



HISTORY *of the*
BLACK CAUCUS

National Council of Teachers of English

Marianna White Davis

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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 O. 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
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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 on-going 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 and 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.

Among the Blacks attending the Hawaii Convention were Margaret L. Arnold, Charlotte K. Brooks, Elizabeth Burgess, Marianna W. Davis, Marjorie Farmer, Nick A. Ford, Charles G. Hurst, Thomas D. Jarrett, William Jenkins, lone V. Jones, Lorena E. Kemp, Delores Kendrick, Delores Minor, Alvin Rucker, Darwin T. Turner, and Rosa Lee Winchester.

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.

THE 1970 SEATTLE STANCE

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:

**STATEMENTS APPROVED BY THE COLLEGE
LANGUAGE ASSOCIATION AT ITS
TWENTY-NINTH ANNUAL CONVENTION
APRIL 24-26,1969**

APPROVED STATEMENT ON STATUS OF TEACHERS

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.

APPROVED STATEMENT ON BLACK STUDIES PROGRAMS

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.

REGROUPING AFTER SEATTLE

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, Ernece 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 multi-cultural nature of the Council and the people it serves. By multi-cultural 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 CCC in Dallas, Texas in March 1981, the group voted to reactivate 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 CCC in San Francisco

on March 19, 1982. Of significance was the fact that Ernece 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

		Number on Ballot	Minorities on Ballot	Minorities Elected
1. NCTE Ballot (candi- dates for vice president, representative at large, nominating committee)	1972	Not available		
	1976	20	2	0
	1980	21	4	1
	1984	20	3	Results not in
2. Elementary Section Ballot (candidates for Elementary Section Committee and Elemen- tary Section Nominating Committee)	1972	Not available		
	1976	10	0	0
	1980	10	1	0
	1984	10	1	Results not in
3. Secondary Section Ballot (candidates for Secondary Section Committee and Second- ary Section Nominating Committee)	1972	Not available		
	1976	10	2	1
	1980	10	1	0
	1984	10	1	Results not in
4. College Section Ballot (candidates for College Section Committee and College Section Nomi- nating Committee)	1972	8	2	2
	1976	10	3	2
	1980	10	2	2
	1984	10	1	Results not in

B. Appointed by Executive Committee

	1972	1976	1980	1984
Editorial Board	n/a	1	1	1
Commission on Composition	0	1	1	1
Commission on Curriculum	2	0	2	1
Commission on Language	0	1	1	4
Commission on Literature	4	2	3	3
Commission on Media	n/a	n/a	1	1
Commission on Reading	2	1	1	2
Standing Committee on Research	n/a	2	1	1
Standing Committee on Teacher Preparation and Certification	n/a	0	1	1
Standing Committee Against Censorship	n/a	n/a	1	1
SLATE Steering Committee*	n/a	n/a	1	0
Standing Committee on Affiliates	n/a	n/a	1	0

* Classed as a standing committee, though its members are elected.

C. Committees, etc. to which members usually are appointed by the chair.

<u>Year</u>	<u>Total Number of Groups</u>	<u>Number with Minority Members</u>	<u>Number Without Minority Members</u>
1972	16	4	12
1976	37	23	14
1980	36	16	20
1984	38	23	14

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

		Number on Ballot	Minorities on Ballot	Minorities Elected
1. CCCC Ballot (candidates for Executive Committee, Nominating Committee, and Assistant Chair)	1972	12	4	1
	1976	12	3	1
	1980	18	3	2
	1984			Results not in
2. CEE Ballot (candidates for Executive Committee and Nominating Committee)	1972	16	1	1
	1976	17	1	0
	1980	16	2	2
	1984	14	1	Results not in

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 Committeewoman. 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.

