinance pending before the Champaign City Council and that an official representative be sent to the public hearing Monday night before the Champaign Human Relations Commission to express this support.
2. That the University develop a program to guarantee equal job opportunities at all levels of University employment, including a commitment to giving local Negroes "preferential treatment" in all matters of hiring and promotion.
3. That the University open its recreational facilities, including the Illini Union and gymnasiums, to Negro residents of the community on an unqualified basis.

Dr. Henry told the demonstrators that he would ask a representative to go to the meeting of the Human Relations Commission, at which open occupancy is on the agenda. He said he will ask Stanton Millet, dean of students, to make these arrangements Monday morning.

Housing conditions are of great concern to the University," he said. "They directly and immediately affect the welfare of our personnel, students and faculty."

The University spokesman designated also will attend a meeting of the Champaign City Council later this month to express "the University's longstanding support of a policy of open housing."

As for securing more jobs for Negroes at the University, Dr. Henry pointed out that the University has tried in a number of ways to get more people from the disadvantaged groups. He called for "an immediate review of all steps that have been taken" in order to speed up action in this area.

He specifically suggested that the University might increase the number of Negroes hired by adopting such methods as pre-employment training programs, neighborhood recruiting, improved communications to Negroes on openings available and direct discussions with local labor unions.

Explaining that "we're already at work on the third demand," Dr. Henry said on Monday he will ask Chancellor Jack Peltason to issue as early as possible, a plan for use of University facilities by others in the community.

"Although there will naturally have to be a priority for University use of its fa-

(Please turn to Page 50, Col. 5)

Henry Vows Action By University

(Continued from Page 3)

ilities during regular sessions, we certainly ought to be able to open these up for non-students during vacation periods and when not otherwise required for student and faculty use," Dr. Henry said.

The University president was applauded by the group of demonstrators when he appeared at the north door of the Administration Building. Many of them sat down immediately on the sidewalks, so that others behind could see him as he spoke. They listened attentively and interrupted only with applause for certain of his remarks.

Dr. Henry apologized that the meeting had taken so long but added that "we were interested in talking with each other" and "these were demands that required more than quick questions and answers."

"I feel there was a meeting of minds on all the fundamental things," he said. "We have been involved in many aspects of this problem for a very long time, so I respect the work you are doing now."

Philip Meranto, a UI assistant professor and chief spokesman of the ad hoc group's steering committee, said President Henry was "very cooperative and understanding."

"He in good faith met the demands that we put forth and demonstrated his willingness to work on these problems," Meranto said.

After the demonstrators had reconvened in the south lounge of the Illini Union, Meranto said he was pleased with the events of the day, "although we obviously did not cause a revolution."

Meranto expressed his hope that those who demonstrated Saturday will be "the core of a new larger organization that will have great impact in the days, weeks and months to come."

Rev. James Ray, another member of the steering committee, said he saw the group as an organization that can represent the white community and that can join the black community in working toward successful solutions to racial problems.

Subcommittees of the group are being formed to deal with the problems of recreational facilities, University employment and housing. The group also plans to become actively involved in both the Champaign and Urbana school board campaigns during the coming week.

Plans were also formulated for mass attendance by group members Monday night at the Champaign Human Relations Commission to voice support of the open occupancy proposal.

Although the demonstrators found President Henry not at home when they marched on his residence, the meeting with the president was quickly arranged through Dean Millet.

Millet also attended the meeting as a representative for Chancellor Peltason, who will return to campus late Monday from a professional conference in the Virgin Islands.

Peltason Calls For Recommendations On Developing Black Cultural Center

Urges Effort To Eliminate UI Tensions

University of Illinois Chancellor Jack W. Peltason Monday called the two recommendations the Faculty Senate Council urged Saturday, as a result of a meeting with members of the Black Students Assn., "positive steps which . . . can add greatly to our ability to respond to the need of black students."

He announced that he is asking the Senate Committee on Educational Policy to "undertake immediately" the development of recommendations for the establishment of a Black Cultural Center, as the council urged.

Calling the discussion "useful to both students and faculty," he called on members of the academic community to "work together to eliminate the tensions amongst us."

The full text of the chancellor's statements is as follows:

"The events of the past few days have resulted in extensive discussions in the Senate Council and a number of Senate Committees and administrative offices regarding the list of grievances presented to the University by Black students.

Thanks Faculty
"I wish to applaud and thank those members of the faculty who have given so much of their time to these problems.

"The University has had before it some time suggestions for organizing special services for various constituencies of the student body. In accord with University concern in this area the Senate Council on Saturday, Feb. 15, approved the establishment of a subcommittee to deal with the grievances of black students. The Council recommended the establishment of a center.

"I believe that both of these actions by the Senate Council are positive steps which if properly implemented can add greatly to our ability to respond to the needs of black students and others who are participating in the Special Educational Opportunities Program.

"Before such a center can become a reality adequate guidelines regarding administration, funding and scope must be developed. Consequently I am asking the Senate Committee on Educational Policy in Coordination with Dean Clarence Shelley, director of the Special Educational Opportunities Program, to undertake immediately the development of recommendations for the establishment of such a center so that these recommendations may be presented to the appropriate authorities."

Involve Students
"In the development of plans I am asking that the Senate committee consult or otherwise involve students directly concerned.

"The University has a variety of programs designed to provide opportunities for black students, faculty and staff and for developing community relations programs. Once again I would like to re-emphasize my support for such programs.

The very purpose of the academic community is to search for new ideas and new solutions. It is my judgement that the discussions of the past few days have been useful to both students and faculty and I am hopeful that they will lead to our finding new ways of dealing with these problems.

"However, I am convinced that useful discussions cannot go on in an atmosphere of intimidation or coercion and I urge all members of the academic community to work together to eliminate the tensions amongst us."

C - PROPOSED PROJECT BUDGET

(Read Sections 173.21 and 173.27(b) of Federal Regulations)

Estimates of costs to be funded beyond FY 1969 funds are for guidance only and are subject to review and revision prior to submission of FY 1970 annual program plan. Omit cents

Use this form to itemize the expenses of the project in the grant period from July 1, 1969 to June 30, 1970

No. Day Year Mo. Day Year

A. Personnel costs: (List positions) Indicate time devoted to project and rate of compensation.	Phase I Ending as Above		Phase II Ending <u>6-30-71</u>		Phase III Ending <u>6-30-72</u>	
	FY69 Fed. Funds Requested	Grantee Share (Indicate by FY)	FY70 Fed. Funds Requested	Grantee Share (Indicate by FY)	FY71 Fed. Funds Requested	Grantee Share (Indicate by FY)
Principal Project Officer (25%)		3,075		3,325		3,595
Retirement and work compensation		329		355		384
Clerk-steno (25%)		1,500		1,620		1,635
Retirement		160		173		175
<u>MUSIC</u>						
9 instructors, 200 hours @5.00	9,000		13,500		16,200	
2 instructors, 600 hours @6.00					3,600	
Coordinator & Inst. Music Director			2,500		3,500	
Vocal Music Director			2,000		3,000	
Accompanist, 400 hours @5.00	2,000		2,000		2,000	
<u>VISUAL ARTS</u>						
1 Director and Coordinator (33 1/3%)		4,835		5,220		5,650
Retirement		517		558		604
1 consultant (W. Johnson) (10%)		1,700		1,840		1,990
Retirement		182		197		213
3 instructors, 300 hours @5.00	4,500		5,400		6,300	
<u>Total personnel costs</u>						
cont. over						
B. Consumable Material or Services (Itemize by general class)						
Recordings, costumes	1,900		1,750		4,000	
Supplies for visual arts	1,000		1,000		1,000	
Theatre--royalties	1,000		1,500		2,000	
Library--plays	250		100		100	
<u>Total consumable materials costs</u>	4,150		4,350		7,100	

C. Permanent Equipment (rental or purchase) (Itemize and provide attached justification)	Phase I Ending As Above		Phase II Ending _____		Phase III Ending _____	
	FY69 Fed. Funds Requested	Grantee Share (Indicate by FY)	FY70 Fed. Funds Requested	Grantee Share (Indicate by FY)	FY71 Fed. Funds Requested	Grantee Share (Indicate by FY)
Baritone horn, percussion package, sousaphone, music stands, portable risers, electronic piano laboratory	8,070		1,700		1,000	
Visual Arts--easels, wheels, kiln, Stage lighting	1,000		2,000		3,000	
Dance	1,000		500		250	
					1,500	
Total permanent equipment costs	10,070		4,200		5,750	
D. Travel (Staff, Consultants, etc.) (Itemize)						
Principal project director	125		215		215	
Performance groups to cities on schedule for transfer of this project	2,120		2,120		2,120	
Total travel costs	2,245		2,335		2,335	

E. Other Direct Costs (Itemize) (Miscellaneous expenses)	Phase I Ending As Above		Phase II Ending -----		Phase III Ending -----	
	FY69 Fed. Funds Requested	Grantee Share (Indicate by FY)	FY70 Fed. Funds Requested	Grantee Share (Indicate by FY)	FY71 Fed. Funds Requested	Grantee Share (Indicate by FY)
Space rental in neighborhood		3,000		4,000		5,500
Summer enrichment program-- 10 scholarships to music camps 4 scholarships to art school		500		1,000 500		2,000 500
Total other direct costs		3,500		5,500		8,000
F. Total Direct Costs	34,465	15,798	43,560	18,788	61,985	22,246
G. Indirect Costs (Bureau of the Budget Circular A-21 applies) 61% of wages and salaries		6,048		7,323		7,850
H. Total project costs: (Note: Grantee share should approximate 3 1/5 percent of total project cost.)	34,465	21,846	43,560	26,111	61,985	30,096

C - PROPOSED PROJECT BUDGET

(Read Sections 173.21 and 173.27(b) of Federal Regulations)

Estimates of costs to be funded beyond FY 1969 funds are for guidance only and are subject to review and revision prior to submission of FY 1970 annual program plan. Omit cents

Use this form to itemize the expenses of the project in the grant period from July 1, 1969 to June 30, 1970
 Mo. Day Year Mo. Day Year

A. Personnel costs: (List positions) Indicate time devoted to project and rate of compensation.	Phase I Ending as Above		Phase II Ending _____		Phase III Ending _____	
	FY69 Fed. Funds Requested	Grantee Share (Indicate by FY)	FY70 Fed. Funds Requested	Grantee Share (Indicate by FY)	FY71 Fed. Funds Requested	Grantee Share (Indicate by FY)
<u>continued</u>						
<u>THEATRE & CREATIVE DRAMATICS</u>						
1 coordinator	1,000		1,000		1,000	
2 instructors, 540 hours @5.00	1,500		3,700		4,700	
1 graduate assistant (25%)			1,375		1,500	
2 undergraduates, 480 hours @2.50			1,200		1,200	
<u>DANCE</u>						
2 graduate assistants					3,000	
1 accompanist					800	
Total personnel costs	18,000	12,298	32,675	13,288	46,800	14,246
B. Consumable Material or Services (Itemize by general class)						
Total consumable materials costs						

D - SCHEDULE OF SOURCES OF GRANTEE SHARE
OF PROPOSED PROJECT BUDGET

Please provide the amount of anticipated non-Federal Funds budgeted to the project which are to be obtained from each of the following sources:

COMMUNITY ACTION

1. Tuition and fees for project	_____
	(amount)
2. State Appropriations	\$ 21,846

	(amount)
3. Donated funds	_____
	(amount)
4. Other stated sources (please specify)	
_____	_____
(fund source)	(amount)
_____	_____
(fund source)	(amount)
_____	_____
(fund source)	(amount)
5. Total non-Federal funds	
Note: Must agree with amount of total non-Federal funds as shown in Title I Project Summary and Budget.	\$21,846

	(amount)

Champaign Community Schools

Community Unit School District No. 4

Champaign, Illinois

61822

BUSINESS OFFICE
703 SOUTH NEW STREET

July 8, 1968

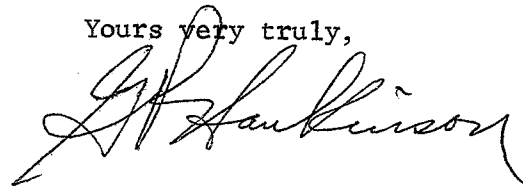
Mr. John O'Connor
Allen Hall
1005 Gregory Drive
Urbana, Illinois

Dear Mr. O'Connor:

Enclosed is a permit for the use of Washington School on Monday, Tuesday and Wednesday evenings from now until August 10.

Please sign all copies of the permit, keep the original, and return the carbon copies to this office immediately. Your permit is not valid until this has been done.

Yours very truly,

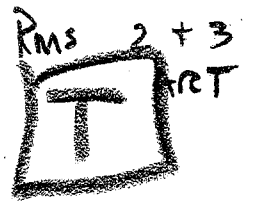


George P. Hankinson
Assistant Superintendent
for Business

k

CHAMPAIGN COMMUNITY SCHOOLS UNIT DISTRICT NO. 4
Champaign, Illinois

RMS 2 + 3
ACT



BUILDING RENTAL PERMIT

Permission is hereby granted to Mr. John O'Connor, Chairman, U. of I. Chancellor's Task
(Name & Organization) Force for Recreation in
333-1580 Allen Hall, 1005 Gregory Drive, the Arts
(Telephone Number) (Address) Urbana, Illinois

to use 4 Classrooms & Utility Room in Washington School as follows:

Date(s) Mon., June 24 thru Fri., Aug. 10 Time(s) 9 A.M. - 4 P.M.

Purpose Cultural programs (2 art, 3 music classes)

Rehearsal Date(s) _____ Building opened at 8:30 o'clock

The person signing this agreement guarantees to replace or pay for any damage or loss to the building or any of its contents during the hours mentioned above. NO SMOKING is to be allowed in Gymnasiums, Auditoriums or Classrooms.

CHAMPAIGN COMMUNITY SCHOOLS UNIT DISTRICT NO. 4
Champaign, Illinois

BUILDING RENTAL PERMIT

Permission is hereby granted to Mr. John O'Connor, Chairman, U. of I. Chancellor's Task
(Name & Organization) Force for Recreation in
333-1581 Allen Hall, the Fine Arts
(Telephone Number) 1005 Gregory Drive, U. (Address)

to use 1 Classroom in Washington School as follows:

Date(s) Mon., Tues. & Wed evenings, Time(s) 7 = 8:30 P.M.
July 8 thru August 10, 1968

Purpose Cultural Program (Music Class)

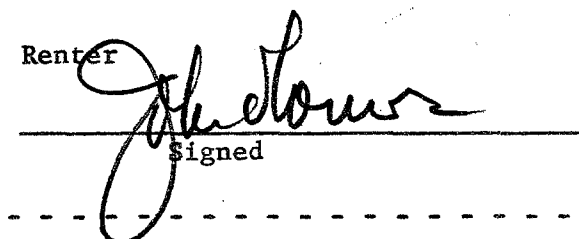
Rehearsal Date(s) _____ Building opened at 7 P.M.* o'clock

The person signing this agreement guarantees to replace or pay for any damage or loss to the building or any of its contents during the hours mentioned above. NO SMOKING is to be allowed in Gymnasiums, Auditoriums or Classrooms.

The total rental for the use of the building for the purpose indicated is
\$ _____ (Rental \$ _____; Rehearsal \$ _____; Other \$ _____)

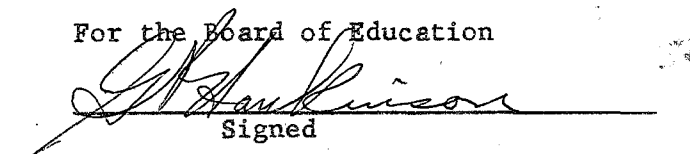
Dated this 8th Day of July 1968

Renter



Signed

For the Board of Education



Signed

Lights X Heat _____ Chairs _____

Bleachers _____ P. A. System _____ Custodian _____

Special Notes: *Entrance key to Mr. Willie Summerville, July 8, 1968

DATE: August 12, 1968
 TO: Chancellor Jack Peltason
 FROM: Professor Walter M. Johnson
 127 Fine Arts Building
 SUBJECT: Task Force Summer Art Program
 Final Report

1. The Art Program held at Washington School June 24 to August 10, 1968 was quite satisfactory, considering its beginnings.
2. Cooperation with the art instructional staff, by Mr. Ford, Washington School personnel, Dr. Berner's office, U. of I. ceramics department, Division of Extension, and art department was very good.
3. A total of about 44 young people from Douglas Center area took part in the program.
4. Mr. Nichols also devoted some time to working with the Wilbur Heights group late in the program.
5. If the program is held again it has been suggested that the younger group have one session per week and the older youngsters be given two sessions per week since their attention span is greater.
6. The work done in the program was placed on exhibit at the Illini Union and was to be seen at Robeson's and Lincoln Square.
7. It is suggested that this program be continued if funds can be found for its support.
8. The five staff members, Virginia Essex, Lucille Proctor, Jim Nawara, Preston Jackson, and William Nichols worked very hard in the program. Several times this staff gave of their time and enjoyed working with the youngsters.

A very special commendation goes to Mr. Nichols for giving long hours into the organization and for being a liaison between all staff concerned.

9. Mr. Fred Attebury receives a special vote of thanks for his contribution to the early planning for the program.

cc. Dean Robinson Bill Nichols
 Dean Weller Mr. Ford
 Joe Smith Prof. O'Connor
 Dan Perrino
 Mary Alexander

DATE: June 21, 1968
 TO: Chancellor Jack W. Peltason
 112 English Building
 FROM: Professor Walter M. Johnson
 127 Fine Arts Building *W.M.J.*
 SUBJECT: Report of meeting held in Room 133 Fine Arts Building with Coordinator, Douglas Center; V.I.P. Coordinator; and Task Force art staff for summer project.

The following is for your information:

In order to coordinate and communicate to all concerned, a joint meeting was held in Room 133 Fine Arts Building at 10 A.M. on June 21, 1968.

The members of the art staff for the summer project were introduced to Mr. Ford, Coordinator for Douglas Center, and Miss Alexander and Miss Jacobs, program coordinators for V.I.P.

The V.I.P. Coordinators then worked out the attached schedule with the art staff. The art staff is as follows:

Mr. William A. Nichols, Instructor (Champaign, U. of I.)
 Coordinator June 24 - August 10, 1968
 Mr. Preston Jackson, Instructor, Art (part time)
 Coordinator June 24 - August 10, 1968
 Miss Lucille Proctor, Instructor, Art
 June 24 - August 10, 1968
 Miss Virginia Essex, Instructor, Art
 June 24 - August 10, 1968
 Mr. James E. Narvara, Instructor, Art
 June 24 - August 10, 1968
 Mr. Fred Attebury, Instructor and Art Consultant
 June 24 - July 5, 1968

This program will begin at the Washington School on June 24 and conclude August 10, 1968. The classes for art will be held in Rooms 2 and 3.

All supplies have been or will be acquired during the ten weeks the program is in operation.

Department of Art

July 5, 1968

TO Chancellor J. W. Peltason
112 English Building

FROM Professor Walter M. Johnson
127 Fine Arts Building

SUBJECT: Progress report - Observation of Summer Art Program
Douglas Center and Washington School

1. Observations reported below were made on July 3, 1968 by Professor Johnson and Professor O'Connor.

Twenty-four youngsters, 4 counselors and 2 instructional staff were present in the 1:00 to 2:00 P.M. group.

The projects for the day were related to the field trip taken to the University farms on Tuesday. Each child was expressing itself in a drawing medium or in clay. All works were related to individual experiences. Enthusiasm was the "key" word. Children were expressing themselves freely.

2. The program which began on June 26 was in its fourth session.

Several pieces of children's works have been completed. Numerous pieces of green clay were in the process of drying. A firing schedule is set for the week of July 8. The clay pieces ready at that time will be fired in an open pit.

3. There appears to be about 96 youngsters involved. Reports from Mr. William Nichols, coordinator for art were favorable.

Copies: Dean Robinson
Professor Perrino
Professor O'Connor
Mary Alexander
Booker Ford
Joe Smith

During the weeks of July 8 and August 5 I shall devote as much time as my own schedule will permit to assisting in the program.

Consideration is underway at this writing to have a few guest demonstrations and exhibits provided for those participating in the program.

There is enclosed a bibliography which was presented to each of the staff for any reference use.

cc. Dean Robinson
Professor Perrino
Professor O'Connor
Mr. Joseph Smith
Mr. Ford
Mary Alexander

JAZZ MUSIC

T W T — 3:30 — 5:00 — DOUG CENTER
WEST SCHOOL
WINDS - PERCUSSION
DRUM COR

PIANO MUSIC

M — F — CHORAL — 12 STUDENTS (BASS)
PERSONAL-DANCE / INDV CLASS (FOBB)

CHORAL PROGRAM

M Mixed - young (3 diff ages) AFTERNOON / NIGHT
Young Adults SUMMERVILLE

GUITAR PROGRAM

T — F — CENTER \$15,000 — GUITARS IN UNDERPRIVILEGED AREA
DECISION - BY COLLECTIVE EXTENSION IN MUSIC

- THINKINGS {
- A. SCHOOL CURRICULUM
 - B. NEIGHBORHOOD PROGRAM (AFTER SCHOOL IN FALL)
 - C. (YOUNG) ADULT
 - D. TEACHER TRAINING

Preston Jackson — Spanish Guitars (Wilbur Heigets) (VIP)
→ (Wash School)

Recommendations:

1. A one year pilot program in the Arts be established and structured so that the University is divorced from the administrative and operational aspects.
2. The University, through the D.U.E. and academic departments, serve as a resource unit to assist in the development through advise and support, and finally to evaluate, as discretely as possible, the effectiveness of such a project. The results and techniques to be disseminated to others, communities such as Peoria, Rockford, Quincy, Mt. Vernon, etc.
3. The visual arts, dance, music, theatre, and nonathletic types of recreational activities must be included.
4. Physical facilities used should be public and parochial school buildings in the North End area: Franklin Jr. H.S., Washington and Marquette Elementary, St. Marys School in Champaign, and Hayes School in Urbana. As the program grows, other buildings should be added when needed.
5. Liaison between this program and the programs offered through the Champaign-Urbana elementary and secondary schools-- both public and parochial should be conducted. (Note: One of the glaring weaknesses of schools throughout the nation, is that curricula in the Arts seem to ignore the economically

deprived children for all the obvious reasons--little or no parental motivation and supervision; no funds for private lessons; no funds for musical instruments; no physical facilities, etc. Thus, the reason for few if any black faces in bands, orchestras, drama clubs, etc.

In the Urbana schools there are less than 10 black students enrolled in instrumental music. The number is only slightly higher in Champaign.

Choruses in the Junior and Senior High Schools have a larger number of blacks, though not appreciably so, due to a strong interest in choral music among the blacks, primarily by churches in black neighborhoods.

In establishing a cultural arts center in the community and associating it with the schools, a working relationship must be developed such that the black child, after developing confidence in his own particular area of the arts, will be more confident in stepping into this activity in an integrated school.

There were signs of this type of relationship this past summer as black students became a part of Illinois Summer Youth Music,

not through the usual process of recommendations from the school musical organizations, but through black teachers or gospel choir directors, who were interested enough to seek out opportunities for their young students.

6. In planning for future programming for the black community, involving cultural, recreational and intellectual activities, it is imperative that all community leaders become involved in the basic planning and developmental aspects of the program.

7. The University must trust the members of the North Community; they must trust the University faculty and administrators who contribute time and effort, beyond the call of duty, to help plan, structure, supervise, advise, and then become actively involved in the running of this worthwhile project.

8. The total community, through its leaders, must assume responsibility for the continuation of the Center, because they, the leaders of the community, have permitted this void to exist in the lives of the members of the blacks, by not encouraging equal opportunities for cultural growth.

