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**ABSTRACT**

This annotated bibliography covers documents and journal articles, dating from 1969, that have been announced in the ERIC system. The reports are organized into eleven categories: (a) General Discussions on Black Colleges and Students; (b) Federal Support to Black Colleges; (c) Admissions, Recruitment, and Student Financial Aid; (d) Administrative Planning and Management; (e) Curriculum: Development, Planning, and Innovative Instruction; (f) Faculty Issues; (g) Interinstitutional Cooperative Programs; (h) Institutional Research; (i) College-Community Relationships; (j) Student Services: Counseling, Guidance, and Placement; and (k) Libraries. For each document, the author gives the ERIC classification number, author, title, publication date, number of pages, and an abstract. Journal articles are selectively annotated. (LP)

CONCERNS OF HISTORICALLY AND  
DEVELOPING BLACK INSTITUTIONS:  
A BIBLIOGRAPHY

by  
Linda J. Lambert

U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
NATIONAL INSTITUTE OF  
EDUCATION

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## PREFACE

This document is a response to a need identified by the ERIC Clearinghouse on Teacher Education and persons in the higher education field for a bibliography of the literature that is contained in the ERIC system on black colleges, particularly the historically and developing black institutions.

In responding to this need, a computer search was made of the ERIC system for those publications dating back to 1969 that were indexed with the descriptor "Negro Colleges." In addition, a review was made of the most recent issues of the ERIC monthly abstract journal *Research in Education* (January-August 1974). This review produced publications that had not been included in the computer search but that were related to black institutions of higher education. In some cases, the literature applied to the higher education of black students in a broader context.

The reports are organized into eleven different categories, beginning with "General Discussions on Black Colleges and Students." This section includes those reports that deal with general topics on the colleges or students; as well as with specific topics that did not fit into the other ten areas.

The ten remaining categories were chosen on the basis of contact with the colleges through the Technical Assistance Consortium To Improve College Services (TACTICS) and the Institute for Services to Education (ISE). Often, college presidents or administrators were asked to indicate areas of concern regarding their particular institution of higher education. The primary source was an inventory conducted by the Management Development Project of TACTICS that included most of the categories used. The concerns that seemed to be most prevalent were the need for additional financial resources, competition for enrollment, long-range planning and management, and curriculum development.

The largest number of entries fall into three categories: "General Discussions on Black Colleges and Students" (47); "Curriculum Development, Planning, and Innovative Instruction" (28); and "Federal Support to Black Colleges" (11). This does not reflect or imply any lesser degree of importance for the other areas, but rather points up the need for more reports related to certain areas. In addition, persons or institutions engaged in related research should utilize the ERIC system to share what they have done with others.

Each document referred to includes the ERIC classification number, the author, title, publication date, number of pages, and a short

abstract (developed by the author and/or an ERIC employee) describing the contents of each report. Unless otherwise indicated, each document is available in microfiche and "hardcopy" (xerox copy) from the ERIC Document Reproduction Service (EDRS). Ordering information is on the order blank, page 43. Journal articles are not available through EDRS, and therefore the ERIC classification number was omitted.

It is hoped that this document will be a valuable reference for personnel in black colleges and other persons concerned with black institutions of higher education. Although the limitations placed on this project prevented a more comprehensive search, which would have included literature other than that in the ERIC system, it is hoped that this bibliography will be the first step in that direction.

Linda Jackson Lambert  
Research Associate  
TACTICS/Management Information  
Systems Directorate  
of the Institute for  
Services to Education, Inc.,  
Washington, D.C.

February 1975

## ABSTRACT

This annotated bibliography covers documents and journal articles, dating from 1969, that have been announced in the ERIC system. The reports are organized into eleven categories: (a) General Discussions on Black Colleges and Students; (b) Federal Support to Black Colleges; (c) Admissions, Recruitment, and Student Financial Aid; (d) Administrative Planning and Management; (e) Curriculum: Development, Planning, and Innovative Instruction; (f) Faculty Issues (g) Interinstitutional Cooperative Programs; (h) Institutional Research (i) College-Community Relationships; (j) Student Services: Counseling, Guidance, and Placement; and (k) Libraries. For each document, the author gives the ERIC classification number, author, title, publication date, number of pages, and an abstract. Journal articles are selectively annotated.

## ERIC DESCRIPTORS

To expand a bibliography using ERIC, descriptors or search terms are used. To use a descriptor: (1) Look up the descriptor in the SUBJECT INDEX of monthly, semi-annual, or annual issue of Resources in Education (RIE). (2) Beneath the descriptors you will find title(s) of documents. Decide which title(s) you wish to pursue. (3) Note the "ED" number beside the title. (4) Look up the "ED" number in the "DOCUMENT RESUME SECTION" of the appropriate issue of RIE. With the number you will find a summary of the document and often the document's cost in microfiche and/or hardcopy. (5) Repeat the above procedure, if desired, for other issues of RIE and for other descriptors. (6) For information about how to order ERIC documents, turn to the back pages of RIE. (7) Indexes and annotations of journal articles can be found in Current Index to Journals in Education by following the same procedure. Periodical articles cannot be secured through ERIC.

TOPIC: *Concerns of Historically and Developing Black Institutions:  
A Bibliography*

## DESCRIPTORS

\*Negro Colleges; \*Negro Education; Federal Aid; College Curriculum

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\*Asterisk indicates major descriptor.

## GENERAL DISCUSSIONS ON BLACK COLLEGES AND STUDENTS

Ballard, Allen B. "Academia's Record of Benign Neglect." Change 5, no. 2 (March 1973):27-33.

This article discusses the history of blacks in higher education institutions.

---. The Education of Black Folk: The Afro-American Struggle for Knowledge in White America. New York: Harper & Row, Publishers, 1973. ED 084 320. Not available from EDRS. Publisher's Price: \$6.95.

Contents of this book, by the Dean for Academic Development at the City University of New York since 1969 and former director of City College's SEEK program, are organized in eight chapters, as follows: (a) The Educational Color Line in America; (b) Make the Cruel Oppressor Tremble! The Early Search for a Theory of Black Higher Education; (c) It's Just That Our Entire College Is White! The Black Question and White Higher Education, 1865-1970; (d) Power to the People, Racial Strife on the Campuses, 1965-1971; (e) Bridging the Gap: Compensatory Education Program in White Colleges; (f) Blackening the Curriculum: White Universities and Black Studies; (g) "It Can Mean, God Help Us, the Admission of Everybody!" Open Admissions: A Case Study in the Politics of Race in Higher Education; and (h) ~~After~~ Black Education?

Berman, Edward H. "Tuskegee-in-Africa." Journal of Negro Education 41, no. 2 (Spring 1972):99-112.

This article examines the converging forces in U.S. and Britain responsible for the belief that the educational experience of Hampton and Tuskegee had a particular lesson for black Africa. It studies the transference of the Tuskegee model to Liberia in the late 1920s and 1930s and the role of the Phelps-Stokes Foundation of New York.

Biery, James. "Malcolm X: The College That Came Back Black." College and University Business 52, no. 6 (June 1972):37-41.

This article describes the transformation of Crane Junior College, a one-time "educational cesspool" into a prototypical black institution.

Bolden, Wiley S. "The Role of the College Board in the South: Improving Access to College for Black Students." College Board Review 84 (Summer 1972):18-22.

The author discusses the problems of black colleges in the South and suggests ways the board can help.

Bowles, Frank, and Frank A. DeCosta. Between Two Worlds: A Profile of Negro Higher Education. Sponsored by the Carnegie Commission on Higher Education. Hightstown, N.J.: McGraw-Hill Book Co., 1971. ED 088 330. Not available from EDRS. Publisher's Price: \$7.95.

The authors believe that colleges with predominantly black students have a continuing role to play in extending educational opportunity to blacks, and they recommend that efforts be made to encourage more black youth to prepare for college and that black colleges enrich their academic offerings.

Brewer, June H. "In Defense of the Black College." Journal of the National Association of Women Deans and Counselors 32, no. 2 (Winter 1969):59-62.

Brown, Charles I. The White Student Enrolled in the Traditionally Public Black College and University. Atlanta, Ga.: Southern Regional Education Board, Institute for Higher Educational Opportunity, September 1973. ED 083 904.

This report presents information concerning the white student on the black campus. White students in 18 traditionally black public colleges and universities were administered a 59-item questionnaire. Responses revealed (a) enrollment was almost evenly divided by sex, more than 50 percent were married, and the mean age of female students exceeded by 3 the mean age of male students, 30 to 27; (b) two-thirds of the students were enrolled in full-time programs and reported above-average grades; (c) the majority of the students commuted daily to the campus; (d) approximately 57 percent of the students financed their education with personal funds and assistance from their parents; (e) nearly one-half of the students were transfers from predominantly white institutions; (f) convenience of location, availability of desired degree programs, and low tuition costs were the chief factors given for enrolling at the black institution; (g) a third of the students admitted reservations about enrolling at the black institution; (h) fifty-six percent of the students experienced practically no contact with blacks prior to their enrollment at the college; (i) more than half the students experienced no difficulty in expressing themselves in the classroom; (j) seventy-five percent of the students accepted black studies courses without hesitancy; (k) approximately 40 percent of the students participated in nonacademic activities; and (l) socially, race did not appear to be a significant factor.

Buccieri, Claudia. "Computerized Construction Technic Makes Black Beautiful in Black College Designs." College and University Business 52, no. 6 (June 1972):56-58.

Buncombe, Marie H. "Black Students on White Campuses: Damaged Goods." Critique [journal of the Center for the Study of Higher Education, University of Toledo, Ohio] 4, no. 4 (January 1973); 4 pp. ED 081 302.

In any number of ways, white colleges and universities stunt the development of black students on their campuses. Curriculum designed by and for the various white ethnic cultures very seldom prepares black students to handle issues and to relate effectively to members of the black community. Methods, textbooks, and materials are still overwhelmingly "white" in spite of studies in black heritage. Black students on white campuses also face the difficulty of being evaluated fairly for their work. Standards of grading are either lowered or raised to the detriment of the black students. White institutions have made little attempt to provide an adequate program for transition and adjustment into the white university world for black students. Counseling services neither understand nor are sensitive to the needs of blacks on campus. Black students should be apprised of the situation at white colleges as it really is and decide which institution is best for them--a black institution that may be having survival problems or a white institution where blacks must undertake the responsibility of evolving the institution into a multiracial, pluralistic academic community.

Calhoun, E. Clayton. "Thoughts I Leave Behind." Intergrated Education 8, no. 6 (November-December 1970):4-7.

This is a revised version of a paper that was presented at a conference on the needs of black colleges (Chicago, September 13, 1970) by the retiring president of Paine College, Augusta, who was the last white president of a black college.

Cheek, King V. "The Philosophical Justifications for Black Colleges in a Multiracial Society." Address presented at Concurrent General Session I at the 27th National Conference on Higher Education, March 6, 1972. 9 pp. ED 061 871.

