

# COMMUNITY ENGAGEMENT



RESEARCH AND SERVICE  
@ UNIVERSITY OF ILLINOIS

Community Engagement @ Illinois

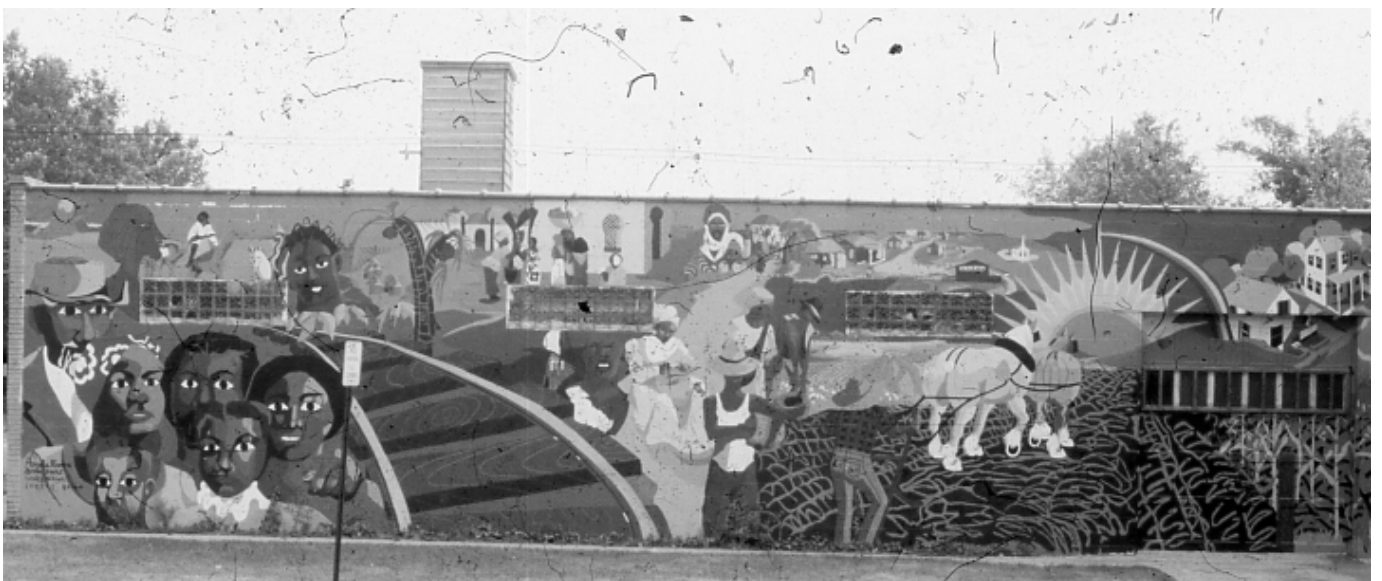


The staff of the eBlack CU summer project include faculty and students from area high schools, Parkland Community College, and the University of Illinois. From left to right: Noah Lenstra, Rachel Harmon, Jaime Carpenter, Dominique Johnson, Reginald Carr, Deidre Murphy, Abdul Alkalimat, and Jelani Saadiq. (Not pictured: Sherodyn Bolden)

Photo by Patricia Rosario.



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Noah Lenstra, Editor

#### Cover Art:

The Park Street Mural was created in 1978 at Fifth and Park in Champaign. Standing in front of the mural you can see Salem Baptist Church and Bethel A.M.E., the two oldest historically African-American churches in Champaign County, both founded before the civil war.

The principal artist was Angela Rivers, who grew up in Champaign-Urbana. She was assisted by young men like L. Nolan, M. Mitchell, S. Brown and P. Caston, and a group of over 30 folks from the community including high school students and young adults. For more information go to: <http://eblackcu.net/mural/>

In the summer of 2010 six African-American high school students and young adults were hired by the University of Illinois to work on digitizing the history of African-Americans in Champaign-Urbana. One of their projects was creating a digital representation of the Park Street Mural and its history. This website is the result. We hope you enjoy it! Please send us any and all feedback and commentary by visiting: <http://eblackcu.net/portal/contact>.

### Acknowledgements

The Department of African-American Studies provided space for our 2010 Summer work, as did Salem Baptist Church. The Early American Museum and Champaign County Historical Archives gave the eBlackCU team virtually unlimited access to their collections, which greatly assisted in this endeavor. The North First Street Business Association invited us to attend their meetings and set up an oral history table at their Farmer's Market. Angela Rivers gave us her time. The eBlackChampaign-Urbana summer interns assisted in all aspects of this project. The C-U Citizens for Peace and Justice shared their listserve. The Champaign Public Library provided rooms for meetings, and the American History Teachers' Collaborative invited us to host a table at their Summer Institute.

A special thanks to: Brian Dolinar, for sharing an article by Albert Lee found at the Vivian Harsh Library in Chicago; Patricia Rosario, for photographing the eBlackCU events; Daniel Mitchell, Pauline Pelmore, Bennie Drake, Ray Hines, Lucy Gray, Jeanie Angle, Ted Adkisson, Erma Bridgewater, Tracy Parsons, Forman Pursley, Beverly Lacy, Staci Ward, and Will Kyles, for sharing interview time with us; Michael Pollock for his letter of support helping us secure funding; Ellen Swain from the University of Illinois Archives and Thomas Weissinger from U of I African American Research Center, for helping us find source material; Sharon Irish, for reviewing our grant application and offering suggestions; Melissa Pognon and Otis Noble, for helping us understand campus-community relations; and the community of Champaign-Urbana for warmly embracing this project.

Portions of this book have been previously published in the Public i, The Column: School of Social Work Newsletter, and Perspectives. The authors of the different pieces in this volume reserve all copyright permissions for the works herein reproduced. All requests to reproduce in part or in whole any of these works should be directed to these individuals.

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# INTRODUCTION

Community engagement is at the heart of the mission of the University of Illinois. As a land grant institution the original purpose of the University, through research, teaching, and service, was to serve the community, then especially through agriculture and industry. Our focus is on how this tradition is being carried forward into the 21st century. How is the University engaged in research and service for the local community of Urbana-Champaign?

This focus is a central question on many levels:

- a. As a philosophical concern it points us to the relative importance of ideas (consciousness, theory) and experience (practice, scientific experiment);
- b. As policy it points to negotiating the conflicting interests of town (community) and gown (campus) in the realm of economic development, social services, and social justice;
- c. As scholarship it points to the utility of proximity for a sustainable research based pedagogy, the value of student internships and citizen scientists.

From the point of view of the community there is an expectation that these questions need to be answered so that great achievements in science and technology will be paralleled by comparable achievement in higher quality of life and social justice for everyone in the local community.

This project has a particular focus on the African American Community. The two main academic units for this work have been the Graduate School of Library and Information Science, and the Department of African American Studies in the development of a research program in eBlack Studies.

This volume represents an attempt to bring together documentation on all recent and ongoing engagement and research projects emanating out of the University of Illinois that have as a key focus local African-Americans and the historical African-American community. This project grows out of a community engagement effort called eBlackChampaign-Urbana (eBlackCU) in which we are building a collaborative digital library on African-American history and culture in Champaign-Urbana.

In the process of building this library we came to two realizations:

- 1) Our efforts overlapped with a number of other ongoing projects;
- 2) The University of Illinois, through theses, dissertations, research articles and books, had generated a large amount of information on local African-American history and culture.

Prompted by these realizations we attempted to bring together documentation of recent engagement and research projects, grounding this contemporary snapshot in a historical context of campus-community interactions.

The structure of *Community Engagement @ the University of Illinois* reflects this goal: Section 1 contains historical primary sources from 1940-2004. Although some local African-Americans were able to attend the University of Illinois as early as 1900, our research suggests that it was not until the late 1960s that local African-Americans achieved agency in campus-community initiatives. These short pieces represent snap-shots of particular moments in time from particular vantage points. We would encourage more rigorous and exhaustive history building on these primary sources.

Section 2 is the heart of this volume--containing documentation of over 40 recent research and engagement projects, this section exists to spark conversations both among the individuals affiliated with these many projects and among individuals in the community interested in understanding how campus-community interactions are presently structured. In addition to the documentation itself, a second guide to this information can be found at <http://eblackcu.net/portal/items/show/705>, in which we have attempted to extract out key data-points on all these projects in terms of affiliations, dates, public partners, goals and funding sources. We take responsibility for any errors in this table.



Some trends can be gleaned from this data:

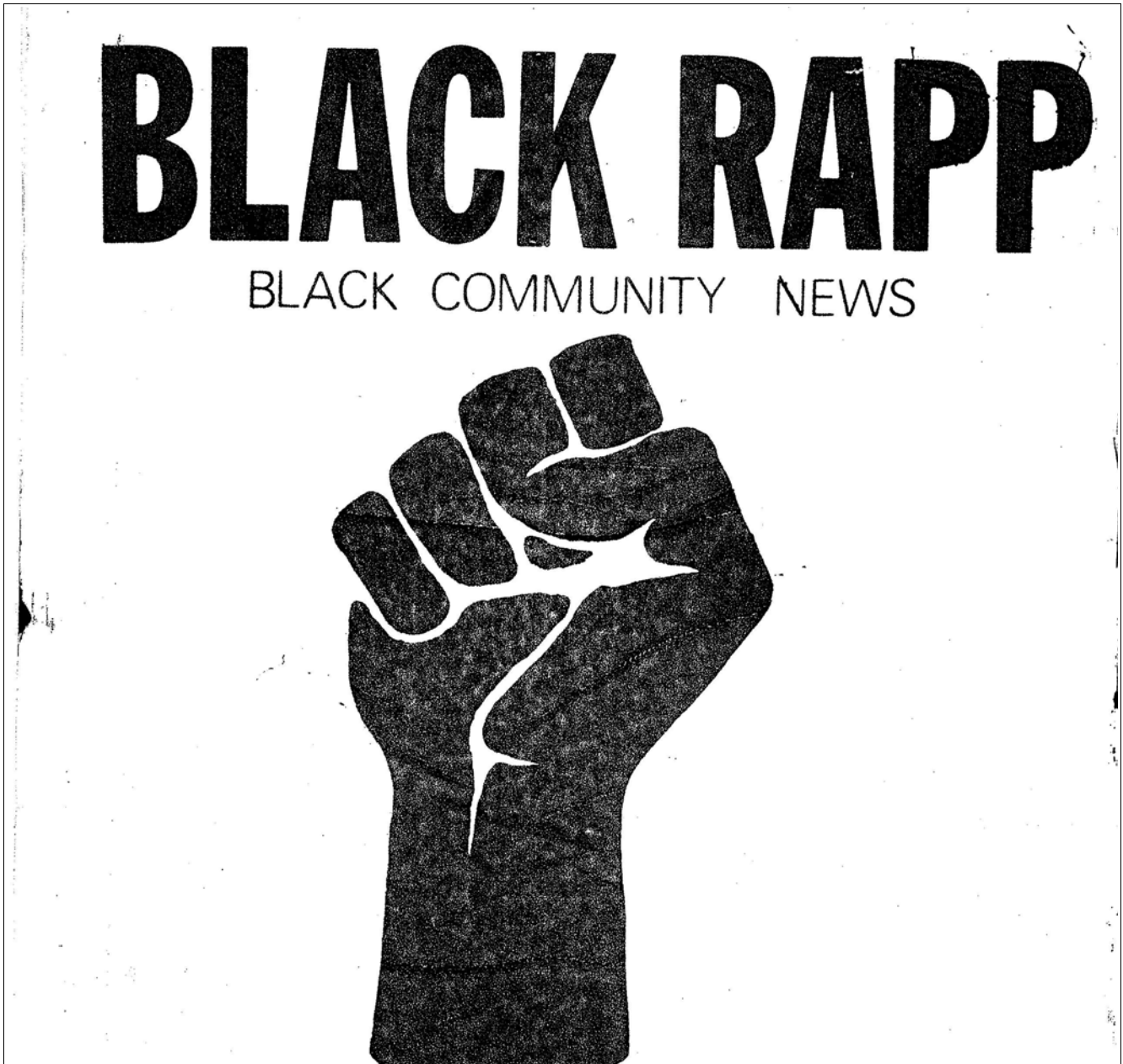
- Certain community sites seem to be over-represented in campus-community relations. The Don Moyer Boys and Girls Club appears as a public partner in seven of the projects; Salem Baptist Church appears in five; C-U Citizens for Peace and Justice appears in four; the North First Street Business Association appears in three. A preliminary interpretation of this data would be that since there are no mechanisms in place to direct University engagement a small number of institutions are over-represented in engagement projects;
- Community-based engagement and research emanates predominantly out of either dedicated engagement units and/or professional schools. In addition to dedicated engagement units (Krannert Center for the Performing Arts, Extension, WILL Illinois Public Media), other engagement efforts out of the University of Illinois appear to derive principally from programs such as Urban and Regional Planning, Community Psychology, Graduate School of Library and Information Science, Education, Law, Engineering, Business and Social Work -- programs that could be classified as more professionally oriented than programs such as Sociology, History, Political Science, Mathematics and other "core" academic disciplines. Although there are important exceptions to this trend, a preliminary interpretation is that although there are a multitude of campus-community partnerships and initiatives what is missing is rigorous, systematic research;
- The data suggests that the University responds to the same issue from multiple perspectives at the same time. In the section of this volume on Politics and Police we bring together documentation of many projects that are at least partial responses to the tragic death of 15-year old Kiwane Carrington in Fall of 2009 at the hands of the Champaign Police Department. Additional projects addressing this issue can be found in the section on Education in this volume (Hip Hop Express, U.R. Movement). An interpretation of this data is that on a campus as large as the University of Illinois multiple responses arise simultaneously to local issues, suggesting the need for an infrastructure to encourage more ties not only from University to Community, but also from University to University, in order to pool resources to maximize impact and build trust in the University of Illinois.

We encourage future researchers to use what we have built to continue to analyze and keep track of the University's foot-print in the local community. We further encourage future researchers to add to the data-set we have built around this volume by submitting updated information on community engagement to the eBlackChampaign-Urbana digital library at eBlackCU.net.

Finally, Section 3 of this volume contains information for individuals seeking more resources. The first bibliography is in fact a webliography, featuring a guide to digitized sources made available through the eBlackChampaign-Urbana library; the second bibliography is a guide to resources on African-American history in the University of Illinois Archives. eblackCU.net also features the full-text of all pieces in this volume which have been excerpted. Owing to space constraints, and to produce a concise volume, we have only been able to reproduce a fraction of what was submitted to us. The full-text of all submissions can be found on the eBlackCU database.

Our main target audience is community leadership. You know who you are. We need your active positive criticism to help us improve our efforts. We need community voices to be proactive in helping to set the agenda for scholars and students to follow in their community engagement research and service projects. Finally, we need to know about important material not included in this volume so we can make that available as well.

## SECTION 1 - Historical Context



“Black Rapp: Black Community News” was a publication printed and distributed by the Community Advocacy Depot/Progress Association for Economic Development, located on the 100-block of North First Street, in the early 1970s. The Community Advocacy Depot was run by community members, headed by John Lee Johnson, and funded and staffed by the University of Illinois.

***Excerpts from Albert R. Lee "The University of Illinois Negro Students: Data Concerning Negro Students at the State University, The Negro in Illinois 26 June 1940. (Reproduced courtesy the Vivian G. Harsh Research Collection of Afro-American History and Literature, Woodson Regional Library, Chicago Public Library)***

".....In the early years the Trustees were appointed by the Governor. It is interesting to know that Honorable John J. Byrd, a Negro from Cairo, Illinois, served a term as Trustee of the University from 1878 to 1879 by appointment of Governor John L. Beveridge...."

The Negro at the University of Illinois: History

The first Negro to enter the University was Jonathan A. Hogan of Decatur, Illinois, who entered in 1887. He attended one year. George W. Riley of Champaign, Illinois, a special student in Art and Design, attended from 1894 to 1897. William Walter Smith was the first graduate receiving his degree in 1900. Walter J. Bailey was the second graduate, finishing in architecture in 1904. He was the first and only Negro to receive a professional degree of Master of Architecture. Miss Maudelle Tanner Brown now Mrs. [M]iddian O. Bonsfield, was the first woman graduate, finishing in mathematics in three years, in 1907. The first negro employee was Mr. L.R. Balder, who served as janitor of the Drill Hall and Gymnasium, now Gymnasium Annex. The next was Albert R. Lee, who entered employment as a messenger in the President's Office in February, 1895. He is now chief clerk in that office. Since that time two have been employed as mail carriers for the University, a fireman, now retired and a helper in the Horticulture department.

Curricula

All curricula are open to Negro students in all colleges and schools without discrimination, both at Urbana and Chicago. Negroes are registered in all of them. For a number of years the College of Liberal Arts and Sciences has attracted the greatest number, because it is a service college, preparing its students for other Colleges, such as Education, Law, Medicine, Dentistry, Pharmacy, Library. It also contains the department of Chemistry, recognized as one of the best in the country, and one that has attracted a large number of Negro students to both its undergraduate and its graduate courses. The College of Education has been a popular one and it would seem that the teaching field is far from being overcrowded and there are openings for well trained Negro teachers. In spite of lack of proper vocational guidance in past years, Negro students have shown good judgment as a whole in entering into curricula which lead to fields open to them after graduation and avoiding those which showed less opportunity for them.

Graduation

This study will show that 46 degrees were conferred between 1900 and 1920; between 1921 to 1934, 203 degrees, and from 1935 to 1940, 86 degrees, a total of 335 degrees.

In the first twenty years the A.S. degree largely predominated but since that time the B. S. has come into its own. This can be explained by the fact, that many Negro students after taking the preliminary work in the College of Liberal Arts and Science, transfer to Education. There has been a marked increase in the number of graduate degrees conferred in the past ten years. More Negroes are studying graduate courses than in any time in the history of the University.

### Commencements

Negroes participate in the commencement exercises in the same way any student does, without discrimination as to marching or seating.

### Employment of Students

Normally there are few opportunities open for Negro students to work. Negroes have seldom found employment in University offices; libraries, laboratories, shops, and Physical Plant are not open except through N.Y.A. There are a few jobs open in the University Business District and in homes in the community. Fraternities and sororities, once a fertile field for employment, give the most of their employment as dishwashers and waiters to white students. Often white students, fraternity men themselves, work in nearby houses, rather than their own. Girls occasionally find employment in homes for room or for cash pay. There are a few such places for boys. Tables run by Negro Greek letter organizations afford employment for a few. There are two such organizations running tables. One serious handicap is the lack of business places conducted locally by Negroes. Now and then some local barber shop has given such employment.

The National Youth Administration has given employment to a large number of Negro students. This fund has been administered by the Employment Division of the University, and its head has been especially sympathetic with the economic status of Negro students. He has placed them in jobs in numbers out of the proportion of Negro students enrolled. A much larger number of Negro students who have applied have been given N.Y.A. jobs than the percent of all students applying and given employment.

The University, particularly the Department of Chemistry, has given scholarships and fellowships to Negroes. There have been about a half dozen given in Chemistry. There was one given in Mathematics last year, and a reappointment given for the next year to a young man who is working on his doctorate. A fellowship in Economics has been given a race (race as used throughout this paper refers to the Negro race) student for 1940-1941, who is working on his doctorate also. University Loan Funds have been made available to Negro students any many of them have availed themselves of this source of aid.

### Extra Curricula Activities

During the years Negro students have taken an active part in outside activities. William Walter Smith ('00) was editor of the Illini (the student newspaper) in 1899-1900, president of the Philomathean Literary Society, Color Sargent in the Military Battalion, and Hatchet Orator for Class Day. William Jasper Prince was a member of a victorious Illinois Inter-Collegiate Debating Team in 1917 or 1918, and was a member of the Honorary Debating Fraternity. Colored boys have acted as reporters on the Illini. They have taken part in Class Dramatics. About six or seven years ago Negro students participated in an all Negro cast of Negro plays in Lincoln Hall Theater under the direction of the Supervisor of Dramatics. They have taken a part in Spanish plays also. Three or four girls have been members of the Woman's Athletic Association, which is a more or less an honorary organization. There have been colored co-chairmen of both the Y.M.C.A. and the Y.W.C.A. Interracial Commissioners, such co-chairmen being members of the Y.M.C.A. Cabinet with their pictures appearing in the Handbook of the Associations. Reginald F. Fisher, a student, sang routinely over WILL, the University Station, and Audrey Benton, and Marin Bartlett, music students, play the piano over station WILL, the latter having a regular period. One young woman, Celeste Cantrell was accepted as a member of Torch, an All-University Woman's Honorary Orchestis, honorary dancing (interpretive dancing) Sorority, has had one or more Negro girls in its membership for many years. Marion Bartlett composed a musical number for

Orchestrations recitals. This past year Matheus L. Corley, Jr., was a member of the Varsity Debating Team, and made the Honorary Debating Fraternity. Edward D. Yeatman was president of the Spanish Club during 1939-40, member of the Honorary Spanish Fraternity and participated in Athletics.

Athletics at Illinois consist of Intercollegiate and Intramural. Negro Fraternities have participated in Intramural events, basketball, softball, and track, and boxing, and tennis and won honors in various events. One Negro won a tennis championship and another a golden glove boxing contest at his weight. The fraternities have won cups for winning in their divisions in Intrafraternity basketball. In Intercollegiate Athletics many Negroes have been on football and track squads throughout the years but only a few have won 'Letters.' Roy M. Young won a letter as a tackle in 1904, '05, '06 and Hiram M. Wheeler, a letter as quarterback in 1906. In track. H.H. Wheeler qualified as a sprinter, H.L. Stevenson as a hurdler, George Kile as a sprinter and Garland Jamison, as a high jumper, all of them but one won a letter. Douglas M. Turner won letters in tennis in 1929, '30 and '31 playing number one position. Alphonse Anders won his letter in track, both indoor and outdoor, as a broad-jumper and member of the one mile relay team. Several Race Athletes have won their numerals as members of football and track freshman varsity teams.

### Musical Organizations

Two Negro students have sung in the University Glee Club. One about eight years ago, another has been with the Club for the past six years or more. He is still a member. In 1898-1900 a colored woman was a member of the Woman's Glee Club. Two years ago a Race student played in the University Orchestra. Almost since its organization Negroes have sung in the University Choral Society. George W. Riley played a snare drum in the University Band during the years 1894-97.

.....

### Living Conditions

Living conditions have greatly improved in the past twenty years. The two organized houses, where many negro students live, are buying their houses. The homes in the city where the independents live are all modern, a situation that did not exist some years. There may be a few cases of overcrowding, but these are voluntary and not compulsory. All of the homes housing students of our group are some distance from campus except in a few instances. For many years the greatest Race students lived in organized houses. Theoretically the Women's Residence Halls are open to Negro students. But there are practical difficulties that almost preclude their living there. The expense, the early deposit, and the long waiting list are factors that influence the situation.

### Board

The private tables in organized houses board in private homes, two colored eating houses at a distance from the campus take care of the feeding of Negro students. The university Cafeteria serving only a noon meal is open without discrimination to all. One or two white restaurants in the University district (off the campus) will offer meals to Race students. The Illini Union (Student Center) which will open in September, will serve meals and give fountain services to all students alike without discrimination.

### Organizations

There are three national fraternities at the University - the Kappa Alpha Psi, Alpha Phi Alpha, and the Omega Psi Phi. The first two have purchased their homes, which are large, and very attractive. Two sororities make up the girls list of Greek letter organizations. Alpha Kappa Alpha and the Delta Sigma Theta. The Alpha Kappa Alpha's purchased a home a number of years ago, and are well housed near

campus. The Intra-fraternity Council voted to admit the Negro fraternities to membership, but they have not availed themselves of this privilege. Cenacle, an honor organization of Negro students has sponsored various projects. One year it brought about the presentation of plays by Negro students, also an exhibit of books written by Negroes by the University Library. Bethel A.M.E. Lyceum which has functioned for about thirty years, is now managed and attended almost entirely by Negro students.

### Welfare: Religion

The various religious foundations (white) extend their privileges to Negro students. Many conferences and committee meetings have been held at these foundations, especially Wesley. Many attend the University churches, especially the Catholic and Episcopal. A great many attend local Negro churches, although the percent of Race students attending their own churches, is much smaller than in former years, and is too small for the number of students here. At present the number of Negro students taking part in local church activities is small. Bethel A.M.E. Lyceum, an organization participated in by students through the years, is now officered, attended by and managed almost entirely by students. It serves as a 'laboratory,' a forum, and an outlet for expression by pent up convictions. The colored churches welcome the Negro students and co-operate with them as far as permitted by the students themselves. Race students have frequently given programs in churches in nearby cities and villages. The Y.M.C.A. and Y.W.C.A. Interracial Commission, when in existence, has worked for social privileges for Negro students, but of necessity their work was slow and educational in its nature. Because of the seeming slow progress made Colored students became impatient and ceased to work with it. Consequently this work was abandoned. Those Commissions have brought to the campus outstanding Negro educators, and musicians to the All-University services, College Presidents, the late Richard B. Harrison, the Fisk and Munday singers; have been features. Many race students are members and active in the local branch of the N.A.A.C.P.

### Social

The social life has been more less exclusive, being sponsored almost entirely by the Greek Letter organizations. They have consisted of parties, breakfasts, teas, picnics, and annual spring dances. Homecoming dances have been a custom for many years. Students attend some social affairs in the city. Some of the local churches, especially Bethel A.M.E. have sponsored dinners, teas, suppers, mixers directly or indirectly for colored students. The Woman's League has always welcomed Race Women to its teas. In recent years Negro students have attended in larger numbers the major University social events such as the Senior Ball, the Junior Prom, the Sophomore Cotillion, Military Ball and various Class informals.

### ***Excerpts from Descriptive Inventory of Resources for the Ecology of Mental Health and Work with Disadvantaged at University of Illinois Champaign-Urbana. Compiled and edited by Maynard Brichford. July 1967. Privately published.***

*[Editor's Note: This book featured an inventory of programs and initiatives that had as a focus the disadvantaged, broadly defined. The excerpts featured here highlight programs that had as a primary focus or audience local African-Americans. The formatting of the information in the original volume has been discarded for the sake of space, as have portions of the entries.]*

1) President's Office. **Project/Resource:** Human Relations and Equal Opportunity. **Director:** William K. Williams. **Associates and Assistants:** Human Relations and Equal Opportunity Committees on three campuses; Jacob Jennings, staff assistant for Chicago, Services Building, Chicago Circle Cam-

pus. Dates: 1965-. **Support:** University appropriation. **Objectives:** To coordinate and lead University human relations efforts by serving as a consultant to University personnel and working on inter-group relations within the University. **Methods:** Mr. Williams (1) represents the Office of the President in discussions with University employees, individuals and groups regarding nonacademic employment; (2) analyzes reports of alleged violations of the merit principle in pre-employment or promotion, assignment, selection or working conditions and seeks ways and means of improving procedures in these areas; (3) maintains contact with the administration of policies relating to student affairs, admissions and housing; (4) provides liaison with student and community groups and facilitates research projects; and (5) serves as a consultant to University officers and departments in the area of human relations. **Conclusions/Publications:** In 1964-65 an inventory of faculty research in the field of human relations was prepared. Additions were made in 1965-66. In 1965-66 students and university employees were asked to supply racial and ethnic information to ensure accurate reports to the Federal Government and to assess minority group distribution within the University. Mr. Williams helped plan and conduct conferences and institutes concerning problems in human relations. He served as liaison between student and community groups and the University.

2) Faculty Senate. **Project/Resource:** University Committee on Human Relations and Equal Opportunity. Director Martin Wagner, Chairman, **Director:** Institute of Labor and Industrial Relations, 249 L. I. R. Bldg. **Associates and Assistants:** Harry S. Broudy, Philosophy of Education; Fred D. Fiedler, Psychology; Mark P. Hale, Director, Jane Addams Graduate School of Social Work; William J. Hall, Civil Engineering; Harry M. Johnson, Sociology; Theodore Peterson, Dean, College of Journalism and Communications; Eugene F. Scoles, Law; Miriam A. Sheldon, Dean of Women; Joseph H. Smith, Assistant to Director of Admissions and Records; Herbert L. Sterrett, University Press; Victor J. Stone, Law; Student Members. Dates: 1963-. **Support:** University appropriation. **Objective:** To suggest and encourage ways of realizing the University's goal of equal opportunity in all of its undertakings--teaching, research, service and their supporting activities. **Methods:** The committee encourages and sponsors conferences, pilot programs and research projects. It keeps abreast of activities and developments at other campuses in providing equal opportunities in higher education. The Committee hopes its student members will provide a liaison with student groups concerned with human relations and equal opportunity. Committee members represent the committee or the University when called upon by the President or Provost in matters relating to human relations and equal opportunity. Some committee members serve on the Committees on Human Relations and Equal Opportunity at the Chicago Circle campus and the Medical Center campus. Overlapping membership provides for a sharing of insights, information and teaching ideas. **Conclusions/Publications:** Recommendations are made to the President's Office and the faculty Senate on means to ensure equality of opportunity in the undertakings of the University.

3) Graduate College. Center for Human Ecology. **Project/Resource:** Studies in the Ecology of Mental Health - Related Studies. **Director:** Demitri B. Shimkin, Professor of Anthropology and of Geography, **Associates and Directors:** Frederick Sargent II, Director, Center for Human Ecology; Herbert C. Quay, Director, Children's Research Center; A. M. Ostfeld, Head, Department of Preventive Medicine and Community Health, University of Illinois Chicago Campus; D. R. Peterson, Psychology Department, Psychological Clinic. Dates: 1966-February 1968. **Support:** Illinois Department of Mental Health (Psychiatric Research Board). **Objective:** The project undertakes to continue the development of basic research on the ecology of mental health. The ecological approach, which seeks to relate mental disturbances to concurrent variables in the genetic backgrounds and in the sociophysical environ-

ments of persons, has become feasible with recent advances in observational and data processing techniques. Among the projects to be dealt with are studies on the ecology of motor activity in children, on the precise description and evaluation of human micro-environments, on the manifestations and management of aggression in families and on the effects of rural and Chicago lifeways upon two contrasting minority groups--southern Negroes and Wyoming Indians. .... **Outline of On-going Projects:** .... Urban and Rural Negro Life-ways - Problems of adaptation by migrant rural Negroes into a large city (Chicago) and a medium-sized city (Champaign) environment; Character and Problems of Deprived Negro Communities in Mississippi, Champaign-Urbana and Chicago Inner-city areas: In this over-all project, two graduate students, Mr. and Mrs. Stephen Auerbach, under the direction of Dr. Henry Lorenzi, are working in Lexington, Mississippi, this summer (1967). Mr. Auerbach is making a study of the growing political awareness of a deprived Negro community, and Mrs. Auerbach is observing the work of the Southern Negro Midwives' Association, the quality of maternity care and statistics on infant mortality. Mrs. Auerbach's work is one facet of extended projects in this connection being planned for the future. **Conclusions/Publications:** It is hoped that out of the several projects receiving initial support from this funding will come a growing pool of trained researchers and investigators in the field of mental health. The major aim of the overall project is to aid and stimulate the training of young scientists and the development of excellence in research.

4) **Project/Resource:** Champaign County Home Economics Extension Service with Special Clientele. **Director:** Mary Hubbard, Home Adviser **Associates and Assistants:** Jill Gallehue, Assistant Home Adviser; Janet Rawson, Assistant Home Adviser. **Dates:** 1918-. **Support:** Cooperative Extension. **Objective:** The over-all objective of the County Extension program is to offer women a means of continuing their education and to help them recognize homemaking as a profession and to help with the personal development of each 4-H member. **Methods:** 4-H Clubs, meetings with special clientele, individual consultation and Home Extension unit monthly meetings. **Conclusions/Publications:** 140 4-H Clubs are now organized in Champaign County, with clubs in every township in the county. With the help of the Illinois Department of Public Aid, a group of Negro girls were organized into a 4-H Club in Champaign in 1965. The girls came from homes of recipients of Aid to Dependent Children. It was discontinued in January, 1967 for an indefinite period, due to lack of leadership. Clubs for white children include those in three low-income housing areas. Clubs were organized for Negro children at Douglas Center and Marquette, Washington, and Hayes schools. The home adviser in 1966 met with a small group of non-white women who had been meeting weekly with the Home Economist in Home-making. She spoke on and demonstrated a variety of uses for dry milk and how to make economical Christmas sweets. Recipes and information sheets on the cost of milk were distributed. The home adviser met with a small group of older women in the housing area at Fifth and Columbia Streets in 1966 on the request of the public aid case worker to help these women use commodity foods in small amounts and without measuring equipment. The Director of Head Start in 1966 asked the home adviser to talk to the mothers of children in Head Start at Hays School, most of whom were on ADC, on "Using the Food Dollar Wisely." Recipes based on commodity foods were distributed and explained. Similar work was done with a group of mothers of Negro children at Hays, Washington and Marquette schools on the request of the Parent Counselor at Washington School. Emphasis was on buying good nutritious food with the money spent.

5) **Project/Resource:** Upward Bound. **Director:** Don Boney, Educational Psychology **Associates and Assistants:** Catherine Crocker, Administrative Director; Getta Hogan, Director of Language Arts;



Melvin Hoffman, Research Associate; Janet Zinn, Secretary .... **Dates:** June, 1966-August, 1968. **Support:** U.S. Office of Economic Opportunity. **Objective:** To provide remedial assistance in language arts and mathematics for unmotivated students from low-income families who possess the potential for college or post-secondary school education. **Methods:** On the present program, eight weeks are spent at the University, with follow-up instruction or weekly tutelage during the academic year. The staff is writing a special curriculum guide for high school through levels 10 and 12, that focuses on deficits observed by teachers who work with students on the residential program. Teachers are brought from East St. Louis to conduct classes. Instruction extends into the school year. As a follow-up program, detailed English lesson plans are sent to East St. Louis. Most mathematics instruction is handled through tutelage. About 85% of the students come on Saturday when groundwork is done to fill in missing junior high school background. **Conclusions/Publications:** The project demonstrates that a vast amount of human talent is conserved by periodically taking students out of deprived environments and placing them in a structured educational program. The program aims to, involve parents in child-centered educational discussions, to enlist their support, to clarify the parent role in project UPWARD BOUND and to decrease the student's feeling of estrangement. The "ripple-effect" of peer relations may motivate students to take interest in the program....

6) **Project/Resource:** Experienced Teacher Fellowship Program for Teaching the Disadvantaged. **Director:** Bernard Spodek, Department of Elementary Education, 302 Education, 333-1586. **Associates and Assistants:** Herman Schuchman, Health Services, Chicago Circle; Dolores Durkin, University of Illinois; Lorene Quay, University of Illinois; Sr. Marie Caroline Carrol, Teacher, St. Mel Preschool Program, Chicago. **Dates:** September, 1967 - June, 1968. **Support:** U. S. Office of Education. **Objectives:** 1) To improve the skills of nursery, kindergarten and primary teachers in working with the disadvantaged; 2) To support the work of the Headstart Program in view of the child's total educational, social and medical needs; 3) To develop leadership potential in the participating teachers. **Methods:** 1) In the full year program, some courses will be offered in the regular graduate course work, some in special sections; 2) A practicum for the teachers will be set up. Arrangements are being made with Hayes School, Urbana, for classroom space. This school was chosen because of facility of transportation and parent contact....

7) **Project/Resource:** NDEA Summer Institute for Teachers of Disadvantaged Children. **Directors:** Theodore Manolakes, Head, Department of Elementary Education; Bernard Spodek, Department of Elementary Education. **Associates and Assistants:** Norman Dodl. **Dates:** Summer, 1967. **Support:** U.S. Office of Education, National Defense Education Act. **Objective:** To upgrade competency of teachers and to improve guidance of student teachers. **Methods:** The institute will integrate formal course work and practice in the field. Four class rooms in Hayes School, Urbana, will be occupied for the institute. The staff hired are from Detroit, Oak Park, Chicago and Urbana. Student teachers will be invited. The students will be invited under the direction of the principal and faculty of Hayes School. No direct effort is made to contact community agencies. The project is focused on education and involves experienced teachers who have contacts with social agencies and who will involve the community at large. **Conclusions/Publications:** The program developed will be used in the University student teacher program in the Department of Elementary Education. A report will be available after the program is completed.

8) **Project/Resource:** Employment, Housing, Education and Recreation for the Disadvantaged. **Director:** Robert Eubanks, Civil Engineering, Theoretical and Applied Mechanics, 323 Engineering Hall,

333-2465. Dates: 1965-. **Support:** University appropriation. **Objective:** To suggest needs for continuing surveys of the employment situation, housing, education and recreational areas in the local community and that with the information at hand the University could provide more effective assistance to meeting the needs of the underprivileged. **Methods:** Participation, as an interested faculty member, in university and community activities relating to equal opportunity and the disadvantaged.

**Conclusions/Publications:** Employment. An employment survey in the local area must take into consideration (1) the partial nature of the employment of the poor; (2) their unwillingness to work; (3) their capability for total employment; (4) their employment situation as distinguished from that of the middle class. 1) Negro laborers who work as hod carriers on construction jobs during the summer are unemployed for four months. Their skills are such that a twelve-month steady job would not pay them as well. Though unemployed for a part of the year, these men identify themselves as not available for employment. A woman receiving Aid to Dependent Children assistance who has children that could be put in nursery school so that she could get a job finds that ADC pays more than she can earn as a maid or in kitchen service during a nine-month period. The University usually lays off this type of help during the summer months. 2) The opportunities provided do not fit the talent and ability available. If an industry is brought in without first investigating what talent and ability is available, the Negro will remain unemployed. 3) A Negro male from Mississippi who has two years experience could not apply as a carpenter here because his skills would not equal those of a local apprentice. Could a school be set up to train men who have the capacity? 4) If one man in the middle class set-up is employed, the wages are adequate to provide for the needs and more of the entire family. For the poor, not only does the man of the family have to be employed, but also the older sons or daughters if the needs of the entire family are to be satisfied. Champaign-Urbana Negroes often find that what is printed about equal opportunity for employment is not a true situation. Housing. A big local problem is that of housing construction regulations requiring the use of certain piping. An investigation of antiquated rules should result in their replacement by new regulations to accommodate more modern ways of doing things. It would be good to initiate a self-help type program on house repair for the poor. Housing needs on a realistic basis must consider what people are used to and what they can afford. Education. The Office of the Dean of Students has a program for academic cooperation between the University of Illinois and Southern University. This involves the interchange of students of all-Negro schools. Northern students would benefit from such courses as Negro history offered by southern schools, while Negroes would have a normal year on a non-segregated, northern campus. Instead of busing children Prof. Eubanks suggests that any child be allowed to go to whatever school he wishes and provide his own transportation. Recreation. There is a need to supplement local recreational facilities with tutorial programs and programs to encourage Negro youths to make the effort and to work toward goals they may achieve.

9) **Project/Resource:** Legal Services Agency. **Director:** Chairman of the Governing Body, Herbert Semmel, Law **Associates and Assistants:** Governing Body--Board of Directors - The governing body consists of nine persons. Three were appointed by the Dean of the College of Law: Herbert Semmel and Clive Follmer and Hagin Harper, practicing lawyers in Champaign County. The Champaign County Bar Association appointed Harold Baker, Donald Tennant and Hurshal Tummelson, attorneys. The Economic Opportunity Council of Champaign County appointed Chamer Haney, Walter Jackson, and Roy Williams as representatives of the poor. Each year, the terms of one-third of the directors expire .... Dates: December 15, 1966-; **Support:** Office of Economic Opportunity, cash contributions and volunteer services. **Objectives:** The legal service agency provides all legal services not presently available on a regular basis to persons unable to pay fees. All services performed by the Public Defender (pre-trial proceedings and trials in all criminal cases, felony or misdemeanor, involving a possible jail

sentence for persons unable to hire a lawyer) and Attorney General (criminal non-support actions) and all cases where services of private attorneys are available on a contingent fee basis will be excluded.

**Methods:** The scope of services includes advice drafting of documents, settlement of disputes and litigation, including appeals where appropriate. Staff attorneys may decline to handle cases which are frivolous or motivated by personal revenge or hatred, subject to the right of the applicant to appeal such refusal to the Board of Directors. The Board of Directors may establish rules providing that the legal service agency may decline to handle certain classes of cases where persons with means to engage lawyers do not customarily do so (e.g., minor traffic violations, claim of under \$100). With the assistance of the Community Advisory Committee, a plan will be developed to provide for the referral of persons with legal problems by social service agencies to the legal services agency and the referral of clients, or applicants for assistance by the legal service agency to social service agencies for assistance with non-legal aspects of problems. Law student volunteers, supervised by faculty members of the College of Law, will engage in research projects to examine existing statutes, regulations and practices relevant to the causes and problems of poverty and will prepare proposals for changes. The Legal Services Agency is open Monday through Friday, 8:30 - 12:00; 1:00 - 5:00. **Conclusions/Publications:** From December 15, 1966 to April 30, 1967, 281 clients were served. 70 clients were referred to lawyers; 26 were referred to social welfare agencies. The Legal Services Agency aided the remaining 185 clients.

10) **Project/Resource:** Urban and Rural Negro Life-Ways. **Director:** Oscar Lewis, Anthropology Department **Associates and Assistants:** Carol Stack. **Dates:** 1967-. **Support:** Illinois Department of Mental Health. **Objectives:** To better understand the nature of Negro family life, to test the hypotheses of the culture of poverty with American Negro families, and to better understand the changes in family life style and inter-personal relations which follow upon migration from the South to a small Midwestern town (Urbana) and to a large metropolis such as Chicago. **Methods:** On a pilot basis preliminary surveys of kinship networks and behavior patterns in a few families have been undertaken. Southern and Chicago relatives of these families will be interviewed later. Personal reconnaissances will also be undertaken by Prof. Lewis so that a basic definition of the project can be made. **Conclusions:** The study will contribute to the understanding of the culture of poverty in the life of the American Negro.

11) **Project/Resource:** Behavioral and Attitudinal Changes Resulting from an Intergroup Youth Project. **Director:** Frank Costin, Department of Psychology. **Dates:** September 1, 1961 - October 31, 1965. **Support:** City of Champaign Human Relations Commission and National Institute of Mental Health, Community Services Branch. **Objectives:** Under the leadership of a social group worker a "Youth Council Program" was organized in Champaign to provide channels for communication among teenagers of tenth, eleventh and twelfth grades with different racial and religious backgrounds; to develop leadership ability in youth; to help teenagers become more aware of current social issues and learn more about them. **Conclusions/Publications:** 1) Youth Council representatives increased their freedom of interaction showed gains in mutual acceptance and increased their discussion of social issues and problems. The data presented conflicting results on whether the representatives discussed problems with increased effectiveness. 2) White Protestant male representatives did not reduce their expressed social distance toward persons who differed from them in race or religion more than did members of the control clubs. There were too few Jewish and Negro representatives for statistical comparisons of attitudes. White Protestant female representatives reduced their expressed social distance more than did girls in control clubs to varying degrees with reduction being most frequent during the second year. 3) other male members of the program clubs reduced their social distance attitudes during

the first and third years and during periods of two consecutive years more than did members of the non-program clubs. When compared with their control group program girls reduced social distance to a significantly greater extent for only one stimulus person (Jewish, white). Jewish and Negro boys and girls did not reduce their social distance attitudes more than their control group, but there was a consistent tendency for the Jewish boys and the Negro boys in program clubs to have lower mean social distance scores at the beginning of the year than did white Protestant boys in program clubs. During the first year Negro program girls reduced their social distance scores to a significantly greater extent than non-program girls for three stimulus persons: Roman Catholic, Negro; Roman Catholic, white; and Jewish, white. At the end of the first year, the program girls reduced their social distance scores more than non-program girls for two stimulus persons: Roman Catholic, Negro; and Jewish, white. By the end of the second year they had continued to reduce their scores for the Jewish stimulus person, and also showed a greater reduction for two more persons: white, Presbyterian; and Roman Catholic, white. 4) White Protestant boys in clubs whose representatives brought back the best reports of youth Council meetings reduced their social distance to a significantly greater extent than did the white Protestant boys in Clubs receiving relatively poor reports; this reduction occurred for all four Negro stimulus persons during the second year; however, no differences in reduction of social distance occurred during the first and third years. The white Protestant girls in the group with the best reports reduced their social distance during the first year for two stimulus persons--Baptist, Negro and Presbyterian, Negro--more than did the group receiving poor reports. During the third year the girls in the group receiving good reports reduced their social distance significantly more than girls in the group receiving poor reports. This difference in reduction was for only person: Negro, Jewish. Negro girls in groups receiving good reports did not reduce their social distance more than those in groups receiving poor reports. There were too few Jewish boys and girls and Negro boys to permit statistical comparisons. "Behavioral and Attitudinal Changes Resulting from an Inter-group Youth Project" *The Journal of Inter-group Relations*, vol. 5, no. 1, Autumn, 1966, 53-64.

12) **Project/Resource:** Graduate Research in Social Work. **Director:** Ernest Gullerud, Jane Addams Graduate School of Social Work, 1207-329 West Oregon 333-2261. Dates: 1966. **Support:** University appropriation. **Objective:** To complete research projects on social work problems and social agencies. **Methods:** Data was collected from interviews, questionnaires, case histories, observation and social work journals. **Conclusions/Publications:** Student Research Projects 1966 includes abstracts of studies on prenatal care among Champaign-Urbana Negro mothers, recidivism at the Hennepin County Home School for Boys, the program and clientele of two half-way houses, characteristics and comparisons of fifteen Champaign-Urbana social action groups, attitudes of college-educated women toward foster care, personality characteristics of unmarried mothers, and the use and training of nonprofessional social workers in state foster care agencies. One microfilm copy of each study is kept at the Jane Addams Graduate School of Social Work. The original copy is held by Professor Gullerud.

13) Office of Non-Academic Personnel. **Project/Resource:** University Non-Academic Employees' Placement Program. **Director:** Carl W. Gates, Manager, Urbana Personnel Services, Nonacademic Personnel Office; Vernon Barkstall, Director, Urban League of Champaign County. Dates: 1966. **Support:** University appropriation. **Objective:** To place persons in employment suitable to their abilities. **Method:** By means of a formal referral card, the Urban League directs individuals or groups to the Office of Non-academic Personnel for employment interviews testing. The Urban League receives information on the outcome of the interviews and tests so they may effectively plan employment with the individual. The Urban League requests that counselors at Champaign High School keep a file on the

achievements, interests and work experience of Negro students for counseling students regarding summer employment opportunities at the University of Illinois. **Conclusions/Publications:** Channeling high school students into University job opportunities lessens estrangement and encourages continued involvement in the University community.

14) **Project/Resource:** Equal Employment Opportunity Conference. **Director:** Leonard Gordon, Personnel Officer 627 1/2 South Wright Street, Champaign, 333-4394. Dates: Summer, 1966 -; **Support:** University appropriation. **Objective:** This is a forum organized by the Director of Nonacademic Personnel and other interested agencies in the community to discuss the problems of the "underprivileged" and how they relate to employment practices at the University of Illinois. **Methods:** Discussion has covered: A) Lack of education. B) Lack of suitable child care. C) Lack of skills and training for jobs other than menial tasks. D) Employment practices of the University of Illinois. E) The inadequacies of the Civil Service System. **Conclusions/Publications:** The discussions clarified the problems of the underprivileged and stressed the need of cooperation among University and community leaders in solving them.

15) **Project/Resource:** Summer Work Program. **Director:** Henry Bowman, Personnel Officer, Office of Nonacademic Personnel; Edward Bellamy, Counselor, Champaign High School; Omer Williams, Champaign Youth Council. **Dates:** Spring, 1967. **Support:** University appropriation. **Objective:** To refer high school students from Champaign for jobs at the University. **Methods:** Mr Bellamy counselor at Champaign High School has arranged to refer students to Mr. Bowman for irregular employment at the University such as catering at the Illini Union. The Office of Nonacademic Personnel will cooperate with the Champaign Youth Council in providing summer Jobs for "underprivileged" youths from the Douglass Center area. **Conclusions/Publications:** Referrals have been made. In the future opportunities for more permanent positions will be made available.

***Excerpts from Community Advocacy Depot/Progress Association for Economic Development. Black Rapp. v. 1, n. 2 (September 1970): 8.***

"What Does CAD Mean?"

by John Lee Johnson

The question of university involvement in housing and environmental control in Northeast Champaign and Urbana left much to be desired by the Black community.

The Technical Assistance Committee as officially set up and controlled through the Chancellor's office was thus of limited practical use. The day-to-day operation of providing technical assistance to [Concerned Citizens Committee] CCC and other community groups therefore took on the role of direct advocacy. A number of students in the departments of Urban Planning and Architecture continued to work in this role, with the assent, if not the encouragement of the University. Questions of receiving class credit for this work were not fully resolved, which put some of the work on to a voluntary basis. Much of the work late in 1969 related to the Public Housing projects.

Early in 1970, several community groups felt that the advocacy work should be put on a more permanent basis. A Community Advocacy Depot (CAD) was set up with the express purpose of addressing itself to the housing and environmental problems faced by the poor in Champaign County. The Depot was to render assistance to all groups and individuals throughout the poor communities of the County. The first CAD was opened in March, 1970 at 118 N. First St., Champaign. Its operations are controlled by an executive board representing community groups--the CCC, NAACP, SOUL, The Park

St. Block Club, and the local office of the Progress Association for Economic Development (PAED), an offshoot of a national Black entrepreneurial operation. The Depot is staffed by students from the University of Illinois, mainly from the Departments of Architecture and Urban Planning, and the College of Engineering. The emphasis on projects has been housing, but some commercial proposals have been made, for PAED and members of the community.

***Excerpts from Institute of Government and Public Affairs, University of Illinois. Report on Higher Education Public Responsibilities in the Black Community. Fall 1972.***

Summary of Major Findings from the Black Community Survey

- 1) The black community of Champaign-Urbana has a low level of familiarity with existing public service efforts of the University of Illinois and Parkland College. This low level of familiarity also extends to personnel of both institutions.
- 2) A joint U of I-Parkland information center, physically located in the black community, would be utilized by community residents. Such an office should make special outreach efforts toward community residents of lower socio-economic status.
- 3) Members of the black community and personnel from the U of I and Parkland should work together in developing and providing programs and projects to meet community needs. Final decisions about whether specific programs and projects should be undertaken should be made at meetings open to all black community residents.
- 4) On balance, the presence of the U of I and Parkland in Champaign-Urbana is perceived as an asset to the black community.
- 5) Administrators more than faculty members or students at the two institutions are perceived as being able to help in the solution of personal and community problems, although the attitude of the black community toward administrators is more negative than it is toward faculty members and students.
- 6) Black community residents believe the white community to have substantially greater access to U of I facilities than does the black community.
- 7) The black community perceives itself as having little input into U of I and Parkland programs affecting the black community, and desires a much greater input in this area.
- 8) Black community residents perceive the most serious problem facing them to be unemployment. They believe that the U of I and Parkland should accelerate affirmative action programs to increase the number of jobs and job training programs for black community residents.

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From Chapter 1: Introduction.

The [Public Service Responsibilities] (PSR) project focused upon the needs of the black community of Champaign-Urbana in relation to the two institutions of higher education in the area, the University of Illinois and Parkland College. Although the relationships of other institutions of higher education to their local communities were not a major consideration in this project, it is hoped that this pilot effort will be of assistance to others who wish to explore the local public service role of higher education.

The project was comprised of a series of surveys as well as consultation in various forms with members of the black community of Champaign-Urbana. The local orientation of the PSR project is evident throughout this report. The emphasis was upon the efforts of the U of I and Parkland in the black community of Champaign-Urbana, especially as perceived by residents of that community. Community residents were given the opportunity to express their ideas about the present relationship between the two institutions and the community, and also about what an ideal relationship would be.

Indeed, the most fruitful aspects of the project were those which called for input by community residents: the Black Community Survey and the Black Community Conference.

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#### From Chapter 5: Black Community Conference and a Note for the Future

A concern for intensive input from members of the black community of Champaign-Urbana, as well as from black faculty members, administrators, and students at the University of Illinois and Parkland College, was implicit in "Higher Education Public Service Responsibilities in the Black Community." During the time the Black Community Survey was being administered, project staff members began to consider ways in which such input could best be achieved. The data yielded by the Black Community Survey were extremely useful in the delineation of major area of community concern ... the survey did not, however, allow for the formulation of specific ways in which the black community and the two institutions could work together for the benefit of the community.

The idea of conducting a series of conversations or small group discussions with black community leaders and with representative black academic personnel and students, drawing upon data from the Black Community Survey, was considered. This idea was rejected because of the problem of consolidating individual suggestions and points of view into specific proposals reflecting the opinions of all those with whom the staff would consult. The idea of conducting a fourth formal survey, also utilizing data from the Black Community Survey, was rejected for similar reasons.

However, the need to obtain additional input from black people was evident. Thus the idea of holding a conference was conceived. Invited to a series of preliminary meetings in March and April of 1972 to discuss this idea were a group of twelve black Parkland and U of I administrators, faculty members, and students, as well as black community representatives. This steering committee endorsed the idea of holding a Black Community Conference and decided that a two-day affair at some location away from the immediate Champaign-Urbana area would provide the best setting for discussion of black community concerns in relation to the public service functions of the U of I and Parkland. Chosen as co-chairmen for the conference by the steering committee were Roy Williams of the Black Action Council for United Progress and Rochell Broome, director of Campus-Community Relations at the university. The conference, also titled "Higher Education Public Service Responsibilities in the Black Community," was held April 20-22, 1972, at Allerton House, a U of I-owned and operated facility in Monticello, Illinois. One of the major tasks undertaken by the steering committee was to decide who should be invited to participate in the conference. The major premise was that only black people would be actual participants, although white people already associated with the project were asked to serve as supportive staff. The supportive staff had no substantive input into the conference. A limit of seventy-five participants was imposed by available accommodations at Allerton House.

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Below the final statement of conference findings is reproduced.

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#### Introduction

The development of public education on a wide scale came at a time when technology was beginning to expand rapidly and could no longer utilize great numbers of unskilled workers. The purposes of public education were twofold: to continue the development of technology and to train men to work in the technology. Since that time it has been generally accepted that public education, particularly public higher education, has a responsibility to provide a variety of public services to the community which it serves so the community may develop to its fullest potential. The record shows, however, that the public service activities of higher education have historically been focused on special interest groups, and

have in fact never provided public service in the strict sense of the term.

Public funds have been used by higher educational institutions to support special interest groups, e.g. the Institute of Government and Public Affairs, the Institute of Labor and Industrial Relations, the College of Agriculture and the Institute of Aviation. Knowing this the Black Community feels that it too should be treated as special interest group and that the University of Illinois and Parkland College have a responsibility to develop corrective policies relative to provisions of public service programs and services for the Black Community of the same magnitude. Participants at this conference believe that higher education institutions in this community have had the single-minded concern of perpetuating and enhancing the specific felt needs of those in power--white special interest groups.

In this respect the definition of public service must be scrutinized on a continuous basis. Public service as conceived by conference participants is higher education institutions meeting their responsibilities to implement programs and activities, including research, toward Black Community problems under direction of the community. Service also requires that facilities and resources be made available to the community to aid in problem solving activities--public service is service to the community.

It is expected that the resources of the University of Illinois and Parkland College will be utilized to implement the recommendations from the conference. Both institutions have extensive and intensive resources--physical, professional, and financial--which should be focused on the many problems which confront the Black Community.

The efforts of both institutions should be coordinated to avoid duplication and unnecessary complication. Determinations of costs, of priorities, and of the most efficient allocation of resources and personnel should be made so that the recommendations of the Conference on Higher Education Public Service Responsibilities in the Black Community may be carried out. It is within the framework outlined above that the following recommendations are put forth.

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### Conclusion

Participants at the conference on Higher Education Public Service Responsibilities in the Black Community believe that their recommendations can be implemented successfully only if there is full cooperation and coordination between the University of Illinois and Parkland College. The need for coordination and cooperation will become increasingly evident as Parkland College becomes established on its permanent campus. Future planning for public service at the University of Illinois and Parkland College should be characterized by mutual cooperation rather than by competition. Blacks will then be able to take advantage of educational opportunities, gain skills in various areas, and participate in all aspects of life in the community, state, and nation.

### ***Excerpts from Oasis Graphic Arts. Ground Level: Viewpoints and Opinions from the Local Community. v. 1, n. 1 (1976): 13.***

#### The Gap Between University Blacks and Community Blacks, by Glenna Bryant

It is apparent to every black residing in the Champaign-Urbana area that there is something lacking in the relationship between the University black community and the Champaign-Urbana black community, known as the North End. Some blacks say it's a lack of communication between the two groups; some blacks say it's the differences in their physical surroundings, others say it's a conflict in attitudes. To get a better perspective of the situation, a look at both groups historically and in relation to blacks as a whole is necessary.

Until the middle 60s black students present at white universities and colleges were largely from the middle class. They saw their presence at these institutions as a means of being accepted into white so-



ciety. The same held true for lower income blacks who were beginning to arrive on college campuses through various assistance programs. But with the emergence of black awareness and black power movements in the latter half of the sixties the black student at white institutions was viewed by the rest of the black community as being somewhat of a traitor who shunned his blackness in pursuit of white ideals and support of the white power system. As a result, the majority of black students during this time developed guilt feelings, but at the same time felt they could not go back to their community because they were not welcome or because they could not relate to the community as a whole.

In the Champaign-Urbana area, prior to the 60s, blacks were centrally located on the Northeast section of Champaign. Most were descendants of blacks who had moved here from the South at the beginning of the century, seeking better living conditions and fleeing from physical harassment and lynchings. They settled in the North end of Champaign in self-made tar-paper shacks. The University community provided for the black migrant job opportunities largely through domestic work at white fraternity and sorority houses, and in the homes of faculty members. Though the University community provided jobs, the movement of blacks in Champaign was restricted and their liberties were few as elsewhere in the North during this time. Blacks were not allowed on campus unless they worked there and never after dark.

The trickle of the first black students arriving at the University necessitated some kind of relationship between the community blacks and the black University student. At this time, black students were not allowed to live in the University dormitories and were not welcome at University social functions. Black students sought housing in the North end where they were taken in by black families. The North end also offered the black student social interaction and religious worship. Presently blacks make up about 8% of the total population in Champaign-Urbana numbering almost 11,000 (mostly residing on the North end of Champaign). A 1974 article in a local newspaper reported that only "37.4% of all blacks in the Champaign-Urbana area were high school graduates," and for Champaign, the figure dropped to 25.1%. Contrary to many beliefs, the gap did not originate with last year's killing of a black Illinois football player, Gregory Williams. Williams was allegedly shot by a member of the Champaign-Urbana black community when he tried to stop a few community blacks from entering a party without paying. The incident brought a lot of bad publicity to the University.

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"This created ill will between Champaign people who had been victimized (by a poor , education) and people recruited out of state. The University student would have privileges that the community blacks did not have. This created a lot of animosity," [Clarence] Shelley said. Bruce Nesbitt, Director of the Afro-American Cultural Program agrees with Shelley and said, "It wasn't until the mass came, that there were differential feelings." Nesbitt said, "as a larger body, the black students began to interact more amongst themselves; not seeking out the community any more for housing and social functions." Nesbitt also said the University through its Educational Opportunities Program was telling black students "everything you ever will need, we got it for you." Nesbitt said that this resolved the need for black students to go outside of the campus and lessened interaction between the two groups. "So the black student began seeing themselves as separate from the community," Nesbitt said.

Also, at this time University functions were closed to the North end community, requiring University identification for admittance. The black community saw this in much the same way as the previous decades' restrictions of blacks on campus after dark. John Lee Johnson, black Champaign Council member sees the gap as being multifaceted. Johnson said, "One of the problems is that most blacks attend the University under false assumptions about their role at the University. They fail to see their presence at the University as it relates to the black community which serves the University. In the same way the average black citizen feels if he's not attending the University, he has no business being there."

Johnson said that this creates an uncomfortable social atmosphere. Johnson also regards the University blacks avoidance of the North end area, as contributing to the gap between them. He feels that both sides could gain from greater interaction between them.

Black students similarly add their own views. Kim Moore, former University student now attending Parkland community College and also a former North End resident said, "Campus folks feel the people on the North End are not as good as they are. Most of them come from Chicago and think they're better because they attend a big university." She also said that because some of the University blacks come from more prosperous families, they look down on the blacks from the North End. Moore said, "I don't care how much money I have, I'm not ever going to put down my own people."

Michael Winfrey and Willie Brownlee, also Parkland students and residents of the Champaign-Urbana black community see the problem as one of physical separation. They said that being separated by distance, a lot of rumors circulate which causes friction between the two groups. Brownlee made reference to the gang wars that were going on in the North End a few years ago. He said that the gangs would take their frustrations out on students on campus and "crash" parties. Samuel Johnson, a senior at the University said that when he first got down here, he had this "wild impression" about blacks from the North End largely through rumors. "I live in the projects in Chicago and I knew the folks from the North End couldn't be any worse than folks from the projects," Johnson said.

Johnson feels also that most blacks at the University do think they are better than blacks in the Community. He attributes this superior attitude of University blacks to the recruitment of more middle-class blacks to the University. Johnson said, "The University is recruiting a different class of blacks. In 1972, we had real street niggas'. Now EOP (Educational Opportunity Program) is recruiting blacks, most of whose folks are professional and who would have gone to college anyway--if not here, somewhere else. And the sisters they're recruiting seem to be from better homes than the brothers and they get off on a different grade of 'nigga', not the brother from the North End."

Most blacks feel that the gap is lessening as a result of black University and black community organizations and churches working together. Dean Shelley said that the combined efforts of these organizations have brought about such changes as having the University open gyms to the Champaign-Urbana black community, and did not occur on University property (it happened at a black fraternity house), the University felt it was out of their hands. Though no one can give an exact date when the relationships between the two groups began to fray, the increased number of black students that arrived on campus is thought to be a contributing factor. The largest influx of black students was in 1968, when the University recruited some 500 black students both in and out of the state, through a program called Martin Luther King Project 500. This program was established to give blacks, disadvantaged by poor education and a lack of money, an opportunity to achieve a higher education at a four-year university.

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The Afro-American Cultural Program at the University has also been credited with helping to close the gap. According to Nesbitt, the Afro American Cultural Program which is funded by the University for its black students, also works with the community. Their programs are open to the black community and the Cultural Center actively solicits community participation. Upward Bound, a federally funded program and part of the University's EOP program, is also linked with having helped to close the gap between community and University blacks. Freeman Hrabowski, director of the program said, "Upward Bound was established to help low-income high school students with academic potential to prepare for college." Hrabowski said that students in the program here are from the Champaign-Urbana area and Danville, and are tutored by black University students. Hrabowski said, "Upward Bound helps in bridging the gap because it gives the high school students a chance to meet blacks on campus

and see that they are not uppity. It also gives University blacks a chance to interact directly with people from the black community.

Council-member Johnson does not think much of the University's black programs. Johnson felt similarly about the Afro-American Cultural Program and compared it with white cultural programs at the University. He said, "White students' cultural programs are not controlled or predicated on University funds--black programs are. It's hard to truly reflect your culture when you're not controlling the politics." What is the solution to this very definite gap between blacks at the University and blacks in the Champaign-Urbana area? Council-member Johnson said, "The simple solution would be the closing of American institutions to black people. We have not benefited by attendance in higher learning institutions. We have not reaped any value. As black students attempt to find more success through higher education, they become more naive to the struggle. The only way a family is to survive is by holding hands, bridging each other's needs."

Bruce Nesbitt advocates more community-University interaction as a solution to closing the gap. He said, "Until students get out into the community and apply themselves, the gap will continue." Parkland students, Moore and Brownlee said "a committee formed from people of both sides, should get together and discuss the problem, to come up with a solution." The effectiveness of organizations and concerned people, depends on the many theories being discussed and acted upon; not as separate entities, but as conscientious black people, promoting universal brotherhood.

***Excerpts from Julian Rappaport. "The Art of Social Change: Community Narratives as Resources for Individual and Collective Identity," in Addressing Community Problems: Psychological Research and Intervention Eds. X.B. Arriaga and J. Oskamp. Thousand Oaks, Calif.: Sage, 1998: 225-246. [Rappaport is Professor Emeritus in the Psychology Department]***

#### A Case of Institutional Racism

Through social network gossip, internal communications, and archival records, universities, like other institutions, transmit many dominant cultural narratives to their students and colleagues. In many cases, the transmission appears to be individually unintentional but deeply embedded in institutional practices and unspoken assumptions or in the university community's own narrative practices. This is sometimes the case in my own setting, as the following example illustrates.

For an entire semester, a high-quality glossy poster was seen on the campus where I work. The same poster was reproduced and circulated several times in mailbox size to advertise each individual talk in a series called "Changing Realities in Academic Research." At this large (35,000 students) state university, such mail is not unusual. We are the state's high-prestige graduate research institution. Founded in 1865, the University of Illinois at Urbana-Champaign now sits between two surprisingly urban cities. As a Big Ten university, it is visible throughout the state and the nation, especially for its sports programs. University staff spend much time and money narrating its official story.

Despite recent local business development, mostly in the retail service industry, the university remains the largest and most visible employer in the area. The twin cities, with a population of just under 100,000 people in a county of 173,000, are surrounded by rural, mostly farming or increasingly "bedroom" communities. According to 1995 estimates, more than 14% of Champaign and more than 11% of Urbana residents are African American. St. Louis is about 180 miles to the south, as is one of the most well-known examples of Midwestern urban decay, East St. Louis, which is in Illinois. The University of Illinois sometimes advertises its community outreach program in East St. Louis during football telecasts. The East St. Louis program is run by Champaign-Urbana faculty in the Department of Urban Planning. It does excellent work in community development, albeit far from the local campus.

The twin cities are located about 135 miles directly south of Chicago, along the train route traveled by former sharecroppers looking for work in the North. Quite a few of these migrants settled in Champaign-Urbana, creating a strong, historically Black community (there are about 35 African American churches). This community is in a largely segregated part of the cities, still sometimes referred to, even in polite conversation, as "the North End." In the 1920s, a KKK chapter was active on campus. You can still see pictures of their members if you look through old yearbooks. Until the 1960s, the small number of Black students who came to school here usually found lodging with families in the North End. Not until 1974 did the Psychology Department award a Ph. D. to an African American student.

