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HISTORY OF UNIVERSITY OF MIAMI

Chapter XI

DESEGREGATION, INTEGRATION AND MINORITY ISSUES

The desegregation issue first came up for attention and resolution in the fifties. The attitude of the University administration was conservative, but caution seemed justifiable in a community where social custom and municipal and state law sanctioned segregation. And, in the matter of education at the college level, the University was much more willing than the people generally of Greater Miami to open the doors, at least to the extent of a small crack. Miamians were also becoming aware of the economic importance of the non-white population. As early as 1939, both the Orange Bowl Committee and the University proposed a special section of the stadium for Negroes. The importance of the race question in athletics became more obvious in 1946 when it was deemed expedient to cancel a game between the Hurricanes and Penn State University's Nittany Lions because local custom and law made it impossible to open to Black athletes on the visiting team every social courtesy offered the Whites. President Ashe revealed his attitude when he remarked that the letters approving his action bothered him more than those that disapproved. It was rapidly becoming obvious that if Miami was to have the much desired intersectional athletic events, Blacks must be allowed to play on visiting teams and, inevitably, there would be problems of housing and social functions. Actually, Blacks began to play in the Orange Bowl before the legal barriers were removed and aroused little, if any, protest.

The second World War, in which the University and the community were so deeply involved, did something to break down racial

barriers but produced no formal changes of policy at the University. In 1945, Dean Charles R. Foster of the School of Education worked out with the Dade County School Board a plan whereby the two sponsored a summer session for Negro teachers to be taught at Booker T. Washington High School by teachers from Hampton Institute. The original plan was for a two-year operation that would permit graduate students to accumulate twelve credits, the most that could be transferred to another institution for credit toward a degree. The School Board provided the building and supplies, and the University contributed $250 to the resulting deficit. The second year was dropped for lack of response.

In March 1951, the Dade County Teachers Association, composed of Negro teachers, requested President Ashe to have the University of Miami provide classes for them. On March 8, Mr. Baker M. Hindman, Dade County Supervisor of Negro Education, sought unsuccessfully to have the Florida A & M College for Negroes at Tallahassee give credit for courses to be taught by University of Miami faculty. He then wrote President Ashe requesting that the University of Miami provide courses at the graduate level for Negro teachers and at the undergraduate level for other adults. Vice President Jay F. W. Pearson wrote in April that the University was considering the possibility and on May 28 suggested a conference with Dean John R. Beery of the School of Education and Dean J. Riis Owre of the Graduate School. The conference proved inconclusive, but President Ashe gave verbal approval to Mr. Hindman for an in-service course for Negroes in the fall of 1951. On September 12, the Dade County Board of Public Instruction approved the use of a public school for the course, and, on September 26, Dr. Lester R. Wheeler, Director of the Reading Clinic, began teaching the first University of Miami class for Negroes at

Booker T. Washington High School. It was Education 528, "Techniques in Diagnostic Reading," a two-credit course. The class was so large that it was divided, and Mr. Edwin Smith, a reading consultant in the Guidance Center, taught the second section. Thus the University of Miami was teaching off-campus courses for Negroes ten years before the campus was desegregated.

Mr. Hindman followed, on January 28, 1952, with a request for a practicum with graduate credit for Negro teachers in the soon to open second semester, but he accepted Dean Beery's suggestion that he follow up with Education 546, "Techniques in Remedial Reading for Undergraduates Only," with Dr. Wheeler to be the instructor. In the spring of 1952, President Ashe authorized Dean Daniel D. Steinhoff of the Evening Division to plan an off-campus branch for Negroes at Booker T. Washington High School. At the same time, he approved Professor Miller A. Ritchie's request to offer two graduate courses in Human Relations for Negro teachers in the fall. On July 3, Dean Steinhoff submitted a "Suggested Program for a Branch of the Evening Division at Booker T. Washington High School." Then, on July 18, 1952, President Ashe, in a memorandum to Dean Owre of the Graduate School, set policy for the off-campus graduate work for Negroes. The courses would be offered without any public announcement. The credits were to be used primarily to satisfy certification requirements and should be the same as those at the same time offered to Whites. The number of credits must be limited to what could be transferred to other schools that might later award degrees. The State Department of Education, on August 17, assured acceptance of the credits for certification purposes. On September 22, Negroes registered for the two Human Relations courses, 571 and 605, for graduate credit. On

