Black Student Guide Committee

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Special Thanks to
  Chezia Thompson (editor of Roots and Branches) for the introduction

Washington University
St. Louis
By doing so
he showed the identity of material actions and spiritual forces, or rather the need for their cooperation...

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There is so much we don’t know about our past in this part of the world. For instance, American history books do not mention Pedro Alonzo Nino, Black crewman under Columbus in 1492; Estevanico, Black explorer in 1527; or the twenty, free indentured Africans that settled in the Jamestown district in 1619. Against the assumed image of insane Christian complacency, we never hear how we have struggled and fought to keep our freedom in the Americas. The slave revolts in Cuba, 1533; Panama, 1531; Brazil, 1807; Puerto Rico, 1527; Virginia, 1687; Georgia, 1774; South Carolina, 1739; New York, 1713; Maryland, 1817; Kentucky, 1810; Louisiana, 1791; and many others are conveniently swept under the rug as Black figureheads cry, “The Lord will see us through!” There is so much we don’t know about our past. There is also, however, a massive amount of information about “their” past that remains inaccessible to us. Who is Antam Goncalvez? Ovando? Or Oliver Hazard Perry? Who defines the “very selective recording of history” we get? Who designs the very selective value system we get through such education?

“Education”: so we have a new word in our investigation! There is so much information lacking and so much misinformation projected in educational institutions, that we spend a great deal of time getting mis-educated primarily because we never stop to think. We never take the time to investigate, to contemplate, to observe at length.

In America, we are the children, the victims of Time. His massive being consuming all entities on this side of the mirror hold our beings in love and fear. Time spends much of his energy thinking and planning; though, being the man he is, he enjoys many recreational pursuits. The Midwest is Time’s toy. She is trapped in a time-lock that she both enjoys and despises. Time says he finds her quaintness charming. He feels her ability to be unbelievably static in the
face of his primeval rage is both interesting and challenging.

To come to the Midwest to be “educated” and not to come here to think, to question, to investigate, to actively pursue your self education is to die, or be mis-educated and possibly driven insane. I kid you not. There is so much we do not know about ourselves as a group. There is so much we do not know about our inner selves as spirits, cosmic beings as old as Time himself. In our capitalistic involvement with upward mobility in American society, we are going to have to examine ourselves in relationship to theories in English, linguistics, biology, botany, American history, world history, and many other academic areas. The most recent Black-is-beautiful cycle is regressing again. Beautiful, nappy hair is fleeing before Superfly hair styles. There is a new Ivy League study to prove Black inferiority. The Black Gay Liberation Movement is growing more visible day by day. Bi-sexuality, as a western sickness, is becoming a norm. Many of the social agencies serving the Black community have been annihilated by the Federal government. Four-year-old Black Studies Programs are becoming Ph.D. circuses or nearing extinction. Drugs of all sorts are consuming our youth. Schools and colleges have become contact points for space-age pushers. Must we really watch another Black-is-beautiful cycle end? Did all those people in the fifties and sixties really die for a fad? Will the end of this cycle take us back to the twenties with its segregated hotels and restaurants or will it just reverse to openly segregated and Unequal schools?

I offer you a challenge, Black student wherever you are. I challenge you to defy Time and his alien personality on this continent, and come to the Midwest knowing there is much here that can hurt you and will attempt to hurt you if you come mentally, academically, or spiritually unprepared. I challenge you to come knowing also that there is much here that can help you build a better future, a stronger you. There is so much we must learn about one another, from one another. There is so much we have forgotten but Must Recapture about Our Life-Styles, our way of dealing with our bodies, nature, and the universe.

Tear drop rolling down her cheek
I asked her what was wrong.
“Lawdy honey,” said she with a smile
I just saw Bird winging home

The bird or Bird is/ was many things to us/ Black people. Few of us/ Black people have experienced the energy portrayed in the music/magic of our cultural heritage. As I offer you the challenge of self discovery, I offer the challenge of life. Only you, the student can accept or reject my offer. Only you and Time can decide.

We must make the Future freedom
Because the Past was just a chain
We find the Present ain’t never certain
And can be Anybody’s game

Chezia B. Thompson
Editor, Roots & Branches
Meet the Black Student

To Black Brothers and Sisters

We wish to greet you and introduce you to Washington University in a Black perspective. You may have heard a lot about Washington University, but there is more than one side to a coin. By the time you finish reading this guide, we hope you will realize that within the campus is a Black world of professors, workers, graduate and undergraduate students. You will discover a very together world of color which we hope you will want to become a part of.

Recently, a survey was taken of opinions of Black students about social and academic life, on and off campus. As would be expected, total response was not received. Nevertheless, the information presented here is a result of those returns which were received.

There is a very diverse Black student body at Washington University—meaning that students come from all over the United States with various backgrounds. The largest percentage, however, comes from the St. Louis area itself. There are approximately 70 Black students in the on-campus resident population of 2000, 260 Black undergraduates out of 4000, and 250 graduates out of 3000. Graduate students basically live off campus, and the on-campus Black student here has his problems, but basically he is about the cause of aiding his Black brothers and sisters, which is quite an attribute.

Academically, Washington University is rated excellent for any student, regardless of race, creed, or national origin. But there must be a personal desire to grasp what is available. Black students are currently majoring in a wide range of subjects, such as law, Black Studies, business, sociology, psychology, architecture, education, fashion design, history, engineering, physical education, medicine, fine arts, and indecision. Yes, there are a number of Blacks who, at this time, are majoring in “indecision,” because of the wide range of fields open to them. Psychology, sociology, and pre-medical pursuits attract the attention of larger percentages of Black students than any other fields. However, almost every Black student has strong convictions of how his field can and does relate to Black people’s problems and progress.

Because of the academic competition on this campus and the fact that he is in the minority, the Black student must put a tremendous effort into his studies if he is to obtain good results.

Social life at Washington University is not up to par for the Black student, which can be easily understood. This is a predominantly white school, and therefore is oriented to white wants and needs. Also, since the majority of Black students live off campus, social life is hampered for those who live on campus. These conditions are always subject to change with the enrollment of more Black students. In essence, Black students make their own social life which can and often does result in very enjoyable and meaningful experience.

There are a number of married and unmarried students, living off campus, who strive to improve the social life of Black students by giving social functions. This really helps to break the monotony of campus life and provides a change in atmosphere.

Aside from personal, individual conflicts, Black students relate to each other very well. There is an air of togetherness that spreads throughout the campus community. And there is a constant and sincere effort to become even more together as the year progresses. As far as Black-white relationships are concerned, these are basically on an individual level. There is no mass communication between the two groups, because Black students are not striving ultimately for the same things as white students. This does not imply racism, but rather another step towards being totally “together.”
Black students do not feel, however, that there is a high enough level of communication between students and administrators. This is partially due to the size of the school and the individual involvement of everyone concerned. Black students do make a conscientious effort to communicate with Black administrators, since this is of great importance and necessary for meaningful co-existence. Rap sessions, where students release their grief, beliefs, and ideas are very helpful in narrowing the communication gap.

Free time is spent in a number of ways. Studying consumes quite a bit of it. But for relaxation, Black students indulge in card playing, pool, ping pong, and extra-curricular activities sponsored by the school such as committees, movies, tutoring, field trips, and working at part-time jobs.

If one word could describe the Black student on this campus, it would be "active." In his many endeavors, the Black student has moved, is moving, and will be moving in the future—both mentally and physically.
Meet the Black Student
Addressing ourselves to the role and the rationale of Black students on a college campus (be that campus white or Black), let us direct our attentions to the academic life here at Washington University.

One opinion held here is that Black students must consciously realize that their academic sojourn is transitory and temporary, and it must be viewed as such. Sure it’s a four-year stay (for those who don’t jive around and flunk out), and it’s a relatively important and crucial period of time in your life. But you won’t be making Washington University your permanent home nor occupation, just as grade school or high school was not the stopping point. From your college years you move on. Thus, you should approach your college sojourn with a purpose.