Physically indistinguishable as Champaign or Urbana, the traditional Black neighborhood today abuts the north side of a wide street in a rundown business district. The edge of the well-groomed University of Illinois campus now reaches just to the opposite side of that street, extending for several blocks along one prominent section. At one time, a baseball field and modest housing were located there. Today, instead, sits what appears from the north, according to many African American residents who live nearby, as an imposing, but uninviting, indeed intimidating, building. That building itself tells a story, and the story it tells was repeated in the poster that was circulating on campus. It is a story about identity, invisibility, and institutional racism. It is not an intentionally told story, but like good projective tests, both the building and the poster are very revealing. They reveal a lot about the university community's narrative about itself and about the personal stories told by the community's neighbors. The building and the poster helped me understand why people benefit from telling their own stories and why one resource for social change is the opportunity to create one's own community narrative.

The widely circulated poster that caught my attention depicts, in what seems to be a realistic photograph, the building that is seen by northside residents as intimidating. It is one of the newest and most celebrated physical facilities on the campus, the Beckman Institute building--a beautiful modern facility where researchers from many departments, primarily in the neurosciences, have new laboratories, offices, a large auditorium, and even a cafeteria. The building was made possible by a \$40 million private donation and more than \$10 million in state funds. As seen from the north, there are no doors into this building. In addition, the structure is set off by a grassy area, which is itself fenced off from the street that generations of local African Americans have thought of as home. Shortly after it was completed, Alonzo Mitchell, an African American community activist and artist who grew up in the neighborhood, wrote a brief letter in our local newspaper. He said, "if buildings had body language," the Beckman Institute would be telling us what the University of Illinois thinks about the Black Community. Now, years later, the poster tells the same story in starker ways.

As can be seen in this image, the apparent photograph of the Beckman Institute is in the center of the poster, sitting on the horizon line. The original poster is in full color, and above and to the sides of the building is a beautiful, sun-filled, blue sky. The foreground, making up the bottom third of the poster, is the green space of cultivated farmland. The building appears to be sitting in the middle of a soybean field, rather than

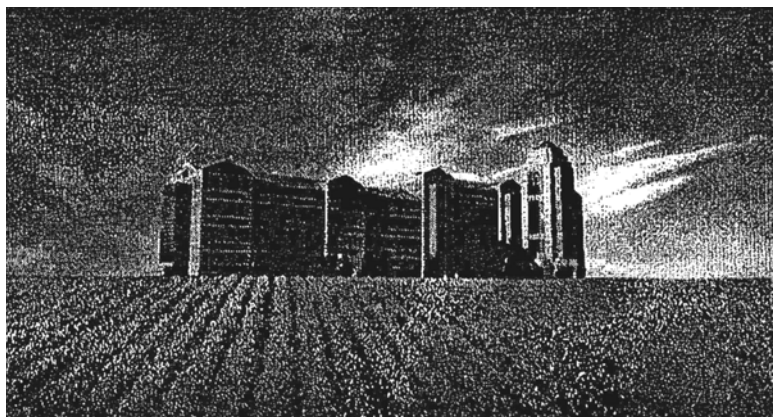


Illustration used on posters to advertise a series of lectures held on the campus of the University of Illinois (the original is in color). Although the building shown is adjacent to the urban, historically African American community, it is presented here as if it were in a soybean field. Note: Agriculture was not the topic of the series.

next to urban North Champaign! In this narrative of the university, the local African American neighborhood does not exist. To the university's Black community neighbors, the narrative says, "You are invisible." This is not a narrative that is beneficial to the African American community! At best, it does not invite their children, who make up about 30% of the students in the local public schools, to become a part of the university community. At worst, it says, "You are of no consequence to us."

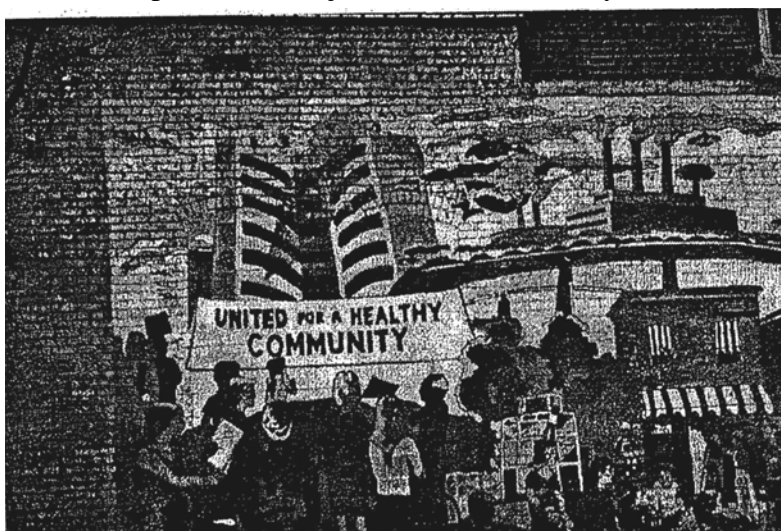
Psychology has quite a bit to say about how to understand what this poster signifies and why it is important. Some of the lesson has to do with how a university can inadvertently perpetuate what I call "dominant cultural narratives." It also has to do with how works of art can tell stories and how art and storytelling could be used in the service of identity development and social change.

### Writing Our Own Narratives: An Alternative Example

In the North Champaign neighborhood that was replaced on the Beckman Institute poster by an empty field, a multicolored mural is painted on the side of a building. The mural depicts the theme "united for a healthy community." It illustrates local people of different races and ethnic groups, including a person in a wheelchair, working and socializing in harmony. The story the mural tells is that people who are different from one another can work together for the good of the community and for each other. This is an optimistic narrative. The individuals who appropriate this narrative and make it a part of their own personal life story are not invisible to one another.

For the past 20 years, a community organization in Champaign-Urbana known as the Champaign County Health Care Consumers (CCHCC) has existed. This is a local grassroots, citizen-involvement organization that has created a viable community narrative for many diverse citizens. That narrative provides a positive social identity for its members, many of whom have changed from isolated individuals to people active in the life of their community. The organization involves minority, rural, economically poor, and middle-class citizens and professionals (including university employees) working alongside one another. It provides roles and niches that make it necessary to add new members continuously, because, by design, there are always more roles to be filled than there are people available. This "under-personed" strategy for growth and development is a major factor identified by Barker and Gump (1964) and others (Wicker, 1987) as important in small schools and organizations. It has been found to be a crucial ingredient, together with a clear and convincing community narrative, for the growth and development of empowering voluntary organizations (Luke, Rappaport, & Seidman, 1991; Maton & Salem, 1995; Rappaport, 1993; Zimmerman et al., 1991).

In 1977, the founders of CCHCC documented a lack of consumer involvement in the local health care system. Some 100 citizens first came together to discuss "birth alternatives" for women interested in midwife services. Since then, they have, among their many other activities, forced a local private hospital



Photography by the author of a mural (the original is in color) that appears on a wall in the historically African-American neighborhood referred to above. The mural was created by a local community organization.

that had been built with federal funds to open its doors to economically poor people; challenged a policy that had included psychiatric notes in general hospital records, leading the Illinois Human Rights Authority to order a policy of confidentiality; helped increase availability of prenatal care; and worked with senior citizens and the U.S. Office of Civil Rights to obtain a consent decree that promoted a variety of changes in policies that had been detrimental to older people. Just this past year, it assisted a small community that was losing its only medical clinic to find a way to maintain it. These are simply examples taken from a much longer list of CCHCC accomplishments.

The organization's most recent activity involved more than 1,000 volunteers in a countywide campaign to establish a public health district that would serve people in the rural areas of the county. This effort required a county referendum that had twice before failed to win a majority of the voters. With renewed effort and persistence that included both door-to-door canvassing and telephone contacts, the referendum has now passed. Public interest advocate Ralph Nader, looking at the accomplishments of this local organization several years ago, said that the CCHCC "exudes a rare blend of information, a sense of injustice and self-confidence about improving matters .... The challenge is to see how this community health group can be replicated in other localities around the nation" (cited in CCHCC, 1987, p. 2).

The CCHCC organization has now grown to more than 7,000 members. It regularly challenges local doctors and hospitals to be responsive to the needs of their community. A quarterly newsletter alerts members to current local issues, problems, and solutions and provides a comprehensive guide to local health care services. The organization operates a health hotline run by trained volunteers who serve as consumer advocates and handle more than 200 calls per month. In the organization's literature, the following identity statement is provided:

The heart and soul of the CCHCC is a conviction that real improvements in people's lives can be accomplished through collective action. Using consumer task forces to involve those persons most affected by an issue, CCHCC has won its most significant victories through direct action organizing. In the process of these campaigns, the people involved have realized that they personally can take charge of the events that shape their lives. (CCHCC, 1987)

This is a powerful community narrative, available to many of the area's least powerful citizens as a story they can personally join in. The organization does not ask people to be heroes, only to be members of a small group with a clear identity story. Anyone can join a task force and begin to act in concert. Individuals with few resources on their own can benefit from organizing into collectivities with a social identity. No matter how strong or competent one is, sustaining changes in one's life is difficult in the absence of other people who share one's worldview. That is one reason why community narratives are important and why control over the content of the available narratives has social and political consequences.

The Beckman Institute's neighbors have no control over their invisibility to the university unless they find ways to claim and tell their own story. Psychologists interested in social change have a wealth of theoretical, empirical, and practical information that can be of use to ordinary citizens in the service of claiming and giving voice to their own positive identities. One way that psychologists (be they clinical, community, social, or cognitive psychologists) with progressive social values can contribute to social change is to share with local communities information about how to make use of the powerful effects of narratives on human behavior. Another way is to help these grassroots organizations tell their stories.

***Excerpts from Leonard Heumann "The Concept and Description of an Exchange Center for the University of Illinois and the Champaign-Urbana Community," White Paper, 12 October 2000. [Heumann is Professor Emeritus of Urban Planning]***

Introduction and Executive Summary

The following introduction summarizes the conceptual description of the Exchange Center, the mission, goals and characteristics of the Exchange Center, financial implications of the Center to the University, and an overview of the body of the memorandum.

Conceptual Description

University-Community partnerships are seen as a key urban challenge of the 21st century as shown in the summary from the Department of Housing and Urban Development about university and community partnerships <[www.oup.org](http://www.oup.org)>. The University of Illinois already has one continuing partnership with the city of East St. Louis--The East St. Louis Action Research Project (ESLARP). The creation of ESLARP has allowed the University to work with local neighborhoods and the city to develop coordinated and sustained projects that serve the citizens, addressing issues like unemployment-job creation, affordable housing and community redevelopment, among many other projects. The North-End community of Champaign-Urbana, is an immediate neighbor of the University and has very similar needs to those being addressed in East St. Louis. This local community has served as a setting for faculty research for decades but has seen few lasting benefits. Not only would the Exchange Center provide lasting and meaningful services and empowerment of local organizations, it would provide a more convenient, permanent and comprehensive laboratory for faculty-academic professional research, and student training courses, workshops and service learning projects at the door-step of the University. While building on the ESLARP model, the Exchange Center would develop and organize somewhat differently because it would be involved in two cities, more committed local governments, better established school and social service agency resources, and existing community partners with existing service agendas.

Throughout the last two-year history of development of the Exchange Center concept the primary partner has been the Urban League of Champaign County. As the body of the memorandum will attest, the Urban League is an established and proven social service agency with contracts with the cities and University through Partnership Illinois projects that will undoubtedly become part of the Exchange Center. The Urban League and the Strategic Partnership Illinois Initiatives sub-councils on Community Initiatives and Economic Development and Services for Children, Youth and Families have been developing an initial project focus for the Exchange Center. Unlike the ESLARP program, which began by focusing on neighborhood organizing and community development projects, the Exchange Center would focus on family involvement in elementary education and then proceed into community and economic development. Given this focus, the faculty and students of the College of Education, College of Fine and Applied Arts and the Graduate School of Library and Information Science have expressed a desire through their deans to house the Center.

The Exchange Center Mission, Goals, Strengths/Opportunities and Investment Characteristics

**Mission:** The Exchange Center facilitates and coordinates university-community efforts to address the needs and problems identified among the low to moderate income residents of Champaign/Urbana.

**Goals:** The goals of the Exchange Center are threefold. First, community empowerment through research and service by the University faculty, students and staff in projects identified by and involving community groups rather than projects driven solely by an academic agenda. Second, a permanent

and coordinated presence by University academic units and service organizations involved in solving or ameliorating long-range and difficult community problems and needs. Third, the development of new opportunities for individual and collaborative research and learning within the University community. The Center employs a holistic, bottom-up approach in its functioning and decision-making. Strengths/Opportunities: The Center draws from a vast pool of professionals and technical experts in the form of faculty, students and staff, as well as reference, testing and computing resources of the University. The University has an established community linkage through its partnership with the Urban League of Champaign County. Once operational, the Center will create new opportunities for University visibility and community cooperation, and the community contacts will facilitate new research and service learning opportunities. There will be greater involvement of community assets overtime from government, community organizations and private business, and greater synergy between all community stakeholders.

Basic Investment Characteristics: The Exchange Center will require some physical presence in the community being served, and on the campus in a college and department office. Community presence is especially needed for ongoing projects that continue year around. The development of the Exchange Center could be phased in through a number of steps. A first phase could include part-time and interim staffing to establish communication between the campus and the community and to design basic operational procedures and joint governance of the Exchange Center. A fully operational Exchange Center will require the commitment to a full time and possibly tenure track faculty member and staff working with community groups, municipal government, campus faculty and other organizations to address community needs. The director of the Center will be a highly visible person, someone who is acceptable to all partners and responsible for setting research and action priorities linking campus and community partners.

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#### History of the Exchange Center

The concept of an Exchange Center between the University of Illinois and the Champaign-Urbana Community has been an on-going experiment for many years. Back in the late 1960s and early 1970s there was the Community Advocacy Depot, with offices on First Street in Champaign just north of University Avenue. For several years, North End community groups or individual residents could bring community problems to teams of Architecture and Urban Planning faculty and students who would design plans and working drawings for neighborhood projects, or provide data analyses addressing planning and community development questions. The Department of Community Psychology had a day care center and community action house on University and 4th Street in Champaign in the mid-1970s. It dealt with educational and social service issues with North End residents. Both these programs died because of lack of funds and the continuous strain on faculty with full-time commitments to teaching and research to find volunteer time to meet with the community and organize planning and research teams that could quickly and accurately address issues within the North End community. In both cases the community leaders and University participants saw the closure of these efforts as a real loss.

The idea for the current Exchange Center goes back to the arrival of Chancellor Michael Aiken, who encouraged a partnership between the University and community, similar to what he had seen in East St. Louis. In the summer of 1997 a group of faculty interested in developing such a center came together under a Partnership Illinois Seed Grant; they called themselves the Consortium for Collaborative Community Research. On October 4th of 1997 a proposal drafted by Professor Kenneth Reardon, of the Department of Urban and Regional Planning and Tracy Parsons, Director of the Champaign County Urban League was presented to the University. It was entitled: Creating a Champaign-Urbana



Community Exchange: A Joint Proposal by the Urban League and the Consortium for Collaborative Community Research. As a result of this proposal, the Chancellor's Office committed funds to help develop this Center. None of the faculty in the Consortium had the time to direct this effort and the funding was not enough to hire someone under a new line, which is what the Consortium had requested. Re-casting Partnership Illinois in 1998 into the Strategic Partnership Illinois Initiatives (SPII) with five sub-area coordinators created a new focus for the Exchange Center concept. The SPII Sub-council on Community Vitality and Economic Development was formed in early 1999, conducted interviews with the Consortium faculty, and developed a strategic plan which featured a renewed effort to get adequate funding and staffing to start the Exchange Center. During the fall of 1999, meetings were renewed with the Urban League as the primary community partner, and the three deans of Education, Fine and Applied Arts and Library and Information Science were brought in to lead the effort and develop the Exchange Center campus home.

The Exchange Center Proposal, as developed by the faculty Consortium and the Urban League, was modeled on the East St. Louis Action Research Project (ESLARP). The ESLARP program was already 6-7 years old at the time the Exchange Center proposal was being written and had successfully organized 11 different neighborhoods in East St. Louis, and raised over \$600,000 in funding including an annual University commitment of \$150,000. The ESLARP program is housed in the College of Fine and Applied Arts, with primary input of staff and students skilled in Urban Planning, Architecture and Landscape Architecture. The Champaign-Urbana Exchange Center was designed with a structure and set of service and research goals similar to ESLARP. It featured a Center that would be a repository of historic and current studies, reports, plans and designs familiar to planners and architects. It called for a series of action teams that would address community development and organizing for planning purposes, and implementation of community-generated planning recommendations. Finally, it sought to enhance the organizing, planning, development, and management capacity of the fledgling neighborhood organizations being served.

During 1999 efforts to rekindle the Exchange Center it became clear that the Urban League had expanded the concept of, and projects that would be addressed by the Exchange Center from the planning and design centered projects in the original proposal. The Urban League has been troubled by the low percentage of African American and Hispanic children in college preparatory courses and going on for higher education from the local public schools. The Urban League has also been troubled by the lack of resources and support outside the classroom by families and the community to enrich the educational background and provide supplemental and tutorial aid to these minority students. While the planning and design projects are needed at the neighborhood level as described in the initial proposal, getting parents and neighborhood groups involved in their children's education is an important and desired community focus for at least the immediate short term. Preparing parents to be more involved in their children education and better prepared to help their children succeed in school is a priority focus to organizing neighborhood groups. One part of this effort is providing parents with better computer and Internet access to information and resources they will need to help their children. The local Urban League spent a great deal of energy over the last year writing a funding proposal to the National Urban League to fund this type of program. The proposal made the final 20 programs being considered, but was not chosen to be one of the 16 funded. Part of the reason the effort may have fallen short was the complex and ambitious objectives to transform family attitude and involvement. The support and resources of a University Exchange Center would have helped this proposal.

The local Urban League remains committed to the long-range efforts of an Exchange Center to address issues of enhanced organizing, planning, development, and management capacity in all areas of community and economic development. Both this broader focus and the immediate focus on education

and enhanced access to information is why the deans of Education and Library and Information Science have joined the dean of Fine and Applied Arts in this effort to establish the Exchange Center.

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#### Principal Partner - the Urban League

The Urban League is an African American established and administered non-profit service organization linked to a national umbrella organization of the same name. All of its projects are geared toward improving the lives of low-income individuals. The Urban League is the most active and visible organization addressing the needs of the North End community, working with both the cities of Champaign and Urbana. It has developed the staff expertise to run the local government funded programs for rehabilitating non-code compliant houses and for winterizing poorly-or-non-insulated homes in North-End target neighborhoods. This project alone has given the Urban League respected access to neighborhoods across the North-End and throughout the low-income community.

The Urban League already works closely with Partnership Illinois grant recipients. Several of these partnerships with the University are growing into major sustained service programs with excellent research laboratories for university faculty and students. Among these are Small Business Information Exchange and Computer Training, which is a first step to network residents of disadvantaged neighborhoods in Champaign-Urbana to computers and computer training. The computer center where participants are trained and have access to computer use is housed in the Urban League headquarters. This project was almost terminated in the spring of 2000 for lack of funds, but the Urban League of Champaign County, the Graduate School of Library and Information Science and Partnership Illinois has kept this important program active for now.

All parties agree that future fund raising would greatly benefit if it were housed in an over-arching Exchange Center.

The Community Networking Initiative is also developed in partnership with the Community Collaboration for Economic Development (CCED), a Partnership Illinois project that is now receiving a Sustaining Grant for its success in helping Champaign-Urbana low-income residents develop small businesses. The director of the Urban League sits on the board of the CCED, and the 22 stations in the League's computer center are heavily used by, and even serve as a first office space for, these fledgling business entrepreneurs.

The Urban League has in the past worked with the Office of Volunteer Programs staff to provide tutoring and family training programs to support the education of minority school age children. This is another effort to address the overall goal of the Urban League to enhance in-school performances and expand the number of college bound minority students. University of Illinois student volunteers are a major resource in after school training and tutoring efforts. While the Office of Volunteer Programs and the Urban League are in agreement that better recruiting and training of ethnically sensitive and compatible students would be an important next step in their partnership, neither organization has the funds or staff to do this. Both parties see this as a program that could be housed in and directed by the Exchange Center, and both parties see their chances of funding such a recruiting and training program would be far better if the Center was in place and a co-applicant.

Finally, the Vice President for Community Building of the United Way of Champaign County is preparing to develop closer ties with the community and has identified the University and the Urban League as her prime targets. The presence of an Exchange Center would be an opportune way to link both of their prime targets in community building to the United Way which has funds to contribute to such an effort once it is established.

The Urban League is committed to this partnership with the University and sees the Exchange Center as a primary means for meeting their mission of improving the lives of minority community

households and supportive organizations. The Urban League staff and board are already working to help University faculty acquire ongoing applied research projects and working to help fund others.

#### Community-University Advisory Board

The Exchange Center would have a policy advisory board comprised of university and community members. Board activities could include setting long-range community service goals and objectives many of which would be tackled by the research and projects of the Exchange Center. The board could also serve in the role of liaison between local citizens and the University. It could undertake projects of its own, such as using its organizational structure and leadership expertise to develop organizational training for new neighborhood groups that can request assistance from and work with the Center. Finally, this board would very likely be the body to set yearly project priorities for which funding and research faculty or student volunteers would be sought. The Board will be comprised of individuals who can best govern a research and service collaboration between the University and the community.

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#### Possible Program Structure Including Steps to Phase-in the Exchange Center

Many Universities in the Big Ten and throughout the country have demonstrated that they have the resources, capacity and political neutrality to bring innovative solutions to complex social, economic and political problems in their surrounding communities. The University of Illinois has already demonstrated this through its support of the East St. Louis Action Research Program (ESLARP). East St. Louis, as one of the poorest and most needy community in Illinois, warranted being the University's first sustained effort to provide action research and a permanent service center. The North-End community of Champaign-Urbana, as the immediate neighbor of the University has many of the same needs. It has willingly participated in faculty research projects almost since the university was founded. The majority of studies and surveys conducted in the North End have served science but left little or no lasting benefits to the local residents. While Partnership Illinois research grants have begun to have some real and lasting impact, they remain outside the realm of holistic and fundamental community redevelopment programs. We now have the expertise to establish an Exchange Center that can address much more difficult problems identified by the community with the help of applied and action research skills of our faculty and students. The faculty and students will in turn benefit from this permanent and sophisticated living laboratory in the North End community.

Like East St. Louis before ESLARP was developed, the North-End has very few citizen organizations. Problems like unemployment, inferior education, substandard housing, and prejudice and discrimination require a broader resource base than these neighborhood citizen organizations can address alone. The University can be the catalyst for establishing this broader resource base. However, the University cannot own such a resource base. New resource infusion must be accompanied by the development of a strong voice in community planning, education and resource allocation by North-End residents. These communities can benefit from organizational training and community empowerment programs. Among the resources they will need to do this are improved socioeconomic databases, rigorous data analysis of their neighborhood's assets and liabilities, and sustained community interaction and open and constructive debate. Such needs can be meaningfully addressed by the joint efforts of the Urban League and the University of Illinois to create and sustain a Community Exchange Center that harnesses and blends the impressive spiritual, intellectual, technological and financial resources of the community and the campus.

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#### Ownership of Collaborative Products of Campus/Community Projects

Every research project of the University carried out in collaboration with, or using the facilities of

the Exchange Center, must agree to produce a database or handbook or neighborhood study, or other product that serves the community. This is given to the the Exchange Center staff who then help neighborhood groups use this information in writing grant application proposals, in planning for their neighborhoods, in educating their members and the broader community, and so on.

All the action research done by any faculty, student, academic professional or other University person for the Center would be subject to the by-law policy of the Exchange Center Policy Advisory Board. Those by-laws can call for all research done in the name of, endorsed or sponsored by the Exchange Center to sign a contract to produce a product that would go to the Exchange Center Office. This product would be in the public domain for that Center to use as its staff saw fit. It would be a separate product from any paper, book or other academic publication of the researcher(s). This produces a clean and clear separation of the ownership of intellectual property coming out of the work of the Exchange Center.

#### Possible phases for Exchange Center Development

The idea for this Exchange Center has been bandied about for two years now, and it is time to get it started. It could, and probably should, be developed in phases. The key to getting started is a full and lasting funding commitment by the University. This financial commitment could also be phased in, with funding for each subsequent phase dependent on achieving certain goals in the previous phase. But the key remains that a full support base for the Center be pledged up-front and honored so long as developmental progress is made. Without this commitment we cannot get started. No college or department of the University will commit time, resources or risk its reputation in the community without this. Neither will the community partner, the Urban League, commit staff time and reputation to this undertaking.

***Excerpts from Troy (Kamau) LaRaviere "Case Study: University-Community Engagement and the Urban Exchange Center Strategic planning information, ideas and insights," unpublished report, May 2004.***

#### Background

In an April 18, 2000 White Paper to the U of I Chancellor and Provost entitled the concept and description of an Exchange Center for the University of Illinois and the Champaign-Urbana Community, Leonard Heumann describes a Community Advocacy Depot (CAD) that existed on North First Street in the late 60s and early 1970s where residents could bring community problems to teams of architecture and urban planning faculty and students who would design plans and working drawings for neighborhood projects, or provide data analysis addressing planning and community development questions. He also writes the Department of Community Psychology had a day care center and community action house on University & 4th Street in the mid-1970s. It dealt with educational and social services issues. While Heumann states that the programs died because of lack of funds and the continuous strain on faculty with full-time commitments to teaching and research, community member John Lee Johnson who staffed the CAD office an a May 15, 2000 response to the white paper wrote that Heumann was not there at the time and that CAD closed over the ownership and use of its intellectual property.

Whatever the reason, these two community based (and one community controlled) institutions, which gave faculty and students an opportunity to connect with and learn from local issues and concerns, were barely a memory in 1990. It was in a May 18th letter of that year to Vice Chancellor Robert Berdahl, that Julian Rapport a faculty member in the department of psychology called for the development of a center for Community Studies and Development.”

Rappaport's concept paper describes the center as a place where scholars and technical experts

from numerous disciplines would work collaboratively with local residents who hold experiential knowledge, community roles and responsibilities and are an untapped source of wisdom. Together they would produce generalizable knowledge and work products through the means of scholarly communication popular media, and specialized publications produced by the center itself. Faculty and community members would have rotating appointments to the center based on leave granted to faculty (made possible by incentives from the center) and fellowships for community members. There would also be a small permanent staff of faculty and community residents. Among other things, the permanent staff would assist faculty and community members in developing proposals for projects that have external funding potential. The concept paper calls for the university to seek private funding to support the center.

Rappaport proposed bringing existing community institutions into the fold of this new center and expanding from there. In particular, he mentions Our Gang Day Care, Oasis Graphics, and the Frances Nelson Health Center. These would be combined with other collaborative efforts that would be developed such as an Afro-American Community Theatre, or an art gallery for the work of local artists. Both the community and campus would own the center and the community's attraction to the center would be based primarily on visible community services and development efforts.

Attached to Rappaport's letter to Berdahl is a Prospectus for Indigenous Intellectual Empowerment in Higher Education, written by Alonzo Mitchell, who was the community-based director of Oasis Graphics at the time. The Prospectus is a clear non-diplomatic statement that represents a community voice that is guarded and critical of university involvement in African American communities.

Mitchell describes two models of educational research. One is research as a university driven industry in which Black people serve as the industry's grist. It involves data collection in the form of diagnostic testing, evaluation, and behavioral studies and has gone on in the Black community for decades but has done little or nothing to improve life in areas critical to the lives of Black people, such as educational performance.

Its observational nature provides no portion of a solution to problems already clearly identified by the observed party or group. Observational behavioral studies are intrusive and dehumanizing. They reduce participants to smart animal status and are by nature condescending and racist. We are interested in equitable permanent solutions, not in the development of more accurate subjective diagnostic tools. Our interest is in applied research as it relates to the problems and solutions we seek in our community.

The second model of research; the kind that is responsive to the interests of the Black community is research as a tool that is ultimately controlled by us. We are problem solvers without portfolio, not scientists. Our stock and trade is solutions first on paper but then in the real black world in which we reside daily.

In an insightful analysis of the conflicting if not incompatible dynamics of university community relations Mitchell writes:

[The university] operates out of a climate determined by political pressures, departmental requirements and personal interest. Our climate is not set by your institutional needs. It comes from our constant assessment of the real on the ground conditions in our communities. You will need an indigenous focus if your proposed work will have any value to us at all. ... Our adult lives are replete with a record of work and struggle in practical applications at the grassroots. Together we represent a special body of knowledge peculiar to black Champaign/Urbana that is of immeasurable value to both communities. We represent indigenous genius not found in the academic arena, not even among black academics. You in the academic community must learn to recognize and utilize our value. We realize your institu-

tion has no structure to accomplish such recognition. We further realize this institution has done little to reach out to us, except to extract its own self-serving portion of data and/or window dressing as needed depending on its prevailing climate. We are suggesting a new mutually beneficial relationship between this university and our communities. We are interested in a relationship that provides both you in the university setting and us in the community setting with new opportunities to learn teach and grow.

We will return to Mr. Mitchell's observations later. Berdahl's response to this particular proposal was not available for this study.

Rapport's proposal would not be the last submitted to the university administration concerning university-community engagement. Throughout the 1990s, there existed an interdisciplinary consortium of university faculty (of which Julian Rapport was a part). Over time, this consortium referred to themselves by several names including The Wellness Group, the Partnership for Family and Community Development Working Group, and possibly some other names before finally defining themselves as the Consortium for Collaborative Community Research. The group consisted of faculty from Sociology, Law, Student Services, Urban Planning, Education, the Krannert Art Museum, and Psychology. They came together based on a common intellectual interest in serious collaboration with local citizens, including those who are most physically proximal to this campus. They sought to create a mechanism that would foster collaboration among faculty, staff, students and citizens in a way that multiplies individual initiative, takes local citizens seriously, and is consistent with the University's mission for research, scholarship, and teaching.

At the same time this group was meeting, the UIUC Chancellor's Office began crafting pieces of a university-community engagement agenda. And although the faculty group would eventually take advantage of the resources offered through this university administration backed plan, this plan would eventually taken center stage while the more far-reaching aspects of the faculty group's vision were not pursued. The university plan was (and is) called Partnership Illinois. In a spring, 1995 draft of the Partnership Illinois proposal, the Office of the Chancellor describes it as:

a new initiative which will bring faculty expertise to bear on the educational, technological, economic, social, and cultural challenges facing Illinois and the broader society. It will be a rededication to our land-grant heritage and reinvigoration of our partnership with the people of Illinois. As a land-grant university, the University of Illinois is chartered to serve the citizens of the State of Illinois by doing research and transferring the value of that research to students and to the public. The insights and knowledge that faculty gain while engaged in outreach will be imported to the classroom and laboratory, where they will inform teaching and research.

The primary means by which Partnership Illinois attempted to accomplish these goals was through seed grant initiatives, which will be discussed shortly. Meanwhile the faculty consortium was meeting with the City of Champaign's Neighborhood Services Division in the spring of 1996. They discussed a three-way partnership between the university, the city, and the school district. They explored the possibility of setting up facility in the community with neighborhood people being in charge, rather than having the university partners directing, and called the proposed center the local Center for Community Development. Notes from the meeting include ideas for getting funds from the city, the university development office, a church foundation, and from the federal government.

Later that fall, in a September 4, 1996 letter to the University community, Chancellor Michael Aiken announced the launching of a seed grant program under the new Partnership Illinois initiative. The letter included an attachment with grant guidelines. The guidelines included the following:

- Endorsement from external partners will make applications more competitive

- The external partner must document the need being addressed
- Grants can be used for faculty or community salary
- Must be new venture

Also in early September of that year, the faculty group was discussing the idea of going to Associate Chancellor Steve Schomberg about funding for an umbrella organization for faculty involved in local community development that would connect and coordinate local level projects, house and share information, and do joint planning. Faculty felt that he need a greater structure if were going to engage seriously, and proposed a conference to promote existing collaborative projects in the Champaign-Urban Black Community, commonly referred to as the North End.”

In notes from a September 9, 1996 meeting, the faculty group begin to refer to themselves as the Partnership for Family and Community Development Working Group. That partnership grew out of meetings they had with the Neighborhood Services Division of the City of Champaign and some local organizations. They were interested in developing a university/municipal government/community partnership with some formal organizational structure that would promote local family and community development. They felt that as Partnership Illinois increased outreach activities, there was an increased need for a structure that facilitates communication, cooperation, and coordination among university actors ... and between university actors and those they work with in the community and municipal government.

They described their vision as integrating intellectual work with real world activities and they asked each other questions like how can university people, who are committed to the mission of the university, pursue their legitimate interests in a fashion that is beneficial to members of the local community and how can local community mean more than those who are already the most visible and influential? These questions reveal a serious attempt at least intellectually yo engage community concerns like those articulated by Al Mitchell.

On November 12th, the local Urban League held a Partnership Meeting with unnamed U of I representatives. Among other things, the concerns covered at the meeting were: contracts and facilities access; U of I teaching candidates in community based programming; community-university forums, and graduate student community based research opportunities. Also mentioned at this meeting was an idea that would reappear later on; the development of a community based research center that focuses on the research and development of programs that have the ability to address local issues and provide university students with the opportunity to network and partner with community residents to increase awareness on the issues that plague low income and disadvantaged populations. They called it the Community Repository.

Two days later the faculty group discussed looking at other university based models for information on how they connect with and integrate theory and practice in the local community. They focused on the University of Pennsylvania Community Partnerships Center (which is also one of the three partnership centers reviewed for this study). They were still the wellness group at this time and the awareness they were gaining made them give some thought to how they wanted to describe themselves. They wanted to prepare a plan to present to Steve Schomberg, and develop a mission that the university would take seriously and expect people to respect. They wanted to change the culture of the university and develop projects that were more bottom-up attempts to engage with the local community.

They spoke to a chancellor's representative about creating a structure at the chancellor level but the chancellor rejected the creation of such a structure in favor of funding faculty level initiatives through Partnership Illinois. Still the faculty group continued to pursue the idea of coordinating existing outreach at some level. They wanted to create a place where cross-disciplinary action can come together, and provide a locus or capacity of people to support this work. They felt that a center could pull to-

gether resources related to a variety of the interests it supports.

Later that semester they met with the College of A.C.E.S. and Extension and submitted a proposal (written by Julian Rappaport) to the Center for Advanced Studies. The proposal resonated with other members of the group as an excellent representation of how they felt their vision and mission should be defined. Nearly all of it is reproduced below:

We share an intellectual interest in serious collaboration with local citizens, including those who are most physically proximal to this campus. What we seek now is to create a mechanism that would foster collaboration among faculty, staff, students and citizens in a way that multiplies individual initiatives, takes local citizens seriously, and is consistent with this university's mission for research, scholarship, and teaching.

There are several key ideas behind the Consortium, including the basic belief that community generated solutions are the best means to improve quality of life and empower citizens as problem solvers. We see teaching, research, and service as integrated rather than separate spheres of activity, and disciplinary boundaries as artificial. Our group can be seen as both similar and different from the current campus initiative known as Partnership Illinois, an effort to connect campus individuals to external partners. Our concerns are also with the UIUC's historically poor relationship to local resident interests (including, but not limited to, the African American community). Frankly, the campus administration has a record that is viewed by many local residents as shameful.

This is a serious academic, research, teaching and scholarship venture wherein the phenomena of interest include understanding the process of genuine collaboration. The collaboration we speak of is the sort that takes seriously the skills, abilities, and experiential knowledge of ordinary citizens who are outside the usual structures of organized influence. The teaching could be characterized as service learning but this has a tendency to be viewed by the academic community as voluntary work, peripheral to the serious business of knowledge development and dissemination. Consequently, although there are clear ways in which our effort fits nicely with current student interest we resist the campus tendency to relegate such efforts to the student services, public service category that separates it from its central scholarly and intellectual base.

We understand that such a mechanism will require a bit of a cultural change and a different way of thinking than the oft-spouted phrase to express the University's mission as teaching, research, and service, as if these are three distinct categories. Moreover, in this field the usual basic/applied distinctions do not apply. One does not discover basic principles out of context and then apply them to worldly settings. Rather, the context for discovery is the context for activity in the world. Put most simply, the underlying epistemology/pedagogy is a seamless intertwining of teaching, research, service and scholarship in real world conditions and contexts that require us to see ourselves and or citizen/collaborators as both observers and observed. This is an entirely different model than the expert-client relationships of the past, or the teaching models that separate activity in the world from activity in the classroom.

How to do this as serious scholarship and research is what we want to learn more about.

CAS did not respond to the proposal.

At some point that fall the faculty group produced the first draft of a proposal for The Center for Community Collaboration and Research. It proposed they begin by doing the following:

- A seminar with the Center for Advanced Study
- A series of speakers through MillerComm
- A Wingspan Conference



- Course development and support
- Collaborative research projects
- Underwriting technical support
- Information Clearinghouse (web based)

Among the points made in the proposal were:

- The Center must have a broader scope than simply focusing on the African-American community
- The Center would be interdisciplinary
- The Center would be associated with the academic mission of the university and answer to the Vice Chancellor for Academic Affairs, the Graduate College, or another academic unit

It would have a physical facility and its personnel would consist of a director, support staff, faculty who had part of their appointments there, graduate fellows and assistantships, and community fellows. It is not certain whether or not this draft was itself forged into a final product and submitted or if it eventually became part of a submitted proposal mentioned later in this section.

On March 3rd of that spring, the faculty group met with Professor Ken Reardon of the Department of Urban and Regional Planning who had initiated an effort to get his department and the departments of Architecture and Landscape Architecture involved in action research projects in East Saint Louis Illinois. The project became a successful model for university outreach that is driven by community needs rather than be a faculty research agenda, and it was known as the East St. Louis Action Research Project (ESLARP).

They also met with Associate Chancellor William Trent. The purpose of the meeting was to discuss how to proceed with a package of community outreach, research, and service learning in the local area. Trent mentioned that he and the Chancellor had six to eight discussions with local North End community leaders and that local community activist, John Lee Johnson, submitted a proposal asking the university to help the community to deal with school inequity issues.

The group asked about funding for a center and Trent's response was that the bad news was that Schomberg said there would only be enough funds for some staff support to assist the group in maintaining momentum after Ira Harkavy's lecture. Harkavy is the director of the Center for Community Partnerships at the University of Pennsylvania and was scheduled to do a day-long workshop at UIUC. The purpose of the workshop was to engage faculty and students in a dialogue about ways of developing service learning here on our own campus.

Thom Moore and Roland Liebert, two members of the faculty group, expressed a desire for a long term commitment from the university administration to stable support for a center to coordinate information exchange and involvement in the community, and that it be responsive to ordinary people in the marginalized neighborhoods. Trent said they had already had lots of ideas from community leaders from their meetings. He seemed to feel that the process they had engaged in was a good enough model: Listen to community members problems, respond by assessing needs and working towards designing strategies for solutions. It is not sure whether these were Trent's thoughts or if he was speaking for the Chancellor, but it was clear from Schomberg that the Chancellor was not ready to make a large commitment on this front. Phillip Van Es, a member of the faculty group, suggested that the extension program could sponsor the center, and Trent supported this idea. Liebert suggested that it be much broader than the traditional College of Agriculture-based extension programs with the various college units and the faculty group included.

In subsequent meetings of the faculty group (the Consortium for Collaborative Community Research) the group discussed using multidisciplinary teams to study human problems and used the

Beckman Institute as an example of this approach.

The Consortium began meeting with the Urban League of Champaign County after the Trent meeting for the purposes of developing a joint community-university proposal for the center. On June 26, 1997, the Consortium, which now included the Urban League, submitted the proposal, toward a Collaborative Community Partnership in Champaign-Urbana. The proposal was submitted to the university administration, and a separate version of it was submitted to both the Champaign and Urbana city governments. The proposal contains a detailed well thought out approach to phasing in the various stages of the development of the proposed center and is one of the most informative documents analyzed for this study, in terms of its ability to guide a university attempt to increase the quantity of its engagement efforts while simultaneously increasing their depth and quality. It is not clear what the response to this proposal was.

That next fall, in October, 1997 the Consortium submitted a proposal entitled the Community Exchange. It was a scaled down version of the toward a Collaborative Community Partnership proposal that did not match the original proposal's strategic character and depth. The original proposal included principles, goals, objectives and the like, all the way down to specific actions steps that could be taken to meet the goals and objectives. It was a comprehensive vision that was designed in a systematic manner. The new Community Exchange Proposal was less detailed. It was more about what the center could be, than about how it could be created. It mentioned setting up a community-based center, a repository, action research teams, urban policy seminars, fellowships and leadership training, but the design was much less cohesive, less systematic, less organized, and less clear and concise. In short it had less of a theory of action than the first proposal, less of an idea of the goals they wanted to reach and the steps that need to be taken to reach them. Even so, this Community Exchange proposal eventually became the basis for the white paper that brought the Urban Exchange Center into being. This proposal was the first incidence of the use of the term Exchange Center to describe the new venture, and it explored the East Saint Louis Action Research Project as a possible model for the Exchange Center.

Associate Chancellor Steve Schomberg requested that Len Huemann of the Department of Urban and Regional Planning explore possibilities for implementing the Community Exchange Center between UIUC and the North End Community. It is not clear when Schomberg requested the evaluation from Heumann, but nearly a year after the Community Exchange Center proposal was submitted, Heumann submitted his evaluation and recommendations on October 1, 1998. That September, the Consortium for Collaborative Community Research held their last meeting (Heumann, 1998).

The following summer, in July of 1999, in a letter from Heumann to Tracy Parsons, the President and CEO of the Champaign County Urban League, Heumann informs Mr. Parsons of the fact that establishing the Exchange Center is now the number one objective of the Partnership Illinois sub-council on Community Vitality and Economic Development. By the fall, Paul Thurston of the Department of Educational Organization and Leadership was brought in on the planning and in April of 2000, the deans of the Colleges of Education, Fine and Applied Arts, and the Graduate School of Library and Information Sciences had come together to jointly support and submit an Exchange Center White Paper prepared by Heumann.

Among the documents examined for this study, were two community responses to the White Paper from John Lee Johnson, and William Patterson. Patterson was a U of I PhD candidate at the time, and director of the Urban League's Education Department. Both responses are highly critical of the White Paper and much can be learned from them. The White Paper underwent several edits and was eventually funded. A search was conducted that following fall, and a director hired in late December 2000.

### Urban Exchange Center: 2001-2004: First Months: Introductions and Impressions

Possibly the most undefined position at the university, I remembered Associate Chancellor Steve Schomberg--my new boss--saying just a few months earlier when describing the position I had just agreed to take on--Director of the University of Illinois Urban Exchange Center. When I was hired I had just finished a master's degree in educational administration and had begun a PhD program in educational policy. I had taught sixth grade in Chicago before beginning my master's degree, but my years spent volunteering in the local community during my undergraduate and graduate studies had made me familiar with a few community institutions and agencies. I was being hired to direct the development of an office that would coordinate and promote university-community partnerships with the understanding that a faculty director whom I would work under would be hired within one year.

Schomberg's undefined position statement reflected the fact that I was not hired to direct an existing center, but to help the university create one. This theme runs throughout the years covered in this section. The memory of Schomberg's comment came to me as I sat on a chartered bus full of university faculty members and African American community leaders. It was the Urban Exchange Center's first major program: Community Immersion Day. The date was Friday, April 27, 2001.

The program involved taking approximately 20 faculty on a tour of different sites in the Black community. We left from the Urban League, visited the Lake Terrace public housing units, an Urbana public elementary school, a Champaign public elementary school, and a local community center that's part of the Champaign Park District. At each site a supervisor, director, principal, program director, or--in the case of King school--the entire district administration, came out to give the faculty a sense of the issues and concerns faced by the participants, community members and program staff at their institution. As mentioned above, there were also community members on the bus to help faculty process the information they got from each site visited, and to give faculty further community information as they rode from site to site. The theory behind the program was that such an experience would give faculty a better sense of the community issues, and thus a better sense of what they could connect their research and teaching to.

There was one community member missing though, a local education activist and anti-racism organizer. I had been somewhat acquainted with her for 10 years at that point, and respected her work, her ideas, her honesty, and her insight. When I sent her an email inviting her to participate in the immersion, the following was her response:

Hey Kamau,

I am really uncomfortable with this. As we discussed in our meeting several weeks ago, I understand what you and others are trying to do and that you, in fact, have misgivings as well. I know this is why you want folks like myself, Tracy, and Nate involved.

I recognize that the community may benefit somehow from such an exercise and that projects I work with could even potentially benefit. Still, I find myself unable to suppress the image in my mind of a zoo tour bus with us as the animal keepers/trainers explaining their natural habitat and mating behaviors.

My orientation is for Black parents and other community activists to give university educators a tour of the institutions that continue to control and otherwise shape their lives in ways that serve to maintain the status quo. Let's stop by the city buildings and get a quick analysis of municipal policies and practices that continue to favor the "haves." How about the Mellon and Burkholder buildings for a bit of the same. Or maybe meet with Black teachers at those schools to get their take on Black educators' and families' challenges working within the current structure and the supports they may identify as real answers for coping with or changing the system. Let's not leave out institutions like the Housing Authority or DCFS to

get a take on federal, state and local policies and practices that contribute to keeping us as the "face" of poverty and pathology.

Then, just maybe, we can have a reasonable exchange on how best to utilize university resources to help us understand and challenge (in concrete ways) institutionalized racism and classism, as well as our own internalized craziness that keeps us colluding with our own oppression.

I am confident you, Tracy, and Nate share my concerns, and in many ways feel stuck between a rock and a hard place and just want something to shake loose from somewhere to make something happen...

Stuck,

She brought up some issues that were worth thinking about. Her comments provided some specific illustrations of the community climate and on the ground conditions that Al Mitchell wrote about 10 years earlier. Would this center, the university, or any of its units be able to advocate for community members with legitimate concerns that aren't address through traditional social services aimed at under-represented communities? Can the university assist community members in their efforts to shake something loose and make something happen?

### Initial Input

Once I was hired the search committee became for me an informal advisory group with which I met two or three times. It was composed of Len Huemann from Urban and Regional Planning, Paul Thurston from Educational Organization and Leadership, Associate Chancellor Steve Schomberg, and Tracy Parsons of the Urban League of Champaign County (President and CEO). My first meeting with them took place on December 21, 2000. Their suggestions for my first tasks were to learn as much about community and current projects as possible; interview community members; visit projects and programs, city agencies, school principals, and the East St. Louis Action Research Program. They also suggested that I interview and meet with faculty engaged in community projects, meet with the Partnership Illinois sub-councils, begin identifying advisory board members and to re-read the Exchange Center White Paper and make my own suggestion concerning its implementation. The focus would be education: addressing the low-performance of low income students, and we would announce the establishment of the center to the community by the end of January (LaRaviere, December 21, 2000). After our first few meetings, the primary person with whom I would meet was Associate Chancellor (soon to be Vice Chancellor) Schomberg. I would also have periodic meetings with Urban League President and CEO Tracy Parsons.

On February 16, 2001 I held my first meeting with faculty members to get their feedback on the idea of an Urban Exchange Center. The meeting was with one of the Partnership Illinois sub-councils. They advised me to build trust by generating positive results from small projects, and to target issues communities want to be addressed. In terms of the center's function they felt that it could help partnerships to occur in a purposeful manner, rather than by chance; and it could establish the relationships that allow faculty to connect with one another's work, thus strengthening grant proposals. Lastly they engaged the question of whether the UXC should be a monitor of quality control (LaRaviere, February 16, 2001).

I met with a couple other university faculty/staff groups that first year, but the only staff person with whom I would have consistent communication was Steve Schomberg. In my three years of directing the center Schomberg has been the sole point of accountability for the program. The Urban Exchange Center is just one of several university units that report to Schomberg; most of them are much larger than the UXC. He would review my reports and make suggestions on actions to be taken.

### Surveying: Black Community Leadership Focus Group

During my interviews I identified several faculty and community members to participate in a focus group on university-community engagement. On February 20, 2002 I conducted the first of three meetings with that group. The second was conducted on June 12, 2002, and the third on February 11, 2003. There were 21 participants. Nineteen were African American, one Black Cuban American, and one Caucasian American. Fifteen were from the community and six were staff of the university. Six were women, 15 were men. Most of the community members were heads of non-profit organizations or local government officials. I asked them to list the most critical developmental issues faced by the local African American community. Two separate groups produced lists that were nearly identical. The issues were educational achievement, youth development, employment and training, affordable housing, economic development, drugs, healthy families, university-community engagement and relations, technology, health care, media literacy/savvy, and legal and financial savvy. The group felt that racism was an issue that was at the heart of all or most of the difficulties the community faced in addressing these issues. Following are a few of their comments:

- I see [racism] as being one of the tenants that would be infused in everything, because I think all of these issues that we are talking about happen, in part, because of the racism that happens.
- There's been research that has been done in different communities across the country where they've actually taken a Black person and a white person and actually shown where the disparities were and how they were treated. I'd like to see that in Champaign County, because people say there's not a problem.
- I think what [she] is talking about is that while racism permeates all of these issues, there's some very specific training that's useful. But the broader reason we're in this room today is because of institutionalized racism, and sexism, and classism and that kind of thing, which is why we have problems with drugs, and family functioning, and health access. It's sort of the root of all of these things on this list.
- It's a priority, but it didn't make the priority list because it's engrained in all these other things. It sets off something. It's the root that's causing all these concerns.”

When the group met again in the summer to prioritize the list of issues according to their importance and their suitability to being addressed through community-university partnerships, the issue that emerged as the principal one was education, especially as it relates to the achievement gap between African American and white students. The second most important issue was community and economic development, followed by the digital divide, arts, and health. The group also engaged in meaningful discussion and analysis of these issues, portions of which will be referenced in the strategic planning section of this study.

The third meeting was designed to be a report on UXC activities with some time at the end for feedback, but it promptly evolved into a session in which community members voiced their concerns about the center. They discussed the need for developing community criteria for UXC projects; the decision making process of the Center; the university and community understanding one other's commitment to the Center; and the need for more defined roles for university and community members in relationship to the center. Also they felt that the Center should be primarily a facilitator, as opposed to a direct services provider; and they believed the university should be a partner as opposed to an owner. Discussion included the idea of viewing the Center as being incubated by the university and gradually moving becoming an inter-governmental institution supported by the community, the cities of Urbana and Champaign, Champaign County, and the University. Many of these concerns had been thought and planned for earlier by the Consortium for Collaborative Community Research in their proposal toward a Collaborative Community Partnership in Champaign-Urbana mentioned earlier in this report.

### UXC Advisory Committee

On October 23, 2003 the first Urban Exchange Center Advisory Committee meeting was held at the Urban League of Champaign County. The stated purpose of the committee was to (1) connect the UXC with people and resources, (2) provide constructive feedback, and (3) add direction by refining the mission and goals of the center.

Committee members felt it was important to identify a focus that takes into account, the needs of both faculty and community; to get some direction by stating clearly that these are the priorities, these are the entities we are working with, and these are the projects were going to develop. They said there needs to be some strategic planning that establishes goals, objectives, and action plans; they said the scope (community and university) needed to be determined and that there needed to be a sense of the resource base available for addressing issues within that scope. They continued on a theme discussed in the third meeting of the Black community leadership focus group by discussing the community role in funding the center and in making it viable. It was stated that the university should strongly consider hiring a full time tenured faculty director for the center, and that the UXC should think about major alliances that can be leveraged with other university units. Members felt that supporting service learning across campus would also help to move the engagement agenda forward.

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### Arts: University and Community Arts Agendas

In a March 12, 2002 meeting, Schomberg asked the rhetorical question: Does university arts agenda fit with the community's agenda's. How would the arts program be structured for meaningful engagement with low to middle income people? Once again, I set out to find some answers.

One May 30th of that year, I met with two staff of the Krannert Art Musuem. The museum had sponsored a youth program called ArtWorks. We discusses their role with this program done in collaboration with the Urban League, Unit 4 Schools (Columbia Center) and Lakeside Terrace's division of the local housing authority. They said that none of the community partners had contributed any funds to the program. Also, the youth participants in the program were paid and Krannert staff felt that this has a limiting effect, saying that the middle class white kids were in it for the intrinsic value of it, while the poor black kids where in it for the money. They stated that they were looking toward working with a more diverse array of students (a majority of the students in the program were Black). Krannert Art Museum staff had been in discussions with the organizer of a proposed local African American centered youth arts program in which youth would learn dance, art, poetry, writing, music, and other things that are part of an African American empowerment message. That's not our vision. Nothing in the program connects with our vision,said the two staff members. They wanted a program that would connect with the fine arts and have more museum oversight. They said they would place high emphasis on selecting minority participants for the program.

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### Confusion Over Scope

From the beginning, there were major misunderstandings in the local community about what the Urban Exchange Center was, and they have lingered on to some degree. Some community members thought it was a place to take issues concerning employment at the university for low-income community members. Others thought it was a place to take issues concerning university contracts to minority vendors, and still others thought it was a place to take admissions issues. But, as Steve Schomberg stated, the UXC was not supposed to be about community casework. It is about connecting individuals and agencies in the community who are engaged in projects, with faculty and students in partnerships that benefit both parties (LaRaviere, October 17, 2002). It engages the university at primarily a level that connects the teaching, research, and outreach mission of the university with local

community projects.

In May of 2003, during a meeting with Associate Chancellor William Berry and Steve Schomberg, both agreed that a clarification of UXC needed to happen; that's a result of being given incorrect information herself, the Chancellor, Nancy Cantor, was telling people to come to us for concerns that it wasn't intended to address. They also said that there needed to be a community person involved in the UXC; something to give it more accountability and direction on the community side. It would be a person who dealt with non academic community concerns. At one point, university officials thought about creating a community ombudsman position that would deal with those non-academic related issues, but it never came to pass.

The following is a particularly revealing exchange that highlights one community perception of the Urban Exchange Center, and illustrates the scope of the center as it is currently imagined by university administrators.

In a November 16, 2002 meeting with a local religious collective a reverend from another small Illinois town was the guest speaker. He spoke on various political issues but the local reverend who invited me to the meeting kept asking him to speak on the partnership activities that the university in his town was doing with the local community there. When he'd speak of some partnership or another, she would get very dramatic: you mean the university students come out to your church! she would say while gesturing toward me with a look of awe. You mean the UNIVERSITY is partnering with these COMMUNITY organizations! she added. She definitely had the assumption that I had never heard of such a thing. "So they're doing all this and they're a PRIVATE school, and here we are with the University of Illinois and Parkland which are PUBLIC schools I just wanted to hear you say that because this man [gesturing toward me] is from the university of Illinois Exchange Center."

Many, in fact ALL, of the programs that the visiting reverend mentioned are being done here at the U of I, but the local reverend had no idea. I mentioned a few of them and we came to the understanding that the problem was that the small, relatively unorganized grassroots community organizations like hers were not being serviced. Can you help us? We want the university to help the Joe Blows she said.

I reiterated the responsibilities of my office to the reverend, and her secretary. So we should have a project or something specific in mind, and your job would be to find people at the university who could assist in those projects in some way, she asked. Exactly, I responded.

Later in a meeting with Mr. Parsons, I mentioned the reverend's comments concerning university resources not making it to the more grassroots and lesser developed organizations. He felt the UXC has to be careful not to take on too much. He said, organizations have to at least have a potential program when they come to you--they have to be able to articulate a need."

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#### Exploring Linkages and Possible Alliances

During the first advisory committee meeting in October 2003, committee members brought up concerns that Schomberg felt were beyond the scope of the UXC. Still, they were concerns that affected the UXC's ability to accomplish its mission. Thinking out loud he said that the university as a whole might need to examine some of the questions that committee members raised and do some planning to address them. It was then that I began the process of collecting and analyzing the information needed to plan around these issues. As part of that information gathering, I explored linkages between the goals of the Urban Exchange Center and other campus units including the Center on Democracy in a Multiracial Society, The Office of Volunteer Programs, The Civitas Urban Design Center, the Family Resiliency Initiative, the Graduate School of Library and Information Science and several other units.

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## Values

In a conversation with Steve Schomberg, John Lee Johnson stated the following: When you [university people] see these people [community residents] around, you have to say to yourself "Where do they live?" "Who delivers their babies?" The university is not asking who benefits? One low income person for every \$5000 is supposed to be employed [on construction projects], but only the developers are benefiting. There is no trickle down happening. The south First Street investment is an unlimited investment pool, so you want to tie the poor to that investment. Like when they tied the poor to the clerical learning program. A civil service director can suspend the rules/test requirement. That's an example of what the university should be doing. You think Motorola would say "we won't hire blacks" with all the money U of I is investing there if the U of I committed to that happening? It's through the university's actions that the development is made possible. But that doesn't happen. The North end occurred because we had a chancellor who helped. We got the Douglass Center because Dodds Henry told the park district they'd better do it. When the university has spoken and chosen to lead, the community has followed.



## SECTION 2 - Contemporary Projects

### Part 1 – Community



Rhonda Williams, Aaron Ammons, and members of the Champaign-Urbana community planting a tree in Kiwane Carrington's memory at the Randolph Street Community Garden, Champaign, Illinois, October 9, 2010, during Unity March 7, organized by the C-U Citizens for Peace and Justice. (Photo by Patricia Rosario)

**Michael Burns, "History of Douglass Center." Previously published in the Public i, Feb. 2010: 2.** Michael Sterling Burns is a husband, father, IMC/Bike Project volunteer, and Ph.D. candidate in English/Writing Studies at the University of Illinois at Urbana-Champaign.

In the heart of the North End, the historically black community of Champaign-Urbana, is the Douglass Center, named after the great African American abolitionist Frederick Douglass who reportedly made a stop in Champaign while on a speaking tour. When the Center was first conceived, it served as a recreational center black enlisted men who were stationed at the Chanute Air Force base in Rantoul but denied access to white facilities. Among the ranks of these soldiers were the Tuskegee Airmen, the famous black pilots who served in World War II. Today, the Douglass Center is a landmark of local black history and life in the Champaign-Urbana area.

The origins of what is now the Douglass Center date back to 1937. In that year, two centers were opened for the purpose of serving the African American population. The first, which opened in May of that year, was "an adult education center sponsored by the office of the county superintendent of schools." The program was run from a refurbished eight-room house just south of Douglass Park, established in 1931. While financial sponsorship of the space was attributed to the local government, organization of the center's programs was credited to "the efforts of an advisory board consisting of" local community members, all of whom were women. The classes offered included "cooking, sewing, dressmaking, French, reading, writing, arithmetic, English, Negro History and Hygiene."

In December 1931, another center opened. Pre-school and athletic programs that were previously run out of local area elementary schools were moved to a new site close to Douglass Park. Sponsored by the Champaign-Urbana Junior Woman's Club and the Recreation Commission, programs included crafts, social activities, music, dramatics, and other activities for all ages.

At the start of World War II, 250 black soldiers trained at Tuskegee Institute were sent to the Chanute Air Force Base in nearby Rantoul for training as mechanics before going on to become pilots. All the spaces for military training were provided, albeit separately and unequally, for black troops on the base. However, black soldiers were not allowed into the all-white USO recreational facilities. As a result, the North End of Champaign became a destination for African American enlisted men during rec time.

A group of community members, along with the Champaign Playground and Recreational Board, sponsored a center to provide organized activities for these black soldiers. The Servicemen's Center opened on March 26, 1943, consisting of two rooms in the basement of the old Lawhead School at 5th and Grove Streets. They showed movies, held dances, and hosted holiday events. The snack bar was especially popular, as there were few places for African Americans to eat out. Seeing 2,500 servicemen pass through its doors each month, they soon outgrew the space.

The Servicemen's Organization was founded and funds were raised within the black community for a new center. Local black residents contributed a total of \$3,000 towards a proposed building. They also acquired two plots of land adjacent to the Douglass Park. Financial contributions from the War Chest and the Twin City Community Committee allowed them to complete the fundraising.

On February 18, 1945, the first spade of dirt was turned in a dedication ceremony and seven months later the Douglass Center was officially opened. Its first directors were Pauline Johnson and Erma Bridgewater.

#### A Black Library for the Black Community

In April 1970, a group of students from the Graduate School of Library Sciences at UIUC, with input from the local black community, submitted a proposal to Champaign and Urbana Public Libraries

and the Lincoln Trails Library System to install a library at the Douglass Center. While it had long been a hub of activity in the black community, library services at the Douglass Center consisted largely of donated books. The North End never had a library of its own. A year later, the Douglas Center housed a full-fledged library and Miriam Butler was appointed as its first director.

At the top of the library's letterhead was the image of an open book with a raised black fist, a symbol of the Black Power era. On the pages of the book read the library's slogan, A Black Library for the Black Community. The Douglass library soon became a favorite hang-out for local youth. They hosted a story hour, special programs, and offered day-care for children. Among the most popular events was a program called A Soul experience which attracted some 350 people. In April 1971, the first month materials were lent from the library, only 37 books were checked out. However, by August there was a circulation of more than 400 books. In 1972, the Douglass Library officially became a branch of the Champaign Public Library.

Soon after, local black activists including John Lee Johnson began to pressure the Champaign Park District to take greater responsibility in solving the community's problems. He was critical of the city's overemphasis on sports. We cannot turn our backs upon drug addiction, he wrote, by handing a kid a basketball. Discussions began about the construction of a new Douglass Center that would include space for a larger library and a senior center.

#### The Douglass Center as it Now Stands

In 1975, the park board said it could only provide a building for a gymnasium, because of lack of funds, and announced that the Douglass Center would be demolished. Some 200 local residents showed up at city council to protest the decision. Former director Erma Bridgewater and her mother Sarah Scott, along with others, attended a large rally in the park. John Lee Johnson organized a committee to protest the demolition.

Over the following weeks and months, the North End staged several forms of protest and advocacy for a complete center. A picket line was set up at the offices of the construction company the city had hired. A steering committee was formed to represent the demands of the local community, and citizens attended meetings at the parks district to make their demands clear to local government officials.

After several months of struggle, the community and local agencies arrived at a compromise. In December 1975, the old center was raised and construction started on the new Douglass Center. Construction was completed a year later. While the finished product was the building as it now stands, Douglass Park is now also home for both the senior citizens annex and the Douglass Branch of the Champaign Public Library. Taken together, these spaces serve to connect the history of struggle in the North End to a future where there is always room for progress.

***Excerpts from Vanessa Rouillon, "Writing Rhetorical Education through Archival Records and Oral Histories: Articulating the Researcher's Location through moments of Disruption." Paper for ENGL 584. 4 May 2010. Rouillon is a PhD student in English/Writing Studies.***

#### Locating a Site of Rhetorical Education: Reading the Archives

In February 2009, as I was searching for local, textual evidence of African American rhetorical education at the turn of the 20th century, I found at the University of Illinois Archives the Albert R. Lee Papers (1912, 1917-1928). The Lee Papers' collection of institutional letters and literacy programs documents the activities of Bethel AME Church, an African American congregation in Champaign, IL, located in what has traditionally been known as the North End. From these few letters and manuscript programs written in the 1920s, I found evidence of a black rhetorical society the Baraca-Philathea Ly-

ceum (ca 1910-1940) run by African American university students, who were Bethel members, and whose work was organized by Albert Lee. Lee was President of this lyceum during the 1920s and chief clerk in the President's Office at the University of Illinois.

This collection speaks of an active black church, community, and lyceum whose rhetorical training aimed at promoting everything that is good for the Race [my emphasis] and the community. I learned that this lyceum, as a non-denominational venue, held monthly programs (second Friday of each month) from ca. 1910 to the mid 1940s, but their most active years might have followed the end of World War I until the mid 1920s when Lee became its President. As an instance of evening entertainment and education, the Baraca-Philathea Lyceum organized its work around literary and musical numbers. As Lee observes, the 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. Where most numbers closely resemble rhetorical display (with epideictic components) and performative rhetoric, the Baraca-Philathea Lyceum included instances of Parliamentary Drills (as a regular feature) and Parliamentary Meetings' political Conventions (as a special feature); that is, political deliberation was an aspect of their own rhetorical training made visible in their lyceum.

My readings of these primary texts aligned with the scholarship on black literary societies, and lyceums during the Reconstruction Era and the first half of the 20th century. Bethel's lyceum emerged as a site of rhetorical education and display for African American university students, while Lee, its most forceful and visible organizer, emerged as a rhetor, engaged in university venues and actively constructing a particular community identity for Bethel's religious, cultured, and civic-minded. Not only was Lee a parliamentarian, in charge of deliberative training in Bethel, but he also embodied a commitment to activism, advocacy, and action, as his organizational efforts illustrate moments of crossing over from a black church venue to a university space, which may not have been too accommodating with its black students.

Lee's letters convey a sense of urgency: a need to gather university students, faculty, people in the community, and professional men; a need to be punctual; to have balanced programs, and to excel in them; and to produce a written journal. These concerns align with practices of insertion seen in African American rhetorical circles, where their visibilities wished to challenge white notions of black inferiority. Lee was also not shy in expressing his disappointment/concerns. In a letter to his officers, African American university students in charge of organizing the lyceum numbers (November 1922), Lee observes how their previous program was good, but many who had promised to participate failed us, and we were forced to the expedient of supplying the omissions by extempores.

Typical in Lee's letters to his officers read as follows, one other complaint, and I shall exhaust my supply, is, that the members of the Program Committee [student officers], are not all doing their part in securing numbers. The attractiveness and strength of our organization lay in its well balanced programs, and the attendance will depend upon public's confidence that we shall always have a good program. This suggests that the lyceum came to embody Bethel's rhetorical image for their community, and Lee was protective of that image. In previous letters, Lee sets his expectations for the lyceum, where a good program is one starting on time, and with lively and spontaneous discussions, a large audience, and well-performed music.

Race discussions are frequent components in the lyceum's programs, as the scholarship on African American rhetorical education supports. An annotated set of programs and informal extempores lists the following topics: Anti-lynching laws, tendencies seen in the Ku Klux Klan in Champaign, labor opportunities and educational vocations for African American students, expected contributions from the NAACP, and Negro migration to the North, for instance. These concerns align with Royster's ob-

servations: African American societies have consistently shown evidence of a basic mandate, that is, the need for those forming such alliances to operate in conscious regard of political and economic forces. That is, these concerns suggest an understanding of situated ethos, as they invoke matters arising from power and access differentials that compromise their progress: lynching, the KKK, and restricted labor. Moreover, these topics, and the lyceum programs, suggest practices of intellectual insertion and invented ethos as Bethel created a rhetorical space of its own. Yet, even as Bethel extended invitations to the university community, from reading the Lee Papers, it does not become clear if the connections bridging both venues were only Lee and the African American students (and Bethel members) whom he appointed as officers.