October 6, Negro teachers registered for three in-service practicums with graduate credit. The program did not get under way smoothly. The academic credentials of many applicants were questionable and fees were not being paid. There was a disposition to drop the program. In fact, Vice President Pearson announced the policy of the Executive Committee of the Board of Trustees to register no more students for it. When the matter came up again and the Committee was not ready to act finally, the members asked for a further study of the issues involved and directed Dr. Pearson to make some more definite and comprehensive recommendations at some future date. Professor Ritchie wrote supporting the continuation of the program. On December 11, 1952, Dr. Pearson reported the Board policy on off-campus courses adopted on December 8, which confirmed the position that no credit toward a degree at the University of Miami could be earned.

Other questions, however, could not long be left unanswered. At a November 20, 1952 meeting, Dr. Pearson reported to the Trustees that, with the approval of President Ashe, Dean John R. Beery of the School of Education had invited the National Commission on Teacher Education and Professional Standards to meet on campus June 24-27, 1953 during an academic recess. Of the 500 delegates ten or twelve would likely be Negroes who would also expect to live and eat on campus with the other delegates. The gingerly manner in which they approached the subject was indicated by the comment that they probably could be put into one or two of the apartments and "the University would get by the meeting all right." At the same time, the Committee rejected a proposal for the Classroom Teachers Association to meet on campus for two weeks, July 5-17, with some 300 delegates and about the same number of Negroes. This group would have received college credit for the educational experience.

Pressure continued to come from other sources within the University. On January 1, 1954, President Pearson asked if the Trustees would approve the admission of Negro colleges to membership in the Florida Association of Colleges and Universities. There had been sentiment for it in the Executive Committee for two years and the Southern Association now included them. The Board approved.

On March 2, 1954, President Gore of Florida A & M assured Mr. Hindman that the credits would be accepted there. In the summer of 1954 a Dade County-University of Miami in-service workshop for teachers included a separate section for Black teachers.

After the Supreme Court decision on the issue on May 17, 1954, more and more questions arose, and the University fell into line but nowhere led the parade. In October, the President reported that the American Bar Association at their next meeting would likely withdraw approval from any law school which practiced racial discrimination in admissions. This opened the way for admission to the law school. The Trustees decided, on November 21, 1955, to delay for a year a proposal for a non-segregated workship in Human Relations, which was to be a two-week non-credit seminar. On December 5, the President again asked the Trustees for guidance. He was being asked repeatedly what his policy would be. He recognized that pressures on independent schools would grow, and he doubted that their status would exempt them from the application of the decision. He also recognized that: "We enroll thousands whose parents know we are segregated. The majority of Coral Gables citizens know us as segregated." It looked very much as if state law could not hold out much longer, and the American Bar Association was about to act in defiance of state law. Other professional groups would likely follow. He foresaw that the Federal government might withhold grants and loans and withdraw the

two ROTC programs. He wondered if it would not be desirable to delay full integration until the institution reached greater maturity, by which he meant financial stability. Perhaps the first step, he said, should be to limit admission to professional and graduate students and thereby minimize any effects upon student or community life, a course he expected the state schools to follow.

At the Executive Committee meeting of the Trustees on June 18, 1956, Dr. George Lewis, Chairman of the Admissions Board of the Medical School, reported that no qualified Negroes had yet applied, but that two were coming up for 1957 who would be. He wished the issue to be settled before it reached crisis proportions. On July 2, the Trustees approved a policy that the School of Medicine accept for processing any application for admission to said School of Medicine "from any citizen of Florida who meets the requirements under the bill granting a subsidy to the University of Miami."

