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RECRUITING AND RETAINING
BLACK STUDENTS AT U.M.D.
A HANDBOOK

Sylvia Maupins
U.M.D.

June 1, 1976

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The program outlined in this handbook is concerned with the recruitment of Black students. Specific suggestions and recommendations will be made re-

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II. Black Newspapers

The Black recruiter should examine the Black newspapers identified in this section monthly, and compile a list of outstanding high school students. These newspapers have been selected because they are written by and for the

PART I -- RECRUITING BLACK STUDENTS

I. Overview

The program outlined in this handbook is concerned with the recruitment of Black students. Specific suggestions and recommendations will be made regarding the approach UMD personnel should take to recruiting Black students. Each suggestion has been formulated to utilize existing staff on campus, both within the Admissions Office and various offices in Student Affairs. However, it should be noted that the need for a full-time Black recruitment officer is clear, and will be further substantiated later in this report. The expression "Black recruiter" used throughout this handbook, unless indicated otherwise, refers to any individual, Black or non-Black, who is actively involved in the recruiting of Black students.

This section on recruiting Black students addresses three major areas of concern:

1. Identification of sources of information about prospective Black students, including Black newspapers, national mailing lists, organizations, high schools and vocational schools;
2. A method of answering requests for information on Black student life at UMD;
3. Suggestions for actively recruiting and stimulating the interest of Black students.

II. Black Newspapers

The Black recruiter should examine the Black newspapers identified in this section monthly, and compile a list of outstanding high school students. These newspapers have been selected because they are written by and for the

Black community in our primary recruitment areas. The Black Recruitment Information Packet (B.R.I.P.) should be sent to each student on the list. This packet is discussed in detail in Part I, Section V. Basically, the B.R.I.P. is an informational folder about UMD.

Sports items referring to high school students in the newspapers should be forwarded to the Athletic Department after the B.R.I.P. has been sent so that the department can send additional information to the prospective student.

The newspapers can be ordered through the library or the Admissions Office. The cost per newspaper on a yearly basis is approximately \$10.00. Those newspapers marked with an asterisk (*) are presently received in the UMD library.

After the Black recruiter has examined and compiled a list of outstanding students, each newspaper should be forwarded to the George Bonga Resource Center in the library.

A. Minnesota

The Spokesman*
3744-4th Avenue South
Minneapolis, Minnesota
Circulation: 10,416 weekly

The Twin Cities Courier*

The Recorder
403 New York Building
St. Paul, Minnesota
Circulation: 8,322 weekly

B. Michigan

Michigan Chronicle
479 Ledvard Street
Detroit, Michigan
Circulation: 54,744 weekly

The Tribune
970 Grutiot Street
Detroit, Michigan
Circulation: 28,700 weekly

C. Wisconsin Spokesman

Gazette
2421 North 3rd Street
Milwaukee, Wisconsin
Circulation: 11,010 weekly

The Star
2334 North 3rd Street
Milwaukee, Wisconsin
Circulation: 6,000 weekly

D. Illinois

Chicago Defender (Weekend Edition)
2400 South Michigan Avenue
Chicago, Illinois
Circulation: 39,959 weekly

E. Baltimore, Los Angeles, San Francisco

These newspapers are included because they are the most widely circulated Black newspapers in the country. An ad could be taken in these newspapers yearly, encouraging students to apply for admission to UMD.

Afro-American Group
628 North Entaw Street
Baltimore, Maryland
Circulation: 99,000 semi-weekly

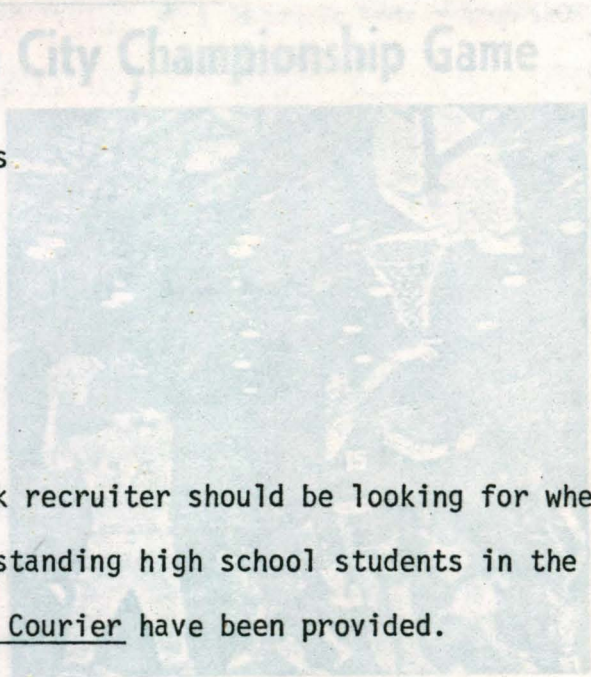
Los Angeles Central Southwest News
1016 West Vernon Avenue
Los Angeles, California 90037
Circulation: 233,000 weekly

San Francisco Bay Area Post
P.O. Box 489
Berkeley, California 94701
Circulation: 121,000 weekly

In order to clarify what the Black recruiter should be looking for when examining the newspapers, examples of outstanding high school students in the Minneapolis Spokesman and the Twin Cities Courier have been provided.

William Henry for two points over the outstretched arms of North's Jeff Williams as rebounders jockey for position. -- Photos by Craig Lee Jones.

Rare occasion finds Joey Wilburn (15) late on an attempted steal, but Johnny Hunter (14) is an all conference starter at North. (See story, page 7.)



Minneapolis Spokesman

1/29/76 - **Chezron Jarret** Named 1975 YWCA Youth Citizen; a senior at North Community High School.

2/19/76 - **Mary Bryant** Junior at Mechanic Arts High School; and
Mary Ellen Klus Junior at Derham Hill High School.

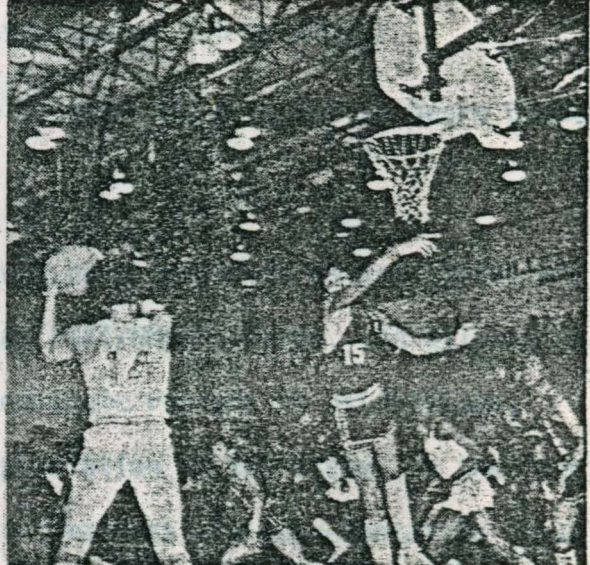
"The girls served as pages in the House of Representatives February 2-6. They had the opportunity to learn about the state legislature both through educational activities and through on-the-job experience."

Twin Cities Courier

Yvette George Junior at North Surrey High School, Mount Airs, South Carolina. Has been elected the city's first "Black Junior Miss." Age 16.

Cheryl Ponder Junior at Heathwood High School, Columbia, South Carolina. Recently completed a two-month appointment as the first Black page on the staff of Senator Strom Thurmond. Age 15.

Central Pioneers Win Twin City Championship Game



William Henry for two points over the outstretched arm of North's Jeff Williams as rebounders jockey for position. — Photos by Craig Lee Jones.