Not all archival research in rhetoric and composition begins or ends in a university campus or at a great library. Mine had begun on a campus library; yet learning about this lyceum from the Albert R. Lee Papers, and relying only on archival texts proved to be insufficient. After I approached Bethel, shared my archival findings, and requested senior members to meet with me, I witnessed a focus group in Bethel become an instance of collective memory reconstruction. Memories were positioned against privately archived texts brought to our meeting, and compared to Lee's documents, which I had contributed, as members reminded each other of their lyceum, their Bible groups, and their libraries. This experience led to a moment of scholarly reflection on academic mandate to cross-reference textual information, combine local archives, consult the press, but most importantly, conceive this recovery work as a co-construction project. That is, given that several members remembered their lyceum, collecting oral histories became the only means to make sense of incomplete records and to secure the memories of aging members.

As I began conducting my interviews from August to November 2009, I realized how members' individual and collective memories shaped their texts, the archival ones that I had called to their attention and their own private ones. Moreover, their memories suggested an implicit challenge to university records by complicating notions of access to university venues without discrimination (University of Illinois, 1940). Frequently, in composing their oral histories and attending to my inquiries, Bethel members directed my interviews as they claimed knowledge of their community-space, their lyceum, their church, and the North End. In some instances, interviews were followed by walks around the neighborhoods in the North End where Bethel members made sure I saw the houses of senior members, visited their schools and libraries, and saw the church's mural, the streets named after, house developments, and railroad tracks. In directing my learning, these members redefined my own locations, my researcher-space, and situated my inferences within their lived experiences. They became the historians, the 'archivist agents.'

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As I reflect on how my sources multiplied, from partial documentary histories to oral testimonies I witnessed moments of disruption. In this paper, I reflect on three of these moments, which revealed a community-space engaged in their own history project, and situated my research-space as that of an interested outsider. First, the Albert R. Lee Papers (and Bethel's texts and memories) appeared to oppose official university discourses. These accounts did not map directly onto each other, as they each understood access to university spaces without discrimination in conflicting ways. Second, in my conversations with Bethel members, multiple notions of what constitutes an archive and how it should be preserved emerged; at times, these notions led to church decisions regarding its institutional texts to which some members oppose. Third, Bethel members see their church spaces performing multiple functions, rhetorical, religious, and political/civic. In doing so, members assign event-categories to their spaces civic affairs may have no place in the pulpit, or civic and religious concerns may be inextricably bound in time and space.

### Conflicting Texts and Memories: Re-reading the Archives

As I was first studying the Albert R. Lee Papers, and engaged in working archival texts only, I also encountered a University of Illinois text written in 1940, the Negro Students (1939-1940) report, stored in the General Correspondence of President Arthur C. Willard. This seven-page typewritten report records black students' engagements in academic and professional venues in and out of campus. Its three-page statistical appendix documents enrollment and graduation figures. This text complicates my readings of the black experience in campus during the first half of the 1900s. While seemingly a favorable depiction of African American accomplishments, the report is in fact a problematic narrative suggesting a prejudicial academic location/climate for black students. Hence, the first moment of disruption occurs as the Lee letters/programs, this university report, and preliminary conversations and memory collections suggest conflicting visions of university locations.

The Negro Students (1939-1940) report argues for the visibility of African American students in university venues based on non-discriminatory admissions' policies. All curricula, the report contends, are open to Negro students in all Colleges and Schools without discrimination, both at Urbana and Chicago. Moreover, the report indicates that African American students have favored the College of Education, while noting, Negro students have shown good judgment in entering into curricula which lead to fields open to them after graduation. This statement is not only a tacit acceptance of their limited labor opportunities in general, but an indifferent discourse on a social concern, which is only aggravated when the report concedes that African Americans have rarely found a job in campus.

African American visibility is further argued in terms of their increasing numbers, enrollment and graduation rates. The report states, Negroes participate in the Commencement exercise in the same [way] any other student does, without discrimination as to marching or seating. More tellingly, the report documents the extra curricular activities, in which black students engaged from ca 1900 to 1920, a period overlapping with the early lyceum work. The report lists, as relevant rhetorical venues for African Americans, the Illini (a student newspaper), the Philomathean Literary Society, the Illinois Inter-collegiate Debating Team, and the Honorary Debating Fraternity. Yet, the report only acknowledges two African American students who belonged to these organizations.

As I was making sense of what access 'without discrimination' could have meant for this report, of how this access was visible in campus during the early 20th century, and as I considered how black students may have wisely judged their academic/labor options, my oral histories collection began. Hence, I began interrogating the significance of university locations for its black students, and for the black community in Champaign. In referring to university students, my interviewees consistently signal Bethel as a popular, and much needed site for African American students. A recurrent memory in Bethel articulates a sense of exclusion from campus. Negroes- negroes couldn't stay at- there was a sorority and a fraternity, but there was not a place for negroes to stay on the campus, so huh I think there were six or seven women in the church, Bethel Church, and we decided to take these students (Mrs. Lucy Gray, Interview, September 18, 2009). These woman's recollections align with the report as it indicates how accommodations for black students were at home distance from campus, while noting that theoretically the women's residence halls were open to African Americans. As locational disruptions, memories of questionable classroom climates and a clear sense of their minority status were frequent too (Mrs. Erma Bridgewater, Interview, September 17, 2009).

The university report does acknowledge the role of Bethel in supplying social spaces for students. Most notably, as part of my recovery work, the report becomes the last archival record documenting the existence of the Baraca-Philathea Lyceum. Bethel AME Lyceum which has functioned for about thirty years, is now managed and attended almost entirely by Negro students. That is, where no other source, testimonial or documentary confirms the work of the lyceum until 1940, this report suggests

otherwise. Yet, in its welfare/religion section, the report characterizes the lyceum in ways that I also find problematic. Bethel's Lyceum is portrayed as laboratory, as a venue for the expression of repressed ideas, thus suggesting that such ideas may have not have its place in university spaces.

Therefore, where the Lee letters do not explicitly locate black university students in university spaces and where the report articulates a non-discriminatory presence, these memories locate these students in campus in less than comfortable ways. As I began realizing how members became archives, their cultural memories informed my readings of this university report, and my locations (my sense of membership and methods) were disrupted, as reading these texts destabilized my learning. Was the university a truly accommodating space for its African American student during the early years of the 20th century? Most notably, how am I to read further official university discourses? When could the university's emphasis on 'access without discrimination' have changed its meaning? Members' recollections align with larger cultural narratives documenting the insertion of African Americans in mainstream literate venues. As I reread texts and people, a conflict of interpretation emerges as the university report defines access in terms of its admission's figures, while Bethel members do so, in terms of their own material circumstances and sense of safe participation.

### Reconfiguring Archival Practices and Texts: Self-proclaimed Historians

My first approach to archival texts, locations, and practices occurred in a large university library, where requesting procedures followed formal rules and where files were organized in labeled files and boxes. Yet, as my work progressed and my reading and learning locations migrated to Bethel spaces, my interviewees exposed me to their own private archives variously maintained in filing cabinets and in labeled hanging folders, in boxes in attics, in basements, or under beds. I have studied some texts on loan; yet others have been named, but guarded from me. As I realized the wealth of documentary texts distributed among multiple community locations, and as I considered how institutional and private sites might share goals, reserving a history, yet be distant spatially and historically, I sensed displacement once more. This time my discomfort was considerably lower. I was not about to learn the meanings of a university crutch ('without discrimination'), but I was about to follow traces in the most mundane spaces, and so my work had multiplied. Hence, the second moment of disruption occurs as the material culture of an archivist engages non-traditional places, texts, and practices, and as purposes change and memories decline.

My first oral interview (focus group) in Bethel took place in February 2009 after I had realized the need for spoken discourse. Several senior members attended that meeting and I only needed to prompt them once with a question about the Baraca-Philathea Lyceum, and the meeting turned into a collaborative reconstruction of their lyceum, its heir, the Baraca Bible Class for men, and how documents previously stored in Bethel, and that I was sharing with them, had been discarded at one time. Where men outnumbered women, the latter were the most vocal members in that meeting. Most notably, three women, sisters, in their eighties and seventies, had come to the focus group prepared with texts, letters, photographs, newspaper clippings, and issues of black periodicals from the time of the lyceum.

Even as records seemed to be dispersed among members, not sanctioned by any institutional archive, this meeting signaled when I first reconfigured my notion of what an archival text could be. This was when artifacts that had been displaced from their private locations, were being used in spoken discourse to articulate a history. As Okawa observes, artifacts are seen as reminders and physical embodiments of cultural memory. These texts were prompting members talk and recollections, even as some conflated church spaces as I found later. The meeting spaces in Bethel became a valid archival location/display. This was finally when an outsider was taking an interest in their history. To me, this was also when I first saw Albert R. Lee's face in a newspaper article, the man whose penman-

ship I had come to recognize, and whose forceful tone, in his letters, I had memorized.

An intriguing moment in this meeting occurred as members recognized some of my own artifacts, some of Lee's letters, but located them in a time when the old church building had a library (also known as the Baraca Room), where the lyceum meetings were held. Texts documenting the lyceum and their early Bible classes were discarded some time during the 1960s. Most of their books, notebooks, and photographs, and artwork, were distributed among interested members. While some members have not withheld these recollections from me, others have avoided discussing the issue, as I perceived they were exercising a form of editorial control regarding the dissemination of historical information. However, I have learned that the church hierarchy at the time made this decision; it is not clear to me whether members were consulted, but some remember this event with a sense of loss, dismantlement and redistribution of materials (Mrs. Estelle Merrifield, Interview, November 12, 2009). Some members have expressed regret, and after having requested materials to be returned (recently), this request was met with resistance.

I see these comments as cultural moments, where my location is being defined by these members, but also where artifacts were labeled and remembered differently, thus possibly valued differently too. Acknowledging these decisions is relevant as disruptive moments in the valuing of artifacts not only because as an outside researcher these memories were shared to me with various levels of trust, but also because as these texts involved the lyceum and the early Bible classes, discarding and distributing artifacts might align with the lyceum's decline thesis. This thesis claims that literary societies declined as its training was offered elsewhere, at universities, in women's clubs for instance. That is, these documents/books may not have been deemed relevant anymore, as the lyceum was no longer explicitly visible in Bethel. Yet, I contrast these decisions with the practices of preservation that these three sisters, whom I interviewed months later, reveal. These women behave as professional archivists, their texts may be stored in attics or basements, but with light and temperature control. They have become the repositories and even as they were nurses, and school principals, some members refer to them as historians.

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#### Church Spaces: Merging Religious and Civic/Political Locations

Spaces, just as archival artifacts, store cultural memories. As my learning of Bethel's spaces suggested a dialectic of exclusion and inclusion, multiple spaces with overlapping purposes, and single spaces with multiple representations emerged. I see this dialectic working not only in terms of prejudicial practices that may have taken place in university spaces; but I also see it in the ways members signal spaces as event-locations. That is, lyceum meetings took place in their library; race work did not take place in the sanctuary; socials may take place anywhere in the church. In terms of outside spaces, university spaces (classrooms and residence halls) and events (admissions, Commencement, or rhetorical venues) were variously articulated in the Negro Students (1939-1940). Yet, African American students in the early 20th century do not seem to have inhabited them comfortably or even come closer to some venues. Community spaces, circumscribed to the North End, appeared to have been more significant to these students and to Bethel members as church spaces provided support. The church was our social life, we looked forward to go to church, it was uh- this is where we met friends. (Mrs. Lucy Gray, Interview, September 18, 2009).

Community space, the one that surrounds the church, has been deemed suitable for representation, as a mural drawn in the 1970s depicts the African American experience in Africa and in the US. Finally, church sites seemed to have responded to an economy of space, where multiple engagements took place at a single location, library in their old building. Hence, the third moment of disruption occurs when members, in recalling their lyceum, fix their space, the library, but combine memories of the



lyceum and the Bible classes, which were both held there. These confluences are significant as they reveal how church members make sense of their work's religious, as civic, or both. Far from being a frustrating disruption, conflating spaces complicates the meaning of race work in productive ways.

Bethel held several learning endeavors in one single space, its library, but members mistake the Baraca-Philathea Lyceum for the Baraca Class (Bible Study), since the lyceum's organizational meetings and Bible studies took place in that location until the mid 1940s. Mason's meetings were held occasionally in the Library. Therefore, when some members remember being told, as children, not to approach the room, other members think the reason for this request is the privacy that Masons required (Mr. Nathaniel Banks, Interview, March 18, 2009). As I was initially exploring lyceum parallels in Bethel, this conflation becomes salient when members see in the Baraca Class, currently the Men's Bible Study, organization modes similar to those of the lyceum. Since their Bible studies do include civic concerns (as applications of scriptural work), rendering a space as rhetorical and religious points to the multiple roles Bethel was serving, and to how members were making sense of how busy the Baraca Room's library was.

More tellingly, as spaces and functions overlapped in these members' memories (not only in terms of the Library), my learning was disrupted once more. My concern with what race work meant for this community was addressed as civic duty, Christian duty, or political activism. To my question, 'where do you see these lyceum-type of activities in Bethel' or 'where do you see race work' people responded variously. Some members used these labels interchangeably; yet others, in representing their community reject ever being political, which prompts me to interrogate my own interview protocol. When I asked a senior member, a 97 year old woman, who remembers the lyceum, and who had met Lee, about their topics of conversations during the Saturday socials, she responded, so nothing, we weren't political, we weren't organized or anything (Mrs. Lucy Gray, Interview, September 18, 2009), possibly signaling a non-partisan characterization of their church spaces. The social and religious characterizations of Bethel, do not seem to conflict; yet, religious times were clearly distinguished from their social ones, even if the latter took place in their sanctuary too.

Other members, while conceding that Bethel was political, emphasized that their work never came from their pulpit (Mrs. Mary Hayward Benson, Interview, September 10, 2009). Yet, other members saw their spaces as inextricably political and religious, and remembered Bethel as forum for their views and opinions, which may not have been heard elsewhere, memory resembling a university discourse (1939-40) on 'pent-up' ideas. To me, Mrs. Estelle Merrifield claims, just because you go to church, doesn't mean you divorce yourself from the public interest.(Interview, November 12, 2009). Her sister, Mrs. Hester Suggs, also observes, you are taught the concepts [sense of civic duty] at church. (Interview, November 12, 2009). Furthermore, members also choose to represent themselves and Bethel with the artifacts they preserve newspaper clippings documenting education and housing in the community. That is, I claim that these choices signal what they see their church spaces perform civic duties. Finally, other members displace their political concerns to locations outside of Bethel as they locate their activism for instance, in marches held to exert pressure for black employment in downtown Champaign stores.

### Concluding remarks

This reflective piece is the result of the many instances during these fifteen months of work that I have noticed a disruption modifying my learning process and opening research spaces that I had overlooked. These realizations have not only expanded the scope of my original inquiries, the life of Bethel's lyceum, but they have prompted an interrogation of my own locations as the researcher interested in this recovery. As Glenn & Enoch observe, even the most collaborative and dialogic ethno-

graphy or archival inquiry, even the most ethically admirable, is an intervention into a world that has been lived and narrated by the person who has experienced it and then is once again recorded, interpreted, and circulated by the researcher. Therefore, as my project began as a historical work that I was performing, a type of intervention into the Bethel's rhetorical past, the cultural memories that Bethel members brought to our meetings, and their sense of ownership of artifacts, spaces, people, and of methods, disrupted my locations, my sense of methods, and prompted me to acknowledge a new researcher-space. That is, I realized that I had been a co-participant, and that even as I interviewed church members, they were sharing their project with me as they were intervening in my writing process.

Moreover, as my visibility in the community and my lack of a recognizable racial bond appeared evident to some Bethel members, Royster reminded me that as an outsider to the community that I was studying, I could be interested and have investments in this recovery project, as long as I articulated carefully what my viewpoints were. I am not an African American woman, yet I have developed an affective connection for a rhetorical work that has not yet been written, where women were activists, where a man bridged two seemingly distant spaces, and one where, as I had seen in my own family, senior members guard and keep artifacts of social history. As I attempt to follow Bizzell's advice, and explore the multiple functions of emotions and experiences in defining [my] relationship to [this] research, I initially articulate my attachments to Bethel spaces as stemming from an academic curiosity and from an appreciation of the archival habits that take place there.

Indeed, I have yet to articulate more, and more deeply. Yet, even as my apprenticeship has not been lengthy and it continues, as Royster observes, I am being attentive to various experiences, especially when the people whose experience it was are no longer alive and when they did not always leave clear records of themselves. Most importantly, I am beginning to feel comfortable with disruption, and I am considering what it suggests about archival research and research in general, how knowledge is layered. Bethel members have expanded notions of archives' traces and artifacts. Moreover, they have claimed knowledge of their spaces and artifacts; they have maintained and discarded others; and their embodied practices of remembering and forgetting have defined my own locations, and have displaced and re-configured church spaces too. Mostly, as I move into the next stages of my research, these discussions on locational literacies are now informing my initial inquiries in productive ways: how is race work understood and reconfigured in safe and conflictive spaces, and how is it embodied as members cross over spaces.

**Melissa Pognon, Abstract for Ongoing study on campus-community interactions. [Note: Pognon is a graduate student in Human and Community Development.]**

The purpose of this exploratory study was to simultaneously investigate the perceptions and sentiments of African-Americans regarding their interactions with university representatives on issues of education and employment, and to explore the views of university representatives regarding their engagement with African-American residents in efforts to address concerns of education and employment. Eighteen participants, including community or university representatives, have been interviewed to gain a better understanding of community-university partnerships. Thematic analysis was used to identify salient categories and themes in the interviews. The findings in the study will contribute to addressing issues related to town and gown and to the advancement of theory and practice regarding community and university collaborations.

***Excerpts from Office of Equal Opportunity and Access, Inclusive Illinois: One Campus, Many Voices, 2010 Impact Report. Released August 2010.***

Welcome by Menah Pratt-Clarke, PhD, JD, Assistant Chancellor and Director of Office of Equal Opportunity and Access

Welcome to the Inclusive Illinois Impact Report 2010. Coordinated by the Office of Equal Opportunity and Access at the University of Illinois, Inclusive Illinois, one campus, many voices, showcases the ways in which the University demonstrates its commitment; celebrates its achievements; and educates the campus and community about diversity and inclusivity. It represents the importance of respecting the intersection of identity that faculty, staff, and students bring to campus.

At Illinois, it's all about our commitment. Faculty, staff, students, organizations, and units are encouraged to make a commitment to understand, respect, value, and appreciate all members of the campus community.

With the ever-changing world in which we live, we must take time to recognize and appreciate the colleges and units on our campus that enrich the Illinois Experience. Our gratitude extends to each of the Inclusive Illinois college, unit, and student representatives, and through their dedicated efforts, the mission and vision of Inclusive Illinois continues to flourish.

We thank you for your interest in Inclusive Illinois and invite you to celebrate these efforts with us!

Inclusive Illinois Commitment Statement

As a member of the University of Illinois community, we support Inclusive Illinois by:

- encouraging the expression of different voices, perspectives, and ideas
- challenging our own beliefs, opinions, and viewpoints
- advocating for an accessible, safe, and respectful environment
- acknowledging and respecting the intersection of identities in all individuals

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Office of Equal Opportunity and Access (OEOA)

Through training, workshops, educational outreach initiatives, diversity programming, and community outreach, OEOA provides leadership in creating and sustaining a campus climate and environment that is free of discrimination and harassment; supports affirmative action; and encourages diversity.

The operations of OEOA are structured around three strategic areas: compliance activities related to affirmative action, equal employment opportunity, and disability; educational programming, workshops, and events; and community outreach through multiple collaborations. These efforts include partnerships with minority businesses and contractors; local unions; Parkland College, the cities of Champaign and Urbana; and religious leaders related to employment opportunities and training for underrepresented minorities.

OEOA coordinates and participates in campus and community efforts to promote and cultivate a welcoming and inclusive living, learning, and working community. Through its leadership of Inclusive Illinois, one campus, many voices, OEOA provides programming and outreach for students, staff, and faculty at Illinois, in collaboration with thirty Inclusive Illinois College and Unit Representatives, and the Inclusive Illinois Student Advisory Group.

OEOA hosted the 24th Annual Celebration of Diversity and awarded the inaugural Larine Y. Cowan Make a Difference Award to four campus programs and individuals. The award recipients included

Dr. Susan Linnemeyer, Director, Special Programs, College of Engineering; Dr. Robert Graves, Dean, College of Fine and Applied Arts and Dr. Laura Lawson, Director, East St. Louis Action Research Project (ESLARP); Dr. Alejandro Lugo, Associate Department Head and Director, Graduate Studies of Anthropology; and Ms. Anna L. Tsai, Assistant Director, Staff Development and Programs, Illini Union.

OEOA was also a cosponsor and participant at several diversity-related programs and events, such as the 35th Anniversary of La Casa Cultural Latina; the Diversity Summit at Hawthorn Suites, with representation from all University of Illinois campuses; the 125th Anniversary Gala for the YWCA at the University of Illinois; the 25th Annual Dr. Martin Luther King, Jr. Unity Breakfast at the Vineyard Church, and the Community Event at Krannert Center; the 2010 MLK Community Event and Essay Contest Review Committee; the Kellogg Grant Committee; the 2nd Annual Asian-Pacific American Heritage Month Event; and planning for the events celebrating the 5th Anniversary of the Asian American Cultural Center.

As part of its campus outreach, OEOA also initiated a Conversation Group series for faculty and staff. The series creates the opportunity for women on campus and underrepresented faculty and staff to meet to engage in dialogue and conversations about race, gender, and campus climate.

OEOA also has a responsibility to promote the University's efforts in the area of community outreach. It seeks to maintain strong relationships with the community via local job fairs and training sessions to assist community members seeking employment with area employers, including the University.

In this effort, the Construction Trades Opportunity Program (CTOP), as part of an Employment Opportunities Grant Program (EOGP) with the Illinois Department of Commerce and Economic Opportunity, was coordinated by OEOA. The goal of the grant was to increase the ability of underrepresented men and women to successfully compete on the apprenticeship tests and interview to gain entry into unions. About 60 program participants were part of a twenty-week training program in partnership with Facilities & Services and the University of Illinois - Business Innovation Services. OEOA also partnered with the University Office of Capital Programs and Real Estate Services to host a ten-week Construction Management Training Institute for nearly fifteen minority contractors in the community to increase their ability to successfully compete for project bids.

OEOA continues to focus on developing and enhancing relationships with local unions, agencies, schools, churches, civil rights and human relations organizations, volunteers and informal neighborhood leaders to further the office's mission of community outreach and increasing the employment opportunities for underrepresented members of the Champaign-Urbana community. In the fall of 2009, the McKinley Foundation awarded OEOA an Honorable Mention Social Justice Award, in recognition of the breadth and depth of its work in social justice activism in the community. Through education, active engagement, and outreach, OEOA contributes to the campus mission of excellence and its goal of enriching the Illinois Experience.

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#### College of Applied Health Sciences

The College of Applied Health Sciences strives to continue to increase the diversity of its faculty and staff and to ensure that its curricula reflect the many voices of its students, faculty, and staff, and the world it serves. Close to 20% of the College's undergraduates are students from underrepresented groups, and the number of first-generation college students continues to grow. Over 55% of AHS students were engaged in research opportunities with faculty on projects that included assessing services provided by the local free clinics; understanding bilingual communication and language development; and exploring impacts of obesity within diverse communities.

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The first graduating class of the Mannie L. Jackson Illinois Academic Enrichment and Leadership Program (I-LEAP) walked across the Assembly Hall stage on May 15, 2010. Supported by an endowment through the generous support of Fighting Illini legend Mannie L. Jackson and his family, I-LEAP aims to increase student success through academic support, referrals, and leadership development.

The Division of Disability Resources and Educational Services (DRES) expanded with the soon-to-open Beckwith Residence Program for students with severe disabilities in the newly named Tim Nugent Hall in Ikenberry Commons. DRES continues to lead the way with innovative approaches to helping students with disabilities reach their utmost potential.

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#### Krannert Art Museum

SPEAK (Song, Poetry, Expression, Art, and Knowledge) Cafe unites the University and local community in a celebration of hip-hop and Black culture. Held monthly in Krannert Art Museum's Palette Cafe this is an open microphone public space for activism and expression and is coordinated by Aaron Ammons, a local poet and social activist. SPEAK Cafe is a collaboration with the African-American Studies and Research Program. It is cosponsored by African-American Studies, Krannert Art Museum, Bruce D. Nesbitt African American Cultural Center, and 40 North | 88 West.

#### Krannert Center for the Performing Arts: Community Outreach

In April 2010, Ghanaian drummer Gideo Foli wowed the students and staff at Wiley Elementary School in Urbana as he and other artists performed music and dance for an all-school assembly, as part of the University of Illinois Robert E. Brown Center for World Music. Sam Smith, Engagement Director at Krannert Center, helps coordinate arts enrichment for Wiley School. I hope that it becomes a doorway for them to want to learn not only more about Africa, that dark distant continent, but also about their classmates, people who live in other communities, even in Champaign-Urbana. We have an idea that Africa and African arts can be a doorway for young people to explore diversity within their own classrooms and their own school.”

#### Department of African American Studies: The Moment: A Stage Reading

To celebrate the third and final year of the University of Illinois' collaboration with the HistoryMakers, the Department of African American Studies (DAAS) produced and co-sponsored The Moment: A Stage Reading, comprised of life narratives from the HistoryMakers' archives. Renowned Chicago playwright David Barr III, and Professor Christopher Benson, co-wrote and co-produced the show to engage academic and local community audiences with the living history of remarkable African Americans such as Oscar Brown, Jr., Harry Belafonte, Bernice Johnson Reagon, Marva Collins, Sonia Sanchez, Vernon Jarrett, and Ruth Davis. Students and faculty from various disciplines across campus comprised the cast and production staff. For ten years, the HistoryMakers' project has collected interviews with accomplished African Americans both those who are well known and those who so far have not been widely recognized to present and preserve the missing stories of America.

#### Department of Sociology

The Department of Sociology has promoted diversity and community engagement through several faculty-led projects and department sponsored activities. The Office of the Vice Chancellor for Public Engagement supported a grant for a research project for Dr. Ruby Mendenhall and Dr. Ray Muhammad,

two faculty members in the Department of Sociology. The project, Letters to the President: An Urban Youth Literacy Civic Engagement Project, entails exposing young people to their cultural history, public officials, and expert information around youth victims of violence, as well as building responsive writing skills to further their civic engagement around this issue.

#### Office of the Vice Chancellor for Public Engagement: Dr. Martin Luther King, Jr. Commemoration

The Office of the Vice Chancellor for Public Engagement coordinated the 2010 annual Martin Luther King, Jr. Commemoration. Designed to bring campus and community residents together to collectively reflect on the contributions and legacy of Dr. Martin Luther King, Jr., highlighted activities included a premier film screening of *Against All the Odds*, directed by Sandra Pfeiffer; a youth service day with over 50 college and high school youth participants volunteering at six local social service agencies; a youth leadership summit to discuss the issues of youth and police violence; an essay contest for elementary, middle, and high school students asking them to write letters to Dr. King and President Obama on what they believed social injustices to be; and a culminating arts celebration featuring local artistic performers and visual artists.

#### eBlackChampaign-Urbana

The eBlackCU project is led by the University of Illinois, and seeks to 1) centralize information on local African-American history and culture and create new knowledge through this centralization; 2) involve past and present community residents in the production of knowledge by soliciting their contributions, both in the form of personal memories and in the form of digitized personal archives; 3) create a community of scholars, activists, educators, students, and citizens interested in learning more about various aspects of local African-American history and culture and using that knowledge in the present; and 4) develop best practices to scale this project up to the state level in the implementation of eBlack-Illinois: A Comprehensive Database on the Black Experience in Illinois <http://eblackcu.net>.

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#### McKinley Health Center - Special Populations: 17th Annual Health Fair

The Fair was held in April 2010, and brought in over 60 community and campus health and social organizations together to inform students about the health resources they have access to on campus and in the community. There were over 5,500 attendees, access to health screenings, information on health behaviors, demonstrations, and exhibitions by most of the clinics and hospitals in the town. The Fair offered students of all cultural backgrounds the opportunity to learn about healthy behaviors and about campus resources to further their education about health. The committee engages in activities to encourage student involvement in health outreach programs while working with local health social agencies and providing desired services to the undeserved, under insured, and underrepresented community members.

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#### Bruce D. Nesbitt African American Cultural Center

Celebrating its 40th Anniversary this year, the Bruce D. Nesbitt African American Cultural Center hosts the Black Chorus, the Black Congratulatory, held annually to honor the African American graduates at Illinois, and the 100 Strong program, while participating throughout the year in 30 campus programs and events.

## **Otis Noble, Construction Trades Opportunity Program, Final Report. 12 July 2010.**

### Introduction

The Equal Opportunity Grant Program (EOGP) from the Department of Commerce and Economic Opportunity (DCEO) was pursued and acquired by The University of Illinois' Business Innovation Services (BIS) unit. This unit partnered with The University of Illinois at Urbana-Champaign's Facilities and Services (F&S) unit because of their downstate relationship with the East Central Illinois Building and Construction Trades Council. The participating unions included: Bricklayers; Carpenters; Electricians; Pipe-fitters; Plumbers; Painters; Laborers. Other Unions were also encouraged to participate.

The Office of Equal Opportunity and Access (OEOA) was asked to coordinate the program's recruitment and outreach, interviewing, orientation, and downstate program management. All instructors and the program's curriculum were provided by BIS. BIS also managed the financial responsibilities for the program. F&S played a major role in providing the space for the Construction Trades Opportunity Program (CTOP) sessions, and also committed initially to helping some participants gain Building Services Worker positions with the University.

### EOGP Goal of Program

The EOGP goal was to expand the number of individuals in historically underrepresented populations who enter and complete building trades apprenticeship programs and achieve journey-level status within building trades unions.

### Program Overview

The objective of this program was to provide Champaign County underrepresented (Minorities and Females) residents the opportunity to prepare for and gain access to the construction industry. The program ran from September March providing 20 weeks of academic instruction and construction training. Participants attended trainings at the Physical Plant Services Building on Saturdays from 7:00am 3:00pm, with 2.5 hours devoted to three class sections: Job Attainment and Retention Skills; Introduction to Shop Work; Math / Measurement / Trade Orientation.

All that signed up had to meet three program requirements: Valid Drivers License, High School Diploma or G.E.D, Pass a 10-panel Drug Screen Test.

Management of the signees was done by OEOA. Of the 228 individuals who expressed interest, contact was subsequently initiated with 213. Each person was scheduled for an in-person interview, and 92 people were determined to have met the preliminary requirements and were invited to attend an orientation meeting on August 1, 2009.

During the orientation, Senator Michael Frerichs welcomed the participants and enthusiastically endorsed the program. Ms. Deveda Francois represented DCEO and spoke regarding the grant program objectives. Finally, two of the training program instructors from BIS presented the training program outline. There were also representatives from three unions: Bricklayers, IBEW, and Plumbing and Pipe-fitters. The requirements for entry into the union were discussed, as well as the apprenticeship program and journeyman level status. Attendees were given directions regarding where and when to report for drug screening. An additional orientation meeting was held for 11 individuals (who were unable to attend on August 1) on August 7, 2009. Drug screening was conducted after the Orientation, and letters were sent to the participants letting them know of their acceptance into the program.

### CTOP Sessions

The official start of the training was on September 19, 2009, with fifty-six participants. The program ended with forty-six participants actively involved. The attrition was due to a variety of personal

reasons, including illness, work schedule conflicts, etc. Scheduled training dates were all Saturdays, with each session lasting 8 hours. Each group of approximately 18 to 19 individuals rotated between three training topics each day.

Community members accepted into CTOP were initially tested to gauge their levels of Reading and Math skills. Based on the high reading assessment scores, the core skills curriculum was revised to include higher level training topics, rather than basic reading and writing. The new core skills curriculum focused on communication skills, conflict resolution skills, and teamwork skills, in addition to resume writing and job search skills.

The math assessments showed that not all the participants were at the basic level. Because of this assessment, participants were grouped to best suit their individual math needs. The math/ measurement/ trade orientation course examined the application of mathematics for practical problem solving. Measurement techniques using a tape rule were introduced, and an orientation to trade work was also provided. The major concepts presented were 1) Adding and subtracting fractional dimensions; 2) Dividing distance and locating centers; 3) Orientation (perpendicularity, parallelism, etc.); 4) Reading a fractional rule; 5) Apprenticeship; 6) Carpentry as an occupation; 7) Electrical worker as an occupation; 8) Bricklaying as an occupation; 9) Plumbing & Pipefitting as an occupation; 10) Masonry as an occupation; 11) Iron work as an occupation; 12) Laboring as an occupation; 13) Roofing as an occupation; and 14) Sheet metal work as an occupation.

The Introduction to Shop Work course introduced the tools, methods and skills that are common among the construction trades. Safe work practices were stressed, and hands-on activities reinforced the concepts presented. The major concepts presented in this course were 1) Safe work practices, 2) Hand and power tool familiarization, 3) Materials of the construction trades, 4) Layout techniques, 5) Fabricating methods, and 6) Project construction. The participants in this course constructed small bird houses. There was also a special Friday tutoring program for participants who need additional assistance.

During the course of the 20-week sessions, about sixty participants received information from local union representatives. They were informed about benefits and salaries, apprenticeship expectations, career opportunities, and the requirements to enter an apprenticeship with their union. F&S, OEOA, Staff Human Resources, and the local union also participated in a monthly meeting to talk about issues related to unions, contractors, and the University.

The CTOP program manager, Otis Noble III, scheduled time with all seven local unions to provide hands-on training projects and information specific to the participating unions. For example, the Training Director and Apprenticeship Students from U.A. Local 149 JAC spent the day with the CTOP program students showing them a typical project and answering their questions about the trade.

The CTOP program instructors offered additional tutoring sessions outside the regularly scheduled program dates. The purpose of these tutoring sessions was to assist participants individually with any questions they may have, to provide additional training they may need to attain and maintain the same level of knowledge or skills as the rest of the group, or to help participants on an individual basis with resume writing or job search skills. CTOP participants were encouraged to sign up for tutoring sessions which were usually held on Friday afternoons or Saturday afternoons after the regular training program ends. However, the instructors were also available for any participants who choose to drop in without first signing up.

### The Graduation Ceremony

A graduation ceremony was held on Saturday, March 6, 2010, for the CTOP participants. Invitations were sent to each participant, as well as to the local union leaders, community members, and pro-



gram affiliates. Everyone was invited to bring two guests. The guest speaker was Dr. William Patterson, and Dr. Pratt-Clarke also addressed the assembly. 64 community members met the requirements for CTOP; and 46 received certification of completion on March 6, 2010. Each participant who completed the CTOP program was given a certificate of completion.

### Results

Because of the current economic climate in the country and in Illinois, in particular, CTOP was significantly impacted. The University has historically employed large numbers of union members and has provided construction opportunities to contractors. The University, in January, anticipated that there would be very little new construction as it engaged in layoffs, furloughs, and other cost-reduction initiatives. With the state of the University, all of the expected Building Service Worker opportunities were no longer an option.

Six participants tested with the electrical (IBEW), and did well enough on the test that they were invited to a panel interview with that Union. Each of the participants got the chance to interview with the union, yet they were not granted a spot in this local's apprenticeship. Other participants have signed up with other Unions, and were either told that the apprenticeship was closed for the year or that because of the economy they would have to find any opportunity with a contractor before they would be allowed to join an apprenticeship.

Despite these barriers, the expectation is that as the economy slowly turns around and as there are more retirements in the unions, the unions will need new members and those who have been exposed to unions through CTOP will be a qualified pool when the opportunities are available. In addition, participants were encouraged to consider attending Parkland College for the different number of educational opportunities provided. Also, participants were encouraged to register with Staff Human Resources at the University of Illinois.

OEOA has formed strong working relationships with the East Central Illinois Building and Construction Trades Council, and the union representatives from the participating unions. As evidence of their commitment, the Trades Council authored two letters of support for a recent Request for Application (RFA) that OEOA submitted to the Illinois Department of Commerce and Economic Opportunity for Fiscal Year 2010. Although OEOA was not rewarded the grant, they were encouraged to re-apply in 2011 or the next time RFA's are requested.

The current employment status for those who received certification with CTOP:  
Total Participants certified: 46; Total Employed: 36; Employed by the University: 07; Total Unemployed: 10. The number by participant sex: Total Women: 09; Total Men: 37.

### **Otis Noble, University of Illinois Economic Development Opportunity Program and Schedule. Fall 2010.**

Program Description: University of Illinois-Economic Development Opportunity Program  
Starting Thursday, September 16, 2010

University of Illinois Office of Equal Opportunity and Access, in collaboration with the Land of Lincoln Legal Assistance Foundation, Inc., is introducing a new entrepreneurial training program for minorities and members of underrepresented groups interested in starting and sustaining a small business in Champaign County and the surrounding area.

Learn how to:

- Evaluate your business idea and make a plan
- Identify financial resources or repair your credit
- Cultivate your leadership and management skills

### Schedule of Program

<b>Topic/Location</b>	<b>Date (Thursdays)</b>	<b>Presenter Topics</b>	<b>Presenter</b>
Credit Repair Counseling	09/16/10	Credit Repair; Resources to Clean-Up Your Credit; Financial Resources	Shirley Ann Robertson and Shawn Sorsby
Finance & Accounting	09/23/10	Financing a Start-Up; Buying a Business/Franchising; Are You an Entrepreneur?	Dave Seiler and Joe Murphy
Business Planning	09/30/10	Defining Your Business; Viability of Your Idea; Creating Your Product	Lori Gold Patterson and Al Luchetti
Starting a Business	10/07/10	Small Business Insurance; Licenses, Regulations and Permits; Business Structure	Shayla Maatuka and Joe Stovall
Marketing and Advertising	10/14/10	Marketing Plan/Selling Product; Refining your Marketing Plan; Modifying Your Product and Creating a New Product	Hayden Noel
Small Business Loan Decisions	10/21/10	Small Business Loans, Financial Resources, On-Line Resources	Donald J. Schlorff
Local Resources	10/28/10	Where to find local assistance; City Resources (Urbana and Champaign); University Resources	Joan Wall, Todd Rent, University of Illinois
Graduation/Reception	11/04/10		

### **Fred Coleman, Letter Requesting Participants in Business Certification Workshop. 13 September 2010.**

I am the Director of Diversity and Redevelopment for the University of Illinois Office of Capital Programs and Real Estate Services. I am directly engaged in developing policies and programs to increase the utilization of minority and female-owned business enterprises in University of Illinois design and construction work.

At my request, the Illinois Central Management Services Business Enterprise Program (IL CMS BEP) has agreed to offer a minority and female-owned business enterprise certification workshop in Champaign in Robeson Pavilion Rooms A and B, at the Champaign Public Library, starting at 10 am and continuing until 3pm on Friday, September 24.

I am seeking your assistance in helping publicize this forthcoming workshop. Could you assist me by sharing the information below.

### Purpose of the Workshop

Walk participants through the certification paperwork process and answer detailed questions on all aspects of the data requested by IL CMS BEP (participants should bring the certification application to the workshop and is found at: [http://www.sell2.illinois.gov/Registration\\_Certification.cfm](http://www.sell2.illinois.gov/Registration_Certification.cfm) (see Step 2 on this webpage)

Be able to ask questions of the Internal Revenue Service resource person regarding tax forms and other tax-related issues necessary to successfully complete the certification paperwork

Be able to learn of resources from the State of Illinois Procurement Technical Assistance resource person who will also be a speaker

Ultimate goal is to increase the number and type of IL CMS BEP certified minority and female-owned construction service and supply businesses in east central Illinois in order to meet anticipated higher University of Illinois utilization goals in construction services and supplies.

### Workshop Location and Registration

Robeson Pavilion Rooms A and B, at the Champaign Public Library, starting at 10 am and continuing until 3pm on Friday, September 24. Champaign Public Library, 200 West Green Street, Champaign, IL 61820-5193.

The workshop will be offered on a first come, first served basis to registrants as they call in. Registrations will be accepted from Peoria, Decatur, Bloomington-Normal, Champaign-Urbana, and Danville.

The workshop is targeted to existing un-certified minority and female-owned business owners in the construction service and supply industries. Also targeted are IL DOT certified DBE firms that are not currently certified with IL CMS BEP. The University accepts only IL CMS BEP certification for vertical construction.

### **Deven Gibbs, "The Don Moyer Boys and Girls Club Learning Center Redesign," Independent Study conducted for the School of Architecture. Supervisor: Sharon Irish.**

Youtube Link: <http://www.youtube.com/watch?v=4Fv0HTCPhlw>.

When asked to redesign the existing computer lab and learning center of the Don Moyer Boys and Girls Club, I created a space that will inspire creativity and collaboration in an informal setting for K-8 students. The new space will have ample storage for all program uses and the equipment necessary for that program. The redesign proposes a new lighting scheme and various furniture and materials for about 20 students.

**Color.** I propose that there be color brought into the Learning Center space. To inspire creativity I have chosen that these colors be. I have chosen colors--red, green, blue, and orange--to delineate the various spaces within the center. Blue is used for the quieter individual work-spaces. **Lighting.** A multi-functional space should be lit in layers. By layering the lighting--track lighting, linear fluorescent lighting, recessed can lighting, and natural lighting-- the user has options suitable for different activities.

**Acoustics.** Acoustical considerations are vital in multifunctional and sound sensitive spaces. The existing acoustic tile ceiling will be supplemented with carpeting the current tile floor.

Carpet tile works well for sound absorption. Aesthetically, it adds color and warmth to a space.

**Furnishings.** Having a variety of comfortable seating options allows for flexible use of space, and allows people to feel comfortable within a space. For this project I chose a combination of office

chairs, bean bag chairs, couches, and seating cushions.

The office chairs should be lightweight and have wheels on the bottom to allow for ultra-portability. The height of the chair should be adjustable to accommodate a variety of users.



## The Need for [Re]design

inefficient space use

harsh lighting

absence of color

need for interactive arrangements

comfort



The existing Learning Center at the Don Moyer Boys ar  
Girls Club

Having bean bag chairs that can be easily moved is a way to promote gaming, reading, and relaxation and create a fun atmosphere.

Couches are great in that they inspire collaboration. They also create a relaxed and homey feeling within a space.

The seating cushions for the Cove are designed to fit inside of each cubby or to be turned perpendicular to accommodate two users. They can be totally removed from the space if user chooses to move their activities elsewhere.

### Spatial organization

Since laptops can be use virtually anywhere, there should be accommodations for laptops everywhere within a space. Desks designed for laptops should have electrical hookups to decrease the distance a user has to stretch their cord. There should be space for individual and group work using laptops.

Printing stations should be centrally located but should be place on a table with wheels so that the station(s) can be moved through the space.

Student production. Creativity and a sense of psychological and emotional well-being are promoted by the use of art work and plants. Exhibiting art work created by patrons of the community center promotes a sense of accomplishment and pride.

Digital display of projects. Digital picture frames and/or display screens are an economical way to keep numerous user designs visible.



### **Nathaniel Banks, Final Report from Martin Luther King Jr. Commemoration Planning Committee 2010. 15 July 2010.**

Committee Members: Nathaniel Banks, Chair; Aaron Ammons, C-U Citizens for Peace and Justice; Andre Arrington, Don Moyers Boys and Girls Club; William Berry, Ex- Officio; Domonic Cobb, Office of the Provost; Troy Collier, Division of Intercollegiate Athletics; Anna Gonzalez, Office of Inclusiveness and Intercultural Relations; Catherine Heidke, Illini Union; John McKinn, Native American Studies; Alicia Rodriguez, Latino Studies; Karen Simms, Youth Leadership; Samuel Smith, Kranert Center for the Performing Arts; Amy Sponsler, Registered Student Organizations; Mildred Trent, College of Education

Theme: D. R. E. A. M. **Developing Relationships to Empower All HuManity**

#### Planning Committee

The 2010 MLK Planning Committee members were selected based on either their positions representing larger campus programming units, or their affiliation with local organizations which have traditionally been involved in MLK commemoration activities.

#### Activities Narrative

The committee traditionally plans programs during the MLK holiday week. However, a number of MLK related activities are not confined to the National MLK day and subsequent week. MLK related activities are also produced during the course of the academic year. Most notably, the MLK choir which has traditionally sung during the Sunday activity has also sung at other venues during the course of the year. This outreach to the local community is also extended to music programs which focus on youth music expression and development. The MLK committee continually collaborates with other campus units engaged in programming consistent with our perennial theme of creating a beloved community. Those collaborations have included the ethnic studies programs, Women's studies, and the units of the Office of Inclusion and Intercultural Relations. The 2010 activities are highlighted as follows:

- MLK County-wide Celebration January 15, 2010: Nathaniel Banks served as the campus representative to the County-wide Celebration planning committee so as to maximize programming efforts between the campus commemoration and the celebration by the Cities of Cham-

paign and Urbana and Champaign County. This year, through his efforts, arrangements were made to have Dr. Ronald Jackson, Head of the Department of African American Studies, as the keynote speaker.

- **Film Screening: Against All the Odds Saturday January 16, 2010:** This was a premier screening of a documentary on the community of East St. Louis IL. The documentary focused on the struggles of a community riddled by white flight and systemic neglect. There was a post screening discussion led by film Director Sandra Pfeifer and Assistant Professor Clarence Lang.
- **MLK Essay contest:** The MLK middle and high school Essay contest was coordinated by Mildred Trent, Assistant Dean College of Education. The contest focused on the work of Dr. King as well as the election of President Barack Obama. There were 230 essays submitted. A screening and selection committee read all of the essays several times. Out of that process, 16 winners and 16 runner-ups emerged. The winners were given gift certificates to the Illini Union Bookstore. This year, in addition to the winners being announced at the MLK day activities and the culminating event, they were also acknowledged at a dinner held in the private dining room of Peabody Hall on campus. Dean Mary Kalantzis was the Keynote speaker.
- **Youth Community Service Project January 18, 2010:** President Obama suggested that the nation commemorate Dr. King Jr. by having a day of service on the holiday. The MLK planning committee invited college, middle and high school age students to conduct community service projects at 5 locations. Approximately 50 students from Champaign and Urbana and the university participated and served at one of the following locations: Empty Tomb, Salvation Army, Salt and Light, American Cancer Society.
- **Youth Speak-Out on Violence Monday January 18, 2010:** The committee worked with local schools and the Don Moyer's Boys and Girls Club to address the local issues of violence among youth and negative interactions with local law enforcement. The activity was the first of two events coordinated in direct response to the incident between police and two local youths in which one of the youths was killed. The committee used the forum in an interactive way to assist students as they sought productive ways to deal with conflict resolution among themselves and with local law enforcement. They were encouraged to address their issues in ways that are consistent with the philosophies of Dr. King.
- **Summit for College Students on Responsible Leadership Tuesday January 19, 2010:** This forum was held on the university campus and was part two of the event described above. A nationally known authority on social relations, Jeff Johnson, was the speaker/facilitator of a discussion on responsible leadership in the Black community. This activity was also in response to an act of violence in which an Illinois student was killed while visiting relatives in Chicago.
- **Culminating Celebration Saturday January 23, 2010:** Held in the lobby of Krannert Center for the Performing Arts, this event closed the MLK week activities and featured child-friendly artistic activities by three local artists. Additionally, performances by Chai Town acapela singers, Inner Voices Social Issues Theater, Latin singer Juan Luis, Omnimov Dancers, and Soul Premier Singers. The MLK Essay contest winners were also recognized. Several students read their winning essays. All winning essays were on display in the lobby of Krannert Center for the Performing Arts. After the MLK week, the essays are made available for viewing in local schools and libraries.
- **MLK and the Arts:** The MLK Committee understands that commemoration of the MLK legacy is incomplete without acknowledgement of his love for artistic expression and its role in the struggle for civil rights. To that end, two ensembles have been formed and perform the music

loved by Dr. King during the course of his leadership in the civil rights struggle. A community choir is assembled annually and performs at the Scholarship Program on the Sunday before the holiday. That vocal experience has now expanded into a course offered under the OSHER Life Long Learning Institute. Under the leadership of Willie T. Summerville, the class rehearses and performs sacred music typical of the music sung by protesters in the civil rights era. There is also a youth ensemble that has been formed which also rehearses and performs music from the mid and late sixties. The ensemble is part of the Mo'Betta Music Program. In the program, youth are given exposure to musical instruction during the academic year and the summer. The music program is supported by the Office of the Vice Chancellor for Public Engagement and the Bruce D. Nesbitt African American Cultural Center.

- Other collaborations: 2010 MLK collaborations were intended to expand the scope of the King Commemoration so as to be more inclusive of the community and its interactions consistent with the King vision. To that end, several activities were supported by the committee. They included support of the Latino Youth Leadership Forum sponsored by La Casa Cultural Latina, and support of a community choir and youth instrumental ensemble. The musical ensembles performed music related to the civil rights era and to certain songs known to have been favorites of Dr. King. These activities were co-sponsored by the Bruce D. Nesbitt African American Cultural Center, and the Office of the Vice Chancellor for Public Engagement.
- Updated Web site: The MLK website was updated and used to publicize the MLK activities as well as the essay contest winners.
- Cosponsoring campus units: As in past years, co-sponsorship was solicited from campus units. 58 units responded and were listed on publicity materials as well as the web site.

#### Recommendations for 2010:

- Consider giving a campus related service award sponsored by the Office of the Vice Chancellor for Public Engagement. This award would be given in conjunction with the awards given by both cities and the county.
- Continue the usage of a film in the commemoration
- Dovetail the film with activists work in the community.
- Select a film that highlights present-day human or civil rights issues
- Invite local activist as responders to the film
- Continue the involvement of high school and college students in a service project during the
- Collaborate with the Office of Volunteer Programs to coordinate a Day of Service on the MLK Holiday.
- Include high school students
- Include reflection on service as activism
- Coordinate the service around the chosen theme of the essay contest

## **Nathaniel Banks, Flyers and Project Description for Summer Mo'Betta Music Camps. Summer 2010.**

### Mo'Betta Music Summer Camps

During the summer of 2009, the Mo'Betta Music Program sponsored by the Bruce D. Nesbitt African American Cultural Center will offer two camps. One camp will be held at the beginning of summer and the other at summer's end.

Mo'Betta Music is an artistic enrichment program dedicated to enhancing the musical arts skills of low and moderate income students in culturally sensitive manner so that they can actively participate, with confidence in their music programs at their respective local schools. The program utilizes the idioms of jazz and Urban Contemporary music as vehicles to enhance the skill levels of young musicians and vocalists.

Camp Dates: June 8-13, 2009, Premier Students camp; August 10-15, 2009, Developing Artists camp.

### Premier Camp (Grades 8-12)

The Premier Camp will focus on individual skill development, small and large ensemble playing, basic music theory and jazz appreciation. There will be closing concerts for both camps. Students in the Premier Camp will be auditioned in voice, brass, woodwinds, piano, bass, and drums. Students will prepare for concert a repertoire of classical jazz and classical soul music made popular by bands such as Earth Wind and Fire. A CD will be made of the concert and given to each student participant.

### Developing Artists Camp (Grades 5-8)

The Developing Artist camp is designed to prepare young musicians for band and small ensemble playing in their respective schools. Students will be exposed to scales and traditional jazz rhythm technique, as well as small and large ensemble playing. Basic music theory and jazz appreciation will also be part of the curriculum.

Camp clinicians will include University of Illinois Graduate students and local professional musicians. Questions? Please contact: Nathaniel C. Banks, nbanks@illinois.edu, 333-9525.

### Text from flyer for program for Summer Camp

Mo'Betta Jazz and Gospel. Music 1/2 Day Camps. Summer sign-up

Premier Camp: June 8-13, 9:00-1:00 p.m. (audition required)

Developing Musicians Camp: August 10-15, 9:00-1:00 p.m.

Premier camp for highly skilled.

Developing Musicians camp for grades 5-9

Location: Salem Baptist Church

### Text from flyer for program for Final Concert

Mo'Betta Music Camp

Closing Concert 2009

East St. Louis High School Jazz Band

Premier Camp concert: 2:00 p.m. Saturday June 13, 2009

Concert features:

- Mo'Betta Music camp playing jazz, blues, Earth Wind and Fire
- East St. Louis High School Jazz Band
- Camp Instructors: Nathaniel Banks, Ron Bridgewater, Barrington Coleman, Mark McKnight, Robert Lewis

Location: Salem Baptist Church Old Sanctuary, 501 E. Park Street, Champaign Illinois

If you love jazz and want to support our youth, you don't want to miss this concert!





***Excerpts from Program for AFRO498/OSHER Lifelong Learning Institute Final Concert at Salem Baptist Church. 3 May 2010.***

A Special Concert of Diverse Musical Gifts: Sponsored by the Students from AFRO 498 WS: "Harmonizing Differences Using African American Sacred Music." Sponsored by Department of African American Studies Academic Outreach, University of Illinois, Urbana-Champaign; Willie T. Summerville, Instructor; Dr. Ronald L. Jackson, II Head

**Special Guests:** Urbana High School Band and Choir Students; Choirs from Bethel AME, Canaan Baptist, and St. Luke's CME Churches; The Kelly Family From The Academy of Rantoul

**Date:** Monday Evening, May 3, 2010

**Location:** Salem Baptist Church, 500 East Park Street, Champaign, Illinois, 61820

**Class Roster:** Abby Crull, Music Teacher, Garden Hills Elementary School, Champaign; Crystal Halford, Classroom Teacher, King School, Urbana; Lynette White-McIntyre, Special Ed Teacher, Rantoul High School; Rhonda Turner, King School, Urbana; Brittany Haynes, Undergraduate, University of Illinois; Nick Henderson, Special Ed, Urbana High School; Stephen Larson, Special Ed & Drama, Urbana High School; Darren Hicks, Coordinator of Music, Urbana School; Pam Alexander, Math Teacher, Centennial High School; Angelica Franklin, Choral Music Director, Urbana High School; Brenda Pacey, University of Illinois Outreach and Public Service, Illinois Project Lead the Way Affiliate Director; Judy Campbell, Community Retiree

**Associate Staff:** Clarence Todd Taylor, Assistant Director & Organist; Marquis J. McKnight, Percussionist

**Programme:** "The Star Spangled Banner," AFRO 498 Class and Audience; "Lift Every Voice and Sing," AFRO 498 Class and Audience; Invocation, Rev. Dr. Claude E. Shelby, Senior Pastor, Salem Baptist Church; Welcome & the Occasion W. T. Summerville; Opening Hymn "My Hope is Built"; Class Notes "What The AFRO Class Has Meant to Me" Crystal Alford; Three Birthday Songs: The traditional one, The Christian Happy Birthday, The Chocolate Flavored Birthday Song (W. T. Summerville); United We Stand, The Combined Choirs; "Grateful" by Hezekiah Walker Performed Urbana Music Students and the AFRO 498 Class---Conducted by Angie Franklin and Darren Hicks; We Must Work while it is day, AFRO 498 Class, Soloists: Nick Henderson, Crystal Halford & Abby Crull; Hallelujah Hosana, The combined Choirs; Class Notes "Valuable lessons learned the Afro 498 Class" Abby Crull; Two Piano Solos: St. John Kelly; First Movement from the Sonata in F Minor by Beethoven Opus 2, Czerny's Etude; "Why Do You Cry" by K. Franklin, The Kelly Family Singers; "Lift Up Your Heads OYe Gates" (M. Clark), The Combined Choirs; "Select Duets" Performed by Afro 498 Students; Class Notes "Valuable Lessons in Diversity" Darren Hicks and Stephen Larson; Special Music, The Combined Choirs: No Battle No Blessings, Rain On Me, Holy, Holy by A. Jeffery LeValley; Class Notes "New Insights into African American Sacred Music" Angie Franklin; "God So Loved The World" AFRO Class & Audience, John Stainer; "For God So Loved The World," M Clark, The Combined Choirs; "Somebody Needs A Blessing" The Combined Choirs; Special Presentations; Acknowledgments; "The Lord Bless You and Keep You"; "Benediction" - The Combined Choirs; Benediction - Rev. Claude E. Shelby

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**Special Note:** If you are interested in taking this course on African American music, please contact one of the following: Osher Lifelong Learning Institute. Contact Kathleen Holden at [kpecknol@illinois.edu](mailto:kpecknol@illinois.edu);. AFRO 498, Section WS: Spring Semester 2011. Contact Willie Summerville at [wsummerv@illinois.edu](mailto:wsummerv@illinois.edu).

***Excerpts from Stewarding Excellence Project Team Report, Public Comments and Institutional Response on review of Public Engagement at the University of Illinois. Spring-Summer 2010.***

Initial Project Team Report

Campus Community Interface Initiatives

The office of CCII is small. The Director devotes 2/3 of his time to the CCII. The director produced a document stating the following:

Purpose: CCII serves as a resource and point of contact to bring together the civic interest of University of Illinois faculty, staff, and students with local community organizations and agencies working to improve the quality of life for underrepresented individuals and groups through programs focused on education, health, and wellness, and the arts. The office seeks to build strong connections between the local community and campus.

The review team finds that CCII appears to be the most interested in attacking the issues discussed in the Task Force on Civic Commitment for the 21st Century. The review team concluded that there was a great need for this operation, and this operation should indeed report to the Chancellor. However, the review team could find no evidence that the CCII needed an Office of Public Engagement to be successful. Finally, the review team does believe that the CCII is understaffed at .67 FTE and underfunded given the range of issues it is tasked with handling.

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Public Comments

- I applaud the Public Engagement Project Team in advocating that the Campus-Community Interface be better funded beyond the 2/3 time of its director, Nathaniel Banks, in the future. I would recommend that if this funding be increased it be done in a way that clearly articulates how exactly the University of Illinois wants this office to truly "interface" between the campus as a whole and the community as a whole. My recommendation would be to fund annual campus-community roundtables/symposia that may not bring everyone to the table, but would at least demonstrate a good faith effort to share resources both among the many campus units that either do community outreach or community-based research and the community at large. Such a roundtable/symposia could be done on a relatively low cost budget and would lead to substantial "bang for the buck" in terms of coordinating and improving the University's community foot-print.
- It appears that the comments regarding Public Engagement acknowledge that the work done by the office is of value to the university and to the public. The question as to whether or not the functions can be carried out elsewhere on campus is an interesting one. It should be remembered that the office was indeed created to address the perception that the university and its engagement activities were not transparent to many who would want to collaborate with the campus. The university in its complexity was lacking a central coordinating unit with regard to engagement activities. The need for a (as opposed to "the") central point of contact came from community and campus input. It was also expressed that the office should need have sufficient university status in order to be effective. This was not simply the brainchild of the former Chancellor. He was responding to an articulated need. If the office is dismantled, the need as articulated by both on and off campus entities will still exist. There may be room for refocusing the office and function, but it would be a mistake to remove the office and its function from its current administrative level. Nathaniel C. Banks

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### Office of the Vice Chancellor for Public Engagement Response

Campus Community Interface Initiative (CCII) The PT report (page 15) discusses the CCII as a separate, self-standing unit. The report notes that there was a great need for this operation. Confusingly, the PT report does not find a linkage between the CCII and the OVCPE. The project team was informed by Vice Chancellor Sonka that the financial and personnel resources devoted to building strong connections between the local community and campus (goals of the CCII) far exceed the \$135,000 and 0.67 FTE noted in the PT report. The \$135,000 and the 0.67 FTE refer only to a set of supplemental funds provided to OVCPE by the Office of the Chancellor. The CCII nomenclature is simply a vehicle to recognize the contributions of these supplemental funds. As the project team was informed, the bulk of the resources devoted to this important area of work are provided through the OVCPE budget. In 2010, those funds provided direct support to more than 30 unit-level projects focused on the local community, most of which directly engaged local partners. In all, close to 50 local partners are involved with these projects. A conservative estimate would be that 2/3rds to 3/4ths of OVCPE's financial and staff resources have been devoted to local community involvement in 2010. Of course, more resources could be effectively employed in support of these activities.

### Public engagement accomplishments within the OVCPE:

The PT report briefly notes both the importance of public engagement within the mission of a land-grant university and the success of the OVCPE in providing important public engagement services to the campus and society. Although working with a relatively small budget, the OVCPE is designed to effectively foster a campus-wide culture of engagement, develop engagement partnerships, implement tools for more effective communication, and provide leadership to initiatives of strategic importance to campus and society. The following brief list highlights just a few of the OVCPE accomplishments:

- Implementing a multifaceted approach to enhance engagement culture and communications
- Achieved Carnegie Foundation recognition as a Community Engaged campus
- Initiated and conducts public engagement symposiums
- Created and maintains the public engagement web portal and other web tools (e.g. listing of summer camps)
- Instituted a public engagement seed grants program. In FY 2010, over \$300,000 of the OVCPE budget was allocated to these unit-level initiatives.
- Champaign County Network (CCNet)
  - University/community joint response to discover opportunities relating to sustainability
  - More than 10 community events held in February 2009 to launch the initiative
  - Two significant alternative energy initiatives that could attract substantial resources to the university and the community have grown from CCNet discussions and are in process
- Representing the campus on APLU/CIC engagement committees
- Serving as a key participant in the community/university collaborative effort to secure federal and state funds to establish and operate a state-of-the-art broadband effort (Urbana Champaign Big Broadband [UC2B] initiative)
- Establishing Money Smart Week in Champaign County
  - Money Smart Week is an annual public awareness campaign led by the Federal Reserve Bank of Chicago that began as a Chicago-area effort in 2002.
  - OVCPE brought MSW to Champaign County in 2008
  - In 2009, MSW led more than 60 events involving 1,700+ local participants.

- Supporting the campus strategic interest in international engagement
  - Vice Chancellor and Associate Vice Chancellor serve on Chancellor International Consultative Group.
  - The Office has been leading planning efforts for engagement with South Korea and India.
- Fostering positive relationships between the campus and under-served sections of the local community
  - Addresses a longstanding community concern about lack of campus attention to these populations
  - Serves as the point of contact for local government and community organizations serving these populations
  - Supports programs focused on education, health and wellness, and the arts
  - Providing leadership for campus level engagement programs, including
    - Lincoln Bicentennial
    - Martin Luther King Commemoration
    - Science Olympiad National Tournament
    - Urbana Sweet Corn Festival

Recommendation to enhance efficiency and effectiveness

While not identified in the PT report, there are potential opportunities for efficiency gains through organizational adjustments across campus. A number of units exist to serve important public service goals, which don't have necessary ties to specific academic units. These units are being encouraged to become increasingly self supporting. Some (but not a necessarily complete list) examples include the Fire Service Institute, the Police Training Institute and the Institute for Natural Resource Sustainability. There may be synergies and efficiency gains if such units were administered in a unit focused on public service and engagement.

Therefore we recommend that the OVCPE, working collaboratively with the leaders of these entities and other campus leaders, be charged to develop a concept paper outlining potential benefits and costs of administering these entities within the OVCPE. The concept paper should be delivered to campus leadership within 60 days of the assignment being made to OVCPE. If upon examination of that concept paper further consideration is warranted, OVCPE can be charged to work with leaders of the appropriate entities to develop an action agenda. Development of that agenda should be completed by the end of the 2010 fall semester.

***Excerpts from Nicole Allen, "Service Learning Opportunities: The Advocacy Model" Reproduced from Psychology Times: Department of Psychology University of Illinois at Urbana-Champaign Newsletter Fall 2008.***

The Department of Psychology has a long history of bridging scholarship and action through service learning. In fact, the department has championed community-based learning opportunities for nearly four decades. Community Projects (Psychology 340/341) is a course that helps facilitate service learning by allowing faculty and doctoral students to develop community-based opportunities for undergraduate students, based on the current needs of the community at large.

The Advocacy Model, originally developed in our department in the 1970s by then graduate student William Davidson, is the basis for many service learning opportunities, including: the Community Advocacy Project for domestic violence survivors and their children; the Family Advocacy Program

for low-income and African American families; and the Girls' Advocacy Project for girls involved in the juvenile justice system. In each of these interventions, undergraduates work as paraprofessionals to engage and assist these traditionally under-served populations.

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#### Family Advocacy Project

The Family Advocacy Program, supervised by Gladys Hunt of the Psychological Services Center and taught by graduate student Simone Barr, builds on the Advocacy Model. The course involves undergraduates in ways similar to the Community Advocacy Model but also pairs undergraduate advocates with Community Mentors, individuals identified as natural leaders and helpers within the community (e.g., teachers, ministers). Over a 15-week period, the undergraduate advocates and mentors serve low-income and African American families in need. Using the same strengths-based approach as the Advocacy Model, families are engaged in setting goals and mobilizing a broad range of resources to meet those goals. Undergraduates and mentors serve as a critical bridge between the human service delivery system and families who are often alienated from the system due to a historical lack of culturally competent service delivery.

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#### Benefits to Students

The benefits were evident in a recent evaluation of the Community and Family Advocacy courses spearheaded by Elaine Shpungin, director of the Psychological Services Center, in collaboration with Dr. Allen and graduate students Natasha Watkins and Mona Taylor, and funded by the Chancellor's Civic Commitment Task Force. While still ongoing, initial data from this evaluation suggests that student advocates gained specific service delivery skills (e.g., advocacy, documentation, crisis management), knowledge of the service delivery system and related career opportunities, a more complex understanding of social problems, and experience working and forming relationships with individuals of varied backgrounds.

#### Benefits to Participants

The benefits of service learning are not confined to the students. Local research with program participants, examining the effects of the Community and Family Advocacy programs, mirrors the benefits established in the true field experiments conducted by Sullivan and Davidson. A quasi-experimental design tracks outcomes for participants. Findings suggest that parents who have successfully completed the Family Advocacy Program reported less depression and higher quality of life following the intervention. In addition, parents had greater knowledge of the resources available to them, felt more capable of accessing these resources, and had more positive experiences with social service agencies. Similarly, domestic violence survivors met many of the goals they initially set, were better able to access needed community resources, and had increased quality of life and greater well-being following the intervention (e.g., women reported fewer symptoms of depression and post-traumatic stress).