In the fall of 1957, Dade County Superintendent of Public Instruction, Joe Hall, and Assistant Superintendent, Wesley Matthews, met with Dean Beery and his Coordinator of In-Service Education, Dr. William M. Alexander, to discuss informally the possibility of integrated in-service courses for county teachers, but still in off-campus buildings. On December 18, President Pearson reported to Dean Beery the approval of the Executive Committee of the Board to proceed with the proposed courses and, on February 10, 1958, the first integrated class at the University of Miami, an in-service course, Education 594 DD, "Leadership Seminar for Newly Appointed Principals," began, with Dr. Mark Murfin as instructor. Registration included three White and two Negro teachers enrolled for credit. The second integrated class on April 14 was an in-service institute for vocational

education supervisors at Lindsey Hopkins building with nine White and four Negro teachers enrolled for credit. On August 11, the first integrated County workshop began at Miami Springs Junior High School, with 191 White and 148 Negro teachers enrolled for credit.

Student opinion, as expressed in Student Government and reported in the Hurricane, was slow to develop. On April 18, 1958, the student newspaper reported that in lame duck session USG had adopted by a vote of 14-11 a resolution calling for the desegregation of the University. The correspondent also pointed out that the same body had earlier defeated a resolution aimed at doing away with restrictive clauses in constitutions of social organizations. On October 14, 1960, the student organization came out for an integrated student committee to study interracial problems in the state. The Governor had appointed a committee headed by Cody Fowler to do a similar study, and it approved the College Conference Plan, but such groups were not yet ready to provide active leadership toward change. The Hurricane printed an increasing number of articles on the subject in general but with no particular reference to the University of Miami. See, for example, the October 14 issue which printed excerpts from articles by Lloyd M. Garrison and Adlai E. Stevenson under the caption "African Hearts Beat for Freedom." A series of articles on various aspects of the race question by faculty members from Government, History and Human Relations appeared in issues between November 22, 1957 and January 10, 1958. At much the same time another series dealt with the Arab-Israeli question.

President Pearson's position remained conservative all along. On January 14, 1959, he stated the opinion of the Board of Trustees and the administration that integration of the University of Miami was inevitable. The only question was when and how. He refused,

he said, to take the leadership to change Florida's educational policies "just to prove we are leaders." Nor, said he, would he seek the enrollment of an unqualified student "just because we should prove that we will take one." He concluded: "At the proper time, this University can adopt a policy of integration with no internal problems whatever." On this point he proved correct.

These seemingly remote references to racial and national issues and the pressure of events were pushing the students toward a position on the issue of racial discrimination, and it became clear that the decision would be in favor of the newer concepts of civil and human rights. On January 13, 1961, USG called for the adoption of a new racial policy without waiting for the Board of Trustees to act. The student officers, however, tabled a resolution calling for a referendum of student and faculty on the subject until after the Trustees should take a position. The Board was ready to act and, on February 10, 1961, voted to admit qualified students without regard to race or color beginning in the summer of that year.

Blacks attended classes that summer without incident, and this continued thereafter until the more militant events of the late sixties. The number of students was small. The cost of tuition was a highly selective factor for there was not yet any provision of scholarships. Though they met no hostility the few Negroes must have felt very lonely. In an interview in the Hurricane on October 26, 1962, they called integration liberal but painful. "Everybody ignores us and we ignore them. But you still don't get used to indifference." Being stared at was the most common experience, they said. These attitudes gradually softened as the two became accustomed to the new relationship and developments in racial and other issues of student interest in the nation and the world brought them together in common

causes before the decade closed.