The author of this paper argues that historically and traditionally black colleges must not be subjected to integration and mergers with white institutions because they would then be in danger of losing their black identity. There are three interrelated premises that support this point of view: (a) the black college, by appropriately interpreting the black experience and by revealing and analyzing the impact of racism, can free both black and white Americans from the bondage of psychological taboos and misconceptions; (b) the black college's mission is to guarantee that equality of opportunity for all Americans becomes a reality; and (c) the black college as a power base can provide the force, the vision, and the resources to promote needed change and lift the quality of life within the black

community. The author concludes that there is a clear need for both blacks and whites to see distinguished black achievements and to see black professionals in command of a major societal power base. The mere presence of these colleges is bound to affect society's values.

Coombs, Orde. "The Necessity of Excellence. I Nairobi College." Change 5, no. 3 (April 1973):38-44.

This is the first of a series of reports on black higher education in America.

---. "The Necessity of Excellence. Jackson State College." Change 5, no. 8 (October 1973):34-39.

The author traces the history of Mississippi's Jackson State College through the eyes of two presidents who have significantly shaped it and offers a plea to black students to respect the struggle of their ancestors by seriously studying and challenging their intellects.

Coyne, John. "Johnson C. Smith Stirs Traditions." Change 5, no. 2 (March 1973):21-26.

This article describes reforms at Johnson C. Smith University, a private black institution in Charlotte, North Carolina.

Egerton, John. "Success Comes to Nairobi College." Change 4, no. 4 (May 1972):25-27.

This article describes an all-Negro college that opened in 1969.

Foster, E. C. "Carter G. Woodson's 'The Mis-Education of the Negro' Revisited: Black Colleges, Black Studies." Freedomways 13, no. 1 (Winter 1973):28-38.

Keeping in mind Woodson's analysis of higher education and blacks, one should not find today's art of miseducating black people anything but in the truest of American traditions.

Gilliard, Bobby. "Journalism, Jobs, and Black People: Old Song, New Beat. Careers: Journalism." Black Collegian 4, no. 1 (September-October 1973):12, 14, and 51.

Explored are a number of questions which are beginning to emerge in various black journalism circles: What new jobs or creative outlets are in journalism for black people? Should a black reporter work on a white or black publication if he or she does not agree with that point of view? and others.

Godbold, Donald, and Andrew Goodrich. "The Black Professional in the Community College." Change (Community College Supplement) 5, no. 3 (April 1973).

The article stresses the need for more black professionals in community colleges as a better way to suit the needs of the rising number of black students enrolled in community colleges.

Grant, Jim, and Milton R. Coleman. "Save Black Colleges in North Carolina." Integrated Education 10, no. 2 (March-April 1972):36-40.

Hackshaw, James O. F. "The Case for a Black University." Education Digest 38, no. 4 (December 1972):41-44.

The black university is a "source for black leadership and scholarship and for the political articulation of black interests."

---. "The Case for a Black University: A Political Viewpoint." New York University Education Quarterly 3, no. 4 (Summer 1972):12-19.

The blueprint to eliminate black universities in the name of integration is in keeping with historical denial to blacks of access of power in institutions that shape and control the social uses of knowledge.

Harrison, E. C. "Student Unrest on the Black College Campus." Journal of Negro Education 41, no. 2 (Spring 1972):113-20.

Ingram, Jesse, and Georgiann Haslag. Behavior Growth in Rapidly Changing Institutions. MIS Research Profile 6, no. 2. Washington, D.C.: Institute for Services to Education, Management Information Systems Directorate, July 1973. 4 pp. ED 083 898.

This study is a five-year longitudinal project that commenced in the fall of 1970 and is scheduled to be consummated in the winter of 1975. The research is being conducted on the campuses of five traditionally black colleges that are experiencing a racial shift in their student population. The primary objective of this project is to improve the ability of certain unique, biracial colleges in terms of a clear description and interpretation of their program results concerning student development and to employ this improved ability as the basis for rational institutional planning, development, and change. A second objective of this project is to investigate the adequacy and accuracy of the measuring instruments in the evaluation of various cognitive and affective characteristics of black students. To meet these objectives, the study, in conjunction with the colleges, proposes to measure entering characteristics of the students; gather measures of student development and change at certain times in college careers;

document the predominant characteristic of the institutions and patterns of academic and biracial interaction; and develop multivariate descriptions of development by race, retention and withdrawal, and academic program involvement.

Jones, Reginald L., ed. Black Psychology. New York: Harper & Row, Publishers, 1972. ED 075 542. Not available from EDRS. Publisher's Price: \$5.95.

The contents of the present volume, designed to bring together in a single place writings by the new black psychologists and other black social and behavioral scientists, are organized in seven parts, as follows: Part I, "Black Psychology: Perspectives," includes articles by Cedric Clark, Wade W. Nobles, Doris P. Mosby, Joseph White, and William A. Hayes. Part II, "The Psychological Assessment of Blacks," includes articles by Edward J. Barnes, Robert L. Williams, the Bay Area Association of Black Psychologists, Robert L. Green, and William F. Brazziel. Part III, "Personality and Motivation," includes articles by Alvin Poussaint and Carolyn Atkinson; Doris P. Mosby, Thomas O. Hilliard, and Pearl Gore Dansby; William S. Hall, William E. Cross, Jr., and Roy Freedle; and Edward J. Barnes. Part IV, "Counseling Blacks," includes articles by Martin H. Jones and Martin C. Jones; William M. Banks and Edward J. Barnes; William A. Hayes and William M. Banks; and Willie S. Williams. Part V, "Educating Blacks," includes articles by Price Cobbs, Edward K. Weaver, Thomas S. Gunnings, Reginald L. Jones, and John L. Johnson. Part VI, "Perspectives on Racism," includes articles by James P. Comer, Charles B. Wilkinson, J. H. Howard, Lloyd T. Delany, and Roderick W. Pugh. Part VII "Psychology and Psychologists in the Community," includes articles by Jesse L. Ferdinand Jones, Charles W. Thomas, William A. Harvey, and William D. Pierce.

Jordan, Vernon E. "The Black Press: A Vehicle for Education." Vital Speeches of the Day 39, no. 19 (July 15, 1973): 86-88.

This speech was delivered at the 33rd annual convention of the National Newspaper Publishers Association, Houston, Texas, June 21, 1973.

Lynch, Acklyn R. "Blueprint for Change." Black Books Bulletin 1, no. 2 (Winter 1972):16-20.

Black colleges and universities must now come to grips with the serious questions posed in the last decade of attempting to raise the level of consciousness among black people; they must begin to provide the leadership in black education that their students have demanded.

Marland, Sidney P., Jr. "Beyond the Melting Pot." Speech presented at the 92nd Bishop College's Annual Summer Baccalaureate and Commencement Convocation (Dallas, Texas, August 5, 1973). 13 pp. ED 082 641.

This speech concerns black institutions and the black renaissance in America. Following brief opening remarks, the author elaborates on the black experience in America and the attempts of higher institutions to assimilate blacks into "white" society in the past. Minority education repudiates this attempted assimilation and strives to preserve the richness, pride, inventiveness, joy, and intensity of feeling of the black race. The author touches on Title III of the Higher Education Act of 1965, Aid to Developing Colleges, and its importance in helping build black institutions into the fine institutions they represent today. The author concludes with a plea for the graduates to choose education as a career, especially career education, special education, and preschool education, where the country needs able specialists.

Martin, Ruby W. "Current Issues--The Public College." Journal of Reading 16, no. 3 (December 1972):215-19.

McWorter, Gerald. "Tragedy at Southern University: Accident or Political Assassination?" Edcentric 22 (March 1973):8-12.

Moton Consortium on Admissions and Financial Aid. The Moton Guide to American Colleges with a Black Heritage. Washington, D.C.: the Consortium, 1973. ED 082 670.

This directory was conceived when the Moton Institute discovered that there was no complete reference book listing colleges and universities with a black heritage. This guide provides a brief, yet comprehensive, description of 103 colleges and presents facts and figures pertaining to these colleges. Following the section on how to use the directory are sections on what it takes to go to college, the academic and monetary requirements, and the preparations necessary to find the correct college for each student. Since there is so much involved in choosing a college, this directory was arranged to give as comprehensive a picture of college life as possible. Each college or university is listed alphabetically according to the first word in the formal name of the school. Listed under each institution are sections covering its character, campus, faculty, degrees offered, costs, financial aid, student activities, and whom to contact for further information. The directory also presents a cross-reference table for locating details about each college. This document was published through the Technical Assistance Consortium To Improve College Services (TACTICS).

National Association of State Universities and Land Grant Colleges, Office for Advancement of Public Negro Colleges. Historically Black Public Colleges: A Fact Book. Atlanta, Ga.: the Association, March 1974. ED 089 639. Also available from the Association.

This publication is a reference guide to the country's public historically black colleges and universities. It provides both background information and current facts about this important segment of American higher education. Following introductory material, emphasis is placed on history, opportunity colleges, enrollment, students, degrees, alumni, curriculum, accreditation, community service, research, facilities, faculty, finance, and the future. Listings of the colleges and charts covering the number of black students in higher education today, bachelor's degrees awarded in 1955-56 and 1972-73, selected programs at 34 public black colleges, average faculty salaries, and sources of income for black colleges are included.

Pifer, Alan. The Higher Education of Blacks in the United States. New York: Carnegie Corp., August 1, 1973. Reprint of the Alfred and Winifred Hoernle Memorial Lecture for 1973, delivered under the auspices of the South African Institute of Race Relations, Johannesburg, August 1, 1973. 53 pp. ED 085 001.

This lecture discusses the higher education of blacks in the United States. The first part describes historically the development of black higher education by chronological periods up to approximately 1965. The second section discusses the present era in terms of several major current issues. Some of the social, legal, and political aspects of race relations generally that have formed the larger context within which higher education for blacks has developed are sketched. A short personal appraisal of what the entire experience of black higher education seems to add up to is included.

Platt, Kenneth. "A Year at a Southern Negro College." Journal of the National Association of Women Deans and Counselors 32, no. 2 (Winter 1969):83-86.

Ralston, Richard D. "The Role of the Black University in the Black Revolution." Journal of Black Studies 3, no. 3 (March 1973):267-86.

A good black university must take serious note not only of its responsibilities as a western institution, but also of those it shares with universities of the third world.

"Reporter Lead-In." Race Relations Reporter 4, no. 21 (November 1973):1-10.

These news briefs are related to the coming into the limelight of Miles College (Birmingham, Alabama) and other news items.

Rosser, James R., and Thomas E. Copeland. "Reflections: Black Studies--Black Education?" Journal of Black Studies 3, no. 3 (March 1973):287-96.

American education has never interpreted its functions in respect of the needs of black Americans. Young blacks are the inheritors of a grave set of social circumstances and must be the key link to social change.

Ruchkin, Judith P., and Edmund W. Gordon. "Expanding Opportunities in Higher Education: Some Trends and Countertrends; Access to Higher Education." IRCD Bulletin 8, no. 1 (February 1972); 12 pp. ED 066 532.

