

FACULTY RESEARCH EDITION

of

The Savannah State College Bulletin

Published by

The Savannah State College

Volume 27, No. 2

Savannah, Georgia

December, 1973

PRINCE A. JACKSON, JR. *President*

Editorial Committee

THOMAS H. BYERS
GIAN GHUMAN
MAX JOHNS

ISAIAH McIVER
GEORGE O'NEILL

A. J. McLEMORE, *Chairman*

Articles are presented on the authority of their writers, and neither the Editorial Committee nor Savannah State College assumes responsibility for the views expressed by contributors.

TABLE OF CONTENTS

Training Physics Teachers for Secondary Schools and Colleges Dr. Kailash Chandra	5
Opinions of Black and White Elementary Teachers about Economically Deprived Children Dr. John H. Cochran, Jr., Ph.D.	13
The Function of Religious Language in Ibsen's <i>Brand</i> Dr. Oscar Daub	23
The Intent and Importance of Black Studies Mr. Randolph Fisher	36
Some Effects of the Application of Computer Assisted Mastery Learning Techniques on Black College Students Dr. John W. Greene, Ph.D. and Mr. Charles W. Moore, M.A.	39
The Legal Quest by the American Negro for Equal Educational Opportunity Dr. Prince A. Jackson, Jr., Ph.D.	44
Durrenmatt's Heroes Mrs. Elizabeth Johns	63
Income Profile of Savannah Residents; A Comparison of the Status of Black and Non-Black Families Dr. Max Theo Johns	83
The Evolving Black Church Mr. Otis S. Johnson	101
Measurement of the Solubility and Solubility Product of Zinc Chromate by the Radiotracer Method Levone Kornegay and Dr. M. P. Menon	111
Quintilian's Modernity: Implications for the Nature of Educational Theory Dr. Joseph M. McCarthy, Ph.D.	116
The U. S. Bank and the Tarriff: A Jacksonian Dilemma Dr. John E. Simpson	123
Large Angle Oscillations of a Simple Pendulum A Computer Oriented Experimental Approach Dr. V. Anantha Narayanan, Winfred Verren, and Randolph Powell	127
Refraction in a Prism - A Computer Simulated Experiment To Calculate the Angles of Deviation and to Plot the I-D Curve Dr. V. Anantha Narayanan	131
Black Political Autobiographies; Panacea for a Race Dr. Hanes Walton, Jr. and Dr. Isaiah McIver	136
The Political Theory of the Black Muslims Dr. Hanes Walton, Jr. and Dr. Isaiah McIver	148

THE INTENT AND IMPORTANCE OF BLACK STUDIES

Randolph Fisher

Black studies become increasingly popular, hence growingly important. So much so that Nick Aaron Ford, a charter member of the National Council of Teachers of English Commission on the Profession, feels that they lie "at the bottom of the greatest crisis that has confronted higher education in this century." Whether they are called black studies or black literature or Negro literature or Afro-American or African-American or Africana Studies and Research Center depends upon where the program is and whose program it is. And so long as it is a systematic and honest study of the Negro in American history and society, it finds a place in the academic program. Although there are many definitions of black studies and considerable disagreement among scholars as to their value, students across the country are demanding that their schools (white and black) establish black studies programs immediately. The schools are responding with attention-compelling haste.

Harvard University, for example, has established a new Department of Afro-American Studies, which, broadly based, covers the life of black America in all its major facets. It is staffed by Ewart Guinier (chairman) and eight other Negroes. The offerings range from the history of black people in Africa and the Caribbean to courses on the role of the modern black community in organized labor and politics, an in-depth study of Boston's black community, and the philosophy and critiques of the black movement, as well as African art and Afro-American Poetry and thought. Sophomore tutorial students concentrating on the Afro-American experience will encompass the politics of black Africa and its role in the United Nations, economic differentials between groups in the United States, the black church, the urban ghettos, black literature, black liberation, and white liberalism. Harvard is offering seven Afro-American courses this fall semester; ten more courses are scheduled for the spring, with other courses offered in related fields such as black literature, urban politics, and the economics of discrimination. No attendance is taken but up to 150 students attend seminars.

Brown University and Pembroke College inaugurated a Black Studies Program this year. Already 300 students, most of them white, are enrolled in two courses. More courses are planned for next semester.