Dr. Darwin T. Turner Program: Attended Meeting
Professor, North Carolina A&T College

Mrs. Delores Minor Program: Recorder
Administrator, Detroit Public Schools

Dr. Nick Aaron Ford Program: Attended Meeting
Chairman, English, Morgan State College

Dr. Charlotte K. Brooks

Program: Panel Chair

Teacher, Administrator, DC Public Schools

Dr. Thomas D. Jarrett

Program: Attended Meeting

Chairman, English, Atlanta University

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

encourage 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. Lurette 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
Nashville, Tennessee
182. Dr. Iely B. Mohamed
Jackson, Mississippi
183. Ms. Eileen L. Monroe
Bridgeport, Connecticut
184. Dr. Betrice S. Moore
Philadelphia, Pennsylvania
185. Mr. Darnell E. Moore
San Mateo, California
186. Mrs. Esther Q. Moran
Baton Rouge, Louisiana
187. Mrs. Lorene R. Morgan
North Carrollton, Mississippi
188. Mrs. Jeannette D. Morris
Memphis, Tennessee
189. Ms. Beverly J. Moss
Westerville, Ohio

190. Mrs. Mildred L. Musgrove
Washington, D.C.
191. Mrs. Barbara C. McCall
Chesapeake, Virginia
192. Ms. Geraldine McCray
Kinston, North Carolina
193. Mrs. Yvonne R McCree
Houston, Texas
194. Mrs. Mary H. McManus
Severna Park, Maryland
195. Dr. Sophia P. Nelson
St. Albans, West Virginia
196. Dr. Judith P. Nembhard
Silver Springs, Maryland
197. Ms. M. Celeste Nichols
Louisville, Kentucky
198. Mrs. Valentine Nicholson
Madison, Florida
199. Dr. Nathaniel Norment
Freeport, New York
200. Ms. Carol Ann North
Washington, D.C.
201. Mrs. Gladys C. Nunnally
Petersburg, Virginia

202. Dr. Floyd Ogburn, Jr.
Cincinnati, Ohio
203. Dr. Barbara S. Palmer
Carson, California
204. Dr. Jesse Perry
San Diego, California
205. Dr. Ruth A. Perry
Suffolk, Virginia
206. Mr. William G. Phillips
Asbury Park, New Jersey
207. Ms. Geneva M. Pickens
Dekalb, Illinois
208. Dr. William G. Pickens
Atlanta, Georgia
209. Dr. Charles R. Posey
Langston, Oklahoma
210. Dr. Rosentene Purnell
Chatsworth, California
211. Dr. Paul A. Ramsey
Princeton, New Jersey
212. Ms. Mary Ella Randall
Silver Springs, Maryland
213. Dr. Margaret A. Reid
Baltimore, Maryland

214. Dr. Emma W. Rembert
Daytona Beach, Florida
215. Ms. Barbara C. Rhodes
St. Louis, Missouri
216. Dr. Evelyn H. Roberts
St. Louis, Missouri
217. Dr. Aurelia D. Robinson
Savannah, Georgia
218. Dr. Cecelia A. Robinsin
Liberty, Missouri
219. Dr. Edward A. Robinson
Evanston, Illinois
220. Dr. Ernestine Robinsin
Hampton, Virginia
221. Ms. Shirley J. C. Robinson
Spotsylvania, Virginia
222. Ms. Paula Mia Rollins
Delmar, New York
223. Ms. Cheryl S. Ross
St. Croix, Virgin Islands
224. Dr. Jacqueline Royster
Atlanta, Georgia
225. Mr. Alvin Rucker
Greenwood, South Carolina

226. Dr. Geoffrey N. Rugege
Ruston, Louisiana
227. Ms. Careta L. Russell
Jacksonville, Florida
228. Dr. Mariann Russell
Mount Vernon, New York
229. Mrs. Jacqueline Rutledge
Palestine, Texas
230. Mrs. Yvonne M. Sagers
Chicago, Illinois
231. Dr. Barbara L. Saunders
Greensboro, North Carolina
232. Dr. Pearl I. Saunders
St. Louis, Missouri
233. Dr. Brenda F. Savage
Boothwyn, Pennsylvania
234. Dr. Jerrie L. C. Scott
West Carrollton, Ohio
235. Mr. John C. Scott
Hampton, Virginia
236. Ms. Ella B. Seaton
Chicago, Illinois
237. Ms. Betty Bobo Seiden
Oakland, California