9. Other community agencies involved with the arts should be included in the support of such a project:

C-U Symphony Orchestra

Little Theatre

The Depot (theatre)

Dance Studios

The Park Districts

~~CHANCELLOR'S TASK FORCE FOR RECREATION AND CULTURAL ARTS~~

RECOMMENDATIONS FROM THE THEATRE DEPARTMENT

The Theatre Department suggests two main projects:

A. A Studio Workshop in theatre activities for culturally deprived youths and adults, either students at the University of Illinois or members of the Champaign-Urbana community.

B. A Creative Dramatics Workshop for children of primary school age.

STUDIO WORKSHOP

The Studio Workshop is designed to introduce the culturally deprived, primarily black youth, from sixteen to twenty-one, and adult, twenty-two years and older, to his black dramatic heritage and to the art and technique of writing, producing and presenting plays of any type ranging from formally written scripts to informal improvisations emphasizing audience participation. By so doing, it is hoped he will not only come to an understanding of this literature and art but also to an awareness of his own creative talents and to an integration of the several aspects of his personality.

In the Studio Workshop, informal groups will study how to write, direct, mount and act in plays and then these participants will become the directors, actors, technicians who will present the plays to the community.

PROPOSAL FOR THE CREATION AND IMPLEMENTATION OF A CULTURAL THEATER
IN CONJUNCTION WITH THE UNIVERSITY TASK FORCE

SUBMITTED BY: STAFF OF COMMUNITY
SERVICES, WITH
JOHN LEE JOHNSON

Informational notes:

It has long been the accepted conclusion that the Blackman lacks or lags in his cultural possession and acceptance of contemporary American cultural.

Some white professionals and lay people believe that the economical and educational position of the Blackman in this society is due to the lack of a strong cultural background. It is or was also believed by White America, that these problems could only be solved by the Blackman allowing himself to be subjugated and replacing his cultural by the acceptance of White American cultural.

With the movement of the Blackman in the past five (5) years to obtain a political, economical and cultural position in America. White Americans has de-emphasized its approach and position. Acceptance of Black Americans to culturalize and guide itself has been through Black and White collaboration.

Black Americans has found that with White America willfully, or unwillfully, has attempted to stereotype the Black cultural movement and produced a replica of himself. The concern expressed by Black or even the complete isolation has produced even another approach or approaches that of cultural isolation by Blacks and free unrestricted collaboration by Black with White. With the guarantee being the possession of control by Black communities of its cultural past, present and destiny.

Specifically, in the twin cities, Champaign and Urbana, the cultural movement of the Blackman nationally has not completely been felt. The community is in a state of limbo. There is not at this time strong enough discussion or programs within the Black community. This is not to say that the community has not attempted to find direction through various bazaars, musical platforms by Mr. Tony Zamora and other limited approaches have been utilized. The difficulty with the community past attempts has been with the assimilation with White America. If there has been success, it has been with Mr. Zamora and

his transition from contemporary American Jazz, to the emphasis of Black Jazz. Till yet, the approaches used by the community represent the old and institutional culturalization of man.

NORtheast Champaign suffers from a great many psychosocio economical problems. The direction of the Black movement in its cultural spectrum is the enhancement of self, educationally, politically, economically and humanistically, building upon the theme past, present and future.

Cultural programs are not to serve as historical and contemporary platform for the contribution of the Blackman to this society alone. But, a revolutionary mechanism to confront the existence of the Blackman in this society and world. Whereby individuals of Northeast Champaign are aware of its cultural heritage. That also to a large degree it is unobtainable in a limited span of time due to the lack of specific experties.

Collaboration is viewed by the community as obtaining these experties. Yet, controlling its creation and implementation of programs.

WHAT DOES THE BLACK COMMUNITY VIEW AS A CULTURAL THEATER?

To wit purpose is to produce and present to the Black community locally and nationally, the Blackman views in a limited geographical configuration or internationally.

NOTE: Keep in mind cultural meaning - the collection of education, political and economical, historical, present, future education.

The theme of the theater would be education at the sake of entertainment, not entertainment at the sake of education. Theatrically involving a community through the practical and the impractical realities of social America. Dwelling upon the specific as well as the generalities of the Blackmans existence and his association to America and her societies. With the structure and its stage production being as unprohibited as the authors of the theater might provide.

The theater would use some contemporary theatrical form, but not the theme. This is to say that the theater would decentralize control and denial of communities involvement. By spinning involvement

of the theater to its audience - the community. As a media for desterilization and de-exploitation and prepetuation of the American system.

TYPE OF PRODUCTION

The basis of production would be the staging of what seem to be uncontrollable theatrical situation. Which seem to possess no direction, yet create a union between actor and audience. And subsequently the work become reality, not merely a panorama of representative forms.

The theater would perform a variety of works; those that are the illusion and attempt only entertainment, and those which have been used consistedly to stereotype America. Keep in mind, cultural meaning political, educational and economical realities of America.

Other production would simply be platform for confrontation, using local, state and national speakers. The stage would provide a musical platform in the same manner as that of cultural speakers, as well as accompanying theatrical production.

ADAPTION FOR PRODUCTION WORK

The production of the theater would be found in the community itself. Drawing upon individual ability, as well as creating group situation for the creation of plays. The theater would also utilize and perform wide variety of Black authors.

The querilla approach would represent the small political one and two act plays. The workshop approach, by providing a shop for theatrical involvement and expression of ideas and the contemporary stage approach.

Belief that such a project has a good chance for success is based on some tangible evidence. John Lee Johnson of the Community Service Program and Shirley Zervoulis, Director of the Economic Opportunity Council, Neighborhood Center, expressed great interest in such a project. Some months past, Mr. Johnson had begun a similar undertaking but discovered that his funds, donated by interested persons, proved insufficient to renovate and restore the only structure obtainable for his theatre. He would like to continue his activities if a suitable place were available.

Mrs. Zervoulis also had been considering some kind of theatrical program in connection with the Center, but had not yet formulated her plans. She would strongly support a project begun by the University of Illinois.

In the St. Mary's complex of buildings -- at Park and Sixth Streets in Champaign -- under her charge, there is a gymnasium available for classes and rehearsals of the Studio Workshop and a small auditorium for rental for the performance of plays. For the rental fee, the Neighborhood Center could and would provide janitor service, folding chairs for audiences, its lists of individuals and groups of the culturally underprivileged community as possible participants and audience, its clerical staff for occasional help, and access to such of its groups as the Neighborhood Youth Corporation to disseminate information throughout the area.

Members of the staff of the Department of Theatre and interested graduate students will donate their services to the studio in the teaching and in the supervision of the productions as wanted or needed.

CREATIVE DRAMATICS WORKSHOP

I. Objective:

To introduce the culturally deprived and disadvantaged school child to creative dramatics.

II. Definition and Purpose of Creative Dramatics:

A. Creative Dramatics is informal drama planned by the players themselves (under the careful guidance of the teacher) and played spontaneously with improvised dialogue which is never twice the same. The cast is changed each time a part of a scene is played, and the teacher-guided student evaluations after each playing are essential to the development of the individuals as well as the dramatization.

B. The Purpose of creative dramatics:

1. Creative dramatics is not the training of actors, not the production of plays for audiences, and not primarily the development of appreciation of/for a great art.
2. Creative dramatics has as its objectives:
 - a. To give each child an avenue of active self-expression.
 - b. To guide the child's creative imagination.
 - c. To provide a controlled emotional outlet.
 - d. To help the child in building fine attitudes and appreciations.
 - e. To give the child opportunities to grow in social cooperation (independence of the individual within the social group).

3. Tangible results of the summer 1968 Task Force-D.U.E. exploratory program include:

- a. A measurable "improvement" in the community's spirit and morale.
- b. Marked improvement in race relations between the University and the black community.
- c. Increased musical and artistic knowledge and skill for approximately 250 black children, teenagers and young adults in the areas of singing, playing, performing and creating.
- d. Reportedly an effective emotional outlet for tensions growing out of long standing community problems involving inequalities.

III. Procedures:

- A. This project will be initiated by characterization through pantomime.
- B. Improvisations adding dialogue using two or more characters.
- C. Dramatization of simple stories.

IV. Implementation of the Project for a Semester:

- A. Children in the Project:
 - 1. Children will be divided into two groups: 1st - 3rd grade and 4th - 6th grade.
 - 2. Washington School may be a possible location to avoid bussing problems.
- B. Personnel:
 - 1. One graduate assistant employed at one-quarter time.
 - 2. Two undergraduate aids.
- C. Time during which classes could be held (either 1 or 2):
 - 1. 3:30 - 5:00 Mondays, Wednesdays, and Fridays.
 - 2. 3:30 - 5:00 Tuesdays, Thursdays; 10:00 - 11:30 Saturdays.
- D. A demonstration of the procedures and a final dramatization of a story will be held for interested observers at the end of the semester's work.
- E. Supervision will be provided by the Department of Theatre.

Findings
Conclusions

1. The summer 1968 Task Force program was successful primarily because the instructional objectives, teaching and administration was shared and managed by the black community. Seemingly, this type of arrangement is imperative if lasting and meaningful results are to be achieved. (Otto Kerner, in his report of the National Advisory Commission on Civil Disorders emphasized this point as being most significant for the ghetto blacks,

in that 'doing for themselves' is an opportunity rarely provided in the past 300 years.) In a recent survey of the North End Community, Champaign-Urbana, (Sept. 1968), conducted by Robert Johnson, Princeton University, he stressed repeatedly the need for members of the community to be involved at the grass root level in planning and development of programming. "It is then that they will feel the program and activity is truly theirs, rather than something the white establishment has created for them."

2. Possibly most important is that an attitude of trust, understanding, and respect was established, even if only tentative. The university personnel involved, both faculty and students, began to feel comfortable and confident in discussing and sharing cultures. Performances by members of the exploratory program were presented in the Illini Union which attracted both blacks and whites. In every instance, the attitudes were positive.

Perhaps by sharing the best of one's culture we can come closer to bridging the existing gap between blacks and whites.

to borrow a civil rights phrase:

IF NOT NOW,
WHEN?

Besides the rental, the project involves other expenses. Although the little auditorium is in excellent condition, its lighting facilities are inadequate. The Department suggests the purchase of portable lighting equipment and the installation of cables to service the equipment. It also suggests the hiring of a black graduate assistant on one-quarter time to act as co-ordinator and the payment of salary to a black undergraduate as liaison between the Studio Workshop and the University Theatre. There would also be expenses connected with the production of plays. ~~These in aggregate are as follows: for ten months,~~

B. STATEMENT OF THE PROBLEM AND COMMUNITY SERVICE PROGRAM

1. This project is designed to develop centers for the fine arts physically located in disadvantaged communities and to develop programs that attract black members of the communities. The fine arts will be used as a vehicle for communication between the races. The subject project is an expansion and extension of the short-term program during the summer of 1968.
1. (a) All classes would be held in the northeast neighborhood of Champaign or the northwest neighborhood of Urbana where most of the blacks reside. The program would include classes in instrumental and choral music and the visual arts. Dance, theatre and creative dramatics are to be included in subsequent years as the programs become operational.

Later in the proposal, plans will be described for establishing centers for the fine arts in other communities in Illinois. This will be accomplished through utilizing the professional competencies of personnel in the University of Illinois, Division of University Extension, the public schools and the talents of black and white adults.

1. (b) Classes would be conducted for youth and young adults. Class meetings would be scheduled for late afternoon and evenings on days when school is in session. When school is not in session, scheduling of classes would be considered for morning and afternoon on weekdays and Saturdays.

*Plan
End*

Studio Workshop

Rental for the use of the gymnasium and auditorium -----	\$1,000
Lighting equipment and installation of cables -----	1,000
Costumes, properties, scenery, make-up ---	1,000
Royalties on plays; costs of scripts ----	1,000
Graduate assistant 1/4 time, or the equivalent -----	1,250
Wages for undergraduate -----	500
<i>Wages for teacher in Black Community</i>	<i>1,500</i>
Office, clerical and transportation expense (for materials for scenery, lights, etc.)	500
Library of black plays (to be housed in the Center) -----	250
Total:	\$6,500
	<i>8,000</i>

Creative Dramatic Workshop

\$ 9,925-

Music: Both class and private lessons would be taught including piano, wind and percussion instruments, guitar and voice. As the students advance in performance ability, band and choir organizations will be developed and will replace some of the classes. Solo and ensemble work will continue to meet individual needs.

Visual Arts: The visual arts program would give the youth and young adults another medium of expression. The program would include experimentation with materials, arts in daily life and tools and techniques.

Theatre: A Studio Workshop would be designed to introduce the art and technique of writing, producing and presenting plays ranging from formally written scripts to informal improvisations emphasizing audience participation. Through this introduction, the disadvantaged youth can become aware of his own creative talent. In the Studio Workshop, informal groups will study how to write, direct, mount and act in plays. These students will then become the directors, actors and technicians who will present the plays to the community.

A Creative Dramatics Workshop, designed for grade school children, would attempt to give younger children an avenue of active self-expression. Unlike the Studio Workshop, creative dramatics is not concerned with the training of actors or the production of plays for audiences, instead, centers on informal drama, planned by the players themselves and performed spontaneously with improvised dialogue. Pantomime is also an important characteristic of creative dramatics.

Dance: Activities would include creative dance, basic fundamentals in rhythm, style and choreography. There would be an emphasis on Afro-American dance and basic American dance styles.

Creative writing will be assessed by the director and steering committee as another facet to examine for youth participation.

As the participants reach levels of expression that can be shared, exhibitions and performance activities will be scheduled. The sharing will be with their neighborhood and the populace of the city in which they reside. When the time is reached to export the program to other cities, the exhibitions and performances will be transported there to demonstrate and initiate new programs for cultural development.

1. (c) In planning cultural, recreational and intellectual activities for the black community, it is imperative that community leaders become involved in the basic planning and developmental aspects of the program. The University must trust the members of the black community. Cooperative efforts that will characterize the program will build trust in the University faculty and administrators who contribute time and effort, beyond the call of duty, to help plan, structure, supervise, advise and then become actively involved in the operation of this project.

The total community, through its leaders, must assume responsibility for the continuation of the center, because a void has existed in the lives of the members of the blacks for

Mr. Willie Summerville, teacher, Champaign

Rev. James Offutt, Opportunities Industrialization Center

Mr. Charles Johnson, Opportunities Industrialization Center

2. This proposal is directed to youth opportunity planning and development. Certain neighborhood schools have large percentages of Negro youth in attendance because of the housing patterns that exist in a community. In Urbana and Champaign, the Boards of Education closed two such schools and the students are transported to predominately white schools. This improves ratios within attendance centers; however, after school programs have not been able to serve the youth as the students must board buses to be taken home. Many of these children attend schools one to two and one-half miles distant from their homes.

Youth who came from homes that suffer economic and cultural deprivation are not able to compete with their classmates in the arts. Parental lack of experience in the arts produces little encouragement for the youth. The expenses of lessons and/or instruments are beyond the means of a meager family budget.

Centers will be established in the neighborhoods and will be staffed to conduct programs during the out-of-school hours. The following fine arts areas will be initiated at the centers and carried through subsequent years of this project:

FY 1969 Instrumental Music
Choral Music
Visual Arts

lack of equal opportunities for cultural growth. This program will demonstrate to the black community that the University of Illinois has a continuing interest in the community and in the personal development of individuals.

The summer 1968 task force program was successful primarily because the instructional objectives, teaching and administration were shared and managed by the black community. This type of arrangement is imperative if lasting and meaningful results are to be achieved.

Advice and consultation was sought and received from several colleges and departments of the University of Illinois:

Mr. Bruce Foote, Professor of Music

Mr. James R. Shipley, Head of the Department of Art

Dr. Mary H. Arbenz, Associate Professor of Theatre

Miss Janice L. Stockman, Assistant Professor, Physical Education for Women--Dance

Dr. Colleen J. Kirk, Professor of Secondary and Continuing Education and Music, College of Education

Mr. Richard J. Colwell, Associate Professor of Secondary and Continuing Education and Music, College of Education

Dr. Walter Moore, Coordinator of the Washington School Curriculum Project.

The superintendents and directors of music for the two local school districts have been consulted regarding this project. They have pledged their cooperation.

Members of the black community who have participated actively in planning, as members of the Steering Committee, are as follows:

Mr. Vernon Barkstall, Urban League

Mr. Paul Hursey, Chancellor's Task Force

Mr. Lonnie Clark, SOUL

FY 1970 Theatre--
A Studio Workshop
A Creative Dramatics Workshop

FY 1971 Dance

Human relations planning and development, in the state plan, will be served as the Steering Committee enters into establishing the centers for the fine arts. The principal project director will structure administratively so the blacks on the Steering Committee and in the community will be the ones to engage space and to employ personnel of competence. This active participation will require approaches to established community agencies for space and personnel. Emphasis will be placed on developing effective communication.

3. There are no relationships of this project to other federally financed programs in the state.
4. There is no cooperation with other institutions of higher education during FY 1969. We will seek such cooperation in FY 1970 and FY 1971 as these fine arts activities are exported to other communities in an effort to establish additional cultural centers.
5. The single most innovative feature, which characterizes this project, is a method of curriculum organization and curriculum administration in the arts, and is designed to develop Negro leadership and cultural communication, both individual and communal.

Another innovation is the unique potential or the cross fertilization of white and black cultural experiences for the study,

performance and appreciation of the music of all races, black, yellow and white.

Another innovation in music training is the employment and utilization of highly sophisticated electronic laboratories. One is to be used in teaching (the maximum of 25 students at one time) the cultural aspects of music for the guitar. The other is to be used in teaching (a maximum of 10 students at one time) on piano.

In the visual arts, several innovative qualities will characterize the cultural development:

Preserve the creative approach.

Build self-confidence through the recognition of individual abilities within the person.

Give initial introduction to art through experience.

Improve their own conditions of everyday living through art by helping children become consciously aware of human values using cultural heritage to nourish a sensitivity to these human values and creating a permissive atmosphere in which individual uniqueness and diversity contribute to the imagination of the entire group.

Relate technical form to the expression of ideas and feelings through an honesty of expression, interpretation of instruction, a measurable degree of progress, experimentation and inventiveness and an increase in appreciation. The participants will progress through an orientation when they are brought around to working with all kinds of material in applying it to their own cultural background, to learning not only articulation of material but also something about their own culture and heritage and, lastly, into an enriched experience.

As the innovative aspects of the foregoing programs achieve cultural development, the black culture will be introduced into the white culture. The vehicle will be exhibitions of visual arts and presentations of the performing arts for public consumption and participation.

The expansibility and transferability will be accomplished using the personnel and mechanisms of the Division of University Extension in meeting the public service responsibilities of the University of Illinois. In their daily tasks, personnel relate to other educational units and cities in the state. The field representatives are on the front line. Specifically, the following timetable will be a guide for planning to help other cities in cultural development through establishing centers:

	<u>Art</u>	<u>Music</u>
Rockford	FY 1970	FY 1971
East St. Louis	FY 1970	FY 1971
Peoria	FY 1971	
Rock Island-Moline	FY 1971	
Decatur	FY 1971	

6. The anticipated impact of this program in producing community change is more than mere conjecture. The impact described here is drawn from the experiences of the past summer.

Parents will become more interested and enthusiastic about the activities of their offspring.

Youth become identified with the program and show greater care for supplies and buildings.

Youth become involved in an activity that is educationally sound.

Self-respect will be developed resulting in improved personal relationships.

Individuals come to respect the work and performance of others.

Participants will work with black and white leaders and will come to respect and follow their guidance.

7. Long-range planning is evidenced in the descriptions above.

Federal funding is sought for three years. With the phasing

into other cities through the staff of the Division of University Extension, community resources will be explored to maintain centers for cultural development.

8. Evaluations will be made in several ways and for assessing several outcomes. Individuals who will participate in the evaluations will be the participants, the Steering Committee, black and white adults, a jury to review and assess, instructors and leaders.

(a) Early in this project it was stated that the fine arts would be used as the vehicle for communication between the races;

therefore, what is the evidence that communication was improved?

(b) What time investment was made by the participants--consistent application?

(c) What levels of performance in the arts were achieved by each individual?

Through the increased study and performance of music (especially the Afro-American styles), students would develop and display skills of:

1. Listening (identification, recognition, concentration, familiarization)
2. Singing (ear training, expression, satisfaction)
3. Playing ("makes" music, experiments)
4. Interprets (understand symbols, responds to musical notation).

They would improve in understandings of:

1. Design in music (structure, rhythm, harmony, form, composition)
2. Relation of music to man's historical development (white and black heritage, social and political development)

CHAMPAIGN-URBANA
RECREATION COUNCIL

3. Relation between music and other human endeavor (literature, history, math, design)
 4. Place of music in contemporary society (function of music in community, opportunities through music).
- (d) What kinds of racial problems confronted the community during the term of the project?
- (e) How many participants entered and remained in established fine arts groups in the public schools and the community? Which groups? What levels?
- (f) What behavioral and attitude changes were perceived by parents, school personnel and civic agencies?
- Attitudes (personal and collective)
1. A means of self-expression (desire for beauty, feelings, renewal of mind and body, pleasure, inspiration)
 2. Desire for continuing musical experience (concerts, radio, television and records, reading, cinema)
 3. Musical discrimination (sensitive choices, evaluation, judgment, sheds naivety)
 4. Cooperation (with other ensemble students, teachers, directors, community)
 5. Respect (for fellow students, school, property, events, order, discipline)
 6. Happiness, contentment and pride (in fellow students, activities, experiences, accomplishment of goals, community progress)
 7. Improved self-concept.
- The instrument to assess the above will be normative surveys.
- Personal interviews will provide additional data.
- The Office of Instructional Resources, University of Illinois, a non-participating agency, will be called upon to assist in the evaluation of this project.

