

Campus disruption

Oct., 1970

BLACK MANIFESTO
TO
FONTBONNE COLLEGE

Introduction

We the Black students of Fontbonne College, institute to the Administrative heads of Fontbonne College, our Black Manifesto. This document contains ten fully explained detail written points.

This document specifies, clarifies, and gives a modus operandi for the ten particular points raised.

If the verbal concern prior to the reception of this document has been sincere and honest, then we are more than sure the administration will endure without protest the contents of this document.

This document promises to supplant the existing state, with an environment which promotes an atmosphere for Black people free from the subtle, stifling racism permeating throughout this institution.

This new environment frees Black students to prepare themselves so that they may be in a position to attack the greater problems found in society as a whole.

We are fully aware that there are certain established groups and bodies responsible for implementing and instituting proposals. We understand that there are conventional ways and procedures that deal with matters confronting this college. We also acknowledge the fact that this document will not go into effect immediately upon reception. But we do expect some progressive, productive, as well as visible results.

However, the proposals are only the beginning. With the initiation of these proposals a new environment is not automatically created. But the commencement of such an atmosphere is guaranteed.

BLACK ADMINISTRATORS

Black administrators are needed if we are to eradicate all traces of discrimination, and to make this apparent, these officers are quite necessary.

- I. Black students want a higher level black administrator, i.e. between the President of Fontbonne College and the Dean of Faculty, with duties primarily over-seeing policies and programs concerning black people on campus.
- II. Black students want a person to work in Financial Aid and Admissions. (See Black Enrollment for his functions)
- III. Black students also want a black counselor who will have the primary function of:
 - a. Counseling black students in curriculum programs. He will aid in helping students with vocational, career, and personal matters.
 - b. Working with academic advisors.
 - c. Working with Financial Aid-Admissions. These duties will be in consultation with present staff.

Procedure for appointment of these various officials.

- I. High Level Administrator
 - a. Names will be suggested by black students and the Fontbonne College Administration.
 - b. Final approval of a person will be in agreement with the administrative staff and black students.
- II. Financial Aid and Admissions Officer
 - a. Names will be suggested by black students and the Fontbonne College Administration.
 - b. Final approval of a person will be in agreement with the administrative staff and black students.
- III. Black Counselor
 - a. Names will be suggested by black students and administrative staff.
 - b. Final approval of a person will be in total agreement with black students. This should be considered due to the fact that this person will be in constant contact with black students and must have total rapport with them, in order to accomplish his duties.

BLACK FACULTY

There is a definite need for the increasing of Black Faculty members at Fontbonne who will function in the various departments under the Black Academic Program.

Obtaining Black faculty members will bring about the solution of scholastic omission of the Black experience from academia. Black faculty members can be a source of information on Black experiences, so we as Black students can understand fully the appreciation of our heritage, both past and present, administered to us by Black faculty. Then, with this knowledge, our education as Blacks will be at a point of proudness which has never been reached before because of the white educational system.

The benefit in the increase of Black faculty members will provide Black students with inspiration, incentive, a picture of success. Black students, with the presence of Black faculty members, will be motivated to excel and produce to their fullest capacities. They will have faculty members with whom they can identify and feel a common unifying element--their Blackness.

With regards to qualifications, the nature of the course should determine or dictate the academic qualifications of the instructor. If a person has demonstrated expertise and ability in an area, then there is no need for him to possess advance degrees, or even an academic degree. Particularly since American higher education has historically excluded Blacks from its institutions, thus forcing them to acquire knowledge and skills outside of the traditional manner, and with no recognition or certification.

This position does not advocate the removal or lowering of standards of academic excellence, but simply takes into consideration other important

factors concerning Black people and academic degrees.

Proposals for obtaining Black Faculty members:

1. Contact graduate students from the universities in the surrounding area for teaching on a part-time or full time basis.
2. Contact people in various disciplines and areas relating to the courses to be offered. (i.e., a Black minister might teach Black theology on a part-time basis.)
3. Contact agencies or colleges that might have or can contact available Blacks qualified to fill the positions of teaching a specific course at Fontbonne.