The first of two articles, "Some Trends and Countertrends," is a retrospective analysis of both the trends that have supported expanded higher educational opportunities and the issues that have interfered with the inherently expansionist trends. A subtle but crucial distinction is made between trends toward expanded opportunities in employment, housing, and education in the context of legal and mass demonstrations extending the protection of the Fourteenth Amendment to a wider segment of the citizenry and trends toward an inherently educational response stemming from academic momentum and commitment to the training of an enlarged and more diversified student population. This suggests an examination of those trends that have supported expansion of higher educational opportunities as well as those that have run counter more by virtue of alternate emphases and commitments than by any direct opposition. The second article, "Access to Higher Education," examines some of the political and social factors involved in expanding opportunities for higher education. Among these factors are The Role of the Black College; The Assassination of Martin Luther King; Supreme Court Litigation; Discriminatory Systems of Secondary and Elementary Education, Especially with Respect to Tracking; and The Development of Scholarship Programs.

Southern Association of Colleges and Schools, Commission on Colleges. Black Colleges in the South; From Tragedy to Promise. An Historical and Statistical Review. Atlanta, Ga.: the Association, 1971. 27 pp. ED 053 230.

This paper reviews and comments on the work related to black colleges which has been accomplished by the Southern Association of Colleges and Schools and its Commission on Colleges. The report explores the changes taking place during the accrediting process, together with a three-era historical perspective.

Sowell, Thomas. Black Education: Myth and Tragedies. New York: David McKay & Co., 1972. 345 pp. ED 074 167. Not available from EDRS. Available from David McKay & Co., 750 Third Avenue, New York, N.Y. 10017 (\$3.95).

The contents of this book are organized in three parts. Part One, "Some Personal Experiences," includes four chapters dealing with

the author's own education in a segregated school in the South, in northern ghetto schools, and in black and white universities and with his continuing education as a teacher in black and white colleges. Part Two, "Black Students in White Colleges," comprises the following chapters: "Basic Problems and Basic Myths"; "The Mythical 'Middle Class'"; "Tests and 'Relevance'"; and "Pressures, Tactics--and Results." Part Three, "Special Problems and Special Myths," includes three chapters dealing with, respectively, the public schools, the black colleges, and race and intelligence. Part Four, "Summing Up," which details the author's conclusions and proposals, advocates two new kinds of institutions: a precollege training center and a special institute for advance study. The former would overlap both the high school's work and the work of special remedial and compensatory programs in college. The special institute would be dedicated to intellectual excellence for black people.

Stanfiel, James D. "Education and Income of Parents of Students at Predominantly Black Colleges." Journal of Negro Education 41, no. 2 (Spring 1972):170-76.

Statistics for 1969 indicate an apparent improvement over 1967 in both education and income among black; college-educated families. The author contends that these differences resulted largely from changes in the normative sample to include institutions which tend to draw from better-educated, more affluent black families.

Thorpe, Clairburne. "Social Status and the Pill at a Black Woman's College." College Student Journal 6, no. 2 (April-May 1972):66-73.

The study concludes that, for the sample used, social status when indexed by family income appears to be relaxed to the use of birth control by college girls.

Von Avery, Henry, comp. Directory for Reaching Minority Groups. Washington, D.C.: U.S. Department of Labor, Manpower Administration, Bureau of Apprenticeship and Training, 1973. 216 pp. ED 083 360.

The names, addresses, and telephone numbers of the organizations and individuals who are able to reach minority groups to tell them about job training and job opportunities are listed in this directory, alphabetically by state and city. This edition of the directory covers black universities, colleges, fraternities, and sororities. Comprehensiveness in coverage was attained by using the membership lists of the National Association for the Advancement of Colored People, National Urban League, Bureau of Indian Affairs, National Newspaper Publishers Association, American GI Forum, and National Offices of Black Fraternities and Sororities. Appended to the directory are listings of apprenticeship outreach centers and state

apprenticeship agencies. The inside back cover lists where to get more information on manpower programs in specific states, U.S. possessions, and trust territories.

Watson, Bernard C. "The Black Administrator in Higher Education: Current Dilemmas, Problems and Opportunities." Paper presented to the First National Congress of Black Professionals in Higher Education, Austin, April 5-7, 1972. 37 pp. ED 063 867.

There are several statements that may be made concerning the black administrator in higher education today: (a) the black administrator is important not only to black colleges but to white institutions as well, and his role will be especially critical in the next 10 years or so; (b) the supply of black administrators is extremely limited because of the historic lack of opportunity for both training and placement; and (c) the black administrator must possess skills to cope with not only the normal administrative duties assigned but also the special demands placed upon him by virtue of his blackness, particularly in predominantly white universities. From these assumptions several implications emerge: (a) it is imperative that a valid theoretical and practical approach for the training, education, and development of black administrators be conceptualized and implemented; (b) short- and long-range recruitment efforts to increase the supply of black administrators must be mobilized; and (c) training opportunities must be developed or revised that will help prepare young black men and women for the multiple roles that they will be called upon to play.

----. "Survival, Phase II: Unity without Uniformity." Paper prepared as an address to the National Urban League Coalition, July 1972. 39 pp. ED 068 596.

If blacks are to have any hope of success in producing favorable social and political change, they must be extremely wary of having too narrow a focus. Blacks cannot waste time in the search for ideological purity, closing out those who happen not to agree on every detail of a specific program. Blacks, together with the other oppressed groups of society, must recognize that the agenda is no less comprehensive than life itself. Education is the focus of this essay, but clearly there are myriad relationships between educational issues and those which are usually considered beyond the scope of a paper on education. Faced with the failure of the public schools and continual, concomitant hostility, insensitivity, or apathy, many blacks have decided that retreat and surrender or individualistic effort are the only courses open. Equal opportunity in education will not become a reality overnight--even if funding increases drastically, even if the busing question is equitably resolved, even if teacher training is improved, even if admission to college is guaranteed to all who wish to apply. Suffice it to say there is work to be done and work enough for everyone who seeks to forward the twin causes of

quality and equality. [Parts of this document will not be clearly legible on reproduction due to the print quality of the original.]

Welch, James A., and Linda M. Jackson, eds. Education Data Elements. 2nd ed. Washington, D.C.: Institute for Services to Education, September 1973. 181 pp. ED 082 671.

The Education Data Elements Dictionary (EDED) is divided into six main categories; related higher education data elements are defined and described under each area and sequenced alphabetically. In instances where compound phraseology is appropriate, the key word has been utilized to determine its placing in the alphabetical sequence. The six main subject categories are Institutional Data Elements, Faculty/Staff Data Elements, Student Data Elements, Physical Facilities, Financial, and General Education. Within each main subject category, simple phrases and compound phrases are defined. In instances where a particular phrase carries one definition which has several parts, those parts are delineated and/or defined with cross references.

Wright, Stephen J. Traditionally Black Colleges: A Brief Review. Research Currents. Washington, D.C.: American Association for Higher Education, 1973. 4 pp. ED 080 099. Also available from AAHE, 1 Dupont Circle, Suite 780, Washington, D.C. 20036 (\$0.15).

This report presents a review of the literature concerning traditionally black colleges. Emphasis is placed on governance and administration, teaching and the educational programs, financial problems and support, faculties, students, the black university, and the future of black colleges. A bibliography is included.

---. "The Traditionally Black Colleges. 1966-1972." January 5, 1973. 34 pp. ED 081 363.

This document reviews the literature concerning traditionally black colleges. Emphasis is placed on history, governance and administration, teaching and educational programs, facilities, financial problems and support, students, the black university, and the future and raison d'etre for black colleges. An extensive bibliography is included.

Ziegler, Jerome M. "Federal City Tries Harder." Change 4, no. 10 (Winter 1972-1973):17-18.

The author discusses the District of Columbia's 4-year-old Federal City College.

## FEDERAL SUPPORT TO BLACK COLLEGES

Federal Interagency Committee on Education. Federal Agencies and Black Colleges. Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1973. 122 pp. ED 082 648. Also available from GPO, Washington, D.C. 20402 (order no. 1780-01120; \$0.80).

This is the third in a series of annual reports on the participation of the nation's predominantly black colleges and universities in programs funded by federal agencies. The report documents the recent expansion and diversity of federal program support to these colleges. Federal program funds are reported by agency for all colleges and universities with a special portion of funds going to predominantly black colleges. A tabulation of the sources of program funds is also provided for each black college by state. Three appendixes present information on the distribution of federal funds to both two- and four-year public and private black colleges, a summary of support by each federal agency for all colleges and universities as well as the amount received by black colleges, and a list of the 115 predominantly black institutions included in the Federal Interagency Committee on Education Survey for fiscal year 1971.

Hebert, Tom, and Virginia Frank. The Brazos Bottoms Next Time: A Discussion of Black Colleges, Federal Dollars and Social Change. A Staff Paper. Atlanta, Ga.: Southern Education Foundation, October 1972. 132 pp. ED 070 424.

Federal consciousness of minority issues in general and of black colleges in particular is increasing daily as programs are instituted to promote equality among the various races in the U.S. This paper reviews some government social agencies where signs of progress are already visible: Model Cities, social rehabilitation, the Environmental Protection Agency, and the new Minority Center at the National Institute of Mental Health. Also discussed are some areas of the federal government machinery that seem almost totally unresponsive to black college concerns: the Departments of Transportation and Interior, programs of vocational and environmental education, and programs in health services and mental health. It is clear that black college relationships with the social agencies of government need still more public attention and pressure.

Hodgkinson, Harold L. and Walter Schenkel. A Study of Title III of the Higher Education Act: The Developing Institutions Program. Final Report. Berkeley: University of California, Center for Research and Development in Higher Education, January 1974. 582 pp. ED 088 316.

This study of Title III of the Higher Education Act develops a profile of characteristics of developing institutions, makes in-depth

case studies of a selected sample of institutions that have received Title III funds, describes the impact of Title III monies on campus between 1965-66 and 1970-71, and develops indicators of institutional vitality that may be used in determining an institution's eligibility for program funding under Title III. A questionnaire was developed to examine general data about the institution and the use of Title III funds on campus. Case studies also provided information based on two-day site visits to each institution. Results of the study are categorized into a profile of a little-known sector of American higher education, some indicators of institutional validity, total number of grants awarded and institutional judgments of "most successful" programs, an analysis of case study data, and case studies and appendixes. Case studies cover the Community Junior College of Kansas City, Kansas; Mount Saint Mary College; and Findlay College. The appendixes include the questionnaire and interview agenda.

Jellema, William W. Higher Education Finance, A Comparative Study of Matched Samples of Black and White Private Institutions. Atlanta, Ga.: Southern Regional Education Board, 1972. 42 pp. ED 072 742.