Rare occasion finds Joey Wilburn (15), late on an attempted steal, but Johnny Hunter (14), is an all conference starter at North. (See story, page 7.)

3/4/76
Minneapolis Spokesman

III. National Mailing Lists

National mailing lists identify outstanding minority students (e.g., Asian-American, Black American, Mexican American, Native American, Puerto Rican American), according to academic standing, geographic area, etc. The B.R.I.P. should be sent to all minority students on the national mailing lists within Minnesota, Michigan, Wisconsin and Illinois. These states were selected because UMD presently recruits extensively in these areas. However, students in other areas could also be sent the B.R.I.P. if the Admissions Office desired to do so.

- A. Talent Roster for Outstanding Minority Community College Graduates
888 Seventh Avenue
New York, New York 10019
(212)582-6210
Stephen J. Wright, Director

Lists over 1,000 students who have been selected from nominations submitted by 304 community colleges from 39 states and the District of Columbia. The ethnic breakdown of the group is as follows: Black Americans, 67.7%; Mexican Americans, 23.7%; Puerto Ricans, 4.3%; and Native Americans, 4.3%. Academically, the group is strong. 63.3% of them have grade point averages of 3.0 or higher, and 23.5% of the group have grade point averages of 3.5 or higher.

- B. National Achievement Scholarship Program for Outstanding Negro Students
990 Grove Street
Evanston, Illinois 60201
David B. Kent, President

Lists over 1,400 Black students who have qualified as semi-finalists in the current Achievement Program based on PSAT/NMSQT scores. An allocation of semi-finalists in each of the seven geographic regions is established, according to the proportion of the Black population of the states in that region. This procedure ensures that the 1,400 semi-finalists are representative of able Black students throughout the nation.

The National Scholarship Service Fund for Negro students is the non-profit post-secondary advisory and referral service which is available to interested minority high school juniors and seniors. Using a computerized system and a data bank of 3,000 post-secondary institutions, NSSFNS refers applicants to those schools where they are most likely to obtain admission and receive financial aid. These referrals are based on information obtained from the application and background material about the institution.

The fund is the supplementary scholarship fund designed by NSSFNS to help fill gaps between the student's resources and total institutional costs. Only NSSFNS counselees are eligible for these scholarships, which range from \$200 to \$1,600, are awarded on the basis of need, and are renewable for the sophomore and junior year of post-secondary education.

Other mailing lists and/or resources identifying various minority groups are included for reference purposes.

Mexican American

American Association of Community and Junior Colleges
 Director of Office of Spanish Speaking People
 1 Dupont Circle, N.W.
 Washington, D.C. 20036

El Congreso Nacional De Asuntos Colegiales
 6601 Ozer Street
 El Paso, Texas 79904

Latin American

League of United Latin American Citizens
 National Education Service Centers
 Suite 716, 400 First St. N.W.
 Washington, D.C. 20001
 (202)347-1652

Puerto Rican

Aspira of New York, Inc.
 A Talent Search Project
 245 Fifth Avenue
 New York, New York 10016

Aspira offers free counseling, college referral, and scholarship and loan information to Puerto Rican students, as well as counseling for these students after they are in college.

2. Billchury - White Neighborhood House
3. Loring - Abollet Bethlehem Community Center
4. Eastside Neighborhood Services
5. Sabathani Community Center
6. Northside Settlement, Inc.

IV. Organizations

Several organizations exist with a large Black membership. The B.R.I.P. should be sent to the directors and presidents of these organizations. When possible, the Black recruiter should attend organization meetings and establish contacts with members of these organizations.

Similar organizations should be identified in the other large cities in which UMD recruits. Again, the B.R.I.P. should be forwarded after the groups have been identified.

V. High Schools, Vocational Schools

Twin Cities

A. Religious

1. Minnesota Baptist Congress of Christian Education
2. Zion Baptist Church
621 Elwood Avenue North
3. Reverend M. C. Conwell
Holsey Memorial C.M.E. Church
4. Reverend E. A. Hawkins
St. Peters A.M.E. Church

Phone No.	Counselor
822-3141	Fletcher Cooley

B. Political/Social

1. Urban League
1500 James Avenue North
2. NAACP
201 West 49th Street
PO Box 15082
3. Urban Coalition of Minneapolis
Harry Davis, Executive Director
97 Central Avenue East
4. National Council of Negro Women
Timma Leah Riess, President
(612)824-8420
5. Anti-Defamation League of Minnesota

588-0871	
729-8341	
827-5871	
645-5701	Frank Wharton
224-9421	
244-4731	John Strother
222-0641	Carolyn Taylor

C. Community Centers and Neighborhood Houses

Members of the Minneapolis Federation of Settlements and Neighborhood

831-2020	Carlene Hancock
238-0291	Milton McPike

Centers, Mrs. Anne Barnum, President.

1. Phyllis Wheatly Community Center
2. Pillsbury - White Neighborhood House
3. Loring - Nicollet Bethlehem Community Center
4. Eastside Neighborhood Services
5. Sabathani Community Center
6. Northside Settlement Services, Inc.
7. The New Way Community Center
Harry Moss, Director
373-3872

D. Humanities/Arts

1. The Twin Cities Black Communications Group
2. Afro-American Cultural Arts Center
Greg Reed, Staff Programmer
827-5591

V. High Schools, Vocational Schools

High schools and vocational schools have always served as a major recruiting source. The schools identified here have a large Black population and should be included in the general recruitment schedule on a regular basis.

A. Twin Cities - Minneapolis

<u>School</u>	<u>Address</u>	<u>Phone No.</u>	<u>Counselor</u>
Central	3416-4th Avenue South	822-3141	Fletcher Cooley
North	1500 James Avenue North	588-0871	
South	3131-19th Avenue South	729-8341	
Washburn	201 West 49th Street	827-5871	

Twin Cities - St. Paul

Central	275 North Lexington Parkway	645-5701	Frank Wharton
Mechanic Arts	97 Central Avenue East	224-9421	

B. Madison

	<u>Phone No.</u>	<u>Counselor</u>
East	(31) 244-4731	John Strother
LaFollette	222-0641	Carolyn Taylor
Memorial	(31) 831-2020	Darlene Hancock
West	238-0291	Milton McPike

Traditionally, these Madison schools have not had as large a Black population as the others listed in this section, but geographic proximity and our normal recruitment practices have usually included them in our efforts.

C. Milwaukee

North High School

Lincoln

Rufus King

Washington

West

Technical

Custer VI. Black Recruitment Information Packet

Counselor
Mrs. Kitchie,
Principal
Mr. Stan Smith
Mrs. Tucker,
Counselor
Mrs. Shanklin,
Counselor
Mrs. Muller,
Teacher

D. Detroit

Martin Luther King

Mary Wright

Kettering

Northeastern

Southeastern

Northwestern

Southwestern

Western

Cass Technical Night School

McKinze

Mumford

Pershing

Chadsey

E. Chicago

The following resource material was obtained from research conducted by Cary Stewart, a UMD Black student during fall quarter, 1975. The counselors in Human Relations and the Supportive Services Program should be contacted and requested to provide a complete list of high schools with a large Black population.

