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blackforum

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FIRST BLACK LAW PROFESSOR AT COLUMBIA

Kellis E. Parker, newly appointed associate professor in Columbia's School of Law, and the first Black to hold a faculty position in the School, is a man out to make a different kind of impact in legal education. He intends to explore the ability of the rule of law to effectuate social justice, particularly for Blacks and the poor. His teaching emphasis is to be on what he terms "creative lawyering" — challenging the advocacy role of the traditional lawyer. The creative lawyer, especially if he is Black, Professor Parker feels, must be a catalyst and a broker, as well as an advocate. He must be an originator of litigation strategies for social reform. And to do this effectively he must maintain his accessibility.

Professor Parker's courses focus on legal remedies to social problems. He is teaching two this semester. The first one, Remedies, is specifically concerned with equity damages and restitution. Equity is employed when standard legal remedies are incapable of providing adequate relief. In this course students examine common-law remedies, constitutional remedies, consumer remedies, landlord-tenant remedies and welfare remedies. His course is unique in that he will be applying broader legal remedies to individual equitable cases.

Professor Parker is also using a legal text, *Modern Judicial Remedies*, which he has written and which contains cases dealing with special legal problems indigenous to minorities.

His second course is Housing and Community Development. Here the class examines the "mathematics of the housing problem—getting the supply to equal the demand." The primary focus is on the inner-city, and on the problems of those caught in the inner-city migratory block. Students study Federal housing programs, problems which arise from "government

KELLIS E. PARKER: on the case

as landlord," and problems and remedies of private rental properties. In addition, they devise alternatives to the present "sardine-can density" found in today's inner-city.

Prior to his coming to Columbia, Kellis Parker was acting professor of law and director of the Martin Luther King, Jr. Program in the School of Law at the University of California at Davis. The Martin Luther King, Jr. Program was an experimental clinical legal project which enabled law students, as an adjunct to their legal education, to engage in the search, formulation and application of remedies for the legal problems of the poor. Among the projects implemented by the Program were studies in the areas of housing and hunger.

Born in Kinston, North Carolina, Professor Parker attended the University of North Carolina in Chapel Hill, and during his undergraduate career was active in the early Southern sit-in movement. In 1964 he entered Howard University's Law School, where he served as editor-in-chief of the *Howard Law Journal* during the 1967-68 school year. He graduated cum laude in

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URBAN CENTER TO SPONSOR SERIES

This year the Urban Center is sponsoring a series of programs designed to introduce the University and Harlem communities to the richness and diversity of intellectual Black thought. The series, entitled *Behind the Black Intellect*, will attempt to expose the intellectual thinking behind the Black movement, as well as to explore new developments relevant to the intellectual growth of the Black student and community audience. Everett Brandon and John Simpson, consultants to the Urban Center, are the program co-coordinators.

Accomplished persons in the areas of Black politics, Black economics, Black athletics and the Black arts will be presented for introduction to and questioning by the students and guests from the local community. They will be invited to speak and to share with the audience their unique insights into the intellectual process affecting the mood and consciousness of today's Black people. "The people being presented under this 'first of a kind' series are simply better known representatives of the phenomenon taking place in the minds of most Black Americans," Mr. Brandon said.

The Center shall also call upon the prognostic and scholastic resources at the University in the fields of science, law, journalism, housing and education, to make knowledgable presentations to interested groups from the community.

The first program featured Mr. Clarence Jones, editor and publisher of the New York *Amsterdam News*, who spoke to the political science faculty of Columbia and Barnard, and other university staff on Wednesday, September 27, in the Faculty House. Mr. Jones served as cable television commentator and anchorman for the Black

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black forum

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EDITORIAL

The opening of Columbia's 1972-73 academic year coincided with the relatively low-keyed announcement that the University's Affirmative Action Plan to correct racial imbalance has been provisionally approved by the Office of Contract Compliance of the U.S. Department of Health, Education and Welfare. (Speculation as to the thinking, if any, which went into the timing of this announcement might best be left to others.) The merits of the particulars of the plan (whose details were witheld by the University this spring, pending the acceptance or rejection of the plan by HEW) will doubtless be the subject of extended debate at such time as its details are made public. This is not merely desirable but necessary.