	<u>Home</u>	<u>Office</u>
ADLER MENTAL HEALTH CLINIC Mrs. Eva Njoku 1112 South 2nd, Champaign	356-7053	333-6412
ASSOCIATION FOR CRIPPLED CHILDREN, UNITED CEREBRAL PALSY OF CHAMPAIGN COUNTY Arthur Lerner 78 E. University, Champaign .202 Foothill, Champaign	352-3337	356-8381
BOY SCOUTS OF AMERICA Bill Jackson, Camp Director 37 Main Street, Champaign		356-7291
CHAMPAIGN COUNTY HOME ECONOMICS EXTENSION SERVICE M. Gallahue 8 Federal Building, Champaign 509 West Main, Urbana	367-2044	352-4737
CHAMPAIGN PARK DISTRICT Robert Abbuehl 105 West John, Champaign 1301 Holiday Park, Champaign	356-8346	352-0071
CHAMPAIGN-URBANA JAYCEES Gary Garlish 312 North Walnut, Champaign 1515 West Kirby, Champaign	352-8496	352-6501
COMMUNITY SERVICES John Lee Johnson 204 East Washington, Champaign		359-3441
DEAN OF STUDENTS, UNIVERSITY OF ILLINOIS Stanton Millet 310 Student Services Building 610 East John Street, Champaign		333-1300
GIRL SCOUT COUNCIL (GREEN MEADOW COUNCIL) Don Long 512 West Church, Champaign		352-5197

	<u>Home</u>	<u>Office</u>
UNIVERSITY OF ILLINOIS COMMITTEE ON HUMAN RELATIONS Roy Keller, Associate Professor Men's Physical Education 110 Huff Gym 2107 Mills Drive, Urbana	367-0998	333-3268
UNIVERSITY OF ILLINOIS PROVOST'S OFFICE Joseph H. Smith 251 Illini Tower 1102 West Devonshire, Champaign	352-5702	333-6815
UNIVERSITY OF ILLINOIS RECREATION AND MUNICIPAL PARK ADMINISTRATION Joseph Bannon, Chief Field Service 1203 West Oregon 515 South Ridgeway, Champaign	359-3769	333-1567
UNIVERSITY OF ILLINOIS YMCA Harold Rinehart 1001 South Wright, Champaign		344-1351
UNIVERSITY OF ILLINOIS YWCA Miss Nancy Simons 801 South Wright, Champaign		344-0721
URBAN LEAGUE Charles Johnson, Associate Director 29 1/2 Main Street, Champaign		356-1364
VOLUNTEER BUREAU Mrs. Charles Bazzell 303 South Wright, Champaign		352-0708
VOLUNTEER ILLINI PROJECTS Kenny Allen, President 290 Illini Union 1754 Valley Road, Champaign	356-2673	333-6299
WESLEY METHODIST CHURCH Mrs. Don Franks 309 Fairview, Champaign	352-8376	

	<u>Home</u>	<u>Office</u>
ILLINOIS DEPARTMENT OF CHILDREN AND FAMILY SERVICES, CHAMPAIGN DISTRICT OFFICE Francis Golding 44 Main Street, Champaign 505 Edgebrook, Champaign	356-9669	356-2583
MCKINLEY YMCA W. Frank Burns, Executive Director 505 West Church, Champaign 1900 Cypress Drive, Champaign	356-1603	356-2597
MCKINLEY YMCA AND CHAMPAIGN-URBANA BOYS CLUB Paul Davis 509 South Neil, Champaign 44 Maple Court, Champaign	822-5676	356-8333
OPPORTUNITY INDUSTRIALIZATION CENTER Reverend James Offutt 96 East Grove, Champaign		352-7154
PARKLAND COLLEGE Joe Abbey, Director Physical Education and Recreation 723 South Mattis, Champaign	359-2673	352-0061
SALVATION ARMY Brigadire William Kile 511 North Neil, Champaign		352-2165
UNIT IV SCHOOLS Bert Seamen, Director of Athletics, Health and Physical Education Elementary Education Office, Country Fair, Champaign 806 South New, Champaign		337-3806
UNIT 16 SCHOOLS Eugene Armer, Coordinator of Athletics, Health Safety and Physical Education 1002 South Race, Urbana 210 West Oregon, Urbana	367-5906	367-8041
R. H. Braun, Superintendent 1002 South Race, Urbana 03 South Grove, Urbana	367-1798	367-8041

The accompanying proposal is for the support of a program of research, building, instruction, equipment, summer institute, academic-year institute, overseas service⁴, or other entitled¹ Title I A CULTURAL DEVELOPMENT PROGRAM
IN THE ARTS FOR YOUTH. This proposal is a new project, a renewal, a continuation, a revised proposal and/or budget. For renewal or continuation proposals please give previous grant number _____.

Initiated by John A. O'Connor of the department of Division of University Extension for submission to Board of Higher Education
for direct costs in the amount of \$ 50,263
plus indirect costs of \$ 6,048
total amount requested \$ 56,311

The program, to start on 7-1-69 and terminate on 6-30-70, will will not require an allocation of University funds (in the amount of \$ 5,352). The need for these additional funds is explained on the attachment. Any other items listed in the proposal as University contributions are available from the sponsoring department's own resources for the period indicated.

Acceptance of the proposal will will not require that additional space be made available to the department or that existing space be renovated. Arrangements to meet this need have been made and are described on the attachment.

This proposal will require approximately 0 hours of computer time at the Digital Computer Laboratory; number of hours provided for in proposed budget _____.

The sums listed in the budget for consumable supplies, equipment, travel, personnel, and for a special purposes appear to be adequate.

It is understood that if a grant or contract results from this application, the principal investigator will perform the administrative duties normally associated with the project.

11-15-68 John A. O'Connor
Date Principal Investigator or Initiator of Proposal
11-15-68 Thomas J. Wisniewski
Date Executive Officer of Department
Approved by² Stanley C. Robinson Dean or Director, College of Division of University Extension
Associate Dean of the Graduate College and Secretary of the University Research Board
Assistant Bursar
Vice Chancellor for Academic Affairs (when required³)

Leave Blank
Date Received:
Application No.:
Date Acknowledged:

Leave Blank
Action:
Action date:
Grant No.

TITLE I PROJECT PROPOSAL

University of Illinois
Institution or branch campus
Urbana, Illinois
Address

PROJECT SUMMARY

A. Name or title of project (10 words or less):

A Cultural Development Program in the Arts for Youth

B. Summary of proposed project (200 words or less):

This program is designed to benefit the youth residing in black communities of urban areas. Adults residing in the community to be served will participate in planning a program of after school and evening participation in instrumental and choral music and the visual arts. A summer activity initiated this project and established some validity that supports the use of the fine arts as a vehicle for communication between the races.

C. Project Budget
Amount of Federal Funds Requested: \$ 34,465 2/3
FY 1969
Amount provided by Institutional Funds: 21,846 1/3
(Indicate Amounts by Fiscal Years)
(For the grant period shown in D) total: \$ 56,311

¹If the complete title requires more than 34 typewriter spaces, please also supply, in the top margin, an abbreviated title within that limit for use in machine tabulation.

²Proposals which will require facilities or staff of several colleges are to be approved by the dean of each college concerned.

³Required if proposal is for a summer or academic year institute or if acceptance of the grant or contract will require additional University funds, additional space as noted above, the construction of a building, or approval by the Illinois Board of Higher Education.

⁴All overseas service programs must be approved by the Director of International Programs.

D. Duration of the grant period (26 months or less):

From	July	1	1969
	Month	Day	Year
Through	June	30	1970
	Month	Day	Year

E. Type of proposal (Check one box only):

New project proposal

Continuation of grant # _____

F. Estimated duration of project after first grant period:

two years

G. Estimated total cost of project beyond first grant period:

\$161,752

H. Principal project officer:

Name: Mr. John A. O'Connor, Assistant Professor of Music
U. of I. Extension in Music

Mail Address: 608 S. Mathews
Urbana, Illinois 61801

Telephone: 217/333-1581

I. Financial Officer (fiscally responsible for applicant):

Name: Mr. W. M. Griffith
Title: Assistant Bursar
Mail address: 168 Administration Bldg., Urbana, Illinois 61801
Telephone: 217/333-2186

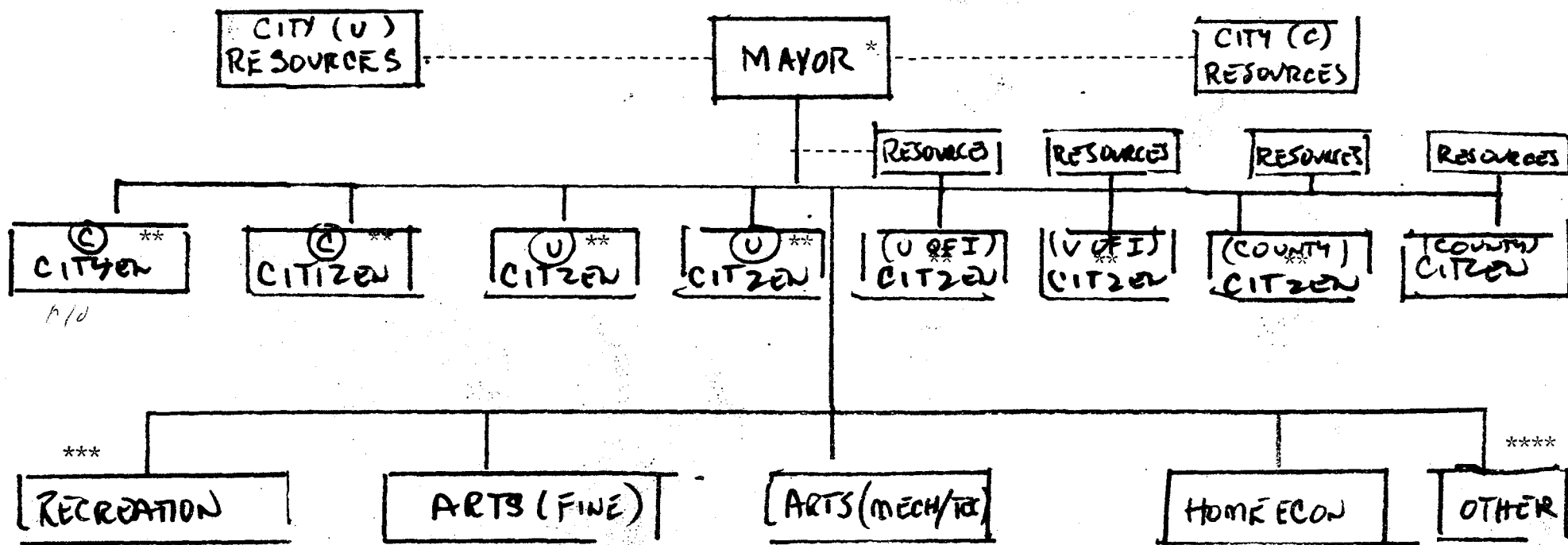
J. Designation of payee (legal name of applicant):

Board of Trustees, University of Illinois

K. Personal signatures:

(1) Principal project officer <u>John A. O'Connor</u>	<u>11-15-68</u>
(same as above)	Date
(2) Authorized officer <u>Dr. Eldon L. Johnson</u>	<u>11-15-68</u>
(same as in Part D of Application for Participation) Vice President	Date

(chart A)
PROPOSED ORGANIZATION CHART FOR JOINT UNIVERSITY OF ILLINOIS-CHAMPAIGN COUNTY
ACTION COUNCIL OR URBAN PROBLEMS



(*) Mayors of Urbana - Champaign rotate terms every year.

(**) 2 citizens from - Champaign, Urbana, University of Illinois and Champaign county
 Rotational every other year; or shorter period. Appointed

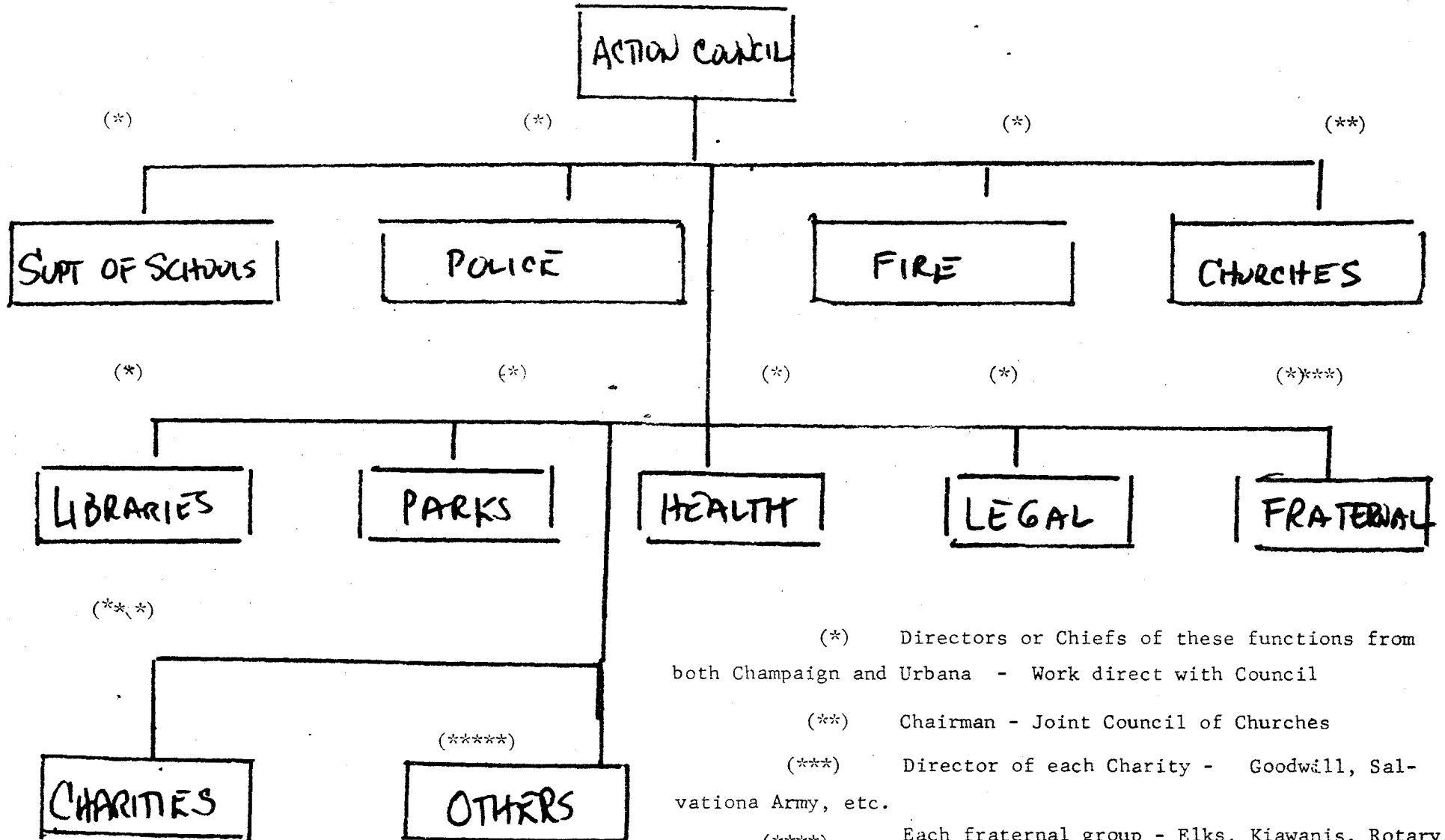
(***) Functional Managers - Appointed by Council

(****) Functions as are necessary.

Concept of Management: Chairman of Council, the Mayor
 Authority for direction of managers: the Council
 Managers responsible for functional programs
 Council members perform staff functions (i.e. finance,
 legal, etc.)
 Resources of county, university and C/U available to council

PROPOSED INTER-COMMUNITY
RESOURCE LIST

(University of Illinois resources on next chart)



(*)

(*)

(*)

(**)

(*)

(*)

(*)

(*)

(*)***

(***)

(*****)

(*) Directors or Chiefs of these functions from both Champaign and Urbana - Work direct with Council

(**) Chairman - Joint Council of Churches

(***) Director of each Charity - Goodwill, Salvationary Army, etc.

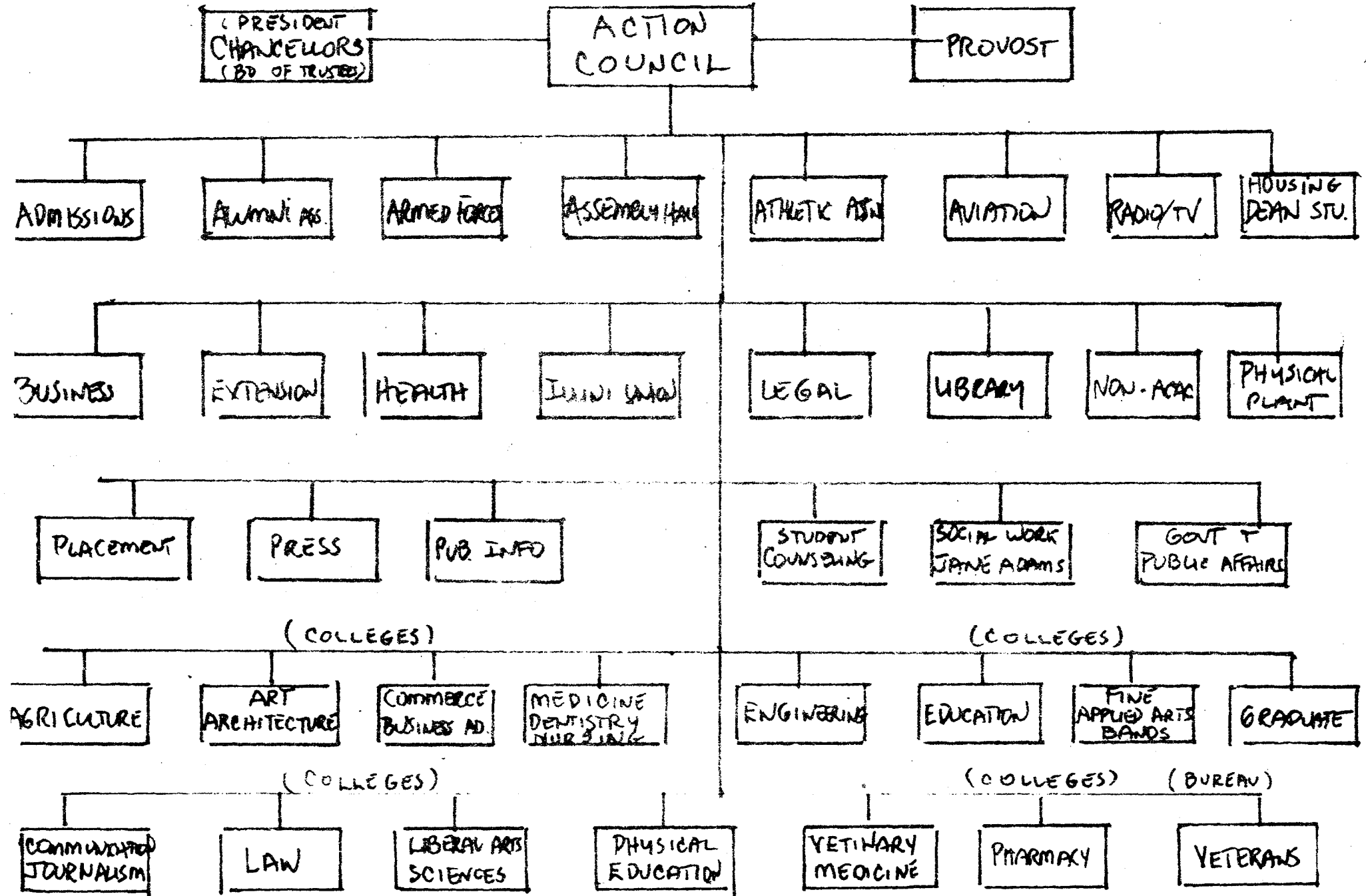
(****) Each fraternal group - Elks, Kiwanis, Rotary, etc.

(*****) Urbana League, etc.

J. C. ... etc.

PROPOSED UNIVERSITY (TO COMMUNITY) RESOURCE LIST

(All administrative heads, directors, and deans would be responsive to University-Community Council)



(Chart D)

SUGGESTED PROPOSED LIST OF ACTION PROGRAMS TO BE ADMINISTERED BY UNIVERSITY-COMMUNITY
URBAN PROBLEMS ACTION COUNCIL

(These suggestions are listed in random order without reference to proportions of involvement.)

1. Home Visitation - Campus Pals
2. Student Selection
3. Student Advisory Seminars
4. Experimental Urban Education
5. Project "Upward Bound"
6. Tutoring
7. Action (Education, Research
8. Youth Development & Teacher Ed
9. Law in American Society
10. NDEA Institute in Negro History
11. NDEA Speech Institute
12. Special Education
13. Project "Wingspread"
14. Neighborhood Youth Corps
15. Youth Development Institute
16. VISTA
17. Neighborhood Recruitment
18. Neighborhood Recreation
19. Police Community Workshop
20. Northside Safety Program
21. Career-O-Rama
22. Neighborhood-University Music
24. Center for Urban Studies

25. Areas to Explore; involvement in:

- Journalism
- * Music Education
- * Art Education
- * Theatre Arts
- Photographic Art
- * Festivals in Arts

Special Events
4th of July.

Computer Services
Recreation
Aviation
Armed Forces
Business
Health
Illini Union activities
Library
Counseling
Government
Agriculture
Vetinary Medicine
Medical Arts
Engineering
Architecture
Athletics
Radio/TV
Admissions
Extension Services

(*) Krannert Center of Performing Arts

CHART F

UNIVERSITY PROGRAMS IN MUSIC AND THE FINE ARTS

Arenas: Illini Union Building - Krannert Center - Assembly Hall - Smith Music Hall - Auditorium

COLLEGE OF FINE AND APPLIED ARTS

School of Music - Bands

1. Bands
 - a. Concert
 - b. Regimental
 - c. Jazz
 - d. Wind Ensemble
 - e. Training
 - f. Small Ensembles
2. Orchestras
 - a. Symphony
 - b. Chamber
 - c. String
 - d. Training
 - e. Small Ensembles
3. Choral
 - a. Concert
 - b. Glee Clubs
 - c. Oratorio
 - d. Opera
 - e. Operetta
4. Music Education
 - a. Community Training
 - b. In-Service Teacher Education
5. Musicology and History
 - a. Ethnic Music
 - b. Foreign Student Offerings

ILLINI UNION

- a. Musicals
- b. Foreign Student Music/Dance
- c. Arts Fairs
- d. Dancing
- * e. "Soul Ins"

EXTENSION IN MUSIC

- a. Illinois Summer Youth Music
- b. Drum and Bugle Corps (Youth)
- c. Community Chorus (Krannert)
- d. Common Orchestra (Krannert)
- e. Community Bands (Jazz/Concert) (Krannert)
- * f. "Soul Ins" (The Beginning of Wisdom)
- g. Broadcasts
- h. *Public Speaking - Fraternities*

RADIO/TV

- a. Broadcast Workshop
- b. TV Broadcast Workshop

THEATRE AND SPEECH

- a. Workshops in Drama
- b. Speech Education

4/4/68

JAO/mad

could justify not dealing with the experiences of Afro-Americans in their curriculum. By creating joint faculty appointments and maintaining courses in other departments, Smith argued, "the co-department has to incorporate African-Americanism...that has been my abiding concern." Offering an example related to his own department, the English Department, to support his argument, he stated, "Afro-American literature ought not to be in the Studies department but the English Department. The entire English Department has to make way, to make room, and to incorporate, to recognize, respect it..." Ultimately, the faculty who shared Smith's views won the battle. AASRP has a jointly-appointed cadre of faculty and a core curriculum supplemented by courses taught by faculty affiliates.

Chancellor's Minority Postdoctoral Fellowship

The Program The Chancellor's Minority Postdoctoral Fellowship Program at the University of Illinois at Urbana-Champaign assists underrepresented minority faculty members in developing their careers as scholars. For those members of underrepresented minorities committed to university teaching and research this fellowship program provides a stipend, close association with faculty at the university and assistance in furthering the fellow's development as a productive scholar.

Awards One Postdoctoral Fellowship will be available for 1996-97 that will allow the recipient a joint appointment with the Afro-American Studies and Research Program and a department of the candidate's discipline. Disciplines may vary but preference will be given to the humanities, as well as anthropology, sociology, psychology, and related areas. Fellows may not hold other fellowship awards at the same time that they are receiving minority postdoctoral fellowships on this campus. There are no formal service or teaching requirements but fellows are expected to contribute to the intellectual life of the University of Illinois. A fellow must be in residence full time at the Urbana campus. A fellowship appointment is made for one academic year with possible renewal for a second year. The academic year for fellows consists of nine months.

Eligibility An applicant must demonstrate promise for tenure-track appointments at colleges or universities, must be a U.S. citizen or permanent resident, and must have received a doctorate or appropriate terminal degree within the past four years, or have completed this requirement by June of the fellowship year.

Conditions Recipients of these fellowships must be in residence at the University of Illinois for the duration of the award period, and are expected to contribute to the intellectual life of the University. In pursuit of these goals, the fellows will receive the status of visiting scholars in the respective fields.

Stipend and Allowances The stipend for the nine-month academic year is \$25,000 to \$30,000 depending on the level of the fellow's experience. As much as \$1,500 is provided for transportation or relocation expenses. Additional support for health coverage, and additional support of as much as \$1,000 for research-related expenses are available.

Application No application form is required. Instead, an applicant is required to send, by the application deadline, a curriculum vitae; sample publications, a dissertation or dissertation chapters; a statement of proposed research; and a separate one-page statement of what is to be accomplished during the fellowship year. An applicant is also required to have three evaluators send letters of reference by the closing date for application. If there is currently someone on the faculty at the Urbana-Champaign campus with whom the applicant would like to work, the faculty member should be identified.