<u>School</u>	<u>Phone No.</u>	<u>Counselor</u>
South Shore High	(312)374-5600	Mrs. Skinner, Ass't. Principal
Supportive Education Program	(312)684-1540	Mrs. Holder

School

Counselor

Harlem High

Mrs. Ritchie,
Ass't. Principal

Chicago Bd. of Ed. Human Relations Office

Mr. Stan Smith

Phillips High School

Mrs. Tucker,
Counselor

Dunbar High School

Mrs. Shanklin,
Counselor
Mrs. Muller,
Teacher

VI. Black Recruitment Information Packet

The purpose of the B.R.I.P. is to provide the Admissions Office with an appealing, informational recruiting device specifically designed to appeal to Black students. It was designed so that the outside folder, through pictures and copy, encourages Black students to apply for admission to UMD. The packet contains several relevant informational items:

1. Form letter to the prospective student
2. General admissions brochure for prospective students
3. A copy of TRIPPIN', the Black student newsletter. This newsletter contains columns on current events in the Black community, Astrology, Black Businessmen and women, Athletes, Career Development, Religion, Who's Who on Campus, Original Poetry by the Black students on campus and several other articles of interest to prospective Black students.

Several form letters have been written for use in this folder and are included in the B.R.I.P. packet in Admissions. Based on the students' particular situation, the appropriate letter should be enclosed in the B.R.I.P. and sent to the prospective student. The B.R.I.P. should also be sent to:

1. High School counselors
2. Presidents of the organizations identified in Part I, Section IV
3. Outstanding High School students identified in Black newspapers and on national mailing lists, as indicated earlier in this paper.

VIII. Regular Inquiries Through the Admissions Office
VII. Black Student Recruitment Team

With the coordination of the director of the Black program, a Black student recruitment team should be established. The team would consist of Black men and women interested in the recruitment and retention of Black students. Such a team would be advantageous for two reasons. First, it would provide the Admissions Office with a viable method of communicating to prospective Black students. Second, it would save the University money by lessening the need for a Black American staff recruiter in the Admissions Office.

A possible structure for the program is as follows:

1. Eight students, four men and four women, with a 2.0 GPA or better.
2. Students would consist of sophomores, juniors and seniors. Upper division students are obviously preferable, but due to the small number of Black students on this campus, sophomores should be included for the 1976-1977 academic year.
3. Their expenses while on the road should be covered by the Admissions Office
4. One admissions counselor would travel with one or two students per trip. Preferably one male and one female student should be included on each trip, with students alternating depending on their individual schedules.
5. Students could receive credit through Independent Study in the speech department or be paid through work study for their recruiting services.
6. Yearly, the Admissions Office or the Vice Provost for Student Affairs should send a letter to each member of the team, thanking them for their participation.
7. Fall quarter an Admissions Recruiting Workshop organized by the Admissions Office could be held in conjunction with a general recruitment workshop for other student recruiters. The purpose of the workshop would be twofold:
 - a. To provide members of the recruitment team with essential information on UMD;
 - b. To discuss various recruiting tools and techniques.

VIII. Regular Inquiries Through the Admissions Office

If a student has indicated on the admissions form that he or she is Black, the B.R.I.P. should be sent with the appropriate form letter. A list of all prospective Black students should be kept.

The appropriate follow-up form letter should be sent, along with a recent copy of TRIPPIN', the Black student newsletter.

IX. Black Recruitment Timetable

The Black recruitment timetable is designed to coincide with the "Activities for Prospective Student Contact Planning" developed by the Admissions Office. The majority of the suggestions outlined in this handbook have been included in that timetable.

A. Off-Campus Activities

- 1. Block out rough schedule for:
 - College day/nights (19 weeks) June 1-15
 - Minneapolis visits (5 weeks)
 - N.W. Wisconsin visits (3 weeks)
 - Minneapolis College Fair
 - Include schools listed in Part I, Section V
- 2. Finalize schedule and include:
 - Wisconsin visits - Madison, Milwaukee, Green Bay
 - Illinois, North Dakota, Upper Michigan September 1
 - Include schools listed in Part I, Section V
- 3. Request automobiles for fall quarter:
 - Submit written request June 1
 - Finalize August 15-September 1
- 4. Send out requests for visits August 15
- 5. Train Black Student Recruitment Team August 15-September 15
- 6. Schedule all Winter Quarter visits November 15-December 1
- 7. Schedule all Spring Quarter visits March 1-March 15

B. Informational Materials Description:

- 1. Black Recruitment Information Packet (B.R.I.P.)
 Make revisions if necessary
 Evaluate quantities if re-order is needed
 Final packet ready for distribution June 30
- 2. Audio-Visual Materials
 Design and prepare Recruiting Activities Photo Album April 15-July 1
 Design and prepare slide presentation ready for Use (Ask Warren Bennett for artwork) August 1

C. On-Campus Activities

- 1. Activities for Black Students in Progress
 Planning June 15-August 30
 Activities initiated September 1
 (Refer to Part II, Section V)
- 2. Conferences and Workshop
 Career Guidance and Exploration September 15-December
 Miscellaneous Workshops as Needed and Feasible December 30-June 15
- 3. Departmental Activities for Black Expression
 Week (Refer to Part II, Section V)
 Planning January 15-April 1
 Event April 15

D. National Mailing Lists

- 1. Student Search follow-up mailing (Refer to Part I, Section III) January 1-April 15
- 2. Follow-up Evaluation of Applicants August 1-August 15
- 3. Follow-up Evaluation of Enrollments October 1-November 15
- 4. Completion of catalog file of responses Continuous

It is obvious that a full-time Black recruitment officer would greatly facilitate adherence to this timetable, since he or she would be in a position to take primary responsibility for the Black-directed efforts. Since many of the devices and resources used in Black recruitment are somewhat unique, a staff position to deal with them in more detail and depth would be both practical and desirable.

With this view in mind, the following section deals with a job description for such a position.

Recruit in the areas designated in Part I, Section V.

X. Job Description:

Director of Educational Opportunities for Black Students

The program designed in this handbook can satisfactorily be handled by present staff in the Admissions Office with the assistance of the Black Student Recruitment Team and one additional work-study individual. However, the program would achieve maximum success with a full-time Black recruiter and director on campus. If such a person were hired, his/her job description should include the following tasks:

1. Keep a current file on Black students attending UMD, including the following information:
 - a. cumulative GPA
 - b. quarter GPA
 - c. address
 - d. telephone number
 - e. major
 - f. year in school
2. Every six months, write a progress report including information on student opinions of the program and UMD.
3. Finalize plans, procedures and policies for the Black program.
4. Identify problems and seek solutions in the area of human relations for the university community.
5. Counsel Black students on their financial, academic and social problems.
6. Serve as advisor to Black Students for Progress, the Black student organization.
7. Provide a yearly update on the content of B.R.I.P.
8. Serve as advisor to TRIPPIN', the Black student newsletter.
9. Review newspapers listed in Part I, Section I monthly and compile a list of prospective students.
10. Attempt to adhere to the Black Recruitment Timetable as outline in Part I, Section IX.
11. Recruit in the areas designated in Part I, Section V.

XI. Miscellaneous Suggestions

The following suggestions are geared to performance either by the Admissions Office staff under present structures or by a newly hired full-time Black recruitment officer and director.

1) Design a Recruiting Activities Photo Album

Take colored pictures of "Black" events (i.e., dances, lectures, poetry readings, music experiences), and design an album to be taken on recruitment trips. This album would be especially useful to white recruiters, in that it would show, in an interesting way, the type of activities Black students are involved in on the UMD campus. A similar presentation in slide form could be developed for use when appropriate.

2) Organize a Yearly Minority Counselor Workshop

Invite counselors and directors of high school minority programs in Minnesota to attend a workshop on campus. Make certain to consult with the Director of Indian Studies and the Native American counselor before planning the workshop, as their input is crucial to the effectiveness of such a workshop.

3) Institute a Research Project on "Black UMD Graduates: Where are They Today?"

