HISTORY of the
BLACK CAUCUS
National Council of Teachers of English

Marianna White Davis
HISTORY OF THE BLACK CAUCUS

of

The National Council of Teachers of English
IN DEDICATION

This book is dedicated to the memory of two long-time members of the Black Caucus who were scholars in their fields of American Literature and African American Literature. Their untiring work in the Caucus shall be remembered through a scholarship established by the Caucus in their names at the National Council of Teachers of English.

Richard Kenneth Barksdale
University of Illinois

Dr. Darwin T. Turner
University of Iowa
ACKNOWLEDGEMENT

When the NCTE/CCCC Black Caucus voted unanimously for me to write the history of the Black Caucus, I became overcome with pride but also somewhat devastated, for I realized the tremendous amount of work involved in this gift to the Caucus. Suddenly, I recalled that I always “preached” that one must write one’s own history, set the records straight with truth, and allow the future to be the final judge of one’s actions. So it is and so shall it be, as the 21st Century stands before us. Thus, in 1990, the work on the HISTORY OF THE BLACK CAUCUS manuscript began.

Across the four years, from beginning to publication, several Caucus members gave of their time and energy to this book. The critical readers reviewed and made changes in the manuscript through three readings. They are Mrs. Elizabeth K. Burgess of the Nashville Public School System, Dr. Vivian Davis of Eastfield College in Texas, Dr. Sandra Gibbs of NCTE Headquarters in Illinois, Dr. James L. Hill of Albany State College in Georgia, Dr. Ernece Kelly of Kingsborough Community College in New York, and Alvin Rucker of Greenwood High School in South Carolina.

A special thanks to Caucus President Jacqueline C. Harris of the St. Louis Public School System and to Caucus Treasurer Dr. Johnny E. Tolliver of Delaware State University for their support and advice as this book was put together.

When difficult moments arose, a number of Caucus members and friends were there when I needed words of encouragement to complete this project. I thank them most sincerely: Dr. Doris 0. Ginn of Jackson State University in Mississippi, Dr. Maryemma Graham of Northeastern University in Boston, Dr. Ronald Bailey of South Carolina State University at Orangeburg, Rudy Williams of the US Department of Defense/News Correspondent, John Taylor of the Washington lobbyist corps from California, Dr. Ghussan Rouse Greene of South Carolina State University, Mrs.
Lucy C. Grigsby of Clark-Atlanta University in Georgia, Dr. Jane Hornburger of Brooklyn College in New York, Dr. Mary Ann Jones of Tuskegee University in Alabama, Dr. Hobart S. Jarrett of New York City, Mrs. Esther Q. Moran of Southern University in Louisiana, Dr. William G. Pickens of Morehouse College in Atlanta, and Dr. Sophia P. Nelson of West Virginia - retired professor from West Virginia State College.

There is one who taught me my ABC’s and the joys of learning: Mrs. Laura Bowman White Frederick, my mother. I thank her for continuing to give me glances of approval as I continue to learn and to give service! Finally, there is a family of four who always gives me cheers and smiles as I take on project after project: my son, his wife, and their two children. To Kenneth, Debra, Reginald, and Lauren - THANKS for being there for me.

Marianna White Davis
October 1994
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INTRODUCTION

From Kansas City, Jackson County, Missouri to Champaign, Illinois to 1111 Kenyon Road in Urbana, Illinois, the National Council of Teachers of English (NCTE) has grown since its founding in 1911. With its 1994 membership of more than 100,000, NCTE embraces three sections: elementary, secondary, and college; thirteen commissions and standing committees; ten planning groups; three major conferences; twenty-three assemblies; approximately forty-three committees, and 114 affiliates.

All of this makes NCTE the largest professional organization in the world. Its total membership includes an approximate 25% of minorities, with African-Americans making up the largest portion of this bloc. Given the increasing number of minority students enrolled in public and private schools and the decreasing number of minority teachers and school administrators, it is little wonder that African-Americans have formed professional caucuses.

Black caucus groups are prominent in national and international organizations, having become highly visible in the 1960’s as active civil rights strategies took center stage. These groups have been defined as “organizations within predominantly white institutions.” The Black caucus groups, found in nearly every organization with black and white members, seek to protect and enhance Black interests, including holding major decision-making positions, participating in major program slots, presenting a distinctive Black-American culture and history, and making major contributions to the growth of the broader organization in an ongoing fashion. Therefore, the development of the Black caucus was an important step in the arena of American educational, governmental, social, political, and cultural circles.
In 1957, the United States Congress established the U. S. Commission on Civil Rights as an independent, bipartisan agency to investigate complaints alleging that citizens are being deprived of their right to vote, to study and collect information concerning legal developments constituting discrimination, to appraise Federal laws and policies with respect to discrimination, to serve as a national clearinghouse for information in respect to discrimination, and to submit reports, findings, and recommendations to the President and Congress.

However, with many members of Congress offering merely lip service to the workings of the Commission, it soon became a non-entity for many years. In 1983, it was reconstituted with a new and larger board.

While the Commission focuses on demographic changes and changes in the economy that have civil rights implications, it does not address the professional issues of Blacks within national organized groups that make major decisions about what people should learn, how they should learn it, and who determines when effective learning has occurred. This means that groups such as NCTE, NCTMath, and the American Anthropological Association do not fall under the aegis of the U. S. Commission on Civil Rights, which lends further credence to the establishing of a Black caucus within these national groups.

National professional organizations should not be led to believe that the civil rights issues of the 1960’s or the 1980’s have been solved. In education, the issues affecting Blacks are more critical today than they were a decade ago. In many areas of America, the composition of the student population in public schools is changing dramatically, with an increase in the number of minority students aid a decline in the number of White students. This trend may continue well into the 21st Century. Thus, the demographic changes in student populations will present various challenges to minority caucuses in professional organizations.
In the United States, educational attainment has improved among minorities at the secondary level - although with an uneven continuous improvement. However, despite more minority high school graduates, the college participation for Blacks has decreased significantly over the past decade. To alleviate this regression, interested parties, such as Black caucuses, can insist that schools provide Black students with college preparatory curricula, by coaching these students for college entrance examinations, and by providing information on financial assistance. Furthermore, there exists a dearth of Black faculty in graduate programs, often resulting in a dearth of Black graduate students.

English teachers are inevitably affected by economic conditions within their communities and many of them - particularly White English teachers - will use minority students as scapegoats within their school setting. Rising unemployment, business failure, cuts in government programs and subsidies, increases in mortgage defaults, shrinking retail sales, decline in housing starts, and upheavals in the auto and oil industries are components of the daily litany of economic news in this country. With all students having to take English at all academic levels, many of them fall under the sickle of an English teacher who practices “scapegoating” and who screams “reverse discrimination.” And these students simply become drop-outs. There should be no wonder, therefore, as to the mandated agenda of a Black caucus within any professional group responsible for the education of Black youth and adults.

At American institutions of higher learning, the issues of multiculturalism and pluralism are requiring the development of policies to insure the safety, growth, and development of minorities on campuses across this country. With the frequency of bigotry and violence on the college campus, professional groups must now become instruments of human relations and must teach the strategies of managing people from diverse cultures.

As the 21st Century approaches, as the NCTE focuses on the remaining years of this decade, it is imperative that the
Black Caucus of NCTE not only inform others of its history but also instruct its members and its supporters of an agenda to be accomplished. This book, therefore, gives the reader an authentic overview of the founding and activities of the NCTE/CCCC Black Caucus from 1970 to 1990.
THE SOUNDS BEFORE SEATTLE

The National Council of Teachers of English elected its first Black major officer in 1967 at the Hawaii Convention when Dr. William Jenkins of the University of Wisconsin at Milwaukee won the slot of President-Elect, with tenure beginning in 1968. He was the only Black in a high position within NCTE.

That same year, a small number of Black NCTE members were busily talking among themselves about representation of minorities on policy boards of the organization. In September 1967, when a Professor at Claflin College in South Carolina, Marianna White Davis joined ranks with Alvin Rucker of Brewer High School in Greenwood, South Carolina to plan travel to Hawaii to attend the November NCTE Convention. Encouraged to attend by Mrs. Muriel Potts, wife of the president of Voorhees College, Davis, also an Adjunct Professor at Voorhees, had previously worked closely with Potts and James Squires of NCTE to open the doors of the South Carolina affiliate to Black English teachers. Davis and Rucker, therefore, represented both the former Palmetto Education Association as well as the South Carolina NCTE Affiliate. In Hawaii, Davis and Rucker met Delores Minor, Director of Educational Broadcasting in Detroit, Michigan. She was also trained as an English teacher.

Delores Minor, Elizabeth Burgess of Nashville, Tennessee, Alvin Rucker, and Marianna W. Davis all realized that the Hawaii Convention left much to be desired for participation of Blacks on program. It was Delores Minor who informally spearheaded a concern for more involvement of the Black members of NCTE. In Hawaii, she talked to others about her interest, and soon many people realized four facts:
1. Of the approximately 1,141 program participants at the NCTE Convention in Hawaii, less than 25 were Black.
2. Of the approximately 422 pictures in the program book, only about 13 Blacks were shown.
3. Of all major NCTE officers, none was Black. (William Jenkins was a candidate.)
4. Black NCTE members were not acknowledging or supporting one another in a group effort.

During the convention, Delores Minor, Elizabeth Burgess, Alvin Rucker, and Marianna W. Davis realized that the time had come for Blacks to organize within the ranks of NCTE. Therefore, in Hawaii the seeds of a Black Caucus were planted.


Without a doubt, it was Delores Minor of Detroit, Michigan who informally initiated talks among a few NCTE Black members about the concerns of the lack of meaningful participation in the Council. And to her, credit is due.

In 1968 at NCTE’s Convention in Milwaukee, Wisconsin, Delores Minor and Elizabeth Burgess assembled a group of ten Black NCTE members in a closed meeting at one of the convention’s hotels to discuss the absence of Blacks on the convention program and in decision-making bodies of NCTE. Both Marianna W. Davis and Alvin Rucker of South Carolina were members of this group. During this session, a set of resolutions was drawn up and later presented to NCTE’s Executive Director by Delores Minor.

Another note of interest at the Milwaukee Convention is the fact that Elizabeth Burgess of Metropolitan Public Schools in Nashville was a member of the NCTE Resolutions Committee. Of
the twelve resolutions made at the Business Meeting on November 28, two were of significance to Minor, Rucker, Burgess, and Davis. Resolution 5, moved by Burgess and seconded by William Jenkins, now of Portland, read:

RESOLVED,
1. That the National Council of Teachers of English call upon all teachers of English language arts to recognize that they must do far more than they have done to meet the needs of culturally diverse groups in the United States and in our English speaking lands,
2. That the membership support the intention of the Executive Committee to commit a higher proportion of the resources of the Council to find new and imaginative solutions to the language problems of the culturally diverse student;
3. That each member of the committees and commissions of the Council take immediate steps to reconsider the goals and priorities of the committee or commission, so as to devote greater energy toward solving the language problems of the culturally divergent;
4. That each member of NCTE be exhorted to reflect on his responsibilities in the present crisis, to act within his competence to resolve that part of the crisis that is within his reach.