Evaluation and Selection An application is evaluated by the Afro-American Studies and Research Program faculty. Members representing the applicant's discipline may also review the scholarly records, letters of reference, and research proposals of the applicants.

The award is usually announced around the end of April. Closing date for application is March 15. Submit application and supporting materials to:

Valinda Littlefield
Afro-American Studies and Research Program
1201 West Nevada
Urbana, Illinois 61801
(217) 333-7781

Joseph Smith Remembers the Struggle in Establishing AASRP

By Rosalind Fielder

Throughout the 1994-95 school year, the Afro-American Studies and Research Program has been celebrating its Twenty-Fifth Anniversary. Such an historical milestone certainly warrants reflection and introspection. Through the years, there have been a host of faculty, faculty affiliates, instructors, graduate assistants, staff, and students who have been involved or associated with the Program. The cast of players is quite large. However, of the individuals who were at the University of Illinois at the Program's inception, and who were directly involved in the establishment and evolution of the unit,

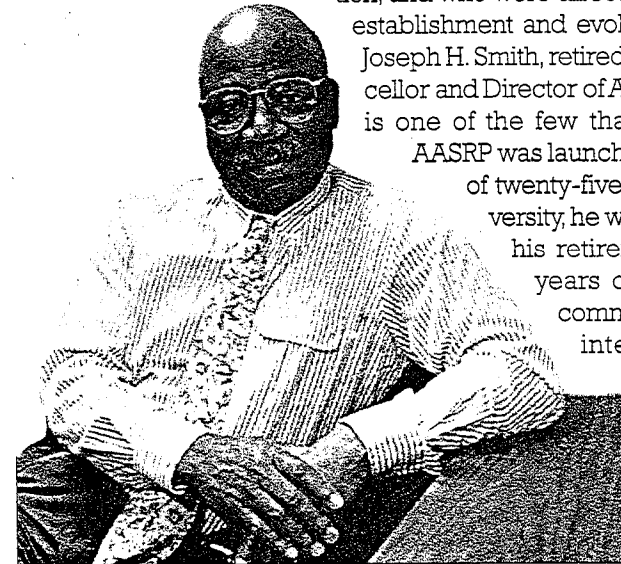


Photo by Delfina Colby (reproduced by permission of the Champaign-Urbana News-Gazette)

Joseph H. Smith, retired Associate Chancellor and Director of Affirmative Action, is one of the few that remain. While AASRP was launching a celebration of twenty-five years at the university, he was contemplating his retirement after thirty years of service to the community. During our interview with the

former Associate Chancellor, Smith reminisced at length about the socio-political and

academic climate in which the program was established and the first few years of its operation. Some of his reflections, insights, and viewpoints on the historical development of the Afro-American Studies and Research Program follow.

The Program was established at the height of the Black Power movement during a period in which "Black Studies" programs were emerging all over the country. Professor Smith indicated that the primary impetus for starting the program came from students. "As did almost everything in those days," he stated, AASRP began as one component of a three-pronged institutional response to political pressure from Black students and the Black community from the "North End." His description of those early years makes clear that the atmosphere in which the programs were established and operated

was tumultuous at times, hostile at others, and suggests that the internal affairs were often in a state of "disarray" within all three programs for some time before they took on their present organizational structure. Prof. Smith stated that, "the Cultural Program and the Studies Program were the ones that had the rockiest existence." Although each program—the Studies and Research Program, the Cultural Program, and a Campus Community Relations Program—had its own director, they were temporarily placed under the direction of the Faculty-Student Commission on Afro-American Life and Culture, appointed by the Chancellor. That body, which was similarly plagued by internal division, was disbanded shortly thereafter. The three units were then placed within the jurisdiction of the Vice Chancellor for Academic Affairs under the direction of the Afro-American Studies Commission.

Eventually, the Afro-American Studies Commission was dismantled and the programs were reassigned to permanent academic or administrative units. The Afro-American Studies and Research Program was placed with the College of Liberal Arts and Sciences. However, the organizational structure of the unit—department or area studies program—and the status of the faculty (as yet unidentified)—affiliate, joint-appointment, or regular appointment—were somewhat contentious issues. The administration's initial strategy was to derive the Afro-American Studies curriculum from courses listed in the university course catalog that were related to the African-American experience and to create a cadre of Afro-American Studies faculty by drawing together faculty from various departments whose research focused on this area of study. According to Prof. Smith, some of the resistance against forming an Afro-American Studies Department, particularly in this manner, came from the very faculty whose courses and research the administration had in mind. They were in favor of an interdisciplinary area studies program approach rather than a separate department. Moreover, they preferred to remain in the departments to which they had been originally appointed, and to be associated with the Afro-American Studies and Research Program as a faculty affiliate or joint appointment. This was partly due to concerns of Smith and other faculty regarding professional evaluations. They thought it would be in their best interest, in the long run, to be evaluated by peers in their chosen disciplines.

Smith also suggested that by incorporating all courses related to the African-American experience into one department, other departments

Agree to Culture Center

Clarence Shelley As Director

By ROGER SIMON

The Urbana-Champaign Senate Council concurred Monday with Chancellor J. W. Peltason that the University "should move as quickly as possible" to create a temporary Black Cultural Center and placed the center under the supervision of Clarence Shelley, director of special educational opportunities.

The Black Students Association (BSA) had demanded that the center be placed under BSA supervision.

Peltason said an existing structure would be used for the center.

The Council also moved to establish a committee on black student affairs, consisting of five white and five black faculty members, also a BSA demand. David Addison, a BSA spokesman, said earlier in the day, however, the committee would not be recognized until the rest of the BSA demands had been met.

Although Addison termed an afternoon meeting with Peltason "a total failure," Peltason said after council meeting, he had an-

swered each BSA question "as frankly and completely as possible."

"As long as the students are serious about their desires to work out problems, there is hope," he said. "Many of the black demands are things we've done or are about to do."

Peltason also added, however, "some of the demands I'm personally opposed to, as some of my colleagues are also."

Peltason said BSA "has been meticulous" in not being coercive, but "they are coming to the line."

The Chancellor said that although he would not attend large demonstrations on command he would meet a mass gathering of students if it were pre-arranged.

Negotiations Fail: Addison

By CARL SCHWARTZ
Daily Illini City Editor

Negotiations between members of the Black Student Association (BSA) and Chancellor J. W. Peltason ended in total failure late Monday afternoon, according to David Addison, a BSA spokesman.

In a press conference that followed the nearly two-hour conference between Peltason and the 10-member executive council of BSA, Addison, outgoing BSA president, labeled the meeting "a total failure" and said blacks left the session "in a state of rage."

Addison said his group had been "unable to negotiate even one demand" and that he, personally would "never meet again with anybody."

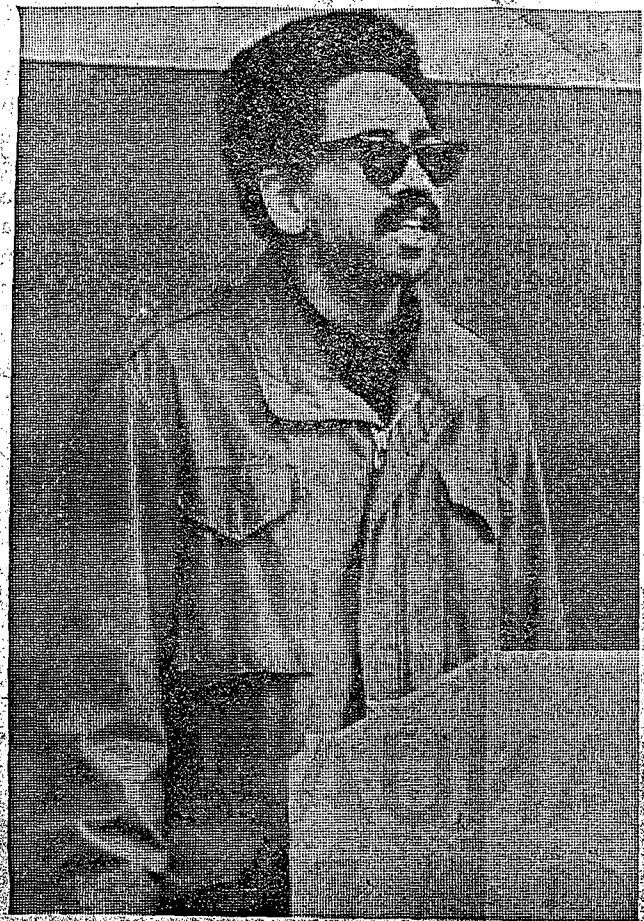
BSA's executive council met later Monday evening to discuss what response they should make to the impasse Addison said the group and the chancellor had reached.

John Lee Johnson, Champaign North End community organizer said the council had formulated no specific action for the evening. Steve Jackson, freshman in LAS said BSA would issue no statement before Tuesday.

Black students, however, demonstrated throughout University territories Monday night distributing leaflets announcing that since "the University refuses to agree to its blacks having a cultural center created by blacks," black students should come by the Tavern in the basement of the Illini Union which would be used as a "temporary cultural center."

During the press conference BSA also revealed it had upped to 41 the number of demands it was making of the University. Sixteen demands were issued Friday and an additional 19 Saturday. The new demands called for greater University involvement in the problems facing Champaign North End.

Addison also said black students had ended their occupation "of



PANTHER VISITORS

A group of Black Panthers, who visited the University of Illinois campus and the North End this weekend, reportedly left the area Saturday night to return to Chicago. The visit, which included a meeting Friday in the Natural History Building and a gathering Saturday at Douglass Center, was designed to recruit local members for the organization. Local persons contacted for details of the activities said they could not comment without violating Black Panther security of the confidence placed in them. Bobby Rush, top, deputy minister of defense for the party in Illinois, addressed the Friday meeting. Mrs. Dianne Dunn, right, told the group she could "whip any three honkies in the room."



Peltason Names Faculty-Student Commission on Afro Life, Culture

A faculty-student Commission on Afro-American Life and Culture was named Friday by Chancellor J. W. Peltason.

The commission is charged with identifying and defining the field of Afro-American studies and recommending what the University should do with regard to that field, according to Robert A. Eubanks, professor of civil engineering and chairman of the commission.

He said the commission will base its recommendations on existing Afro-American study and culture programs at other universities and the programs at this University.

"We might recommend that new courses be established or that present cultural programs be continued," Eubanks remarked. "We will act as a continuous coordinating body, an information center for Afro-American studies."

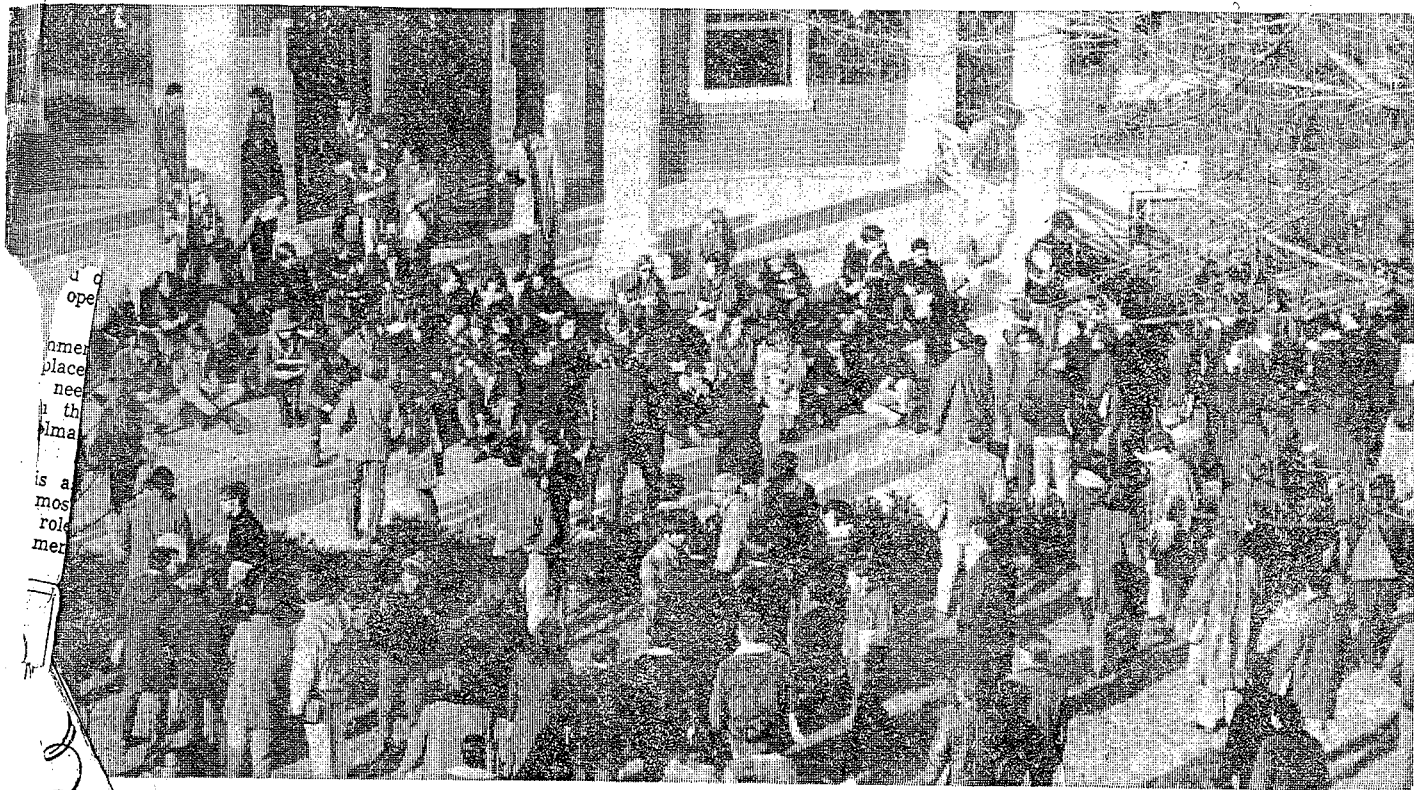
The study should be completed by May 1, Eubanks said, to correspond with a similar study being prepared by the Urbana-Champaign Senate Educational Policy Committee.

The Senate committee is expected to report "not later than the May meeting," Eubanks said. "We would hope to work closely with that committee, so we should have

recommendations ourselves before that committee makes its report.

He said he would call a meeting of his commission "very soon," because the commission members think it is a matter of "urgency," which must be handled with "scholarly devotion."

Named to the commission were Sonya M. Clay, professor at the Jane Addams Graduate School of Social Work; Vincent T. Cullers Jr., senior in LAS; Kenneth Kinamon, professor of English; Roy S. Malpass, professor of psychology; Walter E. Massey, professor of physics; Charles W. Quick, professor of law; Joe D. Toney, graduate student; and Doris L. Whatum, law student.



White Students Form Barrier Outside English Building as Blacks Occupy Chancellor's Office Within

(Photo By James Rutledge)

Quiet Sit-in Mood At UI Changes After Meeting on Demands

By Paula Peters

A peaceful occupation of the University of Illinois chancellor's office by some 200 black students Friday afternoon threatened to erupt into violence by night when communications between the students and U. of I. officials broke down.

The demonstration apparently began shortly after 2 p.m. as the students, armed with a list

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of 16 "Black Demands," entered Chancellor Jack W. Peltason's office and stayed. Peltason was home ill.

While the blacks were inside, a crowd made up mostly of whites gathered outside, with many of the latter seating themselves on the steps to the office entrance and declaring, "If the cops want the blacks, they'll have to get through us, first."

No police were visible during the afternoon, though, and by 5 p.m. the students cleaned up the office, picking up scraps of paper and emptying ashtrays, then announced that all present were to go to the U. of I. Law Building for a meeting on one of the demands.

It was here that the demonstration changed from a high-spirited one in which many participants sang and others exchanged friendly jibes with reporters into something far more serious.

The switch in buildings had been suggested so officials could consider one of the students' 16 demands, removal of all reprimands of record given black students for participation in the Sept. 9-10 incident in the Illini Union.

The students — possibly 250 strong — first waited downstairs, some seated in an auditorium and others watching the news in a nearby lounge.

Waiting Begins

They were soon told the "com-

as she sat on the floor, others sang along with the music broadcast over someone's portable radio and one man, clad in a fatigue jacket levis and the beret of the Black Panther party, walked slowly up and down the hall, cautioning everyone to stay close to the wall and "let some fresh air in" through the just-opened door at the hall's end.

About 7 p.m. the BSA executive committee returned to the discipline committee's meeting, then re-entered the hallway. Brief Announcement

No announcement of the committee's decision was necessary, but when it came it was brief: "We wasted our time. We knew it in the beginning."

Another meeting of the students, this one for 10 p.m. in the Illini Union's South Lounge, was announced, and someone called out, "Why don't we stay here?"

"We will," came the reply, "until these people (the discipline committee) come out."

Clapping followed, then a period of confusion as the students, obviously disappointed that they had failed in their first effort, seemed to be trying to decide what to do next.

One of the crowd, a law student who had spoken to those assembled in Peltason's office during the afternoon, took the bullhorn that had accompanied the protestors through both buildings and stated:

"This afternoon we tried the rational approach. We even cleaned up after we left. We gave the man time, and he'd already made up his mind."

Another added, "You've got to make up your minds you're ready. Everybody here should be ready to go down tonight."

The crowd dispersed slowly, with students promising to return to their dormitories and return to the Union with "reinforcements" and the handful of

the law building, a small window was broken. Objects were heard hitting the side of the building.

"These people," shouted one of them, "don't understand ordinary, plain english. There ain't no use rappin' to them anymore."

Blacks Walk Out Of Protest Meeting

Some 400 University of Illinois students gathered in the South Lounge of the Illini Union Friday night for a discussion of black grievances against the University.

Less than 30 minutes after the start of the meeting, however, the crowd's size was cut almost in half by the departure of all the blacks in the room.

They left when David Addison, a law student and former president of the Black Student's association, advised, "Black students on this campus will not be asked to a sacrifice or involve themselves in anything tonight. We want you all to return to your dorms."

Addison said the BSA executive committee, which met shortly before the mass meeting began, was aware that "anything blacks do here will affect blacks in the community."

"I'm going to remove myself," he said, "and I suggest all blacks here do the same, because there are police outside with trucks, dogs and guns." Only two university policemen were in sight in the vicinity of the Union.

Addison also announced the Faculty Senate Council is to meet with the BSA executive committee at 10 a.m. today to discuss demands made Friday by the black students.

At the time Addison called upon the blacks to leave the meeting, the students were discussing whether to appoint Victor Berkeley to serve as liaison between the black and the white groups.

College Plan for Negroes Passes Test

But 'Project 500'
at Illinois U.
Meets Obstacle

BY WILLIAM TROMBLEY
Times Staff Writer

The University of Illinois made a major effort to enroll a significant number of low-income, minority students this fall, with somewhat traumatic results.

Since most of the job of educating disadvantaged students must be done by state-financed universities, not by smaller private colleges and universities, there has been great interest in the University of Illinois' program and its problems.

Illinois is a massive, Big Ten campus of 32,000 students, located in Champaign-Urbana, central Illinois communities that are Southern enough in character to have retained segregated public facilities until the early 1950s.

Flunk-Out University

Few Negro students entered the University of Illinois in the past, and most who did flunked out. "We had a reputation as a flunk-out university for black students and it was deserved," said Chancellor Jack W. Peltason, who moved from vice chancellor for academic affairs at UC Irvine to the top job at Champaign-Urbana last year.

"When I got here it was clear we would have to do more than we were doing," Peltason, a political scientist, said in a recent interview.

He added several Negroes to his personal staff and set out to enlarge the university's modest effort to recruit "high-risk" students, those whose academic records, test scores and financial

the



Jack W. Peltason

COLLEGE

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All of Project 500 was done in a great rush. "We did many things we wouldn't do again," Peltason said, "but if we had tried to solve every problem before we brought these students down here it would have been 20 years before we did anything."

The most serious mistakes were made in financial aid, where, Admissions Director Warwick said, "there was some overselling and some misinformation got out."

This is stating the problem mildly, according to David Addison, a law student who is president of the Black Students Assn.

"It was a fiasco. The financial aid packages weren't adequate in a lot of cases. Students arrived here not knowing they had to take out \$1,000 loans. A lot of kids were walking around without enough money to eat."

'Sabotage' Charged

Addison also charged that the program was "sabotaged by second-echelon of administrators" who did not want "angry black hordes invading their white campus."

The accumulated grievances of the newly students cruited black students found a focus on the

whose academic records, test scores and financial resources seemed to make them unlikely candidates for higher education.

A faculty committee proposed that 200 "high-risk" students be admitted this fall, with modest increases in succeeding years. But after Dr. Martin Luther King was assassinated last spring, Peltason decided "we couldn't really wait" and announced a Special Educational Opportunities Program, aimed at bringing in at least 500 new black students. The program came to be known as "Project 500."

Thirty-two black students then on campus were hired as recruiters. They received brief training in admissions and financial aid procedures and then fanned out across the state in search of candidates. Most worked in Chicago, but some visited East St. Louis, Peoria and other Illinois cities with substantial Negro populations.

They had phenomenal success. "Those recruiters did a job none of us could have done," said Admissions Director Charles Warwick.

1,300 Applications

During the summer more than 1,300 applications were received and 700 students were admitted. In September, almost 600 showed up on campus and 565 finally registered for classes.

This increased total black enrollment to 800 or 900 and "carried us beyond tokenism," Peltason said.

The students are enrolled as regular undergraduates, but they carry somewhat lighter classloads than most other freshmen and also are provided with academic tutoring and personal counseling.

Some courses are designed especially for "Project 500" students, such as special sections of Freshman Rhetoric (English) but others are not.

The notion is that two years of special academic help will prepare the students for success on this highly competitive campus, where 30% of all students drop out before the end of the first year.

... on the evening of Sept. 9. They had spent a special preregistration week in the fanciest dormitories on campus and then most of them were told to move out to make way for other students, largely white, who had reserved these rooms for the regular school year.

Several girls refused to move and a protest meeting was called in the Illini Union, the huge student activities building that stands in the middle of the campus.

The details of what took place in the Illini Union that night are in dispute, but sometime between midnight and 3 a.m. students and a few Negroes from the community damaged about \$3,800 worth of property. Among other things, they slashed a portrait of University of Illinois President David D. Henry.

About 3 a.m. Peltason called about 70 campus and city police to clear out the union. The police arrested 244 persons, on a new state charge of "mob action." Included were 240 black students, or almost half of those who were newly arrived on campus.

Public Outcry

"We could hardly have gotten off to a worse start," said Peltason. Cries went up from newspapers, legislators and other segments of public opinion for Peltason to expel the 240 students, before classes even began. He refused.

Instead, the chancellor permitted the arrested students to register and begin their classwork, while disciplinary proceedings began to grind in a cumbersome fashion through the student-faculty committees which handle discipline at Illinois.

These proceedings, which have taken on the character of full court trials, are still going on, and civil charges are still pending.

Peltason takes a remarkably cheery view of the whole affair.

"We have made more progress with fewer difficulties than it would have been reasonable to expect in a program of this size," he said, characteristically peering out over the top of his glasses.

"If everybody goes out

COLLEGE

Continued from Third Page

for the 'super black,' like Harvard, then the problem isn't going to be solved. We're looking for the kid who, with two years of supportive help, can make it in the mainstream of this university . . . we're not a junior college, we're a university, but we can do a job with some of these kids and we should.

"I am convinced the program is solid and the students are making progress," he continued. "The time and effort we're spending is also making people sensitive to improving instruction in the whole university. Faculty members used to say, 'I'm a good teacher, but the students are too dumb.' They can't say that about these kids, or anyway they don't. They know they've got to find ways to teach them."