The community proved less willing to accept the Blacks on the same terms as other students. On May 12, 1961, Mel Frishman, writing in the Hurricane, urged that the Greater Miami community respond to the demand for desegregation. Court action coupled with group pressure had desegregated public facilities like buses and pools, but restaurants and movie houses were holding out. He suggested student boycotts and picketing of any establishment which continued to reject the patronage of any student. As late as October 1962 a student from Nassau was admitted to a movie only when she produced a passport identifying her as a foreign student. In the fall of 1962, University officials called upon the community to drop bias with respect to color with University students. The Hurricane on February 15, 1963 came under attack for continuing to solicit and accept advertisements from establishments that refused to serve Blacks, a practice that was stopped on April 26 of the same year.

By the late sixties the number of Black students had grown but was still relatively small. But they had gained experience and they had found allies outside the University as well as within. They could look to national organizations for leadership and direction. In the spring of 1967 the University extended formal recognition to UBS (United Black Students), organized and led by Harold Long and Willard Butler. They found in UBS some of the identity, social life, and a vehicle for communication and group action which they sought. But there were wide differences among them, not so much on goals but on means to achieve them. Being so few in number at first, they had little choice but to stand together.

In the fall of 1967, UBS took the initiative in an effort to prod the University administration into more vigorous action in their

behalf. They presented a list of proposals to President Stanford that reflected the goals of the Black student movement across the country. They were somewhat unrealistic for the small number of Blacks at Miami, but they provided a context in which negotiations could take place. Perhaps most obvious was a demand for inclusion of Afro-American Studies in the curriculum. They proposed some thirty new courses, all to be taught by Black professors. These included African languages, particularly Swahili, history and culture. The courses reflected some Black nationalism, but they were not designed for Blacks alone. In fact, they were directed very much at correcting the prevailing estimate of Black culture held by others as well as improving their own self image.

They also requested the recruitment of no less than 200 Black students supported by scholarships for the ensuing school year. and that they be twenty-five per cent of all future admissions until some suitable proportion had been established. They asked for funds for four Black speakers each year in the University Lecture Series and one for the current semester. Ten per cent of all new instructors should be Blacks, fifteen per cent of the security guards on campus, ten per cent of the counsellors in the Guidance Clinic, and Black residence counsellors for Black students. On the academic side they asked for an exhibit of Black art in the Lowe Art Museum once a year and 1500 books by and about Black people to be purchased at next requisition from the bibliography offered by UBS or approved by that organization. They asked that College Entrance Board and Graduate Record Examination scores be re-evaluated as bases for admission. Aside from the financial requirements involved and the likelihood that there would not be enough demand for many of the courses, the most difficult requirement was for Black faculty. Most Black scholars and teachers

had their training in the same graduate schools as the White, and few of them found opportunity to study Black culture. Nor had their opportunity for employment been large enough to develop a large number. Now suddenly they were in great demand everywhere. The principal sufferer was the predominantly Black college, which began to lose its best qualified faculty and students, so widely sought by business and government as well as universities. Fortunately, some Blacks stayed with their own schools in spite of the lavish inducements to leave. Actually, most of the new research and writing in the Black studies field was being done by White scholars who had been at it for some time. The U.S. Civil War centennial observance, 1961-1965, had stimulated a restudy of Blacks, particularly the institution of slavery and the role of Blacks, slave and free, in the cause and course of the sectional conflict. This continued into the Reconstruction Era which followed the war, and the Civil Rights movement of the 1960s was referred to as the "second reconstruction" and the "deferred commitment." This is not to suggest that there was any adequate number of whites who could teach the courses in a manner to find acceptance.

The process of change in a large academic institution is maddeningly slow at best, enough so, in fact, to give rise to charges of foot-dragging if not actual resistance. On May 14, 1968, in protest that progress was too slow, fourteen frustrated Black students occupied the outer office of the President's suite in the Ashe Building until the Coral Gables police were called to remove them. Their grievances remained the same: lack of a Black studies program, too few Black-oriented courses, too few Black faculty, and lack of support funds for students of low socio-economic status. The fourteen were jailed on charges of disorderly conduct and resisting arrest, but the charges were later dropped by University officials. University

disciplinary committees placed them on social probation for the remainder of their stay at the University. On the next afternoon some fifty White students demonstrated in support of UBS.