The nation's private black colleges face financial concerns similar to those that occupy the attention of administrators and trustees of the private white colleges. Although their concerns are mutual, the significant and unique role served by the black colleges historically and the needs of these institutions today merit special concern. This document presents an analysis of comparisons of 14 private black colleges and a matched sample of predominantly white private colleges. Implications drawn from the findings support the observations and results of other attempts to define the financial requirements important to the continued development of resources and capabilities at the predominantly black institution. Among the findings of the study were that (a) the black colleges fell slightly short of the 5% minimum level for library support that is generally considered acceptable; (b) regarding faculty salaries, the data revealed that professors at the white colleges received a 9.8% greater compensation than did professors at the black colleges; (c) staffing needs in student services have received particular attention at the black colleges, especially in the areas of admissions, student orientation, counseling assistance, and placement; and (d) the average black college allocated \$225 more per student for financial aid than did the average white college in 1968-69.

Marland, Sidney P., Jr. "Part of the Whole." Paper presented at the Tuskegee Institute Founder's Day Convocation, Tuskegee, Alabama, March 26, 1972. Washington, D.C.: U.S. Office of Education, March 26, 1972. 14 pp. ED 063 753.

All Americans are in debt to the predominantly black institutions, for in redeeming their own people, they are helping in the redemption of our entire society. The present administration in Washington is determined

to help black colleges build on their records of accomplishments and to learn from them. Links between black institutions, which have had experience training and helping all minority groups, and predominantly white institutions must be made so that cooperative programs can be developed to strengthen all American higher education. Along these lines, the U.S. Office of Education will direct \$100 million in fiscal year 1973 toward black colleges and other institutions enrolling a large number of minority students to support new efforts at building undergraduate programs leading to professions and to support continued efforts in training leaders for the black community. With increased federal support, black institutions will be able to increase their usefulness and educational relevance by improving current programs, investigating areas of special concern and importance to blacks and other minorities, and providing greater service to the community.

Moton College Service Bureau. A Report of a Survey of Federal Support for Fifty-Four Black Colleges, Fiscal Years 1971 and 1972. Washington, D.C.: the Bureau, 1973. 16 pp. ED 082 715.

This report examines federal aid to a representative sample of predominantly black institutions participating in the program of the Moton College Service Bureau. Inquiries were made of each of the 83 member institutions requesting information concerning the number of proposals submitted to federal agencies during FY 1971 and 1972 and the number funded for the same period. Responses of a sample of 54 institutions indicated proposal activity has increased dramatically. Of the institutions surveyed, 630 requests were submitted in FY 1971 and 813 in 1972. These institutions submitted 183 more proposals in 1972 than in the previous year, an increase of almost 4 per institution. The increase in federal funds to \$100 million for FY 1972 from approximately \$80 million in 1971 represents a \$20 million increase in support. The average amount of increase for all institutions was \$1.5 to \$1.8 million. Only one institution reported a decrease in federal support. This document was published through the Technical Assistance Consortium To Improve College Services (TACTICS).

Schuck, Peter H. "Black Land-Grant Colleges: Discrimination as Public Policy." Saturday Review 55, no. 26 (June 24, 1972):46-48.

As unequal as state aid to black land-grant colleges tends to be, federal assistance is far more unequal, and the gap continues to widen; the U.S. Department of Agriculture is primarily to blame.

Southern Education Foundation. Small Change: A Report on Federal Support for Black Colleges, 1972. Atlanta, Ga.: the Foundation, 1972. 114 pp. ED 069 821. Also available from Southern Education Foundation, 811 Cypress Street, N.E., Atlanta, Georgia 30308 (\$1.50).

The contents of this report, whose purpose is to examine federal

financial aid to black colleges, are organized in 11 chapters: (a) "Service and Survival: Then and Now" (the history of black colleges and their present importance); (b) "Federal Responsibility and Resources" (a brief history of federal aid to higher education and a description of existing programs); (c) "Federal Response, 1965-1972" (an account of the dialogue between black colleges and the federal government since the Higher Education Act); (d) "H.E.W.: Support for Teaching and Learning"; (e) "Community Service: A Deliberate Difference" (federal support for human resource and community service programs); (f) "Science and Technology: The Big Money"; (g) "The 1890 Colleges: Still Second Class Treatment" (a description of the founding and maintenance of a segregated land-grant college system in 17 states); (h) "N.I.H.: Physician, Heal Thyself"; (i) "The Politics of Administration: State Powers"; (j) "The Politics of Administration: National Process"; and (k) "Facing a Century-Old Mistake" (including a discussion of prospects under the Education Amendments of 1972). Appendix A lists black college associations and agencies; Appendix B is a select bibliography; and Appendix C lists traditionally black colleges.

Taylor, Bernard. "Funding Patterns of Black Private Junior Colleges." Community and Junior College Journal 43, no. 4 (December-January 1973): 20-21.

The author describes the difficulties black junior colleges have in obtaining financial support.

U.S. Department of Health, Education and Welfare, Office of Education. Federal Aid to Predominantly Black Colleges. Education Briefing Paper. Washington, D.C.: USOE, September 1973. 8 pp. ED 082 659.

This document reports the results of a study of federal aid to predominantly black colleges. The findings indicate that (a) black colleges received 82% of their federal funds from the U.S. Department of Health, Education and Welfare (DHEW) in fiscal year 1972; (b) outside DHEW, the primary sources of federal aid to predominantly black colleges were the U.S. Department of Agriculture and the National Science Foundation; (c) more than half of all federal support to black colleges came from four U.S. Office of Education programs: Educational Opportunity Grants, National Defense Student Loans, College Work-Study, and Developing Institutions Programs; (d) during the academic year 1972-73, the predominantly black colleges and universities enrolled 246,219 of the 9,297,789 students attending institutions of higher learning; (e) total federal support to all colleges and universities rose from \$3.9 billion in 1971 to \$4.4 billion in 1972; (f) 84 of the predominantly black colleges received more than \$1 million each in federal funds; (g) federally funded student aid programs accounted for \$104 million of all federal assistance directed to black colleges in 1972; (h) federal funding of research and development projects at

black colleges more than tripled from 1971 to 1972; and (i) federal funds for construction, facilities, and equipment decreased from \$20 million in 1971 to \$13 million in 1972.

---. Federal Aid to Black Colleges. Education Briefing Paper. Washington, D.C.: USOE, August 1972. 7 pp. ED 068 051.

Federal aid to the nation's predominantly black colleges and universities has increased 58% over the past three years. The increase, from \$108 million in fiscal year 1969 to \$171 million in fiscal year 1971, is the result of an intensive effort on the part of all federal departments and agencies to increase program support to predominantly black institutions. According to a study of federal program aid to black colleges, predominantly black institutions enrolled 2.4% of all college students in the country during 1971 and received 4.4% of federal funds to higher education. Other findings of this study include the following: (a) during the 1971-72 academic year, the 115 predominantly black colleges and universities in the nation enrolled 208,000 of the 8.6 million students attending institutions of higher education; (b) during fiscal year 1971, 18 federal departments or agencies provided \$3.9 billion in federal program assistance to the nation's colleges and universities; and (c) black colleges received 86% of their federal funds from the U.S. Department of Health, Education and Welfare as compared with 66% at other colleges and universities.

#### ADMISSIONS, RECRUITMENT, AND STUDENT FINANCIAL AID

Berry, Charles A. Characteristics of College and Non-College Attendants Who Submitted ACT Scores to a Black College. Grambling, La.: Grambling College, November 30, 1972. 83 pp. ED 072 172.

The purpose of the study was to analyze selected characteristics of 3,385 high school graduates submitting American College Tests (ACT) profile reports to a black college. Additional data were obtained via questionnaire from 1,059 graduates who did not attend the college. These samples were subdivided into the following groups: attendants at black and white colleges, vocational school trainees, noncollege attendants, and nonrespondents. Comparisons among groups were made on the variables of academic potential, educational aspiration and need, status in and size of graduating class, residence, and reasons for taking postsecondary training or enrolling in college. Performances on ACT subtests and composite were below the national average, with the highest and lowest performances in natural science and social sciences. Highest and lowest high school grade point averages were in social science and mathematics. Large numbers participated in advanced and honors courses and extracurricular activities in high school. Level of aspiration was high. Most needed financial assis-

tance to defray college expenses. Ninety percent graded in the top half of their class; fifty-eight percent were from rural areas and small cities. If scores are submitted, nonblacks do not state race. White colleges do drain black potential. Many black seniors are unrealistic in aspiration and choice of educational major.

Egerton, John. Black Public Colleges: Integration and Disintegration. A Report. Nashville, Tenn.: Race Relations Information Center, June 1971. 32 pp. ED 052 268.

The 33 Negro public colleges enroll about one-fourth of all the black students now attending colleges and universities in this country. Although the total enrollment of these schools increased by more than 12% this year alone, eight of them experienced a decline in enrollment and five others gained fewer than 100 students. Fourteen schools have direct competition from predominantly white state institutions located in the same cities and towns, and at least three others are within easy commuting distance of a white college. These facts provide a vivid illustration of the inequities built into the "separate-but-equal" doctrine. In almost every case, the black school was there first; in at least seven instances, the state has created the "white competition" in the past four or five years. In every situation, the schools duplicate some courses and draw funds from the same public treasury. They represent a costly perpetuation of the dual system of higher education. Ultimately, the real test of a state's commitment to equality of opportunity in higher education will be measured by the extent to which black students, faculty, administrators, and trustees are represented in the colleges and universities.

Ellison, Robert L., and others. Biographical Data as Predictors of College Grades of Negroes and Whites. Salt Lake City, Utah: Institute for Behavioral Research in Creativity, July 13, 1973. 62 pp. ED 081 358.

This study examines the effectiveness of biographical inventory data as a predictor of college performance, particularly among the disadvantaged where current college entrance procedures provide less than a satisfactory alternative. The sample consisted of 1,640 students of which 982 were in special admissions programs, 554 were regular admission students, and 104 were students in a black university. Students were administered form ALPHA II of the biographical inventory. Results indicated the biographical data were generally equally effective or slightly superior to the high school performance measures in predicting college GPA. Biographical scoring keys did not provide any differentiation between blacks and whites. It was observed that the degree of relationship between biographical data and race was largely a function of the criterion, race relationships. (An extensive bibliography is included.)

Lane, Hugh W. "Where Do Black Students Go to College and Why?" Journal of the National Association of College Admissions Counselors 16, no. 3

(September 1971):22-24.

The author concludes that the present preoccupation with admissions procedures had better be supplemented by an infiltration of the financial aid process.

Le Francois, Jean. "A White among Blacks." Integrated Education 10, no. 1 (January-February 1972):48-52.

This is a personal account of a white woman's attendance at an all-black university.

Morris, Eddie W. "Admissions in Predominantly Negro Colleges: A View from the Inside." College and University 44, no. 2 (Winter 1969):130-44.

#### ADMINISTRATIVE PLANNING AND MANAGEMENT

Moton College Service Bureau. Black Colleges and Federal Relations: A Handbook for Administrators. Washington, D.C.: the Bureau, 1972. 66 pp. ED 081 343.

This handbook for administrators presents six articles dealing with black colleges and federal relations. The articles concern institutional coordination of proposal preparation, the role of the federal relations officer, the federal relations officer and academic planning, the federal relations office management and records, and federal resources information. Appendixes of related material are included.