Without assuming any stance pro or con in terms of the particular merits of this plan, its implications and significance are far reaching in terms of the needs and interests of the Black family at Columbia University . . . for the first time in over 200 years of Columbia University, there has been developed a public and codified process through which the University promises and describes the means by which it will implement the correction of its defacto institutionalized discriminatory practices insofar as the employment of Black people is concerned.

Assuming that, on balance at least, the University's Affirmative Action Plan presents an opportunity to Black people as well as other "protected minorities," it also offers us a challenge. In a sense, the implementation of this plan (which in itself constitutes a complex issue) almost sounds the death knell for the politics of confrontation made popular during the sixties when the mobilization of forces by the Black community, both on and off campus, was adequate to make Columbia University and other institutions develop the appearance of becoming truly pluralistic. Of course, experience has taught us that these changes have generally been cosmetic in their character, lacking any lasting commitment. Instead they were geared to ease and absorb the pressure of the protest groups.

Now, as we move into this new phase, pressure politics must be strengthened by the marshalling of sound facts, the interpretation of these facts and the projection of trends. Indeed, this is a potentially fertile area in which members of Columbia's Black family — students instructional and non-instructional staff — could work cooperatively for the common good. Without the development and effective presentation of this much needed but hitherto lacking material, the seriousness with which we are taken by the University will be less than total.

Of course, none of this should be construed as negating the importance of developing sound political strategies, through which the various segments within the Black community have chosen to express their own particular points of view. It is to say, however, that unless and until our views can be buttressed with sound arguments and facts, we cannot expect to be taken seriously by the University.

L.A.J.

DIRECTOR'S NOTE

Sandra Satterwhite, under whose editorship *Black Forum* was initiated, has been accepted as a full-time student in Columbia's School of Journalism and has regretfully had to resign. We are fortunate, however, in having been able to attract Ms. Audrey Edwards, formerly of *Redbook* magazine, to build upon the excellent foundation which Ms. Satterwhite established.

BLACK LAW PROFESSOR

(Continued from page 1)

1968. Following his graduation he worked as a law clerk for the U.S. Court of Appeals in the District of Columbia, under Judge Spottswood W. Robinson III, "a brilliant and prolific judge who has not forgotten his Blackness." He accepted Davis' teaching offer in 1969.

While at Davis Professor Parker also served as director of its CLEO Institute (Counsel for Legal Education Opportunity). The Institute sponsored a six-week program that was designed to orientate prospective minority law students to the legal profession.

It is Professor Parker's belief that legal education should go beyond merely training lawyers for judicial endeavors. A flexible form of legal education can heighten a lawyer's ability to "perceive injustices and to devise remedies for effectuating social justice." He also feels that law is one discipline which should be opened up to paraprofessionals, particularly in the area of civil rights. "We (Blacks) have to recognize," he explained, "that our whole being is immersed in the law, and our status defined by law more clearly than any other peoples. We were brought here under the sanction of law, enslaved under law, and our second-class citizenship created by the law of the Black Codes. Yet only token strands of Blacks are represented in law." He finds that to be a "sad commentary on the kind of legal system which includes and excludes at the whim of an insensitive and uncomprehending majority."

Professor Parker does, however, warn against Blacks placing too much emphasis on social *change* through law. He explains: "What we mean by equality and social justice is the equal opportunity to assert and protect our own interests. We need to have our demands heard and acted upon, and we need to get the door open so our demands *can* be heard. Law is simply the instrument which opens that door." The belief among Blacks that the "law" often does not work for them is misplaced, Professor Parker feels. "The law itself does nothing," he stressed. "It's the administration of the law that doesn't work. And I personally am not interested in changing the attitude of some racist judge. What I *am* interested in is remedying the predicament of the Black who is a victim of that attitude." Professor Parker recognizes that all things economic, social or political may have an ultimate base in law, but nevertheless, feels that priorities for Blacks should be organization. "We must first decide what our goals are," he said. "Getting them is secondary. With a spirit of community we can move effectively and translate numbers into power."