Yet the protest was successful in that it got some of the desired results. On May 16, President Stanford met with chairmen of the departments most concerned and with spokesmen for UBS and USG. The most important conclusion was to invite to the campus a panel of three Black educators to consult with all concerned about what could reasonably be done. The University Trustees meanwhile approved fifty tuition scholarships to be named for John F. Kennedy and Martin Luther King, Jr., a number that was increased to two hundred for all disadvantaged students in 1972. This included thirty in Law, twenty in Medicine and thirty in the Graduate School. When Dr. King was assassinated on April 4, 1968, a memorial service was held on the University campus and the eleven o'clock classes dismissed for it.

Three distinguished Black sociologists came as consultants for two days on August 21 and 22, 1968. They were: Dr. Charles U. Smith, Chairman of the Department of Sociology at Florida Agricultural and Mechanical University at Tallahassee; Dr. Daniel C. Thompson, Chairman of the Division of Social Science and Director of Research at Dillard University in New Orleans; Dr. Kenneth S. Marshall, Vice President for Community Affairs, Metropolitan Research Center, New York City. After meetings with Black students, administrative officers and faculty, they offered as a viable program that the University should seek to enroll 200 Black students by September 1968. The number in the previous year was estimated at 80 full-time and about the same number part-time. This was a large order. There should be a Black counsellor with an office in the Student Union for easy access; and,

granting the likelihood that a Black professor could probably not be secured for it, an integrated course in Negro history and culture utilizing visiting Black lecturers, open to all students but freshmen, a condition later relaxed for Blacks.

When school opened in September, Harold Fields, Vice President of UBS, thought the outlook not too optimistic. He could not see much change. Chester A. Byrd had come to be Associate Director of Student Activities and Counsellor to Black Students. He had been Dean of Boys at a Broward County junior high school. His was a difficult course to steer if he was to hold the confidence of both sides. He declared that he had not come here to pacify. He predicted that there might be more student protest. Fields did suggest that he didn't think it would be necessary to go as far as last year, "but the Black students will do anything to obtain their needs."

Dr. Roy Hensley of the Economics Department headed a Black Studies Committee that recommended five courses for the academic year 1968-1969, one each in Economics, Government, Geography, Sociology, and the previously mentioned History. But when these courses were not listed in the 1969-1970 Bulletin, UBS burned some of them symbolically and charged procrastination. It was explained to them that the Bulletins are prepared far ahead of time to serve as announcements to prospective students and that a separate insert would be added to later mailings.

An account of the experience with the History course, which this author directed and taught, will serve to bring out most of the problems involved in the inauguration of Black-oriented courses. It was one thing to provide for visiting Black lecturers but quite another to recruit and fit them into a schedule. Other colleges and universities were also seeking their services as consultants and lecturers.

But four were located, each to be on campus for a week lecturing in three regular class periods and available for meetings with students and faculty on campus and in the community. They were: Dr. Prince E. Wilson, a historian and Executive Director of the Atlanta University Center Corporation, who reported that his departure from Atlanta was threatened by a telephone call which announced that his office would be taken over by an African nationalist groups; Dr. Leedell W. Neyland, also a historian and Dean of Arts and Sciences at FAMU; Dr. Jerome Wood, the only young man in the group, who came from Temple University, was able to participate in Black Culture Week, and found wide acceptance in all quarters; and Dr. Daniel Thompson, who has been introduced as one of the consultants who recommended the course plan. Also lecturing in the series were: Dr. Kenneth Marshall, Sir Phillip Sherlock of the University of the West Indies, and Dr. Thomas J. Wood of the UM Department of Government, one each; and with two each, Dr. Roy P. Fairfield and Dr. Harm deBlij, Chairman of the University of Miami Department of Geography, both of whom had extensive first-hand experience and knowledge of Africa.