Speaking for the resolution were James Sledd, Richard Braddock, Wallace Douglas, Darwin Turner, and Harry Walen. The resolution was defeated because of wording. Richard Braddock then moved that a small committee be appointed by the Chair to reconsider the wording of Resolution # 5. The motion carried. President Alfred H. Grommon then appointed Darwin Turner, Marvin Greene, and John Maxwell to a committee charged with the task of rewording the resolution. The changes were as follows:

1. Delete: ...of culturally....lands; Insert: ...”young people in minority groups within this multi-cultural society.”
2. Delete: ...problems...student; Insert: ...”needs of these young people.”
3. Delete: ...solving....divergent; Insert:” finding and implementing solutions which will meet the needs of these young people.”

Resolution # 5, as revised, was carried unanimously.
The resolution then read as follows:

1. THAT the National Council of Teachers of English call upon all teachers of English language arts to recognize that they must do far more than they have done to meet the needs of young people in minority groups within this multi-cultural society.
2. THAT the membership support the intention of the Executive Committee to commit a higher proportion of the resources of the Council to find new and imaginative solutions to the language needs of these young people.
3. THAT each member of the committees and commissions of the Council take immediate steps to reconsider the goals and priorities of the committee or commission, so as to devote greater energy toward finding and implementing solutions which will meet the needs of these young people.
4. THAT each member of NCTE be exhorted to reflect on his responsibilities in the present crisis, to act within his competence to resolve that part of the crisis that is within his reach.

A casual glance across the Minutes of the NCTE Business Meetings for the 1950’s and 1960’s clearly shows that this professional organization of English, literature, and writing teachers, from kindergarten to the university, was a very segregated group, with white men in every decision-making post.
NCTE has sub-components called conferences. The Conference on College Composition and Communication, called CCCC or the Four C’s, is one of these conferences with college writing/composition teachers as members. Its hidden policies and practices, like NCTE, prohibited and discouraged full participation by African-Americans. In 1970, its thousands of members remained noncommittal - a kind of closed fraternity.

At the CCCC Convention in 1970 in Seattle, Washington, the significance of the Civil Rights Movement on African-American professionals was felt. The program contained a number of sessions on the theory and teaching of Black literature and Black dialects. Yet, no African-Americans were invited to deliver papers or to serve as respondents. In fact, only a few were invited to serve as recorders, menial roles, to say the least.

When Black CCCC members forced the disruption and ending of sessions where White professors were badly handling the subject matter of Black literature and Black language patterns, it became apparent to Black CCCC members that a coming together of Blacks was needed immediately.

Then a professor at Benedict College in South Carolina, Marianna White Davis issued a call for a meeting on Friday evening, March 20, 1970. Among the fifteen or more persons present were Anne Campbell of Prairie View College, Sophia Nelson of West Virginia State, Crawford Lindsay of Tennessee State, Harold Alexander of Illinois State University, James L. Hill of Paine College, Adam Casmier of Forest Park College, Robert Smithey of Missouri, and Marianne Musgrave of Miami (Ohio) University. Joining the group later in the evening was Elisabeth McPherson, a White member who was the incoming CCCC Chair.
The entire group voiced dissatisfaction with the lack of evidence of mature, sensitive scholarship reflected by several of the papers, particularly those treating Black literature or Black studies generally. The group further criticized the haphazardness of conception and organization of many of the panels treating composition in general as well as the lack of apparent relationships between many announced topics and the presentations.

At the Friday Business Meeting, two recommendations were read as follows:

1. THAT the CLA (College Language Association) Position Statement, appearing in the September 1969 CLA JOURNAL, along with introductory remarks from this body, be presented to the CCCC Business Meeting for adoption.
2. THAT a “pool” or “bank” of names of competent Black scholars be submitted to both CCCC and NCTE to be used for future programs.

From the larger group, a small group met all night until dawn the following Saturday morning to outline its presentation at the CCCC Business Meeting that Saturday morning. This group included Harold Alexander, Anne Campbell, Adam Casmier, James L. Hill, and Marianna W. Davis. Prior to the Business Meeting, the group met again with the incoming Chair of the CCCC, informing her of the recommendations coming from the newly formed NCTE/CCCC Black Caucus. At the CCCC Business Meeting, Marianna W. Davis read the statement and recommendations as follows:
STATEMENT FROM THE BLACK CAUCUS

Ladies and Gentlemen:

Last night, Black members of the Four C’s met in Caucus. This Black Caucus met out of a dissatisfaction with the lack of serious and sound scholarship, particularly in papers related to language patterns, Black literature, and methodology for teaching Black students. Further, we are dissatisfied with the profusion of panels - generally. We are dissatisfied with instant scholars who - through lack of knowledge - grossly misrepresent the Black experience. Of particular concern to us is the paucity of relevant ideas in the areas of language study, dialect differences, and Black literature - areas that affect not only Black students but also other students who are culturally handicapped - be they white, red, yellow, or brown. We are amazed at the shallowness of scholarship treating Black literature and language differences - as exhibited at this convention. We are also disturbed by the lack of focus on the problem of helping all college students to understand fundamental concepts of meaningful writing.

Further, we are amazed at the noticeable absence of program participation by Black scholars who have profound knowledge of oral communication, of composition, of Black literature.

And finally, we are amazed at the preponderance of “instant” experts on Black studies, a phenomenon quite noticeable here at the publishers’ exhibit booths and also in rampant Black studies programs across this country.

Therefore, we - the participants in the Black Caucus - assert ourselves first by requesting that the Executive Committee of The Four C’s adopt the following statement of position approved by the College Language Association at its 1969 Annual Meeting:
The current spirit of crisis in institutions of higher education in the United States is a matter of grave concern to the membership of the College Language Association. Most CLA members have worked for many years in predominantly Black institutions and we are very anxious that the special problem of the status of teachers in these institutions not be lost from view in the midst of other concerns. We are determined to resist any worsening of the status under the guise of meeting student demands. Our determination is equally great to seek actively an improvement in the status.

Teachers in the predominantly Black institutions have labored under the disadvantages of low salaries, heavy class loads, excessive committee and extra-curricular responsibilities, and limited professional recognition. We hereby call upon the presidents and governing boards of the predominantly Black institutions to move swiftly to equalize the conditions of employment in these institutions with those of comparable institutions.
The College Language Association, most of whose members have spent many years teaching in predominantly Black institutions under circumstances which have required the greatest dedication and heroism, rejoice in the nation-wide acceptance of the principle that the experience of Black people deserves a place in the curricula of our colleges and universities.

We are distressed, however, at the apparent ease with which ill-conceived programs, directed by persons with limited experience with Black people and their history and often prompted by questionable academic and social motives, seem to receive ready approval. In contrast to this, Black institutions and their faculties are being by-passed in the general rush to redress an imbalance of which we are the most direct witnesses.

We are especially distressed by the funding policies of the major foundations, which are proceeding in this matter in a manner which can only be described as neo-paternalistic. Accordingly, we are calling upon the directors and trustees of these foundations to include knowledgeable Black scholars at all levels in the formations of policies relating to Black people and studies based on them, and warn that many directions now being pursued are dangerous and will lead to disaster.
APPROVED STATEMENT OF PUBLISHERS

The recent surge of interest in Black people in the United States has brought about, inevitably, an energetic re-direction and expansion of activity in the world of publishing, particularly in the realm of text-book production. The members of the College Language Association, most of whom have spent many years teaching in predominantly Black institutions, have long been concerned, along with colleagues in other disciplines, with the Black experience. We now take note with some indignation that expansion into the field of Black studies has not entailed the abandonment of an essentially colonialist attitude held by the publishing industry in respect to Black teachers and scholars.

Many books now appearing have been prepared by “instant” experts and have apparently been seen only by such experts before they reach publication. CLA calls for nothing less than a decolonization in the field of publishing in which the talents, background and experiences of those who have long labored, without reward, in this area will be drawn upon on the same favorable terms so readily made available to White writers. During the next twelve months, CLA will be especially vigilant to observe what developments may be attributed to a heightened sense of justice and fair play on the part of publishers.

The 1970 CCCC Business Meeting accepted by unanimous vote the resolution as read and sent it to the CCCC Executive Committee for implementation.

To inform the CLA about the formation of the NCTE/CCCC Black Caucus, Harold Alexander sent a memorandum to Dr. Ruth Horry, President. His March 24, 1970 Memorandum to the Executive Committee of the College Language Association (CLA),
the 55 year-old national organization of mainly Black English and foreign language teachers, continues to be a major document of the NCTE/CCCC Black Caucus. Alexander, who died in 1981, was a moving force in Seattle when the Black Caucus was founded. Excerpts from his Memorandum follow.

“I want to sketch for you some rather unprecedented things that developed at the CCCC annual conference at Seattle last week. Some of them may have profound reverberations and may have implications also for CLA. ...After being professionally and racially somewhat quiescent for a number of years (I still have some deep-seated scars), I surprised myself by reverting last weekend; and I participated, along with other Negroes, in an expression of discontent at the way things seem to be going, racially and professionally, in CCCC. . . . Following a panel on “Black Studies Courses in the Freshman English Program,” in which papers by three White scholars proved to be inexcusably insensitive to the nuances of the subject, several Negro members of the audience expressed dismay at the narrowness and naivete of the panel. Led by Father Paul Gopaul, the group roundly castigated the participants - and indeed CCCC - for such ill-conceived presentations. I reminded them that at Miami Beach last year, conferees had complained about similar evidences of haphazardness, shallowness of scholarship, and the lack of sensitiveness of some of the “instant” participants and that CCCC had done little to rectify this.”

With approval given by Dr. Ruth Horry, President of CLA, and by Dr. Richard Long of CLA, (via long-distance phone calls to Atlanta, Georgia and to Durham, North Carolina), the NCTE/CCCC Black Caucus used the CLA Statement as a foundation document to focus on its concerns about qualified teachers, Black Studies programs, and creditable textbooks in Black literature and Black studies.

In 1970 at NCTE’s Convention in Atlanta, Georgia, a slight increase in Black participants on program was noted, with almost
all of the positions labeled Associate Chair or Recorder. Although William Jenkins of Portland State University was the Immediate Past President and Alvin Rucker of Brewer High School was the Regional Affiliate Convention Coordinator from South Carolina, these two Black men appeared to hold “ghost” positions, with no “power” to make major decisions about the program. A casual glance at the 1970 Sixtieth Annual Convention Program Book clearly shows a “white” profile, from Page VI to Page 189. The few photographs of Blacks represented less than 1% of all photographs shown and Black program participants represented less than 2% of all program participants.