After you have terminated your ties with the University, there are still the dynamic social forces and ills that must be reckoned with. And these forces, powers, maladies, and people must be dealt with by people who are capable and equipped. Because halfsteppin’ and shuckin’ and jivin’ around ain’t gonna git it.

Specifically, we’re saying that there are grave and serious problems facing the Black community, the Black world and the Third world. There is a need for sincere and committed people to apply considerable expertise and innovative thinking to the solutions of those problems which threaten the very survival of Blacks and oppressed peoples, which hamper and undermine their self-development and which insure and continue their dominated and colonized status.

The development of natural talents and the acquisition of skills, concepts, knowledge, and new approaches are crucial to the alleviation and eradication of those societal ills that plague us and to the construction of a new social order.

People must develop their talents and abilities. People must acquire knowledge, skill, and new modes of thinking. People must carry and apply these tools and weapons to the war for survival and development. This means you, the prospective or incoming student to Washington University (or to any other school, college or university). You must be a student in the classical (Latin) sense of the word; one who is eager and anxious, one who pursues studies. You must be eager to develop your talents and abilities, anxious for the acquisition of new tools and weapons.

This will take dedication and commitment, and must take place in spite of seemingly irrelevant classes, racist and insensitive teachers, and apathetic and hostile environments. If you have a purpose for being in this academic setting, and if you consider this purpose of supreme importance, then the obstacles will not be prohibitive ones, nor cause you to lose sight of your purpose. You, along with Black professors and administrators, will defeat these oppositions and go on to meet the challenges that history, the present, and the future place before us, the children and inheritors of oppression, exploitation, and racial prejudice.

Admissions Policy

Washington University has made an effort in the last few years to diversify the student body by recruiting Black and other minority group students. As a result of this effort, there are approximately 250 to 300 Black undergraduates on campus.

Since the University has made an effort to recruit more Black students, it has been necessary to modify the traditional criteria for admission and take into consideration the cultural, educational, and economic differences existing between minority groups and the majority white group. The use of non-traditional criteria such as interviews, question-
naries, and recommendations from outside the school now play an important role in the admissions process.

Academics

The performance of Black students in academics cannot be overemphasized, simply because it is our reason for being here. The University is geared to produce an individual who is well groomed in academic subjects, and Black students who are accepted must adjust to its goals and the methods employed in achieving this end.

On- or Off-Campus Living

There have been a number of different opinions regarding the advantages and/or disadvantages of living on or off campus. Living on campus provides one with meal service, linen service, constant security, an academic environment, and easy access to classes, libraries, counselors, lounges, and people.

Living off campus is less expensive and provides the opportunity to become more aware of the happenings in the city.

Social Events

Parties, dances, football games, and concerts could all be considered social events that are greatly enjoyed by the students of any large college campus. Such is not necessarily the case here at Washington University. Black students, especially Black students from places other than St. Louis, have a particularly challenging social life on this campus. Many social events are not easily related to Black peoples.

For the most part, all of the social functions provided for Black students on this campus are sponsored by the Association of Black Students, the Black Studies Department, and the Educational Opportunity Program. These three
organizations have viable cultural programs that enhance social life for Black students on Washington University's campus. An annual Martin Luther King Symposium plays a large part in the cultural programs and tends to bring together many facets of the University.

In general, Black students are somewhat forced to provide their own social entertainment on campus. Card playing, "grapevine" rumors, partying, rapping, ping pong, pool, and jiving are among the most common activities of the Black, on-campus, day students.

One problem arising from the lack of social functions relative to Black students is made apparent in the effort on the part of the Black students to make their own social life.

It would seem that in some cases too much time is spent on the creation of a social atmosphere and too little time on the academic world. The Black Student Association, the Educational Opportunity Program, and the Black Studies Department have thus far made serious and fruitful attempts to deal with this problem of balancing life for the Black students at Washington University among social, academic, and cultural guidelines.
Theatre and Concerts

For the person who likes theatre, St. Louis offers a wide variety from Broadway shows to old silent movies. The American Theatre presents outstanding recent Broadway shows. Located downtown at 416 N. 9th St., the American season opens in September and continues through June. The Loretto-Hilton Theatre at Webster College presents productions by college students as well as appearances by professional performers and casts. Thrysus, Washington University’s honorary drama society, and the Performing Arts Area present four or five plays and several experimental productions each year.

With the opening of the new Student Union and Performing Arts Center (SUPAC) in October, 1973, Washington University performances of all kinds have an opulent new home and drama, dance, opera and musical productions are bound to flourish. The Center contains the new 650-seat Edison Theatre and several informal performance areas.

The Congress of the South Forty sponsors the Celluloid Film Series that is presented every weekend in Wohl Center Cafeteria. Recent movies and old greats are shown and range in price from 50 cents to a dollar. The Academic Committee presents interesting and educational movies that are shown during the week and are free to the campus community.

There are five movie theatres within walking distance of the campus. The Shady Oak (7630 Forsyth), The Esquire (Big Bend and Clayton Road), The Hi-Poinite (Skinker and Clayton Road), The Varsity (6610 Delmar), and The Magic Lantern (6350 Delmar), are within a twenty minute walk and charge $1.75 to $2.50 for admission. The Fox in midtown and the Ambassador in downtown St. Louis charge $1.50 at all times and show recent movies. Some movies offer student discounts from fifteen to fifty cents. For more information about movies consult the feature section of the newspapers or call Dial-A-Movie (421-1050).

Both the Washington University campus and
the St. Louis area offer a variety of musical activities during the school year. Concerts are usually sponsored by Student Union, Fall Weekend Committee, Educational Opportunity Program, Black Studies Department, and other campus organizations.

Concerts are usually held in Francis Fieldhouse, the new Edison Theater, or Graham Chapel. In the spring, concerts are presented in the Quad. Kiel Auditorium (1400 Market) presents a number of concerts throughout the year that are announced through the news media.

Athletics

Over the past years, the Black athlete at Washington University has come from nowhere to somewhere close to the very top. This is quite a remarkable feat, considering the school's past reputation in sports.

The most dramatic strides have been in football, wrestling, and track. Some impressive figures of individual performances of Black athletes show that in football in recent years three (out of six) All-College Athletic Conference awards went to Black players and Black players won awards as outstanding back and as outstanding defensive player. Black wrestlers at Washington University have captured first, second, third, and fourth places in their individual weight classes at the conference meet. Along with these outstanding performances, the Black athlete also holds his own in track and soccer.

At Washington University, Black athletes contend that being as good as a white athlete does not suffice—they have to be better. Although this is thought of as being a liberal University, the Black athlete here faces the same problems he would at any other predominantly white institution—communication, prejudice, and jealousy. There are very firm relationships built among the Black athletes here. They constantly gather as a group and usually function socially in the same manner. Having no Black coaches in the varsity program, Black athletes generally find leadership among themselves.

The Black athlete has a loyal number of fans and critics from the Black population on campus. Most Black students usually can be found at the sporting events giving support and criticism, but most important of all, a sense of unity.

One point should be made clear: an athlete on the campus of Washington University is a student first and his achievements may count more in the classroom than on the field. If the Black student-athlete can compete better academically as well as athletically, he will be a valuable individual to the Black community of Washington University. His responsibility is twofold and his survival depends on the ability to compete on both levels.

On the whole, it is only fair and honest to say that for the most part, a vast majority of Black students do not participate in varsity athletic programs. Usually, however, more than a majority of the brothers on campus do participate with a never-ending attempt to win, win, and win some more in the major intramural sports. Every year, one or two Black intramural basketball, football, and softball teams are formed.

Anyone can try for intramural teams, but there is also another alternative offered by the intramural department. The intramural office usually gives students the opportunity to officiate (for pay) at intramural games.