Professor Parker views his own position as first Black faculty member in Columbia's Law School with mixed feelings. "I think it's deplorable," he said, "that I can be a 'first' Black anything in 1972." He also made it clear that he would never accept a teaching offer which was based "solely on the fact that I'm Black," but would accept a position "that gave me the freedom

REVIEW

Black English, by J. L. Dillard
(New York: Random House, 1972)
$10.00; 312 Pages

A Skunk in the Headlights

by Dr. Wilfred Cartey

The English spoken by peoples of African descent is rich, diverse and vibrant: rich in its ever-shifting dynamic complexities; for it has had to constantly flee from co-option, especially in the U.S.A.; diverse in its contourings, for it apprehends so many distinct geographies, captures so many varied realities and social circumstances; vibrant, for it resonates with all the vital, surging living of Black peoples: their pulsating, visceral humor, their throbbing pathos, the curving rhythms of black continuity across oral tradition and folk wisdom.

J. L. Dillard's *Black English* completely fails to grasp this richness, diversity and vibrancy. And with a pseudo-scientific, neo-positivist 19th Century approach, Mr. Dillard makes static a reality which is flowing and continuous, muzzles the vitality and boxes in the dynamism of the 'Black English,' making it dull, inert and colorless.

From the very beginning, Mr. Dillard throws out a smoke screen to hide the technical blemishes from which the book suffers, and to disclaim responsibility for loopholed research states: "There is very little of a technical nature in this book." But even while thus disclaiming the technical nature of the work, he claims, through ad nauseam repetitious innuendo of righteous self-excellence that, "for professional reasons too complicated to go into here, I believe . . . [it] . . . provides a basis of linguistic dignity for the Negro and indeed verifies that . . . Black English is normal human speech."

The smoke screen thickens when Mr. Dillard, who seems primarily concerned with knocking earlier researchers, especially linguistic geographers, constantly ascribes racist motives to so many as to imply his own purity of purpose, his being untainted by any racist motive. Indeed, his white hot purity has been tempered in the cauldron of the small Texas towns where, in his memory, a little Black child was ridiculed for his speech, a Negro maid overlooked and less fortunately, a poor fellow caught red-handed — or rather black-handed — in the terrible crime of being a Negro after sundown and murdered.

It is such little boys as the Black shoeshine child that Mr. Dillard seems to have used as important for his study of Black English, ". . . the language of about 80% of Americans of African ancestry."(What the other 20% of Blacks speak, only Mr. Dillard knows.) How a serious exploration into the language of millions of Blacks could be conducted, could be validated, through the language of an unknown sampling of children, through an unknown research design, utilizing an unknown measuring instrument, is cause for amazement, not only in itself, but in the researcher's hardly concealed condescension towards his sample population". . . the little chatterboxes are too verbal." This condescension, projected to the universe, generates the class snobbery with which the book is pitted. For example:

Of course, it can happen that a child from a poor home will be intimidated when he comes into, say, a psychologist's office with air-conditioning and fluorescent lighting and fancy furniture . . . the ghetto child, in such surroundings, may hang back and refuse to talk, whereas a middle-class child, who knows more psychologists than day laborers, will chatter away.

That the field research suffers from condescension and caste is one thing, but as Dillard himself attests, here is ". . . no ordinary racist." Extraordinary indeed is the shoddy library research—inexcusable—especially when he has dared to deal with a subject as vital, personal and fundamental to Blacks as their language.

Having knocked many "racists" who equated speech patterns with physiognomy, "and even some dedicated Black educators have fallen victim to that error," Dillard's research has led him to praise the Black English knowledgeability of Ambrose Gonzales, ". . . an outstanding white dialect writer." In one of the works cited by Dillard, Gonzales has written:

Slovenly and colorless of speech they seized upon the peasant English used by some of the early settlers . . . wrapped their clumsy tongues about it as well as they could and it issued through their flat noses and their thick lips so workable a form of speech that it was gradually adopted by the other slaves.