Faculty Support

Peltason's enthusiasm about the instructional improvements is shared by some faculty members who have been teaching the Project 500 black students.

Charles Sanders, associate professor of English and director of the Freshman Rhetoric program, said that by-and-large the students write quite well.

"From the viewpoint of the traditionalist their structures are irregular, but in general their writing is highly imaginative," Sanders said. "The sensory impressions are sharp and very clear, generally striking, generally devoid of triteness."

Robert Marks, a young psychology instructor, said he had "restructured" an introductory course to make it more appealing to black students.

Lectures on 'Soul'

He lectures on such topics as "Soul" and racial differences in intelligence.

"It's still the same basic material, but we do it in a way that is more relevant to them," Marks said. "In the Soul lecture we had a real wild discussion going. I asked if Bobby Kennedy had Soul. Some said he

had soul. Some said he did, some said he didn't. We passed the microphone up and down the aisle, and everybody took part. It was great!"

Marks thinks about one-third of the 175 Negro students taking his course "would be good college material anywhere. Another third shouldn't be here at all. The middle third are the ones we've got to find out about. Do special courses and a lot of individual attention really help? So far, they seem to."

First-semester examinations in mid-January doubtless will thin the ranks of the Project 500 students. But Marks, for one, is convinced that a large number will survive.

'Ask Good Questions'

"Anybody who has had these black kids is enthusiastic about them," he said. "They have raw intelligence, they ask good questions. They're a lot more fun than the apathetic, middle-class suburban kids who expect everything to be doled out and don't contribute anything to the class."

Illinois plans to expand the Special Educational Opportunities Program to 700 students next year and 800 the year after. But Chancellor Peltason admits this depends on the availability of money which in turn depends on the attitude of the Illinois Legislature.

The federal programs that have provided a financial base for the minority student recruiting that has gone on all over the country—educational opportunity grants, work-study funds, low-interest loans—all are being drastically cut and the states must pick up the deficit. Whether legislatures will be willing to do so in the face of student protests is questionable.

Peltason is optimistic. "The really hopeful thing is that there has been a kind of national breakthrough in this area," he said. "Universities are waking up to the need to educate larger numbers of low-income, minority kids."

There will be some good programs, some bad ones. Some will flounder, others won't. But the overall commitment has been made. The only question now is what are the re-

NATIONAL

Senate mulls Black English as teaching aid

By ROBERT KEARNS

WASHINGTON - The bitter debate over whether Ebonics, the speech of inner city blacks, is a language that should be used to teach urban black children reached the Senate Thursday.

Members of the Oakland, California, school system testified in defense of their decision last month to embrace Ebonics as a distinct language for teaching purposes, which one senator at an appropriations subcommittee hearing called an example of political correctness run amok.

The decision set off a firestorm that has kept radio talk show hosts fuming and editorial writers grappling with cliches to denounce it as nonsense.

Michael Lampkins, a 17-year-old Oakland student and member of the school board, told the panel "teachers must be trained to recognize the language patterns students bring into the classroom."

"While those language patterns are different than standard English, they are not deficient," he said.

But Sen. Lauch Faircloth of North Carolina said ebonics was just one more foolish plan by educators who should know better. "It's political correctness that has gone out of control," the Republican said.

Oakland School Superintendent Carolyn Gettridge defended Ebonics as a way to help black students achieve in school by speaking their language. She said she welcomed the attention the controversy has drawn to the problems of educating the urban poor but she told the panel that instead of debating Ebonics the government should address funding longer school years and days, expand pre-school programs for young children and provide money to train teachers better.

"The media focus on Ebonics diverts our attention from the more substantive concerns of English language development and the more fundamental issue of minority student achievement in urban school systems," she said.

A resolution has been introduced in the House to deny federal funds for Ebonics programs, which the Council of Great City Schools, a lobby group, says are also offered in several other school districts.

Sen. Arlen Specter, a Pennsylvania

Republican who chairs the subcommittee, was more open-minded. He recalled how he grew up in a Yiddish-speaking home, adding "and I have been trying to lose my Kansas accent all my life."

Some linguists trace the speech patterns of inner city Blacks to languages spoken in West Africa, others to English and Irish dialects and others to Caribbean or Creole dialects.

Linguists also differ on whether these patterns are a distinct language or merely a dialect. For example, some urban Blacks use the verb "to be" in a unique way, as in "I be gone," or say they want to "ax" a question rather than "ask."

University of Pennsylvania linguist William Labov told the panel this was an African American vernacular English.

"Many leaders of the African American community believe that there is no distinctive African American English and that dialect described by linguists is simply the same bad English spoken by uneducated people anywhere," Labov said. But he said he believed Ebonics deserved a fair trial as a teaching tool.

discovered that a certain way of behaving induces fear and they assume many of the trappings of badness, of the substance of badness. So what happened then, when the schism began around the seventies, when white students discovered it was too risky to mess with these black people, it wasn't worth the hassle, they're crazy, they'll hurt you, do bad things to you. We missed the chance to teach how to talk to each other, because the bad things set in _____. A young man chose to call a black woman a bad name, students came over their little phone call thing, they said they're going to burn it down, _____ burn it to the ground. We need to help our students interact, and what we have now is _____, and I'm trying to undo that, it's much harder... I'm hoping they would want to change , the campus, change the curriculum, change the way we teach, the way we test, because we're convinced there's no way these students could get through this system, unless the system changed and accommodated them. Well we got through it, but it didn't change the _____. In order to change anything we must accept the fact that it works its present form, I want you to accept that it works _____ changing. _____. You had a question? (Question asked). _____ We have nine, big black guys in Philadelphia. _____. He described this campus the way it is right now. (Clap, The End).

were very determined to succeed, they have a since of, they felt like they had to rub it together, they wanted to all be together... The first commencements, Yolanda Smith...had the audacity to go up with black and red, green flag, in the Assembly Hall..... They had a great affection upon, they loved this place of ours. Keep in mind that before 1968, most black persons who were on camera was probably trespassing, and there were so few blacks who were in school, and the tension between the black students and _____ one Saturday afternoon... and I don't think of everything purposeful, to correct, I believe its better now, but I think...we have not done anything, I don't think, any of my kids connected to. Students have drawn the line, and we have done nothing at all _____. We have more morals, students are going to church now. Overall we have done nothing.... (Question asked). The change doesn't...we don't change a conflict very well,...for so long, they used the north east part of champaign as a laboratory to research the _____ keep in mind, this community has very low recreational facilities for black people. So here you have this image of this place over here on University Av., all these gymnasiums, lecture halls, dance office, here you have kids, black students from Chicago and East St. Louis dancing in the Union, _____ that creates a lot of tension among... we have to decide how we negotiate, how we include kids from town, can we do that. Most of our students from the city, for some reason have _____ Chicago-base,...some how better. That's changing our hope. We were wishful one night the students were told that, people have _____ their guns, preparing to shoot every black student who _____. So we had to come our staff on the train station, hanging around for the train to come in, what am I doing down here, if it's true, if it's a rumor, I'm wasting my time, if it's a fact, I'm at risk. Makes no sense, so I left. The other issue of course has to do with gangs, there weren't that many war gangs in those days, What we have now, they were kind of rowdy, but they weren't black folks. And our students were often afraid to go to _____. Our students

was carrying his child, came down _____, we didn't know this then, the BSA _____, I learned that later on. What we learned though, is when we talk to these students about their experiences then, They described to us, a higher level of satisfaction, very experienced, I'm not sure why that is. They seem to recall much more affection and bondness, and enthusiasm, all _____ that's terrible. They seem to have forgotten or acknowledged. I'm not quite sure how that works, but their affection for this place is profound. They vagrantly _____ have a good time here. In those days there were six organizations, then our 46. And I think they have affected them the way our kids see each other. They were not very competitive or versatile. One hall had a basketball game, everybody showed up. If one group had activity, we all went and showed up. The idea that we need, all we have is each other. We must now take care of each other. Our students today seem to be very disconnected, very passionate for one another, very competitive also. Any questions about any of this stuff. (question asked). Also they were arrested that morning, I called the meeting of the Black faculty. I had a proposal, I said, 'My name is Shelley, and I was told by the kids in jail...' 'What kids in jail?' 'The black students.' 'What black students?' 'There's only 24, roughly..' 'Where you calling from?' 'I'll tell you later.' 'Right now...' I would like for you guys, each of you, to give me your _____, hand it over. The trial comes and goes and you _____. I was told to... I did talk to Willie _____, who convened the black minister right now, the church _____, and that was like the Christian church I've ever seen _____. The church is very _____. (question asked). That was in the...over the years...we have not...more and more of our students when they graduate stay, also we've got some, a lot more contemporary thinking, _____ feel that they live here. (Question asked). Now students today think they always, the arrest... We also had a problem with our students who were unwilling to challenge the European or accused, _____. They seemed very reluctant to... They

some all became so much closer than kids are today at the U of I. They were passionate about taking care of each other. These deans held out to them, they were so close to each other, very, very close. Now the community relations in those times were problematic. We had more students here from Philadelphia, than we had from Champaign. We had more kids in class from Mississippi, than half from champaign. We had some student from ___ County, very few from ___, how many...and there was at that time a very active, ___group, who was called, what was there name again _____. They were angry because for year and years the campus ignored the community, bringing all these people from New York, taking care of them, and was doing nothing for me, ___government property. We had tension because there were more black folks around here to harass, more cases of harassment. We were arrested for all kinds of things. A lot of these students who came with a very different lifestyle, quite different way of ___ I recall being called to the business office, couple of black students, with dark glasses ___ and I was told to come get them. The NFC and Black_____, the merchants, service people, clerks, secretaries, they kept appearing as if by magic and it's a bit hard time making me stand up on a stand, its O.K., just a black person, it's O.K. They kept asking me what do you do, what do you say, they want to know what _____. One year the students demanding soul food at the...sit in. It was so bad, they would demonstrate about anything, they could have a phone tree, they could have you and the students get in your face in fifteen minutes. It's amazing, somebody got.....(laughs), the Chancellor's office. (question asked). We also had a lot of activity from Chicago, from the Black Panther chapter. One of the first schools to be an active _____ into our community, we had some students who went to Canada, the state____to buy some pistons, to buy some guns. Before we go into Chicago to get _____. You remembered Fred--Mark_____. These two also were killed in Chicago. One of my students of whom that got shot, in fact his navy, woman who

God laugh," college plan. So, ___my plan, have all these students go to their room for hall ___ then appear, in class, lecture hall, and the quad. I could vision huge, beloved community, all kind of rise up and kind of walk. I was hypnotized by ___ hypothesis, they suggest that when people are together, when they touch each other, they have to almost, they like each other a lot, kind of be together, confrontations occurs when a person hasn't even connected with each other. Being as a black ___, we'll have on more meeting, well, just one more kinda O.K. guys last time we'll see each other together... I didn't know then there was an internal hassle. It had a lot to do with dealing with these students being criticized, need to be informed to be aware, in 1967, we had corp NAACP, we had six black greek groups. The black greeks some how convinced themselves that to spend initiation there will be no competition for ___ students, they're all BSA members. The BSA wanted to make a point, let them know that they had obligations to ___, be committed to do their works as a school. ___the Union on the south porch, and some would complain about the financial aid not being built . What a person complained I think what room was air conditioned, other person was angry because his girlfriend had been calling bad names about somebody or some person. Nobody was complaining, someone said send for the checks. I'm not sure what his house party is called, you remember-they said they-said ___go get a chancellor. (laugh). They want to see the chancellor. Then it began to rain, first one drop, two drops, six drops, it began to feel like rocks pouring on my head, see my ___ evaporate. Then like all good college students who ___, went inside the house. There they sat until the chancellor did not come. They were arrested. I'll tell the whole story. You know how U of I is quick to say that the biggest, most, etc. we don't have any records of the most personal, higher education of America. (question asked, laughs). I think that incident, I'm convinced, because things went so badly for us, I have a feeling I can't recruit here, like ___American standards. Most students ,

crash course in higher education, decision making. What I remember most about those days is how profoundly naive I was about college decision I could have made in higher education. I assumed that when people say things they really mean what they say or when all the good faith we had created would stand up through the school year. I also did not properly appreciate how racist and racialism and ___ism affect this climate, I had no idea. What we are told today of our student, was the same thing in 1967. The process was affective and ineffective, I also did not understand that higher education of America is in fact poverty of education. Our role here is very much to decide who will be ___ to our county. WE pick and choose who will anoint or bless the power to make decisions. We pick and choose who will anoint or bless the power to make decision. We decided here who was worthy and who is unworthy. Students arrive on September the fourth, they came by car, bus, plane, on cam on foot. There was spouses, partners, and one came with a family of six. Some came with no application on file, showed up. Can you imagine this kind of thing in 1968? 550 black students, from a class of 67 black students. Can you imagine this campus with no La Casa, no Black House, no Black ____, imagine what that would be like. No ____, not a single college thing. No financial aid, no counselor, psychologist, advisors, you think things are bad now, this is a piece of cake. On the fourth, we all moved into ISR, all 500. Before school started, we had testing, advising, ate meals together, all that stuff. We played together, they partied, so they knew each other. The very strange thing began to happen last ____. Began to get a feeling of excitement, enthusiasm, began to touch each other. All these kids from all over the country were coming into the community. I became very excited and I began to feel smug on myself ____. I really began to feel like I could really pull this thing off. The bonding that evolved in one week, I think to stain them during the tough times we had kept saying we're gonna pull this off and not give in. There's a saying we often had, "work to make

Harlem, New Jersey north, Chicago. Went there looking for people. What they lacked in training information, they made up for it in enthusiasm. I was amazed of the things they told students... One young man was angered because he came here and he had been told that I would be giving him walk-around money was _____. That was the first time I thought I _____ get out of my face. The cooperation they got from Michigan, reckon was less than...often hostile. They sent that application to the admission's office problems of course was doing that process at least that gives the power between May and June to kind of settle it. I cam here in July first. As you know on July first not much happening in Champaign-Urbana. You have all this information and its' just laying here on financial aid, Yes? (Question asked). Well, the admission's office was kind of shut down. Some folks believe it was purposely, some students felt that it was inhibited. The staff said that they were short stacked and couldn't get around to it, so nothing had been done in _____. The outcome of the strike _____ and I got here and I was long to _____ for two years. On the assumption that, this is a _____ of saints and scholars, these people who _____ in two years, that make you come in, enroll, put me in place, and go back to my other life. I assume goodwill, I also assume that people didn't change after they hired them, I have sense from that is not the case very often, I arrived here, we had no staff, no secretary, we had one book by one great science major, who's name is Gene Heya, who is a dear friend and colleague. She and I have this project _____ of all places _____ we had a staff of four with two graduates. July, the students planning to come in September, no housing, no financial aid, no tests, no nothing. And on their way, and I spend my time in summers going around in service clubs, talking to the police department, talking to the counselors, talking to anybody who has a briefing on what this is going to be like, and I lost 14 pounds that summer, _____ shut down in the summertime. And the days dwindled down to a precious few, nobody _____. Now I'm in the middle of a short cause for a

literate, unmotivated students _____. That result is that people who otherwise wouldn't have graduated could see _____. That is the context in which we live and work. Without conscience we capture those of old pieces which are brand new. I'll try to recall, most of you can recall, because you were born. There was a war in Vietnam (laugh), Vietnam is somewhere in Asia (laughs). 1967-68, Vietnam, Dr. King's murder, Black Panther activity, and all kinds of confrontations in the cities, in fact, even my home town was lit with a torch, activities referred to as urban rise or insurrections, or _____ politics. It was as Charles Dickens saw France in 1798, 'best of time, worst of times...' In 1967, few students went to then Chancellor Jack Foster, who's also _____, and they asked him, urged him, instructed Mr. _____ to recruit and admit 1,000 black students. That was at then, roughly, ...negotiated it down to 500, which ___% of us a number is probably settled at 500. Now in the summer of 1967, there was a quorum here of kids who were marching or city marching. _____, those students were told if they did well, they could stay on 'till the fall term of '67. None reared wrong in '67 for various reasons... He was a lot _____ right through _____ Bridge Transit Program, except that it lacked, lacked Ron Luther for one thing, but it also lacked staff, focus, organization, creativity, integrity, and interest. ...When the student negotiated, and by the way, nothing was aid about the impact of influence and support of a lot of white folks... This doesn't very well describe what I can find, a lot of people come to this school...law school, ... He was assassinated in April, and that mobilized, energized students to increase their demands from a national Trent by the say, for more rights or partition, It also made our students much more sharp in an intensifying negotiation... In early May, the admissions office hired black students to go forward, on time, U of I contact no clue as to how to identify with black students, this is May, We hired these students to go off and find, and they went to where they came from, Springfield, East St. Louis, Philadelphia, Brooklyn, New York, probably

We can't count upon the woman student as a permanent asset to higher education. All experience teaches us that woman of average attractiveness will do one way of another, manage to get married and so disqualify himself from the ___ walk. On the other hand, a woman of less than average attractiveness has ___ of no place in the teaching profession. This argument was well received by the faculty. May 15, 1970, I have reviewed the profiles, the test scores of a group of Negro students who were admitted to the Champaign County in the project ___ 500. It was clear to me and my colleagues in psychology that this effort, while well intended can not succeed because these students had very little chance to succeed in business ___. This University is no place to perform social experiments not from the ___. (laughs). This for me later, vice-chancellor for ___. In the past three years, this campus has been transformed from one to up rate into something close to open the admission's policy to one which now impose rather high standards of achieving. Over which Clarence Shelley has made ___ learning ___ because I learned that there were four times as many white students, four thousand less than black students who'd be coming to ___. It seems to me very fitted for the old University of Illinois, than for the new one and perhaps it is time that we should stop ourselves to see what we have become and wish to become in the future. It is my belief that some ___ twelve ___ Universities of the county should prep students to max its quality. Those are the students for whom special faculty where assemble most appropriate. Those students should be made to meet the challenge of the kind of faculty we have, the kind of program we offer, and the kind of instructions in which we specialize and excel. I do not think we should be increasing on our current investment, if anything we should be decreased in the long run. As you think, make progress this ___ appear with some of your glorious scenes appear, I do believe it was from ___ poly-sci. Professor Robert Wiseler from ___, a thing called The Weekly Standard ___ her wrote, educate very

timeless program. Los Angeles Times, Wall Street Journal, Sun Times discuss this problem. Also pictures of our students being carried away, and arrested later on. And to read this scrap book is kind of chilling because I'd be living it again. Anybody who wants to...feel free to. I also have a copy of the chem...report from October 23, 16 what describes the book at least this is what we told the public it was. Oh, how chilling I think it was. Also some person' here who were students... Um, I'm grateful to come to a college where they allow me to speak today. Um, I've come to share my reflections with you, hoping all you full of great ____ are here because the quality of scholarships is up and up here. I feel though that what I'll be given you today is not a scholarship. It's, um, reflections and insights _____. It will not be a _____ of history of events, I'll leave that to your stories. I'm gonna start, I was there and we lived it, my stroke of heart. Much of what you will hear come from other voices. Nothing is appropriate to be honest about this story because I must be faithful to the students who lived, experienced they taught me so much. And also, the great gift of those times was that those students took nothing for granted. BSA has modeled someone like this, we expect nothing, we demand everything. We had on the shirts and cars and everything. And I place students are very different, I'll get to that, different standards...later. Who else was in this community in 1968. (You were?) The reason I hadn't called this a scholarship because, my recollection drops so replete with anxiety, fear, frustration, gratitude, and pride, and betrayal. Let me share with you students...I always loved to begin these presentation with these students always. This will send a contact for the life we lived in those days, and places we had to come from. Now those are current... these are from the past, more recent past... This is a comic from the executive committee of a graduate college, still others, black students, belong to a sex gender, which in the opinion of _____ stands its best chance of self realization, higher people _____. Other fears and function like those associated with _____.

Clarence Shelley- "Packaging Fog in the Heart of America: The Story of Project 500"
(Feb. 10/97)

"Hello everyone, it's my pleasure to introduce our speaker for today but before I do so, I'd like to draw your attention to some upcoming events that will be held here, actually not here, but in which the African-American Studies program is involved in some capacity. The first event is this Thursday, it will be a YMCA panel discussion, in which our very own professor Alice Steck, professor Dennis Farron, and Jim Anderson will be speaking on the topic Ebonics, panacea or problem for the American Educational System and Val Littlefield will be serving as the monitor for that discussion, and that is at 7:00, this Thursday at the "Y." And the other event is the next brown bag which will be professor Yvette Smith, and assistant professor French, who will be speaking on the topic, "Reading the Heavens, Race Matters, and Early, Modern Prayers." If you're not on our mailing list and you'd like to receive information on upcoming events, please complete a mailing list, which is on the table out there I believe. O.K., so on to the pressing event, our speaker today is the associate vice-president for Student Affairs, Clarence Shelley. The title of his topic today is "Packaging Fog in the Heart of America: The Story of Project 500." I have a really long, thick vita, sufficed to say that he has given numerous presentations and received distinguished awards, Um, if you would join me in welcoming Clarence Shelley." (Clap).