The Black Caucus realized that a mandate was before them for the present decade of the 1970’s.
A turn-around following the Seattle stance began to take shape in 1971 at the CCCC Convention in Cincinnati, Ohio. Marianna W. Davis and Elisabeth McPherson, Chair of CCCC, discussed the objectives of the Black Caucus. With this support from the Chair and several members of the CCCC Executive Committee, some progress was noted in getting the concerns of the Black Caucus discussed. The nomination process was opening so that Black candidates could be placed on ballots and Blacks were being invited to read major papers at the convention.

At the 1972 CCCC meeting, the Black Caucus met to elect its first set of officers: Co-Presidents were Samuel Floyd of Queens College in New York and Jessie Lemon Brown of Hampton Institute in Virginia. Vivian I. Davis of Texas Tech University was elected secretary. At this time, the Caucus also decided to seek the full support of CLA as the Caucus developed within NCTE and CCCC. The group asked Marianna W. Davis and Samuel Floyd to present the request at the April 1972 CLA Meeting in Atlanta, Georgia.

On April 15, Marianna W. Davis and Samuel Floyd appeared before the Business Meeting of the College Language Association in the Cunningham Auditorium at Morris Brown College in Atlanta. At this meeting, following the report of Thelma Curl of Norfolk State, the liaison between CCCC and CLA, Davis reported on the activities of the Caucus, on the “Seattle Stance,” on the 1972 CCCC Boston meeting, and on the move for the Caucus to become a formal, viable component of NCTE and CCCC. In the report, she presented three resolutions that were passed at the Four C’s Meeting. Professor George Kent of the University of Chicago
moved that these three resolutions of the Black Caucus be adopted to show support for the Caucus in NCTE/CCCC:

1. THAT a significant percent of program participants be Black;
2. THAT Blacks be represented at the decision-making level of CCCC and NCTE;
3. THAT Black members have a voice in the selection of program topics.

Following a seconding of Kent’s motion, several CLA members questioned Davis and Floyd on the structure and intent of the Black Caucus. Blyden Jackson, Chair of the NCTE College Section, raised additional questions about the Caucus, indicating his lack of support.

At this point, Nick A. Ford proposed a substitute motion that adoption of the proposed resolution be tabled. The substitute motion was seconded and carried.

Regardless of the April 1972 stance of the CLA, today, through all of the struggles to define the Caucus and to move its agenda for full participation in NCTE and CCCC, the Black Caucus and CLA now have a warm working relationship as created through the work of members, including Darwin Turner, Richard Barksdale, and Marie Buncombe, past presidents of CLA and active members of the NCTE/CCCC Black Caucus. Also, several Caucus members are Life Members of CLA, including Richard K. Barksdale, Edward D. Clark, Marianna W. Davis, James L. Hill, Ernece B. Kelly, Sophia Nelson, and Rosentine B. Purnell. It should also be noted that those CLA members, including Blyden Jackson and Nick Aaron Ford, who were somewhat reluctant to join the Black Caucus in the beginning, soon became members, giving full participation to the program and projects of the Caucus.

In November 1972, nineteen members of the Black Caucus met with NCTE officers at the Minneapolis Convention and this
group outlined its proposal for change in the practice of program participant selection, in the practice of selecting nominees for office in the Council, and in the practice of hiring professional staff at headquarters. The group, in summary, sought more involvement of Blacks in the structure and function of NCTE. Attending this historic meeting were Harold W. Alexander of Illinois State University, Richard K. Barksdale of the University of Illinois, A. Russell Brooks of Kentucky State College, Charlotte K. Brooks of the Public School System in Washington, Jeremiah Cameron of the Public Schools in Kansas City/Kansas, William W. Cook of Trenton in New Jersey, Marianna W. Davis of Benedict College, Vivian I. Davis of Texas TECH State University, Samuel C. Floyd of Queens College, Lucy C. Grigsby of Atlanta University, Blyden Jackson of the University of North Carolina, Hobart Jarrett of Brooklyn College, lone V. Jones of the University of Missouri at Kansas City, Ernee B. Kelly of Chicago, Rosentine B. Purnell of Fisk University, Geneva Smitherman of Harvard University, Darwin T. Turner of the University of Iowa, Sloan Williams of the Institute for Services to Education in Washington, and Joseph Wint of the Public School System of New York City.

NCTE President Virginia M. Reid of the Oakland Public School System in California, along with several other officers, several members of the Executive Committee, and Robert F. Hogan, Executive Director of NCTE, listened intently to the list of suggestions of the Black Caucus. The ensuing discussion was amiable; questions were asked and new directions were charted. The suggestions from the Black Caucus were:

1. THAT the NCTE hire for a three-year renewable term, at the level of Director or Assistant Secretary, a Black approved by the 1972 Black Caucus;
2. THAT each year, beginning with 1972, two Black members of NCTE be appointed to the Nominating Committee of NCTE;
3. THAT beginning with the Annual Meeting of 1973, at least 25 percent of the program participants, in addition to chairs, assistant chairs, and recorders, be Black participants;
4. THAT NCTE annually allot a time during the annual meetings for a meeting of a discussion group on Black concerns within NCTE.

Following the 1972 Minneapolis Convention, NCTE responded to the Black Caucus with these results:

1. In consultation with Dr. Richard K. Barksdale, NCTE has hired Dr. Sandra E. Gibbs as Director of Minority Affairs who will work out of NCTE Headquarters in Illinois where her office will be located. [Dr. Gibbs, native of Arkansas, holds three academic degrees in English, including the Ph.D. from the University of Illinois.]
2. A list of names of Black members of NCTE has been submitted to both the Nominating Committee and the Executive Committee of NCTE.
3. Edward R. Fagan (Pennsylvania State University), Program Chair for the 1973 NCTE Convention in Philadelphia, has asked the Black Caucus for written suggestions for the national program.
4. A room and time slot have been set aside for a meeting of the Black Caucus at the 1973 Convention and at subsequent NCTE and CCCC Conventions.

In March 1973, at the CCCC Convention in New Orleans, Caucus members discussed program topics for the 1973 NCTE Convention in Philadelphia, sending forth the suggestions to Edward R. Fagan. The group also presented its slate of nominees to the CCCC Nominating Committee for the upcoming election. The Caucus elected Ernece B. Kelly of Baltimore, Maryland as its nominee for Assistant Chair. Kelly declined. The Caucus then elected Marianna W. Davis of Benedict College. She accepted.
Nominees for the Executive Committee were Melvin Butler, Adam Casmier, Ancella Bickley, Clara Anthony, Laura Hackett, and Samuel Floyd.

In 1974, Marianna White Davis of Benedict College in South Carolina was elected (unopposed) as the first national Black Assistant Chair of the Conference on College Composition and Communication (CCCC). In 1975, she was subsequently Program Chair of the CCCC Convention that met in St. Louis, Missouri, and in 1976 she became the National Chair (President) of the CCCC, presiding over the Convention in Philadelphia.

In addition to the CCCC nominations, the Black Caucus also had members serving on task forces and standing committees. The Caucus submitted to James Barry, the 1973 CCCC Chair, the following names of Black professionals, persons suggested for speaker slots on the national program:

**TESTING**
1. Jessie Lemon Brown, Hampton Institute/Virginia
2. Joseph McKelpin, Southern Association of Colleges and Schools
3. Carol Reed, Brooklyn College
4. Willie T. Williams, Florida A&M University
5. Paul A. Gopaul, St. John University/Minnesota

**GRADING PRACTICES**
1. Mae Alice Reggy, University of Maryland
2. Glenda Gill, University of Texas at El Paso
3. Esther Moran, Southern University/Baton Rouge
4. Eunice Moore, Clark College/Georgia
5. Maryemma Graham, Cornell University
NON-TRADITIONAL PROGRAMS
1. Sloan Williams, Institute for Services to Education, Washington, DC
2. Joseph Thompson, Southern Association of Colleges and Schools
3. Betty Pollard, Forest Park College in St. Louis
4. Edward Johnson, Alabama A&M University
5. Joan Jackson, University of Arizona

GUIDELINES FOR TEACHER TRAINING AT FOUR-YEAR COLLEGES
1. Ancella Bickley, West Virginia State College
2. William Chapman, Harrisburg College/Pennsylvania
3. Clara Anthony, Governor’s State College
4. Paul Hailey, St. Augustine College/North Carolina
5. Teresa Holloman, Norfolk State College/Virginia

On November 21, 1973, the Black Caucus met as scheduled at the Philadelphia NCTE Convention. This was the first time a meeting of the Black Caucus was listed in the NCTE Convention Program. Chaired by Jessie Lemon Brown, the group was led into a period of silence in memoriam for Dr. Melvin Butler of Southern University in Baton Rouge, Louisiana.

The agenda called for discussion on three items: 1) Structure of the Black Caucus; 2) Definition of membership in the Caucus; 3) Articulation of the purpose of the Black Caucus. After considerable discussion, Richard K. Barksdale moved THAT “We organize ourselves officially into a special interest group to be known as the BLACK CAUCUS and that the group have whatever officers and membership dues necessary for its operation.” Marjorie Farmer of Philadelphia seconded the motion which passed unanimously.
Presiding Officer Brown then summed up the points of purpose as follows: (1) Getting information to NCTE about resources within the Caucus; (2) Working with NCTE to recruit members to increase membership; (3) Developing interest and strength among the Caucus members; (4) Sharing information within the group; (5) Speaking out on issues about the education of Black children in learning the English language; (6) Pooling the knowledge of members about needs and development in the different states and regions; (7) Educating the Caucus about the structure, policies, and practices of NCTE; (8) Recruiting Black college students to major in English.

In 1974, at the CCCC Convention in Anaheim, California, the Black Caucus gave full support to the resolution on “The Students’ Right To Their Own Language.” Having struggled through several years of bringing this issue to the forefront of both the NCTE and CCCC, Caucus members were very concerned that the vote in California would not be sufficient, given the fact that many Caucus members would not have funds to travel to the West Coast. However, a strong coalition of Caucus members and Four C’s members from the Midwest and Northeast carried the vote to pass the resolution. Again, the Caucus offered a posthumous THANKS to Dr. Melvin Butler for his arduous work on the language resolution and supporting documents.

At NCTE in 1974 in New Orleans, the Black Caucus became aware of new procedures established by the leaders of NCTE when they arranged for the Board of Directors to meet at tables of 30 people to discuss and tally priorities of the Council. This would mean that minorities would have little chance of being heard or of gathering votes for their positions. Toward this end, the Black Caucus asked Ernece B. Kelly and Darwin T. Turner to compose and deliver a memorandum to Dr. Margaret Early, the 1974 NCTE President. This memorandum called for action by the Board of Directors while still in session in New Orleans, an action for immediate action. The memorandum called for the following:
1. THAT the 1975 Board of Directors meeting return to the traditional practice of allowing any member the opportunity to be heard on issues critical to NCTE and to education in the American society;
2. THAT consideration of priorities be tabled since the procedure of tallying at the Board of Directors meeting was a racist and sexist activity.