If Dillard's smoke-screening style makes us momentarily doubt whether or not he's really praising Ambrose Gonzales, there is a further encomium:

Other whites, either more sophisticated in language matters or luckier . . . utilized it (the English of their Negro playmates) but utilized it in memorable literary productions. These whites—Ambrose Gonzales . . . and others have secured literary fame, and their reputations seem likely to grow rather than to diminish.

In the same work, *The Black Border,* this "outstanding white dialect writer" notes that from the west coast of Africa, ". . . this fetid armpit of the Dark Continent, came the first black bondsmen to curse the Western World."

Is this praise of Gonzales an oversight? Has Mr. Dillard's rapid reading in standard English led him to misinterpretation, to skimming?

After this display of superficial scholarship, how can one give credence to any other source he cites or half cites, either in praise or blame? Indeed, if there is any merit to Dillard's cataloging, to the isolated data, to the numerically impressive bibliography, to the undesigned research, it is obfuscated by run-on, irrelevant non-sequiturs, inconclusive analyses, and half-begun analyses which later become the premises for more spurious unfoldings.

He rejects linguistic geographers but becomes himself a linguistic demographer—boxing in his demography by ghetto walls wherein 80% of Blacks are ghetto speakers, and by inference and assumptions all whites, in Mayflower-pure tradition, regardless of national origins, are speakers of standard English. That is, whites are not ashamed to use their language in public, whereas Black English speakers might stand frozen like skunks in the glare of a car light.

Textual examination of *Black English* reveals a patina of scholarship which is deceiving; reflection on the ideological premises which generated the research and are engendered in and through the work makes this reviewer question credentials and motives.

Dr. Wilfred Cartey is a Martin Luther King Jr. Distinguished Professor of Humanities at Brooklyn College, and the author of Black Images, The West Indies: Islands in the Sun, *and* Whispers from a Continent. *He also serves as an associate to PROBUS (Program for Research on Black and Urban Studies) at the Urban Center.*

URBAN CENTER SERIES

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political convention held in Gary, Indiana in March. His topic for this program was the convention's meaning and impact on American politics.

Using the University as the vehicle, exposure and recognition of the profound intellectual growth and activity taking place among today's Black people is the Center's goal in presenting this series.

Some presentations will be designed for small audiences, others for widely attended ones. "Exposing new themes to small audiences should be just as beneficial as exposing established themes to larger audiences," Mr. Brandon explained. Program formats will also be varied. Single speakers may be presented at the more widely attended programs, while informal panel and round table discussions may be utilized for the smaller audiences.

STUDENTS

Profiling—**ERROL HOLT**

For Errol Holt, a 22-year-old senior in Columbia College, the University and New York City are simply four-year stop overs—both of them necessary evils for his "preparation in the present" towards what he envisions as a better future elsewhere. A native of Boston, and a ghetto dweller, he says, until urban renewal came along ("Now we live next to an empty lot"), Errol chose to come to Columbia because he thought "the exposure would do me good." And though he has since found the University and the city to be "freaky little worlds," and has never come to accept himself as part of either, his attitude is one of stoic pragmatism: "I'm here, so I deal with it."

ERROL HOLT: "Look 'em in the eye"

Errol said that he didn't formalize any college plans until his junior year in high school. "The guidance counselors in my school weren't too hip, especially if you were Black." He applied to the major schools in Boston and was accepted to all of them, but a General Motors scholarship enabled him to come to Columbia, his only out of state choice. He started out in the School of Engineering and Applied Science, but two years later switched to the College to major in political science, a discipline he feels will provide him with a broader education. "I was becoming an engineer," he explained. "I had gotten to the point where I could read books without words, just symbols . . . I dug it, but it wasn't real. I was getting too far away from myself and from people."