The intramural department fields nine sports: football, basketball, handball, track, volleyball, ping pong, badminton, wrestling, and softball. For information concerning your participation in the intramural program, you should contact "the man in charge," Coach Haviland, whose office can be found in the Francis Fieldhouse.
The Black Studies Program

The Black Studies Program is in its fourth year on Washington University’s campus. It has been an exciting four years of Black thought and ingenuity by brothers and sisters who are committed to developing a first-class and relevant program.

The Black Studies Program is designed to produce “system changers” rather than “problem solvers.” The focus is on the systems (political, social, economic, educational, psychological, legal, penal, medical, health, etc.) as they touch the lives of Black people. The program invites the Black scholar as well as the Black man from the “corner” to the campus to give both perspectives a scholarly analysis.

Black Studies, then, is one of the newest and, perhaps, most challenging additions to be incorporated into the academic community in a decade. The multi-disciplinary nature of Black Studies offers the student an opportunity to acquire knowledge and skills relevant not only to his field of concentration but to related areas as well. Black Studies represents a revolution in education; it is a major revolution in our way of thinking, of approaching problems and of formulating solutions. It is not simply a crisis in American education as some critics proclaim. It is an intellectual revolution in Black thought. A well-planned Black Studies program is just as vital to the long and arduous struggle for Black liberation as the freedom rides, the bus boycotts, the sit-ins, the marches, and the rebellion during the last decade. Black Studies, then, is not merely a threat of a revolution. It presents to us an option, an alternative. Those who make the intellectual revolution impossible will make the violent revolution inevitable.

Black Studies at Washington University is concerned with the total life experience, living conditions, and struggle of Black people every-

where. Although the working definition of Black Studies is undergoing a transition, we recognize that the common experience of Black people throughout the world is defined in a protracted but unremitting struggle to obtain complete freedom from oppression.

In order to underline our identification with and commitment to the struggles of Black people everywhere, the ideology of the Black Studies Program at Washington University is succinctly stated in the expression “Provo Ergo Sum. (I struggle, therefore, I am.)

The Black Studies Undergraduate Major

The Black Studies Program provides a four-year curriculum leading to an A.B. degree. In consultation with faculty advisors, students construct a primary major in Black Studies and a secondary major in a traditional discipline. For example, a student who is particularly interested in the economic problems of Blacks may choose to take a concentration of courses in the Department of Economics in addition to the requirements for a Black Studies major. The particular mix of courses depends on the student’s individual needs, interests, abilities, and his long-range educational and professional plans.

Normally, students majoring in Black Studies are required to take the BI St 101-102 prerequisite for advanced courses and are required to complete an additional 24 hours of work.

The Black Studies Program will work in conjunction with the Institute of Black Studies, Inc., a private, non-profit corporation located in the Black community. The Institute staff and the faculty of the Black Studies Program work closely together to provide practical experience in the Black community. Majors are encouraged to develop an approvable plan for practical and meaningful community experience through the Institute’s sponsorship.
A student with the A.B. degree in Black Studies should have a broad background in the history of Africa and Black people in the United States, as well as a thorough grounding in contemporary issues pertaining to the African and Black experiences. With this perspective the student is equipped to function as a disciplined professional and as a change agent in society.

Students intending to teach in primary or secondary schools or at the junior college level should make appropriate arrangements with the Graduate Institute of Education as early as possible. Also, students who intend to exercise either the Year Abroad or the Field Study Abroad options should contact their advisor early in order to work out plans for their academic careers.

Majors in Black Studies who wish to work for Senior Honors must meet the requirements described in the University’s catalogue, and must be accepted into the honors programs by the Department. An honors thesis will normally be required and prepared under registration in BI St 499.

African Studies Emphasis in the Black Studies Program

This aspect of the Black Studies Program will focus on the Black experience in Africa, the Caribbean (West Indies and Latin America), and anywhere else people of African descent are located.

This component will consist of courses, field experience (living, travelling, and studying abroad), and an exchange program (of both students and scholars). A certificate in African Studies may be granted at graduation upon completion of these requirements:

1. Complete at least 18 hours in courses beyond BI St 101-102 which have Africa as a primary focus, or which have Africa as a major consideration.
II. Spend at least one semester off-campus in either an African country, the West Indies, a state-side program of comprehensive African Studies, or intensive independent and/or local field study.

The Black Scholar Awards Program

The Black Studies Program in order to recognize students who have served the community and the campus, and/or who have achieved outstanding academic accomplishments has established the following awards, honors, and prizes to be presented annually:

The Carter G. Woodson Memorial Prize
An award of fifty dollars to be made to the student who performs outstanding and original research on the black experience. This research must provide additional insights, perspectives, and understanding of the life, history, and culture of people of African descent.

The Black Scholar Honor List
To recognize Black students with high academic achievements. Students from all disciplines and departments and from graduate and undergraduate levels will be honored.

The Francois Dominique Toussaint L’Ouverture Service Award
To be given to a student who aids the black community to develop and liberate itself.

Frederick Douglass Award
To be granted to a student who helps to build ties among blacks within the University community and who promotes racial and cultural understanding between blacks and other segments of the University community.

The W.E.B. DuBois Award
To be awarded to the student who demonstrates leadership, scholarship, and service.

The Patrice Lumumba Award
To be awarded to the student(s) who maintain(s) an outstanding academic record in Black Studies courses (minimum of four courses). A twenty-five dollar award.
Institute of Black Studies, Inc.

The Institute of Black Studies, Inc., is a private, non-profit corporation which has been in operation since August, 1970. The Institute is an educational and research organization with its own Board of Directors. It is incorporated under the laws of the State of Missouri and has received federal income tax exemption status under the provisions of the Internal Revenue Service Code 501 (C) 3.

The Institute staff, faculty members from the Black Studies Program, and undergraduate and graduate students, as well as other local professionals, provide the educational leadership and training in the Black experience. These individuals have expertise in psychology, social work, education, history, language, and political science. The Institute staff and the faculty of the Black Studies Program work closely together to provide opportunities for practical and meaningful experience in the Black community. The Institute, frequently referred to as a "Communiversity," aims to bridge the gap between the community and the universities. Activities (seminars, forums, workshops, conferences, institutes, courses, and lectures) focus on the history of Africa and Black people in the U.S., as well as contemporary issues relating to the Black experience.

Most important, the Institute serves as a forum for bringing the Black community together to discuss the crucial issues which affect all Americans but whose immediate impact is felt more heavily on minority groups. The Institute will provide community and university people to develop a dialogue concerning areas of common interest.

The Institute is a ready-made vehicle for conducting staff development programs (in all areas of human services), community education, leadership training with a focus on the Black experience. Sub-categories of the Black expe-
rience involve the sociological, psychological, educational, literary, religious, legal, and economic perspectives.

**The Black Arts Program**

The Black Studies Program at Washington University has instituted a Black Arts Program with the hope of establishing a Black Performing Arts Group which will provide an opportunity for Black people to come together. This can only happen if Black students make it happen.

The Black Arts Program consists of drama, music, and poetry. In the Black Arts Program, we propose to examine, in the work of Black playwrights, composers, and poets, the experiences of Black people in various parts of the U.S. and the world, but our main concern is to explore our immediate environment so that we may express what is uniquely ours. The student, therefore, must look upon the program as one in which he can share his ideas and create new productions.

**Washington University Affirmative Action Office**

The Affirmative Action Office is designed "to insure effective implementation of and compliance with the University's policies and its commitment under Executive Orders 11375 and 11246." Washington University is committed to providing in its employment and personnel practices equal opportunity to all qualified individuals and to implementing policies and practices which will assure that there shall be no discrimination against any person on the grounds of race, color, age, religion, sex, or national origin.

The responsibility for implementing and monitoring University policy in equal employment opportunity, as well as coordinating affirmative action efforts into a coherent University-wide program, rests with the Office of the Executive Vice Chancellor.