The actions of the 1975 Board of Directors at New Orleans lost momentum as a result of the memorandum from the Caucus.

On a more pleasing note, the Caucus gave recognition to its member Velez H. Wilson of the New Orleans Public School System who was the General Chair for the 1974 NCTE Convention in New Orleans.

In 1975 at the Annual Meeting of CCCC in St. Louis, Missouri, members of the Black Caucus were quite evident. Marianna W. Davis, Program Chair, brought forth the theme “Untapped Resources.” The program, held at the Chase-Park Plaza Hotel, carried 114 sessions. Susan B. Casmier of Florissant Valley Community College served as Local Chair. Forty-seven percent of the program participants were Black and they held a variety of roles, including reading major papers, giving demonstrations, and serving as respondents, coordinators, moderators, and recorders. They filled a slot on almost all of the 114 program sessions. Ruby Dee of film, stage, and television was the Saturday Annual Luncheon speaker.

To help ensure that kind of participation, Marianna Davis had the support of the Black Caucus and others, including Lionel Sharpe of Cazenovia College in New York whose sensitivity and kindness served as positive influences; Tom Devine of Boston University; Wallace Douglas of Northwestern University; Elizabeth McPherson of Forest Park College; John C. Gerber of the University of Iowa; Robert F. Hogan of NCTE Headquarters;
Walker Gibson of the University of Massachusetts, and Nancy Prichard of NCTE Headquarters.

By March 1975, the Black Caucus initiated a NEWSLETTER to keep members informed. Its editorial in the Spring issue was titled, “Five Years of The Black Caucus.” The editor outlined the activities, accomplishments, and goals of the Caucus.

With Caucus member Jesse Perry in the role of Assistant Convention Chair at the 1975 NCTE Convention in San Diego, the national program reflected an increasing involvement of Blacks in key roles.

On Friday evening, November 28, 1975 at 8:00 PM, the Black Caucus met at Convention in the Royal Inn Wharf, Pacific Ballroom D, under the direction of Chair Dr. James L. Hill of Benedict College. More than sixty members were in attendance. Sandra E. Gibbs passed out the roster of the NCTE Black Caucus which showed a membership of 243.

From those moments in Honolulu, Hawaii in 1967 when Delores Minor of Detroit sensed the need to organize Black members in NCTE to 1970 when Marianna White Davis of South Carolina accepted the challenge to organize the Black Caucus, the group had grown from 3 to 7 to 11 to 243!

Another positive result of the Black Caucus being formed was its support of the establishment of the Minority Affairs Advisory Committee (MAAC) by the NCTE Executive Committee. Given the earlier recommendations of the Caucus, the MAAC recommendations reinforced the stance of Blacks and other minority members of the Council. Meeting at NCTE in Chicago in 1976, the Committee issued fourteen recommendations as a final report to the NCTE Executive Committee. Three are listed below:

1. THAT all existing and future committees (including ad hoc), commissions, boards, and task forces of more than two members have minorities represented. Efforts made toward this end should
be documented and submitted to the Deputy Executive Secretary with a copy to the Director of Minority Affairs.

2. THAT to insure formal minority input in the planning of all NCTE sponsored and affiliated conventions and programs, program chairs should request from the chairs of the Minority Affairs Advisory Committee, Task Force on Racism and Bias, Chicano Caucus, and the Black Caucus program suggestions and the names of prospective participants. Subsequently, letters to invited participants should be sent (from headquarters) in the name of the recommending chair urging their participation. To further this policy, the Executive Committee should send a letter to each assembly, Affiliate, and Conference urging that there be formal minority input in the development and presentation of all programs.

3. THAT any publications or other visual materials going to the profession and the public-at-large intended to represent or describe the Council reflect in more than a superficial way the multicultural nature of the Council and the people it serves. By multicultural nature, it is not intended that a statistical analysis of the membership of the Council be used to determine percentage, but that a pluralistic quality be reflected in all visual representations and products, thus embodying the Council’s belief that language and literature belong to everyone.

Ernece Kelly, Director of the Task Force, was honored by the Black Caucus for her work in urging NCTE to establish MAAC.

The second African American elected to the presidency of NCTE was Dr. Charlotte K. Brooks of the District of Columbia Public School System. In 1977 at the NCTE Convention in New York City, President Brooks conducted the Business Meeting that embraced Sense-of-the-House Motion Number One: “On Urging
Humane Reaction To All Language Users.” The resolution passed, and it reads:

“The resolutions of both NCTE and CCCC affirming the students’ right to their own language have been distorted in the popular press and misconstrued in some classrooms. At no point did either group mean to say “anything and everything goes” or “let it all hang out.” Respecting language diversity is not the same as encouraging or condoning irresponsibility, either in the language of students or in the statements of journalists.

RESOLVED, that we respond in human, not punitive, terms to whatever linguistic resources our students bring with them to our classrooms; that we also respond humanely to whatever intellectual resources our journalists bring to their typewriters and microphones; and that we help both students and journalists grow from the point at which we find them, realizing that we won’t help either by cutting them off or treating their efforts with less than the humane response that should characterize our discipline.”

The resolution, also strongly approved by the Black Caucus, served as the groundswell for the CCCC publication THE STUDENTS’ RIGHT TO THEIR OWN LANGUAGE.

At the NCTE 1978 Convention in Kansas City, Missouri, the College Section met on November 22 under the leadership of Caucus member Hobart Jarrett of the City University of New York (CUNY). Sitting on that body were four members of the Black Caucus: Marie Buncombe (CUNY), Marianna W. Davis (Benedict College), Darwin T. Turner (University of Iowa), and Juanita Williamson (LeMoyne-Owen College). To support University of Oregon Professor Montana Walking Bull, Native American, who was also a member of the Section, the Section voted to send forth a resolution to the Business Meeting that read: “THAT an NCTE member may not hold simultaneously membership on more than one of the following executive committees: CCCC, Elementary
Section, Secondary Section, College Section, and CEE.” [CEE was subsequently added to this list.]

Later in the afternoon of Wednesday, November 22, the College Section received the following response from Irene Reiter for the Resolutions Committee:

“The Resolutions Committee is in complete sympathy and accord with the intent and the wording of your resolution. The rationale is clear and sensible. However, we believe that this is definitely a question to be directed to the attention of the Board of Directors so that it can become a part of the NCTE constitution or by-laws according to the established procedure for such revisions. We are not side-stepping the issue. We firmly believe that it is important enough to be taken up this year, at the proper time and place. But Resolutions is not the place for such internal amendments.

We hope you will bring this matter to the immediate attention of the Executive Committee of NCTE. We thank you for complying with the Resolutions Committee procedures and regret that we could not help you. But we are also directed by the nature of the Committee as to the items which are suitable for Resolutions. They are primarily matters of policy rather than internal membership rearrangements.

Thank you again for submitting this item and for going on record as wanting to extend participation in NCTE to many more talented members.”

As a result of this action of the Resolutions Committee, Chairman Jarrett informed the Section that he would present the Resolution to the Executive Committee on Sunday, November 26. Additionally, Marianna W. Davis shared with the Section that she would present the same resolution as a sense-of-the-house motion at the Business Meeting on Saturday. The group agreed.

The Business Meeting was chaired by Caucus member Marjorie Farmer of Philadelphia, the third African-American to serve as NCTE’s national president. After lengthy discussion on
Marianna Davis’ motion that came from the College Section, with support spoken by Vivian I. Davis of Texas and Darwin T. Turner of Iowa, the motion passed. The motion reads: “RESOLVED, that an NCTE member shall not hold simultaneously membership on section steering committees and the executive committees of the conferences of the National Council of Teachers of English.”

As appears in American history on acts of fairness and equity, Blacks seem always willing to accommodate the process. One example is the 1979 action of Pinkie Gordon Lane of Southern University in Baton Rouge, Louisiana. [She is now the Poet Laureate of the State of Louisiana.] In her November 22 letter to Robert Hogan, Executive Director of NCTE, she resigned her position on the CCCC Executive Committee and maintained her position on the Commission on Literature. Cecelia Nails Palmer of the University of Tulsa in Oklahoma took the seat at CCCC. Both Lane and Palmer were members of the Black Caucus. This action by Lane was applauded at the 1979 Caucus meeting in San Francisco.

A result of the efforts of the Caucus and its supporters in getting the resolution passed across the Council was the NCTE Policy of Multiple Roles of Council Leaders, effective 1979.

In San Francisco at NCTE’s 1979 Convention, the Black Caucus met under the leadership of Dr. Vivian Davis of Texas, Chair. Among the agenda items was one of great importance to the body: The Ann Arbor, Michigan Case.

Jerri Cobb Scott of the University of Florida reported on the implications of the case. The argument was based on the fact that the Ann Arbor School Board had violated the law on language barriers. The mandate expressed through the case was for teachers to understand the Black child’s language system. Representing the Black Caucus at the Commission on Language Meeting at NCTE, Scott suggested ways that the Commission should respond to the Ann Arbor Case. In the Caucus meeting, Scott noted that Geneva Smitherman of Wayne State University was the heroine in the Ann
Arbor Case. The Caucus voted to recognize Smitherman at the 1980 NCTE Convention in Cincinnati for her tireless work on behalf of Black children who speak a various language and for her work in the Ann Arbor Case. In Cincinnati, on November 22, James L. Hill presented a plaque from the Black Caucus to Dr. Geneva Smitherman in recognition of her distinguished service to education and to the profession.

The Caucus further directed its chair, Vivian Davis, to issue a Statement on The Black English Language System, a direct result of the successful Ann Arbor Case in favor of Black children. The Statement is as follows:
A STATEMENT FROM MEMBERS OF THE BLACK CAUCUS/NCTE

RATIONALE: “News media reports regarding the landmark case, Martin Luther King, Jr. Elementary School et al vs. Ann Arbor School District Board and subsequent efforts to comply with the ruling in the case have been incomplete, lacking in clarifying background information and in some cases, purposefully distorted. The public, therefore, deserves a statement reflective of the viewpoints of Black language arts educators. It is appropriate that we, as Black professionals, speak for ourselves. To that end, the Black Caucus/NCTE issues this statement.

The Caucus is composed of Black linguists and language arts teachers from elementary through university levels. To clarify its position in this matter, the Caucus refers to Black English as that distinguishable language system that some Black students use in the performance of academic tasks. WE BELIEVE THAT: The Black English language system of itself is not a barrier to learning. The barrier is negative attitudes toward the language system, lack of information about the system, inefficient techniques for teaching language skills, and an unwillingness to adapt teaching styles to student learning needs.

The language Black children bring to school evolves from a highly verbal culture and is a strength on which teachers must draw in order to develop effective approaches to teaching the language arts to Black children.

Teachers, administrators, counselors, supervisors, and curriculum developers must be required to undergo structured experiences that will make them aware of and help them to overcome prevailing stereotypic and negative attitudes which are barriers to Black learners.
While past scholarship has concentrated on a limited number of features which may contribute to the definition of one aspect of the Black English language system, we have yet to assess the role of this language as the mediator of learning strategies and Black cultural identity. Therefore, thorough unbiased research into the characteristics and functions of the Black English language system must continue with the support of adequate funding and appropriate academic safeguards.”