With the cooperation of the UMD Alumni Office, a report could be developed showing what kinds of careers Black UMD graduates have pursued. This material would also adapt well to a slide presentation for use as a recruiting tool.

4) Ask Black Campus Leaders to Participate in Recruitment

Bill Maupins, Jim Price and Bob Stephens should be invited to participate in recruitment of Black students. Each could make a recruitment trip once a year.

5) Compile a List of Prospective Students Identified by Current UMD Black Students

Each Black student on campus could be asked for the names of three or four contacts who might be prospective UMD students. The B.R.I.P. should be forwarded to these students.

PART II -- RETAINING BLACK STUDENTS THROUGH INITIATING A BLACK PROGRAM

I. Overview

It is the purpose of this section of the handbook to describe some major aspects of the recommended Black program.

Generally, the discussion falls into three areas:

1. Definition of the need for the program, and its goals;
2. Definition of the content of the program;
3. Definition of the role of the program in the context of the University structure and staff alignments.

Also included is a brief analysis of procedures for recruiting Black staff and faculty members, and a section of miscellaneous suggestions.

Research has indicated that minority programs function most successfully when guided, at least in major part, by faculty and staff of minority origin.

(For documentation, refer to BLACK PSYCHOLOGY, edited by Reginald L. Jones; Harper and Row, 1972, p. 229.)

With this factor in mind, recruitment of Black faculty and staff should be a major element of the total Black program, and therefore is included in this presentation. The retention of Black faculty and staff is seen as a major advantage in the over-all retention of Black students through a program geared to their unique needs.

In order to meet these needs, the Black program to be established should have as its goals the following:

1. To provide a meaningful program to those students who have a special interest in the history and culture of Black Americans;
2. To provide an opportunity for those students in teacher education and social sciences to gain additional knowledge of the historical and contemporary concerns of Black Americans;

3. To provide relevant education to Black American students who plan to assist in building the Black community;
4. To illuminate the significant contributions of Black Americans and to assist in improving the self-concept of Black Americans;
5. To improve the non-Black's understanding of Black Americans by breaking down myths and stereotypes;
6. To counsel Black students on their social, financial and educational concerns;
7. To assist with the recruitment and retention of Black students.

These objectives are comparable to those stated in the program descriptions of several major colleges across the country which have established minority programs (Mankato State, University of Massachusetts-Boston, Carlton College and the University of Michigan-Marquette).

The minority programs have been designed, in each case, to help Black and non-Black students deal with the glaring disparities between cultures, and to help them reach a better understanding of the minority experience as Black Americans know it.

Information on these programs was obtained in responses to a mailing sent out in January and February, 1976, by the Admissions Office through the Black Student Advisor.

II. Need for a Black Program

A. Ad Hoc Committee on Black Student Concerns

The Ad Hoc Committee on Black Student Concerns was organized last year "to investigate various aspects of Black student life on the UMD campus." The committee, according to its final report, "held detailed consultations with many Black UMD students and a majority of UMD administrators." The major issues discussed in the committee's findings and recommendations are as follows.

The Situation

"The committee believes that UMD through its whiteness in perspectives as well as numbers, is failing to fulfill its obligations to reach all segments of society and provide the proverbial marketplace for ideas and cultural experiences that the citizens of Minnesota have every right to expect."

Rationale for Change

"The committee believes that UMD must achieve an expansion of its Black student body and staff and faculty, accompanied by qualitative improvements in curriculum, student services, financial aids, and general sensitivity to Black perspectives and concerns, if we are to fulfill our collegiate mission to provide Black students an opportunity to enter the mainstream of American life and to allow white students an exposure to rich and unique cultural experiences vastly different from their own. To help UMD meet this obligation, the committee recommends that the following steps be taken:"

Recommendations

1. Faculty and Staff

"We recommend the addition of ten Black faculty and staff personnel, as follows: seven academic instructors (five regular faculty, two teaching assistants) in as many different disciplines as possible; two counselors (one in Admissions, one in Supportive Services), and one administrator."

2. Curriculum

"We recommend that UMD develop an academic concentration in Black studies by encouraging departments to initiate courses based on the Black experience. In addition, we urge that departments revise existing courses, wherever possible, to include subject matter relating to this area. We also recommend that existing programs allowing flexibility (Extension Division, University College, etc.), develop seminars and workshops based on interracial dialogue and comparative studies."

3. Student Recruitment

"We recommend that UMD develop an on-going recruitment program, funded by specific allocations, to attract Black students. To implement this recommendation, a permanent Admissions counselor whose primary duty will be the recruitment of Blacks should be hired. Black students already at UMD should be encouraged to join such recruiting efforts and funds should be allocated for their compensation and expense. We believe that the Black student population at UMD should reach sixty by September, 1977."

4. Financial Aid

"We recommend that the University provide ten additional scholarships similar to Regents' Scholarships and provide part-time employment for twenty Black students (outside of the work-study program). We recommend that UMD develop a financial aid needs analysis system sensitive to the needs of minority students and establish emergency funds for Black students in crisis situations. We urge that UMD develop local scholarship programs that do not eliminate minority students on the basis of geography or other criteria."

5. Campus Life

"We recommend that Black students living in on-campus units be encouraged to develop living arrangements within existing facilities to provide for a community atmosphere, that units be made available to married and/or solo parents on campus, and that two Black resident advisors be appointed (to permit Black students to discuss possible grievances without initiating a racial dialogue and to give Blacks a more visible role in housing policy). We recommend that Student Association officials, Food Service employees, and staff personnel in the area of Student Services be encouraged to take Black student needs and preferences into consideration in formulating policy."

The purpose of this survey is to determine how Black students about UMD. This information will be used by the Student Affairs

B. Attitudinal Survey Summary

During Winter Quarter, 1976, an Attitudinal Survey of Black Student Concerns in Student Affairs at UMD was conducted. The purpose of the survey was twofold:

1. To assess the need for a Black counseling/activities/recruiting program at UMD;
2. To improve the University climate for Black students.

Of 33 Black students on campus, 28 responded by completing the survey.

The results clearly indicate that the Black students feel a strong need for a complete Black program. Furthermore, the responses to the question of the need for a Black program indicate that without such a program, Black students will continue to perceive the University climate as essentially negative to Blacks.

The crucial question here is how the students themselves perceive the situation. Although a Black program has been discussed for several years, and recommendations have been made (as stated in the immediately preceding section), the students see a lack of response to these recommendations, and thus feel that their needs have been ignored, or met inadequately. This feeling was also expressed in personal interview situations, which will be discussed in more depth.

Results

The results of the survey are shown on the following pages, and have been added to the original survey form so that its nature and construction will be apparent.

PART II

Please answer the questions as accurately as possible based on your experiences and perceptions of UMD.

Is a counselor/advisor for Black students needed at UMD?

Yes	<u>26</u>
No	<u>2</u>

If yes, explain why.

ATTITUDINAL SURVEY OF BLACK STUDENT CONCERNS IN STUDENT AFFAIRS AT UMD

The purpose of this survey is to determine how Black students feel about UMD. This information will be used by the Student Affairs staff in:

- 1) assessing the need for a Black counseling/activities/recruitment program at UMD.
- 2) improving the University climate for Black students.

PART I

Directions: Place an X in the slot that best answers each question.