"Thanks, Um, let's see my colleague Brother Smith is a new hirer, brought me here from Detroit, so I'm glad to see he's still...(laugh). Not with my motivation and heart, on King Joseph. I also have with me a scrap book of things published in the press during the sixties, during the

black folks around here to harass, more cases of harassment. We were arrested for all kinds of things. A lot of these students who came with a very different lifestyle, quite different way of _____ I recall being called to the business office, couple of black students. The NFC and Black _____, clerks, secretaries, they kept appearing as if by magic and it's hard time making me stand up on a stand, its O.K., just a black person, peop

touch each other. All kids from all over the country were, come here can I use you? Got to feel very smug on myself. The bonding that evolved in one week, I think to stain them during the tough times we had, there's a saying we often had, "work to make God laugh," college plan. So, my plan, have all these students go to their room for hall then appear, Hall from the quad. I could envision huge, beloved community, all kind of rise up and kind of walk. I was hypnotized by suggest that people are together, when they touch each other, they have to almost, they like each other a lot, kind of be together, confrontation occurs when a person hasn't even connected with each other. Being as a black, we'll have one more meeting, I didn't know then there was an internal hassel. It had a lot to do with dealing with these students being criticized, need to be informed to be aware, in 1967, we had corp, NAACP, we had six black greek group. The black greeks some how convinced themselves that to spend initiation there will be no competition for students, they're all BSA members. The BSA wanted to make a point, let them know that they had obligations to, be committed to do their work as a school. the Union on the south porch, and some would complain about the financial aid not being built. What a person complained I think what room was air conditioned, other person was angry because his girlfriend had been calling bad names about somebody or some person. Nobody was complaining, someone said send for the checks. I'm not sure what his house party is called, you remember-they said-they said go get a chancellor. (laugh). They want to see the chancellor. Then it began to rain, first one drop, two drops, six drops, it began to feel like rocks pouring on my head, see my evaporate. Then like all good college students who, went inside the house. There they sat until the chancellor did not come. They were arrested. I'll tell the whole story. You know how U of I is quick to say that the biggest, most, etc, we don't have any records of the most personal, higher education of America. (question asked, laughs) I think that incident, I'm convinced, because things went so badly for us, I have a feeling I can't recruit here, like American standards. Most students, some all became so much closer than kids are today at the U of I. They were passionate about taking care of each other. These deans held out to them, they were so close to each other, very, very close. Now the community relations in those times were problomatic. We had more students here from Philadelphia, than we had from Champaign. We had more kids in class from Mississippi, than half from Champaign. We had some students from County, very few from, how many...and there was at that time a very active, group, who was called, what was there name again-. They were angry because for years and years the campus ignored the community, bringing all these people from New York, taking care of them, and was doing nothing for me, government property. We had tension because there were more

it's just laying there on financial aid, Yes? (question is asked). Well, the admission's office was kind of shut down. Some folks believe it was purposely, some students felt that it was inhibited. The staff said that they were short stacked and couldn't get around to it, so nothing had been done in _____. The outcome of the strike _____ and I got here and I was long to _____ for two years. On the assumption that, this is a _____ of saints and scholars, these people who _____ in two years, that make you come in, enroll, put me in place, and go back to my other life. I assume goodwill, I also assume that people didn't change after they hired them, I have sense from that is not the case very often. I arrived here, we had no staff, no secretary, we had one book by one great science major, who's name is Gene Heya, who is a dear friend and colleague. She and I have this project _____ of all places _____ we had a staff of four with two graduates. July, the students planning to come in September, no housing, no financial aid, no tests, no nothing. And on their way, and I spend my time in summers going around in service clubs, talking to the police department, talking to the counselors, talking to anybody who has a briefing on what this is going to be like, and I lost 14 pounds that summer, _____ shut down in the summertime. And the days dwindled down to a precious few, nobody _____. Now I'm in the middle of a short cause for a crash course in higher education, decision making. What I remember most about those days is how profoundly naive I was about college decision I could have made in higher education. I assumed that when people say things they really mean what they say or when all the good faith we had created would stand up through the school year. I also did not properly appreciate how racist and racialism and _____ism affect this climate, I have no idea. What we are told today of our students, was the same thing in 1967. The process was affective and ineffective. I also did not understand, that higher education of America is in fact poverty of education. Our role here is very much to decide who will be _____ to our country. We pick and choose who will anoint or bless the power to make decisions. We decided here who was worthy and who is unworthy. Students arrive on Septemeber the fourth, they came by car, bus, plane, one came on foot. There was spouses, partners, and one came with a family of six. Some came no application on file, showed up. Can you imagine this kind of thing in 1968? 550 black students, from a class of 67 black students. Can you imagine this campus with no La Casa, no Black House, no Black _____, imagine what that would be like. No _____, not a single college thing. No financial aid, no counselor, psychologist, advisors, you think things are bad now, this is a piece of cake. On the fourth, we all moved into ISR, all 500. Before school started, we had testing, advising, ate meals together, all that stuff. We played together, they partied, so they knew each other. The very strange thing began to happen last _____. Began to get a feeling of excitement, enthusiasm, began to

Standard _____ he wrote, educate very, literate, unmotivated students _____. That result is that people who otherwise wouldn't have graduated could see _____. That is the context in which we live and work. Without conscience we capture those of old pieces which are brand new. I'll try to recall, most of you can recall, because you were born. There was a war in Vietnam (laugh), Vietnam is somewhere in Asia (laughs). 1967-68, Vietnam, Dr. King's murder, Black Panther activity, and all kinds of confrontations in the cities, in fact, even my home town was lit with a torch, activities referred to as urban rise or insurrections, or _____ politics. It was as Charles Dickens saw France in 1798, 'best of times, worst of times...' In 1967, few students went to then Chancellor Jack Foster, who's also _____, and they asked him, urged him, instructed Mr. _____ to recruit and admit 1,000 black students. That was at then, roughly, ...negotiated it down to 500, which _____ % of us a number of people who the citizens are black in each state... Fully negotiated roughly winter of '67 and spring '68, that number is probably settled at 500. Now in the summer of 1967, there was a quorum here, of kids who were marching or city marching. _____, those students were told if they did well, they could stay on 'till the fall term of '67. None reared wrong in '67 for various reasons... He was a lot _____ right through _____ Bridge Transit Program, except that it lacked, lacked Ron Luther for one thing, but it also lacked staff, focus, organization, creativity, integrity, and interest.When the student negotiated, and by the way, nothing was said about the impact of influence and support of a lot of white folks... This doesn't very well describe what I can find, a lot of people come to this school...law school,... He was assassinated in April, and that mobilized, energized students to increase their demands from a national trend by the way, for more rights or partition. It also made our students much more sharp in an intensifying negotiation... In early May, the admissions office hired black students to go forward, on time. U of I I contact no clue as to how to identify with black students, this is May. We hired these students to go off and find, and they went to where they came from, Springfield, East St. Louis, Philadelphia, Brooklyn, New York, probably Harlem, New Jersey north, Chicago. Went there looking for people. What they lacked in training information, they made up for it in enthusiasm. I was amazed of the things they told students... One young man was angered because he came here and he had been told that I would be giving him walk-around money was _____. That was the first time I thought I _____ get out of my face. The cooperation they got from Michigin, reckon was less than...often hostile. They sent that application to the admission's office problem of course was doing that process at least that gives the power between May and June to kind of settle it. I came here in July first. As you know on July first not much happening in Champaign-Urbana. You have all this information and

they taught me so much. And also, the great gift of those times was that those students took nothing for granted. BSA has modeled someone like this, we expect nothing, we demand everything. We had on the shirts and cars and everything. And I place students are very different, I'll get to that, different standards...later. Who else was in this community in 1968. (You were?). The reason I hadn't called this a scholarship because, my recollection drops so repleat with anxiety, fear, frustration, gratitude, and pride, and betrayal. Let me share with you students...I always loved to begin these presentations with these students always. This will send a contact for the life we lived in those days, and places we had to come from. Now those are current... these are from the past, more recent past... This is a comic from the executive committee of a graduate college, still others, black students, belong to a sex gender, which in the opinion of ___ stands its best chance of self realization, higher people ___. Others fears and function like those associated with ___. We can't count upon the woman student as a permanent assett to higher education. All experienced teaches us that woman of average attractiveness will do one way of another, manage to get married and so disqualify himself from the ___ walk. On the other hand, a woman of less than average attractiveness has ___ of no place in the teaching profession. This argument was well received by the faculty. May 15, 1970, I have reviewed the profiles, the test scores of a group of negro students who were admitted to the Champaign County in the project ___ 500. It was clear to me and my colleagues in psychology that this effort, while well intended can not succeed because these students had very little chance to succeed in business ___. This university is no place to perform social experiments not from the ___. (laughs) This for me later, vice-chancellor for ___. In the past three years, this campus has been transformed from one to uprate into something close to open the admission's policy to one which now impose rather high standards of achieving. Over which Clarence Shelley has made ___ learning ___ because I learned that there were four times as many white students, four thousand less than black students who'd be coming to ___. It seems to me very fitted for the old University of Illinois, than for the new one and perhaps it is time that we should stop ourselves to see what we have become and wish to become in the future. It is my belief that some ___ twelve ___ Universities of the country should prep students to max its quality. Those are the students for whom special faculty where assemble most appropriate. Those students should be made to meet the challenge of the kind of faculty we have, the kind of program we offer, and the kind of instructions in which we specialize and excel. I do not think we should be increasing on our current investment, if anything we should be decreased in the long run. As you think, make progress this ___ appear with some of your glorious scenes appear, I do believe it was from ___ poly-sci. Professor Robert Wiseler from ___, a thing called The Weekly

Clarence Shelley-"Packaging Fog in the Heart of America: The Story of Project 500" (Feb. 10/97)

"Hello everyone, it's my pleasure to introduce our speaker for today, but before I do so, I'd like to draw your attention to some upcoming events that will be held here, actually not here, but in which the African-American Studies program is involved in some capacity. The first event is this Thursday, it will be a YMCA panel discussion, in which our very own professor Alice Steck, professor Dennis Farron, and John Anderson will be speaking on the topic Ebonics, penicra or problem for the American Educational System and Val Littlefield will be serving as the moderator for that discussion, and that is at 7:00, this Thursday at the "Y." And the other event is the next brown bag which will be professor Yvette Smith, and assistant professor French, who will be speaking on the topic, "Reading the Heavens, Race Matters, and Early, Modern Prayers." If you're not on our mailing list and you'd like to receive information on upcoming events, please complete a mailing list, which is on the table out there I believe. O.K., so on to the pressing event, our speaker today is associate vice-president for Student Affairs, Clarence Shelley. The title of his topic today is "Packaging Fog in the Heart of America: The Story of Project 500." I have a really long, thick vita, sufficed to say that he has given numerous presentations and received distinguished awards, Um, if you would join me in welcoming Clarence Shelley." (clap)

"Thanks, Um let's see my colleague Brother Smith is a new hiring, brought me here from Detroit, so I'm glad to see he's still... (Laugh). Not with my motivation and heart, on King Joseph. I also have with me a scrap book of things published in the press during the sixties, during the primeless program. Los Angeles Times, Wall Street Journal, Sun Times discuss this program. Also pictures of our students being carried away, and arrested later on. And to read this scrap book is kind of chilling because I'd be living it again. Anybody who wants to...feel free to. I also have a copy of the chem... report from October 23, 16 what describes the book at least this is what we told the public it was. Oh, how chilling I think it was. Also some person's here who were students... Um, I'm grateful to come to a college where they allow me to speak today. Um, I've come to share my reflections with you, hoping all you full of great _____ are here because the quality of scholarships is up and up here. I feel though that what I'll be giving you today is not a scholarship. It's, um, reflections and insights _____. It will not be a _____ of history of events, I'll leave that to your stories. I'm gonna start, I was there and we lived it, my stroke of heart. Much of what you will hear come from other voices. Nothing is appropriate to be honest about this story because I must be faithful to the students who lived, experienced

Your Central Black Student Union invites you to join us in paying tribute to Ourstory. You are invited to:

February Celebration 1997: Celebrating Our Culture

Thursday, January 30, 1997

Opening Ceremonies

Illini Union Ballroom

7:00p.m.-9:00p.m.

Saturday, February 15, 1997

Cotton Club

Foellinger Auditorium

3:00p.m., 8:00p.m.

Sunday, February 16-22, 1997

Unity Week

Various Locations & Times

See CBSU Calendar

Mon.-Wed., February 23-25, 1997

Know Your Heritage:

Rounds III

Location TBA

7:00p.m.-8:00p.m.

Thursday, February 27, 1997

Closing Ceremonies

Location TBA

7:00p.m.-9:00p.m.

Look for more events and activities from other organizations in celebration of Ourstory. See CBSU calendar for locations and times.

'Must Meet' . . .

(Continued from Page 1)

added to the staff and 50 counselors added to the staff of the University resident halls.

"The faculty at this school are

BLACK DEMANDS

1. That the administration drop all charges against all black students who were arrested Sept. 10, 1968.
2. That the University drop all charges against all black students who have been arrested since Sept. 10.
3. That the University remove all reprimands of record of black students resulting from the Sept. 10th arrest.
4. That the administration immediately recognize BSA by allocating the budget which was requested in September, 1968.
5. That the University immediately begin hiring 50 per cent Blacks in the non-academic job vacancies.
6. That the University waive civil service test as a requirement for non-academic employment for blacks.
7. That the University immediately grant a minimum of 20 per cent wage increase to all persons working in the janitorial and food service capacities (black and white).
8. The immediate establishment of a black cultural center large enough to accommodate all black people which will be run by the Black Student Association.
9. The immediate establishment of an autonomous Black Studies Department.
10. The hiring of 50 black dormitory counselors for September, 1969.
11. That all black graduate students who have been recruited by the Black Student's Association be admitted to graduate school in September, 1969.
12. That the Graduate College publicly state its commitment to admitting 15 per cent black students into the 1969-72 entering classes.
13. That the University hire 500 black faculty members over a four year period beginning by hiring 150 black faculty members for September, 1969.

14. That the Illini Union be autonomously run by a board consisting of student representatives from student organizations.

15. The University fulfill its financial commitment to all students who are receiving money for SEOP.

16. The University make a public statement of its commitment to bring 500 students to the University in September.

strong, but they are strong in the wrong way. Our enemies are right here," Toney said. "We intermingle with them and we will bring them down. We want to get together with black people and discuss our problems."

The black students are also proposing a black senate and a black study program, which will be divided into two areas: an Afro-American program and a black study program.

"A damn thing hasn't happened to the Greeks in over a hundred years and yet the university has a Greek department," Toney said. "The Man is not going to give up easily."

"Our action is going to extend until we get the things we want," Toney said. "We've got to take this thing seriously. I was picking cotton in 1955. How am I supposed to have the background of a boy working in the suburbs."

The nation's fourth largest city in land area was not on maps six years ago. Chesapeake, Va., covers 372 square miles. Only Oklahoma City, Los Angeles and Houston exceed it in size.

POSTERS
NEW SHIPMENT

BURIED AT
511 E. DANIEL
CELLAR

Senate . . .

(Continued from Page 1)

p.m. He asked for all the blacks present to go back to the dorms and get the other black residents, and to contact blacks in the community.

Tried Rational Approach

"This afternoon we tried a rational approach in attaining our demands," Doris Whalen, graduate student in law and a BSA leader, said. "We even cleaned up after we left Peltason's office. They had their minds made up before they even got over here. We are going to show what we want, what we demand and what we are going to get."

The black students left the building with their clenched fists raised, symbol of the black power movement, and said, "Power to the people. Black power to the black peo-

building was a rock thrown through a window in the second floor men's washroom.

Black Cultural Center

One of the demands that the BSA wants immediately is the establishment of a black cultural center large enough to accommodate all black people which will be run by the Black Student's Association.

The Campus Constructive Action Committee (CCAC) will meet this morning at 11 a.m. to discuss this demand as well as the other 14, according to Frampton. But David Addison, graduate advisor of the BSA, suggested that the committee meet Friday night to approve the demand for the cultural center.

"The trouble with this University is that they do not want the black students to have control over their own destiny," Addison said. "Now, we want to meet with the blacks of the community and then we want to meet with the people who can make the final decisions."

"Your Campus Newspaper
For Nearly a Century"


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YOU DON'T HAVE TO
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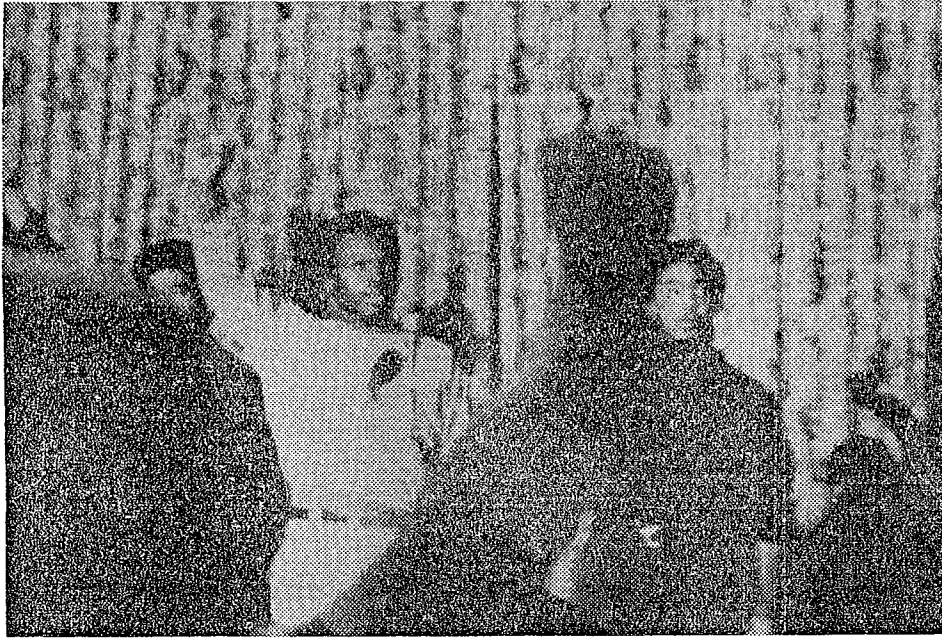
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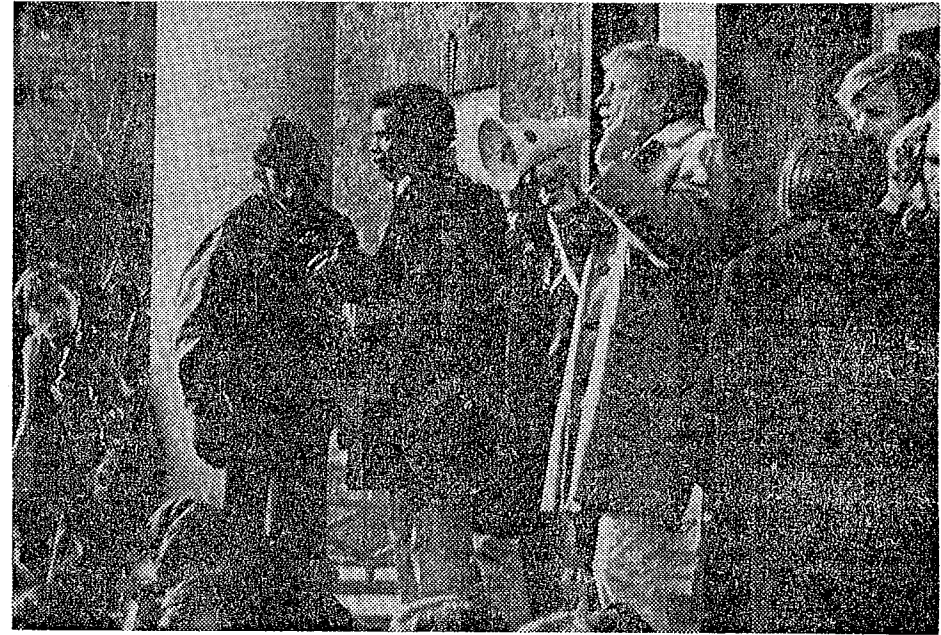
601 S. WRIGHT QN CAMPUS



Blacks Want End to Racism at University



Inside the Illini Union



Outside the Chancellor's Office

THE DAILY ILLINI

A Student Newspaper Serving Illini for Nearly a Century

Z-138

NINETY-EIGHTH YEAR

SIXTEEN PAGES

URBANA-CHAMPAIGN, ILLINOIS, SATURDAY, FEBRUARY 15, 1969

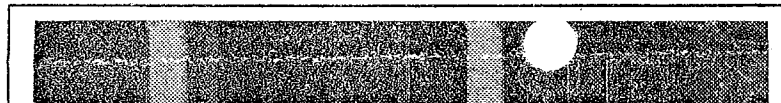
SEVEN CENTS

NUMBER 90

URBANA, ILL.

Blacks Delay Any Action

'Must Meet



Senate Council Meets Today

Peltason: Misconception In Illini Union Disorder

By Paula Peters

University of Illinois Chancellor Jack W. Peltason indicated concern Thursday over what he feels is the misconception some persons may have about Monday night's incident in the Illini Union.

"The facts need to get out," he said in an interview in his office. "This wasn't 250 kids rioting and burning."

At the same time, he emphasized, he cannot "justify what happened — the situation was tense, and there was a real threat."

Referring to the "massive defiance of university regulations" involved in the sit-in by black students who remained in the Illini Union beyond its midnight closing hour, Peltason pointed out:

"Those who fully participated ought to be sorted out and punished," with the degree of university punishment to be determined by the Senate Committee on Student Discipline following individual hearings for the students arrested.

Peltason took responsibility for the decision to send police into the Union, explaining he made up his mind to do so only after consultation with other U. of I. administrators and "some faculty members I could get in touch with."

Joseph E. Blaze, supervisor of security and traffic for the U. of I., was in charge of coordinating the police, he revealed, and all officers received "careful instructions to ensure a minimum use of force."

The U. of I. released Thursday a statement indicating estimated damage in the Union building as a result of the demonstration is "between \$5,000 and \$10,000, depending upon replacement costs of certain items such as chandeliers for which replacement will be much higher than the original cost."

Also released was a breakdown of those arrested — of the 244 total, the U. of I. said, 218 were new students, 19 continuing students, 3 transfer students coming to the U. of I. for the first time, and 4 were non-students.

No indication of which of those arrested were actually involved in destruction of university property will be made until after court and U. of I. disciplinary hearings are held.

The university's Public Information office released Thursday the names of three students who sustained apparently minor injuries near the Union Monday night.

According to reports of the university police two students, John P. Long and Brent E. Kleke, said they were attacked on the south terrace of the Union by about five Negroes. Both were taken to McKinley Hospital, which said Thursday they were not patients there but may have been treated and released Monday night.

The third student, Robert B. Murray, told officers he sustained a chipped front tooth and

cut lip when several Negroes jumped him after he left the Union by its south exit.

Other reports from some faculty members Wednesday afternoon indicated two students may have been seriously injured in an incident outside the Union Monday night, with one of them being transferred from McKinley to Carle Hospital for surgery. There was no immediate verification of this story, however, and U. of I. officials said they have no record of anyone sustaining serious injuries.

With rumors still circulat-

ing and questions unanswered Thursday, many university faculty members and administrators seemed generally to agree with a statement made at a small faculty meeting Wednesday afternoon by BSA head David Addison.

"I want everyone to know," Addison said, "that our objective is to keep the students in school and to make sure we don't have this kind of confrontation again.

"We are an organization," he added, "but we can't control every individual."

For Demonstrators

Bar Will Help Obtain Counsel

By William C. Groninger

The Champaign County Bar Association has agreed to "cooperate 100 per cent" with efforts to obtain counsel for those students arrested in the recent disturbance of the University of Illinois who prove to be indigent.

Lloyd Engert, president of the bar, said Thursday morning he has been in contact with B. E. Morgan, chief judge of the 6th Judicial Circuit, in the matter.

Engert said he has agreed to "consider the matter," but added, "I just haven't had time to survey the situation yet."

However, the veteran Champaign attorney said the local bar "will cooperate 100 per cent."

Engert said he intends to contact the association's board of governors "for advice and counsel" in the near future.

In the meantime, he will contact local attorneys "who might act on a volunteer basis."

He added, "There aren't too many lawyers around here who handle this kind of thing, and whether or not they'll be free I don't know."

Hearings Set

Hearings have been set for later this month and early next month for the 244 students arrested in the disturbance.

It is expected that most of them will be found indigent, since the bulk of them are at the University on scholarships.

Under the law, Judge Morgan can appoint attorneys to represent indigents if they refuse the services of the public defender.

When talking to a reporter Wednesday afternoon, Judge Morgan said he intended to ask for help from the local bar "because the public defender's office is already over-loaded."

Jack Waaler, public defender, said Tuesday morning he "dreaded" the thought of adding the 244 defendants to his case-load.

Waaler has only one assistant, former assistant state's attorney John Bergstrom, now in private practice.

As public defender, Waaler receives only \$5,400 a year, plus some expenses. It was never intended that

time, and Waaler still must conduct his private practice.

State law provides that court-appointed attorneys other than the public defender shall receive a maximum of \$150 for handling a misdemeanor case "to its conclusion," meaning a trial by either the court or a jury.

Some Have Counsel

Said Engert, "I don't know if they (the defendants) want representation or not. According to your paper, some of them already have counsel."

The Courier reported Tuesday that some of the defendants said they were represented by Charles Quick, of the University of Illinois College of Law.

Another member of the college law faculty, David Baum, also has indicated an interest in the matter, as has the Legal Services.

Since all of the defendants have pleaded not guilty, it is expected that trials will be asked for them if they persist in their pleas.

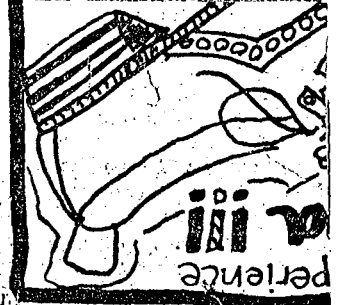
On the other side of the fence, it is reported that several attorneys in private practice have volunteered their services to State's Attorney John Bresee to aid in prosecuting the cases.

Commented Engert, "I think we would do a better service if I can get a list of volunteers to give Judge Morgan.

"I would think he would want lawyers who are not only available to defend, but willing to do it."