238. Mrs. Naomi E. Shaw
Houston, Texas
239. Mrs. Elizabeth Shepherd
Washington, D.C.
240. Ms. Emilie V. Siddle
Ruffin, North Carolina
241. Dr. Rudine Sims-Bishop
Columbus, Ohio
242. Mrs. Dorothea W. Slocum
Washington, D.C.
243. Ms. Mary L. Small
Alexandria, Virginia
244. Dr. Geneva Smitherman
East Lansing, Michigan
245. Dr. Sheila Smith-Hobson
New York, New York
246. Mrs. Jerolyn Spicer
Capitol Heights, Maryland
247. Mrs. Bettye T. Spinner
Willingboro, New Jersey
248. Ms. Sandra G. Spooner
Acton, Massachusetts
249. Dr. Louise D. Stokes
Hays, Virginia

250. Dr. Delores Y. Straker
St. Albans, New York
251. Dr. Dorothy S. Strickland
Orange, New Jersey
252. Ms. Henrietta Stringer
Detroit, Michigan
253. Mrs. Constance Sullivan
Washington, D.C.
254. Mr. Elwin Sykes
Andover, Massachusetts
255. Dr. Ethel F. Taylor
Greensboro, North Carolina
256. Dr. Daniel R. Thomas
Detroit, Michigan
257. Dr. Freddye L. Thomas
Baton Rouge, Louisiana
258. Mrs. Geraldine Thomas
East St. Louis, Missouri
259. Ms. Consentine Thompson
Landover, Maryland
260. Mrs. Mary H. Thompson
Los Angeles, California
261. Dr. Thelma B. Thompson
Silver Springs, Maryland

262. Dr. Chezia Thompson-Cager
Baltimore, Maryland
263. Dr. Leo S. Thome
Bogota, New Jersey
264. Dr. Eleanor Q. Tignor
Hamden, Connecticut
265. Dr. Johnny E. Tolliver
Hampton, Virginia
266. Dr. Sanna N. Towns
New Orleans, Louisiana
267. Ms. Winifred P. Tripp
Tuskegee, Alabama
268. Dr. C. James Trotman
West Chester, Pennsylvania
269. Mrs. Catherine H. Tuck
Stone Mountain, Georgia
270. Dr. Darwin T. Turner
Iowa City, Iowa
271. Mrs. Joan D. Vinson
Fort Worth, Texas
272. Dr. Julia N. Visor
Normal, Illinois
273. Mrs. Geneva P. Watson
Lanham, Maryland

274. Mrs. Evelyn E. J. Webb
Pass Christian, Mississippi
275. Ms. Louvert Weldon
Detroit, Michigan
276. Dr. Mary E. White
Washington, D.C.
277. Mrs. Sarah W. Wiggins
Yanceyville, North Carolina
278. Mrs. Alma S. Williams
Savannah, Georgia
279. Ms. Brenda G. Williams
Virginia Beach, Virginia
280. Dr. Darnell Williams
Langston, Oklahoma
281. Mrs. Marion O. Williams
Washington, D.C.
282. Dr. Sloan E. Williams
Washington, D.C.
283. Dr. Juanita V. Williamson
Memphis, Tennessee
284. Dr. Gladys Willis
Philadelphia, Pennsylvania
285. Mrs. Velez H. Wilson
New Orleans, Louisiana

286. Mrs. Katherine Wing
Orange, New Jersey
287. Mrs. Nancy W. Woodard
Saginaw, Michigan
288. Ms. Gladys Woods
Maywood, Illinois
289. Ms. Demetrice A. Worley
Secor, Illinois
290. Dr. Chester W. Wright
Washington, D.C.
291. Mr. Richard Wright
Detroit, Michigan
292. Mrs. Shirley Wright
Marshall, Texas
293. Mrs. Frances Wright-Harold
Hillside, New Jersey
294. Dr. Carolyn D. Wyatt
Watertown, Massachusetts
295. Dr. Anna B. Young
Montgomeryville, Pennsylvania

Appendix D

IN MEMORY

Dr. Richard K. Barksdale
University of Illinois, Campaign-Urbana, Illinois

Dr. Melvin Butler
Southern University, Baton Rouge, Louisiana

Mrs. Alice Childress
New York, New York

Mrs. Sarah Webster Fabio
University of Wisconsin, Madison, Wisconsin

Mr. Samuel Floyd
Queens College, New York, New York

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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.

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