1. Sex

Male	<u>23</u>
Female	<u>6</u>

2. Cumulative Grade Point Average

0.5 - 1.0	<u>0</u>
1.1 - 1.5	<u>3</u>
1.6 - 2.0	<u>3</u>
2.1 - 2.5	<u>7</u>
2.6 - 3.0	<u>10</u>
3.1 - 3.5	<u>5</u>
3.6 - 4.0	<u>0</u>

3. Credit Hours Completed

1 - 30	<u>8</u>
31 - 60	<u>5</u>
61 - 90	<u>3</u>
91 - 120	<u>6</u>
121 - 150	<u>4</u>
151 - 180	<u>2</u>

4. Major

Social Sciences	<u>5</u>
Physical and Natural Science	<u>2</u>
Undecided	<u>7</u>
Education	<u>3</u>
Humanities	<u>0</u>
Fine Arts	<u>6</u>
Other	<u>5</u>

Please list: Journalism, Math, Home Ec, Occupational or Physical Therapy, Speech

PART II

Directions: Please answer the questions as accurately as possible based on your experiences and perceptions of UMD.

1. Is a counselor/advisor for Black students needed at UMD?

Counseling	<u>12</u>
Yes	<u>26</u>
No	<u>2</u>

- Student Activities
- Intramurals
- Kirby Student Center
- Supportive Services
- Health Service

If yes, explain why.

Have you ever tried out for varsity athletics at UMD?

Yes 8

2. Do you serve on any University committees?

Yes 4
No 24

3. Did you attend the orientation program?

Yes 15
No 13

If yes, what suggestions can you make for improving the orientation program? More black staff participation; whites don't know how to orient Blacks; more time to get to know each other; better organization.

4. Do you plan on graduating from UMD?

Yes 15
No 11 Maybe 2

Do you plan to transfer to another school or program?

Yes 11
No 15 Maybe 2

If yes, which one? Minneapolis campus or out of state; U. of Washington-Seattle; Madison;

If neither of the above were yes, what are your plans? Staying at UMD at least through sophomore year; transferring to a professional school.

5. How frequently in one week do you visit the Afro-American room in Kirby?

Not at all 2
1 - 3 times 5
4 - 7 times 5
8 - 11 times 3
12+ 13

6. What improvements if any would you like to see made in the Afro-American room in Kirby? Cleaner; more chairs and another record player; remove inner wall; new drapes; more students; more planning and activities going on; color television and drapes; cooking; more organization and activities to make it a club.

7. What offices at UMD have you utilized?

Financial Aids	<u>17</u>	Placement and Career Planning	<u>3</u>
Counseling	<u>12</u>	Student Activities	<u>7</u>
Admissions	<u>14</u>	Intramurals	<u>7</u>
Registrars	<u>11</u>	Kirby Student Center	<u>16</u>
Housing	<u>7</u>	Supportive Services	<u>10</u>
		Health Service	<u>9</u>

8. Have you ever tried out for varsity athletics at UMD?

Yes 8
No 20

If yes, explain your feelings on Black participation in varsity athletics? I felt as a Black participant, that my opportunity was that of everyone; Program has been up and down because of coaching changes; program builds better people; Depends on the coach; should have more Black participation; Blacks are not played to the fullest of their ability, but used as a last resort; recruiting does not lean toward Black players.

9. Are there additional social events and/or activities that you would like to see held at UMD?

Yes 20
No 8

If yes, list those activities. More live bands; meeting Blacks from other schools; Blacks discotheques; Black career planning; concerts; more Black entertainers; white guys are boring because I can't relate; getting together and doing something.

10. Do you feel that UMD should implement a cross cultural counseling, advising, social program (Black, Native American, Chicano, Asian, Foreign Student) on the campus as opposed to separate programs for each group?

Yes 25
No 2 (One did not respond to this question.)

If no, explain why not.

11. Do you feel that the Black, Native American, Chicano, Asian and Foreign Student offices should be located within close proximity of each other on campus?

Yes 18 (Two responded, "Doesn't matter." One did not respond.)
No 7

12. Do you live in the dorms?

Yes 6
No 22

If yes, how do you feel about them? Terrible, just terrible; always room for improvement; no comment at this time; okay.

13. What do you like about Duluth? Nothing; the lake shore and north shore; the Air Base; it looks like Germany; the geographic area; the tranquillity; safe to walk the streets; not overpopulation - nature surrounds you; school is alright; in its own way, it's nice.

14. What do you dislike about Duluth? Everything; the pollution; the water situation; too cold; its racist people; not enough cultural benefits; we don't help each other enough; high rent; the decisive split in the economic status;

- 15. What are your favorite leisure-time activities on campus?
Ping-pong, volleyball, pinball, rappin'; walking in the woods; working in the theater; nothing; none; women; tennis and music.
- 16. What are your favorite leisure-time activities off campus?
Movies, friends, going out; music; my home; walking and hiking; trying to make money; golf; doing things and relaxing;
- 17. If you don't live on campus and don't commute from home, how is the housing situation? It's very hard to get a nice-looking place; they put you in the lowest possible housing they can; good, I live five blocks from school, five blocks from the lake, rent is slightly high; a lot of racial prejudice in Duluth; Alright, I guess; Good, because of the excellent programs here.
- 18. Can you recommend this school to other Blacks?

Yes	<u>10</u>
No	<u>18</u>

Please explain your answer. Social atmosphere at UMD would be okay for a Black coming from Duluth or more white contact area, coming from Philadelphia with 70% Blacks was a little different; No, this school is programmed for white students; No program or organization for Blacks to participate in; No-too cold people wise; Nothing to offer but a good education; doesn't offer the Blacks anything to hold them here; Yes, it's easy for a person having a hard time studying; Yes, we need more Blacks at UMD to make it a better place for Blacks; Yes, because if you can make it here, you can make it anywhere.

Thank you for completing this survey. Your input is greatly needed and appreciated. If you have any questions, contact Sylvia Maupins, Admissions Office, 123 Administration Building, UMD.

Juniors and seniors stated that they had lost faith in the administration's commitment to provide services to and for Black students. It was pointed out that, year after year, the concerns of Black students are voiced and evaluated, yet no program has been implemented. The students are concerned with action and feel that a Black program should be a high priority on the administrative agenda. They also contend that the administration should not automatically designate James Price as the program director, as he is already involved in time-consuming activities. A new staff member, according to student views, should be hired to direct the program. The students also indicated a willingness to assist Student Affairs in implementing such a program.

III. Program Structure

C. Personal Interviews Summary

A. In addition to the Ad Hoc Committee on Black Student Concerns and the Attitudinal Survey on Black Student Concerns, one further measure was used in determining Black student opinion on various issues: the personal interview.

B. Twenty-five Black students were interviewed during winter quarter. The purpose of the interviews was to obtain explanatory information on several items included in the survey. The interviews were informal in nature and conducted throughout the quarter. Each interview varied from half an hour to forty-five minutes.

Each student was asked to elaborate on their feelings about a Black program, and to discuss their feelings about UMD in general and Student Affairs in particular.

Results

The students interviewed felt very strongly that a full fledged Black program was a necessity at UMD in order to improve the University climate for Black students. Juniors and seniors stated that they had lost faith in the administration's commitment to provide services to and for Black students. It was pointed out that, year after year, the concerns of Black students are voiced and evaluated, yet no program has been implemented. The students are concerned with action and feel that a Black program should be a high priority on the administrative agenda. They also contend that the administration should not automatically designate James Price as the program director, as he is already involved in time-consuming activities. A new staff member, according to student views, should be hired to direct the program. The students also indicated a willingness to assist Student Affairs in implementing such a program.

- a. The Institute of Afro-American Awareness
- b. The counseling staff at Central High School
- c. The NAACP
- d. The Kirby Program Board
- e. The Black Students for Progress

III. Program Structure

A discussion of the program structure recommended will fall into three major areas:

- A. The program's administration;
- B. The program's needs in instructional courses and teaching;
- C. The program's needs in terms of counseling.