Judges Not Sought

Judge Morgan said he has no plans "at this time" to call in other magistrates or judges



Hessel Manor Recreation Hall

Whites Plan Protest of Racism

Groups Decide on Tactics to Disrupt Today's 'Target'

By MARGE PERROLI
Daily Illini Staff Writer
White students Wednesday night approved a plan outlining action to be taken to protest "institutional racism" at the University at a meeting in the south lounge of the Illini Union. Represented by Vern Fein, graduate student in English, the plan for the organization of eight educational groups made up of students each who will try to tap various telephone lines of

University buildings and offices in an effort to talk to "middle administrators" to explain their complaints.

About 160 of the more than 300 students present agreed to actively support the plan by taking part in the eight groups. The tactic of telephoning administrators originally was presented by Mike Rossman, a leader of the educational reform movement from Berkeley, at a similar meeting Tuesday.

Fein emphasized that the major

focus of the eight groups will be to start an "educational campaign" and not to be merely a phone-call tactic. The groups will "study and try to understand the problems of racism and militarism" and to pass on the information to the rest of the students.

Meet Weekly

Each educational group will meet once a week for a two-hour period in order to carry out the Hossman proposal. According to Mickey Hogan, one of the leaders of the group, the eight groups are structured so there will be no stifling of "do your thing-ism."

The advantage of meeting in

groups of 20 is to "get away from University machines," Fine said.

Fein also warned that the tactics used should not become destructive. He suggested that the working class people and the students be alienated "as little as possible" because the "ultimate aim is to attack the administration."

Names of the University offices and buildings that the students considered the most "racist" were submitted on pieces of paper to Gale Reed, who was unanimously elected chairman of the group after Hogan declined the nomination.

Buildings Selected

The six buildings receiving the most votes as being "racist" are the Student Services Building, particularly the security office, the dean of students office, and the housing office; the office of Earl Finder, director of the Illini Union; the offices of admissions and records and the Selective Service in the Administration Building; the University police headquarters, the chancellor's office and the physical plant.

According to the plan the students will take a hand vote of each of the six buildings to decide which ones are more important to fight. The hand vote will narrow down the number and the final "target" building will be decided by a secret ballot.

Once the target is established, each educational group will direct its tactic, the phone calls, to it. According to Hogan "a lot of buildings will be hit, so if you (the students) don't get your favorite target one week, you'll get it later."

Tactic of mailing five empty letters per person to a target building was suggested by Joan Schneider as another possible method to use against the administration. "This could stop things as effec-

tively as a sit-in," she said.

DI Censure

The white students also approved a proposal to censure The Daily Illini and its coverage of the group's meetings. According to Vic Gerkey, "The Daily Illini either consciously or unconsciously favors the administration in its stories."

The proposal also recommended that representatives of the group write a separate report of each meeting the group has, which will be submitted to The Daily Illini.

Several members of the group met with Chancellor J. W. Peltson earlier in the day but so that the meeting was "just an administrative runaround."

Ray Badley, a representative of the group at the meeting, will attend a general meeting of the group for fear of walking into a booby trap.

Name UI Committee For Black Cultural Center

committee for the planning and establishment of a Black Cultural Center on the local University of Illinois campus was announced Friday by Dean Clarence Shelley, director of the Special Educational Opportunities Program.

Members are: Profs. Billy Jackson and John Dowell of the College of Fine and Applied Arts; Dan Perrino, Dean of Special Programs and Services; Henry Parker, instructor in department of classics; and the Rev. Renford Gaines, pastor of the Unitarian-Universalist Church.

Students on the committee include Venita Boyd, Dorris Jefferies, James E. Steele, James Anderson and Clencie Cotton.

Dean Shelley also said he expected to add several other persons to the committee in the immediate future.

"Our main consideration at the present is the selection of a site for the Center," he said. "We are working closely with William E. Stallman, director of space utilization, on the matter. But we do anticipate having the Center in operation by

the opening of the fall semester."

Other items under consideration, according to Shelley, are administrative structure; consideration of program, organization, staff and manage-

ment; relation of the Center to the Special Educational Opportunities Program; and coordination with existing programs.

Establishment of a Black Cultural Center has been approved by the University Senate. Chancellor J. W. Peltason asked Dean Shelley in coordination with others concerned to develop guidelines regarding administration, funding, and scope. Recommendations then will be submitted to appropriate authorities.

House Probe Of UI's '500' Plan Asked

WASHINGTON (AP)—An Illinois congressman from Elmhurst has asked the House Education Committee to investigate federal aid programs available to students involved in the recent disorders at Illinois and Columbia University.

Rep. John N. Erlenborg, a Republican member of the committee, said the staff should prepare a report on the incidents to be used as a basis for committee hearings.

He said some of those Illinois students responsible for vandalism at the student union on the school's Champaign - Urbana campus were part of a program-financed in part with federal funds—to enroll disadvantaged young people who do not meet the university's usual admission standards.

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attempt to divide blacks in the community and campus by laying the blame at the feet of a small number of people. Black students are tired of white institutions (universities) putting black against black, brother against brother, dividing and conquering--splitting the spoils. No longer will brothers be alienated one against the other-- campus against community. We have seen the light--hunkies shoving blacks in the community out of all hopes of uplift through higher education--yet using their well-trained--"educated Negroes" as pawns to which the community blacks are supposed to look as their life goals--this is the very simplest of truths that we as potential revolutionaries must realize. When a brother or sister declares, '...ain't no Champaign nigger gon' mess up our thing...!' he is only expressing his ignorance of this very simple truth. For he has not realized the bitterness the brother feels who has seen class after class of Negroes enter only to leave with degree in hand but without concern or even one thought of the black community which he has not even bothered to visit.

Monday night was one of many recent actions which has brought together the brothers and sisters who live in Champaign-Urbana (be they students or community members). Thus all actions taken by community representatives or by BSA on the campus are taken with the realization that the hunkies act to divide blacks in order that they may rule us.

9-11-68

UNITE OR PERISH
BLACK
STUDENTS'
ASSOCIATION
u of illinois

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9-11-68

BLACK STUDENTS ASSOCIATION'S
POLICY STATEMENT

On Monday evening, the Black Student Association found itself the irresistible object pitched against the immovable object, the Administration. B.S.A. was irresistible because it was moving toward a goal which black men must now do. - Pressure the man to live up to his commitments to black people and demand fairness in his dealings with us. The Administration was immovable because it had bitten off more than it was willing to chew to be fair.

On June 6, the B.S.A. received a commitment from the University stating that we would be able to recruit, and have admitted, 500 Black students beginning with the Fall semester 1968; that financial assistance would be provided to all students who needed it; and that no student would have to work during his academic stay at the University. The Administration also stated that housing would be provided and that academic and tutorial assistance would be available to insure the success of the Black students. That social retention would be provided by B.S.A. and an effort to increase educational opportunities in the Black communities of Urbana and Champaign would be made by permitting one-third of the "500" to be from the local community.

As B.S.A. recruiters, under the direction of the University's Office of Admission and Records were briefed and sent out into various areas to recruit, they encountered many obstacles due to our own lack of experience and the University's carelessness and sometimes intentional omission of vital information necessary to insure successful recruitment and admittance to the University. Key personnel vacationed during the crucial processing period causing a delay in housing and financial information, so that by September 3, when the new students arrived for orientation, many were confused and uncertain as to exactly what their status was to be at the University. They found that financial aid was not adequate; students were told they had to work to make ends meet and the commitment to the Urbana-Champaign communities was not kept.

Quickly becoming aware of the situation that the University had forced on us, the students became increasingly angry and vociferous and climaxed their frustrations by attempting to confront the University housing authorities concerning inadequate housing, as usual, the University was unable to provide satisfactory solutions. The students then decided on an emergency meeting at I.S.R. to resolve the conflict.

LET'S MAKE THE '500' PROGRAM WORK
OPEN MEETING FOR FACULTY AND STUDENTS
SPONSORED BY THE AAUP

THE FACULTY
AND THE SPECIAL EDUCATION PROGRAM

SPEAKERS: CHANCELLOR J. W. PELTASON
PROF. CAMERON SATTERTHWAITE
DAVID ADDISON, PRESIDENT BLACK STUDENTS'
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OPEN DISCUSSION

112 GREGORY HALL (Theatre)

MONDAY SEPTEMBER 16, 1968

4 PM

Black Student Revolt: Colleges' Bid To Enroll Poor Brings New Problems

The university has moved to aid these students by giving them unclaimed items of clothing from its lost-and-found departments and by distributing funds from private donations it receives. It has also set up a program to provide jobs for project students who need them.

A Highly Visible Group

More difficult to deal with are the feelings of strangeness some black students feel in their new environment. This problem is especially severe at Illinois, which has a smaller proportion of Negroes enrolled on its quiet main campus in this central Illinois town than do most urban institutions. The 550 blacks among the 565 students recruited for the special program make up a majority of the Negro students on campus; this year there are 900 Negroes in Illinois' student body of some 30,000.

Project 500 students thus are highly visible here, and some of them are uncomfortable in the spotlight. "Anytime you go somewhere, people ask you if you're in the project," says Paula Harper, a freshman from Chicago. "It's kind of a stigma. When other students see all the help and special classes we get, so they automatically figure we're not intelligent."

Despite university efforts to integrate Project 500 students with the rest of the student body, many blacks still share dormitory rooms with nonproject students; most students recruited for the program are expected to stick together in their early months on campus. That's still mostly the case, although some students have begun seeking new friendships.

"We segregated ourselves at the beginning because we felt more comfortable that way, but now I'm trying to improve my relationships with whites," says Raymond Hicks, a freshman from Chicago. He is among the 100 aftermath of black students' September protest demonstrations, which he says were a gain over past ones on the campus because they were held in a public place. "White kids have been talking to us since then. I wish white kids we should let them know we need help."

Students and faculty here don't fear that Project 500 will proceed indefinitely without further incidents. One likely target for some future protests by black students is Illinois' fraternity system; only one Negro student at the university currently belongs to a fraternity that isn't all black.

Yet university officials say that their commitment to the program has been strengthened by the first year's experience. Chancellor Jack W. Peltason admits that Project 500 has sometimes seemed too large and that the university still faces difficulties in handling so many students with special problems. But he stresses the university's opposition to a cutback.

"It's relatively easy to select 10 kids and graduate them, but that doesn't solve a social problem, which is what we are trying to do," he says.

Black Student Revolt Colleges' Bid to Enroll 'Disadvantaged' Brings Problems and Protests

Youths at Several Schools Complain About Reception, Demand Special Courses

Feeling Strange at Illinois

By DAN ROTTENBERG

Staff Reporter of THE WALL STREET JOURNAL

URBANA, Ill. — Nancy R., an 18-year-old Negro freshman at the University of Illinois here, was "delighted" last fall when she was admitted to the university under a special program for youths from "disadvantaged backgrounds." Now, after five months on campus, she's far less enthusiastic. "People here make you feel different," she says. "We're treated like the dumb group."

Nancy's resentment partially explains the rough sledding that universities are encountering with their new programs to extend educational opportunities to young people—mostly Negroes—who can't pay the bill or don't meet usual admission requirements.

Many of the youths recruited for such programs haven't been the grateful, diligent students some college administrators expected. Rather, they have been in the vanguard of the protest movements that recently have wracked dozens of campuses across the country, stretching from San Francisco State College to Queens College in New York.

In addition, schools are having to make difficult readjustments in their curriculums and methods to accommodate the new arrivals, whose backgrounds differ markedly from those of their predominantly middle class student bodies. And some colleges that have eased admissions policies for the poor now find themselves the target of heated and possibly damaging criticism from alumni, townspeople and legislators.

A Massive Effort

These problems could intensify. A recent report by the prestigious Carnegie Commission on Higher Education, sponsored by Carnegie Corp. of New York, called for a massive, Federally financed effort to assure a college education for all qualified young people, regardless of their financial resources. Educators agree that most colleges' experiences to date with "education-for-all" projects make it clear they aren't yet equipped to handle large numbers of the poor.

At San Francisco State, students brought in through a program that recruits and gives scholarship help to talented but impoverished youths have taken part in the sometimes violent strikes that have crippled that campus for the past three months. The youths' demands include greater student autonomy and more special programs for minority group members. About one-third of San Francisco State's 750 black students were admitted under the pro-

At Brandeis University, a private school in Waltham, Mass., black students enrolled in pre-freshman classes gathered at preparing them for college to demand a campus building to underscore demands for a special "black studies" curriculum. Twenty-two of the 120 Negro students at Brandeis are in the pre-college course.

An Official's Ouster Is Sought

At Queens College, part of the City University of New York system, students in a program called SEEK (Search for Education, Elevation and Knowledge) forced the school to close two days this month. The students had been demonstrating for the ouster of a white SEEK administrator. The program, begun in 1965, covers some 3,000 CUNY students, 700 of them at Queens College. It recruits poverty-area youths who have shown they may be able to do college-level work, even though they lack the usual academic background.

College officials attribute the outspokenness of the special project students largely to the rising tide of militancy on college campuses generally these days. They add that for many youths enrolled in such projects, the campus provides their first exposure to student and black activism.

Nevertheless, observers say they discern an additional edge of bitterness in the protests of students recruited for the special programs.

"Some administrators feel they are entitled to gratitude from these kids—they take a look at what we've done for you" attitude—but that's not the tone for 1969," says Leslie Berger, who administers SEEK for the entire CUNY system. He adds, "We've taken a relatively suppressed group, dropped them on a campus and told them they are free. In light of today's atmosphere, we shouldn't be surprised when they don't quietly accept things they don't like."

At least some Negro leaders, however, suggest that the black students would be well advised to direct their protest against Gov. Wilkins, executive director of the National Association for the Advancement of Colored People, recently said the poor students ought to be in the library studying and getting degrees rather than doing protests.

Illinois' program to extend scholarship aid to poor students who normally wouldn't qualify for it last year, without incident. Last September, shortly after the 566 students recruited for the program were assembled here, many of them staged an angry demonstration at the Student Union center. The uproar resulted in \$3,400 worth of damaged furniture in the building and the arrest of more than 200 project students.

Confused Students

Students and faculty members here attribute the outburst at least partly to misunderstandings that developed while the university hastily organized its Special Educational Opportunities Program (called "Project 500" for short) after Martin Luther King's assassination last spring. They say that some of the students in the program apparently had been led to believe that their aid would come solely in the form of outright grants. When they arrived on campus, they were surprised to learn that some of it would consist of loans that had to be repaid. More anger was sparked when many of the students found themselves transferred to older residential facilities from the new dormitory rooms they were assigned during the orientation period.

The university sought to soothe Project 500 enrollees by limiting its own disciplinary action against those arrested to reprimands. At the same time, the school has adopted a "hands off" policy toward criminal charges of "mob action" still pending against many of the demonstrators.

But the university's actions haven't been tough enough to satisfy some critics of the program, including some Illinois state legislators. Rep. Charles W. Clabaugh, the influential former chairman of the state assembly's education committee, says the reprimands "weren't even a slap on the wrist" for the demonstrators. He asserts that the project "is bound to lower standards" at the university and wants it cut back. The university hasn't agreed to this action, but it has promised to limit future admissions under the program to in-state residents; about 17% of present enrollees come from outside Illinois.

Illinois' main problems with Project 500, however, don't stem from protest demonstrations. Project enrollees haven't been involved in any major incidents on the campus since the September trouble; indeed, faculty members interviewed here unanimously assert that, if anything, the new students seem to be more serious about their studies than the rest of the student body.

But the university has had to alter some of its instructional methods to meet the needs of the recruits, as well as set up remedial classes in such subjects as English and mathematics. "The kids have the aptitude for college; but in the beginning, at least, some of them need special attention to help them become accustomed to college-level work," says Lillian Katz, a professor of education. "They can't get along with just mediocre teaching."

The university has moved to reduce the size of classes involving project students. Some classes in freshmen English composition, for instance, have been cut to 15 students from the usual 20 to 22. An introductory psychology course that used to be taught with a taped television lecture now has a "live" professor.

One professor who found his Project 500 students submitting poor written work asked them to write a few compositions for each other instead of for him. "Their criticisms of one another turned out to be far more effective than mine," he says. "The quality of their writing improved phenomenally."

Repeating Exams

The presence of the project students has prompted some Illinois professors to change their grading methods. David Tyack, a professor of education, now lets all his students repeat exams and papers on which they've done poorly. "Those kids made me see that education shouldn't be a punitive enterprise involving punishment for failure in terms of bad grades," he says. "Where did we ever get the idea that everyone has to be right the first time?"

Financial help available to students in Project 500 ranges from a few hundred dollars to full tuition and room and board, valued at \$1,800 for state residents and \$2,400 for out-of-staters. But generous as this aid is, it doesn't solve all the problems of a few very poor students.

For instance, one female freshman recruited for the project says her wardrobe consisted of "a couple skirts and blouses," so she doesn't go on many dates. This Christmas vacation she faced the prospect of remaining on campus alone because she didn't have bus fare home; a sympathetic professor paid her fare from his own pocket.

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ISR Blacks Form Government

With Distinct Judicial Body

By CAROLANN RODRIGUEZ
Daily Illini Staff Writer

Black residents at Illinois Street Residence Halls (ISR) have formed their own government.

At a meeting of the ISR legislature Wednesday night John Lee Johnson, North End community leader, acted as spokesman for the black residents and proposed the separate black judicial body.

Blacks at the meeting allegedly refused to discuss further any problems or negotiate in any way unless the predominantly white legislature recognized the blacks as a distinct judicial body.

The legislature passed a vote to recognize them because, as one member put it, "They (the blacks) told us flatly 'do it this way or don't do it.' It's worth a try if nothing else."

Ben Meder, president of ISR, disapproved of the move and said it is a "step backwards." Of two separate governmental systems in the residence hall he said "I don't think it is going to work."

The Rev. Myron Judy, director of ISR, said "This is an extremely healthy time at ISR. The students have made great steps in development and if the situation at ISR is called a crisis it is a crisis in growth."

Each race will be under the jurisdiction of its own government, the blacks sent to the black government in case of a white complaint and vice versa.

Meder said there was no way he could have opposed the action. "There was nothing I could do—they made an appeal to the chair and refused to talk unless the government was recognized."

According to Al Barshefsky, senior in engineering and member of the ISR legislature, the blacks walked out of the room after having stated their appeal.

Barshefsky said the legislature's discussion centered on the legality of whether one student government could recognize another. "Whether or not it was legal, it had to be done; nothing was getting done anyway."

The legislature is composed of floor presidents of the men's and women's residence halls, Townsend and Wardall, and ISR officers. Only one member of the legislature, Gloria Brown, is black.

The new black government will contact residents in the North End to establish a procedure for giving community blacks representation in the black judicial system.

Dan Newell, member of the executive committee, confirmed a new black government had been set up but refused to comment further.

The blacks elected to the executive board are Marshall Sullivan, Sandra Hill, Barbara Heron, Frances Lake, Clarence Lake, Danny Newell, Lynn Simpson and Clarence Griffin.

Mike Roebuck was elected president, according to Meder.

All other blacks allegedly on the executive committee also refused to comment.

The black officers were elected by black residents present at a meeting recently at ISR, according to Sullivan, a member of the executive committee.

ISR has been the scene of recent racial tension following the Feb. 22 beating of five white persons including two counselors by a group of 12 "unidentified" blacks.



JOHN LEE JOHNSON
... helped negotiate

in the lobby of ISR.

The human relations committee, set up by the ISR legislature to ease tensions by discussion of racial problems resigned en masse at the legislative meeting Wednesday, protesting the loss of black control over the committee.

The committee had a membership of seven, four of whom are black. Its chairman, Chuck Newell, is black also.

The committee recently has been working in conjunction with the multipurpose rooms committee which has no black members. Newell, after the adjournment of a joint meeting Feb. 27 announced the issuing of a statement supporting in principle the 41 demands delivered by the Black Students Association to the administration.

PCSA Talks About System

By ROGER SIMON

Concern with a "growing trend toward separatism" was expressed by Gene Graham, professor of journalism, during a discussion of the dual-government system at Illinois Street Residence Halls (ISR) Thursday.

The discussion took place at the Policy Committee on Student Affairs (PCSA) meeting where Jacqueline Flenner, member of PCSA, outlined the system as having both separate black and white judicial system and legislative system.

"The black judicial board will handle matters involving only blacks," she said, "and the white judicial board will handle cases involving only whites. In cases involving both blacks and whites the two judicial boards will meet jointly."

Rubin Cohen, professor of law, raised an unanswered question as to what would happen if the black judicial board made a judgment of a black case which the whites felt was detrimental to them.

Miss Flenner also reported the presently defunct Human Rela-

tions Committee at ISR, made of four blacks and three whites would be revitalized to serve liaison between the black and white legislative bodies.

Bernie Karsh, professor of sociology, advocated a "hands-off" policy toward the ISR matter stressing PCSA was in danger of "moving into areas of great unknowns."

Karsh mentioned the building bonds to ISR were held by the Department of Health, Education and Welfare and that agency might prohibit a dual system based on race. He further mentioned that such a system might run counter to Board of Trustee policy.

page 2

Robert Cook, Steve Brown Bud Johnson

page 3

- ? , Marilyn Thadison, Sandra Shelton, LaTonya ?
Eric Dixon (on bike)

page 4

Arberry Gordon, Charles Butts, Stanley Butts,
Wayne Eastley, ?

page 5

Michael Weatherby, Tony Jones, ? , ?

top row - ? , Michael Weatherby, Jessie Williams,
Steve Brown, Robert Cook

center row - ? , Norvell Smith, Woody Sales,
Jessie Knox, Henry Radcliff (sp?), Bud Johnson

bottom right - Henry Jasper, Tony Jones, Lynn Cook
Drug + bugle cars



? , Diane Alsbitt
 second from right Trust Alsbitt, ? , Martha Skawi
 Young man ?

Girls Drill: Cons.

~~with called 7/9 9:30~~

Mge

Explosion caused by chemicals

by Dave Parro
Daily Illini reporter

A mixture of incompatible chemicals in a glass waste container caused a small chemical explosion in Beckman Institute laboratory Monday night.

Beckman Associate Director Jennifer Quirk said there were no major injuries or damages but Urbana Fire and Rescue Service and the University's Division of Environmental Health and Safety were called to the building.

One of the waste containers in one of our labs built up pressure and it broke. There was basically no danger at any time.

— Jennifer Quirk
Beckman associate director

"One of the waste containers in one of our labs built up pressure and it broke," she said. "There was basically no danger at any time."

Acting associate chancellor of public affairs Robin Kaler said the Urbana fire department was the first department to arrive at 9:02 p.m. She said the accident was described as a small explosion in a fume hood.

Van Anderson, director of the Division of Environmental Health and Safety, said the division responds to all hazardous material incidents at the University and then decides what needs to be done.

"We were basically just responsible for going up, determining what happened in the laboratory and determining what action needed to be taken," he said.

Anderson said a glass waste solvent bottle exploded after pressure built up from the mixture of incompatible chemicals.

There was damage to the fume hood, including a glass panel and fluorescent lights, he said. A window that provides protection for people in the lab remained intact, although broken glass and chemicals spilled because it was partly open, he said.