New York University's new Institute of Afro-American Affairs is headed by Roscoe C. Brown, Jr. The program to be developed by the Institute will attempt to identify and analyze the contributions, problems, and aspirations of Americans of African descent. The Institute has an education program involving lectures, seminars, conferences, and courses in black studies offered in collaboration with various schools and colleges of the University. Presently the University offers more than

twenty individual courses in the area of black studies, ranging from black African government and politics to race and the news media. A research program, including various aspects of economics, history, literature, art, education, politics, and other areas of concern to Afro-Americans, is being considered. Black scholars provide the intellectual leadership in the investigation of areas of concern to black people, although white scholars are also involved.

The State University of New York at Albany has a degree-granting Department of Afro-American Studies, which offers thirteen black-oriented courses. The courses are open to all students at the University. A graduate level program of Afro-American Studies is expected to become operative as of the 1970-71 school year.

Syracuse University has selected John Johnson to establish its academic program of Afro-American Studies. As to his aim Johnson said: "Afro-American Studies for me represent one of the most exciting ventures into education. For the students at Syracuse University, on the one hand, it will represent a chance to understand the experience of black people in America, and, on the other hand, it will provide a step forward for the education of black people themselves. One of our highest priorities will be research and scholarship."

Dartmouth College has chosen an alumnus, Robert G. McGuire, III as coordinator of its first interdepartmental Black Studies Program. It is designed to help make the college curriculum meet relevant social and individual needs. The Program consists of core courses, seminars, and field trips in a wide range of subjects relating to the life and history of blacks in the United States. It is open to all Dartmouth upper-classmen. The Program is geared to eleven upper-level courses selected last year by a faculty committee from the Dartmouth catalog. The committee, working closely with the College's Afro-American Society, developed five new courses which are now being offered. Disagreement among scholars as to the intent and importance of black studies is underscored by McGuire: "The idea of black studies is being approved now by faculties, here as elsewhere, but the implications of the programs have not yet really been clarified . . . If we can get a new world view by being more honest about our deficiencies and more receptive to different values, hopefully we will come up with more viable solutions to national and world problems."

Brandeis University, whose Afro-American Department is chaired by Ronald Walters, has eighty-one students in ten black studies courses. Allegheny Community College (Pittsburgh) has only two courses in Black Studies and they are crowded. DePaul University offers twenty-four courses in Black Studies, which draw more and more students.

Tougaloo College requires freshmen to take a social science seminar which includes some black studies. Moreover two hun-

dred of the seven hundred students enrolled in this predominantly black college also attend upper-level courses dealing with Afro-American literature and race relations.

The University of California at Santa Barbara hurriedly set up a Black Studies Department last summer. The courses were not in the catalog, but on mimeographed sheets. Yet eighty-three students enrolled for Black Studies and the enrollment increases. Michigan State University offers a course called "Black Political Movements." It was designed for fifty students, but over two hundred have applied for admission. Lincoln University (Missouri) offers a minor in Afro-American Studies under the Department of History and Government. Howard University has established a Department of Afro-American Studies with a \$146,000 Ford Foundation grant. Howard will offer a Doctor of Philosophy program in Afro-American Studies.

What's happening? What's going on? Why this astounding and unceasing demand for information about black people? Answers are many and varied. One is white students. Certainly the high enrollment of white students in black studies courses is to some extent explained by the higher number of white enrollment in schools generally. That means several things one of which is that Black Studies are designed not only to meet the needs of black students, but also to meet the needs of white students. "Although there is an increasing number of blacks at Syracuse," comments John Johnson, "the whites are still in the majority and will continue to be, so any program must be geared to the majority. Black refers to who is being studied, not who is studying or who is teaching the course." Another reason comes from Georgia Henderson of the University of Oklahoma: "A lot of this is a search (by whites) for more information about black culture. In their early years students didn't get an accurate portrayal of black people. Now they want to do something about it." Perhaps the basic reason is that more and more black students have entered white colleges and universities during recent years. Their strange and sometimes hostile environment has made particularly urgent their need for authentic information as to where they came from, where they are going, why, and how to get there.

And so, as to intent, black studies are attempting to clarify the black experience, to make a systematic and honest study of the Negro in American history and society. As to importance, black studies are a necessary unit of American studies. Firmly established in academic programs across the country, black studies apparently will be here on through the years.