

CAAS NEWSLETTER

UCLA CENTER FOR AFRO-AMERICAN STUDIES

Vol. 1, No. 1 January, 1977

Director's Pen

The 1976-77 agenda for the Center for Afro-American Studies represents an effort to take some major steps in advancing the research and teaching goals which led to the Center's establishment. The development of a strong Afro-American Studies curriculum is a central goal of the Center. The purposes of such a curriculum are to transmit valid bodies of information² about Black Americans through the active synthesis, critique and reinterpretation of existing knowledge and to lay the necessary foundation through student training for the development of new knowledge which can be a basis for responding to the needs of Afro-American communities. Through its research arm, the CAAS supports research that expands knowledge of Afro-American history, life styles, and socio-cultural systems and that investigates problems which have a unique bearing on the psychological, social and material well-being of Afro-American peoples.

A number of considerations formed a background for the development of the Center's 1976-77 agenda. The recommendations of the Center's functional committees (Research, Program, Library, Faculty Advisory, Curriculum, and Publications) were carefully considered as were the recommendations of the Ethnic Study Center Review Committee and the Committee to Administer Curriculum in Black Studies. The program potential of each activity planned was evaluated within the context of its value for long-range Center development. The Center, in addition, gave major attention to developing an agenda which has a strong outreach component to faculty, graduate and undergraduate students. Mechanisms to involve each of these segments of the University community

in Center program planning have been developed and Center projects will involve participation at each of these levels.

Library, Program, Research and Curriculum plans for this year are aimed to (1) achieve a large measure of integration between current activities and the long range goals of the Center, (2) strengthen the integration of the Center with the rest of the University, and (3) take advantage of extra-Center University resources. The CAAS is confident that its 1976-77 agenda conveys to the entire University community the strength of its commitment to intellectual rigor and its desire to work with all segments of the University community in achieving that goal. The Center wishes to express its appreciation to students, faculty, and administrators who contributed to the development of 1976-77 activities through their hard work and creative input.

Claudia Mitchell-Kernan



About The Director

Professor Claudia Mitchell-Kernan is assistant professor of anthropology and acting Director of the Center for Afro-American Studies at the University of California, Los Angeles. She also serves on the board of the National Center for the Study of Educational Alternatives and is a member of the National Institute of Education Review Panel. After receiving her Ph.D. from the University of California, Berkeley in 1969, she went to Harvard University. While there, she was Assistant Professor of anthropology from 1970-1973. She joined the faculty of the University of California, Los Angeles in 1973, and served as the Associate Director of Research of CAAS in 1975. In July, 1976 she was appointed the Acting Director of the Center.

An anthropologist with special interest in the field of Socio-Linguistics, Professor Mitchell-Kernan is the author of numerous works; among her publications are: "A Sociolinguistic Approach to the Relations Between Language, Society, and Cultural Systems," "Signifying and Marking: Two Afro-American Speech Acts," and "The Acquisition of Usage Patterns." Her recent book, *Children's Discourse*, co-authored with Susan Ervin-Tripp, will be released by Academic Press in early 1977.

Professor Mitchell-Kernan is the mother of two children, Claudia, age 5 and Ryan, age 1 1/2. Her husband, Keith, is assistant professor of anthropology, Department of Psychiatry, at the University of California, Los Angeles.

Message From The Mayor

I find it intolerable that in 1976—200 years after achieving nationhood—we still cannot guarantee all of our children the education which is their right. We read in the *Los Angeles Times* and other publications that a nationwide decline in basic skills “Encompasses All Ethnic Groups, All Economic Classes, and Both Private and Public School Students, At Most Achievement Levels...” If this is true, it's grave enough for middle America. But—in all frankness—the gravity for the Black and Brown minorities is compounded.

You can see what I mean in the data recently published by the National Association for Equal Opportunity in Higher Education. This data shows that the gap between the number of Black and White college graduates is widening. It also revealed—and you must remind yourself that we are in the year 1977, not 1877—that Blacks still comprise only 2% of the entire nation's doctors, only 2.5% of its dentists, only 1.5% of its lawyers and a mere 2% of its Ph.D. graduates.

The formula is simple and incontrovertible. To be competitively educated is to work and be paid. It is true enough that in the recent recessionary years, job hunters have included aerospace engineers as well as the functionally illiterate. But there comes a point in the economy when engineers can be rehired or retrained. At the other end, the illiterate are still drifting, winding up as decimal points in the “permanently unemployed” column.