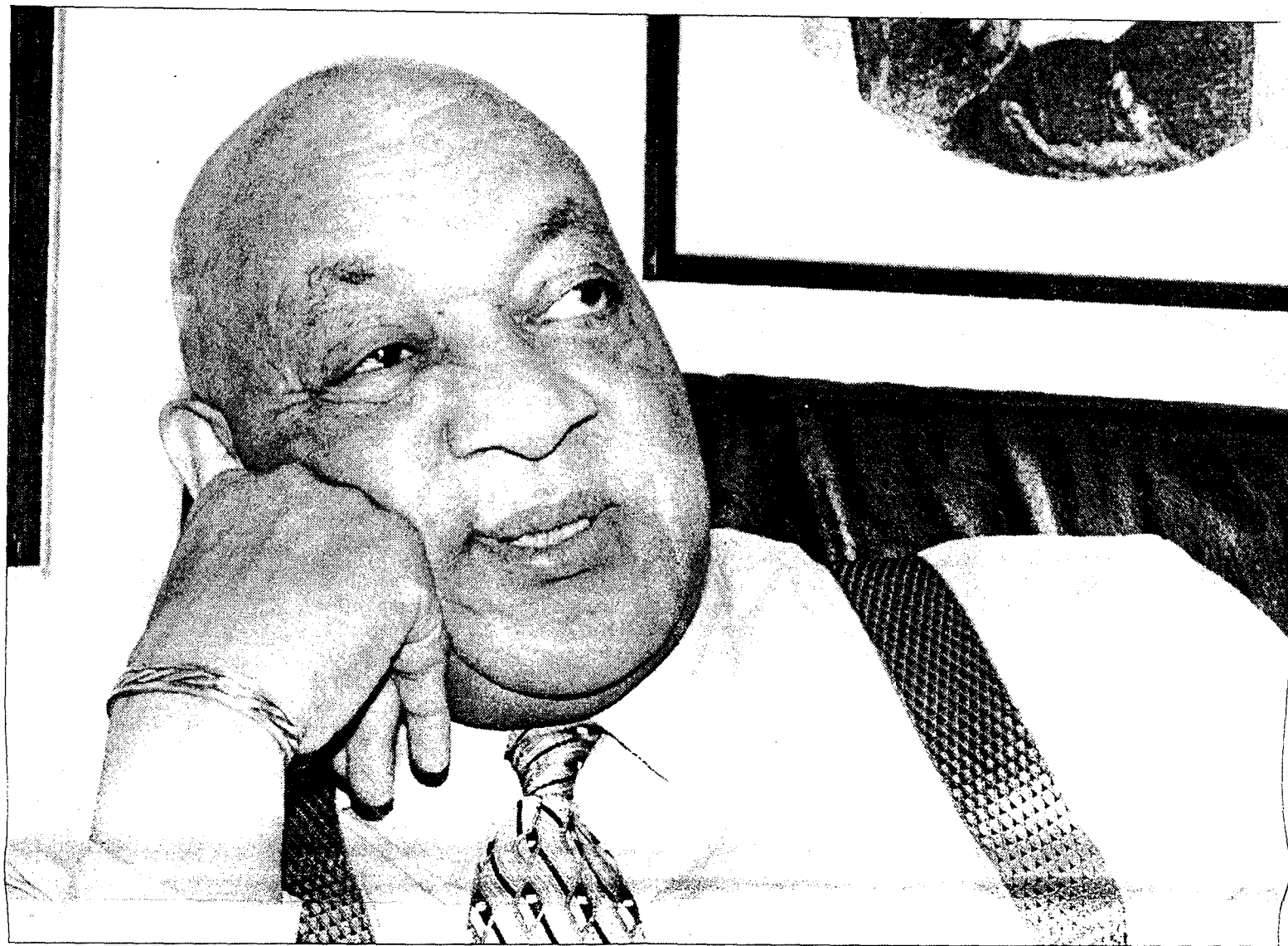
Anderson said one person received a scratch on the arm, but none of the three workers in the lab at the time of the explosion needed medical treatment. The lab was secured and locked down for the night and the spill was cleaned up this morning, Anderson said.

Quirk said Beckman researchers and workers from the University's Environmental Health and Safety Division cleaned the lab using a chemical spill kit.

Kaler said authorities left the building by 10:56 p.m. after the lab was secured.

"It was basically over right after it happened," Anderson said. "Even last night we were able to re-enter the laboratory shortly after the incident."

AFFIRMATIVE ACTION UNDER FIRE



David Neville The Daily Illini

With his current position, Clarence Shelly, Associate Dean of Student Affairs, deals with the 'non-academic issues of student life,' such as drug and alcohol problems. With respect to the current attacks on affirmative action, Shelly believes that it is only a matter of time before national attention is brought upon UIUC's policies as they have been in California.

African Americans look back on affirmative action

Tension in the '60s helped make the University hostile toward minorities

by Matt Wargin
Daily Illini reporter

It has been 30 years since the University took its first "affirmative" steps toward boosting the number of minority students at the University.

Today, the programs that grew out of that first affirmative action program are facing an increasing possibility of elimination.

Hostility is nothing new for minority programs. The University's first affirmative action program, the Special Educational Opportunities Program, faced hostility at its inception. For those first students, college was a life lived behind enemy lines. Unwelcome and resented, these students — most of them the first in their families to attend college — led the way for a generation of minority students to come.

As the country examines the merit and necessity of current affirmative action programs, the experiences of those first students offer an interesting perspective on the impetus behind the programs which exist today.

A country at war at home and abroad

In the fall of 1968, America was

Monday:

Conservative think-tank targets the University's affirmative action program

Tuesday:

Affirmative action policies at the University

Wednesday:

Taking a look at Project 500, the University's affirmative action program

Thursday:

University students' reaction to opposition to affirmative action

at war. A strategy of population removal and scorched earth was failing to significantly weaken the Viet Cong in the northern provinces of South Vietnam. Closer to home, University dean Carl F. Friley, an avowed dove on the war in Vietnam, was considering running for congress in Illinois' 22nd district. In a Chicago suburb, police imposed a curfew in the hopes of quelling racial tensions that were erupting in vio-

more Tension on 7

Clarence Shelley works to create diversified atmosphere

by Brandon A. Evans
Daily Illini reporter

Clarence Shelley looks out his office window and recalls in a deep, baritone voice what brought him to the University 30 years ago.

"My job was ... to make the black kids feel safe walking down the street," Shelley said.

As the assistant dean of students in 1968, Shelley oversaw the University's first affirmative action program, known as Project 500.

Now an associate vice chancellor, Shelley works to diversify University faculty and staff. He endorses affirmative action and said he has never had to lower standards to accommodate a minority.

As associate vice chancellor, Shelley hears formal grievances from the provost, and chairs a committee that looks for ways to diversify University staff. Shelley was also dean of students from 1974 to 1983.

Shelley thinks people are more accepting of affirmative action than they used to be.

"It's become a lot less formal. It's not the big deal that it used to be," he said. "It used to be seen as a threat, a problem — now it's a process."

When Shelley was hired to help

implement Project 500, the University had admitted 565 African-American students for the 1968-69 school year. Shelley began working during the summer to prepare for the arrival of the new students.

Shelley talked to the local African-American community, health services, counseling, advising centers and even local police in preparation for the students. For example, he had health services test the incoming students for tuberculosis and sickle cell anemia. He told the University basketball coach not to let them play basketball even though the students would want to play. There was more important things for them to do and no time for basketball, he said.

Nathaniel Banks, director of the African-American culture program, remembered being one of the students in Project 500.

"I met Mr. Shelley when I was a student," he said. "Mr. Shelley worked to get students what they needed."

Besides getting students what they needed, Shelley said his goal was to ensure the overall success and well-being of the students. An-

more Shelley on 6

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African Americans; affirmative action

Shelley from 1

other part of Shelley's plan was for the University to "see these students not as a burden or a risk ... but an opportunity. I just assumed that in two years I could pull it off."

Shelley said he always told the African-American students that their "job is to redefine this place."

That was his original plan, a plan he now admits seems foolish.

Despite the preparation, the University was ill-prepared for the influx of 500 African-American students both logistically and socially. Housing was scarce and financial aid was slow in coming. The students had trouble adjusting to campus culture and the University community wasn't prepared for them either. Frustrated African-American students protested at a Union sit-in and walked in groups for fear of being harassed.

"I thought (the University) was a welcoming community. I must have been on crack or something," he said. "What we did was redefine naive."

Now, 6.7 percent of University students are African American and Shelley said he has a more realistic goal. He envisions a day when everyone at the University can agree on a common meaning of cultural diversity.

"I would like to see the University define, or redefine, accurately what it means to be culturally diverse. We use the term a lot ... but I've never seen it effectively defined," he said.

Banks said Shelley will be very effective in helping to change what it means for a University to be culturally diverse.

"He's always been a very strong advocate for students and student concerns," Banks said, adding that Shelley often finds a delicate balance between listening to students' needs and changing the University from within to fit those needs.

When Banks came to the University in 1976 as the assistant director of the African-American Culture Program, he was supervised by Shelley, then the dean of students.

The African-American Culture Program works to provide accurate information about African-American concerns and educate African-American students about their culture. The African-American Chorus is an example of one of these programs, Banks said.

"The way that he helped me was by holding our unit up to high standards," he said. Shelley also used his background as an English teacher to proofread legal papers for the program.

"He's a great writer and an exacting editor," said Willard Broom, associate dean of students, who worked under Shelley when he was the dean of students. "He's quick to revert to his role as an English teacher."

Banks said when Shelley has a goal, few things can stop him.

"He's pretty determined, he can even be stubborn."

While the African-American Culture Program is one way to achieve the goal of a common definition for diversity, Shelley said it is only the beginning of the work to be done.

"I'm just not sure how much more there is to do," he said. "I have this notion that we are defined by our differences rather than our similarities. I believe that (idea) works against our capacity to be accepting."

One of the problems he identified is while students are willing to accept and strive for a new definition of diversity, University staff and faculty are not as quick to follow.

"The students have embraced the notion," he said. "Most of our students come from non-integrated environments and most will go back to them. They will exist in environments pretty much like those that they came from. Our last best chance to reach (students) is here. And the students know that."

ILLINOIS

A L M N

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**AFRICAN AMERICAN
CULTURAL PROGRAM
CELEBRATES 30 YEARS**

Bloodlines

Annual Report

Robert Megginson

AACP Photo



African American Cultural Program Celebrates 30 Years

Edna Long-Green '71 FAA, AM '71 FAA, remembers when she first arrived on campus as part of a group of 20 African American students recruited to advance integration at the U of I.

"In '65 and '66, you could go weeks without seeing another black person," says Long-Green, now a restaurant owner in Washington, D.C. "We went to a foreign land. We came from the inner city in Chicago to a university that had a totally different look and feel, and we were labeled as something we weren't."

Long-Green says she was tagged by University administrators as culturally deprived, even though she grew up in a home with plenty of books and had been trained in Russian ballet. However, she was making another kind of leap.

"Nobody from my family had ever

been to college," she says, "But my parents told me I was going to college since kindergarten."

Long-Green was recently back in Champaign-Urbana to celebrate the 30th anniversary of the African American Cultural Program (AACP) at the U of I. The program was established by the University in the wake of demonstrations by black students who included a cultural center on their list of demands. During one sit-in demonstration on Sept. 9-10, 1968, 240 students were arrested after they destroyed furniture and broke windows in the Illini Union. Most of those students had recently arrived at the University as part of Project 500, an effort that brought 565 black students to campus, tripling their total number overnight.

During the past three decades, the cultural program has been a positive force in the lives of many African American students. The program has its headquarters in the

African American Cultural Center, now located in a barn-shaped three-story red brick house with a pale green shingle roof at the corner of Nevada Street and Mathews Avenue in Urbana. Many students say the center has been a home away from home for them. Some say the program influenced them to decide to attend the U of I; others say it helped them to succeed here.

The cultural program has taught students new skills and ideas, shown them how to serve and helped provide them with a close sense of community. Workshops of the cultural center—which are open to students of all races—include a chorus, radio station, literary magazine, dance troupe and theater group. The Black Chorus and Theater of the Black Experience are also undergraduate classes.

African American enrollment at the Urbana campus was 330 in 1967, 1.1 percent of the total number of students. By

1969, one year after Project 500 started, there were 1,008 black students on campus. The representation of African Americans has increased steadily since then, with the 1999 fall enrollment at an all-time high of 2,382 students or 6.5 percent.

Long-Green says the cultural program was a valuable resource for her and other African Americans who were striving to succeed at the University. Students who were not comfortable talking to unfamiliar white people in intimidating University offices could usually find an understanding person to talk to at the center.

"It was an anchor in a sea of insanity," Long-Green says. "There was someone at the cultural center to get advice from, to get help that was not available anywhere else."

Nathaniel Banks '73 FAA, MS '75 FAA, the cultural program's director since 1997, says the center still offers advice and counseling, but he is also trying to help students in new ways.

"One of the accomplishments we have made is to bring the program into the technological age," Banks says, sitting in his spacious office on the second floor of the center. The program has its own Web site and has ongoing workshops in designing Web pages, using the Internet and developing other computer skills. But Banks, a jazz trumpet player with a master's in music education, says the program has not detoured from its original goals.

"I don't think that the mission has changed because I think it's a valid one," he says, "to assist the University to make it a more welcoming environment for African American students. The other part of its mission is to serve as a resource for the campus on African American issues."

Banks, a Champaign native who has

"It was an anchor in a sea of insanity. There was someone at the cultural center to get advice from, to get help that was not available anywhere else."

been involved with the cultural program since its beginning—first as a student who played on its lab band and later as an assistant director—says the center develops leaders. The center conducts a two-and-a-half-day leadership institute for freshmen and brings together the presidents and board members of student organizations to help them to work together on various projects.

"If you're going to be a leader, you need to know what is expected of you, in that the community has needs and high expectations for those who will assume those roles," he says.

Banks, a slim man with hexagonal-framed bifocals, a trimmed mustache and goatee, says he expects all the students to become leaders in their workplaces, churches, in volunteer efforts and civic activities.

"The last thing I want is someone in the political arena who has no ethics," he says. "So we concentrate on letting students know: You need to be accountable for your actions."

Banks, who came to the U of I with the Project 500 group, said the cultural center was a haven for him during his student years.

"It really was a life saver for me," he says. "At that time the campus was indifferent or openly hostile to African American students."

He says white students, especially fraternity members, sometimes confronted or attacked black students. Shortly before he began studying at the University, Banks says he was shot in the head with a pellet gun while walking on Green Street in Campustown.

"That stuff happened to everyone," he says.

While society still suffers from ugly racial incidents, the Black Chorus, the cultural program's most popular performance workshop, is one force that brings people together. Directed since 1981 by U of I music professor **Ollie Watts Davis**, MMUS '82 FAA, DMA '88 FAA, the dynamic choral group has performed in Orchestra Hall in Chicago, with the Champaign-Urbana Symphony Orchestra and in concerts with well-known artists such as Shirley Caesar, The Winans and Take 6. Davis guides 150 singers—students and community members, black, white and Asian—to present black American music that covers the spectrum from spirituals and gospel to jazz and rhythm and blues.

As guest artists at Urbana High School's fall concert, the Black Chorus fills six rows of risers, spanning the width of the basketball court at one end of the gym. The 32 men in the center—wearing white shirts with black ties, slacks and shoes—are flanked by two groups of women in long black dresses. Urbana High School's choral



director **Willie Summerville**, MS '67 FAA, introduces Davis and her group, saying, "I asked her to come to inspire us." Then the 5-foot-8-inch former college basketball guard takes the floor and faces her singers. Wearing a black dress draped with a blue and gold, royal African patterned scarf and patent leather heels, Davis raises her hands and launches into her own arrangement of the spiritual, "King Jesus is a' Listening When You Pray." Her expressive face changes with almost every note as she also sings, her hands fluttering and soaring to guide her singers to "tell the story." The crowd, high school chorus members in their T-shirt uniforms and their parents and grandparents, rises as one, cheering with abandon as the chorus hits the last notes of its first song.

During "Father, You Alone Are Worthy," the power and beauty of the chorus's voices—which fill every corner of the room in waves of joyous, unified sound—brings the high school singers up from their bleacher seats to applaud wildly in the middle of the song.

Davis later says she wants the audience to experience the chorus' singing deeply and to be moved and changed by the music.

"If they've come with certain concerns and issues, we want them to leave feeling better," says Davis, who is also the youth choral director at Canaan Missionary Baptist Church in Urbana. "If they feel their circumstances are difficult, we want them to feel that they can handle what they have to deal with."

Chicago inner city native **Dan Perrino** '48 FAA, MS '49 FAA, a dean of special programs and services in the late 1960s, recalls how his dealings with new black students

led to the formation of the chorus.

Perrino, an accomplished musician, says several of the students told him how much they missed singing. Three had been on the all-city Chicago choir, which performed the music of composers like Handel and Bach. After a false start with a classical-type choir, he called U of I music professor Robert Ray, then the choir director at Mount Olive Baptist Church in Champaign, and asked if he would lead a new group.

"Within 30 minutes, he had them whipped into shape," Perrino recalls. "They really enjoyed it. In May of 1969 they gave their first performance in the Florida Avenue Residence Hall. It went over like gangbusters."

Perrino, an Italian-American who continues to work part time as an assistant to the director at the U of I Alumni Association, says there was quiet opposition to the idea of a separate cultural program for African Americans.

"People said about it the same things they said about Project 500: 'The program won't work,'" he recalls. "People didn't feel

that you could take kids who didn't have any kind of academic background and bring them to the University. There were also criticisms from white families whose kids couldn't get into the University because they weren't academically qualified, yet we were accepting African American students who were not qualified."

Clarence Shelley was hired by the U of I in 1968 to direct Project 500 after he successfully developed a program at Wayne State University to increase the number of minority students in Michigan. Shelley says the cultural program was an important factor in helping black students adjust to a white-dominated campus.

"They said there was a comfort in seeing someone who looked like you, talked like you, acted like you," says Shelley, now the associate vice chancellor for student affairs. "We wanted to dissipate that sense of isolation."

Shelley says he also heard a few arguments against a black cultural center: It would further isolate students, they should be able to adjust without it and the money would be better spent elsewhere. Some said, "OK, then we should also have a white cultural center."

"We have," Shelley would say. "It's called Krannert."

Jack Peltason, HON '89, the chancellor from 1967-77, says he made the decision to establish the cultural program because there was a need to put together a strong academic program that would investigate the African American experience in the United States. Peltason, who was often criticized by black student leaders for not meeting with them or for problems such as dorm assignments, says he gave the go-ahead for the program after consulting with many people.



"It was the right thing to do at the right time and the right place to do it," says Peltason, who later served as president of the University of California system. "It was generally supported by the board, the faculty and the community. Some people thought we were going too fast."

Joseph Smith, assistant to the chancellor in the 1960s, says he approved of the idea of a cultural program—but not a cultural center. "I would have preferred the program would have existed without the separate preserve," he says.

Smith opposed the cultural center because he thought it would keep black students apart from others.

"Genuine education results from interaction with a variety of people," he says, "because we learn better with each other. The more you work together with people, the more you become free of prejudices. The interaction here is so slight."

Smith, an African American who retired in 1994 as associate chancellor and associate professor of English, was a co-director of the program that brought Edna Long-Green and 19 others to the University—the action

Top: The first Black Chorus workshop in 1968
Below: Professor Ollie Watts Davis (right) directs the present-day chorus.

is that kind of interaction, and they find out you're not supposed to do that here," he says.

Smith says the cultural center was established because of the demands of black students, but there is a misconception about why the program that brought most of those students to the University was implemented.

"We were actually trying to set up a program with 300 students," he remembers.

While Smith, Peltason and others were working on the logistics of such a program, the Rev. Martin Luther King Jr. was assassinated. "That sent the campus into turmoil," Smith recalls.

In the wake of King's death, angry black students demanded that administrators accept 1,000 new black students at the University. "They demanded 1,000," Smith says. "They didn't know we were working on the 300. It was in the nature of the times to be militant, to be aggressive, to assume nothing was being done unless you made it happen."

Smith says he negotiated with student leaders, explaining to them that there was

that paved the way for Project 500 and the cultural program. He says he is disturbed by the fact that blacks have to separate themselves to receive leadership training.

"Black student leaders in black culture should not have to develop in a segregation mode," he says. "It should take place in a kind of open way."

Smith knows he holds a minority view by opposing the idea of a cultural house, but he is an idealist who is saddened because he says the U of I is as segregated today as it was in the '60s. He believes that students who come to Urbana-Champaign from schools where different races socialize together soon change.

"Some come from schools where there

no way the campus could bring in 1,000 African American students because of financial considerations and other concerns. "So we settled on 500," he says. Smith also credits Chancellor Peltason for his efforts in persuading UI President David D. Henry, whose portrait was slashed in the Illini Union disturbance, and the Board of Trustees to bring the first large group of African Americans to the University. "He responded to his own inner force, his own inner convictions," Smith adds.

In a recent conversation he had with one of the student leaders from the '60s, Smith discovered that, even to this day, many believe Project 500 was totally the brainchild of the militants. "They thought nothing happened until they jumped up and down and started screaming," he says.

When **Glennese Harston '94 LAS** came to Urbana-Champaign from Chicago in 1990, the campus was a more peaceful, welcoming place, and the cultural center played a key role in her decision to study here.

"When I came down for a visit, my Mom and I were introduced to the cultural center," says Harston, an upbeat woman with bright brown eyes. "I saw the radio station, the Black Chorus and the center. It got me very excited to be a part of this environment. That was one of the reasons why I applied."

She was involved in many of the center's activities throughout her student years, playing a lead role in an August Wilson play, helping to coordinate the Mom's Day fashion show and deejaying a gospel music program on WBML (Where Black Music Lives), the center's radio station.

On a recent October afternoon Harston, now a college/career coordinator at Chicago's Perspectives Charter School, is

back at the cultural center. Dressed in a red sweatshirt, red cap and blue jeans, she is leading 26 high school juniors and seniors on a tour. During a break in the center's lounge before heading home on the chartered bus, Harston says she has many fond memories from her own student days. She met two of her best friends at the center, both of whom will be in her wedding in May.

"You were able to come over here and get information and at the same time have fun," recalls Harston. "It was a meeting place for you and your friends to get together or just relax and watch TV."

One week after the high schoolers' tour, Harston says one of the seniors has told her she plans to attend the U of I, especially because of the cultural center.

"She's intrigued by being on such a big campus after attending a small high school," Harston says. "She likes the idea of the support of the center—the computers, the tutoring, the radio station. She mentioned that she noticed the pictures on the walls of the graduating classes and the people in plays and that some day she might be up there in a picture."

Harston admits her bias toward the U of I, so she tries to steer high school students here.

"I tell them they should find a place that will make them feel welcome," she says. "I'd like to see them experience the family bond I felt and the pride of being an African American student on a large campus."



AACP Photo



AACP Photo



AACP Photo



AACP Photo

Students over the years from various workshops offered by the African American Cultural Program



Web Extra
African American Cultural Program
<http://www.omsa.uiuc.edu/aacp/>



Studio One Photography

Mary Hubbell

Bloodlines

A Story of Two Mothers & Two Daughters

By **Vanessa Faurie**

The Aug. 18, 1998, letter to the Alumni Association was from a minister in Albuquerque, N.M., seeking help for an alumna's young daughter who was ill with a rare, life-threatening disease called aplastic anemia. He hoped that University organizations might assist the family in some way, in light of mounting medical bills and the frequent need for blood transfusions for the child.

"Katy was suddenly diagnosed one year ago at age 4," the minister wrote. "Since then she has needed more than

60 blood transfusions. In aplastic anemia, the bone marrow produces insufficient blood cells."

My heart grew heavier as I read about how the mother had quit her job to care for her youngest daughter; and how, with two other children, a family once dependent on two incomes was now getting by on the father's lone salary as the manager of a fast-food restaurant; and how they were incurring incredible expenses despite insurance.

I was even more moved to learn that my fellow alumna, **Mary Hubbell**

'88 COM, lives just a few miles north of Champaign-Urbana in the small town of Fisher and graduated from the College of Communications not long after I did. Only she majored in advertising instead of journalism.

My campus director had given me the letter on Aug. 21 and asked, "What does the [alumni] magazine do for situations like this?"

I explained how we occasionally receive similar letters seeking aid; how we want to be of some assistance without opening the floodgates to all calls for help that then detract from the true editorial mission of an alumni publication; and how the magazine could include some notice about Mary in the Class Notes section. Since it is a department devoted to keeping up with the life changes of alumni—although most are about a recent job promotion,