A. Administration

As conceptualized, the Black program would fall under the direction of the Office of Student Developmental Services. This appears to be consistent with the present situation, which has other minority counselors accountable to the Director of Student Developmental Services. It is imperative that close communication be expedited between these individuals, as their concerns and their programs may overlap at times. Operating under the same administrative umbrella facilitates this kind of frequent communication.

A diagram showing the flow of authority within the program more clearly is included here. In addition to the Director of Student Developmental Services, and the Black program director, two advisory staff groups are shown. Their functions are suggested as follows:

<u>Item</u>	<u>Allocation</u>
<u>Community Black Advisory Staff</u>	\$10,000 - \$15,000 (based on qualifications)
a. The Institute of Afro-American Awareness	5,000
b. The counseling staff at Central High School	500
c. The NAACP	1,000
d. The Kirby Program Board	1,500
e. The Black Students for Progress	1,000
TOTAL	\$20,000 - \$25,000

Note: Budget allocations will be determined by what segments of the program are adopted and to what degree

This community advisory staff would meet monthly and discuss the needs and concerns of Black students. It is also desirable that this group explore methods of bringing Black students into more frequent contact with Duluth's Black community.

Campus Advisory Staff

This group would be composed of representatives from:

- a. The Financial Aids Office
- b. Student Activities
- c. The Kirby Program Board
- d. The Black Students for Progress
- e. Housing Office
- f. The Registrar's Office
- g. The Supportive Services Office

This advisory group would meet monthly to discuss problems, and the members should make it a point to be alert to problems which may arise in any of these areas involving Black students.

Recommended Budget

<u>Item</u>	<u>Allocation</u>
Program Director	\$10,000 - \$15,000 (based on qualifications)
Secretarial/Work Study Assistance	6,000
Supplies	500
Mailings	1,000
Recruitment Materials	1,500
Miscellaneous	<u>1,000</u>
TOTAL	\$20,000 - - \$25,000

Note: Budget allocations will be determined by what segments of the program are adopted and to what degree.

FLOW OF AUTHORITY CHART

Director of Student Developmental Services

Director of Educational Opportunities
for Black Students

Community Advisory Staff

Campus Advisory Staff

B. Teaching

An introductory course should be offered for freshmen and new students aimed at assisting the students with problems they might encounter during their first year. The course would be comparable to the introductory course offered in the Department of Indian Studies, and would provide basic groundwork upon which the students could continue to operate.

Reading, writing, study skills, library skills, theory and practice, should be included in such coursework.

It is important to remember that this minimal course offering in the initial stages of program development could be expanded later to include Black literature, Black social movements, Black history, Black intellectual thought, and a wide variety of academic offerings to thoroughly expose the Black student to varying elements of his/her heritage.

C. Counseling

In an effort to provide resources enabling the Black students to meet their special social, psychological, administrative and academic needs, several suggestions are now being advanced:

1. Implementation of a peer counseling program directed primarily at freshmen and other new students. This concept is similar to one developed at Carlton College. Briefly summarized, it involves utilizing specially selected students trained in different counseling techniques to provide guidance and feedback to new students. The principle employed in such a program is that students identify and communicate more readily with their peers than with counselors or adult supervisors in some instances.
2. Group sessions on particular topics of interest to students. Blacks in the community would be encouraged to participate. Indeed, the Community Advisory Staff could be utilized in this context to excellent advantage.

Foundations/Disadvantaged Students

- 3. Development of communication lines with faculty on particular concerns of Blacks in their classes;
- 4. General counseling in the areas of financial, social and academic concerns, as outlined in Part I, Section X.

IV. Program Funding

Many foundations exist which are sensitive to Black concerns. In order to implement some of the activities outlined in this paper, grants should be written. A list of sources is provided for this purpose.

Foundations/Race Relations and Opportunities

- Abelard
- Atbar
- Astor
- Babcock
- Calder
- Campbell
- Carnegie
- Cummins
- Donner
- Driscoll
- Falk
- Field
- Field of Illinois
- Ford
- Gulf & Western
- Hancock
- Irwin-Sweeny-Miller
- Lilly
- Lua
- Meyer
- Morgan
- Matt
- New World
- Norman
- Overbrook
- Penn
- Rockefeller
- Sachen
- Surdna
- Zale

Foundations/Disadvantaged Students & Institutions

Atbar
Alcoa
American Can
Appalachian
Babcock
Blandin
Boettcher
Branfman
Cafritz
Calder
Crown Zellewach
Danforth
Educational Foundation of America
Exxon
Fels
Field of Illinois
Fleischmann
Ford
Foremost-McKenson
General Electric
Gerber
Gund
Jennings
Johnson
Kellogg
Kren
Lindsay
Lubizol
Lua
Markes
McCormick
Mellon RK
Merrill
Moody
NY Community Trust
Ollin Corporation
Pfeiffer
Reynolds
Reilly
S & H
Schumann
Singer
Sloan
Southern Education
Springs
Strong
Turrell
Weatherhead
Weir
Weyerhauser

Sacher
Sloan
Zale

Foundations/Cultural Organizations & Institutions

- Alcoa
- Allegheny
- Allstate
- American Can
- Amoco
- Aran
- Athwin
- Atlantic Richfield
- Baker RC
- Bank of America
- Barker Welfare
- Baf
- Bean
- Beaumont
- Benedum
- Benwood
- Biddle
- Blanchard
- Boettcher
- Bothin
- Bristol-Myers
- Branfman
- Bruner
- Buhl
- Burdin
- Burlington Northern
- Burlington Industries
- Bush
- Cafritz
- Calder
- Cutler

VI. Activities for Black Students for Progress

General Student Organization Activities

Many of the following ideas are presented primarily for program expansion. They can not be implemented until the Black population of UND increases. They be implemented through the office of the program director or through student organization, Black Students for Progress.

1. Athletics

- a. Organize teams for baseball, basketball, tennis, swimming
- b. Physical fitness programs
- c. Creative dance/movement

2. Humanities and Arts

- a. Fashion shows
- b. Boutique Shop selling ethnic items
- c. Workshop for black children, arts, crafts, music, etc.
- d. Films
- e. Speakers Bureau
- f. Poetry and Arts Festival
- g. Jazz Sessions
- h. Educational TV specials
- i. Art Shows
- j. Art Classes
- k. Photo classes
- l. Musical Recitals
- m. Plays
- n. Variety Shows

Minority Enterprises

- Campbell
- Cummins Engine
- Eldridge
- Ford
- Gund
- Hancock
- Inland Steel
- Kennedy
- Lua
- Merrill
- Morgan
- NY Community Trust
- New York
- Phillips
- Rockefeller
- Sacher
- Sloan
- Zale

- a. Parties
- b. Barbeques
- c. Cooking Contest
- d. City tours for new students

For more information on these foundations, see Taft Information Systems, Taft Products, Inc., 1000 Vermont Avenue Northwest, Washington, D.C. 20002.

Also, Roy Hoover, Director of Special Programs, will have access to more information, and as chief grant writer, can be supportive in researching and writing grants.

VI. Activities for Black Students for Progress

A. General Student Organization Activities

Many of the following ideas are presented primarily for program expansion purposes. They can not be implemented until the Black population of UMD increases. The ideas can be implemented through the office of the program director or through the student organization, Black Students for Progress.