A former NAACP General Counsel sums up the urgency of the situation: Robert L. Carter says that “at a time when increased emphasis is being placed on education as a prerequisite for a growing variety of blue collar as well as white collar employment, it is distressingly evident that the Nation's Public School System is not providing the Black underclass with even rudimentary skills in reading, writing, or arithmetic.”

My good friend, Congresswoman Yvonne Burke recently told the Caucus of Black Democrats' Issue Conference that the Country must “recognize education as a right and not as a privilege,” and recognize “the obligation by the Federal Government to provide the necessary loans and student aid to the disadvantaged so that they will be able to obtain college degrees.”

Certainly, there is much being done to rectify the effects of this crisis. Mem-



bers of the CAAS can be and are catalytic people. Sometimes a community needs the kind of shaking up that communities received in the early Sixties. Sometimes a crisis can be so familiar—such as illiteracy—that it is not recognized as a crisis, but rather, accepted as a fact of life.

The Center for Afro-American Studies at UCLA is in a position to influence the education of those generations coming up both locally and nationally. I encourage you to continue the outstanding work you began some seven years ago, and to serve as a source of information for those of us outside the field of education who want very much to help erase this terrible problem forever. We all need each other. If we can remember that, and if we work together, then perhaps in another 20 years, illiteracy among poor and minority peoples will be history which they can READ about.

I wish you the best of success in your Eighth Year.

Tom Bradley
Mayor, Los Angeles

SPOTLIGHT Faculty Rsearch

Professor Karen Hill-Scott is Assistant Professor in the School of Architecture and Urban Planning. She has been actively involved in the development of the Center since its inception in 1969, serving as the Chairperson to the Center's Faculty Advisory Committee (1975-76), and presently as Chairperson of the CAAS Research Committee.

A grant of \$38,000 has been awarded to Professor Hill-Scott from the State Department of Education, Office of Child Development for a two-part study. One aspect of the project is to conduct a survey which assesses the availability and accessibility of child care services in South Central Los Angeles. The second aspect of the

project is to offer referrals to parents in this community.

The overall study is based on a pilot survey of child care services which was conducted by Professor Hill-Scott in Spring, 1976. The pilot study determined that while child care centers were proliferating in the community, especially day-care homes, the quality of the care children received in these centers was very uneven, generally ranging from fair to poor. The study also found that even with an “adequate” number of centers, day-care for exceptional children, infants, and school age was grossly lacking. There is a trend in both State and Federal day-care policy to carefully assess existing services and community need before making new capital expenditures for day-care services. The funded study Prof. Hill-Scott will conduct will make this kind of information available for improved decision making on funding of day-care programs. In fact, the pilot study enabled one organization, which was proposing to build a new center in the target area, to organize their services around extended day-care, using existing day-care homes, which serve pre-school children, as feeders into the new program. This way they would not duplicate existing programs and could offer a more highly needed service to the community.

The scope of research in the funded study, will include visiting and appraising the population of providers in the area bounded by Slauson on the North, Rosecrans on the South, Western on the West and Alameda on the East. A survey questionnaire, prototyped during the pilot study, will be used. Three students enrolled in the M.A. Program in Urban Planning (Wanda Newman, Earthlyn Manuel, and Forrest Brigham) are the research assistants on this study. Ms. Alice Duff, an M.A. in Education from UCLA (1972) has been employed as the referral coordinator. The project is currently headquartered at the Joint Center for Community Studies, 3450 West 43rd St., 293-7101.



Prof.
Karen
Hill-Scott
SAUP

OPINIONS: CRITICAL ISSUES

The Challenge Of "Reverse Discrimination" Strategy

Reverse discrimination has become the unfortunate battle cry of disappointed white students and job applicants. The term has come to embody the enmity which some whites have for the largely voluntary efforts of institutions of higher education to increase the racial diversity of student bodies and the work force. The genesis of the word discrimination in American law was the existence of invidious racial discrimination against former slaves. The addition of the word reverse suggests that the former victims of invidious racial discrimination are now the discriminators, and that the discriminators are now the victims. This of course is not the case. After only momentary reflection, it becomes clear that the administrators of affirmative action programs are whites and not blacks. Professor John Hart Ely of Harvard Law School suggests that "it is not 'suspect' in a constitutional sense for a majority, any majority, to discriminate against itself." This observation contradicts the assumption that there is anything which is either reverse or discriminatory about the efforts of many institutions to increase the racial diversity by considering explicitly the race of the applicant.