The Caucus met in 1980 at the NCTE Convention in Cincinnati on November 22 under the leadership of Vivian I. Davis. Following the presentation of the plaque to Geneva Smitherman for her work on the Ann Arbor Case, Davis moved the agenda.

Caucus member Velez Wilson, Chair of the NCTE Minority Affairs Advisory Committee, presented to the Caucus the Policy of Minority Affairs as passed by the NCTE Board of Directors. In order to monitor the effecting of the policy, the Minority Affairs Advisory Committee will be maintained until such time as deemed unnecessary by NCTE’s Board of Directors.

The second item of great importance at the Cincinnati meeting was the announcement of the first Black Caucus scholarly papers, a book titled TAPPING POTENTIAL OF THE BLACK LEARNER, edited by Charlotte K. Brooks. Brooks noted that editors of the general sections were Jerrie Scott, language; Miriam Chaplin, reading; Delores Lipscomb, writing; William Cook, literature.

A third item of significance was Ernece Kelly’s forthcoming Sense-of-the-House Motion. She informed the Caucus that Stouffer’s, Cincinnati’s convention site, is a subsidiary of the Nestle Corporation which provides milk formulas to mothers of Third World Countries. These free samples were inferior to mother’s milk, necessitated the addition of water which is often contaminated and so resulted in the deaths of many babies. Therefore, NCTE should examine carefully all future sites to
assure the membership that human rights shall be respected by the organization. The Caucus unanimously passed a motion of support of Kelly’s motion that was presented at the 1980 NCTE Business Meeting.

These actions signaled a Caucus stance on the concerns of human rights and dignity across the world, including Black America and Third World Countries, and they signaled a Caucus move beyond the mere concerns of the day-to-day activities associated with teaching. The Black Caucus was becoming the social “conscience” of NCTE!

The 1981 NCTE meeting was held in Boston, Massachusetts where the Black Caucus convened on November 21 under the direction of Dr. Delores Lipscomb, Caucus Chair. The group initiated a Black Caucus Exhibit Booth to become operative at the 1982 Washington Convention. Following through an idea initiated at CCCC in Dallas, Texas in March 1981, the group voted to re-activate a Caucus NEWSLETTER to be edited by Vivian Davis, on a regular basis.

Having successfully lobbied for a slot for a Black professional at NCTE Headquarters from the NCTE Executive Committee, the Caucus expressed serious concern about the treatment of the highly qualified professional, Dr. Sandra E. Gibbs. It was moved and unanimously voted that the Chair write to the Executive Committee, expressing concern over the problems experienced by Dr. Gibbs. The problems were eventually solved.

Consentine Thompson, local chair for the 1982 NCTE Convention in Washington, D.C. and a member of the Black Caucus, was highly visible at the convention where a record number of Black members was present.

In Washington at the NCTE Convention, Delores Lipscomb called the Black Caucus Meeting to order, sharing with the members highlights of the meeting held at CCCC in San Francisco.
on March 19, 1982. Of significance was the fact that Ernecce Kelly serves as Chair of the Political Action Committee of the Caucus. This group is preparing public statements and letters of inquiry to official bodies - all to be approved by the Black Caucus.

James L. Hill announced that Darwin Turner is Director of NCTE’s Commission on Literature; Joyce Johnson is the Chair of the Minority Affairs Advisory Committee; William Cook is the Chair of the CCCC’s Minority Affairs Advisory Committee; Marie Buncombe is Local Chair of the 1984 CCCC Convention in New York City; Doris Ginn is a member of NCTE’s Nominating Committee, and Rosentene Purnell is Chair of the 1983 CCCC Annual Program in Detroit. The Caucus meeting signified that Caucus members were becoming highly visible in key slots in both NCTE and CCCC.

In Detroit at the March 1983 meeting of the CCCC, Caucus members agreed that its name shall be “The Black Caucus of NCTE/CCCC.”

In November, at NCTE’s 1983 Convention in Denver, Colorado, the Black Caucus, under the presidency of Dr. John Wolfe, addressed several key issues, including the language statement, book marks commemorating Black History Month, a political strategy for the Caucus, a Sense-of-the-House Motion to name a Black as editor of one of NCTE’s journals. Additionally, the Caucus agreed to “remain interested” in the process of affirmative action.

In Detroit at NCTE’s 1984 Convention, the Executive Committee of the Black Caucus met with NCTE’s Executive Committee on November 17 regarding minority involvement at every level in NCTE. Fifteen items of concern were discussed, but the reported results were disappointing.

As a result of this meeting, the NCTE Executive Committee appointed yet another task force, named Task Force On Minority Involvement, to accomplish three objectives: 1) To review minority involvement in NCTE; 2) To review implementation of the present
Minority Involvement Policy; 3) To suggest strategies for more effective implementation.

The following charts show minority involvement in NCTE for 1976, 1980, and 1984. Needless to say, the findings shown on these charts are dismal.
### DATA ON ELECTION AND APPOINTMENT OF MINORITIES IN COUNCIL ROLES – 1984

#### A. Elected Offices

<table>
<thead>
<tr>
<th></th>
<th>Number on Ballot</th>
<th>Minorities on Ballot</th>
<th>Minorities Elected</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. NCTE Ballot (candidates for vice president, representative at large, nominating committee)</td>
<td>1972</td>
<td>Not available</td>
<td>2</td>
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<tr>
<td></td>
<td>1976</td>
<td>20</td>
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<td></td>
<td>1980</td>
<td>21</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>1984</td>
<td>20</td>
<td>3</td>
</tr>
<tr>
<td>2. Elementary Section Ballot (candidates for Elementary Section Committee and Elementary Section Nominating Committee)</td>
<td>1972</td>
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<td>0</td>
</tr>
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<td></td>
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<td>10</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1984</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>3. Secondary Section Ballot (candidates for Secondary Section Committee and Secondary Section Nominating Committee)</td>
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<td>2</td>
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<tr>
<td></td>
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<td>10</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1984</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>4. College Section Ballot (candidates for College Section Committee and College Section Nominating Committee)</td>
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<td>8</td>
<td>2</td>
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<td></td>
<td>1984</td>
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### B. Appointed by Executive Committee

<table>
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<tr>
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<td>Editorial Board</td>
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<tr>
<td>Commission on Curriculum</td>
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<tr>
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<td>Commission on Reading</td>
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<td>Standing Committee on Research</td>
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<td>Standing Committee on Teacher Preparation and Certification</td>
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<tr>
<td>Standing Committee Against Censorship</td>
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<tr>
<td>SLATE Steering Committee*</td>
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</tr>
<tr>
<td>Standing Committee on Affiliates</td>
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<td>n/a</td>
<td>1</td>
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</tbody>
</table>

* Classed as a standing committee, though its members are elected.
C. Committees, etc. to which members usually are appointed by the chair.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Number of Groups</th>
<th>Number with Minority Members</th>
<th>Number Without Minority Members</th>
</tr>
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<tbody>
<tr>
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<td>4</td>
<td>12</td>
</tr>
<tr>
<td>1976</td>
<td>37</td>
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<td>1980</td>
<td>36</td>
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<tr>
<td>1984</td>
<td>38</td>
<td>23</td>
<td>14</td>
</tr>
</tbody>
</table>

N.B.: The above are not all of the groups with minority members; several committees which by their nature involve minority members (e.g., the Minority Affairs Advisory Committee) are not included in the above totals.

D. Conferences

<table>
<thead>
<tr>
<th>Year</th>
<th>Number on Ballot</th>
<th>Minorities on Ballot</th>
<th>Minorities Elected</th>
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</thead>
<tbody>
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<td>1972</td>
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<tr>
<td>1976</td>
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<tr>
<td>1980</td>
<td>18</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>1984</td>
<td></td>
<td></td>
<td>Results not in</td>
</tr>
</tbody>
</table>

1. CCCC Ballot (candidates for Executive Committee, Nominating Committee, and Assistant Chair)

2. CEE Ballot (candidates for Executive Committee and Nominating Committee)

<table>
<thead>
<tr>
<th>Year</th>
<th>Number on Ballot</th>
<th>Minorities on Ballot</th>
<th>Minorities Elected</th>
</tr>
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<tbody>
<tr>
<td>1972</td>
<td>16</td>
<td>1</td>
<td>1</td>
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<tr>
<td>1976</td>
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<td>1980</td>
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</tr>
<tr>
<td>1984</td>
<td>14</td>
<td>1</td>
<td>Results not in</td>
</tr>
</tbody>
</table>
Realizing that the Caucus was not promoting a cultural awareness program at each NCTE convention, the group increased individual dues, effective March 1985. Following this action, the book, TAPPING POTENTIAL, was presented to the Caucus. The group offered congratulations to Charlotte Brooks and her staff of writers.

The Black Caucus met in regular session on November 23, 1985 in Philadelphia at the annual convention of NCTE to address a number of important issues before the body. First, John Wolfe, President, announced that NCTE’s 75th Anniversary Book, A CELEBRATION OF TEACHERS, did not include any minorities. It was moved and seconded and unanimously passed that the Caucus present a Sense-of-the-House Motion at the Business Meeting, requesting that the book be recalled immediately and re-written to include minority members in substantial numbers. [The motion passed in the Business Meeting; the book was recalled and re-written to include minority teachers.]

Secondly, Ernece Kelly, Chair of the Political Action Committee of the Caucus, presented three objectives for Caucus approval and action: 1) THAT NCTE break any formal connections with South Africa; 2) THAT Caucus members not support entertainers who have performed in South Africa; 3) THAT Caucus members participate in all anti-apartheid activities. The group approved Kelly’s report.

Thirdly, the Caucus presented a plaque of deep appreciation to Sandra E. Gibbs for her loyalty, dedication, and long-standing service to NCTE.

On March 14, 1986, Black Caucus member Miriam Chaplain reported on her role as Program Chair and as a member of the CCCC Executive Committee. Of significance at the New Orleans meeting was the announcement that a new edition of A CELEBRATION OF TEACHERS, which now includes statements from 22 minorities, will be available for sale in San Antonio at the 1986 NCTE Convention!
Another report of importance given were the results of a random NCTE survey which showed that minority representation within the Council had significantly decreased.

The group then decided and passed a motion “THAT no critical issues that deal with changes in the Constitution should be sent in a mail ballot unless there has been prior open discussion at the Business Meeting of NCTE.”

The meeting ended with the Caucus presenting an Album of many, many letters of appreciation to Marianna W. Davis for her efforts in founding the Black Caucus and her continued work on behalf of the Caucus.

In San Antonio at the 1986 NCTE Convention, three announcements were made that had a significant impact on the Black Caucus and that brought forth full discussion. It was announced that:

1. The Executive Committee of NCTE was appointing a Task Force to set the agenda for the next 10 years;

2. A coalition of English associations would meet during the summer of 1987 to set the tone for English instruction for the next decade.