The Executive Vice Chancellor has delegated responsibility for development, implementation, and periodic evaluation of effective programs to individuals and offices according to the functions they perform. The University's affirmative action officer is responsible for leadership in implementing the University's program.

The Affirmative Action Officer is responsible to:

1. coordinate affirmative action efforts, including the identification of problem areas, coordination of programs to correct deficiencies, and design of audit and reporting systems

2. assist management in resolving problems relative to requirements or provisions of the program

3. act as consultant and advisor to academic deans and department heads in efforts to recruit minority and women employees and in documentation of the processes utilized in these efforts

4. analyze and evaluate progress reports filed by deans, department heads, and supervisors

5. act as advisor to University officers responsible for advising construction and alteration contractors of equal opportunity requirements...

6. act as a resource person and consultant to the Personnel Advisory Committee and the various Affirmative Action committees throughout the University

7. keep deans, department heads, and supervisors informed of the latest developments
relating to fair and equal employment and the requirements and progress of affirmative action at Washington University

8. serve as liaison between the University and governmental equal employment opportunity compliance agencies, minority organizations, and community action groups.

The complete Affirmative Action Program document submitted to the Federal government in the fall, 1972, is available to individuals in Olin Library.

The Association of Black Students

The Association of Black Students serves the Black student politically, educationally, and socially. Its major function is to serve as a liaison between the Black students and the administration.

ABS was formed during the turmoil of the '60's. In 1968 when the lack of social and academic relevance to Black students at this University became intolerably apparent, this organization became a necessity. In the past, ABS has worked diligently in the Black community and with Black employees on campus for better salaries and working conditions. We have influenced the increasing enrollment and aid for Black students. In addition to the academic functions sponsored by ABS, along with the Black Studies Department, it also provides Black students with a newspaper and library. The organization is funded by Student Union allocations.

ABS is headed by an executive board consisting of two co-chairmen, a treasurer, an assistant treasurer, and two secretaries. ABS presents social activities for Black Students. One such event combines education with social action. This is the Martin Luther King Symposium, presented every spring, which over a four day period brings famous Black speakers and writers. Workshops and other cultural events are also held during this time. In April, ABS sponsors a spring picnic and Easter egg hunt for the children of Washington University service workers. ABS with the joint participation of EOP, Black Studies, and the Black Cultural Commission, sponsors a yearly Black Awards Presentation. The major event of the organization is its Afro Ball given in the spring. It is the only formal function presently at Washington University.

The Black Communications Center

About two years ago, the Black student population at Washington University started to grow. Realizing the need to maintain communication among the increasing number of Blacks on campus and the neighboring communities, it was suggested that a centralized area of information be established. Thus the Black Communications Center came into existence.

The Black Communications Center is a student-operated information office under the auspices of the Black Studies and Educational Opportunity Programs and the Association of
Black Students. Its main function is the communication and transmission of news, announcements, and other valuable information to Black people on the campus, on neighboring campuses, and in the St. Louis community.

The BCC prints its own bi-weekly newsletter and posts emergency information for other Black student organizations and offices. The office is located in room 234 of McMillan Hall within the Black Studies Office complex.

Black Law Students

The national organization of the Black Law Student Organization (BLSO) was formed about five years ago and Washington University's chapter was founded in October, 1970. Officers are as follows: Dorothy Vaughn (Chairman), Calvin Branch (Vice-chairman), Ben Edwards (Treasurer), and Kathleen Bell (Secretary). BLSO on the Washington University campus has a membership of 20 students. The chapter meets bi-weekly and there are no membership fees.

The purpose of BLSO is to unify Black Law students for a more meaningful education while dealing with the legal process. The group has established a tutorial program and, for the first time, members have aided in recruitment of Black law students. Its present plans are to establish a center to run legal internship programs, to publish a Black Law Journal and to operate a recruitment and retention program.

As students become skilled in law and legal procedure, they are applying themselves to community as well as campus projects.

Black Theater Workshop

Until the Black Cultural Program was initiated by the Black Studies Program at Washington University, Black students with talent and interest in performing arts had little oppor-
tunity for self-expression. The Black Composer Repertory Choir and the Black Theater Workshop have been formed to answer the need for artistic self-assertion.

Muthal Naidoo, director of the workshop, has a two-fold goal for its operation. One goal is to fulfill the need and interest in performing arts and the other is to establish a repertory theater group which will serve the Washington University campus and the entire St. Louis community. There have been abortive attempts to establish a Black theater group in the metropolitan area. With the commitment of Black students, Dr. Naidoo believes her goals will become a reality in the immediate future.

Washington University Special Services

Educational Opportunity Program

Washington University’s Educational Opportunity Program was developed out of concern for the plight of the low-income minority students being admitted in increasing numbers in 1968-69. Its first year of operation was in 1969-70. The program was charged basically with providing for the special needs of the low-income minority student at the University as well as assisting the students to adjust to the University. EOP-Special Services can be broken down into six areas: Supportive Services, Counseling, Cultural Program, Admissions, Financial Aid, and the Academic Dean’s Offices.

Supportive Services

The Educational Opportunity Program provides free tutorial services for low-income minority students. The tutors are graduate students and, in some cases, upperclassmen who have expertise in given areas. When the student feels a need for a tutor, he may come to the office and receive the names of tutors. This service is provided free to the student.
In addition to the individual tutoring, EOP also sponsors group tutorial workshops. The workshops in the past two years have been in foreign languages, biology, chemistry, and mathematics. Students enrolled in the same course who feel the need for some outside assistance become involved in a workshop consisting of from two to ten students meeting with a graduate student. In some cases, the professor himself provides the students with additional attention. A student may become involved with both the group tutorial and individual tutoring programs.

Counseling

The EOP also offers a study skills-developmental reading program. This program is designed to improve study and reading techniques and is open to all low-income minority students. The counselors working with EOP are available especially to assist minority students with any problems that might confront them. This is true from the freshman through the senior year. One counselor, Mrs. Lynell Hemphill, is available during the day to counsel students. The second counselor, Mr. Leon Ashford, is available during the evening hours. They may be contacted through the EOP office.

Cultural Program

The Educational Opportunity Program, the Black Studies Program and the Association of Black Students have formed a Black Cultural Committee for Washington University to coordinate cultural programs that pertain to the Black experience. In addition to the Black Cultural Committee, the Educational Opportunity Program has individually sponsored cultural and social events. These programs have ranged from dances to guest lecturers and entertainers.

The Black student or minority student at a white institution can ill afford to lose contact with his or her cultural heritage. In addition,
the white University community needs to be exposed to the cultural heritage of minority groups in this country, primarily the "disadvantaged-deprived" minority groups. It is our implicit philosophy to provide the University with broad ranging cultural programs.

Admissions

The staff of the Educational Opportunity Program has been involved with the admissions office helping that office establish realistic and fair admissions criteria. In the past, staff members have read candidates admissions folders and assisted the admissions office to determine whether to admit or reject a student. Minority students offered admission totaled 157 in 1969-70 and 141 in 1970-71.

Financial Aid

During student demonstrations in 1968 one of the demands was for the admission of more Black students to the University; this also meant financial aid. The University responded and approximately 25% of its freshmen scholarship monies has gone to low-income minority students. This meant that about 95% of those dollars went to Black students. During the past three years, this averaged about $175,000 per class. The EOP assists the Financial Aid Office in determining a reasonable aid-award package for minority students.

Medical Assistance Program

The Director of EOP serves on the Medical Assistance Committee. The program provides free medical assistance to qualified low-income students. The Medical Assistance Program also has limited funds to provide eye glasses to students who have a demonstrated need.