Defunis and *Bakke* have spawned a new religion which requires blind neutrality in the distribution of societal advantages. The underlying premise of this religion is that those who are to be treated equally for purpose of the decision have in fact attained an equal status prior to the decision. It is precisely because there are gross inequalities which remain today between the status of racial minorities and the status of white males that mathematical equality and neutrality can only achieve a reinforcement of the effects of prior discrimination.

The decision of the majority of the California Supreme Court in *Bakke vs Regents* announced on September 16, 1976 states that:

"... the program as administered by the University violates the constitutional rights of non-minority applicants because it affords preference on the basis of race to persons who by the University's own standards, are not as qualified for the study of medicine as nonminority applicants denied admission."

On September 24, the Regents of the University decided to petition the Supreme Court for review. A petition for a temporary stay of the decision was first filed pending a Supreme Court final determination. On November 12, the Court granted a stay for a period of thirty days with the possibility of renewal after the petition for review is filed.

A substantial amount of concern has been expressed among civil rights lawyers and other members of the minority community that the decision should not be appealed. The principle reasons advanced by the National Conference of Black Lawyers, Mexican American Legal Defense Fund and others in opposition to seeking review are the small likelihood of eventual success in the Supreme Court because of the poor record made in the trial court and the possibility that if affirmed the decision will be applied to overturn contrary decisions in other states. The Regents rejected the appeal of these groups on November 19 when they voted to affirm their earlier decision to seek review.

Perhaps the most troublesome aspect of this case concerns the difficulty of what is required to be done during the interim between the filing of the petition for stay and any subsequent Supreme Court decision. There are several options open including the following:

- Dismantle *all* special admissions programs immediately to institute a program based on economic, cultural/linguistic and educational disadvantage.
- Continue all special admissions programs intact until required to change by a final Supreme Court decision.
- Begin to discontinue some programs while continuing others that use a disadvantage criterion without reference to race.

All of the University's special admissions programs were voluntarily instituted and can, therefore, be voluntarily discontinued. The most important restraint upon the course of action taken by the various departments and schools using special admissions standards is their own good faith determination to increase minority enrollments, pressure from minority students and community leaders, and pressure from other interested groups.

The challenge is before us. Those of us who wish to see a continued commitment to training minorities in this university must discharge with dispatch the most important task of all—devising concrete alternative proposals for use within the specific guidelines set out by the court. The challenge will tax our imaginations and stamina, but it must be met.

Emma Coleman Jones
Acting Professor of Law • University of California, Davis

Center: Prof. Romey Keys, English
Department & CAAS Editor

At right: Cynthia Tollette,
Graduate Student, Anthropology

Below:

William P. Gerberding,
Executive Vice-Chandler

Below:
Prof. Ayesha E. Gill
Biology Department



Above:
Prof. Gail Wyatt
Department of Psychiatry

At left:
Prof. Baruch Elimelech
Department of Linguistics



CAAS Visiting Scholar Program

The Center's Visiting Research Scholar Program was inaugurated in 1974-75. The objective of this Program is to bring to UCLA and the Los Angeles Community, research scholars of national reputation in the field of Afro-American Studies as a part of the Center's effort to promote the development of improved resources and environment for Afro-American Studies at UCLA.



Dr. David L. Ford

Dr. David L. Ford, Jr., Associate Professor of Management at the University of Texas at Dallas, was the visiting Research Scholar during the months of May-June, 1976. Dr. Ford's research interests include career development of black professionals in organizations; black community organizations and minority business firms, small group decision-making, and contingency theories of organizational behavior.

The Center is happy to announce that Dr. Timothy M. Bates, Professor of Economics at the University of Vermont will be Visiting Scholar in Residence from January 15-March 15, 1977. Dr. Bates' research interests are in the areas of Urban Economics, Economics of Race and Poverty, Monetary and Financial Theory, Macroeconomic Theory and Human Resources. During his stay, Dr. Bates will present a series of lectures at the Center, 3105 Campbell and a series of Community lectures at the Joint Center for Urban Studies, 3450 W. 43rd St., Suite No. 108, dates and time to be announced. For further information, contact CAAS 825-7404.