3. CCCC had not taken any action regarding the resolution on not meeting at union hotels or on the divestiture related to South Africa.

In Atlanta, at the 1987 CCCC Convention, the Black Caucus focused on the NCTE Affirmative Action Plan which showed a conflict of interest by the Executive Director naming the Personnel Director and the Affirmative Action Officer as the same person. The Caucus voted to object to this action by sending a letter to the President of NCTE.
Following through on the need to have Caucus input on the Task Force on Reorganization of NCTE, the group named Vivian I. Davis of Texas as its representative to the Task Force.

Los Angeles, California was the setting of the 1987 NCTE Convention where many members of the Black Caucus sat in attendance. With Johnny Tolliver of Norfolk State serving as the elected secretary, John Wolfe, president, opened the meeting at 10:15 A.M. Several action items of great concern were reported: The NCTE Affirmative Action Plan, minorities at the professional level at NCTE, the NCTE Committee on The Future of The Council, the Summer Coalition on The Teaching and Learning of English, the NCTE Policy on Minority Involvement, and the decline in minority representation in literature textbooks.

Following discussion on these items, Sandra E. Gibbs moved that Marianna W. Davis write the history of the NCTE/CCCC Black Caucus. The motion was seconded and carried unanimously.

It appears, therefore, that the Caucus has a mandate to concentrate on the viable goals of Black participation at every key level at both staff headquarters and on council boards, committees, and other various structures.

Friday, March 18, 1988 was the date of the Black Caucus Meeting that convened in St. Louis, Missouri at the CCCC Convention. Thelma Curl reported again on NCTE’s Commission on Literature, with emphasis on its stance concerning minority underrepresentation in literature textbooks. [Dr. Maryemma Graham of the Black Caucus was nominated to replace Curl in 1989.]

The Urban Literacy Network, directed by Jerrie Scott at Central State University in Ohio, is a progressive-moving project, with starter packets disseminated at the AME (African Methodist Episcopal) Conference in Summer 1988.
Vivian Davis of Texas reported on The Future of The Council, a working committee, noting that the structures of headquarters, executive committee, and board of directors need to be reorganized so as to assure accountability.

Finally, it was pointed out by both Vivian Davis and Miriam Chaplin that NO Blacks sit on the NCTE Executive Committee.

On November 19, 1988, the Caucus convened in St. Louis under the direction of John Wolfe, President. Three issues of substance were highlighted: 1) Caucus members were urged to oppose the amendment requiring office holders in NCTE to be members of local affiliates; 2) The first Caucus workshop shall convene for 2 hours at this convention; 3) A progress report on the future of the council was given by both Vivian Davis and Charlotte Brooks. Following discussion and announcements, Sophia Nelson of West Virginia was extended special recognition for her stalwart support of the Caucus during its pioneering years.

Seattle, Washington was the scene of the March 1989 meeting of the Black Caucus which took place at the annual meeting of the CCCC. John Wolfe presided as the members discussed current activities. Wolfe and Brenda Greene are members of the Communications Committee of CCCC, designed to find ways to involve more people in the activities of CCCC. Jacqueline Jones Royster received approval from the CCCC Executive Committee for her proposal on finding ways to increase minority English teachers, and James L. Hill remains CCCC liaison to the College Section.

The November 18, 1989 Caucus meeting was held in Baltimore, Maryland, with President Jacqueline Brice-Finch presiding. It was announced that the Four C’s elected three Caucus members to office: William “Bill” Cook, Assistant Chair; Jacqueline Jones Royster, Secretary; Denise Burden-Patmon, Executive Committee woman. Following this announcement, the group received a report from the Issues Committee whereby Jerrie Scott asked the Caucus to support an African-American Read-In Project, scheduled during
Black History Month. Jacqueline Jones, reporting on the Blacks in Higher Education Committee, suggested that models in the Black College Network be explored to assist on this project. On another matter, Ernece Kelly reported that Bill Cook at Dartmouth was soliciting book lists for a Caucus-sponsored bibliography, an activity of the Committee on Afro-American Literature. A Sense-of-the-House Resolution was prepared for the Business Meeting by Vivian Davis and Marianna W. Davis. The Caucus approved motion reads: “THAT NCTE reaffirm its concern that language arts instruction at all levels for all students, especially those in special education, developmental and remedial programs, to provide the kinds of reading and writing activities that will allow them full opportunity to develop a wide range of literacy skills including the critical literacy skills necessary for their full participation in our democratic society.”

The NCTE/CCCC Black Caucus was widening its network of issues not only for the enlightenment of its members but also for the edification of NCTE. The recognition for John Henrik Clarke, the urban initiative for more minority teachers, an international Black History Teleconference, social issues in the English classroom, and the International Assembly’s issue on South African teachers of English at the 1990 New Zealand Convention were of great interest.

In Chicago on March 23, 1990, the Caucus met under the leadership of its president. Following the treasurer’s report, the group voted to increase Caucus dues. The regular announcements covered the traditional reports from committees and task forces.

Atlanta, Georgia was the setting of the 1990 NCTE Convention and the Black Caucus meeting. The meeting opened with a report of the Four C’s activities, including one on the re-organization of the annual convention to bring more balance across various sections. Following this report, the Caucus empowered its Executive Committee to make financial decisions to support the “Read-In Chain” Project. Workshops designed to recruit more minorities
into NCTE were progressing. Miriam Chaplain reported that she is in charge of proposals for NCTE grants to recruit minorities into the profession, with both Charlotte Brooks and Jesse Perry announcing similar projects - all designed to recruit more minority teachers of English.

Toward the end of the meeting, Jacqueline Jones Royster proudly announced that the five Black colleges would be performing that evening for the cultural program of the Caucus: Morehouse College’s Glee Club, Spelman College’s jazz band, Clark-Atlanta University’s drama club, and Morris Brown College’s drama team. The dance group from the Benjamin E. Mays High School would also perform.

Across a span of twenty years, from 1970 to 1990, the NCTE/CCCC Black Caucus had grown steadily, with membership as high as 365. The overview of meetings, as shown in this section, exemplifies that change does not come easily, power does not relinquish its hold, racism continues to exist in America. Perhaps it is the way of democracy when people in power attempt to solve crisis or problems by appointing a committee or a task force. Then this group meets and meets and meets, drawing up goals and objectives. In the meantime, the problem festers until no kind of ointment can ease the pain or heal the wound. So it is with what appears to be constant attempts to keep racial minorities in place, to hold them back from attaining “real” power. The questions are very clearly outlined:

1. Why were there no Blacks on the NCTE Executive Committee in 1991?

2. Why is there only one professional Black on staff at headquarters in Illinois?
3. Why is there no meaningful Affirmative Action Plan in existence at headquarters?

4. Why are the structure and practices unchanged at NCTE when these entities are non-productive to minorities and women?

5. Why are textbooks and other teaching materials mildly responsive to minorities and women when NCTE and CCCC have tremendous influence on the industry?
## TWENTY YEARS OF GROWTH

Twenty years represent two decades and two decades represent 365 days times twenty. What a waste of time if the founding of the Black Caucus in 1970 means little more than Black people coming together twice a year to listen to the same clichés over and over again!

What began in Seattle in 1970 was a formal initiation for a group of neophytes who knew not quite how to relieve their built-up frustrations that had accumulated for a number of years. Since the early 1950’s, four of the Seattle Group had experienced untold abuses and professional insults within the ranks of NCTE. During the 1960’s, few Blacks were invited to participate on the national convention program, even as recorders of sessions.

The 1967 NCTE Convention Program book shows, for example, only about 13 photographs of Black program participants as compared to approximately 422 photographs of White participants. Additionally, of the approximately 1,141 program participants, only about 41 Blacks were listed in the program, most of them by name only, with little program involvement. The names below give an idea of the minimal participation of Black scholars.

<table>
<thead>
<tr>
<th>Name</th>
<th>Program:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Darwin T. Turner</td>
<td>Attended Meeting</td>
</tr>
<tr>
<td>Professor, North Carolina A&amp;T College</td>
<td></td>
</tr>
<tr>
<td>Mrs. Delores Minor</td>
<td>Recorder</td>
</tr>
<tr>
<td>Administrator, Detroit Public Schools</td>
<td></td>
</tr>
<tr>
<td>Dr. Nick Aaron Ford</td>
<td>Attended Meeting</td>
</tr>
<tr>
<td>Chairman, English, Morgan State College</td>
<td></td>
</tr>
</tbody>
</table>
On NCTE/CCCC/CEE executive committees, board, councils, and task forces, minority participation was either nil or minimum. Yet, Blacks were encouraged to join the Council. Simultaneously, many Blacks were shut out of local affiliate activities as well as positions of decision-making in the Council.

All in all, NCTE was a reflection of the social ill-winds that moved across the deep South during the explosive 1960’s. It was also a reflection of the Jim Crow laws and the blatant racial segregation that was evident across these United States, including Illinois.

Across the years, however, many White members of NCTE had given support to the efforts of minorities in the Council, and together with the Caucus, this “connected” group represented the humanistic arm of NCTE. Among those humanitarians who gave support to the Caucus from time to time were Richard Braddock, Wallace Douglas, Virginia M. Burke, Elisabeth McPherson, Robert Squires, Lou Kelly, Gregory Cowan, Nancy Prichard, Raven McDavid, Richard Lloyd-Jones, W. Ross Winterowd, Miles Myers, Audrey Roth, Donald C. Stewart, Robert E. Shafer, Phyllis Klotman, and James Sledd.

So, twenty-four years ago, a small band of Blacks made a major decision to nudge NCTE/CCCC into a posture of human rights for its members. Determined to make a change within the ranks of the Council, this band of professionals adopted a “take charge” position as it insisted upon a place in the NCTE/CCCC sun. This group, therefore, was also a product of its social climate, one of social and political self-determination to make this society
stand up to its promises of freedom with dignity. Within this group stood three who had participated in the Civil Rights Marches, sat in local jails with students, and donated time and money to the causes of the NAACP, SCLC, CORE, and the A. Phillip Randolph Movement.

Prior to the Seattle Stance, Delores Minor was impacting the Council when she began her dignified trek at the NCTE Convention in Hawaii and set the stage at the NCTE Convention in Milwaukee in a special session with a group of Blacks present at the convention. No money was collected. No petitions were signed. Only the promise by those attending that meeting that ideas would begin to shape to “attack” through overt action the walls of segregation within the National Council of Teachers of English.