Academic Deans Office

The EOP works in conjunction with the aca-
Consortium for Graduate Study in Management

The Consortium for Graduate Study in Management is a program sponsored by six cooperating universities: Indiana University, University of North Carolina, University of Rochester, University of Southern California, Washington University and the University of Wisconsin. The Consortium has two programs: (1) a business program which trains students to enter management careers in corporations and (2) a management program which trains students to function in careers in public and private not-for-profit organizations.

The Consortium awards fellowships to minority students to enroll in the regular Master of Business Administration program at one of the above universities. Normally the program requires two academic years.

The fellowships are for Blacks, Puerto Ricans, Chicanos, Cubans, and Indian Americans. Students enroll in the graduate school of business administration and receive the MBA degree upon completion of their program. Each person admitted to the program receives a fellowship which includes full tuition and a $2,000 stipend for the first year and full tuition with a $1,000 stipend for the second year. Loans are available to meet additional established need for each of the two years.

Each student enrolled in the business program will participate in an internship with a sponsoring business firm during the summer between academic years. Each student enrolled in the management program will participate in a summer internship in the employ of a non-profit organization.

During the summer prior to MBA study, students may participate in a summer work program or commence their graduate studies. Undergraduate study in the fields of business or economics is not a prerequisite for admission to this program. U.S. citizenship is required.

Interested seniors should see Wally Jones in Prince Hall, Room 310.

Office of Special Projects

The Office of Special Projects is responsible for the implementation and the administration of the Career Scholarship Program. Career Scholarship enables capable and ambitious high school graduates with limited family incomes to combine on-the-job training in industry with part-time studies in evening classes. The Career Scholarship student has the option of completing the degree requirements in the evening division or transferring into full-time study in the day division of Washington University.
Now let’s focus summarily on Black faculty members, staff, and administrative personnel and their responsibilities vis-a-vis Black students, limiting our remarks on the role and functions of Black administrators and faculty only as they relate to students on campus. Black administrators should see to it that financial aid and admission practices and policies are functional and beneficial to Black students, that supportive services and academic advisement are available and are meeting the specific, legitimate and peculiar needs of Black students.

Black professors and administrators (especially the faculty members) need to inspire and instill in students the motivation and the attitudes to engage in their studies.

Further, Black faculty members have the additional responsibility to help develop in students the critical abilities to digest, analyze, interpret, utilize and discover information, knowledge, and phenomena. Additionally, Black teachers should assist students in generating and creating ideas and information and encourage them to preserve and transmit to coming generations this wisdom and knowledge.

Also, they must point the way to the alternatives needed to build a new social order, and consequently they must provide the students with knowledge and skills (or assist in students obtaining such) so that the students may function more effectively and consciously after they leave the academic setting. To this end both administrators and faculty should provide varying and various experiences for the student that enhance, encourage, and ensure that he will be properly motivated and equipped to operate both on and off campus.

Leon E. Ashford
Counselor, Washington University Counseling Service and Educational Opportunity Program Office: EOP, Basement of Dorm K, Ext. 4507

Leon E. Ashford, a native St. Louisan, attended St. Louis Public Schools; graduated from Lincoln University in 1953 with a B.S. degree in biology; served two years in the U.S. Army Medical Corps and began work at Washington University School of Medicine shortly thereafter.

Leon served as a research instructor in the Department of Surgery, primarily in biochemistry, while obtaining a lifetime teaching certificate in high school biology and an M.A. degree in education, both from the University of Missouri. During this time, he was also serving as a part-time counselor for the Educational Opportunity Program.

In August, 1972, Mr. Ashford became full-time counselor on the main campus of Washington University, the only black working in this capacity. As of January, 1973, he became acting director of the Educational Skills Center, a branch of the Counseling Service.

Ashford is married and has one son. He is a member of the American Personnel and Guidance Association, the Association of Non-White Concern, president of the board of directors of Archway Investors Limited, member of Omega Psi Phi Fraternity, Knights of Columbus and Visitation Choir. Leon has also worked with the St. Louis Challenge of the ’70’s program.

Lucius J. Barker
Edna Fischel Gellhorn University Professor of Public Affairs and Professor of Political Science
Office: 224 Social Science Building, Ext. 4869

Professor Barker came to Washington University in 1969 from the position of professor of political science and assistant chancellor at the University of Illinois, Urbana. He is widely recognized as an authority on constitutional law and judicial behavior.
He received the A.B. degree in 1949 from Southern University in Baton Rouge, La., and the M.A. and Ph.D. degrees from the University of Illinois. From 1956 to 1967 he was instructor, assistant professor and associate professor of political science at the University of Wisconsin at Milwaukee. During this period, he spent the 1964-65 year on a fellowship in law and political science at Harvard University Law School. In 1967, he joined the University of Illinois.

Professor Barker has published quite extensively, co-authoring (with his brother T.W. Barker) *Freedoms, Courts, Politics: Studies in Civil Liberties* (1965, revised 1972), and *Civil Liberties and the Constitution: Cases and Commentaries* (1970). He has made contributions to other books and scholarly journals. His most recent accomplishment has been an investigation which produced a commentary on "The Supreme Court from Warren to Burger: Implications for Black Americans and the Political System." This will be a part of an overall inquiry concerning Black people in the political system.

Professor Barker teaches courses concerning civil liberties, constitutional law and Black people in the legal process. On July 1, 1973, he became Chairman of the Department of Political Science at Washington University.

**Lawrence Champagne**
Assistant to the Dean, School of Engineering and Applied Science
Office: Urbauer 221, Ext. 4709

Larry Champagne joined the staff of the School of Engineering in 1972 with the primary duties of counseling Black students. His role is to assist in increasing the rate of success of Black students within the school.

He received an M.S. degree in electrical engineering from St. Louis University in 1968 and is a doctoral candidate at WU in the control systems area.

**Roosevelt Davis**
Job Placement Counselor, Career Scholarship Program
Office: Faculty Apartments 212, Ext. 4838

A native St. Louisan, Roosevelt Davis attended Harris Teachers College, lettering in basketball and holding a variety of jobs including counseling city youth for the YMCA Outreach program, directing playground activities at Pruitt-Igoe, instructing in physical education at a Lincoln Institute program and tutoring and counseling for the Upward Bound Program. After graduation he taught in St. Louis public schools.

His responsibilities as job placement counselor for the Career Scholarship Program are to secure full-time employment in industries and social agencies in the St. Louis area for Career Scholarship students. This also includes field follow-up on the employment site for the 130 students. He confers with supervisors and personnel managers on student employment progress, future employment and salary increases.

Other duties include vocational and personal counseling with the students who are having difficulty adjusting to full-time employment and part-time study, making statistical analysis of placement, terminations and salary raises for each student and assisting with registration, recruitment, and academic advisement.

Roosevelt is active in Phi Beta Sigma fraternity and spends his spare time at photography, tape recording, reading, bowling and archery.

**Joyce A. Edwards**
Assistant Director, Financial Aids
Office: 206 S. Brookings, Ext. 4757

Joyce Edwards graduated from Lincoln University in Jefferson City, Mo., in 1968 with a bachelor of arts degree in sociology.
Her first professional position was with the Missouri Commission of Human Rights as a field representative working primarily with the affirmative action program on a sex discrimination project. Prior to coming to Washington University in August, 1972, she was employed by Lincoln University for three years as a financial aid counselor.

As assistant director of financial aids here she is primarily responsible for resolving students' financial problems. In addition to her job responsibilities she is a member of the University's Affirmative Action Committee and Committee on Study and Travel in Africa.

Professionally, Ms. Edwards is a member of the Missouri Association of Student Financial Aid Personnel and the Midwest Association of Student Financial Aid Administrators.

She is married and has two daughters.

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John B. Ervin
Dean, School of Continuing Education
Office: Brookings 102, Ext. 4431

John Ervin attended public schools in Kent, Ohio, and received the B.S. degree in education at Kent State University in 1938. He earned an M.A. degree in 1946 and doctorate degree in education in 1950, both from Columbia University in New York.