CAAS Research Activities

The research goals of the Center for Afro-American Studies are to promote the development of research which (1) expands the knowledge of Afro-American life styles and socio-cultural systems; (2) investigates problems which have a unique bearing on the psychological, social and material well-being of Afro-Americans. In conformance with this mission, the 1976-77 research program of the CAAS includes research awards within three major categories: I. Graduate Student Research Grants, II. Faculty Research Grants, and III. Work-Study Research Awards. Within these three categories, the Center hopes to achieve a balance between: (1) historical studies; (2) cultural and behavioral studies; and (3) economic and technical studies.

The CAAS Research Committee is happy to announce the recipients of its 1976-77 awards:

Faculty Research Grants:

Professor Paul R. Abramson
UCLA Department of Psychology
Research: Black and Successful:
Competency Ratings as a Function
of Race, Sex and Professional
Status

Graduate Student Research Grants:

Anthony S. Parent, Jr.
Ph.D. Candidate, History
Research: The Emergence of Pater-
nalism in Colonial Virginia

Daniel Riesenfeld & Jerry Weissman
M.F.A. Candidates, Motion Picture
Production
Research: Black Carib Emigre Project

Elaine King & Christine C. Hall
Ph.D. Candidates; Psychology
Research: Some Correlates of Pre-
mature University Exodus of Black
Students

Elliott F. Leib
M.A. Candidate, African Area Studies
Research: Afro-Cuban Cult Dances of
The Abakua

NOTE:

Faculty proposals are accepted in November, January and March; Work-Study Awards are granted throughout the year.

"The racial struggle in this Country is not a struggle of black people against white people but rather, a struggle of good people against bad ideas."

Maynard Jackson
Mayor of Atlanta, Georgia
UCLA Speech, December 1, 1976

CAAS Faculty Positions Available

The UCLA Center for Afro-American Studies is coordinating a search to identify a research scholar with a strong background in organization theory and development with special interest in Afro-American institutions and organizations. Especially interested in candidates whose research and interests would be compatible to a high level of applied research involvement in the Los Angeles black community. Ph.D. and academic qualifications for appointment at either assistant or associate professorial level. Prefer individual with research and teaching experience in an academic institution. The appointment would be made within a UCLA department or professional school and individual would divide time between regular faculty duties and the Center for Afro-American Studies which is an organized research unit of the UCLA Campus

Deadline Feb. 1, 1977

CAAS is also coordinating a search to identify a research scholar with a strong background in the sociology of knowledge. Prefer an individual interested in teaching courses which examine and evaluate critically the body of knowledge existing on Afro-Americans, and who has an interest in the development of Afro-American studies as a field of inquiry. Ph.D. and academic qualifications for appointment to regular faculty ladder, level dependent on qualifications. Prefer individual with research and teaching experience in an academic institution. The appointment would be made within a UCLA department or professional school and individual would divide time between regular faculty duties and the Center for Afro-American Studies which is an organized research unit of the UCLA Campus.

Deadline March 1, 1977

Send Curriculum Vita with the names of four references and a letter detailing qualifications to Dr. Claudia Mitchell-Kernan, Acting Director, Center for Afro-American Studies, 3105 Campbell Hall, University of California, Los Angeles, CA 90024. UCLA is an equal opportunity employer, committed to affirmative action. Women and minorities are encouraged to apply as well as other qualified candidates.

CAAS Programs & Student Participation

CAAS Programs will, in large measure, be coordinated with research and curriculum development and with faculty recruitment. In addition to regularly scheduled programs, plans are underway for a series of panels which would examine alternatives to minority admissions in light of the Bakke decision.



Ms. Olive Givens,
Program &
Curriculum
Coordinator

PROGRAM SCHEDULE

Winter Quarter

Faculty Seminar in Afro-American Studies

UCLA faculty will present lectures and reports of research throughout the Winter on subjects dealing with aspects of Afro-American life, history, and culture. The seminars will be held in the CAAS Conference Room, 3107 Campbell Hall, on Thursdays at noon.

