

Alternative Sites of Rhetorical Education for African Americans: Textual and Visual Rhetoric for Civic Engagement and Race Advancement, From Reconstruction to the Interwar Period (1)

Community-based research:

**Studying Bethel AME Church
and its Baraca-Philathea
Lyceum (ca 1910-1940)**

Vanessa Rouillon
Ph.D. student
Department of English
vrouill2@illinois.edu



Albert R. Lee Papers: Documenting the Baraca-Philathea Lyceum (2)

“Everything that is good for the Race and the community [they say], we should try and help better it [the lyceum] by boosting and encouraging it [the lyceum]”

(Gray & Thornhill, 1920)



Albert Lee, 'unofficial Dean of the colored students'

Albert R. Lee Papers: Documenting the Baraca-Philathea Lyceum (3)

“...[t]he literary numbers should include readings, declamations, papers, orations, extempores on current question[s], and an occasional debate. The musical numbers should include vocal and instrumental.”

(Albert Lee, Letter to Officers, 1922)

“Our December Lyceum meeting was the best in our series, and ranks well with those held former years ... the discussions were spontaneous ... If time permits, I shall give a parliamentary drill.”

(Albert Lee, Letter to Officers, 1923)



Albert Lee, 'unofficial Dean of the colored students'

Local periodicals: Documenting the Baraca-Philathea Lyceum—
Urbana Courier, October 4, 1907 (4)

HARD ON WORKING MAN

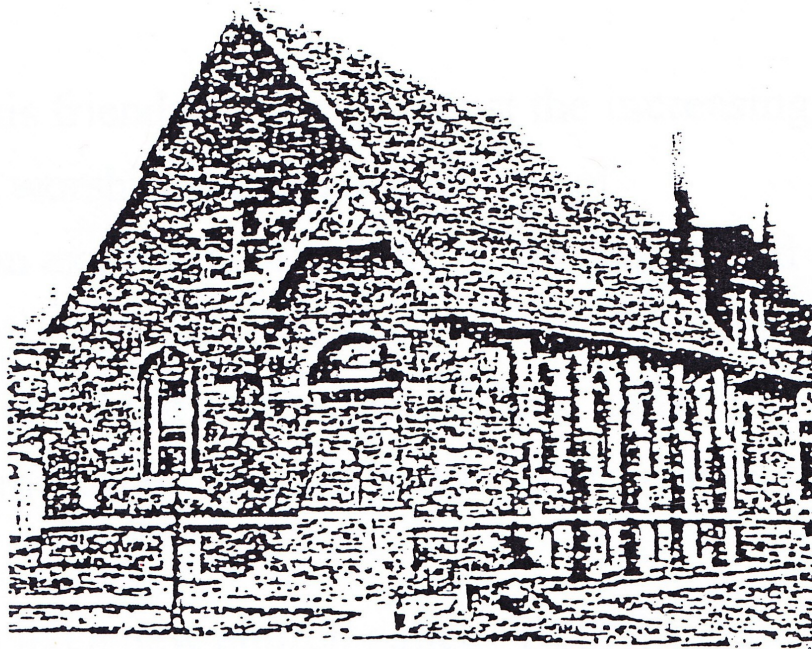
Society Will Debate on Labor Saving Machinery

The debating society of the Baraca club will discuss the following question this evening at their rooms in the Lange building on East University avenue:

“Resolved, That the introduction of labor-saving machinery is detrimental to the laboring class of people.”

The debaters are the following: J. C. Lee, Mr. Bankhead, Henry Pope and H. Leonard.

Oral Histories: Documenting the Baraca-Philathea Lyceum (5)



1892~1959

“The Lyceum, ... I knew it- ... it was composed mostly of students ... from the University, ... but I do remember that the students came to the church ... university students. .. I *do* remember a program that they had, and I sang a solo at one of their programs ... I knew they had debates ...”

(Mrs. Bridgewater, Sep 17, 2009)

Academic outcomes (6)

My dissertation will study a local instance of a literacy society—the Baraca-Philathea Lyceum, sponsored by Bethel AME Church, in Champaign, IL.

I will explore how this lyceum became a site of rhetorical education for African Americans in the community—arguably, their most relevant site for the articulation of black humanity, intellect, and civic involvement.

My research will further explore how this literacy society may have permeated other church organizational forms; may have influenced this community's activist work during the twentieth century; and may have followed AME Christian-democratic principles aiming to insert African Americans into their political and social venues.

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