Further Black Faculty members should be sought to teach other than just in the Black Studies courses; that is, Blacks should be obtained for other departments and courses.

Throughout the process as a whole, from recruiting to hiring, Black students should be meaningfully involved. Because we are concerned about the immediately desperate need for an increase in Black faculty members in various areas of Fontbonne's curriculum, the above proposals should be given immediate consideration by the Fontbonne College community.

WHY WE WANT A BLACK STUDIES PROGRAM

There is a need for a new approach to scholarships and teaching which will prepare Black Students to function in the hard times ahead for us. It will clear the way for an ultimate humanization of a decadent American Society. Not only is the need to have a Black Studies Program apparent, but to have Black instructors teaching the courses. It is necessary to have Black minds in developing Black philosophies and ideologies. Why? White professors are not equipped to carry out this feat. The typical white American professor is unwilling to give up his whiteness in order to teach black studies.

Prior to Black Studies, the traditional university courses provided white light on Black problems; they do not and cannot provide Black solutions to the Black man's problems. Black Studies will formulate, generate, and articulate many solutions to the so called Black problems. Black Studies seeks to bring an end to the oppression of Black people.

With the implementation of Black Studies other ideologies will be developed and articulated. New strategies, alternatives, and perspectives will be formulated.

Lastly, to make present educational systems more relevant to Blacks, Dick Gregory sums it up by saying "A man without knowledge of himself is like a tree with no roots". With this knowledge of himself, the black man can relate to the masses of his people.

BLACK STUDIES PROGRAM

The implementation of a Black Studies Program in the college curriculum is geared towards developing a more concrete and in depth perspective of the black experience. This will be beneficial and academically enlightening to black and white students of the Fontbonne campus community. The following are the major objectives of the program:

- 1) To develop a philosophy of blackness for the Black students geared to emerge specific ideologies, beliefs, values, codes, and conceptualized tools about the Black experience, and a more substantial awareness of the Black experience for the white students.
- 2) To acquaint Black and white students with the historical truth of the political, social, and economic aspects of Black people in the United States.
- 3) To consequently enable Black and white students to function effectively in the black community during and after college.

The following courses are to be incorporated into the various departments, with the understanding that a Black faculty member will be responsible for assimilating, coordinating, developing the courses until a Black Studies Program evolves.

Music Department---a black studies course in which the nature and quality of the Black man's contribution to American music are thoroughly investigated and application of the Black man's relevancy of his influence on the artistic culture of the nation.

History Department---A black studies course of cultural, social, economic, and political trends of Black America from a specified era or portion of history. (Will be left to the discretion of the teacher)

Education Department---a black studies course in which the educational predicament of the Black man is dealt, with which will include Blacks as a whole vis-a-vis American education.

Sociology Department---a black studies course which will be set up in a seminar fashion, in which students will be able to study systems and subsystems relevant to the Black man.

English Department---a workshop in "The New Black Literature" for students interested in writing poetry, drama, fiction, and essays. The reading of Afro-American Literature would be also included.

Theatre Department---a black studies course in which the role that Black actors and actresses have played in the beginning of American theatre up to the present.

BLACK STUDIES PROGRAM (con't)

Psychology Department - a black studies course in which the Black identity, Black psyche, Black concepts, such as I. Q. testing, Black ideologies, etc. is thoroughly analyzed.

Due to time factors, we understand that this particular demand cannot be met immediately. However, a director is to come in and begin to develop the Black courses until they evolve into a Black Studies Program. In addition we want established a mechanism by which students will be allowed to enroll, without additional cost, and for credit, into other colleges and/or universities with Black Studies curriculum outside the Seven College Consortium.

INCREASE IN BLACK ENROLLMENT

From 1962 to 1966, there was an average Black ratio at Fontbonne of six (6) out of approximately eight hundred (800), representing only .0075% of the total student body. When considering a period of eight years, there has been a proportionately decreasing ratio of the Black Fontbonne student population as compared to the ever-increasing Black Metropolitan student needs, which is represented by the present ratio of (35) out of an estimated seven hundred fifty students. The present figure (35 out of 750) represents .046% of the total enrollment.