Spring Quarter

Joint Conference on "Minorities in the Labor Market"

The Center, in conjunction with the Institute of Industrial Relations and the Asian, Chicano, and Native American Studies Centers, will be presenting a conference on March 31 and April 1, on "Minorities in the Labor Market." Issues to be discussed include domestic migration and mobility of minority workers, the role of the immigrant worker, the impact of CETA on minorities in the labor market, and the impact of manpower and affirmative-action policies. For further information, contact the Center at 825-7404.

Spring Quarter

Julian Adderley Scholarship Fund

This scholarship fund was established in the Spring of 1976 in memory of the late Julian "Cannonball" Adderley. The Center will present its second benefit concert for the fund in late May. It is hoped that the proceeds from this concert, when added

to the existing endowment, will make the Adderley Fund self-sufficient. The Center expects to make the first awards from the Adderley Scholarship Fund this year.

CAAS Student Group Participation

The Center will sponsor student groups, if their goals and objectives, as well as staff support services do not exceed its capabilities. The Center is currently sponsoring the following student organizations:

AFLIT — Purpose: To foster enthusiasm in the study of African literature, using contemporary literature, film and festivals.

CONTACT PERSON: Albert Whitaker, 323 Kerckhoff (BSA Office)

UCLA GOSPEL CHORUS — Purpose: To present programs of gospel music for the campus community.

CONTACT PERSON: James W. Thomas

CAAS

The Center for Afro-American Studies is an organized research unit established on the UCLA campus in 1969. Its basic mission is to encourage and support research that enhances the interpretation of the Afro-American experience. Pursuant to this objective, it provides faculty and graduate student research grants, sponsors in-house research projects, supports interdisciplinary symposia, encourages related curriculum development, and most important, relates these findings to the community at large via lectures, publications, and to a limited extent, cultural programs.

CAAS Staff and Facilities

Main Office: 3105 Campbell Hall
(213) 825-7404

Director: Dr. Claudia Mitchell-Kernan
Secretary: Laghretta D. Bell
Administrative Assistant: Ms. Patricia Kennedy
Curriculum & Program Coordinator: Ms. Olive Givens
Research & Publications Coordinator: Ms. Deborah John Wilkes
Editor: Dr. Romey T. Keys

Afro-American Library
1232 Campbell Hall
(213) 825-6060

Librarian: Ms. Gwendolyn N. Weaver
Library Assistant: Ms. Ella Jones

CAAS Library Tips

by Gwendolyn Weaver
& Oscar Sims



Gwendolyn Weaver,
CAAS Librarian

The Devil Finds Work: an essay. By James Baldwin. (New York: Dial Press, 1976, \$6.95)

The Devil Finds Work is an essay reproaching the American film industry for its fallacious interpretation of life. Divided into three parts, this one hundred and twenty-two page book covers approximately forty years of selected, well-known American films, most but not all of which involve Black characters.

Baldwin presents a complete scenario of each of the films under discussion. Yet, while his imagery is refined, his critical analysis is not. He merely rehashes recurrent arguments regarding Black images in American made motion pictures without getting down to the root causes. He does not deal with the so-called "blaxploitation" films; but since there is even less to be said about this genre of film, the omission is to Baldwin's advantage.

Thus, this book, though well written, is not requisite reading. It is rather, a highly personalized and intellectual look at the world of film. For a more complete discussion of Black and film, *Black Films and Film-makers* is recommended.

CAAS Library
1232 Campbell Hall

NEW TITLES

BLACK AMERICANS IN CONGRESS, revised and expanded edition. By Maurine Christopher (New York: Thomas Y. Crowell, 1976, \$10.00) —Book formerly titled, *AMERICAN BLACK CONGRESSMEN*.

Available: CAAS, URL

BLACK CONGRESSIONAL RECONSTRUCTION ORATORS AND THEIR ORATIONS, 1869-1879. By Annjette Sophie McFarlin. (Metuchen, N.J.: Scarecrow Press, 1976, \$12.50)

Available: URL

BLACK CONSCIOUSNESS, IDENTITY, AND ACHIEVEMENT. By Patricia Guerin and Edgar Epps. (New York: John Wiley, 1976, \$13.95)

Available: URL

BLACK FILMS AND FILM-MAKERS: A COMPREHENSIVE ANTHOLOGY FROM STEREOTYPE TO SUPERHERO. Compiled by Lindsay Patterson. (New York: Dodd, Mead, 1975, \$12.50)