Overall it was quite a learning experience for the participants, but it was not an altogether happy one. It was an audience rather than a class. 175 students registered for it, of which fifteen were Blacks, and only about ten, a relatively small number, dropped it. The group was too diverse in interest and expectations. Some were history students who better understood the search for roots of current problems in past experience, not to condone them but to understand them. Benjamin Quarles, the eminent Negro historian from Morgan State University in Maryland, once remarked that we had been so busy solving the race question that we had had no time to study it. He, incidentally, was a good example of the Black scholar who chose to

remain at his post and devote himself to research and writing as well as teaching. At the other extreme, among the students were those who sought to fix the blame, punish the guilty, and generally get on with doing something about it - those who demanded immediate change.

In preparation for the course, the instructor attended workshop sessions at Atlanta University to become familiar with the available materials. It developed that the problem was not lack of materials but their availability and the use made of them. George Mitchell, Manager of the University Bookstore, made them available without cost for a UBS research facility. The Library had 308 of 402 titles listed in the bibliography of The Negro in the United States by Dr. John Hope Franklin, the most prestigious and widely used textbook, had another eleven on order, and a standing order since 1968 with Negro Associates Press which was reprinting the classical works on the subject. And the University Bookstore offered most of the current literature in inexpensive paperbacks.

Student response to a questionnaire at the end of the semester demonstrated the wide range of interest and opinion, the confusion of goals, and that it was asking too much to find all of the answers in one course. Twenty-seven students favored a more formally structured course, twenty-nine smaller class size or more seminars for small groups, thirty-five more visiting lecturers (six of them said more militants, and five asked for more Blacks). Ten thought more attention should have been given to Africa. Eighteen voted for more conventional history and twenty-eight for more current affairs.

In the spring of 1970, the same course had about half as many students, but they had a more common expectation of what the course would be like. Occasional visiting lecturers again added dimension to the course. In 1970-1971, Dr. Whittington B. Johnson, a Black

born in Miami, with ten years of college teaching experience and a recently earned Ph.D. degree from the University of Georgia, joined the History faculty. He was in full accord with University policy that any changes made should be accomplished in the existing academic framework. He had come to teach a full program of History courses, which included Black history, and made no particular appeal to Black students. Employing him was possible when the administration offered an added salary line in any department that could recruit a Black professor. And it was generally acknowledged that the salary scale would be something like forty per cent above that for the White faculty of the same professional status.

More active in the development of the Black Studies program was Tom Uguru, who became Coordinator of Black Studies along with his duties as Coordinator of the Student Exchange Program with predominantly black Florida Memorial College. He was formerly an official in East Nigeria's Ministry of Education, came to the United States in 1966 and earned baccalaureate and Master's degrees at the University of Colorado, where he helped to set up an African Studies program. His stay was cut short by the conditions under which he entered the country, which prevented him from gainful employment. Others joined the staff. Mr. Alfredo R. Toledo, Jr., Associate Director for the Center for Urban Studies, served also on the Committee for Black Studies. Mr. Paul R. Young became coordinator of a community development

Malcom Jones of Washington, D. C. and Archie Hardwick, Director of the Urban League of Miami, were on continuing retainers as consultants. Allen E. Orr served as Black admissions officer in the University's Office of Admissions and headed a committee to recruit Black faculty.