#### Benefits to the Community

Finally, the Advocacy Model also seems to have an effect on the service delivery system in Champaign County. This is particularly true regarding the Family Advocacy Program, which serves low-income and African American families in the county in unprecedented ways. The model, by virtue of its success, has demonstrated that traditionally under-served families can be effectively engaged by using culturally competent interventions. Family Advocacy Program staff have, in fact, been called upon to help engage and to reach families with youths involved in the juvenile justice system. In addition, the local community recently completed a grant for federal funds to develop a system of care for youth involved

in, or at risk for involvement in, the juvenile justice system. Components of the Advocacy Model, and the value of incorporating paraprofessional service providers, were incorporated as key service delivery components in the proposed system of care. Through the commitment of our undergraduate students, and their faculty, staff, and graduate student supervisors, the University is making a positive contribution to the lives of hundreds of community members in Champaign County and further illustrating the benefits of the advocacy approach to intervention.

**Elaine Shpungin, "\$9 Million Grant for Champaign County Secured by Clinical/Community Faculty," Psychology Times: Department of Psychology University of Illinois at Urbana-Champaign Newsletter Summer 2010.**

#### ACCESS Initiative will help communities become 'systems of care'

Last fall, Champaign County joined 22 communities around the U.S. to receive a \$9,000,000 six-year grant. The grant targets local youth aged 10 to 17 with serious mental health issues who are at risk for, or involved in, the juvenile justice and child welfare systems. The grant is funded by the Substance Abuse and Mental Health Services Administration (SAMHSA) of the U.S. Department of Health and Human Services. SAMHSA has been helping communities around the nation become village-based systems of care through competitive seed grants since the early 1990s.

The funded project, known as the ACCESS Initiative, is the result of a multi-year collaboration among local social service agencies, parents and concerned community members, mental health and juvenile justice professionals, youth, public school educators, and a number of faculty and staff from the Department of Psychology, Clinical/Community Division.

I was one of the lead writers on this year's successful application, and I am currently a meeting facilitator. My role is to facilitate project-related meetings, including the interim governing team meetings, the monthly public meeting, and to assist the interim leadership team with administrative tasks. Drs. Nicole Allen and Mark Aber are the lead investigators and authors of the \$1.8 million research evaluation component of the ACCESS Initiative. They will examine how well the project meets its stated goals and investigate a variety of research questions related to systems change processes and outcomes. This component of the grant will also help fund multiple graduate students per year for the next five years who will assist with the evaluation of the project. Ms. Hunt, outreach coordinator at the Psychological Services Center, is currently heading the family engagement and leadership portion of the project, a central component of the system of care philosophy.

#### System of Care Versus the Current Wrap-Around Approach

System of care (SoC) is not a program but a different way of helping youth and families based on a specific set of values or principles. One important SoC principle is that families and youth get full choice in how, where, when, and who is involved in their services. Families and youth are also centrally involved in choosing which services they receive from the menu of available ones, which will be expanded to better meet consumer needs.

Another principle is that anyone helping the youth or family uses a strength-based approach. This does not mean ignoring the areas where the youth is struggling, but it does mean seeing the youth as a whole person (not just a set of symptoms or behavioral problems that need to be mixed and including an understanding of their talents, gifts, abilities, and goals in the intervention).

Youth and families also receive services with respect, care, and understanding of their unique cultural values and realities. In our community, this means a special focus on the needs and unique history of African American youth and their families, because they are overrepresented in the juvenile justice,

child welfare, and school discipline systems.

### System of Care Costs/Benefits

Rigorous studies have shown that previous community recipients of SoC grants (county and/or state level) have become places where kids like Joe begin to thrive, while saving thousands of dollars and actually increasing the richness of social service offerings in those communities. Much of the funds within the ACCESS Initiative will be spent on creating policies and structures that make sure the system is still in place long after the federal funding is over.

We expect that the University partners currently involved in the project, along with additional partners as the project progresses, will continue to play an important role in this successful campus-community collaboration, contributing to community transformation and wellness while advancing the research and training missions of the University.

### **Journalism Department, College of Media, "C-U Citizen Access." Summer 2010.**

CU-CitizenAccess.org is a journalism Web site and social network devoted to coverage and discussion of social and economic issues within Champaign County. Launched in December 2009, this Web site offers a place for citizens, journalists and university students to share news, raise and discuss issues, find assistance and suggest solutions. The site is backed with funding from the Marajen Stevick Foundation and the University of Illinois, with a matching grant from the John S. Knight and James L. Knight Foundation.

The News-Gazette is a project collaborator, along with contributions from the faculty and students from the Journalism Department in the College of Media at the University of Illinois. Like all Web sites, this is and will be a work in progress. It is intended to bring together all parts of the community to disclose and deal with the issues previously overlooked and those that have grown from the new economy.

The project also is intended to create as many avenues as possible for citizens to address these issues, whether through this Web site, in-person or through email, social networks like Twitter, cell phones, photos and news stories. Since its inception, CU-Citizen Ac-

cess has worked with journalism and university students on several public service projects, including one that resulted in changes to county ordinances.

CU-Citizen Access has also started local news and information workshops to give neighborhood residents better avenues for reporting on issues in that matter to them. These workshops offer both training in community journalism and access to public computer labs. On its Web site, CU-Citizen Access offers several reporting tools for citizens to use, such as interactive maps of hyperlocal problems, space for self-publication, and mobile feeds. In May, CU-Citizen Access and the News-Gazette garnered first place for the Most Innovative Project in the 2009 Illinois Press Association News-Editorial Excellence Awards.

Journalism Department faculty members Brant Houston and Rich Martin oversee the site. Mike Howie, city editor and online editor of the News-Gazette coordinates the newspaper's participation in stories and reporting, while Journalism Department instructors and project reporters Pam Dempsey and Shelley Smithson develop stories and content for the project. Acton Gorton, a Journalism Department graduate, is the Web administrator, and the local firm, OJC Technologies, helped create the site.

[Sample Article: A Complicated Life: One woman's optimistic journey through poverty and strife](http://cu-citizenaccess.org/)  
*[Ed. These are brief summaries of this ten-part article. The full text (including photographs) can be accessed at: <http://cu-citizenaccess.org/>*

CHAMPAIGN -- Yolanda Davis is no stranger to complications; with an estimated monthly income that ranges from \$600 to \$800, she is among the more than 32,000 Champaign County residents who live at or below the poverty line, according to data released by the U.S. Census Bureau in November 2009.

The report also states that poverty rates for Champaign County in 2008 rose to 18.7 percent, up from the 2007 rate of 18.2 percent. This series follows Champaign resident Yolanda Davis as she juggles three children, school and a life on less than \$26 a day. Produced by University of Illinois Journalism Graduate Student Will Atwater.

Part One: A better future: Nov. 30, 2009 - The sound of explosives and automatic machine gun fire spilling from the TV doesn't seem to bother a snoring two-year-old D'aizit who sleeps at one end of the couch. But at the other end, Nicole Martin, a staff member of the Champaign County Urban and Regional Planning offices No Limits Program, seems distracted as she attempts to get through to First Call for Help, a family service agency that acts as an information referral program.

Part Two: Lessons in love: Born Dec. 16, 1975, Yolanda lived with her mother and two sisters on Chicago's Southside. As a young girl, she remembers frequent altercations with her mother that grew worse as she grew older. Yolanda finally decided to leave home as a young teenager. "I emancipated myself when I was 14 from my mom's care," she said. "She used to beat me for no apparent reason. I would never leave my kids with her if she was alive. I loved her because that was my mom. But me calling her mom, I could never do that. I would call her by her name or her nickname. That was not my mother. That couldn't have been the woman that put me on this earth."

Part Three: Rebellious past: While living in Evanston Yolanda met Anthony Foster at Fleetwood Jordan Park, which was near where they both lived. They spent time talking and playing basketball at the park and became close, she said. Soon Yolanda was pregnant with her first child. She was put in touch with a person who gave refuge to teenage mothers and was invited to live in the woman's home with her newborn, she said.

Part Four: Dark days: As a high school dropout with no job skills, Yolanda moved in with her paternal grandmother, who is now deceased. She struggled to earn money. Teen mothers are more likely to seek financial support from family or from public assistance and 75 percent of unmarried teen moth-



ers go on welfare within five years of the birth of their first child, according to a March of Dimes study.

Part Five: Turning point: Around 1998 Yolanda developed a relationship with Izear Davis, whom she married and had two children with. But complications continued for her.

Part Six: First steps: Of her hardships, worrying about her children's welfare is the toughest. "Being on the street, being homeless, having to ask someone 'could you feed my kids?' Not knowing what's going to happen tomorrow, or [what] the next day after that is going to bring."

Part Seven: Tools to survive: Yolanda's resolve is being tested. She did not receive her monthly Illinois Link Card benefits last October.

Part Eight: Unresolved issues: Davis believes the issues Yolanda had with her late mothers are still not resolved. The death of her mother plays a big part in [Yolanda's] life ... as far as how she [acts] towards the kids because she does not want to treat [them] the way she was treated," he said.

Part Nine: The road less traveled: In December Yolanda's public aid benefits were reinstated and though she doesn't have a job currently, she is still in the No Limits program and continues to meet with Woodard on a regular basis. An Ameren IP representative was able to ignite the pilot light and Davis and her family have heat. Since Jan. 10, Yolanda has been attending adult education classes on a weekly basis and she has also enrolled in Even Start, an educational program for mothers and their children.

Q + A: Urbana Adult Education: Dr. David Adcock, director of Urbana Adult Education, located at 211 N. Race St. in Urbana, sat down to discuss the center and some of the educational opportunities offered there.

### **Exerpts from University of Illinois Campus Charitable Fund Drive website. Last Accessed October 2, 2010.**

*[Editor's Note: The Fund is a way for campus faculty and staff to donate a portion of their salaries to different funds, including one to the United Way of Champaign County which then distributes the funds to area social service agencies]*

Dear Illinois Colleagues,

Welcome to the Campus Charitable Fund Drive online giving site! Last year you generously contributed more than 1.4 million dollars to help eleven participating organizations in their important work. These agencies help our children fulfill their promise, help our families grow strong, enrich all our lives, and provide a hand up to help individuals achieve self-sufficiency. We are grateful for your generous spirit and hope you will participate in CCFD again this year.

#### Online Giving

In addition to retrieving last year's total annual amount given to umbrella agencies, the CCFD website offers an online record of the amount given to any designated programs within an umbrella agency. Donors who gave to last year's fund drive can retrieve the amount of their current pledge for each umbrella agency. We hope this feature will help as you consider renewing or increasing your payroll deduction gift this year.

#### United Way of Champaign County [One of 11 Agencies to which funds can be donated]

The United Way of Champaign County addresses serious local issues like hunger, homelessness, child abuse and neglect, domestic violence and support for senior citizens. By funding local human service agencies young children can be assured of crisis safe shelter around the clock, advocacy in

foster care, child care and preschool tuition assistance, access to medical and dental care, school readiness programs and special services for developmental disabilities. Youth in our community receive mentoring, homework assistance, after-school and summer programs, opportunities to participate in recreation and scouting, shelter for runaway teens and emergency services for homeless children trying to stay in school. Families get help meeting basic needs by accessing food assistance from local pantries, finding transitional housing in local shelters, escaping abuse from domestic violence and gaining self sufficiency through money management classes.

Individuals with disabilities receive apartment and employment assistance and adults with mental health challenges find treatment for a range of issues. Finally, senior citizens can continue to live independently in their homes through delivered meals and health care assistance.

United Way of Champaign County funds dozens of programs that provide essential services to those most vulnerable in our local community. In addition UWCC advocates for services, promotes collaboration and cooperation between service providers, state and local governments and the business community. Champaign County is a better place to live, work and raise our children because the needs of so many are met through gifts to the Community Impact Fund. We believe that when we reach out a hand to one we influence the condition of all. That's how we work to build strong children, strong families and a strong community.

**Website of C-U Volunteer.org, Office of Volunteer Programs, University of Illinois. Accessed October 2, 2010.** *[Note: C-U Volunteer.org is a result of a partnership between United Way of Champaign County and Illini Union Office of Volunteer Programs that began in the early 2000s to make it easier for area agencies to directly post volunteer opportunities, especially for University of Illinois students.]*

# cuvolunteer.org

- AGENCIES
- U OF I STUDENTS
- COMMUNITY
- CALENDAR
- CONTACT US
- WEEKLY LIST



The cuvolunteer.org website is a partnership between the United Way of Champaign County and the Illini Union Office of Volunteer Programs at the University of Illinois, Urbana-Champaign.

TODAY OCTOBER 18, 2010

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2010 CCHCC Annual Phone-A-Thon...

100 WAYS OF DOING GOOD

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#34  
Send someone a thank you note

336 REGISTERED AGENCIES

92 VOLUNTEER OPPORTUNITIES

**Exerpts from Learning in Community (LINC) website. Last Accessed October 2, 2010.**

LINC is a course offering of the College of Engineering and is open to all students at the University of Illinois at Urbana-Champaign.

How this course works

Each section of this service-learning course is dedicated to a nonprofit organization that has proposed one or more projects of importance to their organization. Students look through the Partners and Projects options and choose a section based upon their interests and/or skills, and register for one section of ENG 298. During the first week of class students will meet a representative from a partner organization and begin the semester project. Throughout the semester students will identify and explore topics that will assist them with the execution of the project. The semester concludes with a team presentation to community partners highlighting the accomplishments of the project, value added to the community organization, and lessons learned. As a result of this course students can expect to improve their project skills and to contribute to an important problem that benefits a nonprofit partner.

In Fall 2010 students may work at: Bridge To China, Campus Middle School for Girls, Champaign-Urbana Schools Foundation, Create Africa South & Phansi Museum, Don Moyer Boys & Girls Club, Educational Justice Program, Electric Vehicle Initiative, Engineers Without Borders - Cameroon Water Project, Grab a Bike - Shared Bicycle Program, Habitat for Humanity of Champaign County, Mali Water Project, SOAR Youth Programs, SmileHealthy, Stored Energy Solar Cooker - Engineers Without Borders, The Illinois Biodiesel Initiative, The Illinois Green Business Association, Urbana Champaign Independent Media Center, Village Hope Inc.

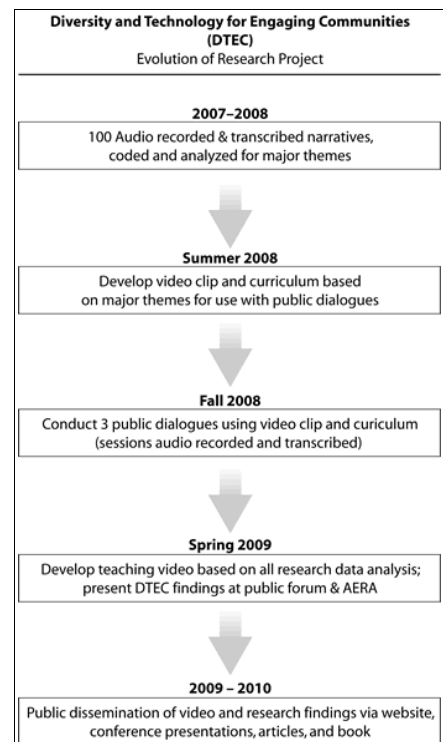
Request to partner with this course can be submitted online at: <http://linc.illinois.edu/>.

**Excerpts from "About Us Page," Diversity and Technology for Engaging Communities website. College of Education. Accessed October 2, 2010. Principal Investigator: Antonia Darder.**

Diversity & Technology for Engaging Communities (DTEC) research team evolved out of a coalition of undergraduate and graduate students, faculty, administrators and community members who desire to help bring about substantive change to the manner in which the culture of university campus life at UIUC is conceptualized and enacted. More importantly, the members of the team understand themselves as being as much in need of transforming as the institution that is the context for this study. With this in mind, the team has committed to an arduous research process of gathering critical narratives required to understand the fundamental ways in which inequalities, discrimination, and exclusion impact each of us in essential ways.

*[Ed. This initiative led to 'Racism, Power and Privilege at UIUC' Conference, held February 1, 2007 at Foellinger Auditorium.]*

Website: <http://www.iresist.org/stop/>



## SECTION 2 - Contemporary Projects

### Part 2 - Politics and Police



"Stop Racial Profiling, Start Community Accountability," Unity March 7, Champaign, Illinois, October 9, 2010 (Photo by Patricia Rosario)

## **League of Women Voters of Champaign County and the University of Illinois College of Law, "Champaign County Courtwatching Project Highlights, Fifth Annual Report -- 2008-2009"**

### Introduction

Our system of government relies upon distributed responsibilities for the administration of justice; our courts are at the heart of that system. Concepts of due process and fundamental fairness are central to our democracy. The question of how our courts function, from local courts through the highest levels of the federal government, is a vital issue to all Americans.

Each fall for many years, Trial Advocacy students and volunteers from the League of Women Voters have devoted time to observing proceedings in one of the oldest continuous courtwatching programs in the state, if not the nation. Courtwatching is a systematic review of court proceedings and personnel, done with a view to reporting on the operation of our justice system.

League observers and law students provide a presence in our courtrooms throughout the year, with a concentration of students each fall semester fulfilling a course requirement for each to observe twelve hours of court proceedings. In recent years, we have formalized the collaboration between the League and the College of Law; this is our fifth annual report to the community based upon systematic collection and analysis of our observations to provide a statistically meaningful report.

Courtwatching is an important program with many benefits. For the law students who participate, it is an important learning tool as it provides exposure to the courtroom with real people, real lawyers and real problems. For the courts, our structured observations provide citizen scrutiny of the system and its strengths and weaknesses: unwatched courts are a danger because so many decisions within them reflect society's values for the system of justice. For the parties in the cases, courtwatching assures that there are external observers to monitor the fairness of local proceedings. These litigants can have increased confidence that their cases will be handled and decided properly. For the lawyers participating in trials, courtwatching keeps them on their toes, giving them more incentive to be prepared to do their work well.

### A Brief History of our Reports

In 2004-05, our observers collectively found Champaign County's courts to be respectful places where the formal proceedings were generally perceived to be fair and appropriate. At the same time, the report raised concerns about how representative juries were in Champaign County, as the 2005 findings demonstrated a significant discrepancy between the demographics of adults in the County and those in jury pools at the courthouse. Our observations raised some other issues about perceived fairness as well. Members of the judiciary and administrative officials responsible for the functioning of the courts responded promptly with several initiatives examining possible explanations for the observed discrepancies and implementing improvements aimed at producing more representative juries.

In the second year, our findings with respect to demographic variances between the population of the county and the composition of juries were not repeated. Proceedings in Champaign County's courts continued to be perceived as respectful in the large majority of cases.

Our third report again demonstrated variances in the demographic composition of juries in the state courts, though not in the federal courts.

The fourth year's report demonstrated statistically significant over-representation of Caucasian females in our jury pools with under-representation of Asian males. The over-representation of Caucasian females in our jury pools has been a continuing feature since our first report. While our observations document other differences between the composition of jury pools with the demographics of the Champaign County population, in the fourth year, they were not statistically significant.

### Fifth Year Summary Report

Courtwatching observations presented in this report were recorded by more than 98 law student observers and the League's standing corps of observers. This report is based on 1149 hours of observation or the equivalent of 143 work days. The average time per visit was 1.69 hours. All of the observations and analysis in this report are based on courtwatching conducted in the Circuit Court of Champaign County. For the first time, there was no reported courtwatching observations for the United States District Court in Urbana.

### Champaign County Court Report

Defendants in these observations are overwhelmingly male, African-American, young and charged with felonies. (Students appropriately observe the most serious of criminal cases.) In about 90% of the observations, defendants appeared to understand the proceedings in which they were involved. At the same time, more than 14% of defendants appeared to understand half or less of the proceedings in which they were involved.

There was a statistically significant deviation in the composition of the jury pools relative to the population of the County with respect to Asian females. Observed differences between jury pool composition for African-American males and females, Caucasian males and females and Hispanic males and females and Asian males were not statistically significant.

Citizens in Illinois are called for jury duty based on random selections from lists compiled by combining lists of 1) registered voters in the County; 2) those with driver's licenses age-eligible to serve on juries; and 3) those who have obtained State identification cards. These lists are obtained from the relevant record custodians (respectively, the County Clerk for voter registrations and the Secretary of State for driver's licenses and identification cards), combined by the Circuit Clerk's office, and then random selections are made from those lists by a computer program. We sought information on the demographic composition of the lists from which jury pools are assembled and learned that neither the County Clerk nor the Secretary of State collects or records racial identification information.

Because the jury pool is selected by random sampling, the statistically significant observed differences for Asian females could be due to any of the following, either singly or in combination: (1) differences by race and/or sex in the likelihood of having a driver's license or state identification card, or being registered to vote; (2) differences by race and/or sex in the likelihood of having a valid current address to which the jury summons can be delivered; and/or (3) differences by race and/or sex in the likelihood of responding to the summons. The limitation on this demographic data undermines efforts at definitive explanations for our findings.

The seating of jurors as a result of the jury selection process did result in differences in observed percentages by race and sex of the diverse racial groups. Specifically, the percentages for Asian males, Asian females and African-American males who are seated (or not excused) are lower than the percentages for other groups; however the numbers of jurors in these categories are too small to express a conclusion that has statistical significance. The raw numbers of excused African-American males (five out of nine) suggest that this is an area that should be closely observed in future studies.

### Specific Findings

Our combined observation reports continue to find Champaign County's courtrooms to be respectful places: in 97.5% of the observations, court personnel were reported to be very or somewhat respectful; in 2.5% of the observations, court personnel were reported to be somewhat disrespectful.

### Defendant Characteristics

As to the persons involved in proceedings, a snapshot of our observations shows that: 90.7% of observed defendants were male, and 9.3% female 52.6% were African-American, 42.5.0% Caucasian, and 4.4% were Hispanic/Latino. 69.6% of observations were felonies 22.6% were misdemeanors, and 7.8% were traffic/petty offenses. A comparison of the observations from previous years shows some changes from one year to the next. For example comparing the last three years of data points on defendant characteristics shows:

<b>Characteristic</b>	<b>year two</b>	<b>year three</b>	<b>year four</b>	<b>year five</b>
Male	93%	76.5%	85.2%	90.7%
Female	7%	23.5%	14.8%	9.3%
African-American	73%	70%	56.3%	52.6%
Caucasian	25%	27.7%	41.0%	42.5%
Hispanic/Latino	2%	2%	2.5%	4.4%
Felonies	86%	75.5%	80.8%	69.6%
Misdemeanors	12%	10%	16%	22.6%
Traffic/petty	2%	14.6%	3.1%	7.8%

### Defendant's Understanding of Proceedings, Rights, and Options: Respect

Our first report highlighted instances where some defendants did not appear to fully comprehend all of the proceedings. We continue to have concerns about the perception that defendants are not understanding proceedings. This year, in 90.48% of the observations, the defendant appeared to understand most or all of the proceedings; in 6.12% of the observations, the defendant appeared to understand about half of the proceedings; in 3.40% of the observations, the defendant appeared to understand very little or none of the proceedings.

Observers reported that in 97.05% of the observations, the defendant appeared to understand his/her rights and options fully, very well, or reasonably well; in 2.95% of the observations, the defendant appeared to understand his/her rights and options very little or not at all.

Overall, the level of respect demonstrated by judges to defendants was seen by observers as high. There was one observation in which a judge was assessed a lot at all respectful and 16 observations of judges who were assessed as somewhat disrespectful to defendants.

In 2008, the demeanor of judges and the attorneys remains pleasant for the most part (judges 65% somewhat or very pleasant, prosecutors/plaintiffs attorneys 81% somewhat or very pleasant and 78% defense attorneys somewhat or very pleasant). The lower pleasant factor for judges is explainable, in part, by frequent admonishments to court-watching law students to behave themselves, even where the law students claimed to have caused no disturbance.

Compared across years:

<b>Characteristic</b>	<b>year two</b>	<b>year three</b>	<b>year four</b>	<b>year five</b>
Not at all respectful	0%	0%	0.32%	.15%
Somewhat disrespectful	2.5%	1.4%	1.11%	2.36%
Neutral	15%	12%	21.17%	14.43%
Somewhat respectful	20%	24%	21.48%	21.94%
Very respectful	63%	62%	55.92%	61.12%

## Summary of Champaign County Circuit Court Jury Pool and Jury Seating, Fall 2007

In the first year of observations, we saw a significant discrepancy between the demographics of the County and citizens reporting for jury duty at the Champaign County Courthouse: while census data indicated an 11% African-American population for Champaign County and a 15% African-American population for the cities of Champaign and Urbana, the observed African-American representation in the jury pools at the Champaign County Courthouse was about 6%. The second year's report did not observe variances other than statistically-expected ones. In the third year, we reported variations in the composition of jury pools and the demographics of the county: African-American males and Asian males were significantly underrepresented in the jury pool relative to the percentages for these two groups in the population of Champaign County. In the fourth year we reported that Caucasian females were significantly overrepresented and Asian males were significantly underrepresented.

This year, Asian females were significantly underrepresented in the summoned jury pool. The observed differences in the jury pool for African-American females, African-American males, Caucasian males, Caucasian females, Hispanic males, Hispanic females, and Asian males were not statistically significant.

The observed percentages of actual seating for Asian female and Hispanic male jurors were lower than the percentages for other groups, but the numbers of jurors in these two categories were too small for the results to be statistically significant.

According to the 2000 census, 78% of the population of Champaign County is Caucasian non-Hispanic, 11% is African-American, 7% is Asian, and 3% is Hispanic. Women account for 49.7% of the population. Assuming independence of race and sex, one can calculate expected numbers for each category of race and sex in the jury pool if the pool were selected by random sampling of the County's population (this is of course not the method that is actually used, see above).

Table 1 (below) gives the actual and expected numbers of jurors.

The observed percentages for seating of jurors by race and sex are given below. According to the results of Fisher's exact test and the chi-square test, there is no statistically significant effect of race, sex, or the combination of race and sex, on the chance of being seated ( $P=0.0784$ ,  $P=0.7816$ , and  $P=0.2614$ , respectively). Note that the percentages for Asian males and females and Hispanic males are lower than the percentages for the other groups, but the numbers of jurors in these two categories are too small for the results to be statistically significant.

On the basis of statistical probability, as has been the case in all four of our reports, the chance of a member of the jury pool being seated as a juror or alternate juror did not depend on the race or sex of the person. It also did not depend on the combination of race and sex of the person. The trend, however, is that more Caucasian jurors appear for jury duty and are selected than any of the other diverse elements of the county. Only annual studies will demonstrate whether this trend can be explained by factors unrelated to the racial make-up of the jurors summoned and seated on Champaign County juries.

## Conclusion

The Illinois Constitution provides that the accused in a criminal prosecution has a right to a speedy public trial by an impartial jury of the county in which the offense is alleged to have been committed. We continue to be concerned about the issue of representative juries in Champaign County on the basis of race and gender. We believe that continued observations and public discussion of the issue will be beneficial. Our studies take a snapshot of our court system in operation. We will continue this annual endeavor. We believe that knowledge of how our court and jury system, including community representation, is valuable information for our community to have. Questions or feedback about our court-



watching program should be referred to Ms. Miller, the Chair of the Champaign County League of Women Voters Justice Committee or to Professors Beckett and Gunsalus at the University of Illinois College of Law.

Table 1: Numbers and Expected Numbers of Jurors

Race and Sex of Juror	year two # in pool	year two expected # in pool	year three # in pool	year three expected # in pool	year four # in pool	year four expected # in pool	year five # in pool	year five expected # in pool
African-American Male	6	6	3	15	7	14	9	18
African-American Female	12	6	8	14	12	14	11	18
Asian Male			0	9	0	9	3	11
Asian Female			3	9	3	9	1	11
Caucasian Male	27	43	121	103	92	96	149	126
Caucasian Female	52	43	126	102	132	96	149	126
Hispanic Male			0	4	1	4	0	5
Hispanic Female			1	4	0	4	1	5

Table 2: Seating of Jurors by Race and Sex

Race and Sex of Juror	Number Seated	Number Not Seated	Percent Seated
African-American Male	4	5	44.4%
African-American Female	7	4	63.6%
Asian Male	1	2	33.3%
Asian Female	0	1	0.0%
Caucasian Male	104	45	69.8%
Caucasian Female	104	45	69.8%
Hispanic Female	1	0	100%
Total	221	102	68.4%

### The Champaign County Courtwatching Project

**Joan Miller**, Chair of the Justice Committee of the League of Women Voters of Champaign County (LWVCC), coordinated this project for LWVCC. She organizes the League courtwatchers and is herself a veteran courtwatcher with many years of experience. Ms. Miller provided training for the Trial Advocacy students who participated in the pilot project and leads the League's courtwatchers. **J. Steven Beckett**, Director of the Trial Advocacy Program at the College of Law at the University of Illinois, taught the Trial Advocacy course that assigns students to do real life courtwatching and over-

saw all legal aspects of the project, including this final report. **Julie Campbell and Molly Lindsay**, who serve as College of Law faculty assistants, coordinated student observation times, and took responsibility for the many details required to collect and collate the large quantity of data involved in this project. Their time, energy and careful recordkeeping were essential.

**C. K. Gunsalus**, Adjunct Professor at the College of Law, served as liaison among all the project participants, bringing parties together, working on the final report and finding resources. **Adam Martinsek**, Professor of Statistics at the University of Illinois, performed the statistical analysis.

This project's feasibility rested upon the full and willing participation of the law students enrolled in Law 695, Fundamentals of Trial Practice, in the Fall 2008 semester at the College of Law at the University of Illinois. Finally, a study such as this is simply not possible without the cooperation and educational approach of the judges and staff of the courts of Champaign County and the federal District Court in Urbana, Illinois. The judges here have offered guidance and support for the students and we are grateful to them.

**Brian Dolinar, Kerry Pimblott and Regina Pritchett, "Transforming Policing Practices: The Death of Kiwane Carrington at the Hands of Champaign Police." [Dolinar is a visiting scholar in English, Pimblott is a graduate student in History and Pritchett is a graduate student in Urban and Regional Planning].**

On October 9, 2009, Kiwane Carrington, an unarmed 15-year-old black youth, was shot and killed by a Champaign police officer while attempting to find shelter from the rain at a house where he had been staying. In Chicago, these stories are unfortunately commonplace. But in the small Midwestern college town of Champaign-Urbana, located 140 miles south of Chicago, this story was a shock to the community. Home to the University of Illinois, Urbana-Champaign imagines itself as an enlightened community and continues to be one of the fastest growing cities in downstate Illinois. Yet across University Avenue resides its historic African American community known as the "North End" which faces high unemployment, deteriorating homes, poor schooling, and little business activity. Despite the Land Grant mission of the university, the campus and the community have remained largely separate worlds.

Since 2003, Champaign Urbana Citizens for Peace and Justice (CUCPJ) has struggled to bridge this gap by holding its annual Unity March, mobilizing against police misconduct, and utilizing university resources to bring equity to the community. In the wake of Kiwane Carrington's death, CUCPJ began to organize against this injustice. Their efforts were supported by students and faculty from the University of Illinois who were outraged by the circumstances surrounding Carrington's death and wanted to lend their energy and skills to the struggle. This short paper will document the specific efforts of campus organizations and activists that collaborated with CUCPJ on the Kiwane Carrington case. In the spirit of our work, this essay was collaboratively written with input from other members of CUCPJ who gave us feedback. We will address broader practical questions about the meaningful contributions that students and faculty can make to local struggles. In conclusion, it is our hope that the events documented here will serve to promote more just and responsible collaborations between campus and community organizations in the future.

The historical account of black activism in Champaign-Urbana has typically been focused on the campus. In Joy Ann Williamson's book *Black Power on Campus*, the events that led up to the creation of Project 500, an effort to bring 500 black freshmen to the school in 1968, are largely attributed to student agitation. Little mention is made in Williamson's book, for example, of black community activist John Lee Johnson who was in close contact with students during the Black Power era and remained a

committed activist for the rest of his life. This attitude is reflective of a perspective which privileges the University and renders the community invisible.

Professors who have gone out into the community many times carry with them their own intellectual baggage. Academic knowledge is often privileged over local knowledge and it is presumed that scholars know what is best for the community. There is a deep-seated suspicion in the North End of professors and their students who conduct experiments on the members of the community and use them as lab rats. After the research is collected and the papers are turned in, these people never return again. This is a barrier which those working in CUCPJ have frequently encountered. They have had to first win the trust of the community before moving forward.

Champaign-Urbana has also seen the collapse of its traditional civil rights institutions. In 2004, President of the NAACP Cleveland Jefferson pleaded guilty to embezzling more than \$100,000, a setback from which the local chapter has yet to recover. The Urban League, once a thriving organization with many programs to assist working class families, closed its offices in 2008 due to its mounting debt. After a tumor in his stomach had left him bed-ridden for nearly five years, John Lee Johnson passed away in 2006. Throughout his life, Johnson had been a member of several community organizations, served on Champaign city council, advocated for an urban renewal project, and led a campaign to sue the Champaign public schools for segregation. His death left a significant void in the community.

When CUCPJ was founded in late 2003, it aimed to continue the work of previous individuals and organizations but also hoped avoid some of their pitfalls. They first joined with the Ministerial Alliance and NAACP to stop the Champaign Police Department's purchase of Tasers. A new police chief, R.T. Finney, had requested spending \$30,000 on Tasers for his force. After a groundswell of grassroots opposition from many saying that African Americans would be more likely to be Tased and that these new weapons could be subject to abuse, the proposal was dropped. This effort benefitted greatly from the assistance of students at the University of Illinois who researched Tasers and exposed the health risks documented from their use. With this knowledge local leaders and community members were compelled to take a stand against Tasers.

This campaign was a demonstration of the unique approach of the newly-formed Champaign Urbana Citizen for Peace and Justice. As the name of the group indicates, the goal was educating individuals and empowering them to make a change. They eschewed the title of "activists" and preferred instead to be considered "citizens" who were simply asserting their democratic rights to participate in government decisions. Additionally, while it is multi-racial, CUCPJ is a concertedly black-led organization. Many white members contribute to the group, but they believe that the final decisions directly affecting the black community be made by African Americans. Throughout its history, CUCPJ has responded immediately to crises in the community because it is a small grassroots collective. Co-founder Aaron Ammons often quotes anthropologist Margaret Mead who said, "Never doubt that a small group of thoughtful people could change the world. Indeed, it's the only thing that ever has." Although the group has considered gaining non-profit status, it has refused to get involved with such bureaucratic entanglements. It has a small budget which is maintained by "passing the hat" at meetings. Its Saturday meetings are free-form and often seemingly chaotic, but allow for newcomers to join, or for those who feel that they have been wronged to come share their experience.

Many of the campaigns that CUCPJ has waged have taken on the criminal justice system and the close circle of prosecutors, judges, attorneys, and police that maintain it. With 2.3 million people imprisoned in the United States, nearly half of them African American, mass incarceration has become the civil rights issue of this generation. Even relatively small communities like Champaign-Urbana have been affected. In 2004, CUCPJ became involved in a four-year court battle when black activists

Patrick Thompson and Martel Miller were charged with felony eavesdropping for videotaping local police. That same year, they cast a spotlight on the local jail after there were three suicides within a six-month period. In addition, they have exposed police misconduct. In July 2005, Urbana officer Kurt Hjort was accused of rape by a young woman. Later that year, it was discovered that Sgt. William Alan Myers was torturing inmates in the county jail with a Taser. Another Sheriff's Deputy, Ryan Garrett, was fired for stalking his estranged wife and her boyfriend. Following these cases in the courts, CUCPJ called attention to how cops were routinely given breaks by the system. They also showed how the same system came down hard on African Americans. In 2007, a 17-year-old black youth, Brian Chesley, was beaten up by Champaign police while walking an 8-year-old friend home at night after a basketball game at the local community center. The case was taken to trial and although police admitted on the stand to profiling African Americans in the community, it was lost before an all-white jury.

The community members within CUCPJ have consistently welcomed students to lend their energy and skills to such local organizing initiatives. Students have conducted historical research, filed Freedom of Information Act requests, and compiled statistics. A few professors on campus have also become involved. In 2008, with the help of Professor Ken Salo of the Urban and Regional Planning Department, CUCPJ launched an environmental justice campaign to clean up a toxic site at 5th and Hill Streets in the heart of the black community. Students in Professor Salo's class interviewed local residents, dug up city documents, and held community forums about their findings.

In turn, these students have been responsible for creating and nurturing a large number of other campus activists. In this sense, CUCPJ is an example of a healthy community-campus partnership. A core group of community members maintains the organization and defines its structure and goals while campus partners are able to join and participate democratically without compromising the community-based mission of the organization. Using this approach, CUCPJ has become an important voice and agent in struggles taking place across Champaign-Urbana. This campus-community connection also helped them to mobilize quickly after the police killing of Kiwane Carrington.

Champaign police had received a call from a neighbor just after 1 p.m. on Friday, October 9, 2010 about an apparent burglary. Two black youth were trying to get into a house at 906 W. Vine. The first to show up on the scene was Police Chief R.T. Finney, who arrived with his gun drawn. Following behind him was 15-year veteran officer Daniel Norbits who also drew his gun after seeing the chief's response. According to police, one of the two youth, 15-year-old Jashaun Manning-Carter, tried to run when he saw police and was stopped by Finney. The other youth, Kiwane Carrington, also 15 years old, was approached by Norbits who with his left arm tried to push Kiwane to the ground when his gun went off. The bullet entered Kiwane's left elbow, went through his chest, and into his vital organs, killing him instantly.

The scene was taped off and a police investigation began. Champaign police held a press conference announcing that a youth had been killed by a discharged bullet from an officer's gun after a "scuffle" with police. The other youth involved had been sent to the Juvenile Detention Center, charged with felony obstructing and resisting a peace officer. The officer was placed on administrative leave while the police chief was still allowed to lead the force.

With the help of Martel Miller, who was born and raised in Champaign-Urbana, CUCPJ got in contact with the families of the two youth and the resident of the home. They held a press conference the following Monday where they told their story and raised questions about what happened that fateful day. As they explained, Kiwane's mother had died of cancer the previous year and he was still struggling with the loss. He had spent many nights that summer with a friend whose mother, Deborah Thomas, had let him stay at their home. It was this house at 906 W. Vine where Kiwane had spent his last night and eaten breakfast the next morning. Class that day had been cancelled for teacher instruc-

tion and the two youth had returned to the house but no one was home. It had been raining all day and they were looking for a dry place.

In the days and weeks after Kiwane's death there was a sense of grief that swept through the community. A spontaneous vigil was held in Douglass Park that weekend and a larger vigil attended by hundreds was organized at the house the following Wednesday. At his funeral there was an outpouring of sadness. Mourning soon turned into outrage. Dozens of people spoke before city council about the killing and the long history of over-policing on the North End. On October 22, CUCPJ turned this anger into action by organizing the city's first ever National Day of Protest Against Police Brutality with approximately 100 people coming out for a march in the rain and cold.

Before the investigation had been completed, Champaign City Manager Steve Carter stated at a city council meeting that he had done his own investigation and the shooting was an accident. On December 8, 2009, Champaign County State's Attorney Julia Rietz released a report in which she determined Carrington's death to be accidental and contended that none of the evidence recovered by the Illinois State Police's investigation supported the filing of criminal charges against the officers involved.

The death of Kiwane Carrington at the hands of Champaign police challenged many members of the campus community to reflect critically on the criminal justice system and to act in solidarity with local community members. In this context, CUCPJ, again, functioned as a hub for campus and community collaboration connecting concerned faculty and students with local struggles for justice. While struggles were defined and organized by local community members, students and faculty lent support in three distinct areas: (1) bridging organizations and leveraging resources; (2) grassroots mobilization; and (3) research and technical writing.

As graduate employees and students joined the campaign they played an important role in bridging campus and community organizations. Many student activists had their own organizations and social networks on campus that could provide critical organizational resources to the local struggle including funding, equipment, meeting space, social networks, and a pool of activists willing and able to perform labor. Two campus organizations that played a particularly important role in this process were the Planner's Network, a professional organization in the Department of Urban and Regional Planning, and the Solidarity Committee of the Graduate Employees' Organization (GEO), Local 6300 (AFT/IFT, AFL-CIO). Both of these groups forged a collaborative relationship with CUCPJ and took responsibility for performing labor tied to specific areas of their campaign.

A small but dedicated body of graduate students in the Planner's Network Urbana Champaign Chapter were cultivated into community activists and advocates through involvement with CUCPJ. Because of their ties to the campus, these graduate student activists focused their attention primarily on grassroots mobilization on the campus. Later they leveraged their engagement off campus and in the wider community. Using their organizational resources and social networks, the Planner's Network sought to raise awareness about the Kiwane Carrington case by hosting a series of on-campus rap sessions open to the campus and community alike. Held at the planning department, cultural houses and undergraduate residence halls, these rap sessions featured campus and community speakers and focused on educating and activating students around issues of police brutality and racial disparities in the criminal justice system. Young people from Champaign and Urbana community were also invited onto campus to participate in dialogue about negative encounters with police officers. Out of these efforts emerged new student activists who began to work around the Carrington case.

The Planner's Network also took responsibility for coordinating CUCPJ's petition drive. With Jeshawn Manning-Carter facing charges of felony obstructing and resisting a peace officer he could not testify about Kiwane's death without fear of incriminating himself. Therefore, CUCPJ undertook a campaign petitioning the State's Attorney to drop the charges against Jeshawn. Planner's Network

headed-up the petition drive on campus soliciting signatures through listserves, campus organizational networks, and at various events and symposiums. In addition, Planner's Network secured volunteers to participate in a systematic petition drive in the North End of Champaign. After collecting 1,200 signatures, the petition was delivered to the State's Attorney. Though the State's Attorney denied that the signatures had any impact, the charges against Jashaun Manning were dropped in Spring 2010.

The Graduate Employees' Organization (GEO), a campus union consisting of teaching assistants and graduate assistants, began working around the Kiwane Carrington case after winning a two-day strike in November 2009. Yet even before this collaboration, several women among the leadership of the GEO had been engaged in community organizing. Since 2007, Natalie Havlin, Treva Ellison, and Kerry Pimblott

worked with CUCPJ on criminal justice issues and the 5th and Hill toxic site. The next year they all were elected to leadership positions within the GEO. They drew upon their previous experience in the community to initiate the organizing drive that led up to the strike victory. Soon after the strike ended, they directed their attention back to community work, bringing with them many other committed activists who had been energized by the strike. They reactivated the organization's Solidarity Committee that had been created in 2007 by union members wanting to ensure that GEO remained committed to a broader mission of promoting unity

# BEYOND CITY LIMITS

## Race, Residency and the Champaign Police Department

### RACE & RESIDENCY BY THE NUMBERS

In 2010, the Champaign Police Department employed a total of 121 police officers.

More than 90% of Champaign police officers are white. Only six African Americans and two Latino/a officers serve on the force.

Three-quarters of Champaign police officers live beyond Champaign city limits in predominantly white towns and bedroom communities.

### WHY POLICE LIVE BEYOND CITY LIMITS

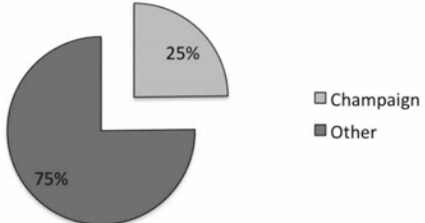
Until 1970, the City of Champaign required that all police officers reside within the city limits.

However, in the aftermath of the fierce school integration battles of the late 1960s, the predominantly white police force and their families lobbied to change this policy. It seems that while many white police officers were willing to perform their law enforcement duties in a racially diverse community they were not willing to live and participate in it as equals.

The Champaign city council voted to expand the existing residency perimeter twice in 1970 and, eventually, handed decision-making power to the police department and the police union. Today, there are no restrictions on the residency of Champaign police officers.

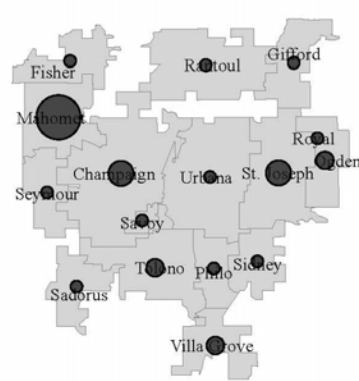
### THE IMPACT OF RACE & RESIDENCY

The city should reinstate the residency requirement because it will ensure that officers are invested in the local community, that our financial investment in police salaries is returned through tax revenue, and that skilled employment opportunities are opened up to local people. In addition, reinstating the residency requirement will help change the culture of the Champaign Police Department and improve our chances of recruiting a racially diverse workforce.



**Champaign Police Officers (Place of Residence)**

Mapping Residential Patterns in Champaign County



**Champaign Police Officers (Number by Town)**

Number	Count
1 - 2	1
3 - 5	1
6 - 11	1
12 - 25	1

and cooperation between graduate employees, labor unions, and working-class communities in Champaign-Urbana. The Solidarity Committee focused primarily on providing specialized labor to CUCPJ including research and technical writing.

After the State's Attorney released her disappointing report, CUCPJ approached the Department of Justice's Civil Rights Division's Criminal Section to perform an independent investigation into Kiwane Carrington's death. The GEO's Solidarity Committee collaborated with CUCPJ on the formation of a research working group that would be charged with constructing a report for the Department of Justice that identified key concerns with the Kiwane Carrington investigation and the broader pattern of discriminatory practice by the Champaign Police Department. In this research group, graduate students and faculty worked in collaboration with community members to accumulate data and construct a final report. This report was sent to Department of Justice on January 27, 2010.

After the report was filed, the research working group focused its attention on the upcoming contract negotiations between the police union and the city of Champaign. Having just gone through contract negotiations of their own, GEO Solidarity Committee members were peculiarly situated to understand the bargaining process and the potential for securing changes to the police contract. The research working group developed three proposals that the city could include in their initial contract proposal to the police union. These proposals included: (1) drug and alcohol testing for officers that have discharged weapons and/or injured members of the public; (2) greater access to officer's complaint records; and (3) the implementation of a residency requirement for all police officers. The research working group presented the proposed contract language and justifications to City Manager Steve Carter in the spring of 2010.

In conclusion, the collaborative relationship between the GEO's Solidarity Committee, Planner's Network, and CUCPJ allowed students the unique opportunity to apply their classroom education in a real world setting. Some of them developed dissertation projects from their experience, others gained new insights into their chosen research areas, and all were challenged to think critically about the relationship between their scholarly work and activism. In turn, the collaborative relationship fostered between CUCPJ and campus organizations around the Kiwane Carrington case provides us with important lessons into the invaluable resources and skills that students and faculty can provide to local struggles.

<h1>"Other Deaths &amp; Other Truths"</h1>	
<h2>Communities Confronting State Violence</h2>	
<p>This symposium will host local activists, scholars and students engaged in the work of reclaiming our communities. Panelists will share their experiences in light of the Champaign police killing of 15-year old student Kiwane Carrington last year, as well as other examples of how the state committed violence. Speakers will offer insight into how people on the ground are fighting back to reclaim their communities. We encourage you to attend this dialogue on the eve of the 7th Annual Unity March to be held Saturday, October 9th.</p>	<p><b>7 SEEDS OF EMPOWERMENT</b></p> <p><b>EDUCATION</b></p> <p><b>ADEQUATE WAGES</b></p> <p><b>HEALTH CARE</b></p> <p><b>POLITICAL INVOLVEMENT</b></p> <p><b>FAMILY RESPONSIBILITY</b></p> <p><b>RESPECT FOR SELF &amp; OTHERS</b></p> <p><b>FOOD SECURITY</b></p>
<p>Panelists Include:</p> <ul style="list-style-type: none"> <li>• Martel Miller: Youth Organizing Efforts</li> <li>• Kerry Pimblott: Champaign Department of Justice Report</li> <li>• Durl Kruse: Racial Profiling and Policing Culture in Champaign-Urbana</li> <li>• Barbara Kessel: Intelligence-Led Policing</li> <li>• Regina Pritchett: Community Speak Outs Against Violence</li> <li>• Ken Salo: Spatial Dimensions of Racial Violence</li> </ul>	
<p><b>Friday, October 8th</b> 6:30-9:00pm Asian American Cultural Center 1210 West Nevada Street Urbana, IL</p> <p>*ALL Are Welcome **Refreshments will be served</p>	

**Flyers from the Planners Network, a registered student organization at the University of Illinois.**

Putting the UNITY back into COMMUNITY: standing together against police excessive use of force: Kiwane Carington, 15-year-old Champaign resident was killed by a Champaign police officer in the home of his caretaker. Jashaun Manning, his friend that was with him at the time is now being charged with a federal felony of resisting arrest. This killing is part of a larger pattern of police killings and abuses of power here in Champaign and in the Nation. Come find out what happened, whats being done and how you can be part of solution. You don't need to know anything you just need to care enough to find out!

Wednesday, March 17th: Jashaun Manning Working Group Meeting: Meet with student and community activist about taking the next steps in trying to drop the charges against Jashaun Manning. This week we are reading the introduction *The Politics of Law: Progressive Critique* (Edited by David Kairys) response to the recent article from the News Gazette. Location: TBH (Temple Buell Hall, III Taft Drive) Rm 225 Time: 12 pm

Tuesday, March 30th: Teach-In: Come find out about the current case against Jashaun Manning and the killing of Kiwane Carington. A panel of community members, students and activist will offer information about a history of police killings in Champaign county. Location: FAR (Florida Avenue Residence Halls) UIUC Campus Time: 7pm

Wednesday, March 31 st: Citizens Watch Movie Screening and Discussion: Come watch a short film made by a Champaign resident which shows how policing in Champaign's North End-the historically



# STAND UP SPEAK OUT

**The Truth about Kiwane Carington & Jashaun Manning**

Above the Law:  
Above the Law:  
Police Shootings in our Streets

We will be holding a Truth and Reconciliation Council to discuss the killing of 15 year old Kiwane Carington by a Champaign Police officer as well as the charges against Jashaun Manning who will appear in court on the 17th of February. Come learn about what happened and then give your input on a document that will be compiled and delivered to our City officials expressing how we as a commUNITY want to be policed. You don't need to know anything about the case to participate. You just need to care enough to come out. Let's put the UNITY back in CommUNITY!

***Time: Monday February 15th 7:30-8:30***

***Location: La Casa, 1203 W. Nevada Street, Urbana, IL 61802***



black community differs from policing in other parts of Champaign-Urbana. If seeing is believing come see for yourself! Also, see and discuss similar narratives that are happening in other Location: TBH (Temple Buell Hall, III Taft Drive) Rm 225 Time: 12 pm and 7pm

Saturday, April 13rd: Community Forum on Discriminatory Policing Practices in the African-American Community Hosted by CUCPJ: Come meet with community members as they voice their concern about the pattern of discriminatory police practices in the Champaign-Urbana community. Location: Salem Baptist Church 500 East Park Street, Champaign, IL 6182 Time: 4

Monday, April 13th: Stop the Violence, Increase the Peace: Come join us as Poets, Spoken Word Artist, MC's rap about the recent trend in Police violence against citizens both locally and nationally. Receive the word and feed the soul. Location: La casa Time: 7pm

Tuesday, April 13th: Rally at the Courthouse to Drop the Charges Against Jashaun Manning: Come to the courthouse to show your support to have the charges against Jashaun Manning dropped!

***Excerpts from Amira Davis, "Afro 220: Introduction to Research Methods: Police Brutality, The State and the Killing of Kiwane Carrington," Department of African American Studies, University of Illinois-Urbana, Spring 2010.***

#### Background

In the Spring of 2010, I designed and taught an introductory research methods class for undergraduates at the University of Illinois for the Dept. of African American Studies. I proposed teaching qualitative (ethnography, auto-ethnography, case study) and interpretive methods (textual and policy analysis) to analyze the death of a local, African-American teen, Kiwane Carrington, at the hands of the local police department. I had met Kiwane through my community work as an artist when he participated in an arts-based program I facilitated along with my daughters at the Don Moyers Boys and Girls Club. As it turned out, all three of my daughters knew Kiwane. It was through one of them that I learned of his death, calling me at 1:30 a.m. to tell me one of the boys from my program had been killed by the police. As such, I had a personal interest in understanding the life events that transpired between the time I had experienced Kiwane as a boy who eagerly waited at the door to help me carry the drums and enthusiastically played them while singing and reciting African proverbs, until his untimely death at the hands of a Champaign police officer.

Kiwane was 15 years old at the time he was shot to death by Officer Daniel Norbits after Norbits and the Chief of Police, R.T. Finney, arrived at the scene of a suspicious activity call. Kiwane and Jashaun Manning-Carter, also 15 had been released from school early that day and Kiwane returned to the home in which he had spent the night to retrieve a jacket. It was raining. When the police arrived and discovered them at the rear of the home, the officers told them to get on their knees. According to the officers, the youth refused. Allegedly Jashaun attempted to walk away, and Chief Finney used force in an attempt to subdue him. Norbits, who was with Kiwane, claims that he was distracted by the events and somehow his gun discharged. States Attorney Julia Rietz, wife of a police officer, decided not to press charges. Norbits received a 30 day suspension without pay. Lawyers for the family are filing a civil suit with the Department of Justice.

It was learned that on October 1, 2009, a few days prior to Kiwane's shooting, the Champaign Police Department had instituted a new "Use of Deadly Force" policy that reads in part: A peace officer is justified in using deadly force only when: a) he reasonably believes that such force is necessary to pre-

vent death or great bodily harm to himself or another; or, b) Such force is necessary to prevent the arrest from being defeated by resistance or escape...”

Unfortunately, young Kiwane’s killing was not an anomaly. The murder of unarmed Black at the hands of the state’s policing force has been a part of the social relations between whites and Blacks since the days of enslavement when paddy rollers and slave patrols would hunt down Blacks who had escaped from captivity, been involved in an insurrection or were the collateral damage in the aftermath of rebellions. These killings occurred with impunity except for in those rare cases when a property owner was compensated for their loss of property. Under certain circumstances, families are compensated through wrongful death claims and civil rights violation, but seldom are officers of the state indicted in their deaths. These acts of violence on Black citizens have precipitated several of the major race riots that occurred in the United States, i.e. the Harlem Riot of 1964, Philadelphia race riot of 1964, Watts Riots of 1965, 1967 Newark Riots, 1967 Detroit Riots and, more recently, the 1992 Los Angeles Riots following the acquittal of 4 officers in the videotaped beating of Rodney King.

In what follows, I contextualize Kiwane’s death the way in which I did for the class: by discussing Kiwane in relation to other high profile police killings of unarmed citizens and by discussing the dynamics and the symbolism of what is called “The North End,” the predominantly Black community just north of the university campus. I then look at juridical processes that have been used by the state to isolate and control the masses of Blacks since slavery. I use the example of contemporary anti-loitering laws, tracing them to vagrancy laws used on Blacks to return them to a form of enslavement through the convict lease system. Afro 220 student, Justin Allen, expands on this topic in his paper and website. I outline the pedagogical process and the readings used in the course followed by the title and abstracts from each student’s final paper. I conclude by offering my personal *raison d’etre* for doing this work as a member of multiple, overlapping communities.

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#### The North End Community and Black Containment Laws

In understanding the spatial and geographic location of residents in what is called “The North End,” it was necessary to look at historical patterns of segregation: the way Blacks, immigrant populations and minority groups are sequestered into spaces once habited but left following neighborhood decline and the expansion of the city. In the North End of Champaign, railroad tracks, old and dilapidated housing and a lack of commercial development characterize the area. Additionally, following the concentric pattern of city development (Chaskin, 1997), the area immediately surrounding the downtown area, once an area of commerce, shows signs of decline and decay: rust, shuttered businesses and vacant lots over grown with brush and strewn with litter. In an effort to revitalize the area, newer subsidized housing has been built as well as mixed income properties, with larger, newer homes to attract solid working and middle class Black families back to the neighborhood. Despite these attempts to modify the environment and the structures that are situated therein, this area is heavily patrolled and policed with the police station located at the southern edge of the community resembling and occupying force. Students discussed this form of colonizing and colonial administration through the works of Linda Tuhiwai Smith (1999) who argued that the elite choose to self-segregate in the better areas of the city, town, state, with access to pristine public spaces, vibrant commercial areas, healthy food and quality schools. Meanwhile, poor and undesirable populations are quarantined as if they were diseased (Foucault, 1975), festering in areas that are compromised by environmental and sensory pollution. Foucault argues that in these instances, the police act to control the spread of disease (the diseased) to the larger social body.

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Despite the admission of Champaign police that they do not have a gang problem--as witnessed by Afro 220 student, Brian Thompson during his ride-along with local police--groups of Black men gathered on the streets, in front of homes or on the corners, are stereotyped by the police as unemployed, mischief making, miscreants. Young men and boys who may otherwise be law-abiding citizens gathered to socialize and engage in leisure time activities are stereotyped as possible gang members and criminalized. Blacks from the North End community are routinely stopped, forced to show identification in order to have their names run through a database to check for outstanding warrants, searched, subjected to drug dogs and have their privacy and human rights violated. This was certainly the case with 17 year old Brian Chesley.

On March 30, 2007, Brian was walking an 8 year old home when he was stopped by Champaign in Frederick Douglass Park after they had left the gymnasium following a late night basketball game authorized by the Champaign Park District. Brian was attacked by three officers, pepper sprayed, and sent to the hospital. He was convicted and sentenced to serve 100 hours of community service. His lawyers sought to have the verdict overturned claiming that Champaign police officer Andre Davis was not authorized to stop Chesley, and that doing so was "selective enforcement of the law." The park district had allowed a late, open gym causing those who had participated to have to exit through the park that the officer claims was closed. Stopping citizens, primarily Black citizens, and forcing them to present identification on demand is reminiscent of requiring enslaved Blacks to show permits to be off their plantations or South African pass laws. As a class we concluded that despite the signing of the 1865 Emancipation Proclamation and the adoption of the Reconstruction Amendments, new Jim Crow laws centered around the criminalization, incarceration and extermination of Blacks demonstrates that, as a group, African America has yet to achieve full civil and human rights.

### Afro 220: The Class

On the first day of class, I had students read and discuss a short piece on interviewing. Towards the end of the class, I had them write down a few questions they would use to interview a classmate in order to introduce them to the rest of us. This exercise was done, not just as an icebreaker, but also as an introduction to the ideas of positionality (who has the power), voice and representation. How they represented their interviewee was how we came to know that person. The lesson learned was the moral and ethical obligations we have towards our subjects when we engage in research: "First do no harm."

The primary readings for the course were:

Joao Costas Vargas, *Catching Hell in the City of Angels Life and Meanings of Blackness in South Central Los Angeles*. University of Minnesota Press (2006)

Linda Tuhiwai Smith, *Decolonizing Methodologies*. Zed Books (1999)

Mazama, Ama (Ed). *The Afrocentric Paradigm*. African World Press (2003).

Selected chapters from *The Afrocentric Paradigm*, Mazama, Ama (Ed).

Selected chapters from D. Soyini Madison, *Critical Ethnography: Method, Ethics and Performance*. Sage Press (2005).

Michel Foucault. *Discipline & Punish* (1975), Panopticism. *Discipline*. Foucault.Info. Retrieved January 22, 2010, from <http://foucault.info/documents/disciplineAndPunish/foucault.disciplineAndPunish.panOpticism.html>

The State: a lecture delivered at the sverdlov university. *Marxists.org*. Retrieved March 11, 2010, from <http://www.marxists.org/archive/lenin/works/1919/jul/11.htm>

Wacquant, L. From slavery to mass incarceration. *Rethinking the 'race question' in the US*. *New Left Review* (2002).

Additionally, students had to identify and read literature relevant to their individual studies

The syllabus was designed to increase the students' critical apprehension of the dynamics involved in the construction and function of the State (Lenin, 1919), the role of the police in the State (Foucault, 1975), the evolution of Black containment and criminalization from the period of enslavement to the contemporary moment (Wacquant, 2002), theories of community and neighborhood (Chaskin, 1997), and culturally sensitive ways of performing research in marginalized communities (Madison, 2005; Smith, 1999). I also provided links to youtube videos (music and documentaries), online journal and newspaper articles, documentaries and websites through email and an online learning environment, COMPASS. All of these resources combined to provide the students the analytic tools to deconstruct, make meaning of and theorize the phenomena of police violence against unarmed citizenry.

The second week of class I invited two members of the community, Brian Dolinar, editor for the local independent newspaper and Martel Miller, a local African-American male who had begun a police monitoring program. Both of these speakers had actively been involved in the case since Kiwane's death to speak to the class. They provided useful information that helped the students think about the area of research they would like to pursue as it related directly to Kiwane's death, as well as to the phenomenon of police brutality against Black citizens throughout the country. I also invited Kerry Pimblott, a doctoral student in history, to serve as guest lecturer. She had worked with a local activist organization, C-U Citizens for Peace and Justice researching the case. Professor Abdul Alkalimat lectured the students on the dynamics of the state via a 1919 transcribed lecture of Vladimir Lenin on The State. Professor Thomas Weissinger gave a presentation to the students on library resources available to them on subjects related to Kiwane's killing.

The students selected a diverse array of topics that included ethnographic studies that assessed youth perceptions of police, the role of alternative schools and their configuration in the school-to-prison pipeline theory, police-community relations from the perspective of the police, the history of policing in the Black community, community violence and its impact on Black mothers, and the ways in which Black youth are criminalized during their early developmental phases.

The final consisted of a paper and an in-class presentation. While the paper was a traditional, APA formatted document, I encouraged students to use nontraditional ways of presenting data to the class, i.e. through performance, video, auto-ethnography, poetry and song. Elizabeth Clark, Erica McKinney, Antionette Moore and Tolani Odutayo created edited videos. Daneke Anderson and William Arnett used raw footage formatted on DVDs. Tanesha Clausell and Kortney Fox used Powerpoint slide shows with embedded Youtube videos. Justin Allen created a website and Cleveland Pitts wrote and performed a poem.

### Student Abstracts

#### **1) Comparative Women Perspective: Police Brutality and Community Structure**

Antionette Moore, Junior, Child and Adolescent Development (Afro minor)

My proposed research will compare the perceptions of Black women on how police brutality affects the black community structure and the black youth lives, in three very different Black communities in the state of Illinois: Austin and Lawndale in Chicago, a large urban setting, and Champaign area, a small, semi-rural, college town area where Blacks are 12% of the county population. My findings focus on the negative relationship between the police and the black community, the nurturing and protective roles of "othermothers" in the black community, and the rationale behind policing practices in the black community. My proposed research questions: Why is police brutality increasing in the black communities? What do "othermothers" perceive to be the cause of police brutality in black communities? Is racial profiling on Black youth a result of their race or the symbolic community in which they live?

## **2) Age: An Irrelevant Factor in Criminalizing Black Male Youth**

Tanesha Clausell, Graduating Senior, English (Afro Minor)

Over the last century, there have been a number of violent acts inflicted on young black men stemming from police brutality. As an outsider to exactly what is to be a young black male, this project is geared toward observing issues of black masculinity among black male youth, and the role in which race plays as an antagonist for their incrimination. Upon explaining this epidemic, I will draw from case studies of Kiwane Carrington, George Stinney, and a young black male whose name has gone unreleased to the public whom I will apply the alias “Invisible Teen”, which all involve cruel and unusual treatment on behalf of the police. These cases, along with thousands of unmentioned cases that have occurred within the United States, are representative of the violence inflicted on young black men from police brutality, and has by far exceeded the expectations and rules governing the treatment of adolescents within the judicial system. These sadistic acts expose the thesis of this paper, which explains how age becomes a most irrelevant factor in ways in which police determine the young black male’s innocence, intent, punishments, future, and character.

## **3) Police Residency: Issue or Hype**

Tolani Odutayo, Graduating Senior, History

It is not difficult to discover that in the United States issues consistently arise surrounding the police and African-Americans. On October 9, 2009 those issues were compounded, as an unarmed 15 year old boy named Kiwane Carrington was shot dead by a police officer in Champaign, Illinois. As expected, the North end of Champaign was filled with outrage, as this was not the first time that questionable tactics have been employed on members of their community. From that outrage came the suggestion for Champaign police to have a residency requirement for their police officers, citing negative perceptions of residents as a possible contribution to Kiwane’s death. This suggestion banks on the idea that a police officer who is from the community will understand community members more, and have a greater concern for the community itself. Despite this logical reasoning, facts supporting this theory are hard to come by, which makes it difficult for said measure to ever pass through city politicians. Yet in the place of this lack of facts to support a residency requirement would be successful, is the history of the over-policing of African-Americans, and the theological concepts which can connect the police department’s separation from the North end community to the poor quality of policing, and in effect, pinpoint it as a potential contributing factor to Kiwane’s death.

## **4) Champaign Police Perspectives on Policing**

Bianca Zaharescu, Sophomore, African American Studies

This study will investigate Champaign police perspectives regarding their role in the Champaign-Urbana community, the communities themselves that they police, and instances of negative or tragic interactions between them and the community, such as the fatal shooting of fifteen-year-old Kiwane Carrington in October 2009. My analysis will be grounded in the words and responses of members of the Champaign police force, gathered first hand. This study aims to better understand what police members themselves are thinking, for the aim of opening the type of dialogue that can facilitate the aforementioned positive movement from within the police force as well as from the community. My findings show that differing understandings of the role of history between the community and the police are one of the central factors in continuing to negatively shape community-police relations through distrust and lack of understanding. The conclusion of my research is that increased honest and meaningful conversation between the Champaign police force and members of the African American community, in particular, will be critical to making any genuine progress in police-community interactions and dynamics.

### **5) Police Disconnect: A Study of Police and Community Relations**

Brian Thompson, Sophomore, Psychology

Throughout the country there have been a number of fatalities committed by the police in marginalized communities and brought down upon marginalized peoples. This seems to be a trend in American society dating back to the American Slave Trade. Continuing this trend after the abolishment of slavery with the Jim Crow era where countless individuals were beaten, murdered, and lynched on a daily basis. These tactics transitioned into the modern society creating modern forms of oppression where covert and institutional racist ideals followed by oppressive acts have reached their pinnacle. This succession of acts brings into question the role of Law Enforcement in modern society. Are they in place to ensure the safety and well-being of the individuals in the communities they serve or are they merely mid-level enforcers set in place to colonize and subjugate “deviant” American societies? In order to get the answers that many of us seek I will attempt to assess police relations with community members in hopes increasing their understanding of what is seen as black “deviant” communities.