Available: CAAS, URL

BLACK PANTHER LEADERS SPEAK. Edited by G. Louis Heath. (Metuchen, N.J.: Scarecrow Press, 1976, \$7.00)

Available: URL

EVA'S MAN. By Gayl Jones. (New York: Random House, 1976, \$6.95)

Available: CAAS

MARTIN LUTHER KING, JR. Edited by Flip Schulke. (New York: W.W. Norton & Co., 1976, \$10.00)

Available: URL

MERIDIAN. By Alice Walker. (New York: Harcourt, Brace, Jovanovich, 1976, \$7.95)

Available: CAAS, URL

MINORITIES AT THE CROSSROADS: SELECTED PROCEEDINGS OF THE THIRD AND FOURTH ANNUAL SYMPOSIUMS ON THE STATE OF THE BLACK ECONOMY, 1973 and 1974. Edited by Gerald F. Whittaker. (Ann Arbor, Mich.: Division of Research, Graduate School of Business Administration, University of Michigan, 1975, \$3.00)

Available: GSM

RED, BLACK, AND GREEN: BLACK NATIONALISM IN THE UNITED STATES. By Alphonso Pinkney. (New York: Cambridge University Press, 1976, \$12.95)

Available: CAAS, URL

ROOTS. By Alex Haley. (Garden City, N.Y.: Doubleday, 1976, \$12.50) —

Available: CAAS, URL

SIMPLE JUSTICE: THE HISTORY OF "BROWN vs. BOARD OF EDUCATION" AND BLACK AMERICA'S STRUGGLE FOR EQUALITY. By Richard Kluger. (New York: Alfred A. Knopf, 1976, \$15.05)

Available: CAAS

SLAVES OF THE WHITE GOD, BLACKS IN MEXICO, 1570-1650. By Colin Palmer. (Cambridge, Mass.: Harvard University Press, 1976, \$13.50)

Available: CAAS

CAAS Publications Series

The Center for Afro-American Studies at UCLA invites qualified scholars to submit manuscripts to its Publication Series. The series is multidisciplinary in scope and eclectic in approach, adopting no single ideological stance or methodology, but opening itself to the entire spectrum of Afro-American studies. Manuscripts will be considered for publication as Occasional Papers: Working statements and solicited papers on significant issues affecting Black People; Working Papers: reports on initial stages of major research endeavors in areas compatible with CAAS research interest; Monographs: empirical and scientific studies; and Special Publications: derived from CAAS conferences, symposia and seminars.

Address all manuscripts and editorial correspondence to Ms. Deborah Wilkes, Research and Publications Coordinator, 3105 Campbell Hall, University of California, Los Angeles, 405 Hilgard Ave., Los Angeles, California 90024. Contributors should style their articles in accordance with either the **MLA** Style Sheet or the appropriate style sheet for their discipline. Submit only original manuscripts (no carbons or photocopies please). Manuscripts should be accompanied by stamped self-addressed envelopes if return is desired. Only original research and papers which have not been published elsewhere shall be considered.

Henry W. McGee, Jr.



Former CAAS Director, Henry W. McGee, Jr., Professor of Law was on sabbatical Fall quarter at the University of Florence as a Visiting Professor at the Institute of Comparative Law and Procedure. During his stay in Florence, Prof. McGee lectured on American legal education and urban planning problems. He also served as a resource professor in a seminar on comparative constitutional adjudication at the new European University sponsored by the European Economic Community.

Professor McGee is presently directing a joint Italian-American research project in criminal procedure.

Announcement

The Center is accepting resumes from students (graduate and undergraduate) who are interested in serving on the Center's Committees from January-September, 1977. Please submit resumes to the Center's main office, 3105 Campbell Hall, attention: Olive Givens.

ON YOUR DAY

The Director and Staff of CAAS would like to say HAPPY BIRTHDAY to two of its staff members: Ms. Patricia Kennedy and Ms. Laghretta Bell.

Ms. Patricia Kennedy,
Administrative Assistant
January 13th
&

Ms. Laghretta Bell, Secretary
January 26th

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Romey T. Keys, Editor
English

Committee Members:

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Vice-Chancellor, Academic Affairs

Romeria Tidwell
Education

Lawrence Pace
Aerospace Studies

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CAAS Newsletter will be published quarterly to inform the community at-large of the functions, activities and progress of the UCLA-CAAS.

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