Errol has a particular fascination with watching people, most of whom he sees as being generally uptight, especially those around campus. "I always look 'em (people) in the eye," he said, "and it's a trip. I see both an affirmation and a negation, because they see in me exactly what they fear in themselves. But that's good, that's good. Always look 'em in the eye. It forces them to look at themselves." He believes that the character of the people on campus may have a lot to do with the physical aspect of the University which he considers to be dismally ugly and intimidating. "I took a good, long look at Low Library one day," he said, "and it reminded me of one of those ancient Greek sacrificial temples just waiting for a body to be served up."

Academically, Errol views the University as one tremendous "psyche game," but considering his 3.1 grade average, he has evidently learned to play it. He does find the University exciting in that it is "a tight little society" representing a cross-section of the world. "A person who's sharp can set up a whole network of international communication," he said. He also feels that students at Columbia have access to limitless information. "The problem is knowing what to do with it."

After this year Errol plans to attend graduate school in either business or law. He's leaning towards business because, as he puts it, "I don't intend to be poor." He views law as a necessary corollary to business. And while he is not sure whether or not he will go for an actual law degree, he does want to take some basic law courses which he feels will provide him with certain guidelines for business. "Or better yet," he added "I could really dig marrying a chick who's a lawyer. The would save me a lot of time."

Marriage plans, according to Errol, are "wide open . . . but where's the sister?" He is looking for a woman who will be a wife and a partner, but not a usurper. "Of course, she must be together. But she must also be for real, and unique in her *own* way. And I'm going to try to be as many things as I can, she should too."

Errol intends to not only be as many things as he can but to also do as many things as he can, always maintaining that "things will work out if you prepare in the present for what you want to happen in the future." That philosophy was the impetus behind his recent trip to Africa, a place he had always wanted to visit, but had never considered seriously until the middle of his sophomore year when he was coming by bus back to school after Christmas vacation. "It suddenly hit me that for the next two years I'd just be riding this bus back and forth from Boston to New York," he said. "I knew there had to be more to my life than that. I decided then that I was going to Africa. I didn't know how, I just knew I was going." That semester he worked, saved his money, and at the beginning of his junior year took a leave of absence and a loan and did indeed go to Africa. He spent five months traveling throughout Senegal and Gambia. It was an experience he enjoyed tremendously, despite what he found to be a "depressing Western influence."

This year, in addition to finishing up his studies, Errol is working part-time as a research assistant for political science professor Charles V. Hamilton, a man Errol says he doesn't know very well, but "respects a great deal." He and another student researcher are putting together a demographic map of Harlem for Professor Hamilton, which when completed, he says, will constitute one of the most thorough studies ever done on that community.

Another man Errol has a "tremendous" amount of respect and admiration for is his uncle, Minister Louis Farrakhan, National Spokesman for the Nation of Islam. Errol himself is not a member of the Nation, but he says that that in no way diminishes how he feels about his uncle or the Honorable Elijah Mahammad. He admits that "the Nation may be what I need, but right now it's not what I want."

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LOVE MUST COME DOWN ON THE NATION

**Love must come down on
the nation
we've been too long masturbating
in the dead areas of gone time
professing an absurd faith
disbelieving god is ourselves**

**We been seeing our children take
death shots and dope pills and
an inhuman war addicting them
to their own murders/we've
seen ourselves split all the way
in two our one mouth speaking
a word from each dream clinging
to the hope of a "freed slaves"
vision**

**We see the chemical crumblings
of the soft-feelings in human
flesh hear our talk bark and
growl – see our soul run from
the moon and our days go dark
without the sun's direction in this
silence of angry whispers telling
us to stop our sin**

**We never listen we never hear the
hard thing that's so good for
us we never open the clenched
fist to take in the glory of giving
never feel a five-fingered soul
hold us tight and love –**

**Love must come down on the nation
Now!**

**–Fatisha
9/1/72**

Fatisha is a member of John O. Killens' creative writing workshop in the School of Arts at Columbia University.

to explore legal issues from a Black perspective," which he feels Columbia does. Professor Parker said he had originally intended to enter private law practice, but has since found that he loves the teaching profession because it allows him to "continually touch base with young, sharp legal minds."