Naughton, Erza A. "Report of the Special Project for Developing Institutions." AAUP Bulletin 58, no. 2 (Summer 1972):166-67.

The author discusses the progress and activities of a project designed to aid black colleges and universities.

"Planning and the Black Colleges." Planning for Higher Education 1, no. 3 (December 1972):5-8.

This reports the results of a Ford Foundation grant for physical planning consultant services to predominantly black institutions administered by Educational Facilities Laboratories.

Southern Regional Education Board. Developments in Internal Management at Texas Southern University and Fisk University, a Project Synopsis.

Atlanta, Ga.: the Board, 1972. 19 pp. ED 071 593.

The nation's traditionally black colleges and universities face new responsibilities as their purposes are redefined to meet the needs of a pluralistic society. To undertake these responsibilities efficiently and effectively, sound internal management practices must reinforce and stabilize institutional services. Such practices must also undergird program objectives so that the total effort will be built on structural soundness. This report illustrates actions taken by two black universities in formulating significant program components and in developing them through changes in internal management. These actions reveal implications for other institutions, whether traditionally black or predominantly white.

Wilson, Herbert A. "Black Colleges Have a Chance If They Break with Tradition." College and University Business 52, no. 6 (June 1972):33-36, 54.

If black colleges are to continue to serve black and other minority students, systems-oriented techniques of management must be adopted.

#### CURRICULUM: DEVELOPMENT, PLANNING, AND INNOVATIVE INSTRUCTION

Blake, Elias, Jr. "Graduating Seniors Look Back at Their Freshman Year in College." April 1972. 22 pp. ED 067 067.

The data in this report came from a questionnaire administered to 2,448 graduating seniors at 13 predominantly black colleges. The basic goal was to determine if there were any differences in the perceptions of graduating seniors who had been enrolled in the Thirteen-College Curriculum Program (TCCP) and those who had not. TCCP is a program designed to deal with the particular problems of black students. A detailed questionnaire called for the following types of information: background demographic data, postgraduate plans and aspirations, attitudes toward attending a black college, financial patterns for paying college expenses, perceptions of the impact of the freshman year, perceptions of college classroom environment by year, self-concept ratings, and opinions of the organization of higher education with some emphasis on student participation. Results indicate that students enrolled in TCCP were engaged in a unique educational experience that encouraged students from lower-than-normal income levels to continue their education.

Brown, Herman. "Black Studies at Predominantly Black Colleges and Universities." Negro History Bulletin 36; no. 2 (February 1973):34-36.

The author reviews the status and format of black studies programs in black institutions.

Calbert, Roosevelt, and Joel O. Nwagbaraocha, comps. "Curriculum Change in Black Colleges V. A Report on a Cooperative Academic Planning and Curriculum Development Workshop." December 1973. 107 pp. ED 089 569.

This document reports on a cooperative academic planning and curriculum development workshop held in Atlanta, Georgia, November 15-17, 1973. Section A, Plenary Sessions on Curriculum Change and Improvement, presents workshop reports concerning black college survival and academic planning for science on the local and national level. Section B, Seminars on Educational Systems, concerns a task analysis approach to higher-level objectives and criterion-referenced testing, theories and practices for individualization at the college and university level, humanities innovation in black colleges, and development of the total program.

Carey, Phillip. "Social and Professional Responsibilities of Engineering Education to the Black Community." 1974. 12 pp. ED 089 606.

It has been known for years now that education for blacks has been substandard. Environmental problems, historical poverty, prejudice and discrimination, coupled with transiency and defeatism among students, teachers, and parents have all conspired to give the black student a dysfunctional predisposition toward learning and authority in general. This causes many black students to resist consciously the academic training necessary for a professional career. The purpose of this monograph is to suggest that without the recognition of a specific set of social and professional responsibilities to the black community, traditional engineering education shall continue to be viewed with suspicion and distrust by minority group members. Additionally, the paper attempts to increase awareness and understanding about the realities of the black American experience and to show how a significant increase in the number of blacks in engineering and related professions is desirable and attainable. The discussion also highlights the practicalities and importance of minority student recruitment, orientation, and retention at predominantly white institutions of higher education.

Cordy, Thomas O. Banks: Colleges--A Joint Understanding. MIS Research Profile 6, no. 3. Washington, D.C.: Institute for Services to Education, Management Information Systems Directorate, September 1973. 4 pp. ED 083 901.

The banking industry has recognized an increasing need to recruit, hire, and train minorities for positions within the industry. Following this line of thought, the American Bankers Association formed a task force composed of bankers and black college educators to develop a program mutually beneficial to industry and college. A Black College/Banking Industry Symposium resulted in October 1972. The purpose of the symposium was to identify ways for the banking industry

and the nation's black colleges to develop mutually beneficial programs to increase the flow of minority college graduates into banking careers. One of the recommendations made at the symposium was the establishment of Centers for Banking Education at predominantly black colleges. The symposium felt that these centers could serve as a catalyst in the development of curricula for banking and finance in colleges. The objective of the Centers for Banking Education is to create a learning environment in the field of banking that will attract, train, and produce highly qualified minority men and women for officer-level careers in banking. The centers would provide high quality curriculum suitable for developing superior students; distinguished faculty; opportunities for black professors to undertake relevant banking research projects to improve their understanding of banking and their teaching skills; major impetus to attract outstanding bankers to advise, lecture, and meet with faculty, students, and administrators; and focus for attraction of additional resources from individual banks and other business groups.

Federal City College, Institute of Gerontology. Curriculum Planning for Undergraduate Training in Gerontology 1971-1972. Washington, D.C.: the Institute, June 1973. 174 pp. ED 083 911.

This report records the planning process of curriculum development for the projected undergraduate program of gerontology at the Institute of Gerontology, Federal City College. The goal of the project was to develop curriculum studies in aging for Federal City College undergraduate students, interested community persons, and workers employed in services to the elderly. The planning of the curriculum and general program of the institute was required to (a) relate directly to the needs of older persons in the Washington area; (b) identify and relate training to specific employment possibilities in services to the aging; (c) meet in-service training needs of direct service workers, owners, managers, and supervisors of long-term care facilities; (d) present tentative training plans leading to A.A. and B.A. degrees with identified field placements; (e) develop possible short courses; and (f) locate potential faculty for teaching in the program. Three surveys were undertaken to gather information relevant to the planning of the curriculum: one on senior citizens, one for employees working with the aged, and one on agencies serving the aged. Perhaps as important as the surveys, the development of the curriculum has been influenced by the actualities of possible implementation. Appendixes include the survey questionnaire, course schedule, community activities, and sample of student field reports.

Gunnell, James B., and others. A Program To Increase Educational Research Awareness among Undergraduate Students in Predominantly Black Institutions. Final Report. Tallahassee: Florida Agricultural and Mechanical University, May 1973. 21 pp. ED 082 642.

The purpose of this six-week training institute was to orient selected

black students to the nature and general procedures related to the methodology of educational research. The primary objectives of the program are as follows: (a) to enable the students to identify pertinent educational problems and to formulate appropriate questions for research and policy decisions; (b) to acquaint the students with the general statistical procedures used in analyzing the nature or problems involved in the educational process; (c) to provide an opportunity for undergraduate students to participate in the conceptualization, development, and evaluation of an educational research project; and (d) to identify qualified black students who are interested in pursuing graduate studies in educational development or in other related areas. It is apparent from the findings that in spite of their limited resources, black colleges are capable of providing adequate educational research experiences at the undergraduate level. Based on the findings and the conclusions of this report, the following recommendations are made: (a) the federal government should continue to fund the research institute on an annual basis and (b) the research institute should be expanded to include multiple institutes operating simultaneously at different locations or colleges and the academic-year research methodology institute. Appendixes include a list of the institute staff and description of the site. (For related document, see ED 068 076.)

Guthrie, Vallie, and Leroy Colquitt, Jr. Analogue Experiences in Physical Science. Teaching Forum. Washington, D.C.: Institute for Services to Education, 1973. 7 pp. ED 085 024.

For some time there has been a concern in the scientific and academic communities to make science more meaningful to the growing ranks of apparently disenchanted students. This concern is reflected in the development of programs to reassess science curricula on all educational levels. The Thirteen-College Curriculum Program (TCCP) approach to physical science has been to widen the forms of mathematics and its applications to include the natural, though sometime unsophisticated, schematic models developed by students. The theme of this program is student-centered teaching; the program attempts to involve students in the principles of each of the seven disciplines through first-hand discovery. The students begin with concrete examples and empirically develop from them relevant abstractions and generalizations. The students have tended to become oblivious to some of the artificial barriers between disciplines and have gained a greater appreciation for the structural similarities among them. In this article an example of a class investigation of a conservation law is presented; basic laws of physics and many aspects of the nature of the scientific method are incorporated.

Humphries, Frederick S., and others. Thirteen-College Curriculum Program Progress Report: 1967-1972. A Major Curriculum Effort To Reduce Attrition among Black College Students. Washington, D.C.: Institute for Services to Education, December 1972. 72 pp. ED 085 010.

The Thirteen-College Curriculum Program (TCCP) is a massive, joint effort by a group of black colleges and the Institute for Services to Education to develop active, relevant, and workable educational programs for students enrolled in predominantly black colleges. The TCCP was initiated the summer of 1967 by the Thirteen-College Consortium (TCC) and has subsequently been adopted by additional groups of colleges. This document presents a progress report of the TCCP, first by explaining it, then describing its effort to encourage teachers to develop their own class materials and to disseminate teachers' evaluations and attitudes towards the program. The section on the program's results includes information on the socioeconomic background of students, retention in college, and grade performance; program outcomes represented by academic test performance and changes in personality; attitude, personality and development results; attitudes of graduating seniors toward their freshman year; and the impact on students and teachers as perceived by teachers. The growth of the program is also discussed. Appendixes include a catalog of materials, a description of the 1971 summer workshop, and cycles of development of the TCCP.

Institute for Services to Education. A Curriculum Revision Project in Support of Thirteen Predominantly Negro Colleges. The First Four Years of the Thirteen-College Curriculum Program 1967 to 1971. Final Report. Washington, D.C.: the Institute, September 1973. 89 pp. ED 084 936.

The Thirteen-College Curriculum Program (TCCP) is a new curriculum for black colleges, consisting of five freshman and two sophomore courses, developed by the participating colleges and the Institute for Services to Education in a project of intervention--new variables introduced and their effects measured, rather than pure research. The resulting curriculum does the following: makes learning more active, includes new topics demanded by both advances in knowledge and changing social conditions, and establishes an administrative structure on the campuses outside familiar departmental lines. Validation consisted of reduced attrition; comparable or better performance by program students compared to regular students; improved attitudes; endorsement by students and teachers; expansion of the program to more students and teachers on the initial campuses and to new institutions, now totaling 38--all measured quantitatively by tests and questionnaires and qualitatively by conference and visits. Begun in the summer of 1967, the program involved yearly, six-week summer workshops of several hundred teachers to create new materials and learn about previously developed materials, coupled with yearly tryouts in the classroom. TCCP is still going strong, the original 13 colleges are now developing new upper-level courses, and additional colleges are planning to join the program in the summer of 1974.