1. Athletics

- a. Organize teams for baseball, basketball, tennis, swimming
- b. Physical fitness programs
- c. Creative dance/movement

2. Humanities and Arts

- a. Fashion shows
- b. Boutique Shop selling ethnic items
- c. Workshop for Black children, arts, crafts, music, etc.
- d. Films
- e. Speakers Bureau
- f. Poetry and Arts Festival
- g. Jazz Sessions
- h. Educational TV specials
- i. Art Shows
- j. Art Classes
- k. Photo classes
- l. Musical Recitals
- m. Plays
- n. Variety Shows

3. Social

- a. Parties
- b. Barbeques
- c. Cooking Contest
- d. City tours for new students

4. Specialized Ethnic Activities

- a. Soul Dinner
- b. Ethnic dinner with Chicanos and Native Americans
- c. Intercultural Emphasis Week
- d. Work with Institute of Afro-American Awareness on events

Activities should be developed on a monthly basis, with comparatively equal attention given to each of these broad categories of events, so that the students have a well-rounded activities program to meet their stated needs.

In many cases, parents can be encouraged to participate in these activities, or to take an indirect interest, in the case of geographic separation. The support of the parents is crucial to the Black student's academic success.

Additional ideas for activities may be obtained from the Student Activities Handbook.

B. Conferences and Workshops

In order to promote cohesiveness and a thorough distribution of information to Black students, conferences and workshops could be set up to relay information necessary to successful operation at UMD. Possible topics might include:

- 1. Graduate School: Yes or No?
- 2. Program Planning
- 3. Professional School Examinations
- 4. Filling out Graduate School applications
- 5. Job Hunting: The Resume, Where to Look; the Interview; Learning About Potential Employers; Basic Perspectives on the Affirmative Action Program.
- 6. The Black Woman: Moving Force in the World
- 7. Leadership Workshop
- 8. Drug Education/Black Chemical Dependency and Abuse (Ask Peter Bell, Director of Metropolitan Black Chemical Abuse Institute, to assist. Phone 612-827-4611)
- 9. Black Involvement in the University Artist Series throughout American

10. Third World Cinema/Black Utilization of the Program

11. Career Planning Workshops

Again, parents can be encouraged to take an active role in these workshops by sharing their experiences and life observations with their sons and daughters. Realistic input about these topics can be invaluable to the student in planning the future.

C. Departmental Activities for Black Expression Week

1. Art

Presentation of African and/or Afro-American Art (slides, films, original art work, etc.) in cooperation with Tweed Gallery.

2. Athletic Department

Bulletin board on Black athletes; display with pictures, brief capsule biographies of Black athletes on campus; for location either in the Athletic Dep't. or in Kirby Student Center.

3. Home Economics

"Soul Food" Day. Students prepare "soul food" in the traditional Black fashion. Invite representatives from various student/staff organizations on campus.

4. Theater

Perform a Black play during the week.

5. Drug Information Center

Work with the Institute of Afro-American Awareness and present a workshop on Black chemical dependency.

6. English

Presentation on Black writers, poetry and prose. Development of handbook of Black student work in the area of poetry, prose, newswriting, journalism, etc.

7. Bookstore

Window displays of books by Black authors, or books concerning the Black experience.

8. Geography

Display of maps (topographical, etc.) of Africa, updated to include and reflect major areas of Black population at the present time.

9. History

Pictures and explanations of historical contributions of Blacks and the development of the Black community. Celebration of highlights in Black history.

10. Political Science

Presentation on the law as it has affected Blacks throughout American history; landmark civil rights cases, etc.

11. Biology/Chemistry

Lecture and presentation on Sickle Cell Anemia; pictures illustrating the effects of the disease, and its genetic implications for young Black people.

12. Business Administration/Economics

Create a display on Black businessmen and women, provide highlights from Enterprise Magazine. Show inventions and economic milestones achieved by Blacks. Also perhaps develop charts and graphs indicating the Black American's current financial and economic status in comparison to the community as a whole.

VI. Resource People

Included at the conclusion of this report is a list of resource people now working directly with minority Human Relations concerns. They could be contacted for assistance in program design, hiring Black faculty, developing conferences and workshops, and for input on additional needed questions.

VII. George Bonga Resource Center

The George Bonga Room in the library has been a part of the UMD campus for several years. The name should be expanded to the George Bonga Resource Center.

The George Bonga Resource Center should be a repository for all kinds of materials relating to Black students and the Black experience. Art objects, books, filmstrips, posters, lists of Black-related courses and community education opportunities, sound equipment for music listening might all be included in the room to make it a complete, multi-media facility.

The Resource Center should then be publicized, so that both students and the Black community would be aware of its existence, and view it as a kind of Black ethnic headquarters.

Updates on the resource center materials should appear regularly in the UMD Statesman and the Black student newsletter.

VIII. Supportive Services

One of the most critical questions high school counselors ask of a Black student recruiter is, "What kind of supportive services does your college offer?" For this reason, the Supportive Services program at UMD is an integral part of the total Black program, and should be utilized in every respect.

One of the problems we face at the present time is the Black students' failure to take advantage of these available services. Whether these students are unaware of the program or simply hesitant to ask for help from it is not clear. An effort must be made to bring the program to the students who need it. In other words, the program of supportive services must be aggressively marketed to the people it is designed to help.

A representative from the Supportive Services program should be included in the Campus Advisory Staff, so that when specific students develop problems, the advisory staff can help deal with those problems by bringing the student into closer contact with the agencies or departments that can help.

It should be emphasized that our Supportive Services program includes provision for academic assistance, financial aids, assistance for the physically handicapped or those with unique, minority-related health problems (such as Sickle Cell Anemia).

Upon admission, minority students could be contacted individually, and the Supportive Services program explained to them. Then their progress should be monitored by the director of the Black program for some time, to see whether any possible need for such service emerges during their initial college experiences.

- 1. The Student Association President should send individual letters to Black students, inviting them to apply for student government vacancies.
- 2. Encourage each department to include material on Black Americans in their curriculum.
- 3. Offer more courses on Black Americans through Continuing Education.
- 4. Include "Black" events into the campus calendar of events.

IX. Recruiting Black Faculty & Staff

Following are several suggestions for recruiting Black faculty and staff to meet the needs of an expanded Black program at UMD:

1. Write letters to minority program directors at major graduate schools in the country, inviting participants in the programs to visit UMD, and enclosing materials dealing with the Black program;
2. Send job announcements to directors of minority programs at various colleges and universities, requesting that they forward the material to the appropriate individuals for posting;
3. Send job descriptions to "Minority Placement Bureaus" at different colleges and universities;
4. Send job descriptions to department chairpeople and ask for recommendations on possible minority candidates;
5. Send announcements of job openings, with job description and criteria for consideration, to major Black newspapers for news release purposes. (This should be handled in cooperation with the UMD News Service for proper treatment as news.)

X. Miscellaneous Suggestions

1. The Student Association President should send individual letters to Black students, inviting them to apply for student government vacancies.
2. Encourage each department to include material on Black Americans in their curriculum.
3. Offer more courses on Black Americans through Continuing Education.
4. Include "Black" events into the campus calendar of events.

5. Include pictures of the Black staff in recruitment brochure, and/or Afro-American Room.

6. Have pictures of Black children and families on walls of day care centers.

7. Student Activities:

Cultural activities for students on a regular monthly basis. By providing this cultural outlet, students might feel more comfortable in their academic surroundings.

8. Inservice Training:

To keep the Black staff and advisory groups abreast of current trends in family counseling, marriage counseling, family planning, drug and alcohol counseling, and other pertinent counseling areas.

9. Summer Projects:

A program could be initiated similar to the one developed by the University of Massachusetts' "Education for Action" program, a summary of which follows.

to work with a Native American (Indian) tribe in Oklahoma on consolidating tribal ownership of various land and resources and preventing the loss of these resources. The project will be of major importance in the state.