Dean Ervin has a wide range of teaching experience including teaching in the Portage County adult education department, Goshen Township public schools, Stowe Teachers College, and Harris Teachers College. He has been a visiting professor at Hampton Institute, North Carolina College, Atlanta University, St. Louis University, Southern Illinois University, and Loyola University in Los Angeles.

His community contributions include serving on the board of trustees of the Danforth Foundation, City Art Museum, Adult Education Council of Greater St. Louis, Municipal Theatre Association, New City School, St. Louis—St. Louis County White House Conference, South Side Day Nursery, Jefferson National Expansion Memorial Association, Sophia House, United Fund, St. Louis Boy Scouts, and a dozen other organizations. His role as advisor is as extensive and he occupies membership in a host of professional and honorary educational associations on the local, state, and national level.

He was a dean's scholar at Columbia University, cited for distinguished leadership in the St. Louis community, and variously honored by Kent State, including the awarding of an honorary doctoral degree.

Dr. Ervin is married and has one daughter who is also married.
Council of Black People, NAACP, St. Louis Council Parent Teachers Association, YMCA, YWCA, Alpha Pi Chi Sorority, St. Louis and American Personnel and Guidance Association, and others.

At Washington University Ms. Fowler’s responsibilities include academic, vocational, and general counseling. This involves furnishing information to current and prospective students, assisting students in planning programs which meet their goals.

She says of the counselor’s role, “The ultimate aim of discipline and guidance is self-guidance, or rather helping individuals to see themselves through.”

Jamie Graham
Social Science Bibliographer, Olin Library
Office: Olin 226, Ext. 4143

A native of Atlanta, Jamie Graham did her undergraduate work at Spelman College in Atlanta and earned the M.A. degree in history at Atlanta University. After deciding that she did not want to teach history, she returned to Atlanta University for a degree in library science.

Her professional career began as a high school librarian. Since then she has worked in the St. Louis public library, the engineering library at McDonnell-Douglas Corp., and in a reference research capacity at an army aviation company library.

In 1968 she came to Washington University. Her responsibilities include assuring that the library has adequate material in various fields of social science. She selects, orders, organizes, and supervises the non-book material for urban studies.

To the incoming student she recommends a student tour of the library planned in the fall, library orientation for students, and the library handbook.
Oliver D. Green
Director, Educational Opportunity Program
Office: 150 Umphrey, Ext. 3166

Born in Salina, Kansas, into what he describes as a "slight religious background," Oliver Green was educated in Salina public schools. He graduated from Kansas Wesleyan University with a bachelor of arts degree in chemistry, with minors in math and physics. He came to Washington University as a graduate student and received the master of arts degree in education with specialization in social studies.

His professional background is varied—tennis and swimming teacher, life guard, and work in various vocational programs at community centers.

He was active in the formation of the Association of Black Students, and is interested in people, music, reading, chess, tennis, and swimming.

He is a member of the advisory board of Kansas Civil Rights Commission, Association of Black Students, and the Institute of Black Studies.

As director of the EOP (described in the Guide) his major goal is justice to the liberation of Black people.

Dorothy Ruth Harrison
Assistant Professor of Social Work
Office: Brown 312, Ext. 4423

Dorothy Harrison is a native of Atlanta, Ga., where she took all her education and professional training. She graduated from Clark College in 1958 with a bachelor of arts degree majoring in sociology and went to graduate school at Atlanta University School of Social Work completing the master of social work degree in 1960.

Her first professional employment was organizing, counseling, and coordinating activities for young people in the inner city of Atlanta for the YWCA. In 1959, while working on the master's degree, she was a medical group worker at Irvington-On-Hudson, N.Y. She came to St. Louis in 1960 as a social group worker at Kingdom House and in 1962 joined the St. Louis Urban League as a community organizer. Three years later she was named social service director of the St. Louis Job Corps. Center.

Her first appointment at Washington University was as a counselor in the University's summer Upward Bound program; she joined the social work faculty that fall. Her particular areas of interest in social work are community development, community organization, day care, and human relations. She has assisted recently in the planning and organization of a comprehensive day care program for children from two to five years of age.

Dorothy is the wife of William Harrison, director of the office of urban projects, School of Continuing Education.

William J. Harrison
Director, Office of Urban Projects, School of Continuing Education
Office: Women's Bldg, Ext. 4261

Harrison is married and lives in the St. Louis
Black Faculty

Central West End. He holds a master of arts from St. Louis University (1966), a bachelor of arts from Washington University (1964), and began his college education at Morehouse College in Atlanta. He was born in Marietta, Ga.

He is a member of the board of directors and/or an officer in Black Enterprises Today, Union-Sarah Economic Development Corporation, West St. Louis Community Center, Prolific Designs, Inc., Interracial Council for Business Opportunity, and the Architectural Skills Training Program, almost all are St. Louis development organizations. He is a member of the YMCA, NAACP, National Association of Intergroup Relations Officials and Alpha Sigma Lambda, honorary society. He has tutored adults in the VIP program, taught literacy, and worked in and for voter registration.

All of this reflects the same community concern with which he works daily in the School of Continuing Education. As director of urban projects he plans, develops, and administers short-term educational programs with and for various communities, academic programs, agencies, departments, and groups. The main purpose of this activity is to ascertain community needs for which the University acts as a resource.

Lynell Hemphill
Counselor/Associate Director
Educational Opportunity Program
Office: Dorm K, Ext. 4508

Before she became associate director of EOP in 1972, Lynell taught for six years in the St. Louis Public Schools. She received the bachelor of science degree in education from Lincoln University in Jefferson City, Mo., in 1963 and completed the master of arts degree in educational counseling at Washington University in 1971.

In the spring semester of 1973, Lynell conducted a popular (and interesting) course under the Black Studies Program—The Black Woman in Contemporary Society. Lynell is receptive, perceptive, and attentive to the individual needs of Black students. She is alert, creative, and active in the implementation of many student programs.

Lynell is married, has two sons, and is very much a Pisces.

Ronald L. Jackson
Assistant Dean, College of Arts and Sciences
Office: Brookings 201, Ext. 4205

After graduating from Soldan High School in
1961, Ron Jackson attended Harris Junior College for two years, then transferred to Washington University where he completed a B.A. degree in zoology in 1965. While at Washington University he was a member of the basketball team which had the best win-loss record in the school's history.

From 1966-1969 he was a lieutenant in the U.S. Army. His job in the military was training and counseling future artillery officers.

From 1969 through 1970, Jackson was an admissions counselor at Illinois State University in Normal, Illinois. There he worked closely with the special program for minority students and was very involved in the formation of the Black Affairs Council.

In 1970, he came to Washington University as Assistant Director of Admissions. During three years in that office he worked closely with the Educational Opportunities Program and with the Association of Black Students. He was appointed to the dean's office of the College the past summer.

Robert L. Jarrett
Associate Director—Residential Maintenance,
Office of Housing and Residential Life
Office: Housing Office, Ext. 4071

A native of St. Louis, Robert Jarrett attended St. Louis public schools and Central State University in Wilberforce, Ohio. He began work with Washington University in January, 1967, as manager of Yalem Center. In October, 1967, his duties were shifted to the residence halls as manager of the housing office.

Jarrett is a member of Kappa Alpha Psi fraternity, International Lions Club and Wellston Khory League Association. He has managed and coached little league baseball teams for the past five years. Considered a good bowler, he also enjoys relaxing to classical music and reading.

Although his official duties are administrative, he is also available to assist in accounting and business related courses.

Robert C. Johnson
Assistant Professor in Black Studies
Office: Black Studies, McMillan 332, Ext. 4913

Rob Johnson is best introduced in his own words...“as a Black faculty member; as a Black who is a member of the faculty; as a member of the Black Studies Program faculty; and as me.”