In addition to his teaching, Professor Parker hopes to in the near future write a biography about Charles Houston, the first Legal Defense Fund director of the NAACP. He is particularly interested in Houston because he was instrumental in getting early civil rights legislation passed, and also taught both Thurgood Marshall and Spottswood W. Robinson III. And he wants to do a biography because he considers it to be an effective medium for recording the history of significant Black people.

PUERTO RICAN BIBLIOGRAPHY NEAR COMPLETION

Lloyd A. Johnson, Director of the Urban Center (left), and Dr. Enrique R. Bravo (right), meet to discuss the distribution of the Puerto Rican bibliography.

A 230-page, annotated, bilingual Puerto Rican bibliography, compiled by Dr. Enrique R. Bravo and published by the Urban Center, will be ready for distribution and sale by mid-October at a cost of $5.00. The project, nearly a year in its preparation, was initiated during the winter of 1971, and constitutes one of the most comprehensive reference books ever done on Puerto Rico.

The bibliography lists over a thousand publications concerning the Puerto Rican experience in the areas of literature, economics, anthropology, history, sociology and political science. Each subject is divided into two categories: general works, and monographs and interpretative essays. In addition, a non-annotated, supplementary bibliography is provided at the end of each chapter. The bibliography does not include unpublished doctoral or masters theses, newspaper or magazine articles.

Dr. Bravo is a Latin American historian, presently residing in Puerto Rico, and working as an assistant editor for *Editorale Andres Bello,* an encyclopedia firm. He spent a year researching and reading the books included in the bibliography. He recognizes, however, that a work of this scope is not to be without ommissions or errors, and it is requested that such be brought to his attention, care of the editor at the Urban Center.

Lloyd A. Johnson, director of the Urban Center, explained that the Center, consistent with its responsibility to assist Columbia in committing a greater share of its energies to urban and minority affairs, has long been concerned with the issue of ethnic studies. "A work of this kind should prove invaluable to students, teachers, educational administrators and other persons interested in the culture of Puerto Rico," he said.

LIBRARY PROGRAM FOR MINORITIES

Columbia University has created a special work-study program for minority students who are interested in becoming university librarians. The program offers a masters degree in library service and carries full tuition exemption. It provides library interns, as the work-study students are called, with part-time employment in the Columbia libraries for two years, the length of time needed to complete the degree requirements.

According to Carol L. Learmont, assistant dean of the library school, the program was created by the University to recruit more Blacks, Puerto Ricans, American Indians, Mexican-Americans and Asian-Americans into academic librarianship. "The need is there," she said. "Especially in large research libraries like Columbia's."

This year's recruits, all of whom had to pass rigorous admissions requirements to the School of Library Service, are three young Black women: Mattye Laverne Brandon, Patricia Ann Clark and Linda Darlene Holmes. Ms. Brandon is from Washington, D.C. and a former employee of the Library of Congress. She received a B.A. in history at the College of St. Catherine (St. Paul, Minnesota) in 1968, and an M.A. in African studies at Howard University in 1971. Ms. Clark is from Philadelphia, Pennsylvania, and is a 1972 graduate of Barnard College with a B.A. in urban studies. Ms. Holmes, from Mt. Vernon, New York, received a B.A. degree in government from Howard University in 1969.

It is anticipated that three more library interns will be added to the program next year; thereafter, six will be participating at all times. Each will work about 1200 hours a year on a variety of assignments.

Co-chairmen of the new program's advisory board are Warren J. Haas, Columbia's vice president for information services and University librarian, and Richard L. Darling, dean of the School of Library Service. Celestine Tutt, librarian of Columbia's Urban Center, is chairman of the steering committee and coordinator of the program. Dean Learmont will serve as faculty advisor to the interns.

WORTH NOTING

Charles V. Hamilton, Ford Foundation Professor of Urban Politics at Columbia, will be appearing on the NBC "Today" show on Friday, November 3, to discuss his recently completed book, *The Black Preacher in America,* published by William Morrow & Company, Inc. The program is televised at 7:00 a.m.