### **6) Black youth on police brutality and lack of action**

William Arnett, Junior, History

My research project involved me researching ten Black youths from both urban and suburban neighborhoods on their views of police brutality. I began my research expecting to find evidence that Blacks in America are policed more harshly than Whites. While I did acquire enough evidence to strongly support this theory, I had to rely on my interviews to help me draw a concluding solution to the issue. From them I gathered that police are viewed as positive forces to many Black Americans, but they can't be trusted to do their jobs correctly. It was generally agreed that police are above the law and as such, they often break it. Unless there are consequences for their actions, they will continue their abuse, most often at the expense of Blacks, or other minorities. The purpose of my research is to inform people about the seriousness of the situation, because many people see police brutality as a long forgotten chapter in history.

### **7) In Their Own Words**

Erica McKinney, Graduating Senior, Broadcast Journalism (Afro minor)

Throughout the United States relationships between the police and black youth is both challenging and dysfunctional. This is so for many different reasons. One of the main reasons for the tension in these relationships is the heavy policing in black communities or the lack of trust between the two parties. Another reason for these attitudes: the fact that many African-American witness first hand police brutality and harassment. In the Champaign-Urbana community this is clearly seen through the relationships that North End residents have with the Champaign police department. The murder of Kiwane Carrington, a 15 year old Champaign resident that who was shot and killed by the police, has only intensified the negative relationships between the two groups. In my work, my intent was to explore how African-American teens view the police. Specifically, through in-depth interviews I sought to uncover the perceptions that young, Black females have concerning the police and how these perceptions developed.

### **8) The Death of Kiwane Carrington: North End Perspective**

Daneke Anderson, Graduating Senior, Sociology (Afro minor)

Exposure to violent acts committed on youth by police is a major issue that needs to be addressed in order to prevent future occurrences. African American youth are being gunned down by individuals that have been sworn to serve and protect. A young teen named Kiwane Carrington lost his life at the hands of a Champaign officer. The proposed study is a qualitative, ethnographic study that seeks the voice of Black men who frequent the barbershop. The barbershop has historically been an important venue in the Black public sphere for critical discussion. Through these interviews, I aim to give a voice

to individuals who have, heretofore, been voiceless. This study also serves the aim of discovering alternate ways or procedures the community would like to see implemented by the police that will give community members hope that another teen will not lose his or her life randomly like Kiwane Carrington.

#### **9) Slave Patrolling as a Precursor to the Current Policing of Blacks in Champaign, Illinois: A Sociohistorical Perspective of Slave Codes, Black Codes and Illinois Laws**

Justin Allen, Junior, Sociology

This study will track the progression of slave patrolling tactics to the way Blacks are being patrolled in Champaign, Illinois. The study will follow the transition of slave codes to current Illinois laws. The ways in which slave codes and current Illinois and Champaign laws were written to control, track, suppress and kill slaves will be detailed in this paper. The findings reflect that the link between slave patrolling and current Champaign policing of Blacks still exists. This study will examine how current Illinois and Champaign laws are rooted in slave and Black codes of the past. The results will show slave codes and Black codes have led to current Illinois and Champaign laws that allow, and promote the controlling, tracking, suppression and killing of blacks for economic gain and social control. This study will also explore events of Champaign police misconduct, abuse and murder ranging from 1969 to 2010.

#### **10) Where is the Unity between the Campus and the Local Community? Focusing on Student Involvement at the University of Illinois in the North End of Champaign**

Elizabeth Clark, Junior, African American Studies

As in the racial history of America, Champaign is still divided by train tracks separating race and class. The North End of Champaign, where the majority of the Black community is located, is constantly dealing with issues of exaggerated police surveillance, harassment, and police brutality. In previous years, universities have been known as institutions of protest and political activism. This brings forth the question of how students of the University of Illinois respond to the injustice which takes place in their local community, outside of campus, such as the killing of Kiwane Carrington. Earnest T. Stringer states, "Community action research is a collaborative approach to inquiry or investigation that provides people with the means to take systematic action to resolve specific problems." Through interviewing a diverse group of the university's students this research seeks to find the perception of students in terms of community involvement, with goals of increasing their awareness and desire to take action.

#### **11) Criminalization of the black youth through the education system**

Kortney K. Fox, Graduating Senior, Chemistry (Afro Minor)

Kiwane Carrington, an unarmed, 15 year old, African-American male shot and killed by police, was not only a victim of an "accidental" murder he was also a victim of criminalization by the school he attended and the location he lived in. Kiwane attended the R.E.A.D.Y. program which is an alternative school. Many students like Kiwane are quickly labeled and targeted by state and local law enforcement due to the fact that they reside in the low income communities and attend alternative schools. Examining the constructs that have created these systemic forms of oppression that have been institutionalized into the school system will better equip activists with the knowledge to make a change. I will look at all the possible constructs that cause students that attend alternative schools to be criminalized. In addition, I plan to explore the panopticon structure that is present in alternative schools along with the connection between literacy and freedom for students that attend alternative schools in hopes to draw a connection between Kiwane's death and the criminalization of students that attend alternative schools.

## Conclusion

The goal of the course, which also became the goal of individual students, was to give voice to members of Champaign's African-American community and provide useful information to the community and concerned individuals in order to facilitate positive transformation. Though this was my first time teaching a research methods course, I used the opportunity to critically engage the students in an issue of vital importance to the Black community. As a course offered by the Department of African American Studies, I felt it was necessary to construct a dialogic pedagogical approach that combined theory and application in order that students understand how to use the power and privilege of intellectual development for the sake of their local and global communities. Politics are local. How we as scholars and researchers respond to the needs of our local communities requires us to identify, explore and create best practices that can be extended nationally and globally in the pursuit of just social relations and quality of life experiences for global citizens.

## **Sharon Irish, "Ubuntu: Anti-Racism," *The Digitized Heart: Musings about connections among heartfelt community engagement and networked systems*. Blog entry. 13 December 2009.**

Last Thursday (December 11), I attended a panel organized by a working group at the University of Illinois called Ubuntu. Computer scientists kind of colonized the word by using it to describe a Debian-based Linux distribution. But in any case, Ubuntu is a Xhosa and Zulu word describing a philosophy of community and sharing. And the UI Ubuntu has come together in the aftermath of the shooting death of 15-year-old Kiwane Carrington of Champaign. Kiwane died after being shot by a police officer in October 2009 at close range, as he was trying to enter a house where he had been staying. His friend who was with him, Jashaun Manning-Carter, has been charged with aggravated resisting arrest (a felony) for trying to avoid the police. Jashaun just turned 16, and will be on trial in early 2010. There has been a lot of news coverage (in several publications and online), so I won't repeat what is covered elsewhere.

Ubuntu participants want to reclaim the Black Studies tradition of scholar-activism, and I applaud them! Historian Clarence Lang talked about the continuum between academic excellence and social responsibility; campus and community; study and struggle. Historian Sundiata Cha-Jua spoke about reviving a Black United Front that would bring about an annual report issued on the police use of force; a petition to Congress to make the police use of excessive force a federal crime; and a citizen's police review board in Champaign, among other ideas. Imani Bazzell, who wears many hats, mentioned her program, At Promise of Success, which sees youth as promising success rather than at risk of failure. She advocated for workshops for public school teachers to increase their knowledge of the black intellectual tradition. Sociologist Ruby Mendenhall spoke about the oral histories that she has been gathering with her students. County Board member Carol Ammons spoke movingly about her anguish and her frustration with teen-police relationships. I cannot even begin to do justice to the powerful words she voiced. Other speakers included Brendeasha Tynes, Ken Salo, Kerry Pimblott, Barbara Kessel, William Kyles and Pastor Nash. Barbara Kessel spoke about her research into domestic rendition, the removal of prisoners from Cook County Jail to Kankakee in order to use tasers on these men. Taser use in Cook County is illegal.

The room was packed. There is such a need for coordinated effort and continued conversation. Thanks to Ubuntu for taking up the challenge. I hope we can build a strong wall, with varied bricks and stones, that will collectively support each other and resist disunity in the face of inevitable differences.



**Ray Muhammad and Ruby Mendenhall, "Letters to the President Program," Flyer and Poster. 2010.**

Poster for Project presented at Public Engagement Symposium, March 2010

Letters to The President: An Urban Youth Literacy Civic Engagement Project

Ray Muhammad and Ruby Mendenhall – Co-PIs; Aaron Ammons – Project Director

**Abstract:** The tragic death of 15 year old Kiwane Carrington at the hands of Champaign city police and the youth activism in its wake has saddened and inspired all. Their activism highlights the national tragedy and increasing national trend of youth victims of violence. Recent national exposure of youth victim Derrion Albert in Chicago caused The President to send a representative to help facilitate solutions. This project allows youth to take advantage of this historical moment in a very unique way. This moment is where a Black U.S. President is considering and making statements about youth victims of violence in Midwest cities. This moment can be profoundly affected by empowering youth to offer their unique experience and informed perspectives in formal letters written to U.S. President, Barack Obama, and other elected officials at all levels of the government.

**Project Goals:** To inspire further civic engagement by high school-age, violence-affected youth and similarly affected college-age youth; To help youth address public officials and government leaders to effect change. To improve youth literary and leadership skills; To expose youth participants to a rich cultural history of literary civic engagement and protest and struggle by African Americans around issues of youth affected by violence To introduce youth participants to a variety of professionals and experts on these issues To foster relationships between the Department of African American Studies (DAAS) faculty and University of Illinois students, local high school age youth residents, local community institutions, and leaders. To engage the general public on the issue of youth victims of violence by presenting the unique perspective of urban youth

**Program Participants:** High School Age Youth -- GED Program; Ready Alternative High School; Urbana High School; Centennial High School; Central High School; Boys and Girls Club; YMCA; Youth not in school. College Age Youth -- University of Illinois – 100 Strong; Parkland College; GED Program; Youth not in school; Barber shops and hair salons

**Project Components:** Weekly workshop sessions will be organized to produce four letters from each youth participant. These letters will address concerns around youth victims of violence. Speaker presentations and small group exercises will be used to promote team building and peer-learning between high school-age and college youth. This will also help to facilitate writing skill acquisition.

**Expanding Campus Public Engagement:** This project further expands our campus' public engagement capabilities by building partnerships between (DAAS) and Champaign-Urbana local community institutions from which youth participants may be drawn. These partnerships will continue through the youth participants who form relationships with DAAS faculty over the year long project.

**Public Engagement Products:** The effect of this project extends beyond the boundaries of campus and Illinois by offering a written volume of all letters to The President authored by affected youth participants. This volume can be showcased outside the state and used to connect with other affected youth across the country.

***Excerpts from the website for ELSEY: Extending Library Services to Empower Youth, last accessed October 2, 2010. [Project team includes Joe Coyle, Jeanie Austin and Rae-Ann Montague, Graduate School of Library and Information Science].***

Extending Library Services to Empower Youth (ELSEY) began in 2009 with the goal of revitalizing the library collection in the Champaign County Juvenile Detention Center. In working to remodel the library in the CCJDC, key areas of focus in working to build meaningful libraries for youth in juvenile detention centers have been identified. These areas include providing materials for a range of literacy levels, providing means to access relevant materials, organizing the library so that it speaks the language of the youth, and providing programming that links the youth to the public library. All of these efforts are undertaken with the goal of increasing the life chances of incarcerated youth and reducing rates of recidivism.

ELSEY has extended its reach beyond the CCJDC library to include presentations and information distribution, and will continue in its efforts to make more individuals aware of the rewards of maintaining library systems and providing information literacy programming to youth located in juvenile detention centers.

Staff from the CCJDC are heavily involved in the project and are invested in the success of youth in the center. These staff make it possible for collaboration to exist, and support its continuation alongside a number of community groups and organizations. In addition to CCJDC staff, ELSEY includes the following collaborators:

- Peer Ambassadors (PAs) is a group of African-American and Latino/a youth that provide peer-to-peer counseling, peer education, and leadership in the surrounding community. The PAs utilize their own experience to connect to their peers and to identify and address social justice issues. The Peer Ambassadors initiated the detention center library project. They currently contribute to the library project in a number of ways, including organizing materials, fund raising, and leading workshops and discussions with youth in the detention center.
- Graduate School of Library and Information Science (GSLIS) is committed to exploring how information is used in society and in extending information access to individuals. Students and staff from GSLIS support the project by providing input on organization, materials selection, fund raising, and project promotion.
- Urbana Free Library (UFL) is a top-ranked public library that serves 1,000 users a day. UFL provides guidance on modeling the CCJDC on public library organization. It also donates materials to the project as is possible. The youth services librarian has been especially instrumental in creating a partnership between Urbana Free Library and the Champaign County Juvenile Detention Center Library Project.
- Books2Prisoners is a community-based group of volunteers that collect donation materials to mail to prison inmates in Illinois. They stock two libraries in prisons located in Champaign County. As part of the CCJDC Library Project, Books2Prisoners shares donated materials and advice regarding collecting books for the library.

### History of Collaboration

The Champaign County Juvenile Detention Center (CCJDC) is located in Urbana, IL. It has a maximum capacity of forty youth at any given time. The staff are committed to improving the lives of the youth held at the center, and have worked to establish programs and connections with community groups. The CCJDC had an established library that the youth frequented at the beginning of the current collaboration. While the youth continued to use the library, and staff supplemented the existing

materials when possible, many of the materials contained within the collection were in disrepair, outdated, or were irrelevant to their lived experiences.

In 2009, the need for a relevant library and information literacy program was identified in the Champaign County Juvenile Detention Center. In response to this, the Graduate School of Library and Information Science at Illinois (GSLIS) formed an alliance with the CCJDC, the Peer Ambassadors (a group of African-American and Latino/a youth involved in mentoring and providing community services), and Urbana Free Library. It is through this alliance and research into other juvenile detention center libraries that the need for contemporaneous model for creating and maintaining juvenile detention center libraries that incorporate youth voice, community partners, and improved literacy skills of incarcerated youth was identified.

GSLIS, CCJDC, Peer Ambassadors, and Urbana Free Library have agreed to work together to support the full implementation of an effective model for providing libraries and library services to incarcerated youth located within the CCJDC. GSLIS initially became involved in this collaboration at the request of the Peer Ambassadors. Urbana Free Library subsequently committed its support for the project. Other community groups have expressed interest in the project and may be incorporated in the future.

The Peer Ambassadors have provided programming in the Juvenile Detention Center, and have led conversations with youth at the CCJDC regarding various aspects of the existing library. Youth in the Champaign County Juvenile Detention Center have stated that they have a clear desire not only for additional access to materials, but also for specific materials that are applicable to their experiences. There is a demonstrated interest in the availability of libraries and library programming within the center.

In many ways, youth at the CCJDC are typical of other detention sites. For example, they have low reading levels; come from more than one county; and often represent historically underserved groups (75-77% of the youth are African-American and 66% of that group are male). That said, one unique aspect of the site is its close proximity to the University of Illinois GSLIS and the Urbana Free Library. Bringing these organizations together and extending the network with other local resources offers tremendous potential to link the needs of local JDC youth with new opportunities. Building on these connections to develop and disseminate a replicable model will enable empowerment to spread throughout the state of Illinois and beyond.

## **SECTION 2 - Contemporary Projects**

### **Part 3 - Environment and Food**



Mother Dawn Blackman tending the Randolph Street Community Garden, Champaign, Illinois, October 9, 2010 (Photo by Patricia Rosario)

## Ken Salo, "Citizens , Experts and Local Environmental Knowledge" Powerpoint Presentation.

### Outline

Introduction of key debates on the role of expert and local environmental knowledge (LEK) for public health and planning practices

**Case study:** Context: North Champaign

**Community client:** CUCPJ

**Conflict:** environmental health risk assessment of an abandoned gas manufacturing plant

**University-community collaboration:** UP 478



Fifth and Hill site in North Champaign prior to start of clean-up by Ameren IP.

### Key Debates

- How can local, experiential forms of knowledge and expert, scientific knowledge (of env health) interact in ways that neither exclude nor exploit/romanticize local knowledges (beyond the binary of experiential v expert knowledge)?
- How do dissenting social movements make visible the structural inequalities in urban landscapes and promote democratic models of decision making?

### LEK Debates in Public Health

Recognize that scientific risk assessment's (SRA), are contextual and contingent on the willingness of citizens to accept expert scientific framings.

- Emerging hybrid models call for : analytic-deliberative processes of decision making.

### LEK Debates in Urban Planning

- Collaborative/Insurgent planning orientations argue that (techno-scientific) planning practices produce "instrumental" effects and unstable spaces.
- Stable spaces are the temporary outcome of struggles between formal actors and informal social movements over equitable ways to share space.

### LEK Debates in UP478 Workshop

- UP 478 engages a community client (CU Citizens for Peace and Justice) in debates on how poor people participate in reshaping urban inequalities in CU.
- Advocates that planning is normative field and planners should mediate between scientific experts, policy analysts and local communities in ways that promote democratic, cross-cultural dialogues.

Case study and Context:

- Context: N. Champaign
- Community client: CUCPJ
- Fifth and Hill Site
- Conflict: environmental health risk assessment of an abandoned site
- Outcomes of the university-community collaboration through UP 478 Workshop



Fifth and Hill Site before removal of gas manufacturing plant in the 1950s.

Contested re-presentations of case study context

- N End as segregated space due to suburbanization, white flight and urban renewal projects;
- Douglass Park Neighborhood as socio-cultural center
- City District 1 connected to campus via 4th Street and downtown via N First Street development corridor.

Case Study

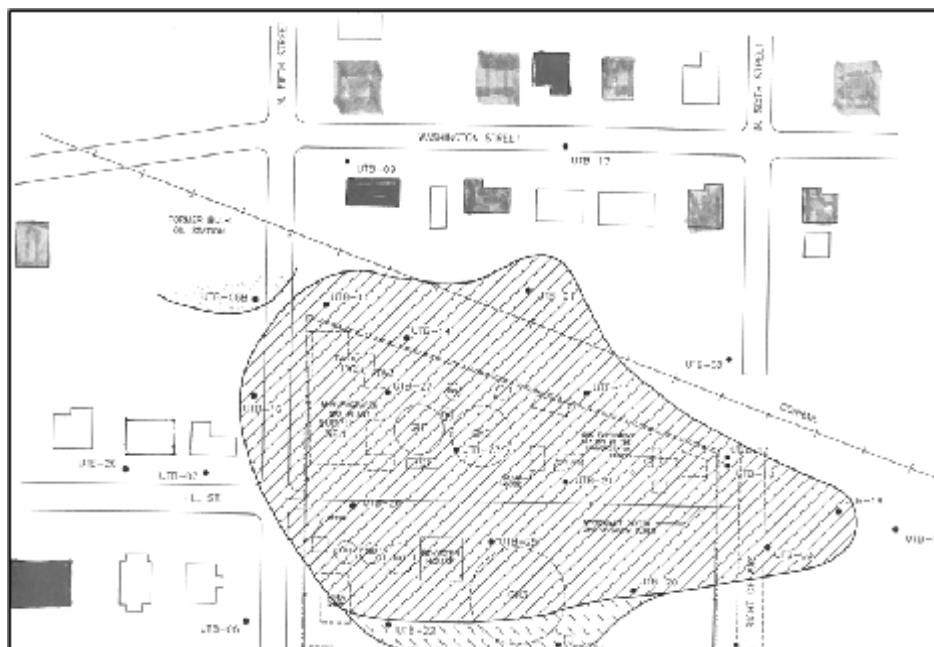
CUCPJ's FOIA request to the IEPA in response citizen concerns about health risk of vacant lot.

Former Manufactured Gas Plant in North Champaign, image circa 1953

UP 478, 2007 adopts CUCPJ as community client.

UP 478 activities

- a) Archival search;
- b) Freedom of Information Act (FOIA) request
- c) Attending closed meetings and open houses;
- d) Organizing public meetings;



Urban Planning students mapped chronic health problems near the Fifth and Hill site.

e) Toxic tours; f) Radio programs, focus groups and face to face interviews; g) Organizing health-justice coalitions; h) Mapping local knowledge of health concerns i) Revealing contrasting evidence for counter claims.

#### Ameren's positions and practices

- Ameren IP claims that their voluntary site remediation project (VSRP) is compliant with federal and state laws and in progress since 1990's.
- Their community relations protocol has put information in public domain.
- Local area librarian claims that no information was ever deposited at Douglass Public Library;

#### Other actors' positions and practices

Coalition of IEPA/CCPHD/CC/ICC claims that Ameren IP's VSRP is legally compliant. Their SRA is adequate and confirms that underground toxins present no immediate threat to public health; VSRP adequate for non-residential development of urban Brownfield.

#### Challenges of working in segregated and fragmented communities:

Difficult history of university engagement with the N. End community (eg Ken Reardon's project); Creation of Champaign County neighborhood services and Neighborhood Wellness Plan; politics of economic revitalization versus public health in city council; failed NGO-CBO coalition (funding); Revealing adverse environmental health risks in the face of power.

#### Conclusion

Participatory mapping of LEK can reveal structural inequalities; LEK can offer opportunities for integrating local and scientific forms of knowledge when power disparities are not extreme; Dissenting practices of counter-hegemonic movements create moments for participatory planning practices.

(Next Page) **Ken Salo, Urban Planning Students and C-U Citizens for Peace and Justice, "Champaign, IL, Toxic Tour Map."**

# Champaign, IL Toxic Tour Map

Citizen's Park is located in the Garden Hills Neighborhood. Thompson Parks is located along Bradley Ave. These are only two of the many "mini parks" north of University Ave, which serve no functional purpose. Illinois State Law states that dealing drugs to a minor within 1,000 feet of any park is subject to an increased sentence, therefore the intention and placement of these parks in primarily minority neighborhoods is questionable.

Situated in a residential neighborhood, ABC Sanitary raises zoning and public health questions.



Power line structure and power pad located on Goodwin Ave, one block North of University Ave.

The odor in this area comes from the processing of soybean oil at ACH, causing concern to nearby residents.



Beginning in 1999, nearby residents complained of a gritty substance, later found to be a sand and metal mixture, on their vehicles and lawn furniture. 45 residents filed a lawsuit and the courts ruled in their favor, awarding them \$547,000.

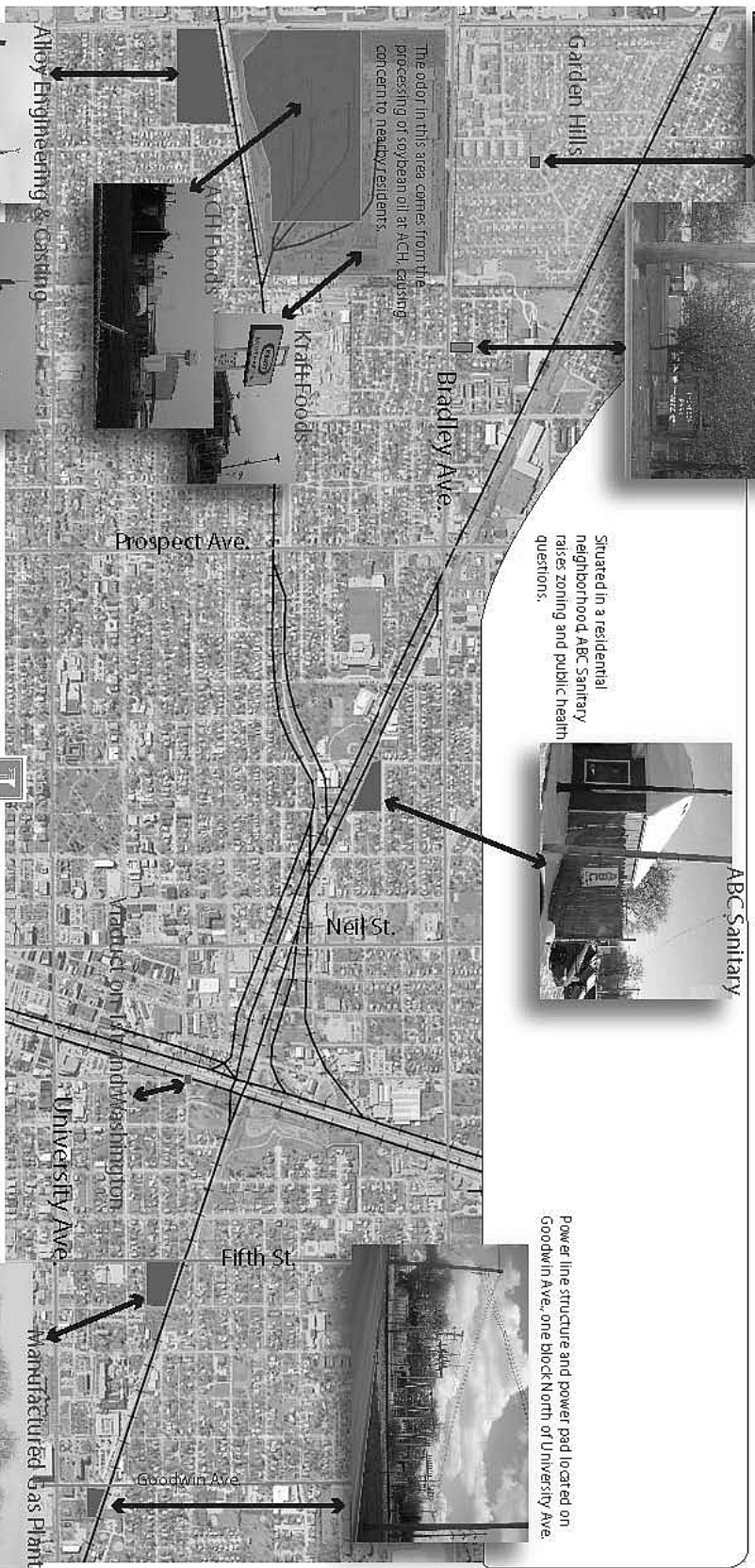
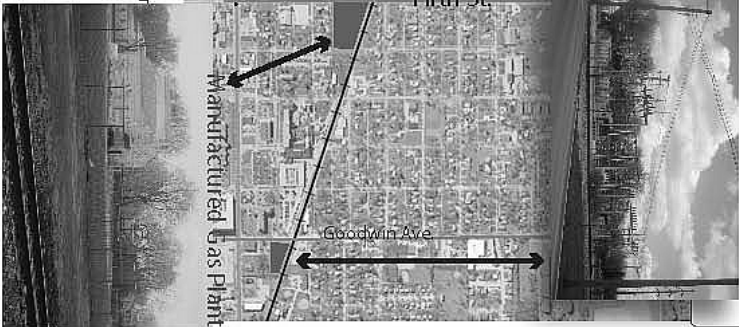


CU Citizens for Peace & Justice



University of Illinois

Fifth and Hill site is a former manufactured coal-to-gas power plant. Site has been vacant for decades. Coal tar, a known carcinogen, was discovered on the site in the late 1980s. Illinois Power is still investigating the site and its potential health effects on the public.



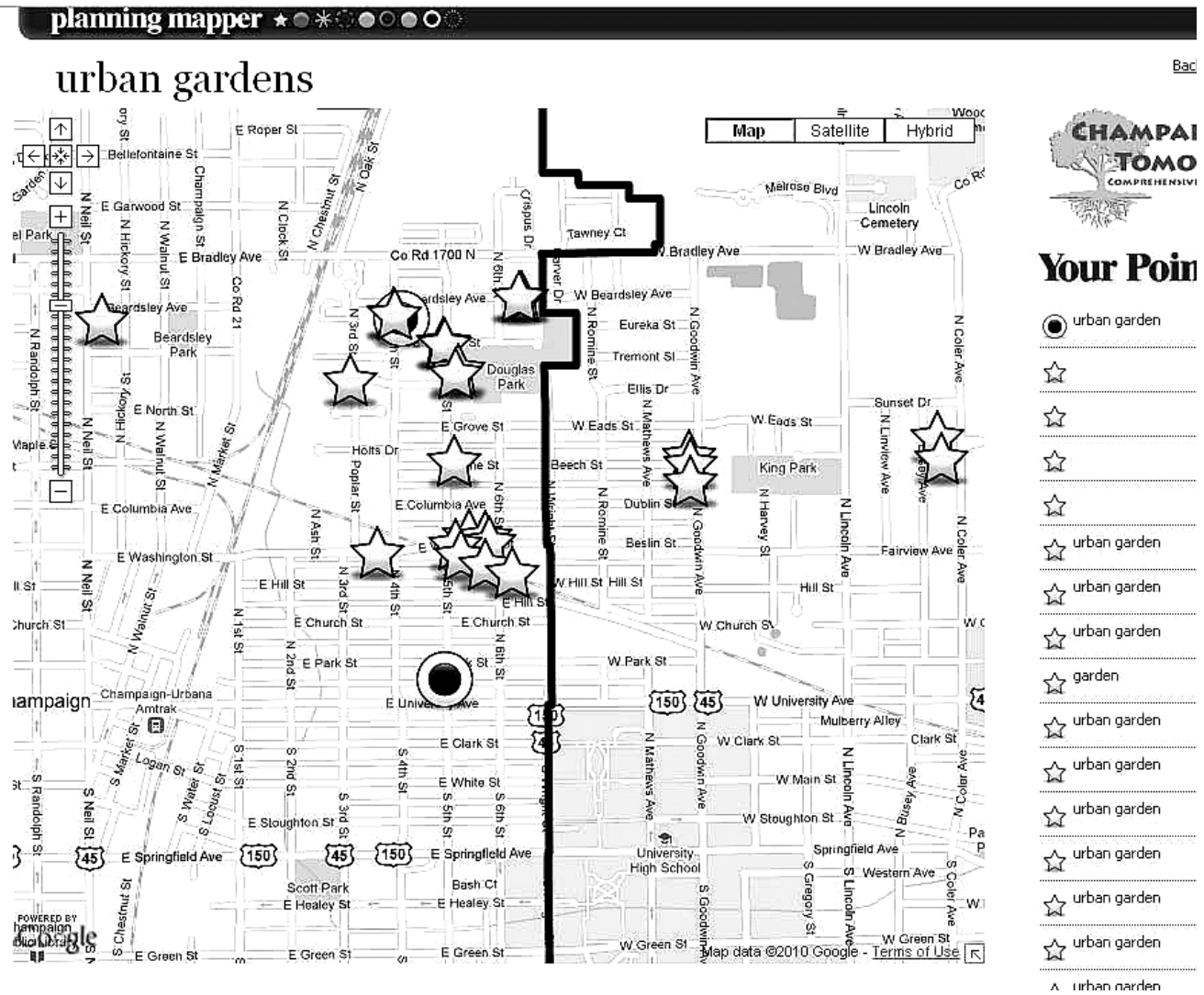


**Kimberlie Kranich (WILL Illinois Public Media). "Organic Gardener Maps Gardens in African-American Community," C-U Fit Families Blog. 23 June 2009.**

Aaron Ammons has turned the greater part of the backyard at his north Urbana home into an organic garden. His wife Carol, and their sons Jelani and Amir, actively maintain the family's garden along with Aaron. Aaron's love of gardening developed as a boy and was sparked by an aunt from Chicago (see Aaron talk about his initiation into gardening in the video at: <http://www.youtube.com/watch?v=-CZWbzQQvKg>). Aaron gardens today for a multitude of reasons including staying fit, eating healthy and saving money. Learn more about why Aaron gardens in the video at: <http://www.youtube.com/watch?v=Y1n8EMNJDOA>.

Aaron is also a community organizer. Inspired by a class he took with Professor Ken Salo at the University of Illinois, Aaron started to interview other African American gardeners in Urbana. He talked to them about their gardening tips as well as the role gardening can play in building community and the sharing of important information. Learn more about Aaron's community garden mapping project in the video at: <http://www.youtube.com/watch?v=C6QVLZ0bOeI>.

Aaron has put his map on-line at the City of Champaign's Champaign Tomorrow website.



**Yolanda Richards, Abstract for Capstone Research Abstract: Young Planners Network, Department of Urban & Regional Planning, Summer 2010.**

The project will focus on the incorporation of youth within the planning process across the United States, in the goal of developing planning strategies and models for youth in Champaign, Illinois. Using three Young Planners Network (YPN) organizations, this project will present case studies of various organizations with YPN that have implemented youth within educational curriculums, nonprofit organizations, and local government. By acknowledging these organizations that have successfully collaborated with youth, a curriculum/project will be produced that aims to create an opportunity for youth in the Champaign community to be part of the planning process. Through this project, a community map will be created, displaying the numerous youth organizations that exist in the Champaign-Urbana community. The map will be a source guide for those who are interested in finding resources on youth, social justice, community development, and progressive organizing.

**Students under the Supervision of Stacy Harwood (Urban Planning). "Farmers Market on Historic North First Street Community Survey Results." Spring 2010.**

Graduate students from the Department of Urban & Regional Planning at the University of Illinois surveyed 85 people about the North First Street Farmers Market during the spring and early summer of 2010. The students surveyed people in-person as well as through an on-line survey.

Twenty-seven of the respondents were from the neighborhood east of the Historic North First Street Farmers Market area and the remaining 58 people completed the on-line survey. A little over half of the on-line respondents work near the market. The rest of the respondents neither live nor work near the market.

A special thank you to the Historic North First Street Business Association who helped with survey design and the in-person survey, as well as to the Downtown Champaign Business Association helped distribute the on-line survey to local businesses via email.

The following summarize the results for each question asked on the survey.

Have you heard of the North First Street Farmers Market?

The majority of those who participated in the in-person and on-line survey have heard of the farmers market. Only 10 of the 85 people surveyed had not heard of the North First Street Farmers Market (5 from the in-person neighborhood survey and 5 from the on-line survey).

How did you hear about the Farmers Market?

People find out about the market in a variety of ways including the newspaper, radio, advertising on buses, banners, driving by it, facebook and through family and friends. For those who participate in the in-person survey, family and friends/word of mouth was the most common way of learning the market, and for those who took the on-line survey, newspaper and banners were listed most frequently.

How often did you go to the Farmers Market last summer?

Over half of survey respondents actually attended the market last summer (2009). Few people attended the market consistently (weekly). Some of those who did not go to the North First Street Farmers Market, including nearby neighborhood residents, shopped at Urbana market instead.

How satisfied were you with each of the following: Live music, Socializing, Fun for the kids, Quality of food, Variety of food?

Responses varied between the surveys: overall, the online respondents had low to moderate satisfaction with the various aspects of the market, while in-person respondents reported moderate to high satisfaction.

For the in-person survey, Quality of food ranked the highest (average score 4.4) closely followed by Fun for the kids (4.3) and Socializing (4.1), Variety of Foods (3.8) and Live music scored the lowest (3.1).

For those completing the on-line survey, Quality of food also ranked the highest but with a lower satisfaction level than in the in-person survey (3.4). Quality of food and Variety of food both scored the same (2.7), Socializing (2.6), Live music (2.5) and Fun for the Kids scored the lowest (2.1).

Is there anything that you would purchase at the Farmers Market if it was available?

Respondents would be willing to purchase a variety of goods. The most categories are vegetables, followed by fruits, dairy, and meat.

Those completing the in-person survey expressed interest in the following items (in order of frequency): Vegetables: tomatoes, corn, green beans, variety of greens (collard, spinach, lettuce), okra, squash, beets, cabbage, onions; Fruits: watermelon and strawberries; Dairy: milk, butter, eggs; Meat: hamburger, pork chops, ribs, oxtails; and Prepared Foods: jam, cookies, bread, BBQ, croissants, miracle whip, ranch dressing, salsa, soy products, baby food, diet products, and tea.

Those completing the on-line survey expressed interest in the following items: Vegetables: Tomatoes, corn, greens, green beans, eggplant, peppers, broccoli, herbs, leeks, onions, squash, garlic; Fruits: berries (blueberries, raspberries, blackberries, strawberries), apples, peaches, pears, grapes, cherries, plums; Dairy: cheese (local, goat, artisan) and eggs; Meat: organically fed, free range, grass-fed meats, beef, bison, pork, chicken, bacon, lamb; Other Food items: honey, jams/preserves, nuts; Prepared foods: breads, bagels, muffins, cookies; snow cones, crepes, chocolate, and Non-food items: flowers, plants, jewelry, arts & crafts, clothing, antiques/flea market stuff clothing and home decor.

Could we improve any of the following to make it easier for you to go to the Farmers Market?

Many of the online respondents indicated that the time of the market could be improved. A couple of these respondents were interested in the market being open during the lunch hour. For the in-person survey, affordability was the main concern, followed by time. However, many other online respondents and residents alike thought that the market was accessible, a number of people suggested bike racks. To what extent would the following draw you to the Farmers Market: Recipe instructions at food vendors' tables, Cooking demonstrations, Nutritional information at food vendors' tables, Activities for kids, Social Gathering Place, Community garden in a nearby lot, Gardening tips and demonstrations, Live music, Double value for LINK card purchases, Other community services, such as a dental clinic or bike safety information?

(1= "This interests me the least" through 5= "This interests me the most")

The suggested attractions at the market elicited a variety of responses.

For the in-person survey, the community garden (average 3.4), gardening tips (3.4), recipe instructions (3.3) and cooking demonstrations (3.2) were of most of interest.

For the on-line respondents, the most attractive activities included Live Music (3.8), a social gathering place (3.8), gardening tips/demonstrations (3.7), cooking demonstrations (3.7) and recipe instructions (3.7).

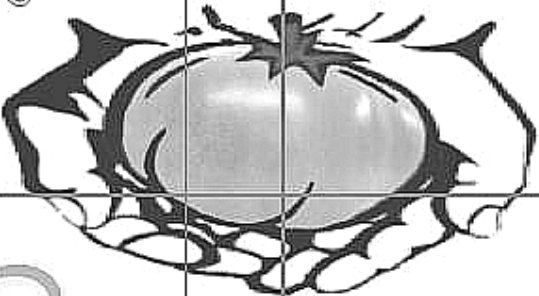


A few people talked about how to improve the market as a social gathering place, such as having cold food that could be eaten there and having more shade and tables, and a grassy.

Residents with children were enthusiastic about children's activities.

How important is it to buy food that is grown locally and/or organically?

More than half of the in-person respondents and most of the online respondents said that buying local and/or organic food was important or very important to them.

University of Illinois Extension and different Community Partners, "North First Street Prosperity Garden opening" Flyer. [Partners include North First Street Business Association, City of Champaign, North First Street Farmer's Market, Land of Lincoln Legal Assistance Foundation and the Don Moyer Boys and Girls Club]

<p>North First Street <b>Prosperity Garden</b></p>			
		<p><b>DEDICATION</b></p> <p>Thursday August, 5, 2010 refreshments and garden tours 5pm to 6pm short program at 6pm</p>	
		<p>at the intersection of North 1st Street and Church Street In Champaign</p>	
		 <p>CARED FOR BY <b>THE DON MOYER BOYS &amp; GIRLS CLUB</b></p>	
 <p>proudly supported by our partners</p>			

***Excerpts from Jon Weisman, et.al. "Sun, Dirt, Rain and Champaign," Presentation at Your Vision, Your World Campus Competition, 2010.***

Northern Champaign: An Underserved Community

- Low income (2000): Immediately surrounding Douglass Park median household income is between \$22,000 – 32,000
- Housing (2000): Immediately surrounding Douglass Park 19 – 25% of monthly rent is less than \$300
- Education (2004): Percent low income students in all Champaign Unit 4 schools: 33.8%
- Percent low income students at B. T. Washington Elementary: 68.2%
- Percent low income students at Stratton Elementary: 81.8%

Our Vision: Create a Community Garden

We envision our community garden to be an open space where residents can rent plots of land to grow their own food, learn about gardening, and strengthen their community.

An Environmental Impact...

- The carbon footprint will be reduced.
- The average U.S. meal travels 1,500 miles. Providing a local source of produce will help reduce the distance food travels.
- Water runoff will be absorbed.
- The garden will provide area for water to infiltrate the soil and replenish groundwater supplies.

Landfill waste will be mitigated.

- Using locally grown produce reduces the need for packaging, limiting the amount of waste material that ends up in landfills.
- Air quality will be improved.
- The plants grown in the garden will help filter the air while also absorbing carbon dioxide and adding oxygen.
- Bio-diversity will be increased.
- Replacing grass with multiple crops increases the number of species living in the area, providing resistance to disease and infestation.

An Educational Experience...

- Classes offered to the public (taking place in the community portion of the garden, community center, and school) will be supported by community leaders and university members.
- Types of classes to be offered: Composting, basic botany and planting, garden design, dealing with pests, basic nutrition, cooking and preservation, rain water sequestration

Intergenerational Programs

- Working with existing Champaign youth-senior programs, we aim to integrate proven intergenerational education to promote sustainability, nutrition, and physical activity.
- This will provide interaction for isolated seniors and role models for children.

B. T. Washington Elementary School

- Partnership and close proximity to Booker T. Washington Elementary School will allow for integration of the classroom and garden.

- No Child Left Inside Act (Federal Mandate):
- The garden will bring this act to life by providing hands on environmental education, proven to improve science and social studies test scores.

#### Physical Activity

The garden will provide an opportunity for needed physical activity, especially in light of obesity concerns.

#### Nutrition

Low income households typically eat unhealthy foods. We will work with school children to provide nutrition education and fresh produce.

#### An Entrepreneurial Venture...

- The community garden is designed to become self-sufficient as it matures by generating revenue.
- \$25 per season for private plots, class fees, and selling a portion of the produce at two local farmers markets. The Social Entrepreneurship Institute at the College of Business will provide entrepreneurial skills workshops to elementary children at school and adults at the community center.
- Marketing, basic finance, and business writing skills, among others, will be taught.
- The skill sets learned will be applied while selling produce at the farmers markets.
- Gardeners must abide by community garden guidelines regarding maintenance and gardening etiquette.

#### Local & National Support

Champaign Park District - will provide land at Douglass Park; City of Champaign, William Kyles, Champaign County Representative - liaison between all parties involved; Champaign Unit 4 School District; Kristine Chalifoux, School Board; University of Illinois, Education and Garden Coordinators Collette Niland, Assistant Dean, College of Business; Zachary Grant, University of Illinois Student Farm manager; Master Gardeners led by Sandra Mason, University Horticulture Extension. Local businesses including: Prairieview Landscaping: supply heavy machinery; True Value (hardware store): provide 10% discount on all purchases; B-Lime (a green store): publicize and promote the garden

#### Douglass Park Garden: Timeline of Events

Jun. 2010- Secure land, Purchase supplies, Meet community that will be impacted. Jul. 2010 - Take soil samples, Develop curriculum with Booker T. Washington. Aug. 2010 - Start school curriculum. Sept. 2010S - Start fall community classes. Oct. 2010 - Prepare land for winter, add nutrients. Nov. 2010 - Develop land layout. Dec. 2010 - Reservation of plots. Mar. 2011 - Prepare land for planting, Start spring community classes, Plan summer program with B.T. Washington and Park District. Apr. 2011 - Plant early plants, flowers, trees. May – Nov. 2011 - Food planting and harvesting.

#### Participants

Cameron Blaydes, Finance and Accounting, Freshman; Erin Harper, Natural Resources in Environmental Science, Junior; Steven Heiss, Accounting and Marketing, Freshman; Sibel Leblebici, Materials Science and Engineering, Senior; Victoria Ngo-Lam, Finance and Accounting, Freshman; Diana Rechenmacher, Accounting, Freshman; Jonathan Weisman, Chemical Engineering, Freshman

**Excerpts from "The Don Moyer Boys and Girls Club Environmental Program," led by Betsy Liggett, Tracy Malvestuto and David Wilcoxon in the Division of Safety and Compliance, Facilities & Services. 2010.**

The Don Moyer Boys & Girls Club Environmental Program melds the concepts of art, education, and ecological purpose to create a living, learning, laboratory for the club members. The program promotes environmental and social responsibility on individual, local and global levels. Learning units spark interest and ignite motivation in the club members to become environmental stewards. The learning units include: 1.. All Our Stuff; 2.. Water Water Everywhere; 3. A Day in the Life; 4. Where We Live; 5. Green Market



Each learning unit is designed to take members on a journey that illustrates the interconnectedness of human behavior and the environment. Learning units combine hands-on classroom activities, instructional seminars, and outdoor field trips to demonstrate how every aspect of their lives touches the environment. The activities challenge members to adopt sustainable living practices at the club, in their homes and within the local community. The Program encourages club members to examine how their personal daily habits may have local, and even global, implications.

Community relationships are instrumental in the Don Moyer Boys & Girls Club Environmental Program. The University of Illinois and the Champaign-Urbana community will dedicate time and resources to engage the members' creativity. Although community partners are essential for the Program's success, the Program encourages club members to take ownership and build a self-sustaining environmental program. Ultimately, the Don Moyer Boys & Girls club will present their accomplishments to other Clubs nationwide to motivate and inspire them to create a similar program.

The benefits of the Don Moyer Boys & Girls Club Environmental Program build character. The learning unit activities inspire members to:

- Become self-directed learners
- Develop and refine real-world problem solving skills
- Build critical thinking skills
- Be enthusiastic students who are excited about learning
- Foster leadership qualities
- Improve social and personal skills
- Seek new green career paths
- Take pride in their accomplishment
- Design creative green products that will benefit the program, club and community.

Get Involved! The Don Moyer Boys & Girls Club Environmental Program thrives and succeeds by community relationships. Campus and community leaders become teachers, mentors and environmental champions by sharing their knowledge with club members. Contact the Don Moyer Boys & Girls Club, for more information, Deborah McFarland, Director of Program Services.

## SECTION 2 - Contemporary Projects

### Part 4 – Culture



"Les Femmes, 1945." Back row (l to r): Helen (Holt) Bracy, Myrtle Pickens, Alice (Williams) Bishop, Icelean Clark, Sylvia Williams, Charlesetta Campbell, Frances Moreland, Ruthie DeShong, Theresa Simpson; Middle Row: Pauline Johnson, Margaret Hite, Ruth Fonville, Marion Jones, Jean Davis, Louise Hite, Nellie Banks, Elise Milton, Letha Carter; Front Row: Louise Abernathy, Kathryn Humphrey, Gertie Harmon, Olive Foster, Daisy Jackson, Betty Roberts, Rosie Pealer, Mary Ola Nash Banks. Image courtesy Doris K. Wylie Hoskins Archive for Cultural Diversity, Early American Museum, Champaign County Forest Preserve.



**Excerpts from Revisiting Murals, Animating Neighborhoods: A Collaborative Project. University of Illinois. [Key University figures include Sharon Irish, Ken Salo, Ryan Griffis, Noah Lenstra and Sam Smith]**

Introduction

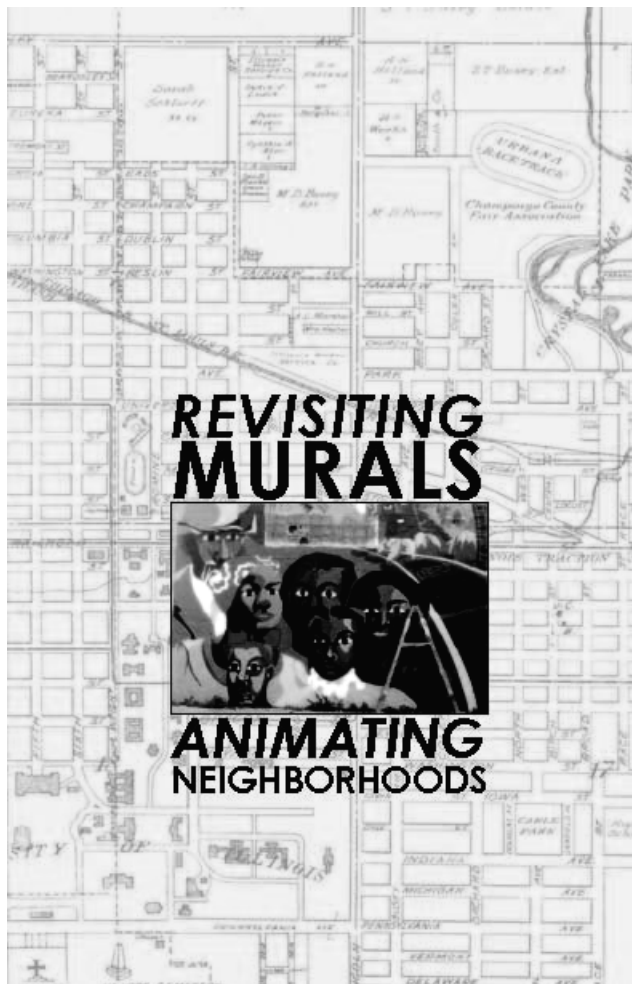
This booklet emerged from a commemoration of the thirty-first anniversary of the mural at Fifth and Park Streets in Champaign, A Pictorial History of African Americans of Champaign County. The mural was created in 1978 by artist Angela M. Rivers. For this project, Ms. Rivers was in residence in Champaign-Urbana twice, in October 2009 and June 2010. She facilitated activities related to community history and memory mapping workshops, a radio talk show, oral history interviews and arts education--and delivered a lecture centered on the mural and its importance. She worked closely with young people from Champaign in the summer of 2010. Ms. Rivers was raised and educated in Champaign, receiving a BFA from the University of Illinois. She has worked in various supervisory and administrative positions and as a curator, educator, and consultant for educational and cultural organizations and museums in central Illinois, the Chicago metropolitan area, and Dallas, Texas, including the Art Institute of Chicago, the Field Museum of Natural History, the DuSable Museum of African American History and the Dallas Museum of Art.

Quote by Angela Rivers: "My family's history is an integral part of the history of African-Americans in Champaign County; my mother's side of the family arrived just after the Civil War from Vigo County, Indiana. I grew up with stories about family members participating in numerous wars, building homes and lives, having farms and businesses. A great grandfather was a deputy sheriff at the turn of the last century and a grandfather was the first black policeman of Champaign. Because of this it was important to me to show in the mural that we as African-Americans had a history in Champaign; we arrived in the county to help build and maintain the railways, we owned farms and became productive members of the greater community. The mural for me has been a reminder of that history.

The mural resulted from the efforts of the Educational Resources in Environmental Science (ERES) organization in Champaign, headed (then and now) by David Monk. ERES then hired Angela Rivers and other artists to create the work through the Comprehensive Employment Training Act (CETA). We have selected some quotes and images to share. Now badly deteriorated, the 16 x 64 foot mural may be revisited in images interviews online at <http://www.eBlackCU.net/mural>.

eBlackCU.net

A Collaborative Portal on African-American Experiences in Champaign-Urbana, eBlackCU seeks to use digital technology to connect interested individuals to the dispersed documentation of African-



an-American experiences in Champaign-Urbana. With a grant from the UI Office of the Vice-Chancellor for Public Engagement, eBlackCU hired six interns over the summer of 2010. They conducted interviews and helped digitize documents, as well as learned web-related skills. Those of us involved with Revising Murals, Animating Neighborhoods, were happy to join with eBlackCU's efforts. To help build this portal, individuals and groups are invited to submit memories, images, links, citations and digitized texts relating to local African-American experiences.

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In the late seventies, Kathy (Cenders) Martin was project director of Nurturing Neighborhood Awareness. Interviewed by Jelani Saadiq in June of 2010, she remarked about the mural: " We wanted to encourage people to understand the environment as something they could participate in. When people come together, that's when creativity really happens, when people pool their energy and ideas."

Lucy Gray lived on Park Street in the Lost House, called that because it had been moved and other residents didn't know where it had ended up. Interviewed by Rachel Harmon and Angela Rivers in June of 2010, she recalled that, "My house had been moved on railroad ties by horses from the stadium. The house hadn't been lived in for a long time. All the neighbors came in and helped me clean. The Rivers and the Hines lived on Park Street. There were a lot of children."

After the Second World War, Mrs. Gray and her family kept students. They turned the attic of their house into a dormitory because there were few places for Negroes to stay on campus. The five young male boarders also worked as waiters at the sorority where Mrs. Gray worked; that meant that they could get meals there.

Mrs. Gray said that when Angela Rivers started to paint the mural, she was just a kid In fact. she had already graduated from the University of Illinois! The mural was next to a park with a playground where picnics and parties were held. It was a beautiful park, Mrs. Gray said: "Yes, I did like the mural. I didn't understand it, but I didn't understand art. [There was] a beautiful theme on that wall and all the neighbors were so happy."

David Monk, founder and president of Educational Resources in Environmental Science (ERES), in Champaign, recalled that that, as a contractor for the Comprehensive Employment and Training Act (CETA), ERES provided employment in the late seventies that generated a lot of friendly associations and public service work. He described a silkscreen print-making workshop for which Eugene Britt was the community coordinator that preceded the Fifth and Park Mural: "The ultimate image was a high contrast silkscreen picture of Eugene's head with an inserted high-contrast picture of a geodesic dome with children playing that was on the lawn outside of the Douglass Center. Most of this could be done at the Douglass Center because we could take the equipment there and demonstrate and have the children realize how a screen can be blocked in various ways including by the use of a photographically prepared gelatin. We held several noisy workshops that were quite successful.

Artist Bennie Drake, who worked on the mural in 1978, was interviewed by Jaime Carpenter in June of 2010. He noted: " Angela [Rivers] gave me the opportunity to work outside and have the skills. Seeing people come by [meant we could] talk to them, explain to them exactly what we were doing before we caused conflict."

Artist Daniel Mitchell was involved with the Park Street mural as a college student and was interviewed by Dominique Johnson in July of 2010 about his recollections of that time. "I was hired as one of the supervisors. My role was to bring a group of 15-20 youth (mainly high school) together and to manage personalities so that they all come together and do some great art. I learned to be a team player, to be flexible, and compassionate."

The family of Ray Hines lived on Park Street in the seventies. In July of 2010, Mr. Hines was in-

interviewed by Rachel Harmon and Deidre Murphy about the mural: "Some people wanted it and some people didn't. They finally got together and got it up there but there was a struggle in doing it. She [Angela Rivers] got her little group together and they worked putting it up. I think it displays the way [African-Americans] feel about the town. [It was] the only real way they had to express themselves to young people because our newspapers were prejudiced."

Pauline Gates Pelmore also lived on Park Street in the 1970s. Reginald Carr interviewed her in June 2010. When he asked her about the meaning of the mural to African-Americans, Mrs. Pelmore laughed because she didn't identify as African-American: "It tickles me because I am part of six different races!"

Students at the bilingual Booker T. Washington (B.T.W.) Elementary School also visited the mural. Spurred by the imminent demolition and rebuilding of the Grove Street campus in 2010, the BTW staff and parent-teacher association (PTA) helped organize a walk to the mural from the nearby school. Ms. Rivers and her aunt, Mrs. Hester Suggs, the former principal of BTW School, introduced the children to the social history of the mural, the school and the neighborhood before the students left on their walk. The current PTA is planning an exhibit to commemorate and celebrate the school's long history of using public art to promote historical understanding of ourselves, others, and places. Following up on the mural tour to Fifth and Park, the BTW PTA will continue to focus discussions with students on comparisons between current and historical crises in low-income, multicultural and inner city communities of color, such as the Douglass Park Neighborhood in which their school is located.

### Memory Maps

Revising Murals, Animating Neighborhoods hosted three memory mapping workshops, at the Douglass Annex, the Douglass Branch of the Champaign Public Library and Washington Square Apartments in Champaign. Using Sanborn maps of north Champaign and Urbana from 1925 and 1951, workshop participants were asked to draw their own maps of the neighborhoods where they grew up or once lived. Conversations around the tables were lively, full of stories and names of others who have passed on. We offer a sampling of the maps that were drawn during those workshops. Try it yourself!



Mr. Nathaniel Dixon served as the director of the Champaign Park District's Douglass Center, starting in 1973. He worked with the Park District in a number of leadership capacities for 27 years. His memory map includes the Earnest/Nelson property and a junk yard that became a park bordering the mural in 1978.

***Excerpts from Sydney Stoudmire, "In All My Years: Exploring the Social and Artistic Elements of African American Photography," McNair Summer Research Program in Art History under the direction of Dana Rush, 6 August 2010.***

### Abstract

In October 1983, artist photographer Raymond Bial of Urbana, Illinois began working on a photograph exhibition to celebrate the accomplishments and contributions of African Americans in the Champaign-Urbana community. The exhibition, titled *In All My Years: Portraits of Older Blacks* in

Urbana Champaign, featured black and white portraits of fifty-five elderly African Americans, accompanied by vignettes that offered glimpses of the individuals portrayed. Although it was created to spur interest in documenting African American history, nearly thirty years later, it remains one of the few efforts made to examine black history in the two cities. In contribution to increasing critical discussions about African American history, this study examines *In All My Years* from two perspectives. It is first analyzed for its aesthetic and visual elements, and then socio-cultural function of the photographs is explored. The conventions of fine art photography are then discussed and challenged in relation to Raymond Bial's photographs, along with the works of well-known African American artist photographers. Published research on African American photography from an art historical and social perspective is very rare, and the goal of this study is to encourage further research on African American contributions to art and history.

### Introduction

Ever since its introduction to the United States in 1839, photography has been one of America's favorite pastimes. The versatility of the medium makes it accessible to anyone, from the amateur to the professional. Whether photography is used to capture images of armed conflict and war, or a candid family moment, it remains a significant part of American culture. Photography seems have been rigorously researched, debated, and analyzed from many angles, ranging from technical concept to the social function of the photograph. However, there remains at least one area of photography that is underrepresented: photos of and by African Americans.

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The biographical quality of the photograph was recognized by Urbana, Illinois art photographer, Raymond Bial, who spent most his early career visually documenting communities that were historically underrepresented. Because African Americans in the Champaign-Urbana community had been excluded in public records and rarely included in standard local histories, in 1983 he began working on a documentary photography exhibition that would celebrate African American accomplishments and contributions. He was inspired by a similar project that had been conducted by the Douglass Branch of the Champaign Public Library. For this project, Charlotte Nesbitt, Director of the Douglass Branch Library at the time, invited older African Americans who played significant roles in their community for audio interviews on their experiences in Champaign-Urbana. The Illinois Humanities Council, an organization that funded the Douglas Branch oral history project, hired Raymond Bial to take photographs of the individuals who gave oral interviews. After completing his role in the project, Bial decided to continue the efforts of the Douglass Branch Library and create a photo exhibition of his own.

In a format similar to that of the oral history project, Bial photographed and interviewed fifty-five individuals, all of whom were senior citizens. Based on the interviews, Bial wrote vignettes for each person to accompany the photographs. The exhibition and accompanying book were entitled *In All My Years: Portraits of Older Blacks in Champaign Urbana*, and had their debut at the Champaign County Memorial Museum in June 1983.

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In an effort to increase the interest in critical discussions about African American art and history, this paper will examine *In All My Years* from both a social and art historical perspective. I first examine the photographs in a socio-cultural context, highlighting the themes of family, spirituality, and community that radiate throughout the book. I then analyze them for their visual elements, with details and descriptions of what Raymond Bial wanted to convey aesthetically. In relation to Raymond Bial's work, I also discuss the conventions of fine art photography and what elements make the photographs "art."

Because all fifty-five photographs in the book cannot be analyzed in this short paper, I have selected five to examine. The six individuals in these five photographs are as follows: Allen Rivers, a well respected member of the armed forces; Sarah Scott, a woman known for her commitment to servicing her community; Brothers Al and James Baker, owners of the Blue Island Tavern, an establishment in Champaign that operated for 39 years; James “Biggie” Algee, a man who lived a quiet lifestyle and was recognized for his passion for cooking; and Taylor Thomas, a well respected man known for his dedication to education, athletics, and civil rights in the community. These six individuals embody the spirit of *In All My Years*, and are representative of the prevailing themes of strong family values and pride in one’s community.

While the dichotomy between the photograph and its social implications have been explored by African American artists, the critical analysis of African American photography in an artistic and social context as an aspect of photography, are far more rare. The interest in African American photographs has begun to peak in the last decade however it is more for their social-historical relevance than for their artistic merit. This project is innovative in that I am analyzing photographs of the African American community from a socio-cultural-art-historical perspective in an effort to encourage further academic research and discussions on African American contributions to art and history. More broadly, the objective of this examination is to continue increasing interest in the documentation and discussion of black history, not only in Champaign-Urbana, but throughout the country.

### Literature Review

Through the analysis of Raymond Bial’s *In All My Years*, I am suggesting that African American photographs be examined from an art historical perspective, in the same manner many other documentary photographs are. To support this suggestion, I will first briefly discuss what has been written on art photography and the social significance of the photograph in the black community.

Deborah Willis has written over twenty books, and curated several exhibitions devoted to images of and by African Americans taken between the late 1890s through the present. It appears that she has devoted most of her career to this because black history is not yet considered a standard requirement in academia, much less is a familiarity with the history of African American photography.

Her works focus primarily on themes of family, endurance, spirituality, and celebrating the diverse range of the black experience. In her publications, Willis frequently addresses the significance of the photograph in the African American community, and the role it plays in creating a positive identity. In her book, *Picturing Us: African American Identity in Photography*, Willis writes about the significance of photographs in her life:

[The *Sweet Flypaper of Life* by Langston Hughes and Roy DeCarava] was the first book I had ever seen with ‘colored’ people in it--people that I recognized; people that reminded me of my own family...*Sweet Flypaper* spoke of pride in the African American family, good times and hard times, with an emphasis on work and unemployment. *Sweet Flypaper* said to me that there was a place for black people’s stories.

The sentiments that *Sweet Flypaper of Life* evoked in Willis are quite similar to the response Champaign-Urbana’s African American community had to *In All My Years*. Over twenty years after the exhibition’s debut, residents of Champaign still beam with pride as they reminisce about the people in the book. The exhibition resonates in the African American community, and the catalogue is considered by many to be a local history book. The photographs represent much more than images of family and friends; they represent some of the most positive aspects of the black community.

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In the introduction to the catalogue created in conjunction with the *In All My Years* exhibition,

photographer Raymond Bial explains the intent of the project in a way similar to Robert Sengstacke:

We were primarily interested in evoking the strength and dignity of individuals who have not only endured, but eventually prevailed through very difficult times. What has emerged is a composite picture--strikingly at variance with traditional stereotypes--of individuals who have valued family, church, community, and themselves as human beings.

Both Raymond Bial and Robert Sengstacke emphasize the power of the photograph in portraying positive aspects of African American life. According to art historian Brian Wallis, after a long history of being portrayed in derogatory and crude ways, African Americans “increasingly gained access to photography--as sitters, photographers, amateur snap-shooters.” He continues by asserting that “black Americans began to reproduce aspects of social life that, while never free from oppression, at least began to rise above it.” Although Bial himself is not African American, his aim for the *In All My Years* exhibition was the same as many black photographers working within the same genre: To capture the contributions of African Americans to their communities, and to counter negative images that frequently appeared in the mass media.

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#### In All My Years: An Art-Historical-Socio-Cultural Analysis

The following analysis of Raymond Bial’s *In All My Years* photographs differs slightly from the analysis of the previously mentioned photographers. Several factors contribute to the distinction: Unlike Carrie Mae Weems’ photographs, which were appropriated, Bial actually took these photographs himself; Charles Harris, who identified himself as a photographer, Bial considers himself an artist; and finally, the main difference between Bial and all of the aforementioned photographers is that he is not African American; he is Caucasian.

Although they all identify as artist photographers, Deborah Willis’ and Carrie Mae Weems’ identification as African Americans influences their art in a way Raymond Bial’s work does not. However, despite not identifying as an African American, Bial believes he possesses the cultural sensitivity necessary to document black society in the photographic medium. In Bial’s brief online biography, he said:

Essentially, I have been devoted to a quest for excellence in writing and photography. As a serious writer and photographic artist, I have committed myself only to those projects that have mattered deeply to me. Furthermore, I have only published books for which I have felt a compelling need to learn more about a particular subject or better understand another culture.

Bial has published several photographic books on “other” American cultures, histories, and. Select titles include, *Frontier Home*, *Shaker Home*, *The Underground Railroad*, *Mist over the Mountains: Appalachia and Its People*, and *Tenement: Immigrant Life on the Lower East Side*. He has also published a twenty-eight book series about Native American people entitled “Lifeways.” Shortly after completing this critically acclaimed series, Bial began working on a set of five books called “Building American.” Bial has other books which he describes as showing “how people worked hard to settle various regions of the United States.” The following titles give clues to the type of work represented in the series: *The Canals*, *The Farms*, *The Forts*, *The Homes*, and *The Mills*.

Given Bial’s commitment to photographing underrepresented (and under appreciated) people of American culture, his interest in photographing senior citizens of Champaign-Urbana’s African American community should come as no surprise. *In All My Years* was simply one of Bial’s many attempts to photographically celebrate a group of people who were rarely acknowledged for their contributions to American society.

Raymond Bial credits Charlotte Nesbitt, former Director of the Douglas Branch Library, for bring-

ing all of the participants in the exhibition to his attention. Although many were featured in the oral history project mentioned above, most of the individuals were selected based on their roles as leaders in the community. According to Bial:

We photographed people who successfully managed businesses when the odds were decidedly against them. We also photographed articulate people who all their lives found themselves relegated to service occupations, but nonetheless excelled in those avenues available to them and, most importantly, maintained their essential humanity.

In order to visually communicate the successes of these individuals, Raymond Bial photographed all of the participants of the In All My Years exhibition in one of two ways: either in front of a simple black back-drop, or in their homes or places of business. Bial explains that he wanted to demonstrate the multiple layers of the African American community by creating an equal balance between “character studies” and “environmental studies.” That is, he wanted to create photographs that emphasized the essence and personalities of the individuals represented, as well as photographs that were reflective of their environments.

He also chose to print all of the photographs in black and white. He believed that while colored photographs are beautiful, it takes more skill to make a black and white photograph interesting. As Bial explains, he:

Quickly came to appreciate black and white images, notably the ability of the interplay of light and shadow to evoke a distinctive mood through which I could both document a subject and express myself. My photographs were meant to be art, with significant content, not just because they were carefully made, but because they evoked profound feelings.

Bial’s ability to simultaneously document the individuals in the exhibition, while expressing himself as a photographic artist, were the key components that made the In All My Years successful. Bial was committed to making photographs that not only represented his aesthetic vision, but also represented the individuals featured in a way that was dignified and noble.

The five following photographs (six individuals) I have chosen to discuss were selected based on their visual qualities, diversity of their themes, a balance of gender, and equal representation of character/environmental studies. All of the biographical information provided on the participants in the exhibition is based on research conducted by students in an art history seminar taught by Professor Dana Rush at the University of Illinois in Fall 2009. The class was structured around the In All My Years exhibition catalogue. Each student was assigned several participants from the book, and required research their individual and family histories. They gathered obtained their information by extensively researching libraries, archives, and the community itself.