He came to Washington University in September, 1967, to take graduate study in business administration, but changed his mind about business “being my thing.” So, after a year of graduate business studies, he entered the Gradu-
ate Institute of Education to study French and education and received the M.A.T. degree in 1970.

His undergraduate studies were pursued at Lincoln University, Pa., where he was graduated magna cum laude in 1967 with an A.B. degree. He says "my primary and secondary 'mis-education' took place in the Philadelphia public school system, where I was 'educated' in the streets of North Philly, and to some extent, in those of South and West Philly."

In the Black Studies Program, his specialty is Black education. Rob has taught foreign languages at Fontbonne College and has been tremendously active in the St. Louis community.

Wallace L. Jones
Associate Director, Consortium for Graduate Study in Management
Office: Prince 310, Ext. 4873

Wally Jones was born in Chillicothe, Ohio, attended Chillicothe schools, graduating from high school with honors. He also spent a year attending Nurnberg (Germany) American High School. He received the B.S. and M.S. degrees in psychology from Howard University, Washington, D.C., and has more than a year of additional graduate work at the University of Maryland.

He began teaching and administrative work at Howard University in 1964 and came to Washington University in 1967. The Consortium has
its headquarters in the Business School at Washington University. As Associate Director of the Consortium, Wally's duties include coordinating the recruiting program and the alumni follow-up program as well as the processing of applications. He also prepares fund-raising proposals, reports and other publications about the Consortium programs.

Wally will pursue the doctoral degree in educational policy and programs at Washington University.

George Keyser
Assistant Professor of Electrical Engineering
Office: Bryan 221, Ext. 4021, or Medical School, Ext. 8-3524

George Keyser joined the engineering school faculty as a full-time member in 1973 after completing the Ph.D. from the school. He had been assistant to the dean as counselor for Black students. His work is in biomedical engineering and he spends his time both on the main campus and at the medical school.

Born and reared in Washington, D.C., Keyser attended San Jose (Calif.) State College and was awarded the bachelor of science in electrical engineering degree in 1965. He completed the master of science in electrical engineering at the University of Maryland in 1968, and came to Washington University as a doctoral candidate.

Jack A. Kirkland
Associate Director, Black Studies Program
Associate Professor, Social Work
Office: Black Studies, McMillan 332, Ext. 4913

Jack Kirkland has an M.S.W. degree from Syracuse University (1961) and an A.B. degree also from Syracuse (1959). He holds a joint appointment at Washington University in Black Studies and in social work. His primary responsibilities are in Black Studies, where he shares departmental responsibilities with Dr. Robert L. Williams.

Kirkland's interest is in the area of institutional change. He says, "I am concerned with working with students and faculty who show interest for poor and powerless people and wish to do something about their plight, now. I am deeply committed to nation building, Black integration, and Black unity around common values which make the needs of Black people more important than the needs of any Black man."

He is involved in many community action programs, and "would welcome student participation in an effort to find a road map out of bondage which all Blacks need desperately to seek."

Robert Lee
Coordinator for Minority Student Affairs,
Washington University Medical Center
Office: 600 South Euclid, Ext. 8-441

Born and raised in St. Louis, some 29 years ago, Bob Lee attended the St. Louis public schools, graduating from Central High School in 1962 and from Harris Teachers College in 1966 with the bachelor of arts degree in elementary education. In 1971 he completed an M.Ed.
degree in counseling from the University of Missouri at St. Louis.

Bob taught elementary school in St. Louis from 1966 to 1968, taught vocal music from 1968 to 1970, and served as acting chairman of the district music program. In 1970 he joined the faculty at Illinois State University in Normal, III., where he began as an admissions counselor and in nine months became assistant director of admissions.

He came to Washington University in 1972 and is affiliated with the School of Medicine, the School of Dentistry, and the departments of Occupational Therapy, Physical Therapy, and Health Care Administration. He serves on the Committee on Admissions, Student Financial Aid, Academic Review, and Academic Promotions for the four classes.

His duties bring him in focus with every aspect of a student's existence while he or she is in school. The majority of his time is spent with students of the School of Medicine. In the other schools and departments he provides advisory service to help them develop a strong program for minority (Black) admissions and academic support.

Horace Mitchell
Instructor in Black Studies and Education
Office: McMillan 222, Ext. 4784

Horace Mitchell came to Washington University first as an undergraduate student and remained here as a graduate student, an administrator and a faculty member. Born in Lambert, Miss., he moved to St. Louis as a child and was educated in St. Louis public schools, graduating first in his class at Soldan High School in January, 1964. This scholastic feat won him scholarship offers from four schools, including Washington University. He chose WU.

As an undergraduate, he lettered in football and
wrestling. In 1968 he completed the A.B. degree with a major in psychology. He was appointed to the dean’s office of the College in July of the same year and began graduate work completing the master of arts in education in 1969. He has completed course work for the Ph.D. degree and is working on a dissertation.

In addition to classwork and sports, he worked as an undergraduate at a variety of jobs and during his senior year was a full-time clerk-planer at MacDonnell-Douglas Corp.

Professor Mitchell has written two articles on counseling of minority groups for a psychology journal and has served as vice-president and president of the Washington University Chapter of Phi Delta Kappa, professional fraternity in education. His main professional interests lie in furthering the development of Black psychology, teaching human relations and communications skills and increasing educational opportunities for Black students.

At this writing he is 28 years old and is married to the former Barbara Jean Barrett. They have two daughters.

A. Peter Mutharika
Assistant Professor, School of Law
Office: Mudd 136, Ext. 4922

A native of Malawi, east Africa, Professor Mutharika was graduated with honors from London University and took the LL.M. and J.S.D. degrees at Yale University. He joined the Washington University law faculty in 1972 as a specialist in international law after serving on the faculty at Rutgers University School of Law.

His doctoral research on stateless persons is to be published and his present work is on a casebook on international trade and investments. In 1971, he served as an International Law Fellow at the United Nations.

Muthal Naidoo
Assistant Professor of Black Studies and Performing Arts Departments
Office: McMillan 334, Ext. 4913 & Duncker 202, Ext. 4181

In a recent article in the St. Louis Post-Dispatch, it was acclaimed Dr. Naidoo was “hung-up on black drama.” This may very well be! She leads her first drama group in South Africa, her native land, in the city of Pietermarritzburg. This group was composed of mixed Blacks—Colored, Indian and African. With a B.A. degree in theatre from the University of Natal in Durban, she came to the United States.

Muthal received the M.A. degree from Indiana University in 1965. Shortly thereafter, she began work with Kathryn Dunham in East St. Louis and then worked with an Experiment of Higher Education at Southern Illinois University at Edwardsville. Concurrently, she devoted eighteen months to the Black Artist Group here in St. Louis. The established drama group performed many improvisations and original plays, one of the outstanding being “Volunteered Slavery,” based on a chapter from the Autobiography of Malcolm X.

In 1971, Muthal Naidoo came to Washington University. In a short time, the Black Theatre Workshop performed numerous one-act and original plays for the campus community and surrounding areas. Their first and very successful full-scale production in February, 1973, was “The Strong Breed,” written by Nigerian playwright, author and actor, Wole Soyinka. Proceeds from the play, directed by Dr. Naidoo, went to the St. Louis Emergency Fund for African Students.

At Washington University, where she earned the Ph.D. in theatre in the summer, 1972, Muthal Naidoo has created a new dimension of the black drama.
Kolonji Ntalaja  
Lecturer, Black Studies  
Office: McMillan 332, Ext. 4913

Kolonji is a Black Studies lecturer in economic systems. He was born in Zaire (formerly known as the Congo). In 1966 he obtained the B.A. degree in economics at the National University of Zaire. In 1989 he received the M.A. degree in economics at Washington University.

Kolonji is presently the president of the Pan African Organization and heavily involved in his Ph.D. dissertation research.

He describes his lifestyle at Washington University as "mostly intellectual."