According to the 1960 Census Figures:

- a. The City of St. Louis is 38% Black
- b. The Metropolitan area of St. Louis is 15% Black
- c. The National Community is 13% Black

It is estimated that St. Louis is now 45% Black and the national figure is 25-30 million which amounts to a considerable amount of the American population. These conditions call for ultraistic changes in the recruitment policies and shows that there is a definite need for an increase of Black students on Fontbonne's campus. We therefore DEMAND the following:

I. Number of Students:

That measures be taken immediately for a meaningful increase (doubling present number and to increase steadily each year) in the number of Black students--day and resident as well as transfer students, to be taken from all parts of the U.S. and around the world.

II. Appointment of an Admissions-Financial Aid Officer:

The immediate appointment of a Black to the position of Admissions-Financial Aid Officer. One of the main objectives of the Admissions-Financial Aid Officer will be the recruitment of Blacks; he will also work on the Board of Admissions to help determine the number of students to be admitted to the college and he will have power in the decision making policies about the specifications and regulations of students to be admitted. There is a need for someone who will be more sympathetic to the financial needs of Black students.

He is to be knowledgeable of all monies coming and going in and out of Fontbonne. Another of his main functions is to have authority in the distribution of all form of financial aid to Blacks; this will include government loans, grants, and work-study as well as scholarships from the school. This officer should be subjected to A.B.C. FOR THEIR APPROVAL.

III. Modified Admittance Policy:

All Black students applying to Fontbonne College will be given fair consideration for acceptance. Realizing that the standardized tests (A.C.T. and S.A.T.) are culturally biased and really don't speak to Black students ability to achieve in college, we feel they should be de-emphasized. More accentuation is to be placed on academic records and recommendations from friends, relatives, employees, and or community figures. Evaluation should also include the student's artistic, musical, and dramatic ability etc. Consideration must also be given to the fact that the type of high school education the Black students receive is distinctly different from that received by white students.

IV. Financial Aid:

It is our firm belief that Black students have been and are continuing to be crippled by such large loans given to them by the school. To alleviate this problem, it is our opinion that grants and scholarships be increased, loans decreased, and rate of pay for work-study be raised from \$1.85 to \$2.50 per hour. The financial aid package for Black students is to include money for books and supplies, laundry, recreation, miscellaneous (emergency money). The reason for this being that most Black students come from families with very low incomes. It must be remembered that when many Black students leave the family, he or she becomes an added burden to the family because he is lost as a source of income for the family and becomes dependent.

V. Academic Supportive Services:

There must be a program set up for individual as well as group tutoring services for Black students at the expense of the college. The main reason for this service is that Black students sometimes have difficulty adjusting to the pressures expected of them when changing from a predominantly Black to predominantly white school.

VI. Orientation Program:

We have found that past orientation programs have not been geared toward Blacks. We therefore find it fitting that A.B.C. be allotted a substantial amount of money from the oreintation fund in order that we prepare a program for incoming new Black students. \$750.00 will be adequate for the 1970-71 school year; this figure will increase accordingly as Black enrollment increases. Sample program:

Picnic	\$200.00
Dance	150.00
Program	100.00
Week end trip	<u>300.00</u>
	\$750.00

Other Black **Cultural** Educational Experiences

Black Students will be allowed to participate in various inner and outer state activities as tours, conventions, seminars, etc., so that our educational experiences can be expanded. We feel that these functions should be financed by the Academic Dean's Fund and the Dean of Students Fund or financial budget.

Library

A specific area in the library will be given to the Blacks so that they may establish a Black literature Section.

Black students will advise the heads of the library on Black literature which should be obtained to put in the specified area. Blacks will be free to submit any literature they feel is relevant to the Black Literature area.

Black Artist Series Fund

Money will be set aside by the Administration under the name Black Series Fund so that Black awareness will be promoted here at Fontbonne. This money will be used to bring reputable Black authorities on campus to demonstrate their specialties for the enlightenment of all the students.