Positions Available

Director of Research: The Program for Research on Black and Urban Studies (PROBUS) of the Columbia University Urban Center is seeking a Director of Research as it charts its independent direction. This program supports and conducts research on Black and urban affairs by minority scholars under the leadership of senior Black faculty. We are particularly interested in an advanced graduate student in the social sciences who has only to complete his dissertation and whose research competency is complemented by an interest in teaching. Salary to $15,000. Postion available October 1, 1972. For further information contact:

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or

Professor Elliott P. Skinner, Chairman
Department of Anthropology
452 Schermerhorn Hall
Columbia University
New York, N.Y. 10027

Academic Advisor: Atlantic Community College; MA degree in counseling with urban affairs experience; salary range $9,000-11,000; send resume to: Robert Tanksley, Atlantic Community College, 13 South Tennessee Avenue, Atlantic City, N.J. 08441

Director of Afro-American Studies and Afro-American Research Center: University of Texas; joint appointment in appropriate academic department; responsible for development of faculty, courses and research; separate faculty and research budgets to be administered; scholars qualifying for the ranks of associate or full professor preferred; salary dependent upon qualifications; to begin January or September 1973; write and send resume to: S. Dale McLemore, Burdine Hall 336, The University of Texas, Austin, Texas 7812, or call (512) 471-4273.

ERROL HOLT

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He does, however, wish that the spirit of unity and brotherhood which characterize the Nation could be transmitted to the Blacks on Columbia's campus. Though he will be leaving Columbia shortly, Errol hopes that those brothers and sisters just entering will learn to greet and talk to each other on the streets. "There's no reason for us to be so distant," he said. "We come from the same place, and we're definitely all in this together."

Significant Recent Acquisitions

National League of Cities/U.S. Conference of Mayors.
Urban Affairs Abstracts. A weekly service which selects and abstracts articles of general and specific relevance to urban information fields from nearly 800 periodicals, newsletters and journals. The periodicals regularly scanned comprise a basic, comprehensive set of relevant periodicals in urban affairs. August 1971- . Weekly.

Industrial Research Unit, Wharton School of Finance and Industry. Univ. of Penn.
Studies of Negro Employment. Six volumes in the Industrial Research Unit Major Studies.

Vol. I. *Negro Employment In Basic Industry: A STUDY OF RACIAL POLICIES IN SIX INDUSTRIES,* by Herbert R. Northrup, Richard L. Rowen, and others. June 1970. 800pp.

Vol. II. *Negro Employment In Finance: A STUDY OF RACIAL POLICIES IN BANKING AND INSURANCE,* by Armand J. Thieblot, Jr. and Linda Pickthorne Fletcher. July 1970. 400pp.

Vol. III. *Negro Employment In Public Utilities: A STUDY OF RACIAL POLICIES IN THE ELECTRIC POWER, GAS, AND TELEPHONE INDUSTRIES,* by Bernard E. Anderson. October 1970. 270pp.

Vol. IV. *Negro Employment In Southern Industry: A STUDY OF RACIAL POLICIES IN THE PAPER, LUMBER, TOBACCO, COAL MINING, AND TEXTILE INDUSTRIES,* by Herbert R. Northrup, Richard L. Rowan, and others. February 1971. 700pp.

Vol. V. *Negro Employment In Land And Air Transport: A STUDY OF RACIAL POLICIES IN THE RAILROAD, AIRLINE, TRUCKING, AND URBAN TRANSIT INDUSTRIES,* by Herbert R. Northrup, Howard W. Risher, Jr., Richard D. Leone, and Philip W. Jeffress. May 1971. 688pp.

Vol. VI. *Negro Employment In Retail Trade: A STUDY OF RACIAL POLICIES IN THE DEPARTMENT STORE, DRUGSTORE, AND SUPERMARKET INDUSTRIES,* by Gordon F. Bloom, F. Marion Fletcher, and Charles R. Perry. January 1972.

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