Professor Harold Alexander, formerly of North Carolina College at Durham and Illinois State University, who participated in the Seattle Stance, wrote poignantly in addressing the Executive Committee of the College Language Association (CLA): “It may develop, (we) may be praised or damned for what happened. Who knows . . . or, for that matter, who cares?”
CULTURAL PROGRAMS OF THE BLACK CAUCUS

Beginning 1976, the NCTE/CCCC Black Caucus sponsored a number of cultural programs, with a local Caucus member chairing the event in a particular city where the NCTE Convention was held. At many of the programs, called “The Black Caucus Presents,” the Caucus honored outstanding Black writers and scholars and gave them plaques in recognition of their work in Black Literature. Additionally, the Caucus sponsored other various cultural events, such as coffee hours and an exhibit booth at the NCTE convention. The booth featured Black literature books from major publishers.

The following outline of programs reflects the vision of both the Black Caucus and its executive committee, as NCTE Staff Liaison Sandra E. Gibbs worked cooperatively with the local talent to produce creative cultural programs.

1976 Chicago-Ernece Kelly, Chair

Featured Performers
The Olive Harvey College Choir
Haki Madhubuti, poet
Carolyn Rodgers, poet
Angela Jackson, poet
Barry Reaney
Tricia Borka
Sun Drummers, musicians
1982 Washington, D. C. - Mildred Hill-Lubin, Chair

Honored Guest
Sterling Brown, Poet

Featured Performers
Duke Ellington School of The Arts Choir, Dance Troupe, and Arts Theatre Group
Eloise Greenfield, Poet
Lucille Clifton, Poet
Ashley Bryan, Children’s Author

1984 Detroit - Geneva Smitherman, Chair

Honored Writers
Naomi Long Madgett, Poet
Dudley Randall, Poet

Featured Performers
Northwestern High School Mixed Ensemble
Cass Technical High School Dance Workshop
Northwestern High School Jazz Combo
Haki Madhubuti, Poet
1985 Philadelphia - Miriam Chaplin, Chair

Honored Writers
   Kristin Hunter, Novelist
   Sonia Sanchez, Poet

Featured Performer
   Haki Madhubuti, Poet

1986 San Antonio - Rafael Castillo, Chair
(This program was a joint venture with the Hispanic Caucus.)

Featured Performers
   Richardo Sanchez, Poet
   William Cook, Poet
   Nicholasa Mohr, Novelist
   Debra F. Meadows, Poet
   Rolando Hinojosa Smith, Poet

1987 Los Angeles - G. Joyce Johnson, Chair

Featured Performers
   Saundra Sharpe, Poet and Actress
   Nail ah Lee, Dancer
   Helena Maria Viramontes, Author
   Wanda Coleman, Poet
   Lawson Inada, Poet
   Kamau Daaood, Poet
1988 St. Louis - Eugene Redmond, Chair

**Featured Performers**
- Gwendolyn Brooks, Poet
- Haki Madhubuti, Poet
- Eugene Redmond, Poet

1989 Baltimore - Margaret Reid, Chair

**Honored Scholars/Critics**
- Richard K. Barksdale
  Professor of English
  University of Illinois
- Darwin T. Turner
  Professor of English
  University of Iowa

**Featured Performers**
- Morgan State University Choir
- Morgan State University Drama Troupe

1990 Atlanta - Jacqueline Jones Royster, Chair

**Honored Scholar and Writer**
- Hobart S. Jarrett
  Professor of English
  Brooklyn College
- Pinkie Gordon Lane, Poet
  Poet Laureate, State of Louisiana
Featured Performers

- Spelman College Jazz Ensemble
- Morehouse College Glee Club
- Benjamin E. Mays High School Drama Troupe
- Clark/Atlanta University Choral Reading Group
- Children’s Dance Theatre, Spelman College
- Morris Brown College Drama Club
APPENDIX A

BLACK CAUCUS OFFICERS

1972-1973
Co-Presidents: Samuel Floyd and Jessie Brown
Secretary: Vivian Davis

1973-1974
President: Jesse Perry
Vice President: Charlotte Brooks
Secretary/Treasurer: Vivian Davis

1974-1976
President: James L. Hill
Vice President: Steve Chenault
Secretary/Treasurer: Vivian Davis

1976-1978
President: Sophia Nelson
Vice President: Harold Alexander
Secretary/Treasurer: LaRuth Gray

1978-1980
President: Vivian Davis
Vice President: William Cook
Secretary/Treasurer: LaRuth Gray
1980-1982

President: Delores Lipscomb
Vice President: Jerrie Scott
Secretary: William Cook
Treasurer: Myrtle Hall

1982-1984

President: John Wolfe, Jr.
Vice President: Miriam Chaplin
Secretary: Margaret Reid
Treasurer: Myrtle Hall

1984-1986

President: John Wolfe, Jr.
Vice President: Dolores Straker
Secretary: Jane Hornburger
Treasurer: Myrtle Hall

1986-1988

President: John Wolfe, Jr.
Vice President: Dolores Straker
Secretary: Johnny Tolliver
Treasurer: Myrtle Hall

1988-1990

President: Jacqueline Brice-Finch
Vice President: Sloan Williams
Recording Secretary: Denise Burden
Assistant Secretary: Ida Short
Treasurer: Myrtle Hall
Assistant Treasurer: Johnny Tolliver
Newsletter Editor: Dolores Straker
APPENDIX B

BLACK CAUCUS (BC)/NATIONAL COUNCIL OF TEACHERS OF ENGLISH (NCTE)

WHAT is BC/NCTE?

a special interest group:
related to NCTE and Conference on College Composition and Communication (CCCC) composed of professional language arts educators from all levels who are involved in the teaching and learning of communication skills in various institutional settings
committed to Blacks experiencing success in teaching and learning of communication skills relating to their peers in the profession
promoting positive images and meaningful status for Black professional language arts educators

WHAT are the purposes of BC/NCTE?

develop and maintain a network of Black language arts educators who, in the interest of success of Black students and teachers of communication skills, will:
discover and advocate the most functional curricula, effective teacher training programs, balanced teaching materials, advantageous teaching and learning situations, and equitable assessment and awards systems in the language arts areas
recruit Blacks to NCTE and CCCC and assist them in full participation in those organizations
courage Blacks to come into the profession
promote positive images and meaningful status of Black professional language arts educators
recognize accomplishments of Black language arts educators
WHAT is the structure of BC/NCTE?
a voluntary group of members from different geographical locations and areas of expertise in language arts with: three annually elected officers—Chairperson, Vice-Chairperson, Secretary-Treasurer

WHO are the members of BC/NCTE?
professional educators who have expertise, experience and/or interest in promoting the purposes of the Caucus
more than 90% of the present members are Black
most present members are also members of NCTE and/or CCCC
the members represent various geographic locations and several areas of expertise in the field of language arts

WHEN does BC/NCTE meet?
twice annually—in the Fall during NCTE annual convention; in Spring, during CCCC annual convention

WHO are contact persons for BC/NCTE?
all Black Caucus/National Council of the Teachers of English members more specifically:
Dr. Sandra E. Gibbs, Director, Minority Affairs and Special Projects, NCTE, 1111 Kenyon Road, Urbana, IL 61801 (217) 328-3870
APPENDIX C

Membership of The Black Caucus of NCTE/CCCC
November 1, 1990

1. Mr. James K. Abram
   Santa Fe, New Mexico

2. Dr. June M. Aldridge
   Atlanta, Georgia

3. Dr. Clara F. Alexander
   Denver, North Carolina

4. Mrs. Gwendolyn Alexander
   W. Hyattsville, Maryland

5. Mrs. Charity M. Allen
   Reston, Virginia

6. Dr. Deborah W. Allen
   New York, New York

7. Ms. M. Frances Alston
   Baltimore, Maryland

8. Mrs. Lena M. Ampadu
   Baltimore, Maryland

9. Ms. Carolyn H. Anderson
   Baltimore, Maryland
10. Dr. Edward Anderson
   Richmond, Virginia

11. Ms. Akua Duku Anokye
    Cambria Heights, New York

12. Mr. Edd W. Armstrong
    Pacific Grove, California

13. Dr. Lettie J. Austin
    Washington, D.C.

14. Dr. Stanley E. Baker
    Richmond, Virginia

15. Ms. Sheila V. Baldwin
    Chicago, Illinois

16. Mrs. Estelle E. Banks
    Austin, Texas

17. Mr. John Barber
    Baltimore, Maryland

18. Dr. Richard K. Barksdale
    Urbana, Illinois

19. Mr. Lonnie G. Barnes
    New Rochelle, New York

20. Mrs. Ann W. Bashful
    New Orleans, Louisiana

21. Dr. Milton Baxter
    Brooklyn, New York
22. Mrs. Beverly B. Bennett  
    Houston, Texas

23. Dr. T. Clifford Bibb  
    Montgomery, Alabama

24. Mrs. Cynthia J. Biggers  
    Champaign, Illinois

25. Dr. Enid E. Bogle  
    Silver Spring, Maryland

26. Dr. Joan E. Bolden  
    Madison, Alabama

27. Mrs. Ruth Boler-Johnson  
    Jackson, Mississippi

28. Mrs. Mercedes R. Bonner  
    Missouri City, Texas

29. Ms. Bertha Norman Booker  
    Petersburg, Virginia

30. Mrs. Cheryl Boyd-Gross  
    Long Island City, New York

31. Dr. Adnee M. Bradford  
    Greensboro, North Carolina

32. Dr. Jacqueline Brice-Finch  
    Harrisonburg, Virginia

33. Dr. Charlotte K. Brooks  
    Washington, D.C.
34. Mrs. Bernice G. Brown
Slippery Rock, Pennsylvania

35. Mr. Kenneth J. Brown
New Orleans, Louisiana

36. Ms. Patricia Brown-Height
Staten Island, New York

37. Ms. Jacqueline E. Bryant
Virginia Beach, Virginia

38. Dr. Marie Buncombe-Dodd
Jackson Heights, New York

39. Ms. Denise Burden-Patmon
Milton, Massachusetts

40. Mrs. Madlyn W. Calbert
Washington, D.C.

41. Dr. Anne L. Campbell
Prairie View, Texas

42. Mr. Kermit E. Campbell
Columbus, Ohio

43. Ms. Ayura C. Carlton
Vista, California

44. Mr. Thomas F. Carter
Texas City, Texas

45. Ms. Lynn Casmier-Paz
St. Louis, Missouri
46. Dr. Jimmy E. Cato
    Oakland, California

47. Ms. Rosemary W. Cato
    New York, New York

48. Dr. Miriam T. Chaplin
    Cherry Hill, New Jersey

49. Ms. Irah M. Charles
    Detroit, Michigan

50. Dr. Marlene Shipp Chavis
    Detroit, Michigan

51. Mrs. Ouida H. Clapp
    Buffalo, New York

52. Dr. Milton Clark
    San Bernardino, California

53. Mrs. Grace K. Coffey
    Ellicott City, Maryland

54. Mr. Charles F. Coleman
    Laurelton, New York

55. Dr. Viralene J. Coleman
    Pine Bluff, Arkansas

56. Dr. Grace E. Collins
    Baltimore, Maryland

57. Mr. William W. Cook
    Hanover, New Hampshire
58. Ms. Andrea-Marie Coombs  
   Centerville, Virginia
59. Mr. David L. Cooper  
   Louisville, Kentucky
60. Mrs. Jeanetta Cotman  
   Detroit, Michigan
61. Ms. Quenie L. Crawford  
   Cottageville, South Carolina
62. Mrs. Willie Mae Crews  
   Birmingham, Alabama
63. Dr. Bobby J. Cummings  
   Ellensburg, Virginia
64. Mr. George O. Cureton  
   Little Silver, New Jersey
65. Dr. Thelma D. Curl  
   Virginia Beach, Virginia
66. Mrs. Lillian J. Dailey  
   Cleveland, Ohio
67. Dr. Evelyn B. Dandy  
   Savannah, Georgia
68. Mr. Frederick V. Davis  
   East Orange, New Jersey
69. Dr. Marianna W. Davis  
   Columbia, South Carolina
70. Dr. Vivian I. Davis  
   Dallas, Texas