A major problem with Black students was support money in addition to the tuition scholarships. The Alfred P. Sloan Foundation provided $75,000 in April 1970 for two years of pre-medical study for ten disadvantaged undergraduate Blacks. In March the Medical School had two Black students and expected six the following year. The school was seeking tuition and support grants for all disadvantaged students. Sammy Davis, Jr. visited the campus and offered to do a benefit performance for the scholarship program. The City of Miami gave free use of the Marine Stadium. Preliminary efforts were made to get institutional support with some success. Though the amount realized fell short of expectations due to a postponement or change of dates and some misunderstanding of how the fund was to be managed, it was a real boost. Jim Yasser, President of USG, proposed a referendum in student elections on April 21 and 22 to see if the student body would vote a one or two dollar addition to the Student Activity Fee to support scholarships, but no action could be taken as a quorum did not materialize. The much abused Student Activity Fee had been the vehicle for many other less worthy causes.

Pressure by and for Black students increased in the 1969-1970 school year and reached a climax on February 1, 1970 when some 150 staged a sit-in on the second floor of the Ashe Building. The next day Black graduate students and administrators submitted a revised list of UBS requests which emphasized the creation of a Department of Black Student Affairs and a Department of Afro-American Studies. They asked that Chester A. Byrd get two assistants and a secretary to recruit Black students. Byrd was also to have all of the facilities available to other recruiters, specifically travel money. The appointment of a committee in the next ten days to recruit Black

faculty and the immediate recruitment of Blacks at the administrative level were demanded.

There were three separate but related demonstrations on February 12. They met first at the Rock, some 500 strong, then proceeded to the Ashe Building for the sit-in, then to the Flamingo Ballroom to meet with Vice Presidents Butler, Cohen and Gropp to discuss their immediate and long-range demands for an academic program and more Blacks on campus.

Not happy with the results of the negotiations, UBS instituted a boycott which shut down several student service facilities. Another group staged a sit-in at the Dean of Men's office, but left without incident. Fifteen others went to the Financial Aids office to emphasize their need for more support funds, but the director had some foreknowledge of their coming and moved out the more important records. The Coral Gables police were called to evict them, and eight were subsequently charged with violating law and policy on mass assembly and demonstration. Procedural questions arose that postponed the trial. It began to be argued that the University should provide legal counsel for the accused. Formal charges were subsequently withdrawn but, in disciplinary proceedings on campus, five were acquitted and four placed on probation early in July.

Measurable progress was being made in the recognition of Black students. The second annual Black Culture Week, April 26-May 1, 1970, registered achievements of Blacks on and off campus. In May, Alpha Phi Alpha became the first social fraternity for Blacks. It got associate membership in the Interfraternity Council and a dormitory section for its members. In the summer twenty Blacks with college degrees began a training program for Middle Management. It was funded by the Carnegie Foundation and conducted by the Center for Urban

Studies and the EOPI. The Student Activity Fee Allocation Committee had additional funds for entertainment in 1971-1972 and brought in more Black entertainers. In the spring of 1971 the third Black Culture Week spread beyond the Student Union to include an exhibit of Black Art in the Lowe Museum.

In the summer of 1971 a minor in Black Studies became available in the College of Arts and Sciences. Titles of the special courses created for it were "African Origins" and "The American Experience." Blacks had hoped for more but requests for a Black Studies Department, which would have included a major and consideration of an Afro-American Center, were turned down. Neither the money, the personnel nor the student demand were present.

The Ibis in 1972 reported that the UBS goal of involvement was being realized and listed a series of firsts for the 1971-1972 year. Vaughncelle Molden was the first woman chairperson of UBS, which sponsored the first orientation week for Black students. Black students for the first time received academic achievement awards. "Malaika," a handbook designed for and by Black students, became available. UBS gained an ex officio seat in the USG Senate. Miss Molden hosted "Black Views" on WVUM and wrote columns for the Hurricane. Demonstration was no longer the only way to get their views heard. On October 11, 1971, President Stanford, writing to Dean of Faculties Armin H. Gropp, wondered if the coordination activity had not been overdone. Tom Uguru was responsible for one program. The Arts and Sciences school had brought in Dr. Woodrow Nichols, Jr. and Ted Nichols was in the President's office.