### Allen Rivers

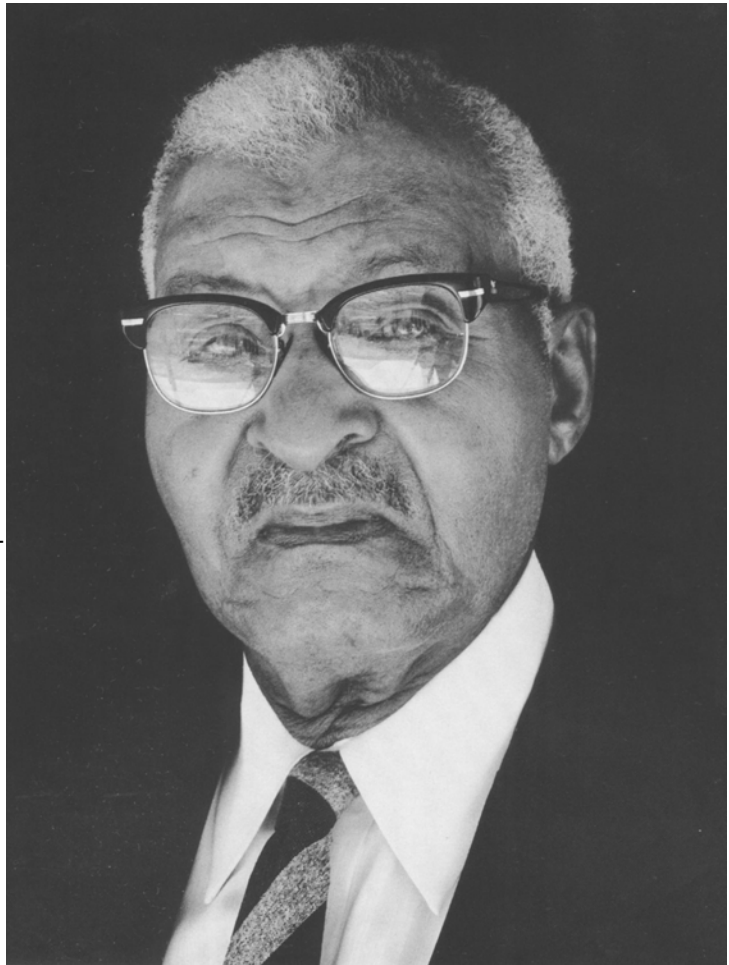
Born in Cache, Illinois on December 2, 1902, Allen Rivers Sr. was Champaign’s first African American police officer. Champaign and neighboring cities were not known for hiring African American officers, so Rivers’ appointment was quite significant. He served in the police force for twenty-five years until he retired in 1960. While it may have been effective to photograph Mr. Rivers at the Champaign police department while wearing his uniform, Bial opted for a simple tightly cropped portrait with a black backdrop. Bial wanted the photograph to communicate the accomplishments of Rivers’ nearly thirty-year career, but also represent the personality of the man he had become because, by the time the photograph was taken, he had been retired for over twenty years.

In Mr. Rivers’ photograph, he wears a white dress shirt, with a tie and black suit jacket. His jacket fades into the darkness of the black back-drop, making Mr. Rivers’ face the focal point of the photograph. His salt and pepper hair is neatly trimmed, along with his mustache; there literally is not a hair

out of place.

The expression he wears is one that communicates the necessarily stern demeanor of a police officer, and a disciplinarian. His stare could be viewed as intimidating and severe, however, Bial explained that River's expression was just an extension of his personality. Even after his retirement, Rivers was known for being a no-nonsense man, and lived by a strict code of ethics. The photograph reflects the essence of a man who demanded respect, but also one who had respect for others.

Beyond his duties in the police force, Rivers was active in the community. Rivers offered support as a mentor to African American football players at the University of Illinois for fourteen years. He served on the Champaign Park District Board, and a member of the Frederick Douglas Recreational Center. Rivers was also a steward and trustee of Bethel AME Church, and a member of the Urban League. In addition, he was a 33rd degree Mason, and a grand master of Lone Start Lodge No. 18, Prince Hall Masons, of Champaign. Allen Rivers passed away November 12, 1982 and Allen Rivers Sr. Street was named in his honor in May 24, 2009.



### Sarah Scott

Sarah Scott was one of the twenty-six women featured in the exhibition. Born June 29, 1892 in Shawneetown, Illinois, Scott came to Champaign in 1911. In a 1979 interview, Scott recalls how she was disappointed in the race relations of Champaign when she arrived, and expected conditions to be better than they were in the south. She explains that for nearly fifty years she did housework because service occupations were the only option for many African American women at the time. Sarah Scott was married to Raymond M. Scott, who was a saxophonist and longtime employee at the University of Illinois. The Scotts were the proud parents of Erma Bridgewater, who went on to serve her the community as Director of Douglas Community Center for twenty-four years.

Mrs. Scott's photograph, like Mr. Rivers', was taken in front of a black back-drop. However, unlike Mr. Rivers' photograph, which is an extreme close-up, Mrs. Scott's photograph is taken from the knees up. Bial did not explicitly say why he chose not to do a close-up of Mrs. Scott, or other participants for that matter. But he did explain that there were certain individuals whose faces and features were so expressive that a full-body shot was not necessary to tell their stories. Likewise, there were some people whose clothing and accessories served as unspoken commentary on their personalities. He believed Sarah Scott to be one of those individuals. In her photograph, Mrs. Scott's is dressed in a black suit jacket, with a white collared shirt neatly tucked into her black skirt. She wears a pair of large pearl earrings, as well as a long-layered pearl



necklace. In the same way that Mr. Rivers' face becomes the focal-point of his photograph because of how his dark clothing blends into the background, the upper half of Sarah Scott comes into focus. Mrs. Scott smiles modestly and warmly at the camera, in a way that communicates the amiable spirit she possesses. Raymond Bial recalled that the photograph of Mrs. Scott was one of his favorite taken for the exhibition. He preferred certain photographs because they were effortlessly aesthetically pleasing, and required no compositional manipulation on his end. Bial describes Mrs. Scott's as one of these photographs. The whiteness of her hair, shirt, and pearls, juxtaposed with the darkness of her clothing and the background, strike a visual balance and create an aesthetically pleasing photograph. Bial also favors this photograph because he felt it was true to the individual it represented. "The way [Mrs. Scott] appears in this photograph is exactly the way she positioned herself," Bial said. "I didn't tell her to pose this way...it was just how she presented herself. I really like this photo because I think the caring nature of this woman just jumps from the picture."



Bial's perception of Mrs. Scott's "caring nature" was a keen one, as her involvement in the community is what she is most remembered for. She was a member and stewardess at Bethel AME Church, and a member of the Willing Workers Club. On Friday nights, Scott and other members of the Willing Workers Club opened up the doors of Bethel as a safe haven for black students at the University of Illinois to socialize. She was just one of many members of the black community who offered support to African American students struggling with inequality at the University of Illinois.

### The Baker Brothers

Al and James Baker were the owners of a local bar called the Blue Island Tavern, and Bial photographed them at their establishment for the exhibition. Alfonzo Baker was born February 24, 1926, and his brother James "Jim Dandy" was born August 23, 1927. There were five "Baker brothers" in total, as they were referred to around town, but Al and James operated the Blue Island Tavern once they inherited it from their uncle in 1935.

Due to urban renewal efforts, the Blue Island Tavern was forced to move from its original location at North Champaign, a historically African American community, to a location near downtown Champaign, an area that was predominantly white. Merchants in this district were far less welcoming, anti-

icipating an increase in loiterers, violence, and vandalism. The Baker brothers interpreted this as “a racially prejudiced and racist reaction from an all-white business community towards them as African American business-owners,” according to Rick Deja, author of the Baker Brothers biographies in the art history seminar. After two subsequent shootings at the tavern, the Bakers’ establishment began to generate considerable bad press. To counter the negative reputation the bar had gained, the Baker Brothers renamed the tavern The Rack, which operated for three years until they sold it.



The purpose of Bial taking photographs of individuals at their places of business was to give them an opportunity to demonstrate the pride they had in their establishments. Despite encountering several difficulties while the Blue Island Tavern was operating, Al and James Baker were quite proud of their business, which thrived for thirty-nine years. It is clear from the photograph that, while Al and James Baker are important to its composition, the focus is intended to be on the interior of the Tavern. The Baker brothers stand behind the bar, and are only visible from the torsos up. Bial photographed them from a distance, which makes their features a lot less prominent than the portraits taken with the black back-drop. However, what is visible are the details of the bar.

Lining the shelves behind Al and James are bottles of alcoholic beverages, sports trophies, drinking glasses, several decorative neon signs, and a small television. A juke box is visible at the left-hand side of the photograph, but is cut off by the boundaries of the picture. Three bar stools line the front of the bar, but also continue beyond the photograph’s limits. Although the Baker brothers’ individual identities are not to go unacknowledged, and are implicit in their owning the bar, the Blue Island Tavern is clearly the star of this photograph. At the time of the exhibition, many of black-owned establishments were no longer in business. They were either forced to close due to urban renewal or were sold because they weren’t doing well financially. For this reason, this photograph of Al and James Baker, and other business-owners in *In All My Years*, could stand in to represent the pride of the all African American entrepreneurs in the Champaign community who struggled to keep their establishments thriving.

### James “Biggie” Algee

There are some individuals featured in the exhibition who led more private lives than others. Their accomplishments were not as well documented as their counter-parts, and they were not considered

public figures. James “Biggie” Algee was one of these people. Because of his low-key lifestyle, very little information exists on Biggie in public archives. What is known about James Algee is that he was born in Atwood, Tennessee and he came to Champaign in 1933. He was known in the Champaign area for being a fine chef. He worked at Urbana Lincoln Hotel, Katsinas Restaurant, Jumers Castle Lodge, and the Lamplighter. He married Lola Clark and had a daughter by the name of Lola Mae.

Although his biographical information is sparse, I selected Biggie to analyze because of the uniqueness of his photograph. For the exhibition, he was photographed at home in front of a piano. Many shelves line the back wall of the room and are filled with pictures of his family. There are twenty-four picture frames on the shelves behind him, but several of the frames have four or five photographs in them. The fact that Biggie chooses to take his photograph surrounded by



other photographs of his family is quite important. It signifies that family is very important to Biggie, but what is also apparent is that he values photographs of them. This is an example within an example of the importance of the photograph in the African American community, and Biggie’s extensive collection of family photos attest to the fact that they operate as visual biography and history.

While family was very important to Biggie, his passion for cooking had great significance in his life. To stress its importance, he strategically placed a photograph of himself cooking while wearing his chef’s uniform, in a love-seat at the bottom right-hand corner of the photograph. Even in this small picture, it is apparent that he is smiling as he works. The placement of this photograph--separated from the rest of his collection--illustrates just how proud and passionate Biggie was about cooking.

Including a person whose public accomplishments were not as extensive as the aforementioned individuals demonstrates how the exhibition really did celebrate a very wide range of Champaign’s African American community. Although they may not have been well-known in their community, there were many individuals featured in the exhibition whose contributions were no less important just because their names were not recognizable. Bial’s inclusion of these individuals, demonstrates his commitment to what he states as the the goal of the exhibition: celebrating the positivity of the black community and dispelling negative stereotype.

### Taylor Thomas

Last among the five photographs is that of Taylor Thomas. Mr. Thomas was known throughout his

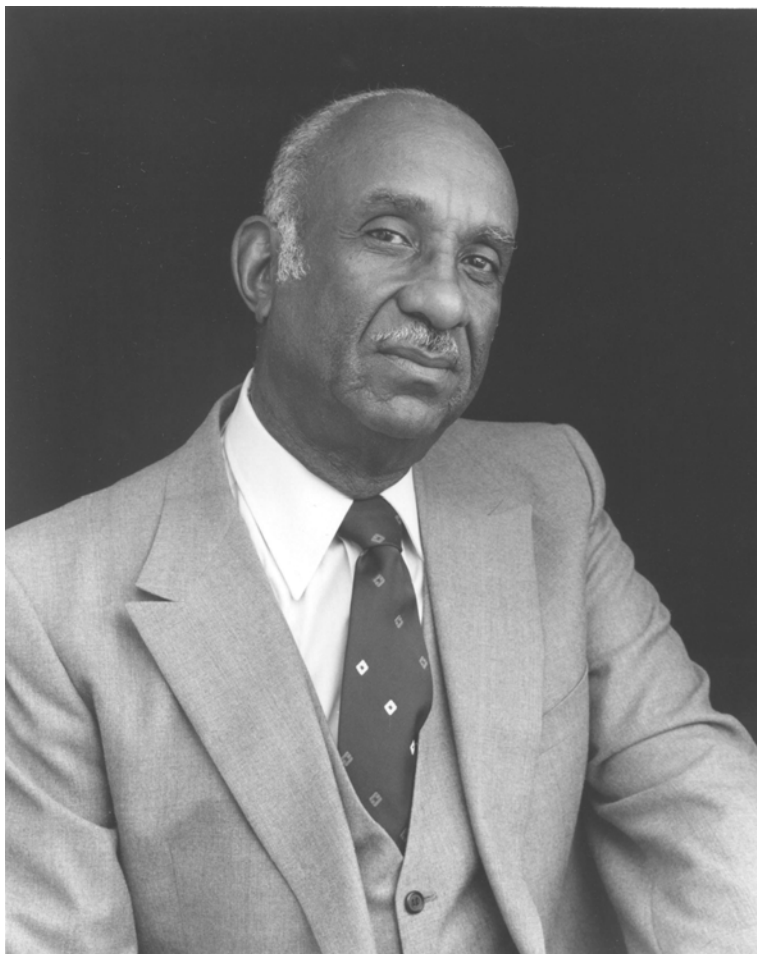
life for his commitment to education, athletics, and civil rights. He was born at Burnham Hospital in Champaign in 1911 to Woodward and Alice Thomas. He began struggling with the racial inequalities at a very young age, which motivated his political activism. While attending high school, he was allowed to play sports, but was restricted from joining band or the letter club because he was not white. After high school, he attended Tennessee State College in Nashville, where he was the president of his class, a drama club member, captain of the football team, and president of his fraternity for two years.

After graduating from college in 1931, Taylor had a very difficult time securing a job despite having a bachelor's degree. He believed he was never hired, not because he was not qualified, but because he "didn't fit into the color scheme" of most employers, as Rick DeJa words it. For over ten years, he worked odd jobs while taking night classes at community colleges to boost his resume. In 1945, his commitment to his education paid off when he became the director of the Douglass Center. He held this position for three years, while completing his master's degree at the University of Illinois. He then became the first black man to run for city commissioner. Although he was not elected, his political platform was fighting for more African Americans to be appointed as police officers. Taylor was also the President of the local NAACP, an opinion's columnist for the News Gazette, and a leader of integration and equal rights movements in Champaign-Urbana.

Taylor's passion for education would lead to him becoming the first African American to be hired as an Urbana school teacher in 1956. He was promoted to principal in 1968, and promoted to assistant superintendent in 1972. The breadth of his professional achievements makes Taylor a man whose legacy and influences continues through the collective memory of his students, colleagues, and neighborhood.

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Certain photographs in *In All MY Years* are striking strictly because of their visual components. Others resonate due to what the individual represented. I chose to focus on Taylor Thomas' because of what he devoted his life to. He was photographed in the same way that Mr. Rivers and Mrs. Scott were photographed--with a simple black background. In comparison to the aforementioned photographs, there is nothing blatantly intriguing about this photograph of Mr. Taylor. But upon closer examination, there is something present in the eyes of Taylor Thomas. They appear somewhat weary with years of tireless struggle, but the slight smile Mr. Taylor wears implies that he believes he has been successful. He struggled throughout his life, fighting for racial equality, and although it took him long to achieve his goals, he was successful. The man I see in the photograph is one who appears satisfied with his life



accomplishments.

Despite being unable to feature everyone who had contributed to the community as educators, ministers, entrepreneurs, and activists, Bial has expressed that he believes that mission of the exhibition--celebrating the positivity of the black community and dispelling negative stereotypes--was accomplished:

We have tried to avoid a strident tone and message, not to deny the bitter legacy of the past, but to demonstrate the positive attributes of each of the persons portrayed. These are common people, friends and neighbors, each of whom, throughout their lives have demonstrated a quiet heroism.

I share the same sentiments as Raymond Bial; although everyone could not be included in this paper, I believe that I have accomplished my goal of demonstrating how African Americans in Champaign have played a significant role in the Champaign community. Likewise, I have explained the importance of photograph's significance in the African American community, as well as analyzing the photographs for their visual properties.

### Future Work

In addition to completing my thesis, I have one more aspiration for the 2010-2011 school year. The ultimate goal of the aforementioned art history seminar was not only to research the individuals of In All My Years, but to have a re-exhibition of Raymond Bial's photographs. Because of time restrictions and issues with funding, this did not come to pass. My proposal for the McNair Summer Research Program was to continue the efforts of ARTH 491, and display Bial's photographs at a community location. However, because of the intensive nature of my research, I was not able to devote the time to organizing the exhibition during the summer, either. Now, with an entire academic year ahead of me, I am confident that I can fulfill the goal of my colleagues, and have a re-exhibition of In All My Years. Through conducting my research this summer, I have made contacts with community leaders, doctoral students, faculty members, and the artist himself. I believe that I have a solid foundation for making a re-exhibition a reality.

### **William M. Patterson, PhD "In Search of Hip-Hop Express, Executive Summary" November 2009.**

#### Introduction

In the wake of the death of Kiwane Carrington, the young person killed by Champaign Police, government officials, educators, business people, religious organizations, law enforcement, families, and young people are struggling to discover how to respond to a very volatile situation. Champaign Police officials have discussed that through their various contacts with youth, particularly, African Americans that live in the northern parts of the com-



Trailer Wrap for Hip Hop Express by John Jennings, School of Art and Design

munity, they learned that the young people often get into trouble for two main reasons. The first is that they do what others do in their community as a means to survive. The second is that they have never really seen anything other than what is on their block or in the community.

### Project Philosophy

In Search of Hip Hop Express is conceptually designed to function as a modern day Jessup Wagon. The Jessup Wagon was a school on wheels developed by the great agricultural scientist, George Washington Carver, to educate black and white farmer in the early 1900s and later adopted by the U.S. Department of Agriculture. Morris K. Jessup, a philanthropist from New York funded the project. The Jessup wagon was a corner stone of Tuskegee Institute's educational extension services. Both Booker T. Washington and George Washington Carver believed that if farmers wouldn't come to Tuskegee, then Tuskegee would go to them. Now, fast-forward a century, In Search of Hip Hop Express is steeped in that same philosophy. However, our mission is to extend the civic engagement and service mission of the University of Illinois by utilizing the aesthetic elements of urban America culture, namely Hip Hop to "scale up" the idea of the Jessup Wagon to reach potentially at-risk young people like Kiwane Carrington.

### Approach and Goals

University of Illinois students that participate in the Bruce D. Nesbitt multi-media workshop, WBML will serve as multi-media mentors to young people involved in the project, WBML will work particularly with Don Moyer Boys and Girls Club to identify young people involved in their Comcast Media Lab to inspire them to learn how to use media to promote and develop responsible events that build and sustain community for young people.

### Targeted Demographics

The In Search of Hip Hop Express is an inter-generational initiative that targets middle and high school aged African American students in the North Champaign-Urbana communities; as a secondary measure, it also targets African American community residents that lived in Champaign-Urbana during Jim Crow, Civil Rights, and Black Power Movements in America.

### Evaluation

A formative evaluation will be conducted throughout the duration of the project in the form of pre and post assessment surveys to determine how each approach is impacting the targeted demographic. In addition, a summative assessment will be conducted to determine how effective the project was in meeting its goals.

### **Sam Smith, Engagement Director, Krannert Center for the Performing Arts. "Report." 2010.**

The Office of Engagement at Krannert Center organizes and participates in a wide array of projects to meet the public engagement mission of the university and to advance the educational, research and market place initiatives of Krannert Center and the College of Fine and Applied Arts. While many important collaborations with artists, students, community members and university faculty and staff are directed toward select segments of the community, there is a constant broad based commitment to the enhancement of the cultural life of the local, national and international community. Several projects with goals ranging from economic development to the cultivation of young artists are described below:

**Abraham Inc Engagement:** The trinity of musicians that make up Abraham Inc. trombonist Fred Wesley, clarinetist David Krakauer, and DJ Socalled reached out to the congregation of Salem Baptist Church, the Mo'Betta Music Ensemble, the Bow-Dacious String Band, and Don Moyer's Boys and Girls Club during their 2010 residency. The musicians played for the students; talked to them about their professional lives and the exploration of blues, jazz, gospel, and pop music; and even used the church's stained glass windows as a metaphor for cross-cultural collaborations and common roots among all people.

**Proyecto Teatro:** A one-day theater workshop designed for middle school students who are native speakers of Spanish. The project is based upon the practices of Agosto Boal and designed to investigate issues related to immigration, minority status and social adjustment. Proyecto Teatro is one of several smaller projects designed to reach into the Latino community.

**Angela Rivers Mural Project:** Project devoted to teaching of local African American History by local African American artist.

**North 1st Street Association:** Ongoing effort to contribute to the growth and development of local business on North 1st Street in the historic African American community

**First Fridays:** Participation with Champaign County Black Chamber of Commerce in activities promoting and examining the potential of arts to support local economic development in under served communities.

**SYMMETRY :** Development of High School Community Based Arts Project to support recruitment of under represented students to FAA (Community based cultural arts center, Don Moyers Boys and Girls Club, Parkland College, North 1st Street)

**Parkland College:** Multifaceted work with Parkland including retention of African American students, internships for G.E.D. students and development of Pathways model for FAA students

**Champaign 150th Anniversary Celebration:** Member of the steering committee planning for the citywide celebration commencing March 2010. Emphasis on including communities of color in planned celebrations

**School Of Engineering Learning In Community:** Collaboration with LinC (Learning in Community) coordinator to facilitate the deeper involvement of FAA faculty, staff and students (Black Dragsters, Bridges to China, etc) in local, national and international service learning projects.

**Presenting Africa:** Multiple projects to promote teaching and learning about Africa; Sister city/Sister school project with Urbana School District 116 and the City of Urbana.

**African Drumming:** Center for World Music, Wiley Elementary School

**MLK Community Celebration:** Annual hosting of MLK community wide celebration in honor of racial justice

The Champaign County  
Black Chamber of Commerce Presents

# First Fridays

Meet up with friends, colleagues, business owners, and community members as we work together to promote and sustain the economic progress of African-American and other minority-owned enterprises in Champaign County.

Friday, July 2 // Friday, August 6

5-7pm, Lobby, Stage 5 Bar // Krannert Center for the Performing Arts  
500 South Goodwin Avenue, Urbana, IL 61801 // Cash bar available.

 [krannertcenter.com](http://krannertcenter.com) 

Aaron Ammons, "Speak Cafe' Flyers" October and September 2010. [Partners include African-American Studies and Krannert Art Museum]



*S.P.E.A.K. CAFÉ' (Song, Poetry, Expression, Art, and Knowledge) is an open-mic public space for socially conscious expression about Race, Roots, and Resistance.*  
*S.P.E.A.K. CAFÉ' is a collaborative university & community project supported in part by the Department of African American Studies and the Krannert Art Museum.*

**When:** September 9, 2010

**Where:** Krannert Art Museum  
500 E. Peabody Street  
Champaign, IL 61802

**Time:** 6:45pm-9:00pm

For more information, please contact DAAS at 217.333.7781 or email Aaron Ammons at [livingsoul@sbeglobal.net](mailto:livingsoul@sbeglobal.net) or Krannert Art Museum at 217.333.1861



## SECTION 2 - Contemporary Projects

### Part 5 – Education



"Education Not Incarceration, Educate Our Young Minds," Unity March, Champaign, Illinois, October 9, 2010 (Photo by Patricia Rosario)

***Excerpts from Ronald Threadgill, "Diversity in Higher Education: The Story of SEOP and ATEP," McNair Scholars Program, Summer 2010.***

Abstract

This research illustrates the history of African Americans at the University of Illinois during the 1960s and 1970s. It primarily focuses on the Special Educational Opportunities Program (SEOP) and the Alternative Teacher Educational Program (ATEP) that developed during this time period. It utilizes archival and secondary sources on the subject to document this history. The goal of this research is to explain how SEOP and ATEP was established and maintained and to illustrate the significance each had in providing minority students greater opportunities on a majority white college campus.

Introduction

The main focus of this research paper is on the Special Education Opportunities Program (SEOP) and the Alternative Teacher Education Program (ATEP) at the University of Illinois at Urbana-Champaign (U of I) during the late 1960s to mid 1970s. During the 1960s and 1970s, racial issues were front and center in the American social order and they gave a global audience an understanding of the many problems race posed among all aspects of the American public life. One the most glaring problems occurred within the differing education systems of the United States. Race overwhelming determined a child's school assignment, educational outcome, and by default overall opportunities in adult life. As such, Black students, because of race, were provided less resources and opportunities than their White counterpart. After the landmark ruling *Brown vs. Board of Education* (1954), which upended segregation by law, race could no longer be used to place children of color in inferior or segregated educational facilities. *Brown* may have upended legal segregation, but it did not do away with racism. Racism continued, especially in higher education, and this research illustrates how one university, the University of Illinois at Urbana-Champaign (U of I), challenged the practices of the day to become a more diverse and inclusive institution.

This research examines the African American experience at the U of I during the late 1960s and mid-1970s as the nation was rethinking and redirecting its practices regarding race. The research is vital because, historically, the U of I had had a small population of Black students, but this low enrollment was challenged after the assassination of Dr. Martin Luther King Jr. Black students who were influenced by the Civil Rights and Black Power movements demanded their calls be heard and carried with them a passion for their actions in a way that firmly established their point of view to administrators at the university. The primary demand from African American students at the U of I following the assassination of Dr. King was that the campus admit a larger number of African American students. The university responded, and created programs to attain the admission and social reforms being demanded. The outgrowth was the establishment of programs like the Special Educational Opportunity Program (SEOP), commonly referred to as Project 500, and the Alternative Teacher Education Program (ATEP), and this paper illustrates a brief history of both.

Consequently, the purpose of this research is to share and explain the significance SEOP and ATEP had on the U of I campus during the late 1960s and mid 1970s. This history illustrates how the campus, and more specifically the College of Education, designed these programs to enroll and address the educational needs of students from minority backgrounds. Some published literature discusses in detail the history of SEOP at Illinois, but very little attention has been given to ATEP. This research contextualizes the importance of SEOP at the university but its primary purpose is to elaborate the history of ATEP. In the end, this research seeks to fill the void of the untold story of ATEP.

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### African Americans' History at the U of I

While the scholarship is not as extensive, there are significant publications related to the history of African Americans at the University of Illinois (U of I) prior to the establishment of SEOP and ATEP. One of the earliest publications is by Davis ET. Al. entitled, "A Comparison of Characteristics of Negro and White College Freshman Classmates." It was published in 1970. The study details the academic performance of black freshmen students during the 1966-1967 academic year. Data yielded by these researchers illustrated the need for the U of I to establish more programs for admission, counseling instruction, and related activities for black students. In this study, the researchers examined the high schools attended by black students, their high school percentile ranking, and the number and type of high school courses completed by these freshmen. The research found that black freshmen students had consistently lower ACT scores than their non-black classmates and it suggested that black freshman were not as well prepared as their non-black classmates.

Although the research and findings of Davis et. al. is important; it did not capture the black students' experiences at Illinois. Carrie Franke and Deirdre Cobb-Roberts, in their respective works, do a much better job describing the black experience at the U of I. In her dissertation, Franke examines de facto segregation was ever-present at Illinois and in the Urbana-Champaign communities between the World War II era and the early 1960s. She explores the problems black students faced in many areas like housing, admissions, and university organizations, and identifying with faculty who looked like them. Her dissertation gives a good assessment of what life was like for African American students at the University of Illinois prior to the establishment of SEOP and ATEP.

Deirdre Cobb-Roberts's dissertation, Race and Higher Education at the U of I also examines the history of Black students at the University of Illinois between the years of 1945-1955. She provides an in-depth history of black students at the U of I, and explains in extensive detail the role of black fraternities and sororities, such as Alpha Kappa Alpha, and the Champaign African American community had on helping black students arriving at the U of I. Also she explores the affect Albert R. Lee had on assisting black students during their four year tenure. Albert R. Lee was a university employee that was known for his diligent effort in helping black students through their four year tenure at the U of I. He was known as the "unofficial" dean of African Americans and was responsible for compiling data on black student's attendance between the years of 1900-1940. This was important because he volunteered most of his information for the purpose reporting to W.E.B. Du Bois, who was the editor of the Crisis, the official journal of National Association for the Advancement of Colored People (NAACP). Lee was involved in African American affairs on and off campus and was important, well respected figure in the Champaign African American community.

### African American History at the U of I during the 1960s-1970s

Research concerning black/minority students at Illinois during the 1960s and 1970s has primarily been written by one scholar, Joy Ann Williamson. Her research largely focuses on two important aspects: 1) minority students' demands for change in enrollment and retention practices for students of color at Illinois; and 2) the institution's responses to these demands. Williamson's book, Black Power on Campus, examines the U of I between the years of 1965-1975. Her research primarily focuses on the campus environment during the Black Power Movement and explains how black students use their voice to demand change from university administrative and academic practices toward minority students. She also describes two type of recruitment program that were initiated to enroll more minority students. These two programs are the Special Educational Opportunities Program (SEOP) and the Alternative Teacher Education Program (ATEP).

Although research about the topic of African American history at all white institution is important

and highly considered among historians, little of this research considers enrollment programs that were implemented at all white institutions during the late 1960s and mid 1970s. The present study is designed to analysis the Special Educational Opportunities Program and the Alternative Teacher Education Program at the University of Illinois at Urbana-Champaign, and to fill this gap in the literature by explaining the origins of these two programs and the significance each program had on minority students at the U of I campus.

### Methodology

The methodology of this history is archival. Accordingly, primary and secondary source materials guide this study. Primary sources--letter, reports, comments, statistics, etc.--perused and gathered at the university archives provide a firsthand account of the history of ATEP. Secondary sources complement this narrative and explain the history of SEOP or African Americans at the U of I. Secondary sources consist of scholarly publications that document the history of African Americans at Illinois before and during the creation of SEOP and ATEP and that document the general experiences of African Americans attending college at a traditionally white university during the Civil Rights and Black Power movements. Primary and secondary sources are the foundation of the entire research paper. Both sources are vital because they explain the stories of SEOP and ATEP.

### Findings: Early Century at the U of I (1900-early 1960s)

While their numbers have been low, African Americans have sporadically always attended the Illinois. In 1887, Jonathan Rogan was the first African American admitted to the U of I, albeit he only stayed one year. Years after Rogan's enrollment, the first black male student did not graduate until 1900; and the first black female graduated in 1906. As the beginning of the twentieth century embarked, black student enrollment increase while their presence on campus continue to remain only one percent of the student population. Once black students were in U of I, they experienced discrimination from all aspects of campus life.

In the early decades of the twentieth century, most black students experienced campus dissonance from white students. Discrimination became the unheralded mandate for the entire campus as black attendance grew but the population percentage remained the same. During this time, black students experience racist events, such as the Hobo Parade, which depicted and condemned black culture. According Williamson, the Hobo Parade occurred "in the early part of the twentieth century during Homecoming." She explained how white students "would dress as indigent people" and "made postcards of the hobos in black face and imitated other minority groups such as Jews, and the Irish."

Despite these incidents, black students persevered and became active members in many university organizations. They participated in various organizations like the Glee Club and the student newspaper, the Daily Illini, but black fraternities and sororities or the local churches sponsored the majority of their social activities. During the 1940s and 1950s, the black student population at Illinois increased but the overall percentage--1 to 2 percent--remained the same. By the 1960s, during the height of the Civil Rights Movement, black students began questioning these enrollment practices and demanded an increase in black students.

In the 1960s, the federal government enacted many policies to alleviate the urgency of racial issues. Policies like the 1964 Civil Rights Act and the 1965 Higher Education Act were initiated to provide assistance to African Americans. From these federal policies, higher education institutions had to acknowledge their role in social reform and assuaging discrimination. With federal support, universities across the country began implementing affirmative action practices and programs for African Americans or minority students; labels vary because institutions had various definitions.

### SEOP at the University of Illinois

The University of Illinois at Urbana-Champaign is primarily known as an all white institution throughout the school's entire history. During the 1960's and 1970's, black students began to challenge this mandate as social movements gave these young citizens an outlet to demand equality. As black students began to aggrandize their voice for change, university administrators planned and discussed the increasing of equal educational opportunities for minority students. President David Dodds Henry demanded this action as he created the University Committee on Human Relations and Equal Opportunity. The committee's goal was to analyze the university's role in diversity and find solutions for these problems. In the November 1964 report, the committee reported the imbalance of minority student enrollment and urged the University to take action in rectifying this issue.

Between 1964 and 1966, the U of I organized programs and policies to increase the diversity on campus. In the spirit of this initiative, other units, like the College of Education, the College of Law, and the College of Liberal Arts and Sciences (LAS), began their own equal opportunity programs. Although Illinois's actions for diversity were far ahead of other traditionally white institutions, its black enrollment remained low. Notwithstanding, the school continued to seek alternative ways to address this problem.

In the summer of 1965, Illinois began an experimental program to promote and invest in the academic preparedness of minority students that graduated from disadvantaged high schools. The University required each student to be placed in their top high school percentile rank, ACT score, and completed academic curriculum. The program was operated under the College of LAS and it lasted for eight weeks. As years progressed and the program continued it was named the "Transition" program, and its main focus was to prepare minority students for the freshman academic year and improve their academic deficiencies from high schools. In the following school years, the university began the summer program early and provided support services for black students.

Before the fall semester of 1968, Illinois appointed a new chancellor, Jack Peltason. During early 1968, the university was in the process of creating a program that enrolled two hundred black students in the 1968-1969 academic years. This program did not proceed because administrators were worried about the affect the campus might have on the students. After analyzing the Spencer Report, the university developed a plan to implement a program that would increase the black student enrollment during the years 1969 to 1973. The Spencer Report was a report written by Professor Roger Spencer that focused on the increase of black student enrollment and retention. The report analyzes the academic performance between black and white students that were admitted to the U of I. It emphasizes that white students regularly outperformed black students, especially Black students from segregated Chicago high schools. The Spencer Report also suggested that the university modify criteria in various areas like academic probation, reduction in freshman courses, and the implementation of support services. Lastly, the report stated specific enrollment numbers for "Negro and culturally deprived students" for several years. The program's goal was to increase the enrollment figures by five to six hundred, or ten percent, and graduate thirty percent of the students. But the university plans changed after the assassination of Dr. Martin Luther King Jr. King's assassination forced Illinois to immediately focus on the racial context around the US, especially on campus.

With the death of Dr. Martin Luther King Jr. and black students' demands for racial equality on campus, the university changed the enrollment program and announced the plan in a public news release one month after the assassination and two months after the Spencer Report. On May 2, 1968, the university announced the establishment of the Special Educational Opportunity Program (SEOP or Project 500) for the fall semester of 1968. The SEOP became one of the largest programs started because it proposed to admit five hundred black students from predominantly low income high schools.

The program focused on the university's five goals: 1) To provide the education opportunity for underprivileged students; 2) to increase the number of minority students on campus; 3) to develop programs to aid disadvantage students; 4) To expose non-SEOP to cultural and social experiences in understanding different cultures; and 5) to develop information about problems affecting students with disadvantaged backgrounds. As the program was in the organizing stages, the U of I became a reflection of the social problems occurring throughout the nation during this time. War protest, freedom of speech rallies and black power demonstrations were ever-present, and the campus, accordingly, was perceived as being unstable and desultory for academic standards.

The university had requirements for enrolling black student through the SEOP. Illinois sought black students or underprivileged students who were ranked in the top of their graduating class; met subject requirements, ranked in the third quarter of their class; had an ACT score of 19; or ranked in the bottom quarter of their graduating class and had a composite ACT score of 21. The Black Student Association (BSA) worked closely with the Office of Admission in finding qualified students from underrepresented backgrounds from throughout the state and nation. The BSA invited eighty black students from Chicago, East St. Louis, and Holmes County, Mississippi to experience the campus environment and participate in different activities. Once students were enrolled, the Black Student Association continued to assist incoming students with academic and counseling resources available at the university.

After enrolling SEOP students, the university focused on creating resources that would give the students a chance to graduate in five years. The university encouraged departments to change their curriculum for various courses to benefit the academic needs of SEOP students. For example, the Department of Mathematics created Math 101, which helped students understand high school algebra at a comprehensible level. These courses provided SEOP students with a foundation that encouraged them to push and strive for academic success. As SEOP continued to pursue the enrollment of underrepresented students, some SEOP students found interest in the field of secondary and post-secondary education. In the College of Education, the Alternative Teacher Education Program was offered to all SEOP students who aspired to become future teachers.

### The Early Years of ATEP (1968-1972)

The Alternative Teacher Education Program (ATEP) began in the fall semester of 1968 in the College of Education. A graduate student, James Anderson, and a professor, Arthur Davis, proposed it. Dean Rupert Evans of the College of Education assigned a Steering Committee to develop a teacher training program for the fall semester. The program's focus was to enroll minority students with an interest in teacher education. The program provided: 1) students early contact with school children; 2) guided classroom instruction related closely to the work with children and material; 3) opportunities for the discussion and evaluation of important social issues with an interracial group of students and faculty; and 4) a close working relationship with faculty and graduate students.

ATEP was available to all students, but the program's primarily enrolled SEOP students. As the plans for the program developed, ATEP administrators acknowledged their goal of admitting 1/3 and 2/3 SEOP. As one administrator wrote, "because we believe that the proposed program is a viable one for perspective teachers and because we believe very firmly in the need for an integrated program, we feel that the special course which will be proposed should contain no less than one-third black students and no more than two-thirds." After approving the budget and the participation-observation seminar, acceptance letters were sent out to SEOP and non-SEOP students with information regarding the incoming freshmen year. In the 1968-1969 academic year, ATEP enrolled seventy-three SEOP students and twenty non-SEOP students. Half of these students were black and the students themselves wanted

to dispel the idea that it was a mere educational program of SEOP. Again, as one administrator deduced, “since the SEOP students themselves wanted to drop that label as quickly as possible, that coincidence was not happy event for anymore. Fortunately, the students are an extremely reasonable group and after the problem was explained, they went on the task at hand.” This encouraged ATEP freshmen students to focus on the curriculum that loom in the academic year.

The College of Education made changes in various classes that were specifically focused on ATEP. The Steering Committee “felt that a weakened curriculum would be a disservice to the university, the students, and to the teaching profession. This did not mean that the College of Education could not change its structure or its curriculum, but it did mean that any change undertaken must be consistent with an improved program for educating and training teachers.” With the committee’s support, ATEP coursework centered on practical experience, while helping to develop conceptual tools to analyze and understand the experience. First years ATEP students received a total thirteen credit hours for the fall semester, and a total of 15 for the spring semester. ATEP students attended courses such as Education 100, Rhetoric 100, and English 101, which focused on covering university and major requirements. However, the problem with organizing this program and these courses was finding professors and funding.

Due to the early initiation of ATEP in the fall semester of 1968, staffing for the program became hard to find because many professors were working for multiple departments and was not aware of the program’s curriculum. As one administrator reported, “The staffing of the classes was one of the major problems. Department chairmen could not release the faculty members who volunteered to teach. The faculty members had already been assigned teaching loads and the department chairmen could not rearrange teaching assignments nor hire assistants to pick up the load. No salaries were paid to the professors for their services to the program. Despite these issues, there were eight professors and teaching assistants that were on the ATEP budget--overall ten professors and 15 teaching assistants participated in the first year. Professors, such as Paul Violas, Walter Feinberg, and Roland Payette volunteered their time to aid in the program’s development. They firmly believed in the need for the program to be successful. Most of the professor enjoyed working with ATEP students. Each acknowledged the potential ATEP students had and what they had to offer to Illinois. After the first academic year of ATEP, certain professor left the program due to course overloads and prior commitments. “All professors taught on an overload basis. Almost all the respondents agreed that they enjoyed their experiences in the ATEP, but will not return to teach in the program next year. The respondent’s main reason for not being available is because to teach on overload basis caused them to get further behind in their own reading and research. But this cycle of an unbalanced faculty commitment continue to resurface as the program experienced budgetary cuts.

In the 1969-1970 academic year, ATEP began to experience problems with the budget, faculty, and SEOP students’ enrollment. “The effect of the budget cut will prohibit us from recruiting non-SEOP students, and this will be unfortunate to all concerned. It will: 1) decrease the desired degree of interaction between different groups of students; 2) It will give a false image of a two-track program to the College of Education; 3) It will prohibit the SEOP student from seeing just how well he can do in competition with non-SEOP students and from seeing just how valuable his own talents are; and 4) It will reduce the effectiveness of the program in providing a model and an impetus for other innovations in undergraduate education”. There were forty incoming SEOP freshmen and zero non-SEOP students. The freshmen and sophomore SEOP students totaled 106. The decrease in professional seminar were only limited to four for freshmen and sophomores. Professors decrease as well, leaving an overall total of three for the entire program. A total of four teaching assistants returned to the program, but only three were hired. One teaching assistant served as the coordinator while the other two taught the

sophomore level courses--due to the fact the program did not have any professor at that level. Challenges were everywhere. As it was reported to the Dean of Education, "The academic and professional support for ATEP has decrease. The ATEP is in declining stage and appears to be in a process of being phased out." In a fact sheet from the College of Education, ATEP was referred to a "piecemeal program" due to the problems that had occurred. Despite these problems, ATEP students continued to perform well in their courses, and the program was known to many as the most successful SEOP program.

In 1971, two alternative programs were proposed to integrate inside ATEP. The first program was the Alternate Special Education Program. The program was centered on minority students that had interest in special education. "Such a program might be to incorporate one special education course per semester as well as an additional education course, perhaps in the area of educational psychology (the sociology of education, learning theory, behavior techniques, group techniques etc.)" It scheduled proposal was for the fall semester of 1971-1972, but the College of Education could not developed the program due to the budget. The second program was the Alternative Programs for Elementary Education. The program focused on making changes with the regular Elementary Education program and offerings to all students through ATEP. The program consisted of three proposals: "1) Student teaching should not be assigned any letter grade. Rather, there must be a pass-fail criterion instead; 2) Student teaching must be divided into two parts that provide the student teacher with an opportunity to experience different cooperating teachers and schools; and 3) A student teacher must be confronted with a student teaching experience involved with the overlapping with other student teachers from other universities." Although these new programs were proposed, ATEP continued to suffer from faculty and budget problems. The College of Education administrators were distracted by these problems and began the process of alleviating these issues for ATEP.

The College of Education administrators decided to place ATEP within the Department of Elementary Education. This move occurred because of ATEP inability to function as an independent program. ATEP was to provide the same assistance to SEOP students, but enrollment was available to all students. In the 1971 and 1972 academic years, the university issued letters to each College and department addressing the ten percent reduction in state money. This was terrible news for the ATEP, because the faculty and funds were already declining yearly. Faculty members and original administrators like Professor William Shoemaker left ATEP because of the shift into the Department of Elementary Education. These were the new goals as ATEP made its transition into the Department of Elementary Education: 1) principle responsibility for the ATEP would shift from the College (Dean's Office) to the Department of Elementary Education; 2) the coordinator for the program will be selected by the Department of Elementary Education; 3) it will continue as an alternate to other programs; 4) a purposeful mix of interracial groups will be maintained in a fashion which will facilitate of racial and ethnic difference so that whites may better understand other cultural views of the educational process. With the shift into the Department of Elementary Education and the uncertain direction of ATEP, the program reached the middle years of operation.

### The Middle Years of ATEP (1972-1975)

The middle years of ATEP became a time when the program began to decrease in SEOP students, faculty, and funding. ATEP was forced to change objectives, as the program became a part of the Department of Elementary Education. Professors and administrators left ATEP as the program struggle to find stability for all areas. For all the problems ATEP faced, the administrators, faculty members, and students continue to perform well with the limited resources that were available.

In the 1971-1972 academic year, ATEP administrator were encourage to lead the program into the right direction by seeking faculty members that were dedicated to working with the program. "In order



to add an element of stability, insure more responsiveness to increased student needs and concerns, and further augment the possibility of the program becoming an integral and active part of the College of Education, it was deemed necessary that ATEP should have the steadying influence of regular faculty whose primary role and function would be to focus on the program and its problems.” They were able to find five instructors and that became the nuclei for future development and redefinition. The role of graduate assistants became vital as their role focus more on three specific services: counseling, teaching assistance, and observation in schools. Also students were required to four counseling meeting per semester.

ATEP administrators continued to provide support services for all field studies despite the budget crisis that plagued the program. In the 1971-1972 academic years, ATEP students continued the on-site classroom experience. During this year, ATEP students experienced a great opportunity, as they were able to work closely with teachers and principles. A total of ninety-seven teachers and nine principles participated in the program. The student-principle component was new to the ATEP program and it provided students with a realistic view of the complexities of the educational process. “To fulfill the four hour weekly requirement of the program, participating students alternated between the classroom and the principal’s office, two hours with the teacher and pupils in the classroom and two hours under the direct supervision of the principle, becoming acquainted with the many roles and administrative duties of that office. In that same year, students also were able to participate in pre-school centers and the Leal School Mathematics Laboratory Project that was directed by Dr. Jack Easley. In the project, ATEP students worked and taught elementary students in small groups or one to one basis. The method was based on Piaget’s theory of intellectual development.

Budget changes continued to have a significant affect on the program as it experienced decreases in students and funds. For the 1971-1972 academic year, the ATEP had a total of one hundred forty-six students. Of this number, seventy-one were freshmen; sixty-three were sophomores, seven juniors, and five seniors. From the freshmen class, only thirty-five were SEOP students: thirty-one black females, two black males and two white females. Also the sophomore class consists of sixty-three students, twenty-one were SEOP students. Although ATEP experienced up and downs, it continued to strive for excellence. In that academic year, the freshmen mean grade point average was 3.38 based on a mean credit hour of 16.68, and the sophomore mean grade point average was 3.47 with a mean credit hour of 41.50.

The teacher field experience suffered financial difficulties as they struggled with funding for student transportation. ATEP administrators were forced to change transportation companies due to the increase number of participating ATEP students and cost. “However, an increase in the number of participating students, unsatisfactory service provided by the company, and major discrepancies in cost coupled with economic realities, forced the program to terminate its transportation agreement with the company. The program soon found another company that was reasonable for its limited transportation budget.

Towards the end of the 1972-1973 academic year, ATEP continued to experience administrative problems. Jim Rath, Associate Dean and leader of the Executive Committee that monitored ATEP, evaluated the state of ATEP. “Now, ATEP is not a program,” Rath concluded, “It is more nearly professors engaged in parallel play. No one that I can tell is collecting data or testing hypotheses in a way that knowledge will be gained through the experience. As a department, we are simply trying to help a small finite number of SEOP students “make-it” in the teaching profession.” In that same year, Professor Fred Rodgers, the current director of ATEP at that time, resigned as director. In a memo to Jim Rath, Rodgers recommended three requirements for the Executive Committee to consider in finding a new director. Rodgers recommended, “1) the person must be a member of a minority group; 2) the per-

son must have a major in elementary education; and 3) the person must have an interest and experience in operating teacher education programs. Towards the end of the middle years, administrators continued to search for new initiatives to incorporate in the restoration of ATEP, while the students continued to perform well in the program.

### The Later Years of ATEP (1975-1977)

The later years of ATEP were primarily focused on restoring the entire program and the development of new initiatives. Despite these efforts, on May 14, 1975, James Raths declared the suspension of the course Education 100. This was the first of many actions that would eventually lead to the demise of ATEP. Raths's motive for this decision resulted from the confused objectives of ATEP. He stated that the program's objectives became "confused over time as the characteristics of the students have shifted; personal changed; and new faculty members have directed the program."

In 1975-1976, there was much uncertainty regarding the continuation of ATEP beyond the academic year. The overall student enrollment hit an all-time low as the program only had eighteen students; of which on three were from a minority background. The spring semester did see an increase in enrollment due to students finishing ATEP as an area of concentration in elementary education curriculum. Only one non-student from EOP, formally known as SEOP, was enrolled in both semesters. Most of the decline in student population resulted from Raths's decision to suspend admission to ATEP during the revised process. "The low number of students electing ATEP in 1975-1976 is partly explained by the fact that the department of elementary and early childhood education executive committee in May of 1975 requested a hiatus in admission to ATEP during which time the program would be reviewed and revised." ATEP's revised process also occurred in staff evaluation.

The staff of ATEP was also affected by the executive order. In the 1975-1976 academic year, the ATEP staff included four teaching assistants, one full time director, a secretary, and advisor and EOP (SEOP) adviser. During the academic year, the goal of the staff was to promote a "spirit" of camaraderie among ATEP students and foster good relationships between black and white students. Toward the end of the 1975-1976 academic year, Dr. Carol D. Holden, the new director of ATEP, and staff submitted a new proposal for ATEP. After a year review and reflection, the staff develop a proposal that focused on two ideas: "1) a service program designed to meet the needs of minority students and students admitted to the department under the auspices of EOP; and 2) a research thrust designed to test present practices in teacher education and try new and experimental approaches to teaching training." On December 3, 1975, the executive committee of the department of Elementary and Early Childhood Education did not approve the proposal. After the meeting, Dr. Holden received a letter from the committee stating the uncertainty of the 1976-1977 academic year of ATEP. "This proposal which was discussed publicly on December 3, 1975, was not approved by the executive committee of the department of elementary and early childhood education. The director received a letter stating that the committee was undecided about whether or not to offer the ATEP option in 1976-77." From this unlikely outcome, ATEP seemed finished.

In the spring of 1976, the executive committee of the Department of Elementary and Early Childhood Education decided to eliminate the early experience option. The committee stated that "the motives for this decision was the absent of rationale for a program; the dearth of "good" placements within the Champaign-Urbana area; the lack of coordination of ATEP junior program; and the inability of the Department to find faculty members willing to on the responsibility of the program were the principle factors leading to this decision." On June 8, 1976, James Raths issued the annual report on SEOP and ATEP to Dean J. Myron Atkin. The report analyzed every aspect of SEOP and ATEP and the effect each program had on minority students in the College of Education. The most important inform-

ation in the report involved a center to study de-segregation. “Some potential uses of the ATEP monies might include the following support for the development for a center to study de-segregation. If the dollars would go primarily to minority graduate students with research skills that would be applicable to the work of such a center, then two goals could be met simultaneously-support minority students and generation of knowledge that might be or help to other institution in the State of Illinois.” From this proposal, Dean J. Myron Atkin and the executive committee organized a science tutoring unit in the College of Education. “The College of Education should invest initially \$40,000 of the SEOP funds now located in the Department of Elementary and Early childhood Education’s budget to institute a tutoring service that would be open to all students in the SEOP program in the University” The science tutoring unit was a program that was offered as a summer program for students who planned to enroll at the University of Illinois. The funds that supported ATEP were used to operate this program. ATEP was now officially over.

After having a brief conversation with Dr. James D. Anderson, I was enlightened on some insight information regarding ATEP. This new information is important because Dr. Anderson was one of the creators of ATEP, and he monitored the program’s progress during its operation from 1968-1976. Anderson shared information regarding the ATEP’s budget. He explained that the program had a private budget line from the State of Illinois. This is vital because ATEP funding should not been monitored by the College of Education. Also, he explained that ATEP continued to receive steady funding post-1977, but much of the funds were used for other College considerations. Finally, he explained that ATEP subsided because of an amalgamation of other motives and the lack of support and from administrators within the College of Education.

### The Conclusion

In conclusion, the Special Education Opportunities Program (SEOP) and the Alternative Teacher Education Program (ATEP) were two great optimistic programs that promoted educational opportunities for minority students at the University of Illinois at Urbana-Champaign. Both programs upended the university’s doubtfulness regarding an increase in enrollment and program development for students from underrepresented backgrounds. In addition, SEOP and ATEP student are trendsetters that assisted in upending these concerns; they paved a way for present and future minority students like myself. These students have had a significant effect on Illinois because they experienced and overcame academic and social hurdles. They established an excellent academic tradition that was not only impressive to administrators but to future students as well.

Lastly, universities, like the U of I, must continue to promote or acknowledge programs like the Special Educational Opportunities Program (SEOP) and the Alternative Teacher Education Program (ATEP) because there is still a need for more minority students in higher education. Implementing these programs in the late 1960 was, and should have been, a new beginning for all college and universities across the campus because it would have reached the intrinsic goal of achieving a campus that was a microcosm of society and the world--dealing with complex issues that continue surface as we live each day. SEOP and ATEP made the U of I a more diverse campus and provided opportunities for the campus to become a more inclusive and tolerate institution of higher education.

Overall, the Special Educational Opportunities Program (SEOP) and the Alternative Teacher Education Program were great programs for the enrollment of minority students. Each programs’ dedication was outstanding as students in both SEOP and ATEP excelled from the dedicated services of academic successful professionals and faculty. These individuals were determined to provide minority/black students the best resources available. Although enrollment programs like SEOP and ATEP do not exist anymore, their impact will continue to live on.

**Ruth Nicole Brown, "Reflections of Black Girlhood: Necessary Truths, A Photography Exhibit/Book Party," flyer produced out of the Saving Our Lives Hear Our Truths (SOLHOT) program. Spring 2009**

Reflections of Black Girlhood: Necessary Truths: A Photography Exhibit/Book Party: With Solhot, Solhot/Sisterhood, Candy Taaffe, & Dr. Ruth Nicole Brown

**Opening Reception:** Thursday, February 19, 2009, 5:00-7:00 p.m., Krannert Art Museum, 500 East Peabody Dr., Champaign IL

**Exhibit dates:** February 16 - 27, 2009

**Description:** In Solhot and Solhot/Sisterhood Black girls work together to celebrate our complexity. This event will showcase photographs taken by the girls and the homegirls. Seeing who we are is NECESSARY. Hearing our TRUTHS is possible. We are also celebrating Dr. Ruth Nicole Brown's recent publication, *Black Girlhood Celebration: Toward a Hip-Hop Feminist Pedagogy* (Peter Lang, 2008).

This project is supported by a seed grant from Community Informatics Initiative, Educational Policy Studies, and Gender and Women's Studies.



**Dominique Johnson (text) and Patricia Rosario (photographs), "An eBlackCU Intern Looks Back On Her Summer," September 2010.**



*Dominique Johnson, Champaign, Illinois, July 27, 2010*



*I worked with Angela Rivers, learned about interviewing, and did my very own interview.*



I learned how to develop Web sites, use Google calendars, and make tabs, and I worked with Jaime on the Salem Web site. I worked with Jelani to make things public on the Web site and realized that you can learn a lot from the elders.



I worked with Deidre on making videos and learned how to upload videos to YouTube. I digitized info. at Afro-Am with Reginald and learned that many people I know were in the Cotillion at one point and time.



I learned how to use a camcorder and all its functions, and I recorded videos with Sherodyn at the North First Street Farmers Market.



I worked with Noah on I don't know how much stuff and learned about the real definition of literacy and technology.



I learned about history and how it changed the community.  
I realized things about technology I never knew before.  
I met new people and it's gonna be an unforgettable memory.

**Bruce D. Nesbitt African-American Cultural Center, *Excerpts from website.* Last accessed October 2, 2010.**

### Welcome

In 1969 the African American Cultural Center was created with the two-fold purpose of assisting the University in providing a safe and welcoming environment for African American students and a resource to the campus at-large regarding African American contributions and issues.

Our focus is to:

help the campus create a culturally respectful campus environment;  
provide leadership opportunities for students;  
promote African American culture through performing arts.

Please stop in to see us often, and use this website as a resource.

### Greetings from the Director

It is my great pleasure to welcome you to the University of Illinois and to the programs, workshops, and resources of the Bruce D. Nesbitt African American Cultural Center (BNAACC). This Center has been a cultural hub for African American students and the Champaign-Urbana community for over 40 years.

To our new students, we have one characteristic in common which should cement a bond between us. I am equally new to this esteemed University. As the new Director of BNAACC, I envision a Center bustling with student activity and a Center dedicated to enhancing your experience in Urbana-Champaign. The BNAACC staff and I eagerly await your visits to the Center and I invite you to learn about our signature programs including 100 Strong, the Academy of African American Arts,



"Food for the Soul," Women of Color Conference, and Black Congratulatory.

In the same vein, I urge you to support several new initiatives and programs that will be unveiled in the upcoming months like our future Black & Brown Male Summit. I am committed to the critical issues affecting African American students such as retention and identity development.

Brothers and sisters, the next several years of your life will be filled with bountiful opportunities. Take advantage of the University's academic and social resources. Volunteer your time and talents to a community center or mentor a middle school student. Challenge yourselves to be the brightest and best Illini to have set foot on this campus. More importantly, let the Bruce D. Nesbitt African American Cultural Center be your home and your haven. Your history starts here with us.

Best wishes,  
Rory G. James

## **Campus Resources**

### Black Student Organizations

African Cultural Association; African Students Association; Black Graduate Students Association; Black Greek Council; Champaign Room Productions; College Democrats; C.O.R.E.; FAITH Christian Peer Ministry; Hip-Notic Dance Team; History Making Productions; House Arrest 2 Dance Team; MBAs of Color; Minorities in Ag., Natural Resources, Related Sciences; Minority Association of Future Attorneys; Minority Association of Future Educators; Minorities in Political Science; Minority Association of Pre-Health Students; Men of Impact; Minority Business Students Organization; Muslim Student Association; NAACP; National Association of Black Accountants; National Association of Black Journalists; National Black Law Student Association; National MBA Association; National Organization of Minority Architecture Students; National Society of Black Engineers; NOBCCHE NIA; Project Youth; Special Populations; Squad Entertainment; X-plicit Dance Team; Black Student Unions

### Central Black Student Union

Beautiful and Together Sisters; Ebony Umoja; Eusa Nia; Ewezo; Ma'at; Mariama; Salongo

### Fraternities & Sororities

Alpha Phi Alpha Fraternity, Inc.; Alpha Kappa Alpha Sorority, Inc.; Kappa Alpha Psi Fraternity, Inc.; Omega Psi Phi Fraternity, Inc.; Delta Sigma Theta Sorority, Inc.; Phi Beta Sigma Fraternity, Inc.; Zeta Phi Beta Sorority, Inc.; Sigma Gamma Rho Sorority, Inc.; Iota Phi Theta Fraternity, Inc.; Phi Rho Eta Fraternity, Inc.; Alpha Delta Rho Multicultural Sorority; Elogeme Adolphi Christian Sorority; Lambda Tau Omega Sorority; Megiste' Arete' Christian Fraternity

## **Programs and Workshops**

100 Strong The 100 Strong addresses academic, social, and cultural awareness. The 100 Strong program strives to promote high academic achievement, community building, and leadership development. Program activities model a circle of learning where expertise is passed on to help freshman explore their own personal and group origins through trips to visit institutions that would expose and connect to their civil rights past. The 100 Strong program promotes student retention in a culturally relevant fashion. Mission The 100 Strong program strives to promote high academic achievement, community building, and leadership in order to retain all African American students in a culturally relevant fashion.

Black History Month Celebrated annually

Omnimov The Omnimov Dance workshop is an option available to those who have the desire to be creative, choreograph and perform on stage, individually or collectively. The workshop meets weekly and presents a concert at the end of both semesters. This group also travels to perform at various events throughout the academic year.

Black Chorus The University of Illinois Black Chorus is constantly in demand to perform both on and off campus. It is offered for course credit under Music 261C. The choir's interests include contemporary Gospel, Anthems, Spirituals, and other music forms. They have performed with such prominent artists as Shirley Caesar, Take 6, The Winans, and other artists of national and international acclaim. The choir is fortunate to have its own musicians and usually numbers from 90 - 150 members. Dr. Ollie Watts Davis is the conductor of the University of Illinois Black Chorus. She is also the Executive Producer of the Black Chorus CD, "Have Thine Own Way, Lord. Chorus History - The Black Chorus at the University of Illinois was founded in 1968, and the following year received the co-sponsorship of the African-American Cultural program and the School of Music Choral Division. Originally organized by four students, and later under the direction of School of Music faculty with student officers, the Black Chorus has achieved and maintained a reputation for presenting inspiring concerts and demonstrating high standards of musical performance. Performances - The Black Chorus maintains an active performance schedule, with formal and informal appearances on and off campus. The Chorus has performed at the National Black Gospel College Choir Workshop (held annually in Atlanta, Georgia), and for concerts at Purdue University (Indiana), Clarke College (Iowa), Clarion College (Pennsylvania), Northwestern University (Illinois), and Eastern Illinois University. In addition, the Black Chorus has performed with the Champaign-Urbana Symphony Orchestra and as special guests at an Orchestra Hall concert in Chicago. In concert dress or choir robes, the members of the Black Chorus perform the music of Black Americans, ranging from the Negro spiritual, anthems and formal music to traditional and contemporary gospel, jazz, and rhythm and blues. In keeping with its mission to promote African-American musical expression, the Black Chorus has hosted the Black Sacred Music Symposium on the Urbana-Champaign campus and has presented prominent artists, including Take 6, Bobby Jones, the Winans, V. Michael McKay, A. Jeffrey LaValley, and Gary Hines, founder and director of the award-winning Sounds of Blackness.

**Bruce D. Nesbitt African-American Cultural Center, "History of Project 500," prepared for the conference "500 Dreams Ago: Continuing the Legacy and Bridging the Gap," Black Alumni Reunion/Project 500 Commemoration, 6-9 November 2008.**

Project 500 was the first major attempt by the Urbana campus to provide equal educational opportunity for all children of families in Illinois. In 1968, following the assassination of the Rev. Martin Luther King Jr., students and community residents pressed the university to enroll students traditionally underrepresented on campus. Ultimately, 565 newly admitted African American and Latino students began as U. of I. students that year. Students came from all over the country, but primarily from Chicago, New York, Central Illinois, Philadelphia, East St. Louis, & Mississippi. The history of campus was changed forever as a result of Project 500.

By the spring of 1967, the civil rights movement, the student movement, legal rulings, media coverage, public policy and violence had created a national and local environment amendable to change. In 1968 there was considerable ferment at the University of Illinois at Urbana-Champaign. Demands for equality of opportunity came from inside and outside the academy. The Black Arts movement was accelerating. Blacks began to wear Dashikis, and Afro hairstyles, to express the new found consciousness. The Black Arts Movement intersected nicely with requests and demands for a cultural center. Co-

cooning by black students and the lack of recreational facilities and programming for black youth became an additional local concern.

The response by University of Illinois administrators and faculty to this ferment was uneven. Some were proactive and some had to be helped along by the urgency of the moment or by political pressure. The University of Illinois at Urbana-Champaign established the Afro-American Cultural Center as a support to the special educational opportunities initiative, commonly referred to as Project 500.”

The Special Educational Opportunities Program (SEOP) was established to provide academic, personal and social support for Project 500 participants. The advocacy SEOP and later EOP and Minority Student Affairs (1986) provided assistance to students in locating financial support, employment on campus and after graduation, connecting with the academic mission of the University, preparing for graduate and professional schools, and adjusting to the Champaign/Urbana and campus community.

In 1969, the Afro-American Cultural Program (later renamed the African-American Cultural Program, and known today as the Bruce D. Nesbitt African American Cultural Center) and the African-American Studies Program were established to meet other needs of the students and the University. The La Casa Cultural Latina was established at the University in 1975 to supplement the campus support for Latina/o students and to help educate all students, faculty and staff. The lessons learned from Project 500 have also helped the Urbana campus in developing the Asian American Culture Center, the Native American House and several other campus wide diversity initiatives that have augmented the campus community in numerous ways.

***Excerpts from Mark S. Aber, Ph.D. and the University of Illinois School Climate Research Team, Champaign Community Unit School District 4 - School Climate Study. 23 February 2001. [Ed. A new report on this matter should be released in the very near future - this project is ongoing.]***

### Executive Summary

Overall, with a few notable exceptions, school staff and parents perceive the climate of Champaign schools in very similar and positive terms. Middle and high school student perceptions are generally slightly less positive than those of parents and staff. Their perceptions are typically neutral to negative. Elementary students tend to see the climate more positively than middle and high school students.

Because there are more Whites than African Americans in each sample, the average results for each sample (when race is ignored) tend to look like those of the Whites. However, there are significant differences across race on most perceptions. This is true for staff, parents, middle and high school students. When results are examined separately for Whites and African Americans, significant differences emerge. African Americans see many aspects of the social climate in dramatically more negative terms than do Whites.

The largest and most pervasive racial differences occurred among school staff. This reflects the fact that African American staff tended to see the climate the most negatively of all groups and White staff tended to see it most positively. On 18 of the 19 the climate dimensions measured (95%), African American staff perceived the climate more negatively than their White peers. This was true for each subsample of staff, including teachers, administrators and other staff. Middle school students had the next largest proportion of climate dimensions with differences across race. On 8 of 12 of the climate dimensions measured (75%), African American middle schoolers perceived the climate more negatively than their White peers. Fewer, yet numerous, differences were found for parents (on 10 of 19, 53%, of dimensions) and high school students (on 6 of 12, or 50% of dimensions).

Across all samples, the largest and most consistent differences in perceptions appeared on six climate dimensions: General Fairness, Disciplinary Fairness, Academic Fairness, Cultural Understanding,

Qualities of Desegregated Champaign Schools, and Need for Change. Racial differences were found on each of these dimensions in every sample. African American respondents were, depending on sample, between 2 and 23 times more likely than their White counterparts to believe the schools are unfair, between 2 and 4 times more likely to disagree that teaching styles are personally and culturally relevant, between 3 and 9 times more likely to perceive a need for change in their school to address racial inequities, and between 7 and 11 times more likely to rate as very important various issues found in previous research to foster positive school climate for African American students in desegregated schools, such as hiring African American teachers and administrators in similar proportions to those of African American students in Unit 4 schools.

Parallel differences exist across socio-economic class, with parents and students from lower income families consistently tending to perceive the climate more negatively than those from middle and upper income families. However, statistical analyses demonstrate that racial differences in perceptions cannot be explained by social class (nor by students' academic or disciplinary status). Racial differences persist even when analyses controlled for income level and students' academic and disciplinary status.

The findings from this study reveal both positive and negative aspects of the perceived social climate of Unit 4 schools.