---. College Curriculum Program: Teacher Selection Guidelines. Washington, D.C.: the Institute, 1973. 26 pp. ED 085 007.

Guidelines for the selection of teachers who will participate in the Thirteen-College Curriculum Program (TCCP) include a compilation of written materials and a list of recommended activities. The first part of this document provides a description of materials including the brochure, statement of the course, teacher selection criteria, ideal classroom questionnaire, teacher questionnaire, and other materials. A list of suggested activities is included.

---. This is TCCP. Washington, D.C.: the Institute, 1972. 36 pp. ED 071 583.

The Thirteen-College Curriculum Program (TCCP) is a massive innovative curriculum program that focuses on the curricular needs of freshmen and sophomores in predominantly black colleges and, through this curriculum and its development, seeks to effect educational changes within the institutions participating in the program. The developmental efforts of the TCCP have been focused on developing course content in English, mathematics, social science, physical science, and biology in the freshman year and humanities and philosophy in the sophomore year. This paper presents discussions of the history, development, and accomplishments of the program and individual descriptions of the curricular components within the fields mentioned above.

Jackson, Maxine Sherard. "Selected Institutional Characteristics and Special Implications for Science Teacher Education in Predominantly Black Colleges." Doctoral dissertation, University of Iowa, 1972. 200 pp. ED 085 237. Available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan (order no. 73-13,553; microfilm-\$4.00, xerography-\$10.00).

Reported is a study to identify various institutional characteristics that affect learning outcomes of prospective science teachers as measured by college and university environment scales, natural science area test, test on understanding science, science teaching assessment tests, and student questionnaire. Ninety prospective science teachers (seniors) majoring in science teacher education and 200 randomly selected upperclassmen enrolled in four predominantly black institutions were involved in the study. The preliminary analysis of data indicated that the subjects did not differ significantly in verbal and quantitative abilities at the time of enrollment in their respective institutions. Results suggested that three of the seven institutional characteristics had a significant effect on the outcomes of seniors pursuing a program of science teacher education: (a) differences in the perception levels of the institutional characteristics and scholarship; (b) differences in the perception levels of awareness; and (c) quality of teaching and faculty-student relationships.

Jones, Martin C., and Martin H. Jones. "Counselor, Community and the Black Prisoner." Black Scholar 4, no. 2 (October 1972):46-55.

The authors advocate restructuring counseling practices to make counselors understand the needs and problems of students, inmates, exoffenders, veterans, etc. through the addition of new courses on music therapy, psycholinguistics, and the law enforcement process in departments dealing with counseling.

McSwain, Augusta, and Sara Hollis. Creative Awareness in Humanities. Part I. Scope of Course. Part II. First Semester 1970-71 School Year. Teaching Forum. Washington, D.C.: Institute for Services to Education, 1973. 4 pp. ED 085 023.

"Man and His Creative Awareness," developed by the Institute for Services to Education (ISE) in conjunction with the Thirteen-College Curriculum Program (TCCP) is a course that deals with the many aspects of human creativity: music, the visual arts, literature, poetry, drama, architecture, photography, and film. The ISE-TCCP approach to humanities is not only to include the major works of western civilization, but also to explore the art, music, drama, and folklore in the immediate environment of the students and the creativity in some nonwestern societies, particularly Africa. The student not only assesses the works of others but also experiments with his own expression in various media. After describing the scope of the course in Part I, the authors proceed in Part II to describe the first experience with the new course at Bishop College. They include a copy of the course's final exam, which presented three hypothetical situations that required the students to use their knowledge in a new and creative way. The subject matter, the projects, and the class discussions are all means to the desired end of creating in the student a critical judgment of, and enthusiasm for, the creative genius of mankind.

Nemec, Richard. "Black Scientists: Little Money for Research." New Republic 166, no. 23 (June 3, 1972):15-17.

The author presents some of the problems of black scientists and barriers to developing quality science programs in black colleges.

Nwagbaraocha, Joel O. Systems Analysis Approach to Academic Planning. Part I. MIS Research Profile 6, no. 4. Washington, D.C.: Institute for Services to Education, Management Information Systems Directorate, December 1973. 10 pp. ED 083 951. Also available from ISE, 2001 S Street, N.W., Washington, D.C. 20009 (\$0.20).

This paper presents concepts relevant to, and the benefits to be gained from, using a systems model in thinking about academic planning in general and curriculum development in particular. An attempt is

made to show how the systems approach provides key tools for a diagnosis of academic structure in a college or university. The central notion of each model is stated succinctly. Emphasis is placed on the college or university as a system, dimensions of system analysis, academic planning and systems analysis, participatory planning, the study committee and its function, development of an academic program, determination of objectives, and systems analytical technique. A 13-item bibliography is included.

- . Systems Analysis Approach to Academic Planning. Part II. Research Profile 2, no. 1. Washington, D.C.: Institute for Services to Education, March 1974. 16 pp. ED 088 315.

This is the second part in a series of three parts on the systems analysis approach to academic planning. Part I defined parameters of the systems analysis approach to academic development (see above). Part II deals with a compendious analysis of degrees offered at 87 colleges and universities with a black heritage and a summary of occupational outlook for college graduates in the 1970s. The effort here is to correlate the degrees presently offered by these institutions to available jobs, employment records, and projects for future employment. The basis of the degree analysis is the MIS/TACTICS (Management Information Systems/Technical Assistance Consortium To Improve College Services) Fall 1973 reports on degrees offered by 87 black colleges. U.S. Department of Labor statistics are utilized where applicable.

- Parmeter, Tom, and John Faxio. The Thirteen-College Program: Teacher Evaluation of the 4th Annual Summer Curriculum Development Conference and Attitudes toward Undergraduate Education. Washington, D.C.: Institute for Services to Education, November 1970. 30 pp. ED 085 004.

During the summer of 1970, the Institute for Services to Education held its fourth annual summer writing conference for faculty members of predominantly black institutions of higher education. The purpose was to continue the process of teacher development of undergraduate curriculum materials and concomitant instructional practices. Attending the 6-week conference were faculty, staff, and graduate students from 23 predominantly black institutions. The conference was divided into units by curriculum areas, including English, mathematics, biology, humanities, physical sciences, social institutions, and philosophy. Questionnaires were distributed near the end of the conference to elicit the participants' attitudes toward undergraduate instruction in general, their attitudes and opinions about the quality of materials and procedures developed during the conference, and their feelings about the mechanics of the conference and the quality of the conference staff. This report presents and discusses the responses of a sample (N=40) of teachers who participated in the conference as members of the original Thirteen-College Program experimental units. The results are presented both by total summaries of

responses and by responses according to the teachers' different curriculum areas. Selected summaries are presented by the number of years the teacher had participated in the program, by the teacher's sex, and by the teacher's race. General rating tendencies are also presented.

Shoudel, Pearl W. A Descriptive Research Study of Cooperating Teachers and Student Teachers in Biracial Situations. Final Report. Little Rock, Ark.: Philander Smith College, January 1972. 21 pp. ED 059 980.

This study was designed to determine if the attitudes of cooperating teachers toward another race are changed by their experiences with student teachers of that race. Two rating scales were devised to measure the attitudinal responses of cooperating teachers to items of bias. A control group of 33 black teachers and 32 white teachers who had not worked in biracial situations was tested. The experimental group of 42 white teachers and 41 black teachers, who had been assigned student teachers of the opposite race, was tested before and after the student teaching program. The most dramatic differences occurred between the control and experimental groups rather than between the experimental groups. Accounting for the lack of change between the latter are the previous experiences of the experimental group teachers with students of the opposite race and their voluntary acceptance of the student teacher. However, Caucasian and Negro teachers in the experimental group changed their attitudes about the characteristics of children of the opposite race in a number of areas. In addition, differences in attitudes between Negro and Caucasian teachers were noteworthy in the following areas: acceptance of the minority teacher by the faculty, ease of communication with the opposite race, professionalism in relationship to all faculty members and administrators regardless of race, and equality between the races in inherent intelligence and children's behavior patterns.

Sweet, David E. "The Implications of Minnesota Metropolitan State College for Higher Education." Paper presented at the Conference on Curriculum Change in Black Colleges, Dallas, June 12-23, 1972. 10 pp. ED 068 022.

This paper describes the innovative approach that Minnesota Metropolitan State College (MMSOC), a recently established upper-level college, has developed. It is felt that many of the aspects of the MMSOC plan can be beneficial to planners in black colleges across the U.S.

Turner, Joseph. Toward More Active Learning. Washington, D.C.: Institute for Services to Education, February 1972. 32 pp. ED 067 069.

The Thirteen-College Curriculum Program (TCCP) is designed to deal with the special problems of students in predominantly black colleges. This report describes ways in which TCCP students perceive the program to be different from the regular curriculum program. Seniors (N=2,447) atten-

ding the colleges in question completed the "Senior Questionnaire, 1971" in May 1971. Results of the questionnaire show that the program is achieving its objectives: the students found that learning is more active in TCCP than in the regular program. Students felt that they were encouraged to develop their own opinions and that work in which they participated was relevant to their own situations as members of the black minority.

Walters, Hubert. "Black Music and the Black University." Black Scholar 3, no. 10 (Summer 1972):14-21.

The author suggests some specific ways in which the music programs of the black university may be altered or completely changed so that they are more relevant to the needs of black students.

Woolfolk, E. Oscar, and Sherman Jones. Planning the Academic Program. Prepared for the Colleges in the Cooperative Academic Planning Consortium. Washington, D.C.: Institute for Services to Education, May 1973. 53 pp. ED 083 907.

This monograph provides a perspective from which academic institutions, especially the developing institutions, can look at themselves in critical ways in order to improve their capability in academic planning and development, develop useful techniques that will enable them to allocate limited institutional resources more efficiently for the academic program, and develop unique innovative learning environments for their students. Following an introductory section, the authors present a conceptual framework for academic planning and a curricular analysis that outlines a general scheme for reviewing the departmental academic program. A 41-item bibliography is included. This document was published through the Technical Assistance Consortium To Improve College Services (TACTICS).

Woolfolk, E. Oscar, and Joel O. Nwagbaraocha. Curriculum Change in Black Colleges III: A Report on Two Cooperative Academic Planning Curriculum Development Workshops. Washington, D.C.: Institute for Services to Education, May 1973. 173 pp. ED 082 669.

This publication consists of the proceedings of two workshops concerned with curricular change in black colleges. Part I consists of five presentations: Humanities with a Black Focus, Interdisciplinary Instruction, The Southern Center for Studies in Public Policy, Innovations in Instruction at North Carolina Central University, and Curricular Change and Educational Technology. Part II consists of six presentations: Development of Urban-Related Programs in Black Colleges, Urban Affairs Institute at Fisk University, Some Aspects of the Development of the Center for Urban Affairs at Morgan State College, Administrative Aspects of Competency-Based Teacher Education, The Florida A&M University Competency-Based Program in Elementary Education, and Accelerated Curricular Change on a Black Campus.