IMPROVEMENT OF WORKING CONDITIONS AND WAGE INCREASE OF BLACK WORKERS

Considering the concealed, unknown, and latent factors surrounding the issue of the working conditions and wage scale of the non-academic Black employees on this campus, we therefore urge that an investigative committee be formed that will have the following responsibilities:

1. To investigate, to recommend, and implement, if and where necessary, changes in:
 - a. Hiring procedures
 - b. Pay scale of employees
 - c. Placement procedures
 - d. Promotional policies
 - e. Union representation
 - f. Relationship between supervisors and workers
 - g. Use of high school students for late hour chores
 - h. Number of Blacks in supervisory positions
 - i. The type and nature of employment of most Blacks on campus
 - j. And any other practices or policies that may adversely affect the Black employees on this campus.

During this investigation, no employee should be in jeopardy of dismissal for discussing information involving present working conditions.

Black students should serve on this committee and be actively involved with its responsibilities.

DEMAND FOR COMBINATION BLACK EMPLOYEES' LOUNGE AND A.B.C. OFFICE

Despite the efforts of Fontbonne's A.B.C. to secure proper office facilities on campus, the administration has repeatedly refused to provide permanent accommodations. The A.B.C. at Fontbonne has not even been provided with temporary facilities. This, in essence, has hindered the efficient execution of essential A.B.C. functions. Therefore a central meeting place is a must for the functioning of a unified organization.

It is also our intention to combine an A.B.C. office with a lounge for the black employees at Fontbonne College. The black employees at Fontbonne do not have a designated place for eating. They are forced to eat in the cafeteria and, in some instances, they eat in the laundry rooms of the dorms.

(A) The Association of Black Collegians of Fontbonne College would need the entire top floor of the Arcade to accommodate A.B.C. members and black employees on campus which will, of course, include the offices of the black counselors.

1. The general store will be used as an office for the black counselor
2. The remaining large room will be partitioned into two parts--one will be used as an A.B.C. office and the other will be used as the black employees' lounge.

(B) Necessary facilities are to be provided by the administration. We demand that the following equipment and facilities be provided:

1. large executive desks
2. executive chairs and interview chairs
3. conference tables and folding chairs
4. adequate electrical outlets and lights
5. filing cabinets and adequate bookshelves
6. central heating and air conditioning
7. typewriters and xerox copying machines
8. telephones with two having direct lines to the telephone company
9. lavatory facilities
10. vending machines
11. carpeting in all offices
12. office supplies such as paper, pencils, pens, staplers, staples, stencils, folders, carbon paper, erasers, etc.
13. a projector and screen

(C) These rooms are to be used by Black employees, students, & counselors only.

HARASSMENT OF BLACK VISITORS

Concerning the outward harassment and verbal insulting of Black visitors, on Fontbonne's campus, we want an immediate halt to these types of incidents.

We put extreme emphasis on the outward attitudes of the campus security guards toward Black male visitors. This type of conduct on the behalf of the campus security more than involves us. Fontbonne's campus atmosphere must not only be conducive to the Blacks on campus, it cannot, and must not be anything less than conducive for visiting Black males.

In the event that this racial overtone and harassment does not cease immediately, we will not be responsible for any action, be it verbal, physical or whatever, taken by the Black males to receive their due amount of respect.

General Amnesty

Through our previous actions we have strived to initiate an environment conducive to the development of those intellectual skills which will boost the academic potential of Black students at Fontbonne College. The Administration of the college community has failed to take any worthwhile steps to bring about the creation of such an environment.

Our realization of the college's past failures, which necessitated our actions, forces us to demand the following:

- a) No penalization, be it academic, financial, or mental, be imposed upon those students who took **it** upon themselves to enlighten the college, (by any member on any level of Fontbonne's administration, faculty, etc).
- b) Any examinations, papers, presentations, or classes missed during the course of our actions will be excused.
- c) All participating students will be granted General Amnesty.