On the positive side:

- The majority of all parents, staff, and students in the district see the school climate in largely positive terms.
- Neither adults nor students perceive widespread overt or malicious interpersonal racism.
- There is a widespread desire to be fair and to do right by all children and families in the district; nearly 1000 staff, parents and students indicated an interest in working to end inequities in Unit 4 schools.

On the other hand, numerous findings indicate reason for serious concern.

African American staff, parents, and students perceive the climate in markedly more negative terms than do Whites --- often in very negative terms. These findings indicate perceived lack of fairness and cultural understanding that are not, typically, the result of malicious or intentional racism on the part of individual people, but rather are institutionalized in the educational practices and policies of the schools.

- There is evidence that large proportions of those with the most power in the district, White staff and parents, do not perceive a need for change.
- There is evidence of considerable resistance to change.

Building on the sources of support for change and recognizing the nature of the resistance to change, the following recommendations are designed to address the climate concerns identified in this study. Certainly, this is not an exhaustive list of actions that could be taken to improve the perceived social climate of Champaign schools. But progress toward these goals is both feasible and likely to have significant impact on the perceived social climate of Unit 4 schools.

#### Recommendations

- Increase cultural competence of teaching staff. Efforts to do so must go beyond the teaching of cultural sensitivity to educating about issues of White privilege. These efforts must also go beyond a focus on interpersonal understanding of racism to educating about issues of institutional racism, history and power.
- Create forums both in the schools and in the community to discuss the climate study results and make recommendations to address issues raised by them. Although this study focused on African

an Americans, this discussion should take into account the full range of racial and ethnic diversity in the district, especially because the proportion of people of color in the district is growing rapidly.

- Hire more African American regular classroom teachers.
- Develop incentives to reward teachers who teach students of diverse backgrounds well.
- Develop incentives for teachers to learn from colleagues who demonstrate success teaching students of diverse backgrounds well.
- Reduce and eventually eliminate all ability based tracking.
- Establish goals and strategies to reduce the overall number of disciplinary and special education referrals.
- Implement in-school programs to educate students about issues of race, culture and ethnicity.

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### Historical Background

In 1996, members of the Champaign community filed complaints with the United States Department of Education, Office of Civil Rights (OCR), on behalf of certain African American students alleging racial disparities in access to school programs and educational outcomes. In August 1996, OCR initiated a pro-active compliance review of minority over-representation in special education and under-representation in upper level courses. OCR also examined other dimensions of within school segregation of students on the basis of race, including student discipline, staff hiring and other issues.

Following the charges filed by the community and OCR's review, the District commissioned a comprehensive education audit to assist the District in determining ..its responsibilities and priorities in ensuring that a quality education be made available equitably to all students. The findings of that audit indicated that while African American students comprised approximately one third of all students in the district at that time, they represented only about three percent of students in the gifted and talented program, over half of special education students, and nearly two thirds of all suspensions. The audit's findings and recommendations were delivered to and accepted by the Board of Education in the summer of 1998.

In September 1998, the District and OCR signed a Resolution Agreement outlining those actions the District should take ..to further its commitment to ensure that African American students are provided equal access to high quality education and rigorous educational standards under the law. In this resolution agreement, the District agreed that "a school climate which promotes learning and success and encourages students to support each other is essential" in order "to ensure equal access for African American students to its educational programs." The Agreement mandated: a district-wide school climate study to determine the extent to which each school in the District offers a learning environment that supports all students and provides maximum opportunities for success. The climate study will include a survey of District parents designed to identify problems with District programs perceived by parents and to understand reasons why parents are not able or choose not to become involved with District activities. The climate study will be conducted with the assistance of recognized experts in the field and will include recommendations for implementing actions deemed necessary to correct any identified deficiencies.

In the summer of 1999, the Unit 4 School District publicly solicited proposals to design and conduct the survey. The Planning and Implementation Committee<sup>5</sup> reviewed all proposals and recommended that the district contract with Professor Mark Aber, from the University of Illinois to complete the work. Superintendent Cain followed that recommendation.

**Announcement for "The Great Campus Scoping Study," a defunct partnership between the University of Illinois and Champaign Unit 4 School District that was part of the Consent Decree.**

The Great Campus Scoping Study:

Latzer Hall in the University YMCA (1001 S Wright Street, Champaign), Tuesday, February 6, 2007.

A Special Panel with Imani Bazzell, Urban League of Champaign County; Ann Bishop, Library and Information Science; Rochelle Gutierrez, Curriculum and Instruction; Doug Johnston, Landscape and Architecture.

The Great Campus Project envisions innovative linkages between K-8 curriculum, information technology, and environmental design in Champaign. Initiated by the Urban League and CARE3, and supported by the Chancellor's Task Force on Civic Commitment, this project involved collaborative work among students in three graduate and undergraduate courses in Fall 2006. It explored a range of educational themes including the arts that the panel will briefly present.

***Excerpts from website for "Campus Academy," a defunct on-campus middle school for African-American boys.***

Raising Exceptional Scholars and Civic Minded Leaders

Beginning Aug 23, 2006, Campus Academy opened its doors to six families with African American male middle school-aged students seeking an innovative and advanced learning experience for their children. The purpose of this academy is to provide African American boys an exceptional foundation for college achievement, societal leadership, and world citizenship. We're really smart!

Campus Academy is located in Champaign Urbana, IL at the McKinley Foundation.

Press Release

Beginning Aug 23, 2006, Campus Academy will open its doors to six to eight families with African American male middle school-aged students seeking an innovative and advanced learning experience for their children. School founders, Leigh Estabrook and William and Lori Patterson, are beginning the community home school based on their desire to provide their own children a learning environment that accommodates individual learning styles. When you have creative and energetic adolescents it is important to provide them with the necessary physical space and instructional latitude to learn in a manner that enriches their confidence for high academic achievement, said co-founder Will Patterson. Campus Academy will be located at the McKinley Foundation adjacent to the campus of the University of Illinois.

The curriculum is structured within the context of the Illinois Learning Standards with mathematics, science, computer technology, foreign language, social studies and language arts serving as the core. Latin and Critical Thinking will be included in the core curriculum, as well as other Ivy League preparatory courses. The academy will introduce project- and inquiry-based learning as instructional strategies to establish a cooperative, engaging, and relevant learning culture at the school. Arrangements are being made to culminate the school year with a trip abroad to a country that the students will study intimately throughout the school year.

In addition to instruction provided by a head teacher, University of Illinois faculty and graduate students from the Graduate School of Library and Information Science, School of Law, the College of Communications, and African American Studies will provide instruction. School days are Monday through Friday 8:45am-2:45pm.

**Jan-Carter Black, "Harambee: Pulling Together at Freedom School," in The Column School of Social Work newsletter, Fall 2007.**

On a July morning that promised to be yet another scorcher, a group of MSW students and I piled into vehicles and headed over to Columbia School in Champaign. The oldest elementary school in the Champaign Unit 4 School District, Columbia houses the 2007 Freedom School Reading Enrichment Program. We rolled out of our cars and vans in the school's parking lot where Regina Parnell gave us a brief orientation. She taught us the appropriate protocol for requesting permission to enter the school's gymnasium and the words to the opening call and response that was part of the morning Harambee. Regina is an MSW student, volunteers as a Freedom School intern, and is the mother of a Freedom School scholar. In fact, it was Regina who invited our class to visit and participate in the Freedom School's Harambee, a rare and privileged opportunity.



Assistant Professor Jan Carter-Black accompanied her Generalist Practice class to the Champaign-based Freedom School Summer Program. Here she reflects on their experience.

The 90 or so Freedom School scholars (K-8th graders) and interns (local college students) engage in a Harambee each morning before the individual classes begin. Taken from the Kiswahili language, Harambee is a word that means let's pull together. It seemed this unique and highly energizing activity served as a means of pulling together all the talent, energy, commitment, and strengths of the young scholars and their teachers for a day of learning and sharing in the truest sense of the words.

Around the walls of the gymnasium were brightly colored posters that espoused the importance of learning, helping others, community, and self-respect. The Harambee agenda included a time for interactive reading, singing the theme song for the day, a series of motivating and uplifting cheers and chants, opportunities to give and receive recognition for accomplishments and special occasions, followed by moments of silence and finally daily announcements.

For the next hour the scholars and our graduate students alternately stood and sat on the floor around the perimeter of the gym in a large circle while the interns moved around the inside of the circle leaping into the air, running across the expanse of gymnasium floor, twirling, and encouraging the scholars to put their hearts and souls into the songs, cheers, and chants.

I was honored to be asked to serve as the guest reader for the day. I read the story of Rappin' the Turtle while several scholars and interns acted out the parts of the various characters. The music, storytelling, cheers, chants, and recognitions seemed to empower the scholars to rise to the occasion in a most amazing manner.

Vernessa Gipson, the program's director and a Social Work alumna (MSW 1988), then graciously escorted us on a tour where we glimpsed some of the scholars' artwork and visited two classes in session. We observed the young intern teachers guiding the scholars through structured reading and processing exercises that promoted a deeper understanding of historical events such as the Montgomery,

Alabama, bus boycott and the integration of Central High School in Arkansas by the African-American students who came to be known as the Little Rock Nine. As we left Columbia School and had a chance to reflect on our experience, we realized Freedom School is much more than a reading enrichment program. It was a most enlightening excursion to the tradition-rich community in which our School of Social Work has the good fortune to be inextricably embedded.

The MSW students, inspired by these young scholars, chose to provide backpacks filled with needed school supplies for Freedom School scholars' fall term as the final Generalist Practice class project. This is how strength, empowerment, and engagement with the community come alive.

### An Empowering Mission

According to the program's director, Vernessa Gipson, the Freedom Schools are part of a national initiative of the Children's Defense Fund. Its mission is:

[T]o encourage and motivate children and youth to develop a love and enjoyment for reading. Built around the concept of the Freedom Schools of 1964, [it is] a literacy-based program that uses books and best practice strategies known to be effective and culturally relevant to African-American and Latino youth[and ties] into projects related to conflict resolution and/or social action.

It is a program steeped in the history and traditions forged during the civil rights movement of the 1960s. Based in strength and empowerment, Freedom School takes seriously the charge to participate in social action.

### ***Excerpts from James Kilgore, "An Evaluation of the Odyssey Project (Champaign-Urbana)," 8 May 2010.***

The Odyssey Project (OP) is an Illinois-based adaptation of the Bard College Clemente Course begun in 1995. The Clemente Course aimed to provide low-income individuals with access to college-level education in the humanities. The Clemente Course consists of four core content subjects: U.S. History, Literature, Art History and Philosophy, plus Critical Thinking and Writing. The Clemente course has been delivered more than 100 times in 14 different states. Typically students taking a Clemente course pay nothing for tuition or books and attend classes in a cordial non-campus environment. They receive college credits if they attend and complete the work required for the course. No grades are given.

The Odyssey Project began in Chicago in 2000, then spread to Springfield and finally to Champaign-Urbana in 2006. According to the Odyssey Project website, OP is founded on the premise that liberal education is education to make people free, and it proceeds on the conviction that engagement with the humanities can offer individuals a way out of poverty by fostering habits of sustained reflection and skills of communication and critical thinking. In an undated funding proposal to the Illinois Humanities Council, the project's goals objectives and outcomes were stated as follows:

- To provide high-quality humanities education to low-income adults
- To begin each class with 25-30 students, to graduate at least 60% of the students who begin the project and to maintain an 80% attendance rate
- To continue follow-up with graduates in order to assess the long-term impact of the course for grant-seeking, evaluation, and program planning purposes.

The Champaign-Urbana (C-U) OP began in academic year 2006-07 largely at the initiative of Assistant English Professor John Marsh, who served as the program's director for three years. Marsh believed the university had a responsibility to reach students beyond the traditional target group. He set out to create a program to reach adult learners in Champaign-Urbana and discovered Odyssey Chicago.



With funding from the Illinois Humanities Council and the University of Illinois, the Odyssey Project opened its doors in 2006-07. Since its inception in Champaign-Urbana, Odyssey has resided administratively within the Illinois Project for Research in the Humanities (IPRH).

### Structure and activities of the project

Odyssey follows the Bard Clemente program, offering two of the core classes per semester. Students who complete the courses receive six academic credits which are transferable to a number of institutions. A Critical Thinking and Writing (CTW) course is offered in support sessions of the content courses at various points in both semesters.

The criteria for students' admission are: a high school diploma or G.E.D. and a desire to access college level study. In addition, students must qualify as low income, meaning a household income less than 150% of the poverty level. The project does not verify income.

Once admitted students receive free tuition, notebooks, pens and books. Additional benefits include bus tokens, flash drives and child care at the classroom site for those in need.

Recruitment of students has encompassed a wide variety of methods. In the early years OP relied largely on media releases, along with meetings with management of community-based organizations and social service providers. More recently, recruitment targeted a broader spectrum of groups with the aim of speaking directly with members or users rather than management. In addition, Odyssey Chicago has done publicity for the project via the print media and the production of pamphlets. The Champaign-Urbana project expressed an interest in doing some of their own media work as well but have not yet worked out the details with Chicago.

Students typically enroll for one academic year (two semesters), although in 2009-10 some students were allowed to enroll for the second semester only.

A range of instructors has taught at Odyssey, varying from senior academics to Ph.D. students. Faculty recruitment has focused on approaching relevant departments with requests for qualified and willing instructors. With the exception of Critical Thinking and Writing, subject instructors have changed from year to year. Though no core subject faculty have taught in consecutive years, three have come back to teach their course a second time. Odyssey does not hire faculty directly. Funding through the Chancellor's office provides money to buy out services with a stipend roughly equal to the money needed to hire an adjunct for a semester. Beginning in 2007-08, the university allotted money for graduate student assistants to do administrative work.

The university also supported a half-time Director's post for the first three years. Upon Director John Marsh's departure from the U of I at the end of academic year 2008-09, the salary funds were withdrawn. For 2009-10, Odyssey has functioned with a volunteer Director, Professor Dale Bauer from the English Department. A new volunteer Director, Cris Mayo from Gender and Women' Studies and Educational Policy Studies, will take over for 2010-11.

All Odyssey classes take place at the Douglass Branch of the Champaign Public Library in a room that belongs to the Parks District. The branch library is part of the Douglass Center, a central institution for the community in that area and of special significance to African Americans. The classroom used is spacious, sunny, and offers considerable though not flashy infrastructure, including Internet connection for presentations by the instructors. There are no computers available for student use.

Funding for Odyssey comes from three main sources:

- the Chancellor's Office funds instructor buyouts and accreditation through Bard
- the Illinois Humanities Council covers student expenses - books, supplies, child care, transport
- the College of Liberal Arts and Sciences supports wages for two graduate assistants The project also generates small ad hoc grants from university- and community-based groups.

## **U.R. Movement Focal Point Proposal and Flyer. 2009-2010. Submitted by Jonathan Hamilton.**

### Making Our Community More Inclusive The Champaign-Urbana U.R. Movement

*(This document was submitted for the Focal Point Grant Proposal during the 2009-2010 academic school year. Focal Point is an interdisciplinary initiative to catalyze the formation of intellectual communities to advance knowledge in areas of critical national and human need. Up to \$15,000 of funds may be awarded per project. This proposal project was written by Jonathan L. Hamilton, Olanipekun Laosebikan, and Robert Anthony Ward, who are doctoral students in Educational Policy Studies at the University of Illinois at Urbana-Champaign. Unfortunately, this proposal was not accepted, but will be resubmitted with changes for the 2010-2011 academic school year.)*

“People talk about Hip-Hop like it's some giant living in the hillside coming down to visit the townspeople. We are Hip-Hop. Me, you, everybody, we are Hip-Hop. So Hip-Hop is going where we [are] going. So the next time you ask yourself where Hip-Hop is going, ask yourself where am I going? How am I doing?” (Mos Def, Near Not of Man 1999)

### Introduction

On Friday October 9th, 2009, Kiwane Carrington a young African American teenager from Champaign, Illinois is shot to death by a Champaign police officer. The vigils and protests that followed the shooting would highlight an unsettled history between law enforcement and the community but more importantly, the raw frustration and helplessness of youth of color in Champaign-Urbana. In the wake of Kiwane Carrington's death, important questions have been raised about ways to improve the conditions of youth of color in Champaign and surrounding communities. Yet noticeably these questions have not translated into any visible and sustained programming to address the needs of the most vulnerable population in the wake of the shooting, Kiwane peers.

In this process the University of Illinois has been noticeably silent. The flagship institution of the Illinois University system continues to be the tie that binds the communities of central Illinois culturally and economically together. Yet, in this time when the youth of a community that sits directly in its shadow need human and material resources, no response as of yet has been offered.

It is important to note though that the U of I has in place the necessary infrastructure for establishing stronger relationships with and between its surrounding communities. One such initiative is Inclusive Illinois which has as one of its many noteworthy aims, the objective to promote and strengthen community-campus relationships. The University considers community-campus relationships imperative, made evident by details from the report Project 2012: Transforming Illinois.

Illinois has envisioned itself as a new Illinois; one in which there is a strong investment in its surrounding communities and a commitment to establishing meaningful collaborations with community-based agencies and organizations to address critical societal issues. An underlying value embedded in a number of the proposed initiatives is the inherent belief that the role of Illinois is to support community groups to name and actualize their vision and core objects (as opposed to the objectives of individual researchers or campus sponsored programs). Also, the goal is intended to increase the exchange between the campus and community via increased communication (Project 2012: Transforming Illinois, [http://www.provost.illinois.edu/programs/diversity/Project\\_2012-Transforming\\_Illinois-Re-envisioning\\_Diversity\\_and\\_Inclusion\\_Final.pdf](http://www.provost.illinois.edu/programs/diversity/Project_2012-Transforming_Illinois-Re-envisioning_Diversity_and_Inclusion_Final.pdf), p. 46).

It is in this spirit of establishing meaningful collaborations with community-based agencies and organizations to address critical societal issues that we have teamed with Douglass Park Community Center and formed the U.R. Movement.

### Purpose of Program

The Urban R.E.A.L.I.T.Y Movement (U.R. Movement hereafter) is an organization that emerged from the I-Power movement course taught by Professor William Patterson of the University of Illinois, Urbana-Champaign. The U.R. Movement founded by ten students in this course in the spring of 2009 and has been in operation ever since. The U.R. Movement is a program designed to critically engage, educate, challenge and empower urban youth using Hip-Hop as a medium for communication and dialogue. The name of the organization U.R. or translated as your, recognizes Hip-Hop as a legitimate medium for understanding the lived experiences and realities of urban youth and the ownership these youth have over Hip-Hop as a vehicle for their education and creative expression.

We have come together as educators, sociologists, historians, and individuals concerned with our community to devise a program to teach youth to unpack and critically engage the images and information that they consume. As the successes of the recent presidential election, Hip-Hop can be used as an important educational tool to spread civic awareness. We believe that Hip-Hop can be used successfully as an educational tool to promote critical literacy helping to develop engaged and empowered urban youth as students and citizens. Often in the traditional K-12 schools, students are required to leave Hip-Hop outside of the classroom, however it is our conviction that schools to their own detriment deny the rising significance of Hip-Hop in the lives of urban youth today.

Through the U.R. Movement we seek to empower youth to be critical consumers and producers of Hip-Hop music and culture specifically and media in general. One of the premises upon which we operate is that we are not required to be passive consumers of media in today's marketplace. We teach youth that through their actions and awareness they help to create the environment in which they live, and the culture that others experience.

In collaboration with its most important partners, Champaign-Urbana youth, the U.R. Movement currently provides a practical model of engagement with Hip-Hop culture that recognizes its potential as an educational tool. Yet the program has potential for so much more. The recent shooting of Kiwane Carrington makes clear the need for more far reaching attempts to address the needs of urban youth within the larger framework of improving and strengthening community relationships. Utilizing the current framework of the U.R. Movement we are proposing the creation of a workshop that will provide an outlet to showcase Champaign-Urbana youth's creative skills through various art forms that highlight the theme of Social Justice as a vehicle for strengthening community relations.

### Topics/Themes of Exploration

The use of social justice workshop provides an opportunity for community members, faculty and students to explore connections between media literacy and empowerment. A focus on media literacy emphasizes the importance of analyzing lyrics and images in Hip-Hop. This helps to identify messages as well as interpret and respond to issues of race, class, patriarchy, homophobia, etc.

The benefits of this proposed youth organizing/development dialogue program will equip participants with knowledge to explore questions about critical consciousness, Hip-Hop, social justice, forms of oppression, advocacy, activism, and becoming agents for change. Those participating in the U.R. Movement organizing/development dialogue program will draw from and expand on existing curriculum resources developed from the U.R. Movement between Spring 2009 and Fall 2009.

### Location

The U.R. Movement's foundation is set at the Douglass Park Community Center in Champaign, Illinois. The community center lies within the predominantly Black North Champaign community, a historically marginalized community. The program is strategically located in this community to in-

crease awareness about the significant issues affecting the community and to highlight the need to establish stronger ties between this community and surrounding communities. Douglass Park Community Center offers an open and inclusive space to accomplish this goal.

### Target Demographic

The U.R. Movement program specifically targets middle school students, but it will be open to local students of all ages. Middle school youth are ideal in that they are at a critical age when social influences like music and culture play an important role in identity formation. High school students though welcome in the program tend to be more sporadic in attendance and participation, possibly because of the presence of the younger students.

### Program Structure and Frequency

The program participants will meet once a week for two hours at the Douglass Community Center located in Champaign, Illinois. The

program will operate on a four (4) week cycle revolving around a specific theme every month, which culminates in a group project in the fourth week. The cycle of the program is detailed below:

The first week begins with media literacy training. This stage is an opportunity for the group deconstructing media related to our theme paying particular attention to race, class, and gender. The group will learn how to engage these controversial subjects in a supportive yet critical manner. This stage offers a powerful opportunity to model new ways of addressing conflicting viewpoints while respecting difference and each other.

The second week will be spent building a sense of connection and community. With this stage students begin to look more closely at the necessity of alliances and how to build them. There will be workshops and primers on what social justice is and how environmental issues affect us. The dialogue here addresses students individual experiences with social inequality and what resources exist in their communities to help them.

The third week involves designing and developing practice in relation to our theme, or as we call it envisioning change and taking action. At this point the participants will design (illustrate, build, create, perform) utilizing the monthly theme for that month to implement or show their understanding of ways to connect Hip-Hop (5 Elements) to address issues of oppression, privilege, or justice within their

**I-POWER**  
University of Illinois  
Presents

**HIP HOP**

*Special Performances*

**U.R. MOVEMENT**

*HOT DJ*

*Open To The Community*

**Kick Off Bash**

Douglass Community Center  
March 6, 2009  
5:30pm - 9pm

CHAMPAIGN PARK DISTRICT

U.R. MOVEMENT  
Is an I-POWERED student operated civic engagement pilot project supported by

BNAACC  
Bruce D. Nesbitt African American Cultural Center

**TIME TO MAKE IT BOUNCE**

community.

The fourth week is dedicated to the youth working on a project, which they come together and choose. The project will utilize lessons that they learned in the three previous weeks. Also, as the program progresses the groups will be able to utilize future workshop and understandings to strengthen their projects.

### Expected Outcomes

- 1) To develop a capacity for dialogue, which will lead to identifying individual and collective actions for interrupting injustices and building alliances to promote greater social justice amongst disenfranchised communities in Champaign-Urbana with the University of Illinois at Champaign-Urbana.
- 2) To make recommendations for a means to understanding Hip-Hop music as a literary form that can potentially counter act unarticulated or hidden curriculums that need to be addressed head on (race, culture, class, gender, etc.)
- 3) To produce two scholarly publications that provides a descriptive analysis of the U.R. Movement and its effort to cultivate critical consciousness and sociopolitical development in Champaign-Urbana youth. We will also create a booklet that displays the various artworks shown at the Social Justice Fair for each of the youth participants.
- 4) The program will conclude with community showcase that we are calling the social justice fair. With this event we will invite the students/parents, teachers, and other organizations that provide services & activities for the community to come together and be more aware of each other. The U.R. Movement youth groups will also present their projects developed during through the program.

### Organizers

It is our goal to create opportunities to bring faculty, staff, students, youth, and community members together to learn and share their insights and perspectives on developing a positive working relationship in the fight for social justice. Faculty will provide assistance with organizing the monthly workshops and the Social Justice Fair. Faculty sponsors: John Jennings- Assistant Professor of Graphic Design at the University of Illinois at Urbana-Champaign; William Patterson -- Assistant Visiting Professor in the Afro American Studies

### List of Committed Faculty and Graduate Student Support

Dr. Jennifer F. Hamer; Dr. Christopher Span; Dr. Lou Turner; Melvin Armstrong Jr.; Steven Parris

**Shameem Rakha, Sally Carter and Chaebong Nam, "TAP In Leadership Academy: A Lesson in Perseverance and [Collaboration?]" report prepared for this volume. [Note: Imaged featured in this essay taken by participatns in the TAP-in Academy Summer Program.]**

Community member and scholar Sally Carter is the founder of a new organization for the youth of Urbana-Champaign entitled, "TAP In Leadership Academy" whose four pillars are leadership, cultural awareness, literacy, and civic engagement. Sally realizes something, so many in leadership do not. She realizes that we can't wait until college to prepare our students to be leaders. We need to start preparing them to be civically active, productive citizens, before they reach middle school. TAP In is preparing tomorrow's leaders today with a 6-week summer program as well as a daily after school program that focuses on the maths, sciences, foreign languages, and the academy's four pillars.

### Making Connections: A VERY Abbreviated History of TAP In

When her son was in 3rd grade, Sally realized that despite her and her husband's education, and their personal focus on education with their children, she needed help for her gifted son, but where could she turn? After much searching of programs throughout the community, Sally determined that she would start something different for the families of her community. She would start an after school program that focused on cultural competence, in addition to education and leadership. She would start a program that went beyond tutoring or afterschool care. Originally, Sally wanted to start an after school program in conjunction with the local schools. Though there was some offer for collaboration, the schools required money to help fund the extended hours and janitorial services that would be required by the program. Sally didn't have any money for these things. Indeed, as her focus would be on reaching families like her own, low to middle income families, she doubted the program would have much money at all.



Light in the Darkness Trinity B., 6th Grade

After months of leg work, and through many tears, Sally realized her dream for the academy. In June of 2010, TAP-In Summer Leadership Academy opened its doors at the McKinley Foundation on the campus of the University of Illinois. The struggles to find funding for leaders, food, supplies, and a location is that which is written partially about below.

### Connecting to the University: A Combination of Joy and Tears

Without a solid location for the program, Sally set off to look for financial support for TAP-In. On a trip to the mall, Sally found the beginning of that support. She found Angela Slates and myself. Sally's friend Angela and I are graduate students and were serving as Graduate Assistants for the Youth Community Informatics Project in the Graduate School of Library and Information Science Department. As a recent graduate herself, Sally knew that the University had resources, the question, of course, was how to gain access to them. Here, Sally says, "my experiences mirror the experiences of others in the community. I didn't know what GSLIS was." Sally thought, "I'm educated and clueless. If I'm clueless, what about others? There is a whole lot we as a community do not know about the University."



Representation of My Future Will C., 6th Grade

As a follow up to Sally, Angela, and I meeting at the mall, we gathered to work on a grant. Due to my experience as a graduate student and as a teacher within the community, I had had extensive grant writing experience. Angela brought with her amazing knowledge of the research and of the community, and Sally, of her dreams and plans for the program. In order to get this grant, Sally had to find University sponsorship, which she was unfortunately unable to do before the grant's due date. Another door seemed to have closed. Sally wondered why it was so hard to bring the University and its re-

sources into the community, but within her wonder she had an idea. If the University would not come and help this program, she would do her best to bring the program to the University.

Sally knew she needed a location for her program, but also knew that without the grant, she would not have the ability to pay to rent a location. On a visit with Sally's sorority sister and assistant program director to the African American Cultural Center, Sally sat on her soro's couch pondering, when she offered to house the summer program at the cultural center. With what Sally thought was a commitment from the African American Cultural Center established, and connections with the Native American House, Asian Cultural Center and La Casa founded, Sally moved forward, building a much needed bridge between the "town and gown" so often spoken of in the literature.

Sally created a curriculum that would center on a different cultural group each week of the six-week summer program. Her thought was to have each week at a different cultural center with the African American Cultural Center being the program's home base. "Nevada street was going to be our campus." Sally remarked.

Sally met with professionals in the International and Global Studies Department who could teach the scholars about different world cultures. Within days of meeting several people, through personal interactions, Sally had created a roster of interested faculty and staff at the University who would later be responsible for teaching her scholars about world cultures. One of the people Sally met was Monique Rivera, Senior Program Coordinator in the Office of Equal Opportunity and Access (OEOA). Monique soon became instrumental in the development of TAP In Leadership Academy. She offered her professional background in education, her heart for helping Sally develop substantive, holistic curricula, and experienced insight into the professional inner workings of University life. Their connection was instant, and she continues to play a large role in TAP In Leadership Academy, now as a board member.

Armed with a location, food, instructors, and a curriculum, Sally knew she needed staff to help run the program. She could not do this on her own. Sally was able to hire five staff members for the summer program through the Put Illinois to Work grant.

Just four days prior to the program start, merely 2 hours before her parent meeting about the program, the floor fell out from beneath Sally Carter's feet. Unbeknownst to Sally, the person who had agreed to house the program in the African American Cultural Center failed to get this decision approved by the University administration. When run by the University legal department, the whole program was shut down. Having young people on campus, on a daily basis, was a liability.

Needless to say, Sally was crushed. Months of work were lost in a single swipe of a bureaucratic pen. Hard-fought connections would be severed. Parents and students alike, disappointed. Sally felt angry, lied to, and betrayed. She thought, "the University doesn't give a damn about our kids." She recalls that at this time she remembered hearing University person after person asking her what grant she was associated with, or what department she was working with. The answer was always the same, "None. I'm just a community member." At this moment, the "just" became very large. Sally no longer felt that she belonged on the University campus--her program was



Every Situation has a Sign to Pay Attention to  
Cessily Wilson, TAP In Leader

“just” for community members. Sally sunk into the deepest of depression, such was this tenacious woman’s devastation.

Despite her depression, Sally called Angela Slates, who in turn contacted Dr. Will Patterson, a lifelong community member and activist and Assistant Director at the African American Cultural Center. Dr. Patterson attempted to allay Sally’s fears and promised to make some phone calls. Sally followed up on a lead given to her by Dr. Patterson which eventually led her to the McKinley Foundation, which not only was located on Campus, but directly across from the GSLIS (Graduate School of Library and Information Sciences) Department, and the International Studies building where all of the professors and professionals who had committed to working with the students each week were located. After such great disappointment, Sally mustered the courage to walk into the foundation and ask for help. She knew she could not pay for a location, but she asked, and this time, the help that was promised, was delivered upon. The McKinley Foundation’s basement is now home to the TAP In leadership Academy.

The McKinley foundation has proven to be an amazing resource for the TAP In project. They have provided several rooms for classes as well as recreation space, and even keep the students and staff fed for a very nominal cost.

Thanks to the University’s “Community Outreach” goals, the scholars had access to University laptops with which to do their web design, research, and photography work. Dean Mary Kalentzis generously offered a set of laptops for the scholars to use for the summer. In addition, Extension Service staff taught the students about food and nutrition.

### TAP In Summer Leadership Academy

In June of 2010, TAP In Leadership Academy began its six-week program. 11 elementary students and 5 high school students (who served as mentors) participated. 3 of the High School students participated in the afternoon, assisting teachers and mentors, and were paid for through the GSLIS department, Youth Community Informatics project. These scholars had been a part of a summer program a year earlier in which they created a digital asset map of the Northern part of Champaign-Urbana.

From 8 am to 3 pm every weekday for 6 weeks of the summer the scholars learned leadership skills, money management and budgeting, cultural understanding, health and nutrition, web design, and digital photography. Each of the enrichment activities were taught by people who understood and respected the culture and behavior of the scholars.

The summer program ended with an open house in McKinley Foundation’s Westminster Hall. The hall was beautifully decorated with tri-folds displaying the scholars dream jobs. Also displayed were the scholars photographs, various artworks such as masks, wood houses, and wire-works. Scholars, parents, family members, other community members, and YCI people celebrated the scholars’ and program’s meaningful achievement. Sally became quite emotional, finally bursting into tears, while opening the showcase. When someone gave her a small piece of napkin, Sally said, “Oh, no, I need a whole roll!” It was not until I learned of her struggles getting this program going, did I fully under-



Yin Yang Love Anna L., 7th Grade



stand the meaning of her tears.

### The TAP In / Youth Community Informatics Connection

Angela Slates, Chaebong Nam and I, all Graduate Assistants for the YCI project, worked together in determining what work we would do with the scholars throughout the summer. We knew we would have two hours a week for a total of six weeks. As one focus of YCI is that of empowering youth to tell their stories, and another is digital media, our topic was easily decided upon. Though Chaebong would be left without Angela or myself for the bulk of the sessions, with the help of 3 paid High School interns we would teach the scholars to take and edit digital photos in order to tell a story of some kind.



The Tap In Family Jazzlyn Carter, Freshman

In the session during the first week, Chaebong and I, went together to the basement of McKinley Foundation where there were about twenty people including TAP In scholars, Junior leaders and adult leaders. After introducing the our project idea and ourselves, we talked with the students about photography and what makes a good photograph. We also did some basic introductions on how to use the cameras loaned to the program through YCI. Next, we all went outside to let scholars play with the cameras. On the Quad, the central large square on campus, the scholars, in groups with youth leaders, took turns taking pictures of anything that was of interest to them.

In the second session, Chaebong, who was leading class that day, shared photography books she had checked out from the Art and Architecture Library. She asked the scholars to choose one book and find three favorite photos in it to be shared with the others. They also had to answer “why” they chose them.

There was a small incident while the students were examining the photographs. One young staff surrounded by four or five scholars urgently called Chaebong, “Miss Chaebong, there is an inappropriate picture in this book!” Chaebong went to this group and they showed her a couple photos of a woman who was nude. Chaebong thought, “Oops, I should’ve checked those books more cautiously.” She explained to them, “You don’t necessarily have to think these photographs are inappropriate. This is considered to be a part of art. The photographer is trying to show an image of women in a very naturalistic way. It is part of naturalism.” Chaebong did not



Standing Out Arnold B., 5th Grade

want scholars to get the impression of nudity equaling pornography. She took this as an opportunity to teach.

During the third and the fourth sessions, Chaebong, who again was in charge, took the scholars out in the field to allow them to take photos. One location she brought them to was the Japanese Garden. Before taking the photos, she asked the students to keep the theme for taking their photos, such as signs, buildings, nature, whatever they liked, in mind. She reminded them that their pictures could tell a story.

During the 2nd of the two sessions in the field, it was extremely hot and humid, but the scholars did not complain at all. Instead, they were diligently walking around the campus here and there and taking photos with their team partners. On our way back, a couple of the scholars proudly showed Chaebong their work.

With only two sessions left, Chaebong downloaded the photographs and taught the students how to edit their photos. Although it was a bit messy at the beginning trying to figure out which team was using which camera with whom for the past three weeks, it eventually turned out well and everyone got their own photos. Chaebong had the students choose their five favorite photos. She had them type up their theme as well as the reasons they chose the particular photos.

Sally and Chaebong put the scholars' favorite photos on Facebook to be shared with the public. In the final session, the scholars presented their work that had been uploaded to Facebook to several thrilled adults. Each scholar introduced their favorite work along with their photographic theme and their thoughts. All of us in the room enjoyed the scholars' achievements and appreciated their own aesthetic views seen in various images. The scholars created photo cards for each of their favorite photos which were matted, displayed at their program showcase, and sold as a part of a fundraiser for TAP In.

At the end of the showcase, Tap-in sold the nicely matted photographs to raise money for the program's future. People, amazed by the scholars' work, happily purchased them. Words such as, "Did you get that, too? I love that Ying-Yang!" "Look at this flower. This is gorgeous," rang throughout the hall. The students beamed with pride.

Though the YCI grant has ended, Chaebong and I are committed to the total success of this program. We plan to continue working with the scholars throughout the school year to develop a book that will document the wonderful work of the scholars and of the amazing impact of TAP In.

### Specific Accomplishments and Stories of the TAP In / YCI Connection

According to Sally, the scholars' participation in the photography project, "showed the kids that what they see in the world is not as gloomy and crappy as they think. That their world is beautiful." The Youth Community Informatics Project involvement introduced the scholars to abilities they didn't know they had. In reviewing the project, it would appear that this is true for the TAP-In project in general.

Sally shared this story about Anna, who came into the program as a very angry young woman.

Had you asked Anna where she was from, she would have said California, but the truth is



Adaptation Anna L., 7th Grade

that she is from Guatemala. She did not think there was anything pretty about her, and she was a bully. Anna had all of these things going against her according to society. But when Anna got the camera, the things she saw were so beautiful. But even more beautiful were the people around her telling her how beautiful her work was. I was so proud when on showcase day, everyone was choosing her photographs as their favorites. Anna didn't know what she wanted to do when she grew up, but now she knows she wants to be in the arts. YCI put a dream in a kid's hands. It was important. She has the eye for capturing beauty. Anna's own eyes gets lazy and wonders. People look at the outer and want to make that a negative, but look what that eye can see!



Jazzlyn Carter, 14 "We were on the quad and I saw different colors, races and ages talking and laughing together. I thought, "Isn't it cool that one program brought all these people together."

***Excerpts from Center for Education in Small Urban Communities website, "Multicultural Youth Conference," 30 November 2007. Accessed Oct. 2, 2010***

The Center for Education in Small Urban Communities will host the 4th annual Multicultural Youth Conference (MYC). Organized by a committee of UIUC undergraduate students and coordinated by the Center, MYC targets high school students of color, as well as first generation and low income students from the following Champaign-Urbana area schools and initiatives: Unit 4's Advancement via Individual Determination (AVID) students, District 116's Minority Enrichment Program (MEP) students, and Rantoul Township High School. This year's program will take place at the Levis Center and various other campus venues on Friday, November 30, 2007, from 8 a.m. - 2:00 p.m.

Students of color as well as first generation and low income students are too often underrepresented on campuses throughout the United States. It is the planning committee's hope that MYC can play a significant role in increasing access to higher education, enhancing student knowledge about resources/support services, and ultimately empowering and strengthening our community's youth and families.

MYC objectives include: helping participants with higher education preparation; increasing participant access to successful and ethnically similar university professionals and students; providing students with information about higher education processes and procedures; enhancing participants' access to useful information; and strengthening the bridge between the local secondary schools and UIUC

MYC includes a broad representation of campus partners:

- College representatives from the College of Education, College of Business, College of Engin-

eering, College of Fine and Applied Arts, College of Applied Health Sciences, College of Liberal Arts and Sciences, College of Communications, and College of Agricultural, Consumer, and Economic Sciences

- Office of Admissions and Records
- Office of Financial Aid
- University Housing
- Department of Chemistry
- Department of Physics
- Office of Minority Student Affairs
- Epsilon Delta, SAGE, and MAFE
- Via-a-Vis

***Excerpts from Caitlyn Smith and Emily Wolfkiel, "The Effects of the SOAR Program on Small Urban Community Students," PSYC 290/494 Final Project. 2010***

Abstract

This paper aims to evaluate the effectiveness of SOAR, an after-school program serving primarily Latino and African American students in a small urban community; the purpose of this research is to evaluate students' academic and behavioral progress as a result of program participation. Creation and evaluation of tutor notes serve as the basis of our inquiry; as a result, researchers have developed an effective means of measuring student progress in the form of daily tutor notes. Researchers tracked ten students for five weeks, documenting various aspects of their progress, including homework completion and time spent reading. Findings suggest that program participation yields progress in many areas, although future research should collect data over a longer period of time with the intent of gaining a beneficial longitudinal perspective.

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SOAR Program History and Objectives

The SOAR program at Booker T. Washington Elementary School began in February 2006. The school is located near the Shadowwood Mobile Home Community, where most of the families were recent Spanish-speaking immigrants who faced hardships due to low incomes, cultural differences, and language barriers. Because of the lack of affordable academic support, the families were concerned for their children's success in school; they shared their concerns with University of Illinois Professor Ann Bishop, who helped to partner with the Graduate School of Library and Information Science, the Latino Partnership, and Booker T. Washington Elementary School. The result was an after-school program specifically for at-risk children in the north Champaign area. Over the years the program has grown immensely, including many partners from the university and local community, including the Center for Education in Small Urban Communities, the Office of the Vice Chancellor for Public Engagement, the Department of Psychology, and the Don Moyer Boys and Girls Club.

The program aims to build connections between marginalized families and the school, to help children develop a positive identity, and to improve in-school learning. It aims to supplement the efforts of Booker T. Washington Elementary School to improve educational and social outcomes for children in Kindergarten through 5th grade. The program currently serves approximately 45 children, mainly Latino and African American; it operates three days per week through the school year. The primary purpose is to assist with homework and reading, but the program also provides enrichment activities, such as visits from the Boy Scouts, Girl Scouts, and visitors from the university.

Teachers recommend students to the SOAR program because he or she feels the program will help to meet the individual needs of each child. Teachers have reported that their students are successfully completing their homework and gaining self-confidence, among other positive outcomes which we will further explore in this paper.

### Purpose

Most evaluation processes look at overall student academic and social improvement and attitude toward school and learning when making conclusions about whether or not a program has been effective. We are taking into consideration the factors presented above, but are also evaluating students' work with their respective tutor on a weekly/ daily basis. We expect to see the same results as other noted OST programs at the end of a semester, year, and/or the child's stay in the program (1st grade through 5th grade). However, we are experimentally implementing the process of student evaluation by the tutor. We believe that if we can track a student's progress (more often than other evaluations tend to monitor), we can use this information to better help the student achieve his/her program goal. Evaluating from the tutor's perspective will be very beneficial as these are the people who are spending the one-on-one time with the student on a weekly basis. The tutor sees things that a random observer cannot. In turn, we can use the qualitative data collected to see specific trouble areas and do something about them.

We are not only tracking student progress for the evaluation of success of SOAR, but we are guiding tutors with program goals and improving the program's effectiveness along the way. More information will be discussed about specific SOAR goals, and why we chose to evaluate in this manner. Some of these reasons include the benefits and drawbacks of a smaller program or a "fleet" (help students more effectively with one-on-one time with tutors, lack of 'expertise' as far as program evaluation is concerned), guidelines for principles of effectiveness according to the 21st CCLC (objective data, established set of performance measures, scientifically based research where appropriate), and accountability and sustainability (Little, et al. 2002). Most of the research concentrates on evaluation via student, parent, teacher, or principal feedback, but we feel that the tutors are such an integral part of the program staff that their observations and input will be most beneficial to improvement and sustainability of the SOAR program.

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### Conclusion

Though we may not have direct and sufficient evidence to support the SOAR program's benefit to the students of the community, further analysis of the program using these methods (in the next semester or year) cannot yet be discounted. We have put together a study using simple methods and a form of survey that has multiple purposes. If future SOAR interns use this form of evaluation, we are certain that sufficient data will represent SOAR's positive influence on students' behavior, academic performance, and overall well-being.

Tutor communication, especially through the Comments sections of the notes, is of vital importance in itself to the proper mentoring and tutoring of the students. The volunteers can ask and receive advice from other tutors, room leaders, and teachers. What may at first glance seem unimportant observations, once taken together in daily records, may form a pattern of behavior or diagnose a student's learning habits or troubles. This evaluation aspect of SOAR, whether the data alone proves its importance, demonstrates how the program cares for the students in the community. Tutors and teachers take the time to fill out this information, read it, reflect on it, and respond to it, all in the hopes that we can collectively assist in the betterment of our future (the students of today).

**Lizanne DeStefano, Fox Family Professor of Education and Director, Illinois STEM (Science, Technology, Engineering and Mathematics) Education Initiative, University of Illinois at Urbana-Champaign. "Recreating Booker T. Washington Elementary School as a State of the Art Science, Technology, Engineering and Mathematics (STEM) Academy: A School University Partnership"**

On a recent cool, crisp early September morning an unlikely cross section of Champaign citizenry assembled in the near empty lot at the corner of Wright and Grove Streets in Champaign. The event that brought them together was the raising of the first beam of the new construction for the Booker T. Washington STEM Academy. Current and future students, parents, grandparents, teachers school administrators, board members, councilmen, legislators, city workers, the mayor, architects, contractors, university faculty and a local news crew donned hard hats, signed the first beam to be raised on the site, and celebrated a momentous event for that neighborhood, the Unit 4 school district and the Champaign community.

Booker T. Washington Elementary (BTW) served one of the oldest African American communities in north Champaign for more than 50 years. Once recognized for outstanding bilingual and multicultural programming, in recent years BTW's facility and student performance were in decline and in need of drastic intervention. As a result of an extensive community visioning exercise led by the District in 2008, plans were made to create three elementary magnet programs in north Champaign. Two of these were scheduled for new construction or extensive renovation: a completely redesigned Booker T. Washington STEM Academy and a language and culture academy at the renovated Garden Hills site. When a county tax referendum was passed in 2009, work began in earnest to design and build the facilities and curricula. For several months, teachers, school board members, administrators, parents, university faculty members, community representatives, and city workers worked with a Chicago-based architectural firm to envision what a state of the art STEM elementary school would look like and what role it would play in the community. Energy efficiency, large open spaces for collaboration and inquiry, technology integration, and community access were values that characterize the building design.

The emphasis on STEM education was fostered by the glaring under-representation of students of colors in science, technology, engineering and mathematics fields and the general decline in the numbers of American students interested in pursuing STEM careers. The creators imagined that access to high quality STEM experiences early in their education would produce a new generation of Champaign students interested in design and innovation, trained to think like scientists and excited by exploration and inquiry. With the University of Illinois just a few blocks away, it was natural to involve its renowned scientists, enthusiastic undergraduates and graduate students, and world class facilities in the planning and implementation of the BTW vision.

As construction teams assemble the new building, teams of teachers, curriculum specialists and Illinois faculty and graduate students are creating an innovative curriculum for the school featuring effective instruction in the Common Core Curriculum Standards in Grades K-5, whole school STEM themes such as sustainability, systems, and energy, scheduling that allows for deep and sustained inquiry, and integration of community and university resources into the teaching and learning environment. Their vision is that BTW students will engage in inquiry and scientific exploration beginning in kindergarten, guided by their own curiosity and supported by effective teachers, University researchers, and an involved community. Though teachers have not yet been selected for the new school, faculty members from the Departments of Physics and Chemistry and the College of Education, supported by a National Science Foundation Math Science Partnership grant have been providing intensive pro-

fessional development in science content and pedagogy to Unit 4 teachers who are interested in teaching at BTW. Elementary teachers in the U.S. typically have limited background in math and science; project like this attempt to reverse this trend and provide robust, high quality STEM experiences in the elementary years, thus laying a foundation for more intensive STEM programming in middle and high schools. In addition, Unit 4 and the University are applying for funding from U.S. Department of Education, Illinois State Board of Education and the National Science Foundation and other sources, to support the involvement of University faculty and students as mentors and classroom experts, provide internships for BTW teachers and students, and continue the development of effective instructional materials.

When the new Booker T. Washington STEM Academy opens its doors in 2011, it truly represents a partnership among the community, the school district and the University to create a truly innovative and potentially transformative educational environment that could serve as a model for other communities. On-going research and evaluation of the effectiveness and impact of teaching and learning at the school will continue to foster the close school university collaboration and enhance the educational experiences of Illinois students and their BTW counterparts.

On that September morning, a young father helped his four year old son sign the beam with a silver Sharpie pen. Someday he whispered in his son's ear, you are going to tell your kids, I went to that school and I signed one of the beams that built it. Maybe you will be a scientist or a professor. And you will remember this day. Hand in hand, they watched the crane lift the beam into position.

### **I-STEM Initiative (Science, Technology, Engineering and Mathematics) Education. "C-U Fab Lab Fosters Creativity in Local Youth," 2009. Accessed October 2, 2010.**

A local young Tom-Edison-in-the-making with an inclination toward invention needs to look no further than the Champaign-Urbana Community Fab Lab. Located on the University of Illinois campus, this fabrication laboratory contains state-of-the-art, computer-controlled manufacturing tools designed to foster creativity and innovation in local inventors, both young and old. The Lab, like its sister Fab Labs around the world, is equipped with commercially available rapid prototyping manufacturing equipment, such as a laser cutter for carving out 2D and 3D structures; a precision milling machine for 3D molds or circuit boards and a larger one for making furniture or larger parts; rapid prototyping equipment for 3D printing with plastic; a sign cutter for creating graphics or plotting flexible electronic circuits; and electronic assembly tools. Would-be inventors can dream up a design, create it on a computer via easy-to-use design software, then use lab tools to create it. Another key feature is the Fab Lab network, an online community which allows local Lab users to present their problems and get advice from Fab Lab users around the world.

While not yet open to the public, the recently established Lab conducted a pilot program this summer with youngsters from Don Moyers Boys and Girls Club. Focusing on junior high and high school students, the Lab is also partnering with Champaign and Urbana school districts. Impressed by the lab's capabilities, one elementary school principal begged, will you take my third graders? Other partners include Parkland College and University of Illinois units, such as Engineering; Fine and Applied Arts; Education; Labor and Employment Relations; CITES; I-STEM; and ICHASS (the Institute for Computing in Humanities, Arts, & Social Sciences).

Heavily involved during the C-U Lab's start-up phase, Betty Jo Barrett, who teaches socio-technical systems at Illinois, describes the lab as just a wonderful opportunity for people to learn about technology, something entrepreneurial. She succinctly identifies the lab's major benefit: you can build almost anything!, and goes on to elaborate: users can take an idea, crystallize it in a lab, and make a working prototype.”

Barrett has seen the light bulb turn on when a youngster takes ownership of the Lab. Local youth in the pilot project used a computer to create a design, transferred it, and then actually operated the laser cutter. Youngsters made small tin-can robots from kits using the laser cutter to cut wooden lids for the cans and the vinyl cutter to make the outside skins. While Lab staff worked hard to keep it fun, they also taught; youth came away from the experience understanding a dizzying array of fabrication jargon, such as scope, proportion, rastering, and vector and another plus they had to use lots of math in the summer, no less.

One of the driving forces behind the C-U Fab Lab, Illinois Dean Joel Cutcher-Gershenfeld discovered the value of these labs while volunteering at the first Fab Lab, which his brother Neil Gershenfeld founded in Boston several years ago as the education component of an NSF grant to MIT's Center for Bits and Atoms. The original Lab spawned a concept which has taken off; more than 45 labs are now located in 16 countries; each lab's unique, distinctive characteristics enable local communities to create solutions to solve problems, and thus improve the quality of their lives. The labs can serve an important function in the community, as the residents get into the mindset that they can create what they need, whether it be education, an invention, or a new way to use a traditional tool. For instance, the Lab in South Africa created cell phone antennas; sheep herders in Norway made tracking devices for their sheep; in a Ghana village, children used the Lab to make circuit boards, which were in short supply; the one in Costa Rica made tools for use with computers. And now, there's one in Champaign-Urbana. In fact, more new labs will likely be springing up in the US soon, since the House of Representatives has just passed HR 6003, which indicates US government support for design and fabrication as essential literacy in the 21st century and calls for a national network of Fab Labs.

While it does not yet have a signature fabrication, thanks to start-up funds from the Office of the Provost and to the many people who donated both equipment and time, Illinois Fab Lab is now officially up and running, with the grand opening slated for November 11, 2010. However, since the Lab will be open to the public only if it has sufficient staff who are certified on using the equipment, staff are seeking more volunteers, people with expertise: students, professors, engineers, computer scientists, and retirees, such as retired engineer Gary Watson, whose help has been invaluable in setting up the lab. One potential project those heavily involved in the Lab are considering is writing a how-to manual. The subject matter: how to set up a Fab Lab.

**Office of Minority Student Affairs (OMSA). Project Upward Bound. Summer 2007 Report. (Report submitted by Upward Bound students under the direction of faculty sponsors Robert I. Selby, Carl Lewis and Darwin Valenzuela)**

#### About Project Upward Bound

Project Upward Bound works to increase minority student enrollment at major universities across the country by providing high school students with the academic requirements and skills necessary to compete in a major academic institution.

This program is one of the oldest federally funded programs in the country and has existed on the UIUC campus since 1966. OMSA's Project Upward Bound serves high school students throughout the academic year and during an intensified summer component that includes courses in reading, writing, mathematics and science. Very often, UIUC students are the tutors and summer instructors for Project Upward Bound students. In addition, during the summer component, Project Upward Bound students are provided both room and board Monday through Friday on the University of Illinois campus. Project Upward Bound places more than 90 percent of its graduates at major universities.



## Project Report: Summer 2007

We began the internship with this statement of goals and objectives. Goals and Objectives:  
After this six-week internship is completed you should be able to:

- Describe what kind of projects architects engage in
- Understand basic principles of neighborhood planning and design
- Understand the basic principles of programming and design of a small project such as a house
- Understand that design is a process utilizing concepts of 2-D and 3-D representation
- Understand basic principles of how buildings stand up using different structural systems
- Recognize the importance of sustainable design
- Know what it means to be a Licensed Architect and why architects are licensed.
- Recognize the names of prominent professional organizations and who their constituents are.

Our typical week schedule was: Monday and Tuesday in studio; Wednesday, (business attire) Movie day Thursday, field trip or in studio. One field trip was to the new College of Business Instructional Facility, under construction a block away from Buell Hall.

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### Project One: Self Portrait

Professor Carl Lewis created their first project: to do a self portrait using scraps of pages from architecture magazines. These projects were 2-D representations of a creative design.

### Project 2: 2-D Ink and Color Pencil and Marker Sketching

Interns next did two projects where they added trees and color to a plan and elevation of Mies van der Rohe's Farnsworth House in Plano (the name of a famous architect most remembered in the post test). Images of these projects are visible in black mattes in this exhibition photo.

### Project 3: House Programming and Design

Goals and objectives. After this six-week internship is completed you should be able to:  
Understand the basic principles of programming and design of a small project such as a house  
Understand that design is a process utilizing concepts of 2-D and 3-D representation.

### Project 4: Structural Design

Our TA, Darwin Valenzuela, a civil engineer, created a project where the interns could assemble a bit-of-parts of balsa wood to produce a model of a building's structural system to show interns how a building stands up.

### Project 5: Neighborhood Planning and Design

For their final project the interns planned an ideal neighborhood and studied precedents as a guide. They built a neighborhood model and each intern inserted his or her house model therein.

### Project 6: End of Session Exhibition

Interns selected the projects they wanted to exhibit on the last day of the internship. They spent the final week matting small drawings and self portraits and mounting the exhibit in the West Gallery of Temple Buell Hall. Architecture students, faculty, and Upward Bound leadership, including Dr. Sandra Kato, Director of Upward Bound, attended the exhibition and reception with refreshments.

Interns were introduced by name, year they will be attending high school, and name of their high school. It is very interesting to note that four of the eight interns in this program are going to be freshmen! Professor Carl Lewis, TA Darwin Valenzuela, and I were all pleased with the talent and abilities of this young group of interns, perhaps our best group yet. Because of Carl's and Darwin's creative planning for this summer's projects the interns had more take away work products than in any other previous internship. Accordingly, we believe they had more fun while leaning important principles about creating the built environment.

## **SECTION 2 - Contemporary Pieces**

### **Part 6 – Technology**



Deidre Murphy and Reginald Carr, Salem Baptist Church CTC, Champaign, Illinois, July 22, 2010  
(Photo by Patricia Rosario)

## **Kimberlie Kranich and contributions by William Patterson, Hook 'em with Technology, Keep 'em with Relationships, Perspectives, 15 April 2008.**

Young people build social skills and positive relationships through media technology, specifically the creation of radio and TV programs. It is through these positive relationships that young people begin to see possibilities for themselves beyond the low expectations set by the media and community. "Media. That's what it took, [to] really get me to ask questions and get to really know other people and what they're all about," says Jason, a high school student that participates in the Youth Media Workshop at the University of Illinois based WILL AM-FM-TV.

The excitement of using technology and the possibility of making a TV or radio program prompts young people to apply for the Youth Media Workshop (YMW). After five years of working with youth in the YMW, our experience has shown us that the positive relationships created are as important, if not more important, than the media technology skills gained by young people. Youth media programs must focus on building these positive relationships as the basis of their work and improve upon not only young people's lives, but those within the community.

### Youth Media Workshop

Since 2003, WILL AM-FM-TV, the public broadcasting service of the University of Illinois at Urbana-Champaign, has taught potentially underserved African-American youth how to make radio and TV programs through YMW. The YMW connects local young people in middle school and high school--the Hip-Hop generation--to older local African-Americans from the Black Power and Civil Rights generations. YMW participants interview these older residents and turn their interviews into media products that are broadcast on WILL, archived in public and local school libraries, and shared in the community at local events.

Building relationships between young black youth and their communities is important, said Bikari Kitwana, author of *The Hip Hop Generation: Young Blacks and the Crisis in African American Culture*. Said Kitwana, "If young people...turn their backs on Blackness, if they do nothing but engage in self congratulatory narratives and music about themselves...or that they have any future by talking negatively, then they are not our future; they are our fate." Youth media programs and adult allies are part of the solution.

YMW uses media technology as the hook to get youth involved and engaged. But our focus on positive peer-to-peer and youth-to-adult relationships provides young people a living reflection of self identity that counters the negative media images that too often define youth and the black experience.

### Media Stereotypes of Black Youth

Students who participate in YMW are well aware of media images of African-Americans especially in Hip-Hop videos. When asked how males are portrayed in Hip-Hop, Veronica answered, "Hard core, uneducated, always using slang words, like they can't talk. And it downplays them a lot, like they're very ghetto and loud [and] just don't care."

Media has a profound effect on the self-image of African-American youth who consume twice as many hours of television a day compared to their white peers. In their article, "Cultural Collisions in Schools," Floyd D. Beacham and Carlos R. McCray (2004) suggest that television is an important part of many African-American youth's lives. Black youth, in particular, watch seven to eight hours of television a day, as compared to four and a half hours for white youth (Browder, 1989). Additionally, in the Beacham and McCray article, Lawson V. Bush (1999) notes, "negative images presented in all of the media conspire with many hours of television viewing to produce a negative effect on Black chil-

dren's self-image." Rather than be defeated by these statistics, through YMW, young people use video and radio to tell the history of local school desegregation and African-American social activity through the stories of people who lived through it.

When asked what effect these media images have on themselves and on attitudes about African-Americans, Veronica added:

I would say that it makes [young people] think that they have to be hard and loud and tougher than the next kid, so they always have to prove something to somebody else. I think that adults just hate the way that people are coming up today now, because now they're going against everything that they've worked for. Everybody has always tried to tell kids to go to school and get an education, and don't stay in the 'hood. You know, get something better for yourself. And all of the videos are showing us in the 'hood, selling weed, selling dope, smoking and drinking all the time. And it's not the right thing to do."

When young people have the opportunity to interact with their community, craft their own media, and represent their collective identities, positive change is bound to occur.

### Intergenerational Dialogue

In one YMW project, teens videotaped a community meeting featuring filmmaker Byron Hurt and a screening of his documentary, "Hip-Hop Beyond Beats and Rhymes" that challenged media stereotypes of masculinity, misogyny and homophobia. They've produced a video about attempts to revive a community drum corps for African-American youth as a way of providing leadership for black teens. Because of the inter-generational relationships they've developed through the program, their social skills and level of confidence have improved, as well as their grades.

As interviewers for a media project, participants are allowed to be curious and ask questions of adults. When given a choice of whom to interview, many of the participants chose former teachers that they had already established relationships with. YMW provides a safe zone for students to learn about more about themselves through the experience of others.

For example, Yakera, an 8th grade participant saw herself differently after interviewing and editing the oral histories of older African-Americans in her community. She explains, "A lot of these people that we interviewed, they were told to take shop and cooking and stuff. They were told they weren't college material. So this project, in hearing all those other people's stories, [I am] going to make sure I [am] college material." The YMW created a pathway between Yakera's generation and the Civil Rights and Black Power generations by using media as the intersection point. These kinds of intergenerational relationships give young people aspirations beyond the expectations that seem to surround them.

Keri, a college journalism major and mentor to youth media students, observes that being in a media project gives students permission to talk to adults in their community in ways they would otherwise not have thought of. She explains, "One of the students, Jason, interviewed his saxophone teacher. Normally he just goes there to have his lesson for a half hour or an hour. [Getting] to ask him about his personal life and what he's doing and how he got to be where he is--[lets young people connect with teachers they] see every day but they never get to ask them these questions." Giving young people permission to talk with their elders in deeper ways, even those with whom they have existing relationships, is vital to their development.

Older adults in the community who have no relationships with young people absorb the same media stereotypes about young people as others do. But by capturing the oral histories of older African-Americans through the YMW and donating these interviews, transcripts and radio and TV programs to local libraries, young people are showing older adults in the community how they are giving back to the community. For example, a parent and community member who taught team building skills to

YMW students on weekends had this to say about the importance of engaging youth through media: “I think it’s important...[for] the community--the awareness [that] there are some students trying to do some good...we have to get behind them and [support] them.”

### Peer-to-Peer Alliances

Young people need a space to work together across the oppressive lines that racism operates with teachers, peers, and the community. In moderated discussions with local African-American youth, they explain how their African-American peers often give negative feedback when they participate in activities considered “white,” such as band, drama club and the school newspaper. By pairing graduates of the YMW with current YMW participants, a pathway for positive peer-to-peer relationships is formed that reinforces and supports a culture of communal learning. These peer connections have the potential to continue throughout their academic experience, continuing to create and build new relationships among African-American peers.

A teacher who mentors eight African-American male students in an after-school radio project modeled after Story Corps explains how relationships between students of color have changed for the better:

“A lot of these African-American kids didn’t know each other, didn’t particularly like each other. And by being in this program together, they’ve really managed to [say], “Ok, that guys ok now.” I’ve found that these guys really feel they are brothers on some level. They feel a strong connection with each other. There are kids that I have been teaching for two and three years who have talked more in this program than I have heard them talk in the entire time I have known them. For whatever reason, they can let their guard down and they can let themselves come out. A lot of these kids come to school they put their hood up they walk through school and they try to get out as soon as possible. To actually give them an opportunity to take their hood down, be themselves around other people that they can feel safe around. That’s a really good thing.”

Peers who take on a leadership role also take note of this change. For example, a former program participant who came back a second year to help teach a new group of Youth Media Workshop students said: “Being a peer educator taught me that I have to step up my game, I have to have a positive attitude when I come into the working facility because I have young students [that] look up to me in order for them to stay focused and do what’s needed.” The positive relationships between adults and young people from interacting in media projects can lead to opportunities for larger leadership roles for young people in the community.

For example, YMW participants presented their findings at school board meetings and advocated for themselves and their program. Their public presentations brought them visibility and credibility and was one factor that led to an \$8,000 contribution by the school district to the YMW.

When the YMW wanted to bring NY filmmaker Byron Hurt to Urbana, IL for a public screening and panel discussion of his film, “Hip-Hop: Beyond Beats and Rhymes,” adults in the program encouraged a student to write Mr. Hurt a letter describing the YMW and inviting him to come to Urbana. The student’s letter was one of the main reasons why Mr. Hurt, who was only screening his film in major cities at the time, came to Urbana, a mid-sized city in the cornfields of Illinois.

Similarly, when Melba Beals, author of “Warriors Don’t Cry,” and one of the Little Rock Nine, a group of African-American students who integrated Little Rock Central High School in 1957, came to campus to give a talk during the 50th anniversary of the Brown v. Board decision, adults in the YMW took a few young people to her talk and book signing. One student was so moved by the experience that she started an in-school book reading club for girls that she named, Books Before Boys. As a result, the YMW affiliated teacher provided classroom space for the club and supported the school’s de-

cision to purchase copies of Ms. Beal's book for participants in the book club.

### Positive Links

In exit interviews with student participants in the YMW, male and female students consistently say the program boosted their social skills and self-confidence; leading to friendships among their peers. They name these experiences as their most valued achievements.

Media and technology are the hooks that catch the attention of underserved young people to youth media programs. But the hook is just a starting point to a greater end goal. Young people desperately need positive relationships. Youth media fills an important step in truly amplifying youth voice by connecting the many voices that have never had the opportunity to connect with compassionate teens.

Young people can re-create their own representations of their culture and identities if practitioners consciously create pathways that connect youth to one another, to adults, and to community members. The positive relationships that develop have the power to alter the harmful messages in a heavily saturated media climate.

**Kimberlie Kranich**, co-director the Youth Media Workshop since its inception in 2003, is outreach coordinator for WILL AM-FM-TV. She has 19 years of experience in radio and TV production, and leads WILL's community outreach efforts. She received a master's in broadcast journalism from Northwestern University.

**Dr. Will Patterson**, founder and co-director of the Youth Media Workshop, is the associate director the University of Illinois African American Cultural Center. A native of Champaign, he grew up in the same neighborhoods as many of the students in the Youth Media Workshop. He has a doctorate in educational policy studies from the University of Illinois, a master's in curriculum and instruction from Illinois State University, and a bachelor's in broadcast communications from Columbia College in Chicago.

### **Kate Williams, "Abstract for A method for measuring the digital divide across a city or community: A census of public computing in Champaign-Urbana, Illinois," 2007.**

Using a methodology from Williams and Alkalimat (2004), a telephone survey of Champaign Urbana was carried out that found 200+ public computing sites across the two cities. These sites were coded according to host institution and then geolocated. This spatialized measure of the digital divide (defined as ready access to public computer centers) was then compared to the spatial distribution of non-student low-income households.

The study found that Champaign-Urbana north of University Avenue and other high-poverty areas experience a digital divide. They have less access to public computer centers. While one could say that anyone can travel across town to use such a public resource, Schlipf (1973) found that the distance library patrons will travel to borrow books corresponds to income; patrons in lower income areas tend to travel shorter distances. Anecdotal evidence from the 2009 closing of the Champaign County Urban League's public computer center is that none of those patrons made the switch to using its replacement at Parkland College/Illinois WorkNet, which had the same personnel but was three miles away.

If the public computer center (including the computer-equipped public library) is an information source comparable to the public library of yesterday, this suggests that it is important for equal access to information for low income neighborhoods to have more and better public computer centers in their midst—the opposite of what we see in C-U. The UC2B consortium that has just begun work may help to improve this situation. More communities need surveys like this.