The pamphlets will be drawn from step-by-step conferences and discussions and will be used to "formalize interaction and exchange on the issues concerning the Chicago student's experience in the current economic crisis. Work will be planning, developing, and coordinating several programs. One concerns citizen action around utility increases, and another involves counseling unemployed people.

to carry out a six week Leadership Training Program involving twenty-four Black and white youth in North Cambridge. "The mastery of outdoor skills will provide the central focus for the development of improved self-concept and leadership ability." Another important feature of the project is the discussion of community problems and possible solutions involving the youth.

Student

EDUCATION FOR ACTION
Summer Projects 1975

Joel Feldman

\$350

to work with a labor union in Pitts-
Most of Joel's duties will
involve handling arbitration cases.

Student

Allocation

Project

Richard Anderson

\$300
(subsistence,
travel)

to work with a Native American (Indian) tribe in Oklahoma on consolidating tribal ownership of various land and mineral resources and preventing the confiscation or misuse of these resources. "Recommendations dealing with long-range tribal objectives and re-assertment of tribal authority in a number of areas will be of major importance in the analysis."

Denise Field

\$300

(subsistence)

Sylvia Balderrama
Richard Gonzales

\$400
(publishing
expenses)

to work with other Mexican-American students in New England to develop pamphlets to be used for recruiting and the orientation of new students. The pamphlets will be drawn from student conferences and discussions and will be used to "formalize interaction and exchange on the issues concerning the Chicano student's experience in East Coast Schools."

Adna Glass

\$400

(subsistence)

Laura Burns

\$500
(subsistence)

to do organizing in Chicago around issues generated by the current economic crisis. Laura will be planning, developing, and coordinating several programs. One concerns citizen action around utility increases, and another involves counseling unemployed people.

Roger Fairfax

\$500
(subsistence)

to carry out a six week Leadership Training Program involving twenty-four Black and white youth in North Cambridge. "The mastery of outdoor skills will provide the central focus for the development of improved self-concept and leadership ability." Another important feature of the project is the discussion of community problems and possible solutions involving the youth.

Student	Allocation	Project
Joel Feldman	\$350 (subsistence)	to work with a labor union in Pittsburgh. Most of Joel's duties will involve handling arbitration cases. He will discuss grievances with workers, do research on cases, and help present cases before arbitration hearings. Another goal is to help the union "educate its workforce and strengthen the cohesion of its membership."
Denise Field	\$300 (subsistence)	to work with a women's law project in Philadelphia. She will be drafting laws and lobbying for the rights of unwed mothers and illegitimate children. Another aspect is drafting "sex-neutral" laws for Pennsylvania. The project's ultimate goal is "to achieve full, actual equality for women through the legal process."
Adam Glass	\$400 (subsistence)	to continue his activity in a Boston-area tenants organization. Adam will help with the production of the weekly newsletter for tenants, and will also be involved in the development of block associations, the holding of public hearings on tenants issues, and the regular maintenance of the organization's office. "One personal goal I have is to define and clarify my reasons for being in the tenant movement."
Louise Goodsill	\$400 (materials)	to combine oral history and film in making a film about the roots of juvenile violence. The film focuses on a boy who lives in a housing project in Charlestown, Mass. Because of his disruptive violence in the public schools, he was assigned to a special school for juvenile delinquents. Louise plans to listen to the boy, his mother, and his teacher at the special school.

Student	Allocation	Project
Ellen Green	\$500 (subsistence)	to work with people over sixty-five in Amherst, Mass. Through the Amherst Council on Aging, Ellen will organize a core group of senior citizens and develop programs relevant to their needs, such as a job-referral service. "The immediate goal of my project is to reintegrate people over sixty-five into the work force as a crucial step towards their integration into our society."
Lyndy Pye	\$440 (subsistence)	with a feminist bookstore in Plainfield, Vermont. She will help
Peter Hogness	\$250 (subsistence)	to do unemployment counseling in a storefront office in a high-unemployment neighborhood in Oakland, California. Peter will "counsel people in the office, do publicity for the services available, and set up a rotating counseling service (going to local churches, etc. on different days of the week in different neighborhoods)." He will also teach informal classes about the economic crisis and unemployment.
Debbie Socolar	\$350	to help a Boston organization of women
Kathy Lazarus	\$400 (travel, materials)	to publish health care pamphlets for patients to use in their experiences with Boston-area clinics. She and a medical student will "visit and interview health workers in neighborhood clinics, abortion and counseling clinics to determine what communities the clinics serve, what kind of care is available, what the costs are and so forth." Patients will be interviewed to learn what information they would like in pamphlet form.
Phil Thompson	\$400 (subsistence)	serving the national Black community. The paper
Felipe Noguera	\$400 (work-study)	to do community organizing in the lower east side of New York. This work will mobilize public support for the decentralization and community control of schools in District One of the New York public schools. One immediate goal is to obtain a more representative local school board. Felipe's actual work will involve many community activities, "study groups as well as voting caucuses."

Student	Allocation	Project
Lee Penn <small>lach</small>	\$300 (subsistence)	to continue his activity as an editor of the Portland <u>Scribe</u> , a community newspaper with a readership of 15,000. He will "cover local events concerning labor and economics, as well as analyzing local and national politics." Lee's other duties will be to edit incoming articles, solicit articles, and work on graphics and paper design.
Lyndy Pye <small>Jesse Hardlow</small>	\$440 (subsistence) <small>(work-study)</small>	to work with a feminist bookstore in Plainfield, Vermont. She will help staff the bookstore (which is collectively run by a group of local women), do bookkeeping, order books, and set up a new mail order system. The store also offers services and programs to the community of women in the whole state, including free courses dealing in Feminist Philosophy, the Feminist Novel, and practical matters such as plumbing and carpentry. Lyndy will teach the carpentry course.
Debbie Socolar	\$350 (subsistence)	to help a Boston organization of women office workers. She will be serving university clerical employees in their organizing efforts. One of their goals is to win "the right to respect as women and as office workers." Debbie will also help develop a course for women wage-earners about the importance of office jobs and the ways in which women's working conditions can be improved.
Phil Thompson	\$400 (subsistence)	to write for a newspaper serving the national Black community. The paper uses articles submitted by people in different parts of the country. Phil will write about events in the Boston-area that affect Black people in schools, communities, and workplaces. He will also comment on international events.

Student	Allocation	Project
Mary Wallach ALEXANDER, Mary Augsburg College 332-5181 Ext. 510	\$20 (materials)	to continue a poetry workshop at the Cambridge Women's Center. Mary will be co-teaching a small group of women that meet weekly to discuss the writing of feminist poets and to read and examine their own writing. She is "enthused with the workshop format, and its role in improving writing skills and giving other women a feeling of support and discipline in their efforts."
ALVAREZ, Jean St. John's University 383-2218		
ANDERSEN, Thomas A. Iowa State Department 516-281-3152		
Jesse Wardlow ANDERSON, Beth C. Moorhead State University 218-236-2612	\$400 (work-study)	to write about the Harlem Renaissance of the 1920's in the larger context of the evolution of social, political, and cultural conditions in Harlem. He will concentrate on the ways Black people have attempted to cope with these conditions through the institutions they have created and through the work of black artists. A comparison of earlier insitutions and art will be made with contemporary forms. He hopes to publish his work in <u>Freedomways</u> Magazine and other publications.
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FEEDBACK

If you wish to add comments, suggestions, criticisms or otherwise remark on the contents of this remark, please use this space to do so. The sheet can be removed from the report and placed in a file for use by the program director at a later time.