The ideas of participants about curriculum development in black colleges are presented.

Woolfolk, E. Oscar, and others. Curriculum Change in Black Colleges IV: A Report on Two Cooperative Academic Planning Curriculum Development Workshops. Washington, D.C.: Institute for Services to Education, August 1973. 238 pp. ED 082 668.

This publication consists of the proceedings of two workshops concerned with curricular change in black colleges. Part I consists of two presentations: (a) A Sociological Windfall with Curricular Implications for Black Colleges and (b) Past Goals, Present Mission, and Future Prospects for Colleges and Universities. Part II includes four presentations: Curricular Developments and Needs in Black Colleges, The Freshmen Interdisciplinary Program at Fisk University, Developing an Educational Cooperative at Prairie View A&M College as a Process for Implementing Curriculum Reform, and The Black Colleges in Transition. Part III presents five seminars on educational systems: A Case Study of a Curricular Experiment, A Case Study of Implementation of Curricular Innovations, Performance-Based Instructional Programs, Academic Skills Center, and A Student Support Services Program. Abstracts of documents prepared by 21 of the 25 participating institutions are included.

Woolfolk, E. Oscar, and Sherman Jones, comps. Curriculum Change in Black Colleges: A Report on the Cooperative Academic Planning Curriculum Development Conference (Atlanta, Georgia, April 19-21, 1972). Washington, D.C.: Institute for Services to Education, May 1972. 191 pp. ED 082 714.

This report includes the presentations of various speakers at the first of four conferences entitled "Curriculum Change in Black Colleges." Presentations concern the need for a new college; a focus of curriculum redesign in the black college; new directories in black colleges; deparochializing general education; some basic issues of general liberal education; black college renaissance--an academic blueprint for the new black student; developments in nontraditional study; factors affecting effective curriculum developments; and implementation of curricular change. This document was published through the Technical Assistance Consortium To Improve College Services (TACTICS).

---. Curriculum Change in Black Colleges: A Report on the Cooperative Academic Planning Curriculum Development Workshop (Bishop College, Dallas, Texas, June 12-23, 1972). Washington, D.C.: Institute for Services to Education, August 1972. 111 pp. ED 082 713.

This report includes presentations of various speakers at the second of four conferences entitled "Curriculum Change in Black Colleges." Presentations in Part I concern the black college as a manpower resource delivery system, innovation in undergraduate education,

general education and full educational quality, institutional research as a basis for curriculum change, and the implications of Minnesota Metropolitan State for black colleges. Presentations in Part II are in the form of seminars on educational systems and concern inquiry-centered teaching, accountability-based learning environment systems, the academic skills center, and the developmental perspective in higher education. Part III includes abstracts of documents prepared under the supervision of consultants by 22 of the 23 participating colleges. This document was published through the Technical Assistance Consortium To Improve College Services (TACTICS).

### FACULTY ISSUES

Jabs, Albert E. "On Being a White Professor in a Black College." Negro Educational Review 24, nos. 3 & 4 (July-October 1973):138-43.

An assistant professor of social science at Vorhees College, South Carolina discusses what it is like to be a serious Lutheran placed in an Episcopal college, the role of history instruction in statewide school integration, and the southern literary renaissance.

[Agreement between Lincoln University of the Commonwealth System of Higher Education and the Lincoln University Chapter of the American Association of University Professors ("LUC-AAUP").] Lincoln, Pa.: Lincoln University, September 28, 1973. 23 pp. ED 087 270.

Articles in this document cover recognition, definitions, purpose of agreement, university administration, chapter service items, governance, lack of discrimination, personal files, no strike--no lockout, academic freedom, academic tenure, library, workload, grievance procedure, faculty and library retrenchment, salary and compensation, and miscellaneous items.

Morris, Eddie W. "The Contemporary Negro College and the Brain Drain." Journal of Negro Education 41, no. 4 (Fall 1972):309-19.

The author reports the results of a survey conducted among 120 black colleges regarding their loss of capable, qualified professors to white colleges, government service, or business and industry.

Rafky, David M. "The Attitudes of Black Scholars toward the Black Colleges." Journal of Negro Education 41, no. 4 (Fall 1972):320-30.

The author reports on a study of both (a) the willingness of black professors in predominantly white colleges and universities to teach

in black colleges and to encourage others to attend these schools and  
(h) the experience of the respondents in black colleges.

#### INTERINSTITUTIONAL COOPERATIVE PROGRAMS

Anderson, Gilbert. "American Black Involvement in Educational Exchange."  
International Educational and Cultural Exchange 8, no. 2 (Fall 1972):25-31.

B and C Associates (High Point, N.C.). A Study of Black Colleges To Determine Their Capability To Deal with the Problems of Unemployment, Underemployment and Job Training. Final Report. Springfield, Va.: National Technical Information Service, June 29, 1973. 80 pp. ED 084 980. Not available from EDRS. Publisher's Price: MF-\$1.45, HC-\$3.75 (order no. PB-22 814/6).

This study analyzes the capabilities of a selected sample of black colleges to deal with the problems of unemployment, underemployment, and job training. It further analyzes the existing and potential levels of interrelations between minority colleges, business, and industry.

Eko, Ewa U. Inter-Institutional Co-Operation in Faculty Development. Greensboro, N.C.: Six Institutions' Consortium, 1973. 14 pp. ED 081 354.

This report concerns the efforts of the Six Institutions' Consortium toward interinstitutional cooperation in faculty development, 1969-73. Emphasis is placed on faculty support and faculty fellowships. Consortium efforts reportedly have produced a beneficial impact on each member institution. Appendixes include related material.

Monro, John U. "The Black College Dilemma." Educational Record 53, no. 2, (Spring 1972):132-37.

The author sees the phasing out of black colleges as suicidal and suggests instead cooperative programs between predominantly white and black institutions.

Nashville University Center. The Nashville University Center: Report of the Executive Director, 1972-73. Nashville, Tenn.: the Center, September 1, 1973. 43 pp. ED 086 050.

This document presents an overview of the Nashville University Center in 1972-73 and descriptions of the fine arts in the center, the fine arts festival, library cooperation in the center, cross-registration,

departmental communication and cooperation, international programs and affairs, the State Department Consortium Program, the calendar of the center, linguistics, interuniversity transportation, students, the Fisk/Vanderbilt dual degree program in science and engineering, cable television, a women's studies program, the interuniversity psychology consortium, joint purchasing and warehousing, planning and management systems, and the financial statement of the center and its committee membership.

University of California at Berkeley, Special Committee for Development of Communication with Negro Colleges and Universities. Report of the Special Committee for Development of Communication with Negro Colleges and Universities, 1971-72. Berkeley: the University, 1972. 16 pp. ED 078 743.

This annual report conveys, in explicit terms, the nature and the implications of the special committee's approach to human and social development. An overview of the year's progress, persons contacted throughout the year, and the immediate future of the committee are highlighted.

#### INSTITUTIONAL RESEARCH

Johnson, Clifton, H. A Consortium for Research Development (A Consortium for Educational Research Comprised of Seven Private Liberal Arts Colleges). Final Report. Nashville, Tenn.: Fisk University, August 15, 1970. 215 pp. ED 059 320.

The initial program of the consortium, which comprised Fisk University, Huston-Tillotson College, LeMoyne College, Dillard University, Tougaloo College, Talladega College, and Clark College and which extended from July 1967 to July 1970 with a total budget of \$85,000, was to be basic institutional research that would help the seven predominantly Negro colleges to make changes in policies and curricula to meet the changing conditions in the nation as they affected the lives of Negro college graduates. This project began at a time when these institutions, as with all predominantly Negro colleges, were being pushed into a state of change by demands from students, some faculty members, and some leaders outside the institutions. The two major demands were the introduction of new and extensive black studies programs and the development of curricula more relevant to the communities surrounding the colleges and to the Negro community in general. This consortium gave to some faculty members the means to deal with these demands in a rational and academic manner by doing research on the problems and suggesting the direction of change. At least 14 of the research projects conducted under the consortium were related to the demands for change. [Due to the quality of the typescript, several pages of this document will be only marginally legible when reproduced.]

Welch, James A., and Linda M. Jackson, eds. Report on the Information Management Training Institute Summer 1973. Vol. 1, Proceedings. Washington, D.C.: Institute for Services to Education, December 1973. 108 pp. ED 087 305.

This report is a consolidation of the knowledge and skills imparted during the 1973-74 Information Management Training Institute sponsored by Tennessee State University, Meharry Medical College, and the Institute for Services to Education. Section one of the report includes the proceedings from the sessions on data collection, manipulation, storage, and reporting. Section two includes the proceedings of the human relations component, and section three contains the sessions on remote access and QUERY. Each section contains an evaluation based on the participants' responses to questionnaires developed by the individual sections' consultants. This document was published with the assistance of the Technical Assistance Consortium To Improve College Services (TACTICS).

#### COLLEGE-COMMUNITY RELATIONSHIPS

Divita, Charles, Jr., and others, eds. An Evaluation of the Rural Community Assistance Consortium (June 1971 through September 1972). Atlanta, Ga.: National Association of State Universities and Land Grant Colleges, February 14, 1973. 82 pp. ED 078 269.

The Rural Community Assistance Consortium (RCAC) was established to increase member schools' ability to attract and maintain funded programs and qualified resource personnel to upgrade human and community resources in rural areas. The RCAC consists of 15 predominantly black land-grant colleges in 15 southern and border states and Tuskegee Institute. Methodology includes (a) periodic conferences, consultation, and on-site visits; (b) training programs and technical assistance in submitting funding proposals; (c) the development and organization of programs for the rural poor; and (d) the collection, analysis, and dissemination of information to consortium members. Social survey and case study techniques were used to acquire needed information pertaining to problems, needs, and program efficacy. The actual evaluation was performed by consultants who visited the consortium schools to interview officials and analyze the institution's rural community development efforts. The evaluation and recommendations deal with organization and staffing, community services, institutional impact, and community impact. A summary of the attitudinal data of RCAC is provided in an appendix.

Dobbins, Cheryl J. Developing the Black Community To Save Black Colleges. Report of the Second Black Colleges and Community Development Conference (Chicago, Illinois, September 19-21, 1973). Washington, D.C.:

Technical Assistance Consortium To Improve College Services, September 19, 1973. 70 pp. ED 088 388.

The theme of the TACTICS (Technical Assistance Consortium To Improve College Services) conference "Developing the Black Community To Save Black Colleges" was most appropriate, since the consciousness of the nation is presently being awakened to the plight of black colleges, especially public ones. The conference dealt with how the black community and its intellectual component--the black institution of higher learning--can, should, and must become partners in pressing for positive change. The content of this report can be briefly summarized as follows: (a) status/progress reports of the consortium units, (b) responses of the black colleges to community needs by working with elected officials, (c) consortium unit sessions focusing on innovative activities in problematical community areas, and (d) implementation and strategy development. Appendixes include the conference program, the introductory speakers' remarks, reports concerning the development of the black community to save black colleges, a list of conference participants, and a report on black colleges and cable television.