71. Dr. Lisa D. Delpit  
   Baltimore, Maryland

72. Dr. Catherine Dorsey-Gaines  
   Orange, New Jersey

73. Mrs. Sarah S. Duckworth  
   Berkeley Heights, New Jersey

74. Dr. Ogle Burks Duff  
   Pittsburgh, Pennsylvania

75. Mrs. Gayle W. Duskin  
   New Orleans, Louisiana

76. Mr. Harvey Edwards  
   Selinsgrove, Pennsylvania

77. Dr. Eugene Eleby  
   Brooksville, Florida

78. Mrs. Altha R. Elliott  
   Washington, D.C.

79. Dr. Leatrice J. Emeruwa  
   South Euclid, Ohio

80. Ms. Bertha T. Escoffery  
   Chesapeake, Virginia

81. Dr. Onita M. Estes-Hicks  
   New York, New York
82. Mrs. Elinor F. Eugene
Washington, D.C.

83. Mr. Henry L. Evans
New York, New York

84. Dr. Jeanette H. Evans
Baltimore, Maryland

85. Dr. LaMona N. Evans
Oklahoma City, Oklahoma

86. Dr. Constance Eve
Buffalo, New York

87. Dr. Marjorie N. Farmer
Philadelphia, Pennsylvania

88. Ms. Elinor C. Flewellen
Santa Barbara, California

89. Dr. M. Marie Foster
Margate, Florida

90. Ms. Eleanor N. Frorup
Brooklyn, New York

91. Dr. Imani Fryer
Buffalo, New York

92. Mrs. Phyllis H. Galloway
Takoma Park, Maryland

93. Mrs. Alease R. Gant
Hampton, Virginia
94. Mr. John F. Gardenhire
   Oakland, California

95. Dr. Gloria S. Gibbs
   Chicago, Illinois

96. Dr. Sandra E. Gibbs
   Urbana, Illinois

97. Ms. Emily F. Gibson
   Los Angeles, California

98. Dr. R. Keith Gilyard
   St. Albans, New York

99. Dr. Doris O. Ginn
   Jackson, Mississippi

100. Mrs. Cora R. Goodwin
     Nashville, Tennessee

101. Ms. Deborah Goodwyn
     Richmond, Virginia

102. Ms. Carolyn E. Gordon
     South Euclid, Ohio

103. Ms. Claudette Goss
     Midwest City, Oklahoma

104. Mrs. Myrtle S. Gray
     Fort Worth, Texas

105. Ms. Lolita R. Green
     Chicago, Illinois
106. Dr. Brenda M. Greene  
Brooklyn, New York

107. Dr. Ghussan R. Greene  
Orangeburg, South Carolina

108. Mrs. Lucy C. Grigsby  
Atlanta, Georgia

109. Ms. Ora M. Gudnitz  
Yeadon, Pennsylvania

110. Dr. Virginia B. Guilford  
Upper Marlboro, Maryland

111. Ms. Myrtle T. Hall  
Memphis, Tennessee

112. Dr. Judith A. Hamer  
Westport, Connecticut

113. Mr. William H. Hamilton  
Louisville, Kentucky

114. Mrs. Doris C. Handley  
Chicago, Illinois

115. Ms. Mary L. Harley  
St. Thomas, Virgin Islands

116. Dr. Judith Harmon  
Schaumburg, Illinois

117. Mr. George Harold  
Hillside, New Jersey
118. Mrs. Jacquelyn C. Harris  
Florissant, Missouri  

119. Mr. James Harris, Jr.  
St. Louis, Missouri  

120. Mrs. Joyce C. Harte  
New Rochelle, New York  

121. Mrs. Deborah S. Hawthorne  
Fredericksburg, Virginia  

122. Dr. Gladys C. Heard  
Virginia Beach, Virginia  

123. Ms. Australia Henderson  
Flint, Michigan  

124. Ms. Julia S. Higgs  
Woodbury, New York  

125. Dr. James L. Hill  
Albany, Georgia  

126. Dr. Mildred Hill-Lubin  
Gainesville, Florida  

127. Mrs. Teresa G. Holloman  
Norfolk, Virginia  

128. Dr. Karla F. C. Holloway  
Raleigh, North Carolina  

129. Dr. Jane M. Hornburger  
Bronx, New York
130. Dr. Helen R. Houston
Nashville, Tennessee

131. Mr. Eugene C. Howard
Philadelphia, Pennsylvania

132. Dr. Mary B. Howard
Columbus, Ohio

133. Dr. James W. Howell
Norfolk, Virginia

134. Mrs. Dollie R. Hudspeth
San Antonio, Texas

135. Mrs. Kristin Hunter-Lattany
Magnolia, New Jersey

136. Ms. Barbara A. Ingram
Denver, Colorado

137. Dr. Elwanda D. Ingram
Winston-Salem, North Carolina

138. Mrs. Anna L. Jackson
Carbondale, Illinois

139. Dr. Blyden Jackson
Chapel Hill, North Carolina

140. Dr. Edward M. Jackson
Willimantic, Connecticut

141. Dr. Kathy D. Jackson
Montgomery, Alabama
142. Ms. Deborah J. James  
Ashville, North Carolina

143. Dr. Hobart S. Jarrett  
New York, New York

144. Mrs. Carrie M. Jefferson  
Richmond, California

145. Mrs. Katie G. Jeter  
Philadelphia, Pennsylvania

146. Miss Avis Johnson  
Salisbury, North Carolina

147. Ms. Gloria C. Johnson  
Nashville, Tennessee

148. Dr. Joyce Johnson  
Carson, California

149. Mrs. Elizabeth C. Jones  
Cleveland, Ohio

150. Ms. Janis W. Jones  
Jamaica, New York

151. Dr. Mary Ann Jones  
Tuskegee, Alabama

152. Mrs. Yvonne V. Jones  
Kansas City, Missouri

153. Mrs. Alice B. Jordan  
Mt. Vernon, New York
154. Ms. Edwina K. Jordan
Peoria, Illinois

155. Dr. Ernece B. Kelly
Brooklyn, New York

156. Mrs. Judith M. Kelly
Forestville, Maryland

157. Dr. Rosalie Black Kiah
Norfolk, Virginia

158. Mrs. Paulette L. Kirkwood
St. Louis, Missouri

159. Mrs. Christine Knight
Bessemer, Alabama

160. Dr. Roberta Q. Knowles
St. Croix, Virgin Islands

161. Mrs. Tchaiko R. Kwayana
San Diego, California

162. Dr. Pinkie Gordon Lane
Baton Rouge, Louisiana

163. Mr. Anthony Laverpool
New York, New York

164. Mrs. Aletha M. Lewis
Bishopville, South Carolina

165. Miss Ethel M. Lewis
Washington, D.C.
166. Mrs. Hazelyn D. Lewis
San Antonio, Texas

167. Dr. Janice L. Liddell
Atlanta, Georgia

168. Dr. Delores Lipscomb
Country Club Hills, Illinois

169. Mr. Haki R. Madhubuti
Chicago, Illinois

170. Mrs. Mahasin H. Majied
Albany, Georgia

171. Ms. Jeanette Marquis
Brooklyn, New York

172. Dr. Jean-Procope Martin
Bloomfield, Connecticut

173. Ms. Constance Matthews
Wallingford, Connecticut

174. Dr. Carolyn S. Mayfield
Suffolk, Virginia

175. Dr. Joyce I. Middleton
Rochester, New York

176. Dr. Luette C. Milledge
Savannah, Georgia

177. Dr. Bernice J. Miller
Norfolk, Virginia
178. Mrs. Emmylou C. Miller  
   Cleveland, Ohio

179. Ms. Mildred Miller Mission  
   Viejo, California

180. Dr. J. Sabrina Mims  
   Alta Loma, California

181. Mrs. Edna W. Minaya  
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295. Dr. Anna B. Young  
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Appendix D

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Dr. Charles Ray
North Carolina College, Durham, North Carolina

Dr. Darwin T. Turner
University of Iowa, Iowa City, Iowa

Dr. Juanita V. Williamson
Lemoyne-Owen College, Memphis, Tennessee
APPENDIX E
About the Author

DR. MARIANNA WHITE DAVIS

Marianna White Davis holds academic degrees in English from South Carolina State University at Orangeburg, New York University, and Boston University, where she was a Crusade Scholar. Her post-doctoral studies in English, literature, and linguistics were conducted at the University of Michigan, the University of Massachusetts, and the Lenin Library in Moscow, Russia.

Her publications include CONTRIBUTIONS OF BLACK WOMEN TO AMERICA, a two-volume set; SOUTH CAROLINA’S BLACKS AND NATIVE AMERICANS: 1776-1976; SENTENCES AND TRANSFORMATIONAL GRAMMAR, published in seven languages in The Netherlands by Mouton Publishers. Presently, she is completing a co-authored book for Routledge Publishers titled THE THEORY AND PRACTICE OF AFRICAN AMERICAN LITERATURE.

Now in her 36th year of classroom teaching, after 24 years in college teaching and administration, she returned to the high school in 1986, while spending her summers at Northeastern University in Boston, co-directing an institute for teachers in African American literature.

As founder of the organized NCTE/CCCC Black Caucus, she carries a 35-year record of active participation in NCTE. She also served as the first African American President of CCCC/Conference on College Composition and Communication. Her papers are housed in the Collections and Archives Division of the
Mugar Library at Boston University. Among her awards are the Distinguished Alumni Award from Boston University, the Distinguished Faculty Award from Benedict College, the Distinguished Alumni Award from South Carolina State University, and the First Research and Writing Award from NAFEO/National Association for Equal Opportunity in Higher Education, an organization of 116 Black colleges.

In 1993, she was appointed to the 8-member Board of the Jacob Javits Fellowships, a $32 million federal program that provides fellowships to graduate students in the arts, humanities, and social sciences. Former chair of the Board of the Columbia Urban League, Inc., her community activities also include membership on the 10-member South Carolina Advisory Board to the US Civil Rights Commission and Commissioner of the South Carolina Educational Television Network, where she has served for 14 years.