References: Schlipf, Frederick A. 1973. The geographical distribution of urban public library use and its relationship to the location of branch libraries. PhD thesis; Williams, Kate, and Abdul Alkalimat. 2004. "A Census of Public Computing in Toledo, Ohio," in *Shaping the Network Society*.

# eChambana: A local census of public computing sites

By Kate Williams, Brooke Bahnsen, Chabha Hocine, and Boshra Jamali, University of Illinois Graduate School of Library and Information Science For December 2007 Community Technology Workshop

Group residence - Apartment complex	16
Group residence - Hotel	16
Preschool	9
Copy shop	3
Bar/restaurant/café	2
Bookshop	2
Computer-related	1
Campground	1
Group residence - Seniors	1
School	1
Tax service	1
<b>Business sites</b>	<b>54</b>
Religious institutions	18
Group residence - Greek association	17
K-12 School - Private	12
Association	9
Social agency	4
Preschool	2
Adult education	1
Group residence - Seniors	1
Group residence - Students	1
Group residence - Campus/religious	1
Hospital	1
<b>Community sites</b>	<b>67</b>
K-12 School - Public	33
Library	4
Park	3
Group residence - Apartment complex	1
K-12 School - Adult education	1
<b>Government sites</b>	<b>42</b>
University	80
Community college	1
Seminary	1
<b>Higher education sites</b>	<b>82</b>
<b>All sites</b>	<b>245</b>



**BACKGROUND How is the local community going digital?**

- Bertot et al studying rise of public computing in libraries
- Koontz et al mapping libraries and US census data
- Williams and Alkalimat's 2001 Toledo (Ohio) census finds 253\* sites in city of 300,000

\*Counted Univ. of Toledo as one site; comparable number here is 166, not 245. Figures at right from Bertot; website image of Koontz's Geolib. Full citations available from first author.



## METHOD Q. Do you have computers/internet for other than your staff?

- Use phone book and online sources, assemble call list of 900 possible sites, start calling, visit large systems
- Geolocate 245 addresses, compare to digital divide demographics, especially poverty



## FINDINGS Many sites, not democratic

- 245 sites for 100,000 residents
- Primarily serving campus and visitors; poor neighborhoods underserved
- Innovations: laptops for hospital patients; parks, campgrounds with PCs; digital tools on demand for disabled
- Wireless not a substitute for computers

## IMPLICATIONS Need more research to understand eChambana

- What goes on in these sites? How do they work?
- Anecdotes suggest need for better sharing of resources, ideas: Could research help build linkages among these sites?
- Identify the practical questions, carry out research on site, place students for internships/service learning: C-U as a model wired environment for working/living/learning

Produced with the support of the Community Informatics Initiative, the Illinois Informatics Initiative, and the Graduate School of Library and Information Science  
 The University of Illinois at Urbana-Champaign  
 Authors: Brooke Bahnsen, Chabha Hocine, Charles Linnell, and Janet Thornhill of the Champaign County Regional Planning Commission.

**John Kersh, "Big Broadband (UC2B) Reaching Out to Community Institutions" Press Release. September 2010.**

UC2B Anchor Institution Big Broadband (UC2B) Reaching Out to Community Organizations

When the Urbana Champaign Big Broadband Consortium (UC2B) received funding this past March to construct a fiber-optic broadband network throughout the Champaign-Urbana metro area, its mission was clear: provide high-speed, low-cost Internet to key institutions and underserved households and businesses. Now the group is contacting schools, libraries, and community support organizations to join the network as a major step in making the new broadband network a reality.

We want to maximize the use of federal grant dollars we received, according to Brandon Bowersox, member of the Urbana City Council and the UC2B Policy Committee. We have sent application packets to over 300 organizations in the community groups that we have identified as potential anchor institutions.”

Community anchor institutions are organizations such as schools, libraries, medical facilities, senior living centers, public safety organizations, and public support agencies that provide critical services to the community. By participating in UC2B, these institutions can connect with each other much more effectively and with thousands of users who might not otherwise be able to reach them.

The more organizations and users who adopt broadband the more viable an alternative it becomes for Internet services in the community, which is the whole point of the stimulus grant, according to Bowersox.

The grant will cover 100% of the cost of providing a fiber-optic connection into buildings of the organizations that successfully complete the application to become Anchor Institutions. This fiber-optic connection would typically cost from \$2,000 to \$10,000. Anchor institutions are responsible for the small recurring monthly charges for service. To qualify as an anchor institution, an organization must submit the application showing that it meets several criteria: the populations it serves, what kind of programs and/or curriculum it provides, what kind of computing facilities it provides to the public, and what it presently has for

Internet connectivity and computer hardware and software.

If any organizations out there are interested, we would be glad to talk to them about the application process, Bowersox says. We encourage everyone to go to our web site and find out more about Big Broadband.”

In addition to submitting the paper application, they may also be submitted electronically by visiting the UC2B web site at [www.UC2B.net](http://www.UC2B.net). Applications are due by September 1, 2010.

About UC2B and the UC2B Consortium

In March of 2010, the UC2B Consortium was awarded American Recovery and Reinvestment Act (ARRA) grant funding to construct a fiber-optic broadband network throughout the Champaign-Urbana metropolitan area. The UC2B Consortium is the governing body in charge of constructing the fiber-optic network and providing connectivity to, among other entities, the community's Anchor Institutions. It consists of representatives from the University of Illinois, the cities of Urbana and Champaign, and several public and private community partners. The UC2B network will be an open access network and will accommodate multiple providers of Internet services, including Internet, phone, and TV, security, and storage. Various Internet service providers (ISPs) will compete on price and customer service over this shared fiber-optic infrastructure, which has the potential to result in a win-win for consumers and businesses throughout the community. Furthermore, the direct value to the Champaign-Urbana community is immense, both for



short-term economic stimulus and for long-term regional economic development. For more information, go to the UC2B web site ([www.UC2B.net](http://www.UC2B.net)).

### Technical Information

The base UC2B service for Anchor Institutions will be a 100 Mbps symmetrical connection to the UC2B network, which will include all other Anchor Institutions, local public and private schools, libraries, the U of I, Parkland College, local governments, and UC2B residential and business subscribers. This base service also will provide a 5 Mbps symmetrical connection to the Internet for \$19.99 a month. Faster local connections and faster Internet connections will be available for higher rates. This monthly fee will be the only financial commitment required of community Anchor Institutions to access the UC2B network.

***Excerpts from Mike Smeltzer and Abdul Alkalimat, " Urbana-Champaign Big Broadband Below and Above Ground Applications," Grant Application, 20 August 2009. [ed. Only the below-ground portion of this grant received funding.]***

Although the University of Illinois at Urbana-Champaign has an international reputation for technology leadership and innovation, within a half-mile of the campus are neighborhoods where the promise of information technology has yet to be realized. Through a three-pillar approach, the Urbana-Champaign Big Broadband (UC2B) Consortium seeks to leap frog the most vulnerable populations in our community to the head of the technology line with fiberoptic Big Broadband connectivity. We see the three proposals as both individually and collectively necessary, as they complement each other in many ways.

While this proposal is primarily a Middle Mile project, it has a Last Mile, Fiber-to-the-Home (FTTH) pilot project component. The proposed funded service area for this Middle Mile fiber-optic project is the community surrounding the University. In addition to the cities of Urbana and Champaign, the service area also includes portions of Champaign County and the Village of Savoy.

The Urbana-Champaign community has a rich history of making computing facilities available to the public. The Don Moyer Boys and Girls Club, the Bethel A.M.E. Church, the Independent Media Center and three local library facilities all have heavily used computer labs. However budgets have not kept up with demand for computer access and for bandwidth. The users of these and other public computing facilities deserve and require technology and bandwidth on par with what students and staff at the University take for granted. At this time, in our Age of Information, many necessary services are only available to those with access to adequate computer and networking resources: jobs require online application, payroll, benefits, banking information are on-line, healthcare resources are on-line, and the list will continue to grow.

The UC2B Public Computing Center proposal is half of our "Above Ground" proposals, and the second pillar in the suite of UC2B proposals. It will address the human and technology needs for Public Computing Centers, while this Middle Mile proposal will economically deliver fast public Internet bandwidth that is guaranteed for the next five years. The third pillar of the UC2B set of proposals is for a Sustainable Broadband Adoption program in our vulnerable communities. The University of Illinois has long sponsored programs in the local community and throughout the state to help span the digital divide. In the early days of the Internet, many Champaign County residents of all income levels were first exposed to the Internet and email via a free-dial-up account on Prairienet, the groundbreaking public Internet service sponsored by the University. Throughout the last decade, the National Center for Supercomputing Applications (NCSA) - where the Mosaic web browser was created - has

sponsored national and local educational outreach programs for k-12 students, teachers, and administrators.

The UC2B Sustainable Broadband Adoption proposal provides the opportunity for educators and researchers from the University to collaborate with clergy and with other community leaders to craft an education program that will ensure that no citizen lacks the skills necessary to participate in a digital society. Equipped with the newly acquired skills, potentially 2,500 underserved households within the community will be served for decades to come as a result of the FTTH component of the UC2B Middle Mile proposal.

This brief overview of the two additional UC2B proposals illustrates how we intend to build upon the work defined by this proposal - the UC2B Middle Mile Below Ground proposal. The remainder of this discussion will detail this proposal.

The proposed funded service areas include:

- The entire UC2B Below Ground project including Middle Mile and Last Mile: 110 contiguous census block groups in Urbana, Champaign and Savoy.
- Four Last Mile (Fiber-to-the-Home) service areas: Eleven total census blocks spanning Urbana and Champaign
- One service area comprised of eight contiguous census block groups
- Three service areas comprised of single stand-alone census block groups

We are in active discussions with four potential providers of Internet Protocol (IP)-based services over the UC2B FTTH system. While some providers are only interested in delivering Internet bandwidth, other providers are interested in Internet as well as television and phone services. We fully expect the households and businesses in the proposed service area to have competitive service plan options from commercial providers. Letters of support from two of those providers are attached in our collection of supporting letters. Thanks, in part, to a donation of \$60,000 per year for five years by the University's Office of the Vice Chancellor for Public Engagement, we will purchase public Internet bandwidth in Chicago at wholesale rates and transport it to this community with unused capacity on the University's fiber network, ICCN, which links its three campuses in Chicago, Springfield and Urbana-Champaign. As a result, we will offer a consortium provided "Community Network Service" (CNS) for households that fall below a certain income threshold. The UC2B CNS will provide 5 Mbps of symmetrical bandwidth to the public Internet and 100 Mbps of "on net" connectivity to the targeted low income households and to all of the Critical Institutions at a monthly cost of \$19.99.

The UC2B Network will be an open access network and will actively seek multiple providers of IP-based services. Our interconnection and non-discrimination policies will go beyond the minimum obligations desired by the Federal Communications Commission and NTIA. They are already posted at: [www.UC2B.net](http://www.UC2B.net) The University of Illinois has long maintained a local peering point referred to as "CMI-Hub" (named after the FAA designation for our local airport.) ISP's are able to peer with each other and with the University at the CMI-Hub via BGP4 protocols. The performance and cost efficiencies brought about by local peering are substantial. The network design for the UC2B Network will allow all ISP's to peer at layer 3 while serving customers on the UC2B fiber infrastructure via layer 2.

The UC2B Network will be an all IP network. We believe that IP will continue to be the foundation of all telecommunications and that over the next two decades more services will be developed and offered across IP-based infrastructure. The specific technology we have chosen for the delivery of IP services to homes and businesses is a Wave Division Multiplexed Passive Optical Network (WDM-PON.) This technology has already been commercially deployed in countries such as South Korea, where residents served by WDM-PON enjoy much faster speeds at much lower costs than what Americans typically have available.

WDM-PON provides many of the cost and operational savings of a Gigabit Passive Optical Network (GPON) and its many variants, but offers a single solution that is both secure and scalable on a customer-by-customer basis. In order to have a sustainable business model while primarily serving low-income households, we realize reducing complexity and operating expenses is an important factor. We believe WDM-PON offers our community a technology that we will not outgrow for decades at a reasonable cost per subscriber. Future customer electronic refreshes will be able to increase capacity without the need to change central equipment.

The total cost of this proposal is \$31.2 million, which covers the cost of the Middle Mile and Last Mile fiber infrastructure, the WDM-PON electronics at both ends, and the routers, switches and other systems needed to design and install the infrastructure, maintain and support the framework, and to facilitate or provide the services utilizing the infrastructure.

The UC2B Last Mile network will make fiber-to-the-home a possibility for up to 4,650 households and 218 businesses. Due to the subsidized cost of residential installation and the subsidized UC2B Internet service, we expect higher than typical residential adoption rates. By the end of the three years, we project 54% residential adoption and 29% business adoption.

The construction phase of the UC2B Middle Mile project will require thirteen 3-person crews to build the seven fiber rings and the fiber to the curb over 12 months spread over the 2010 and 2011 fiber construction seasons. The final phase of bringing fiber from the curb to the home and installing the household electronics will require another 6 crews of three people each, which will also be working for 12 months spread over the two years. Operationally, this infrastructure will require 2 full-time networking professionals, and 6 full-time help-desk / customer service employees. 59 jobs will be created during construction, with at least 8 jobs continuing through operations.

***Excerpts from Chaebong Nam, The Engaging and Empowering Youth (E2Y) Project: The Youth Community Asset Mapping Project. Paper to be presented at College and University Faculty Assembly (CUFA) meeting during the annual conference of NCSS (National Council for Social Studies) on November 11, 2010.***

### The Context of the Research

The case of this research is the Youth Community Asset Mapping Project, one of the subprojects within Youth Community Informatics (YCI) of the Graduate School of Library Information Science at the University of Illinois at Urbana-Champaign. YCI, funded by the Institute for Museum and Library Services (IMLS), has conducted many community outreach programs to engage the youth from underserved communities in discussing the needs and important issues of their communities with the use of digital media technology. In YCI, the participant youth have been involved in diverse forms of media production such as documentary film-making, radio pieces/podcasts, community mapping, and local cultural document archiving.

The initiation of the Youth Community Asset Mapping Project in Champaign grew out of the specific social context of Champaign. Katherine Jones, the director of the Champaign-Urbana Area Project (CUAP), having worked closely with African American youth and families for more than twenty years in Champaign and also one of the community partners of the Youth Community Asset Mapping Project, said that African-American youth from lower income families do not dare to cross certain geographic boundaries. YCI formed a collaboration with CUAP and Illinois Public Media to encourage African American youth to cross this imaginary border, investigate assets available for youth, and share that information with other people in their community. Another title of this youth mapping project, "Engaging and Empowering Youth (E2Y)," came out of this idea. This project was offered as a

summer job for the youth, and the Lumpkin Foundation provided a \$10,000 grant to help train and pay the E2Y youth.

### Participant youth

Most of the participant youth were recruited through the Empowering Black Youth Network in the Champaign-Urbana Area. Five youth completed this project over the course of almost a year, in 2009. All five, three girls and two boys, attended high schools in Champaign. The girls were two sisters and their long-time best friend, and they had previously participated in another YCI project to create a short radio piece about poverty. The two boys were new to the YCI.

In February of 2009 our project aimed to produce a multimedia map of local assets for youth began by asking, “What resources are available to youth in our community?” and “How can we share this information with other youth?” YCI has often used Google Maps in small workshops and projects as a tool for visualizing and sharing information with the public. Acknowledging its advantages, the E2Y project also decided to adopt Google Maps for the same purpose.

Before identifying local assets, the youth were trained in the knowledge and skills needed for fieldwork every other Saturday from March to June 2009: conducting interviews, using a video recorder and tripod, and creating their own Google map. University partners prepared guidelines to help the youth collect information in the field to be used for generating data directory entries. The guidelines consisted of several sections about interview questions, an organizational profile, the data collection process, and the like.

Canvassing: During summer vacation, the youth and adult partners did door-to-door canvassing together, passing out about a thousand flyers Monday through Thursday afternoons from mid-July through early August around the four chosen neighborhoods. Before canvassing, the youth practiced a script for introducing themselves and the E2Y project, as well as being respectful to people. The flyer included information about who we were, why we were doing this project, and how to contact us. Walking around the neighborhoods for two hours in the hot summer weather was not easy. Most youth said that the canvassing was the most difficult part of this project because of the weather. However, interestingly enough, the youth acknowledged that the canvassing was a worthwhile experience because they could have the chance not only to learn more about the streets and neighborhoods in the community but also to talk directly to the community people about their project. The youth indeed encountered friends, cousins, and neighbors during the canvassing. The three girls, Claire, Rachel, and Christine, said that they were excited when their classmates brought the flyers to school and talked about their project and also when those classmates said that they had seen Rachel and Christine in a local newspaper article about the E2Yproject.

One community partner (whose contact information was on the flyer) got several calls from people in the canvassed neighborhoods providing information about community agencies and programs for teens, as well as encouragement for this project. Although our canvassing method may not have been extremely effective, it provided a chance for the youth to advertise their project in person to their neighborhoods and also to physically get to know their neighborhoods.

Interviews: Based on the canvassing results, beginning at the end of August 2009, each of the youth conducted interviews one afternoon per week. Before the actual interviews, the youth practiced mock interviews several times with the adult partners, so they would feel more comfortable with the actual interviews. I occasionally escorted the youth to the interviews with community agencies, allowing me to see how they conducted their interviews: the youth asked questions, wrote down answers, and set up the camera to take a short video of the last part of their interviews, as they had practiced in the mock interviews. The youth later told me that they were initially a bit nervous, but as time went by they be-

came more relaxed and enjoyed the interviews. For example, in her final interview, Christine revealed her mastery of the interview process: she made eye contact when asking questions, had memorized all the interview questions, and was able to create her own questions on the spot to extract more information from the interviewee.

The youth participants listed the interviews as the most exciting part of this project and they said they learned a lot about their community and community programs from their interviews. The youth interviewed people from many community organizations in the Champaign area, including the Champaign/Urbana Park District, Parkland Community College, Girl Scouts, Housing Authority of Champaign County, National Council of African American Men, Urbana Neighborhood Connection Center, Freedom School, Douglass Library, Operation Hope, Mo Bounce Basketball Midterm, Boys and Girls' club, and the Champaign-Urbana Area Project.

As initially planned, we created the E2Y Google map. I held lab sessions on Saturdays from August through mid-November of 2009 during which the youth edited their interview videos, uploaded them to YouTube, and typed up their interview answers and organizational profiles in Google documents. All of this information was posted to the Google map. When someone clicks on any of markers of the E2Y Google Map, several kinds of information pop upon in a balloon: interview videos, links to data directory entries (organizational profiles and interview answers), and short descriptions of the agencies or locations.

Most of the youth participants said that editing the Google map was hard because it involved several processes, including making hyperlinks to Google documents, embedding video files, and editing html code. The E2Y Google map is currently accessible through the Youth Community Informatics webpage (<http://yci.illinois.edu>) and the webpage of Illinois Youth Media, another partner organization of this project (<http://illinoisyouthmedia.org/e2y>).

### Discuss and Reflect: Informal Conversations and Public Presentation

I had two formal group interviews with the five youth participants, but the many informal conversations during the lab, taking them home, meeting places, observing their interviews, or while walking together for their interviews gave me more information to better understand them. We discussed, for example, who they had interviewed that week, what the interviewee was like, how the interview went, what they liked or did not like from the interview, why they forgot to bring a camera or a tripod, how confused they were with editing the Google Map, or the fact that I need to be a stricter instructor in the lab sessions. Because I worked closely with the youth throughout the project, I was able to build a strong personal relationship with them and they shared their honest feelings, thoughts, and sometimes complaints with me.

In mid-October, the community adult partners held a group reflection session with the youth and some of the other adult partners, reflecting on where we were, what the youth had learned so far, and what needed to be improved, which helped us better understand the youth for the remainder of the project. The three girls made especially good suggestions for improving this type of project for other youth, including having a concrete contract with them for the participation, recruiting more adult staff, figuring out a more effective canvassing method, improving the scheduling, shortening the training time, and implementing youth-initiated fundraising.

The public presentations were the most important opportunity for youth to reflect on their experiences and the final product, including interview videos and the E2Y Google Map, from a different stance and with more pride. Prior to that, the youth and I sometimes rushed to get things done in the lab sessions on time, which to a certain extent prevented us from seeing this project as a whole. The first public presentation was made at the closing ceremony. Before a group of people including the

youth's parents and the university-community partners, the youth participants introduced their favorite "balloons" on the E2Y Google map, saying why he or she liked it, what the organization was about, and what they had learned from this project.

Based on this experience, on February 3, 2010, the youth attended an all day workshop at the fifth annual iSchools conference, where they participated as main presenters to share their experiences and knowledge obtained from the mapping with other conference participants. When introducing their Google map, some of the youth looked a bit nervous, unlike during their prior presentation at the closing ceremony. But they soon helped each other with their presentations rather than asking me for help, giving each other reminders such as "Hey, you didn't tell me the name of the organization!" or "Click the screen twice, it opens up the bigger window." During the panel discussion session, the youth confidently answered questions about how they had gotten involved in the project, what they had learned, and how this project had positively influenced their lives. During the break, the youth were still busy answering questions about E2Y from the workshop participants gathered around them. Later, the youth said the public presentation made them proud of their products and gave them the feeling they had done "something important."

### Discussion: What the Youth Got Out of E2Y

Throughout the project, the youth said they came to better know their community not only geographically but also conceptually. Although the participant youth said the canvassing was the most difficult part of this mapping project, they saw it as worthwhile in helping them learn about the different areas in the neighborhoods such as street names, signs, and the locations of community organizations. It was also through canvassing that they first gained attention from classmates in school that led them to feel excited and proud. Some of the three girls' classmates recognized them on the E2Y flyer and brought it to school to ask about the project. They also saw these youth mappers in the local newspaper. As the girls said later, it made them feel they were doing "something important."

Most of the youth listed the interviews as the most enjoyable part of the project. They said that through interviews with community organizations for teens, they were surprised to find their community had such resources for youth; before the project they had assumed their community did not have any youth resources. For example, Christine, who was most actively involved in the project, repeatedly stated how much she enjoyed the two and half hour long interviews with Mr. Cordell of National Council of African American Men. The actual interview was done within a half hour, but Mr. Cordell talked about his personal history and the history of African Americans in Champaign for the rest of the time. She said it was not boring at all, and she had really learned a lot about the community. The interview with a community organization handling kids with down syndrome was another favorite of hers; she said it had made her more aware of down syndrome and the social prejudices surrounding it. Claire learned exactly what services CUAP provided to youth and families in their community from the interview with the director of CUAP. She said she had been familiar with its name, apparently because CUAP was one of the community partners of the E2Y project, but had not known much about it. Claire liked the interview with the City of Champaign, too, because she learned that a lot of the youth programs in Champaign were funded by this agency. Rachel liked the interview with the staff member of a local community college about recruiting new students and advertising programs. During that interview, she herself had been interested in applying for one of the programs. Ian liked the interview with Operation Hope, which helps local youth after school, and Dave liked the interview with Boys and Girls Club.

In addition to these newly gained positive perceptions of their communities, the youth reported various kinds of new learning experiences. They learned how to interview people, how to avoid being

shy, and how to be polite to people even when confronted with rudeness during the canvassing and interviews. Christine became an experienced interviewer, making an eye contact and sometimes creating her own questions to probe into the issues. After the interview, she said on our way to her house, "I just wanted to know more about the program and its services. That was really important to other youth." Rachel talked about learning social skills: "I learned how to interview people, how to talk to people, how not to be scared when I hand out flyers--because I was scared, because I thought that people think that I am weird." She added, "I learned how to be more respectful to people and even if they be rude to you, but just be respectful and say, 'Thanks.'" Ian, a very quiet and shy boy, also said that he had learned some social skills for interacting with others and improved his ability to explain a project to adults through this mapping project. The three girls said that the interview experiences would help with job interviews in the future, because they had been in the interviewer's shoes, which gave them a sense of how to be a good interviewee.

New technological skills were a big chunk of what the youth learned from this project. The five youth all said that they had obtained new media technology skills: learning how to edit and upload videos to YouTube and Flickr, editing Google maps, setting up tripods for good camera angles or to avoid backlight. They achieved different levels of mastery and interest in these technological skills. Some had more talent and passion than others for technology. But I would like to argue that what matters is that they all made a meaningful improvement. At the iSchools Conference, Ian said about himself, "I was too far away from the computer at first...but we actually posted something on the web. I learned to type better now and find stuff on Google. At first, it was very hard." Toward the end of the project, as the youth were getting used to editing the Google map, Christine or Claire, both of whom had been relatively quick to grasp the technological skills and actually took leaders' roles among the team, often helped Ian and other youth learn such skills and get their parts done. Although their stipends were awarded according to their level of participation in the interviews, lab sessions, or other related activities, the youth were not competitive. Who did the best job or who was better at a specific skill was not a critical issue in this group: the youth recognized themselves as a team, working and collaborating with one another. Certainly, like other normal boys and girls, they teased one another and argued over things that happened at school. Yet, basically they did care about and encourage one another during the lab sessions, canvassing, group discussion sessions, and public presentations. At the iSchools conference, when Rachel was nervous and forgot to say the name of her organization, the rest of youth gently prompted her, "Hey, you've got to tell the name of it," or helped her adjust the Google map slide, rather than asking me for help. During the lab sessions, Christine and Claire taught other youth how to embed Youtube videos and edit the Google map while I was working on other tasks.

The youth expressed conflicting feelings about Google Maps, which was the culmination of this project. The youth found it difficult to edit the Google map, because it involved the somewhat complicated processes of uploading several kinds of information, including text, photos, and video files, and editing html code, although at a basic level. At the iSchools conference workshop, when the youth were asked about the Google map, Christine answered emphatically, "The Google map? That took a loooooong time! I am still learning how to do that. That's hard." The people in the conference room burst out laughing at her dramatic answer. Soon after, the youth said the Google map was "a hard but worthwhile attempt."

It was obvious that the attention from friends, school teachers and from public presentations led the youth to feel more proud of their achievement and themselves. The three girls said they felt proud when their friends saw their interview videos and wanted to join this mapping project or their math teacher showed a keen interest in the project. The youth were also treated as important contributors by other workshop participants at the iSchools conference. In the discussion session, the youth did not

hesitate to share their thoughts, and they actively engaged in the team activities of making multi-media products, leading other adult participants and successfully finishing the final presentation, even entertaining the audience. The workshop participants enjoyed the youth working together, as evidenced by their compliments and encouragement.

### Overcoming Challenges Behind the Scenes and Moving Forward

Behind the scenes were many challenges that we had to overcome, including a lack of time and staff, gray areas in the new university-community partnership, and a delayed schedule. After the end of this project, Rachel told me honestly that at a certain point, she had considered quitting because of the delayed schedule and difficulties in mapping. But she decided to continue, mostly because the other girls liked this project and wanted to complete it. The girls said to me later, “We already went too far with Chaebong to quit, ha ha.” They encouraged each other to stay and later came to be proud of completing the difficult processes and learning about the community and the new technologies.

This E2Y project strongly encouraged youth active participation but was guided by adult university-community partners. There was not much room for the youth to participate in making decisions in this project. Yet, as London noted, the power relationship between youth and adults is not always static, but can change over the course of time; as time went by, the youth came to see the big picture of this project and provided good suggestions for improvement, such as creating a signed contract between participants, streamlining the data entry process, keeping better track of cameras used in interviews, figuring out ways to get more youth to stay in the project, and requesting more staff. These suggestions helped the adult university-community partners to reflect on this project from the youth perspective. I hope future efforts will take the issue of youth ownership into more consideration and obtain more genuine youth perspectives on community issues.

Incentive and individual differences among the youth was another important issue. Because this project was originally designed as a summer job, small stipend was paid to each participant; some of the youth were more actively engaged in this project than others, and not necessarily only because of money. Toward the end of the project, I came up with questions like “How can we better motivate the youth to engaged in this type of a community research project out of a sense of volunteerism--not necessarily of money?”, “To what extent could educators appeal to the youth’s sense of volunteerism?” and “What kind of incentive would be more educational?” These are issues that teachers should consider when they conduct this type of project in their classes.

We wanted the youth to develop both good technological skills and a better understanding about their community issues through these lab sessions. The individual differences among the youth made it difficult to keep track of their jobs at different stages and encourage them reflect on what they had recently learned, what was most interesting, and why. Future projects should consider how to better help the youth reflect on the meaning and value of their activities in an in-depth way, while respecting their individual differences and allowing them to support each other.

### Conclusion

Notwithstanding the difficulties and issues above, this youth participatory mapping project (or, youth participatory action research project) overall helped the youth become more engaged and empowered in the community, see their community from a different perspective, and nurture self-confidence, practice research skills, and develop a positive image of themselves.



# SECTION 3 – Bibliographies

**Noah Lenstra, Jaime Carpenter, Jelani Saadiq, Deidre Murphy, Dominique Johnson, Rachel Harmon, Reginald Carr and Abdul Alkalimat. Webliography of African-American Champaign-Urbana. Ci Lab Note, no. 12, July 2010.**

This Lab Note reflects one part of a year-long project called eBlackChampaign-Urbana. Our interest here is to provide better access to the dispersed documentation of local African-American history and culture in Champaign- Urbana, using digital technology to aggregate and enliven historical and contemporary information. Although this webliography focuses primarily on substantial, in-depth texts documenting local African-American life, we are also aggregating into the eBlackCU.net website URLs for local African-American websites, Facebook pages, photographs, newspaper clippings, flyers, posters and other ephemeral documentation of Champaign-Urbana's Black heritage. All are welcome to help us fill in gaps in this webliography and in our website by visiting <http://eBlackCU.net/portal/contribution> and adding files, citations, photographs, movies and memories of African-American life in Champaign-Urbana.

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As new sources are created and old sources are digitized this webliography will continue to expand. Visit the website for the most up-to-date edition. As we build out this webliography we can identify gaps in the documentation and gaps in our collective understanding of local African-American life that could be filled by collection efforts by libraries and archives; and documentation projects by high school and college students and teachers.

## **Categories of resources**

1. General Works and Bibliographies
2. Community Organizations
3. Primary and Secondary Education
4. Black Experience on Campus
5. Campus-Community Interaction and Initiatives
6. Civil Rights and Activism
7. Religious Life 7a. Salem Baptist Church
8. Business and Economics
9. Crime, Policing and Gangs
10. Sports and recreation
11. Music
12. Genealogy and Family
13. Built Environment, Public Art and Urban Renewal
14. Technology and Libraries

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**John Straw, Ellen Swain and Chris Prom, "Guide to African-American Research Resources University of Illinois Archives," written and updated between 1994-2003.**

Introduction

While there was no mention of African-Americans in the enabling legislation for the establishment of the Illinois Industrial University (now University of Illinois), as Dr. Winton Solberg stated in his history of the University, "in light of the Emancipation Proclamation and the Thirteenth Amendment, however, the University would be open to men of all races." (p. 81) Jonathan A. Rogan was the first African-American to enroll, attending for one year, 1887-88. George W. Riley was a special student in Art and Design from 1894 to 1897. The first African-American to graduate was William Walter Smith with an A.B. in Literature and Arts in 1900 and a B.S. in Civil Engineering in 1907. In 1906, Maudelle Tanner Brown Bausfield became the first African-American woman graduate. Hilda H. Lawson was the first African-American woman to receive a Ph.D. (English, 1939).

Little is known about John J. Bryd who served as a member of the Board of Trustees from 1873 to 1879. The first African-American employee of the University was Mr. L. H. Walden, a maintenance employee for the Drill Hall and Gymnasium. Albert Lee became the second African-American employee of the University in 1895. His first position was as a messenger in the President's office followed by a position as Chief Clerk in that same office. During his tenure, Lee became the "defacto dean of African-American students" for the University, providing them with scholastic, social, and moral guidance and representing their interests to the administration.

There is much research still to be done on the African-American experience in higher education. This guide is intended as a starting point for uncovering sources for historical research on African-Americans at the University of Illinois. Hopefully, it will make the search easier and open new avenues for exploration. The terminology for African-Americans used in the guide (i.e. colored, negro, black, Afro-American, African-American) reflect the term used when the records described were created. Since records are added to the Archives on a regular basis, this guide will always be a work-in-progress like all such publications.

**Bibliography**

The following publications contain information on African-American history at Illinois.

Books:

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Solberg, Winton U. *The University of Illinois, 1867-1894: An Intellectual and Cultural History*. Urbana: University of Illinois Press, 1968.

Solberg, Winton U. *The University of Illinois, 1894-1904: The Shaping of the University*. Urbana: University of Illinois Press, 2000. (A longer, manuscript draft version of this book is available in Box 15 of the Winton Solberg Papers in the University Archives.)

Williamson, Joy Ann. *Black Power on Campus: The University of Illinois, 1965-75: An Intellectual and Cultural History*. Urbana: University of Illinois Press, 2003.

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#### Journal Articles:

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Cobb-Roberts, Deirdre. "Interracial Cooperatives at the University of Illinois, 1940-1960." *American Educational History Journal* 2002 29: 35-42.

Feinberg, Walter and Tyack, David. "Black People, Not Student Personnel: The "Disadvantaged" in Teacher Education." *Teachers College Record* 1969 71(2): 225-235. (Describes an experimental program in teacher education for black students at the University of Illinois.)

Mack, Faite R-P. "Educational Opportunity Program Graduates Compared to Educational Opportunity Program Non-Graduates." *Journal of Negro Education* 1974 43 (1): 39-46. (Studies 502 freshman who entered the University of Illinois Special Education Opportunities Program in 1968.)

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Spivey, Donald and Jones, Thomas A. "Intercollegiate Athletic Servitude: A Case Study of the Black Illini Student-Athletes, 1931-1967" *Social Science Quarterly* 1975 55(4): 939-947.

Williamson, Joy Ann. "Who is "Black" at the University of Illinois, 1965-1975." *Journal of the Midwest History of Education Society* 1997 24: 52-56.

Williamson, Joy Ann. "Affirmative Action at University of Illinois: The 1968 Special Educational Opportunities Program." *Journal of the Midwest History of Education Society* 1998 25(1): 49-54.

Williamson, Joy Ann. "An Oral History of Black Students at the University of Illinois, 1965-1975." *Journal of the Midwest History of Education Society* 1998 25 (1): 94-100.

#### University History Reference Files

The University Archives maintains reference files on subjects related to the history of the University. These files contain newspaper and magazine clippings, brochures, information sheets, and other documents. Information on African-American subjects can be found under the following headings: Black Athletes; Black Fraternities and Sororities; Blacks and Minorities; Black Faculty; Equal Opportunity in Education and Employment (Title IX); Lee, Albert

#### Descriptions of Sources

In accordance with archival principles and practices, materials in the University of Illinois Archives are arranged by record group, record subgroup, and record series, reflecting the origin of the records. The citations in this list are intended as starting points. Under each heading, a description of materials concerning African-American topics is given. In most cases, these comprise only a small percentage of the overall material in the record series. For that reason, each heading is linked to the corresponding series description in our holdings database. Follow the links to the database and finding aids to locate more information, including specific boxes and folders in which items relating to African-American resources are held.

**Sports Interviews, 1967. Record Series 0/1/808.**

Includes a filmed interview with former University of Illinois football player Claude "Buddy" Young concerning football, effects of athletic competition on race relations, and discrimination in Urbana-Champaign.

**The Board of Trustees Reports, 1867-. Record Series 1/1/802.** - Includes references in the years listed below for the following subjects; consult Board of Trustees Indexes in the back of each volume for pages:

1946-48: Responsibility of the University for housing racial minorities

1952-54: Racial discrimination in Champaign-Urbana barbershops

1960-62: Policies governing student housing and membership in student organizations; Student Affairs Subcommittee on Housing Discrimination recommendations; University of Illinois and Discrimination: Actions and Policies;

1964-66: Non-discriminatory housing policy amendment; Authorization for collecting racial information from staff and students; university policy of non-discrimination in student organization membership; NAACP resolution about alleged discriminatory practices against negro athletes at UI

1968-70: Upward Bound Program; Black Student Association, Black Faculty and Staff Association, Concerned Citizen Committee of Champaign, and Students Against Racism presentation; affirmative action and equal opportunity employment in University construction; additional resources available in support of equal opportunity programs; tuition waiver for disadvantaged student and equal opportunity grants

1970-72: Disadvantaged students

1972-74: Black Studies Program (Chicago Circle); Coalition of Afrikan People presentation

1974-76: Affirmative Action/Equal Opportunity; grievance guidelines for complaints of discrimination; employment of minority students

1976-78: Urban League of Champaign County and African Students Organization presentations concerning South African Investments; Affirmative Action/Equal Opportunity Committee; affirmative

action data base; grievance procedures for complaint of discrimination amendment;

1978-80: Report on identification, recruitment, and retention of minority students (Medical Center); Affirmative Action procedures for selection of University president; resolution reaffirming University's nondiscrimination policy in light of Bakke case; Affirmative Action/Equal Opportunity Committee

1980-82: Affirmative Action/Equal Opportunity Committee

1982-84: Revision of major in Black Studies (Chicago);

Affirmative Action/Equal Opportunity Committee; revision of University's Affirmative Action plan

1984-86: President Ikenberry's testimony at hearing of Senate Subcommittee on Minority Concerns in Higher Education; minority faculty and student recruitment; Affirmative Action/Equal Opportunity Committee; policy prohibiting conduct of University business in private clubs having discriminatory policies on membership or attendance; University affirmative action and equal opportunity programs report

1986-88: Campuses' readiness to deal with racial incidents; University's implementation of Illinois Minority and Female Business Act; Affirmative Action/Equal Opportunity Committee

1988-90: Minority recruitment; Afro-American Studies minor established; affirmative action

1990-92: Minority recruitment; racial incidents; minority student participation in mathematics, science, and engineering; African-American Studies and Research Program; affirmative action.

**President John M. Gregory Papers, 1839-98. Record Series 2/1/1.**

Includes manuscript of a speech by Gregory on "negro education" (1882).

**President Edmund J. James General Correspondence, 1904-19. Record Series 2/5/3.**

Includes correspondence and other documents concerning the University of Illinois exhibit at the National Half-Century Anniversary Exposition of Negro Freedom held in Chicago in August 1915.

**Albert Lee Papers, 1912-28. Record Series 2/6/21.**

Lee's papers as Chief Clerk of the President's Office (1920-42) includes correspondence, programs, notes, and memoranda relating to admission, housing, and placement of black students; and information on Alpha Phi Alpha (1922-28), Kappa Alpha Psi (1922-28), the National Association for the Advancement of Colored People (1923-24), and Lee's involvement with the Bethel African Methodist Episcopal Church.

**President Arthur H. Daniels General Correspondence, 1933-34. Record Series 2/8/1.**

Includes lists of "colored students" (1933-34).

**President Arthur C. Willard General Correspondence, 1934-46 Record Series 2/9/1.**

Includes "Negro Student at the University of Illinois: An Outline of Their Enrollment, Graduates, Activities, History, and Living Conditions" (1934-45); distribution of National Youth Administration workers by race (1936-37); memoranda concerning closing of Campus Co-op Restaurant and need for "a decent place for Negro students to eat"; list of "colored students who applied for National Your Administration" (1937); "Facts about Kappa Alpha Psi" (1937); list of negro graduate degree recipients (1931-32); list of "colored students" (1931-37); list of negro degree recipients (1938); and "Negro Students: Location, History, and Administration" (1939-40).

**Negro Matriculants List, 1887-1937. Record Series 2/9/16.**

Includes a card file and lists of black matriculants at the University of Illinois, 1887-1937, compiled by Albert Lee, Chief Clerk in the President's Office for the Alumni Association. Also includes partial lists of honors, awards, and degrees earned by black students (1929-31), lists of black students in fraternities, sororities, and independent houses (1931-37), and memoranda relating to compilation of lists and correspondence with William E.B. Dubois.

**President George D. Stoddard General Correspondence, 1946-53. Record Series 2/10/1.**

Includes information on discrimination in college admissions (1951-52) and discrimination in Illini Union concerning segregated employee restrooms and lockers.

**President David D. Henry General Correspondence, 1955-69. Record Series 2/12/1.**

Includes correspondence and information on discrimination.

**President John E. Corbally Papers, 1971-79. Record Series 2/13/1.**

Includes correspondence and other material concerning Ford Foundation Fellowships for Black Americans .

**Committee on Student Affairs Minutes, 1938-72. Record Series 4/2/21.**

Includes references to Alpha Phi Alpha .

**Housing Review Committee File, 1962-71. Record Series 4/6/17.**

Includes Affirmative Action Policy Statements.

**Committee on Human Relations and Equal Opportunity File, 1964-85. Record Series 4/6/819.**

Includes committee reports and recommendations on "ways and means of realizing the University's goal of equal opportunity in all its undertakings -- teaching, research, service, and their supporting activities."

**Provost's Office Subject File, 1932-55. Record Series 5/1/1.**

Includes information on racial minorities.

**Vice-President for Academic Affairs Correspondence, 1965-74. Record Series 5/1/2.**

Includes information on Equal Opportunity and Affirmative Action (1968-74), equal opportunity for blacks (1969-71), and racial-ethnic data (1970-71).

**Vice-President for Academic Affairs Subject File, 1965-82. Record Series 5/1/3.**

Includes information on Affirmative Action.

**Committee on Institutional Cooperation Subject File, 1958-70. Record Series 5/1/15.**

Includes information on minority group programs (1968-70).

**Minority Student Affairs Office Issuances and Announcements, 1978-83. Record Series 7/1/821.**

Includes "Increasing Minority Participation in Graduate Education" (1978-79, 1981), "Graduate Opportunities for Minority Students," "The Minority Student Affairs Office," and Directory of Academic Department Heads and Placement Dir-



ectors at Colleges and Universities in the U.S. Having Substantial Minority Student Enrollment (1973).

**Allerton House Conference Studies, 1957-58. Record Series 10/2/810.**

Includes reports regarding American American students.

**Archibald W. Anderson Papers, 1928-65. Record Series 10/6/21.**

Includes correspondence on "Negro Education Issue" (1960), Negro Education in America Index (1962), and Negro Yearbooks (1951-62). Anderson was author of Education of the Negro in American Democracy (1960).

**Law Monitoring Committee Records, 1970. Record Series 14/2/70.**

Includes information on an alleged racist murder by Champaign police. Law student and faculty formed the Law Monitoring Committee to advise students of their legal rights, monitor demonstrations, and gather information for later use by arrested students.

**AALS Headquarters Subject File, 1940-88 Record Series 14/80/105.**

Includes information on minorities in law.

**AALS Headquarters Office Committees File, 1951-89. Record Series 14/80/110.**

Includes information on minority groups and racial discrimination in law schools.

**AALS Educational and Institutional Organization File, 1953-90. Record Series 14/80/810.**

Includes information on minority advancement.

**Liberal Arts & Sciences Departmental Subject File, 1913-72. Record Series 15/1/1.**

Includes references to National League of Urban Conditions Among Negroes fellowships (1916-17), Human Relations and Equal Opportunity Conference (1964-65), Affirmative Action Program (1968), Afro-American Culture Lecture Series (1969-71), and Afro-American Program (1972-76).

**Liberal Arts & Sciences President's Office Correspondence, 1921-31, 1946-64, 1966-67. Record Series 15/1/9**

Correspondence of Liberal Arts & Sciences deans with University presidents and presidential assist-

ants includes references to negroes (1962-63), negro employment (1963-64), and negro studies workshop (1961-62).

**Robert W. Rogers Papers, 1960-68, 1981. Record Series 15/1/21.**

Includes references to Special Educational Opportunities Program (1969-71).

**William M. Plater Papers, 1968-73. Record Series 15/1/22.**

Includes information on Afro-American Lecture Series (1970-77) and James Baldwin talk.

**Liberal Arts & Sciences Conference and Committee File, 1945-70. Record Series 15/1/34.**

Includes information on affirmative action and equal opportunity (1970-80).

**Liberal Arts & Sciences Associate & Assistant Deans Subject File, 1948-81. Record Series 15/1/35**

Information on affirmative action (1968-70), Culturally Disadvantaged Students Program (1966-68), Afro-American Conference at WIU (1970), Afro-American Culture Lecture Program (1970-71), Special Educational Opportunities Program (1968-70), and Program 500 (1968-69).

**Liberal Arts & Sciences Dean's Office Subject File, 1968-80. Record Series 15/1/36.**

Includes information on Afro-American survey (1968-70) and Title IX requirements (1975-77).

**William Noyes Papers, 1870-1942. Record Series 15/5/21.**

Includes correspondence on civil rights and domestic problems with Committee on Democracy and Intellectual Freedom (1941).

**NCTE Racism and Bias Task Force File, 1968-80. Record Series 15/7/750.**

Includes correspondence; agendas and minutes of meetings; nominating ballots and invitations for membership; proposed project on selection of culturally balanced tests (1970); official Council position paper on "Criteria for Teaching Materials in Reading and Literature" (1970); questionnaires in response to Council publication Searching for America (1972); agenda for meeting between publishers' representatives and minority groups to discuss hiring and editorial policies; directory of minority publishers (1972-73); annotated biblio-

graphy of minority literature (1972); and copies of books, pamphlets, bibliographies, and curriculum guides on literature by or about Afro-Americans (1964-75).

**The Green Caldron, 1931-70. Record Series 15/7/812.**

Student literary publication containing samples of writing from Freshman Rhetoric classes includes "The University of Illinois and Its Negroes" by Jean Knapp, April 1946.

**Thomas A. Krueger Papers, 1957-86. Record Series 15/13/42.**

Includes Negro History Bulletin (August-September 1975) and the following student papers: "W.E.B. DuBois: A Philosophy of Race" (by James D. Anderson, 1970); "Farm Tenancy and Peonage Among Blacks in the Upper South, 1877-1900" (by Sandra T. Bates, 1972); "the Southern Effort to Outlaw the NAACP" (by Kent Hull, 1972); "The New Deal Era and Blacks" (dissertation by John Kirby, 1972); "Black Legislative Politics in Illinois" (dissertation by Lee); "The Black Illini: Voluntary Athletic Servitude at a Major White University, 1931-1971" (by Donald Spivey and Thomas A. Jones, 1972). Krueger (1936-86) was professor of history, 1966-86.

**Harry M. Tiebout Papers, 1941-82. Record Series 15/16/21.**

Includes correspondence, notes, and other documentation from Tiebout's participation in the Student-Community Interracial Committee (1945-51), Student-Community Human Relations Council (1951-55), National Association for the Advancement of Colored People (Urbana-Champaign branch, 1955-59, and University chapter, 1955-56, 1958-62), and other civil rights organizations regarding discrimination in advertising, barber-shops, employment, fraternities and sororities, housing, Illini Union, McKinley Hospital, recreational facilities, student organizations, restaurants, and theaters. Tiebout (1921-83) was professor of philosophy, 1951-83.

**Illinois Studies of the Economically Disadvantaged, 1972-73. Record Series 15/19/823.**

Includes studies of cultural assimilators for interaction with the economically disadvantaged

(1972) and white people (1973) carried out by Harry C. Triandis, principal investigator, under Department of Health, Education, and Welfare grant.

**Afro-American Studies and Research Program Subject File, 1980-84. Record Series 15/42/5.**

Includes published materials on art exhibits (1982-); bibliographies (1981-82); Black Studies Planning Conference (1981); CIC Summer Institute on Social Change (1981); Black Studies Program clippings (1981-82); course offerings (1977-); films (1980-83); grant applications (1980-81); lectures (1971, 1977, 1980, 1982-83), NIMH report on Center for Minority Group Mental Health Programs (1981); conferences and publications of the Illinois Council for Black Studies (1980-82) and the National Council for Black Studies (1982); program brochures (1981), and publications (1981-84).

**Afro-American Research Newsletters, 1977-. Record Series 15/42/805.**

Afro-Brief (1977), Afro-Notes (1983-), and Afro Scholar Newsletter (1980-). Reports of programs, conferences, faculty activities, course offerings.

**Afro Scholars Working Papers, 1980-. Record Series 15/42/810.**

Includes faculty writings on literary, historical, and sociological topics relating to black studies.

**Urbana-Champaign Black Community Archival Survey, 1984-. Record Series 18/1/57.**

A paper, written by Evelyn E. Brown for Library and Information Science 451, describing the problems associated with gathering data on documenting resources of the black community, and includes notes on files held by institutions, organizations, and individuals in the black community of Champaign-Urbana.

**Library Research Center Research Reports, 1960- Record Series 18/2/805.**

Includes a research report on Urbana-Champaign Black community resources.

**Chancellor's Subject File, 1967-80. Record Series 24/1/1.**

Includes racial and ethnic data; Human Relations and Equal Opportunity committee material including census of black families in Urbana-Champaign

and information on training program, housing, Citizen Committee, and discrimination; black student demands; Black Student Association and Project 500; Afro-American Studies Commission; and Affirmative Action.

**Chancellor's Office Committee File, 1960-70. Record Series 24/1/8.**

Includes Human Relations and Equal Opportunity Committee material (1965-68).

**Ombudsman's Subject File, 1960-80. Record Series 24/1/11.**

Includes information on Affirmative Action (1970-77) and the Panel on Race Relations (1970).

**Vice-Chancellor for Academic Affairs Subject File, 1966-72. Record Series 24/1/35.**

Includes Affirmative Action memoranda about black employment on campus and job training (1968); proposals about lack of black students, black faculty, and black non-academic employment (1967-68); University and community race relations (1967-68); statements about discrimination in hiring (1964-68); Human Relations and Equal Opportunity Committee material (1965-69) including correspondence and reports on University attempts to increase minority employment; Employment Committee (1967-68); and Committee on Racial Justice (1968).

**Affirmative Action Issues, 1968-. Record Series 24/9/803.**

Issuances of the Office of Academic and Nonacademic Affirmative Action and the Chancellor's Affirmative Action Office, including a memo to deans, directors, and department heads (May 1968), a census of black families in Champaign Urbana (December 1968), a talk by James Ransom (December 1970), and an academic affirmative action brochure (1976).

**Admissions and Records Administrative Correspondence, 1956-74. Record Series 25/1/1.**

Includes information on disadvantaged students (1964) and the Special Educational Opportunities Program (1969-70)

**Special Educational Opportunities File, 1968-70. Record Series 25/2/17.**

Special Educational Opportunities Program (SEOP) files of Robert Corcoran, Assistant Direct-

or for Undergraduate Admissions, including correspondence with Charles Warwick, Clarence Shelley, Robert L. Johnson, Joseph Smith, Margaret Ismaila, and others; student lists; forms; notifications; and procedures. SEOP identified, admitted, and provided academic and financial assistance to disadvantaged student who had "reasonable chance of success."

**Enrollment Tables, 1933-. Record Series 25/3/810.**

Includes distribution of students by self-reported racial/ethnic categories (Second Semester 1976-). "Trends in Admissions and Enrollments" (1972, 1973) includes comparison of minority group students by campus and minority group (1967, 1970, 1971, 1972).

**Special Educational Opportunities Program Brochure, 1970. Record Series 25/7/817.**

Includes information on admissions, financial aid, academic life, and social life.

**Illinois Alumni News, 1922-91. Record Series 26/2/801.**

Includes articles on Afro-American Culture (1969), Black Culture Center (1969), Black students (1971), Black Students Association (1969), and Black student enrollment (1970). Indexed for 1922-73.

**Alumni Morgue, 1882-. Record Series 26/4/1.**

Includes obituary, clippings, biographical information, Alumni Association records, and other information on deceased black alumni and faculty. Folders arranged alphabetically by name.

**Alumni File, 1920-. Record Series 26/4/2.**

Includes Alumni Association records, biographical information, clippings, and other information on living black alumni and faculty. Folders arranged alphabetically by name.

**Alumni News Clippings, 1957-. Record Series 26/4/4.**

Includes newspaper clippings on black alumni and faculty. Folders arranged alphabetically by name.

**Stewart S. Howe Collection, 1923-. Record Series 26/20/30.**

Includes information on black fraternities and sororities.

**Edwin B. Peebles Papers, 1854-1976. Record Series 35/2/50.**

Includes a diary of the Peebles family in Mooresville, Alabama (1954-57, 1864-65) relating to plantations, slavery, and the Civil War.

**Irene M. Gaines Papers, 1913-70. Record Series 35/2/52.**

Papers of Irene M. Gaines (1896-1964) and Harris B. Gaines (1890-1964) includes correspondence, publications (1938-73), programs (1928-31, 1951-72), photographs (1938-70), and organizational records relating to social welfare, civil rights, and black history. Organizations include the National Association for the Advancement of Colored People (1933, 1938, 1949-70), National Association of Colored Women (1933, 1939-60), Chicago Urban League (1940-70), American Negro Emancipation Centennial Authority (1960-62) and others.

**Descriptive Inventory of Resources, 1965-67. Record Series 35/3/18.**

Includes "Census of Black Families in Champaign-Urbana" (a study for the Office of the Chancellor prepared by Matilda Frankel, Survey Research Laboratory, 1968); "The University of Illinois and the Drive for Negro Equality, 1945-1951" (a course paper for History 461 by Cathie Huntoon, 1966); and "Poverty in Champaign County: A Case Study of a Minority Group" by Richard A. Schwarzlose, Office of Community Development (1965).

**Archives Alumni Oral History Project Files, 2000- . Record Series 35/3/49.**

Includes oral history interview tapes and transcripts conducted by archives staff with University of Illinois alumni who graduated in 1927-1939. Each interview includes discussion of diversity of the student body and discrimination issues. Interviews with African American students, Erma Scott Bridgewater '37 and Albert C. Spurlock BS '38, MS '39 are included

**Black Alumni and Ex-Students Project File, 1967-73. Record Series 35/3/50.**

Includes data sheets for black students showing name, birthdate, deathdate, birthplace, dates of attendance at the University, student activities, de-

grees received, marriage date and location, names of spouse and children, employment and residence record including dates, location and position, honors, awards and recognitions and the source where the information was found. The data was compiled by the University Archive staff with financial assistance from the Afro-American Cultural Center.

**Physical Plant Director's Office Subject File, 1913-76. Record Series 37/1/1.**

Includes information and documentation on Affirmative Action policies and compliances in employment and apprenticeships (1970-75) and correspondence and other documentation concerning discrimination policies and compliance with the Office of Equal Employment Opportunity for Construction (1970-73).

**Campus Unrest File, 1968-72. Record Series 37/4/9.**

Includes clippings from the Daily Illini and other publications relating to racism, demonstrations, boycotts, rallies, and strikes.

**Housing Historical File, 1939-80. Record Series 37/6/10.**

Includes information on non-discrimination practices in housing (1964-68).

**Public Affairs Director's Office Subject File, 1919-84. Record Series 39/1/1.**

Includes information on Affirmative Action (1969-70) and Afro-American Studies and Culture (1969-70, 1976).

**University Press Releases, 1935- . Record Series 39/1/10.**

Includes press releases on Afro-American and minority topics. A subject index to the press releases is available in the Archives. Examples of subject headings include: Affirmative Action; African-Americans; African Students Organization; Afro-American Academic Programs; Afro-American Cultural Program; Afro-American Cultural Program Center and Lecture Series; Afro-American Culture Programs; Afro-American Life and History; Afro-American Studies; Afro-American Studies Commission; Afro-American Studies and Research Program; Black Alumni; Black Alumni Association; Black American Writers; Black Chorus; Black Colleges and Universities;

Black Concerns in Higher Education; Black Culture; Black Doctoral Recipients; Black Engineering Student Association; Black Engineering Students; Black Families; Black Greek Council; Black History; Black History Month; Black Mom's Day; Black Student Union; Black Students; Black Studies; Black Writer's Workshop; Civil Rights; Coalition of African People; Disadvantaged People; Educational Opportunities for Minorities; Educational Opportunities Program; Employment, Minority; Equal Opportunity; Minority Education Program; Minority Engineering Program; Minority Faculty Seminar; Minority Introduction to Engineering; Minority Pre-Law Conference; Minority Programs; Minority Student Affairs; Minority Student Awards; Minority Students; Minority Students in Research; National Association for the Advancement of Colored People; Racial Discrimination.

**Photographic File, 1868- . Record Series 39/2/20.**

Includes photographs of Afro-American students and Afro-American student organizations.

**Dean of Students Correspondence File, 1943-66. Record Series 41/1/1.**

Includes information on interracial relations (1946-47), discrimination by barbershops (1953-54), M.I.T. National Conference on Selectivity and Discrimination (1954-55), discrimination in rooming houses (1955-56), and discrimination (1961-62).

**Fred H. Turner Papers, 1918-75. Record Series 41/1/20.**

Includes student organizations discrimination letters (1965) and correspondence with W. Thomas Morgan about the Watts riots (1966-67). Turner was Assistant Dean (1922-31), Dean of Men (1931-43), and Dean of Students (1943-66).

**IRAC Bulletin Editor's File, 1953-67. Record Series 41/1/41.**

Includes information on fraternity and sorority discrimination practices.

**Dean of Men Correspondence, 1912-70. Record Series 41/2/1.**

Includes information about "colored students" (1914-17), Affirmative Action (1973-80), Educa-

tional Opportunity Programs (1973-80), and minority students (1973-80).

**David Eisenman Papers, 1965-74. Record Series 41/2/25.**

Includes meeting notes, correspondence, newspaper clippings, organizational broadsides of the Black Student Association and the Citizens for Racial Justice, and audio recordings, relating to the Special Educational Opportunities Program (SEOP-Project 500) and especially the September 9-10, 1968 disturbances at the Illini Union, assessments of how the crisis unfolded, how students were being handled by the disciplinary system, university-community relations and how the incident was covered in newspapers, especially the "Chicago Tribune," as well as the academic and magazine analyses of SEOP and the incident.

**Panhellenic Files, 1927-70. Record Series 41/2/63.**

Includes information concerning discrimination and sororities (1949-61, 1968-69).

**Panhellenic Organizations File, 1942-69. Record Series 41/62/82.**

Includes membership forms and other information on Alpha Kappa Alpha and Delta Sigma Theta.

**Student Organizations & Activities Assistant Dean's Correspondence, 1919-66. Record Series 41/2/5.**

Includes information about Kappa Alpha Psi (1921-22), Afro-American Culture Program (1976), Afro-American Cultural Center (1977-81), and the Black Greek-Letter Association (1976-81).

**Men's Independent Association Subject File, 1964-77. Record Series 41/2/11.**

Includes references to problems of black students and research on housing, age, home, and marital status of black students at Illinois (1965-67).

**Educational Opportunities Program File, 1964-77. Record Series 41/2/14.**

Includes correspondence, memoranda, communiques, and reports of the Special Educational Opportunity Program (SEOP) that was established to deal with problems of minority students, including housing, social, financial, and educational problems. SEOP involved the cooperation of other departments through tuition grants and organizing

special classes for minority students. It also included activities organized by minority students, conferences, meetings, and seminars conducted at the local and national levels.

**Fraternity Affairs Subject File, 1956-59, 1962-74. Record Series 41/2/76.**

Includes information on Kappa Alpha Psi fire (1971), Black Greek-Letter Association (1971), discrimination in fraternities (1968), discrimination check-lists, and Omega Psi Phi (1948-57).

**Daniel J. Perrino Papers, 1966-77. Record Series 41/2/22.**

Includes Afro-American Culture Program Annual Report (1975-76). Perrino was Dean of Student Programs and Services (1968-76).

**Dean of Students Subject File, 1963-79. Record Series 41/2/30.**

Includes information on black students and the Afro-American Cultural Center.

**Dean of Students Administrative Subject File, 1943-88. Record Series 41/2/31.**

Includes information on minority issues.

**Upward Bound Project File, 1966-77. Record Series 41/2/34.**

Includes correspondence and reports relating to the preparation of disadvantaged secondary school students for college work; Bridge students summer courses programs (1970-74); budgets (1969-76); counseling materials (1970); project director's meetings (1970-72); field trips and visits to universities (1969-74); grant proposals (1965-68, 1970, 1974); parents clubs and advisory boards (1969-75); staff prospects and files (1968-77); student rosters and directories (1966-77); tests; TRIP program (1972-77); Champaign, Urbana, and Danville high schools (1969-77); volunteer support (1970-71); and U.S. Department of Health, Education and Welfare support (1971-73).

**Student Organization Constitutions and Registration Cards, 1909-81. Record Series 41/2/41.**

Includes Office of Registered Student Organizations registration forms and some constitutions for black student organizations.

**SORF Fund Requests and Ledgers, 1978-83. Record Series 41/2/42.**

Includes Student Organization Registration Fee

fund applications and allocations for black student organizations.

**Clyde S. Johnson Fraternity Collection, 1931-70. Record Series 41/2/50.**

Includes information on fraternity autonomy and racial discrimination, and correspondence with Kappa Alpha Psi.

**Wilson Heller Papers, 1937-83. Record Series 41/2/52.**

Includes newspaper clippings and other information on black fraternities and sororities (1978-83).

**Educational Opportunities Program Publications, 1975- . Record Series 41/2/804.**

Includes a newsletter containing information on courses and careers for minority students.

**Dean of Women Subject File, 1909-75. Record Series 41/3/1.**

Includes information on black students, Delta Sigma Theta, discrimination, and Sigma Gamma Rho.

**Student Organizations Publications, 1871- . Record Series 41/6/840.**

Includes printed documents, promotional brochures, bulletin board announcements, and related issuances on black student organizations.

**Career Development and Placement Office Brochures and General Announcements, 1932-87. Record Series 41/8/801.**

Includes career planning and development aids for minority students (1978).

**Daily Illini Student Newspaper, 1874- . Record Series 41/8/801.**

Includes campus and national news concerning issues and events relative to Afro-American student life.

**Illio Yearbooks, 1895- . Record Series 41/8/805.**

Includes photographs of Afro-American students and Afro-American student organizations.

**Afro-American Culture Lecture File, 1968-71. Record Series 41/12/88.**

Includes budget material, lecture proposals, newspaper clippings, guest speaker correspondence, publicity posters, and course materials for Afro-American history and culture.

**Minority Students Publications, 1990- . Record Series 41/12/801.**

Includes a descriptive brochure; Campus Colors, a minority student handbook; and The Spectrum, a student newsletter.

**Afro-American Cultural Program Publications, 1969- . Record Series 41/12/818.**

Includes program announcements, notices of events, "Griot" newsletter (1982-), and related materials.

**Albert C. Spurlock Papers, 1936-45, 1994, 2001. Record Series 41/20/137.**

Includes photographs and news articles concerning college friends and Kappa Alpha Psi fraternity (1930's), a 1936 track varsity letterman's sweater, photographs of campus scenes (1930s), correspondence concerning Spurlock's service in WWII (1942) and a 1994 alumni event program. Mr. Spurlock was one of two African American alumni to participate in the Archives' Alumni Oral History Project (see Record Series 35/3/49).

**Student Senate Files, 1948-68. Record Series 41/62/12.**

Includes correspondence, minutes, reports, and other material on the Student Senate Subcommittee on Discrimination, which primarily concerns discrimination in student organizations.

**41/66/21 Champaign-Urbana Coalition Against Apartheid Records, 1964-91. Record Series 41/66/21.**

Includes articles, correspondence, newsletters, posters, publications, and reports of American Committee on Africa (1983-89), Divest Now Coalition (1979-86), United Nations Center Against Apartheid (1977-84), and regarding apartheid, anti-apartheid organizations, boycotts, corporate and university divestment, human rights, labor unions, Mozambique, Namibia, and women.

**Black Student Association Publications, 1967- . Record Series 41/66/826.**

Includes Drums (1967-69), The Black Rap (1969-71), Yombo (1971-74), and Iripodun yearbook, containing feature articles, editorials, poetry, book reviews, photographs, and advertisements about racism, black events, education and employment opportunities, and white society.

**YWCA Subject File, 1906-82. Record Series 41/69/331.**

Includes information on black women and racism. **National Panhellenic Conference Archives Fraternity Affairs File, 1941-91. Record Series 41/82/9.**

Includes information on Alpha Kappa Alpha and Sigma Gamma Rho.

**Ernest H. Scott Papers, 1916-20. Record Series 43/1/26.**

Includes correspondence, programs, sheet music, and newspaper clippings pertaining to Scott's activities as choir director of Bethel African Methodist Episcopal Church, a black congregation. Also includes correspondence with Scott's family members including his sister in St. Louis and orders of household supplies and food. Scott was stenographer (1906-21) for Stephen A. Forbes, State Entomologist and Chief of Office of the National History Survey.

Student Organization Records

The following list is representative of African-American student organizations at the University of Illinois. Information about these and other student organizations may be found in the Archives' files of student organization publications (Record Series 41/6/840) and Registered Student Organization forms (Record Series 41/2/41). Afro-American History Club (1976); Alpha Kappa Alpha (1914); Alpha Phi Alpha (1917); Beautiful and Together Sisters (B.A.T.S.); Black Accounting Association (1977); Black Alumni Homecoming Committee (1979); Black Architectural Students Association (1970); Black Artists with Related Talents (1979); Black Business Student Association (1976); Black Chorus (1970); Black Council (1972); Black Engineering Student Association (1972); Black Genesis Social Club (1973); Black Graduate Social Workers (1973); Black Graduate Committee (1970); Black Graduate Student Association (1972); Black Greek-Letter Association; Black Law Students Association (1975); Black Pre-Law Club (1970); Black Rage (1972); Black Student Committee/Government (Penn. Ave. Residence) (1973); Black Student Congratulatory Commission; Black Student Psychological Association (1978); Black Student Union (1975); Black

Students' Association (1967); Black Students for Muhammed (1972); Black Students in the College of Commerce (1971); Black Theatre Student Association (1972); Black Undergraduate Business Students Association (1976); Black Urban Planning Student Association (1973); Cenacle; Central Black Student Union; Citizens for Racial Justice; Coalition Against Apartheid; Coalition of African People (1976); Committee for Clear Thinking About Student Activism - Community Interracial Committee; Committee to Sponsor Angela Davis (1975); Congress of Racial Equality (CORE; formerly NAACP) (1957); Eusa Nin (1976)

Ewezo; Hopkins Black Student Organization (1974); Illinois Street Residence - Black Student Union (1974); Interracial; Kappa Alpha Psi; Mariama; Minority Accounting Association; Minority Organization for Pre-Health Students (1977); National Association for Advancement of Colored People (1958); Omega Psi Phi; Salongo; South African Graduate Students; Student Committee on Discrimination and Academic Freedom (1953); Students Against Racism; United Blacks of Forbes Hall (1974); University Black Women's Committee

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