Final Report. Training Program for Neighborhood Physicians. Washington, D.C.: Howard University, College of Medicine, August 30, 1972. 34 pp. ED 082 672.

This is the final report for a three-year contract in health manpower development awarded to Howard University. The contract was actuated in January 1969 and extended to August 1972. The contract period has been marked by a large variety of progressive activities and creation of programs. These include the development of an attractive community physician continuing medical education program, American Academy of Family Practice membership for community physicians, a Family Practice Residency, a Department of Family Practice, a progressive educational program for family physicians including an intensive review course, multiple successful candidates for the Board of Family Practice, a student teaching program in Family Practice, and a community physicians preceptorship for freshmen and sophomores. This report describes the further development of these activities and illustrates the mechanism by which they have become expected functions of the Howard University College of Medicine, its hospital training program, and its community physician support. The last year's activities are described in three categories: Neighborhood Physician Education, Family Practice Resident Training, and Predoctoral Student Teaching.

Mithun, Jacqueline S. "Cooperation and Solidarity as Survival Necessities in a Black Urban Community." Urban Anthropology 2, no. 1 (Spring 1973):25-34.

This study, which views cooperation in the larger context of cultural adaptation, explores the "cooperative" networks in an urban Afro-

American community to discover to what extent "cooperation and solidarity" represent "survival necessities" for a community.

Technical Assistance Consortium To Improve College Services. Essence of Black Colleges in Community Development. Washington, D.C.: the Consortium, 1973. 12 pp. ED 083 954.

The responses of black colleges and universities in the area of community development are discussed in relation to management and organization development, telecommunication, human resource development, educational innovations, and environmental services. Management and organization development encompass small business development, public service delivery, and manpower utilization. Human resource development is discussed in relation to health, consumer protection and education, day care, criminal justice, and drug abuse. Environmental services emphasize air and water pollution control and agricultural and rural efforts. Participants in the black colleges and community development program are listed.

Thomas, Tim. "The Student Movement at Southern University." Freedomways 13, no. 1 (Winter 1973):14-27.

The author relates the present status and problems of Southern University students in manifesting their belief that black colleges should serve the interests of the black community.

#### STUDENT SERVICES: COUNSELING, GUIDANCE, AND PLACEMENT

Astin, Helen S., and Ann S. Bisconti. Career Plans of Black and Other Non-White College Graduates. Bethlehem, Pa.: CPC Foundation, 1973. 17 pp. ED 083 497. Not available from EDRS. Available from CPC Foundation, 65 East Elizabeth Avenue, Bethlehem, Pennsylvania 18018 (\$3.50).

The document is the last in a three-part series of monographs on the career plans of college graduates. It presents analyses of 1965 and 1970 postsenior-year plans based on data collected by the American Council on Education as part of the Cooperative Institutional Research Program. Through this program, members of each year's entering freshman class at over 300 institutions of higher education fill out questionnaires about their backgrounds, achievements, interests, and goals. A sample of the same students in each cohort is followed up four years later. The data are representative of the nation as a whole because of elaborate sampling and weighting procedures. Some of the findings are as follows: the 1965 and 1970 nonwhite college graduates differed with respect to their career choices; the choices of the 1970

nonwhite graduates were closer to those of their white classmates. Business choices became increasingly popular among nonwhite graduates; college teaching showed substantial gains among both black men and black women; and elementary and secondary teaching dropped as a choice for black men.

Eko, Ewa U., ed. Training for Change in Student Personnel Services. Based on proceedings of an Institute on Training for Change in Student Personnel Services, May 31-June 23, 1973. Greensboro, N.C.: Six Institutions' Consortium, June 1972. 47 pp. ED 081 353.

The Institute on Training for Change in Student Personnel Services was designed to meet the need for imaginative and innovative approaches to student personnel services in light of contemporary realities. Six papers presented at the Institute concern perspectives on the nature of man, strategies for change, student development, direction towards a positive student development program, organizational development and program planning, and proposal writing.

Ford Foundation. Four Minorities and the Ph.D.: Ford Foundation Graduate Fellowships for Blacks, Chicanos, Puerto Ricans, and American Indians. New York: the Foundation, October 1973. ED 083 941.

This document reports the status of four minority groups and the availability of Ford Foundation graduate fellowships for the Ph.D. candidate. The four minority groups include blacks, Chicanos, Puerto Ricans, and American Indians. Emphasis is placed on the background of minorities and graduate degrees, openings to opportunity, advanced study fellowships, and doctoral fellowships. Brief profiles of seven members of minority groups who have taken advantage of the foundation's opportunities are included.

Jenkins, John L. "Black Graduates Must Explore New Business Opportunities." Speech presented at the Tennessee State University summer commencement exercises, Nashville, Tennessee, August 19, 1972. 11 pp. ED 070 389.

In his commencement speech at Tennessee State University, the Director of the Office of Minority Business Enterprise addressed himself to two major topics: the need for black college graduates in private industry and the abolition or merger of Tennessee State University with other state universities in Tennessee. He feels that it is only by black people owning their own businesses, thereby becoming producers as well as consumers, that they can, as a race, have a hand in the future of the country. The author protests TSU's abolition or merger, and he praises its distinguished record of providing black students equal education and a vital link to their cultural heritage.

Mednick, Martha T. Motivational and Personality Factors Related to Career

Goals of Black College Women. Final Report. Washington, D.C.: Howard University, 1973. 135 pp. ED 081 408.

The major purpose of this study was to explore the innovativeness of the career goals of black college women as related to selected background, attitudinal, and motivational factors. The level of career aspirations of black college women was investigated. Level of aspiration was defined as the extent to which a career choice was nontraditional for women. All 413 subjects of this survey were paid volunteers. The level of aspiration was found to be unrelated to achievement-related motivation. Innovators and traditionals were similar in their sex role attitudes; they planned to combine family and career goals in a two-role model. Innovative women perceived their careers in terms of self-fulfillment. Questionnaire and fantasy measures were used. Appendixes include the method of procedure, list of major fields and occupational aspirations, the survey instrument, and references.

Pruitt, Anne S. New Students and Coordinated Counseling. Atlanta, Ga.: Southern Regional Education Board, Institute for Higher Educational Opportunity, September 1973. 44 pp. ED 084 968. Also available from the Institute, 130 Sixth Street, N.W., Atlanta, Georgia 30313.

Although this report focuses on coordinated counseling in the traditionally black colleges, the material is equally significant for all institutions interested in relating student personnel services to the needs of the "new student" and of the minority student in particular. Emphasis is placed on the need for coordinated counseling; counseling needs of students; a program model; and vignettes of counseling programs at Albany State College, North Carolina Agricultural and Technical State University, Texas Southern University, and the University of South Florida. The effects of coordinated counseling are briefly reviewed, and recommendations are suggested. A checklist to evaluate program success and a brief bibliography are provided.

#### LIBRARIES

Josey, E. J. "The Future of the Black College Library." Library Journal 94, no. 16 (September 15, 1969):3019-22.

Marbury, Carl H. Narrative Evaluation Report On: An HEA Institute for Training in Librarianship for Drug Education for Academic and School Library Media Specialists. Huntsville: Alabama A&M University, July 1971. 90 pp. ED 088 431.

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The purpose of the 1971 Higher Education Act (HEA) Institute for Training in Librarianship and Drug Education was to train teams of librarians and media specialists from academic and school libraries to develop comprehensive drug education packages made up of both commercially available materials and locally produced learning aids designed to meet the specific needs of individual schools and communities. Twenty-eight participants from six southeastern states were enrolled in the six-week program at the School of Library Media at Alabama A&M University. The program consisted of three courses: Bibliography of Drug Education, Preparation of Instructional Materials, and Organization and Utilization of Instructional Materials. Other activities included weekly seminars, field trips, and daily laboratory activities in the media workshop. This report contains the director's narrative evaluation, outlines and bibliographies of the three courses, information on institute procedures, and lists of staff and participants.

Matthews, Geraldine O. Identification and Coordination of African-American Materials in Six States. Annual Report. Durham: North Carolina Central University, June 1972. 42 pp. ED 065 082.

In August of 1971 a program was launched at North Carolina Central University School of Library Science to identify and coordinate African-American materials in southeastern states. Alabama, Georgia, North Carolina, South Carolina, Tennessee, and Virginia were chosen on the basis of their geographical proximity to North Carolina and the wealth of materials on or about black people that were already available in some of their libraries. The librarians of six institutions in the representative states conducted statewide searches for materials. Newspapers, periodicals, published works, manuscripts, bibliographies, broadsides, and other forms of materials were collected. This pilot study may be used as a model for eventual national control of African-American materials.

Robinson, Harry, Jr. "Problems of Black College Libraries." Negro History Bulletin 36, no. 2 (February 1973):43-44.

The author reviews the problems regarding quality selection of library materials in black studies.

Smith, Jessie Carney. Narrative Evaluation Report on the Institute on the Selection, Organization, and Use of Material by and about the Negro at Fisk University, Nashville, Tennessee 37203 (June 15, 1970 to July 24, 1970). Nashville, Tenn.: Fisk University, 1970. 80 pp. ED 088 483.

To prepare for an increased interest in Black Studies, Afro-American Culture, and materials about the disadvantaged, the Institute on the Selection, Organization, and Use of Materials by and about the Negro

conducted a concentrated 6-week program for 26 academic librarians. The main objective was to prepare the participants to select, organize, and disseminate materials on the Negro and to coordinate the services of the library with the requirements of new curricular and research programs in the area. A highly qualified staff of lecturers dealt with four specific topics: (a) selection and utilization of Negro resource materials, (b) organization and preservation of special collection materials, (c) bibliography of the Negro, and (d) administration of Negro collections. Field trips, readings, and interdisciplinary seminars were provided. The evaluations of the participants and staff showed that the institute accomplished its purpose. However, two major weaknesses were found: the programs were too full, allowing insufficient time for reading and individual projects; the interdisciplinary approach made some participants less interested in the lecture topics. (Appended are lists of participants, a proposal for a publication of the Association of African-American Bibliography, and a handbook for the Organization of Black Materials.)

Totten, Herman L. "They Had a Dream: Black Colleges and Library Standards." Wilson Library Bulletin 44, no. 1 (September 1969):75-79.

## ABOUT ERIC

The Educational Resources Information Center (ERIC) forms a nationwide information system designed to serve and advance American education. It was established by the U.S. Office of Education and is now administered by the National Institute of Education. Its basic objective is to provide ideas and information on significant current documents (e.g., research reports, articles, theoretical papers, program descriptions, published and unpublished conference papers, newsletters, and curriculum guides or studies) and to publicize the availability of such documents. Central ERIC is the term given to the function of the National Institute of Education, which provides policy, coordination, training funds, and general services to the clearinghouses in the information system. Each clearinghouse focuses its activities on a separate subject-matter area; acquires, evaluates, abstracts, and indexes documents; processes many significant documents into the ERIC system; and publicizes available ideas and information to the education community through its own publications, those of Central ERIC, and other educational media.

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