In the summer of 1971 a minor in Black Studies in the College of Arts and Sciences became available. "African Origins" and "The American Experience" were courses created for it and others were offered in departments throughout the University. Dr. Alvin W. Rose, a professor of sociology, presented the rationale for a full-fledged Center of Afro-American Studies, published under the title Afro-American Studies in Higher Education by the University of Miami Afro-American Studies Center in 1975, but requests for a Black Studies Department, which would have included a major, and consideration of a center were turned down. Neither the personnel, the money nor the student demand was present. Dr. Robert J. Cummings is the current Director of Afro-American Studies. He works with students, faculty and administration to get for Afro-American culture inclusion in existing courses and hopes to see more students take them as a minor or as electives to enrich their learning rather than to become specialists in the field.

This is by no means to suggest that all the problems of black students have been solved. A delegation of them discussed a series of dissatisfactions with President Stanford in the fall of 1975. There aren't enough black students, courses, programs, financial aids, faculty or administrators. If their list of grievances is much like the original list nearly a decade ago, the response of the University of Miami and other private schools is also much the same. They cannot supply enough scholarship and support money to maintain a large number of students, and some individuals and institutions question their obligation to do so. The number of trained and experienced black faculty and administrators is growing steadily, and they find themselves in competition with an oversupply of whites for the same positions.

There are currently about 275 scholarships for disadvantaged students, all but ten of which are awarded to Blacks, but they do now compete with ~~the~~ other minorities for the aids available. When the disadvantaged qualify for a scholarship they become eligible for financial aids from the state and the national governments that enable them to get funds for their living expenses. Blacks remain a small minority on the UM campus, but they exert an influence far greater than their numbers. They are the most numerous and visible reminder of the underprivileged minorities that are a national concern. The annual Black Culture Week serves to give them identity and to remind others of the contributions of Blacks to the culture of the United States and the world. The black studies program is small in scope and enrollment, but there is awareness throughout the University that the roles of Blacks and other minorities can no longer be ignored. Whether courses are taught by persons of one racial origin or another, the study of the cultural heritage ~~and~~ in the contemporary society no longer omits them from consideration.

The status of women in the University became a matter of growing concern at the University in the early seventies. Organized activity to document discrimination and do something about it came from a number of sources at much the same time. A group of women from the administration, the faculty and the student body began to meet informally to discuss issues arising from the possibility of inequities in education and employment. The President's office was aware of the issue from national legislation and HEW regulations. The University's Minority Affairs Council included women's rights in its concerns. Associated Women Students established a Commission on the Status of Women that included faculty and administration representatives. President Stanford gave the

about thirty-five per cent of the freshman classes in recent years is female. The issue has also arise in honor and professional societies. Iron Arrow has been attacked as discriminating against both Indians and women and the question of admitting women is still under review. ODK has begun electing women members, but Mortar Board remains exclusively for women. Phi Delta Kappa, an education honorary, now takes women, but Delta Sigma Kappa in business does not. There were two women, Miss Berta M. Foster and Mrs. Ruth Bryan Owen, on the fifteen-member founding Board of Regents. There are five women on the present forty-eight member Board of Trustees. They are Jean M. Davis, Norma Carlin Kipnis, Sara H. McKillips, Ellen Whiteside McDonnell, and Marilyn Segal. Mrs. Ione T. Staley is a trustee emeritus.

The proportion of women in staff positions was higher but their status lower in both pay and rank. Many of them are not career minded or trained. Unlike faculty, few of them have tenure. This sex ratio is not likely to change very rapidly. The recommendation of the Commission was that the University employ every available young woman at every level of University activity and afford every opportunity for achievement of equal status until the imbalance is corrected.

What might have happened is somewhat distorted by the financial cutbacks which have reduced the total number of employees in almost every category. The most important corrective is in the equalization of pay and rank for men and women doing the same work. It remains to be seen if this is sufficient incentive for enough career minded women to get the training and experience necessary to rise against the long tide of history which runs against them.