Lorraine Patricia Sherod  
Assistant Director, Office of Admissions  
Office: Brooking 107, Ext. 4241

Pat Sherod is a native St. Louisan. She is interested in involving students in various community projects in-and-around the St. Louis area. A graduate of Southern Illinois University at Edwardsville with a B.A. degree in social welfare, she sees the possibility for students to learn much about the city and about themselves through participation in volunteer work. "I feel that all too many students lose their motivation, their sense of identity and their 'rationale for being' because they isolate themselves from the larger Black population. It is easy to lose oneself in any academic institution, especially a predominately white institution. Continually going back, so to speak, helps one to retain not only his sense of responsibility but also to grasp the reality of the total education experience and personally to utilize this experience to benefit the Black community."

Mrs. Sherod came to Washington University in July, 1972, after working three years for St. Louis County as a community organizer for the County Health Department. However her interest in urban affairs developed while she was at Soldan High School. Since that time she has worked with the St. Louis Federation of Block...
Units, the Human Development Corporation, the Youth Development Program, and the Grace Hill Settlement House and a dozen more community programs.

She is active in the Black campus community as advisor to the Association of Black Students and a member of the Black Cultural Commission. In addition to her regular duties she sits on several all-university committees, including the Holmes Lounge Governing Board, the University Center Advisory Committee and will be active on the new Student Union Community Action Committee.

Pat Sherod has been married since 1969 to Ronald Sherod, a student in the MBA-JD program.

Frederick E. Smith
Assistant Professor of Social Work
Office: Brown 109, Ext. 4225

Fred Smith came to Washington University in September, 1969, as assistant professor at the George Warren Brown School of Social Work. As a Danforth Fellow he is working toward the Ph.D. degree in urban education at St. Louis University.

Born on October 27, 1935, in Mound City, Ill., he attended public schools there and graduated from Mound City High School. After graduation he spent three years with the U.S. Army's 11th Airborne Division as a paratrooper, then came back to the Midwest to attend Lincoln University in Jefferson City, Mo., graduating with a bachelor's degree in sociology in January, 1960. He worked during the spring and summer that fall at Atlanta University's School of Social Work. He received the master of social work degree in 1962.

His first professional appointment was as director of children's services for Kingdom House in St. Louis. For two and a half years he lived and worked in Minneapolis as associate director of health, welfare, and housing for the Urban League. He came back to St. Louis with the Urban League as coordinator of the Yeatman District for the League's Neighborhood Stations Project. Just prior to joining the University faculty he was coordinator of social services for the Medium Security Institution (the workhouse) of the city of St. Louis.

Paul Smith
Director, Office of Housing and Residential Life
Office: Housing Office, Ext. 4071

Paul Smith was born September 20, 1935, in South Bend, Ind. He graduated from South Bend Central High School (1952); from Talladega College in Talladega, Ala., with an A.B. degree in psychology (1957); from Hartford Seminary Foundation in Hartford, Conn., with a B.D. degree (1960), and received a certificate from the Institute of Pastoral Care, Meyer Memorial Hospital in Buffalo, N.Y. (1964).

Mr. Smith has had professional experience in many areas. He served as pastor of the Salem United Church of Christ in Buffalo for 3½ years; as associate director, Job Development and Employment (Buffalo Urban League) for 2½ years; as director, Religion and Race, Presbytery of St. Louis for 2½ years; as director of the neighborhood stations program, Urban League of St. Louis for 2 years; as contractor relations specialist, Department of Defense, St. Louis Region; as lecturer, University of the West Indies, United Theological College, Jamaica, West Indies, for one academic year; and is presently pastor of Berea Presbyterian Church, St. Louis.

Mr. Smith has served in two professional capacities at Washington University. In the academic year 1970-71, he was assistant to the vice chancellor with primarily responsibilities for the implementation and assessment of career development programs of all employees.
He is now serving as director of housing. He is married and has three daughters.

**Donna Taylor**  
Associate Director of Residential Life-Staff  
Office: Office of Housing and Residential Life, Ext. 4071

As associate director of residential life, Ms. Taylor works primarily with the residence hall advisors and head residents, her jurisdiction extends, however, to room assignments, contract cancellation and revision.

While formerly a resident of New York City, she has made St. Louis her home for the past eight years. She received her undergraduate degree at the University of Missouri, Columbia. After graduating, she remained in Columbia and was employed as the advisor for the Legion of Black Collegians and the Black Culture House.

While she readily admits that an athlete she is not, she does enjoy listening to music, going to the movies and plays, as well as, talking with people.

Ms. Taylor encourages students to come in and discuss with her and the other members of the housing office their problems concerning housing.

**Andrew E. Thomas**  
Associate Dean and Director of University College Course Programs, School of Continuing Education  
Office: Brookings 100, Ext. 4131

Andrew Thomas joined the administrative staff of the School of Continuing Education in 1967 as assistant director of the Office of Conferences and Short Courses. He became director and last year was named associate dean, which
he says involves doing "anything the dean doesn't want to do."

Educated at Hampton Institute in Virginia, he completed the master of education degree with a major in guidance at St. Louis University in 1960. He has worked in vocational guidance and job placement with the St. Louis and Milwaukee Urban Leagues and was appointed director of industrial relations for the St. Louis League.

He is a member of the Industrial Relations Club of Greater St. Louis and first vice president of the American Society for Training and Development, St. Louis.

Thomas enjoys sports and participates in them "when he finds time."

Mabel E. Thomas
Coordinator for Wohl Program Facilities
Office: Wohl Center Reception, Ext. 4051

Mabel Thomas was born in Oklahoma City, Okla., and came to St. Louis after attending the School of the Ozarks in Point Lookout, Mo., for two years. In the fall, 1970, she enrolled in Washington University's evening college and began working as secretary at Wohl Center's Programs Office the same semester. In the fall, 1971, she was appointed manager of the center, taking on the responsibilities of coordinating the general operation of Wohl and although the job title has since been changed to Coordinator for Wohl Programs Facilities, the responsibilities have remained much the same.

Mrs. Thomas finds community work very rewarding. She has participated in such community interest groups as the Human Development Corporation and the Urban League, as well as organizing parent-school action groups. She was also instrumental in the creation of the newly-formed Opportunities Industrialization Center (O.I.C.) of St. Louis.

She has been married for four years and has a son 2½ years old.

Gloria White
Director, Office of Special Projects and Career Scholarships Program
Office: Faculty Apts. 212, Ext. 4838

Gloria White is closest to students in her role as academic advisor, but being Gloria White, she's never very far away from students in any of her roles. A native of St. Louis, she received the A.B. degree in 1956 from Harris Teachers College and an M.A. degree in 1963 from Washington University. Her work as director of career scholarship is described elsewhere in the guide.

Each year she is assigned approximately twelve freshmen and sophomore advisees in the College of Arts and Sciences. As academic advisor, she helps students plan their schedules, helps in career and academic decision making and in the area of personal adjustment to the University. Her concern is not confined to her advisees; she gives personal assistance to all students in all areas of the University community.

From 1956 to 1959 Mrs. White taught at Blewett School in St. Louis and from 1959 to 1963 at Chouteau School. From 1963 to 1967, she was a counselor at Roosevelt High School, and she joined the University in 1967. Mrs. White serves as chairman of the University Medical Assistance Committee, she is a member of the Admissions Committee for Minority Students and the University Health Service Advisory Committee.

In 1972, Mrs. White was appointed Affirmative Action Officer of the University. The Affirmative Action Program is designed to ensure equal employment and educational opportunities for minorities and women.

She is married and has one daughter.
Elizabeth R. Williamson
Director of Student Resources (Admissions, Financial Aid and Placement), George Warren Brown School of Social Work
Office: Brown Hall, Room 109, Ext. 4225

Elizabeth R. Williamson was born in Yonkers, N.Y. She received the B.A. degree from Hunter College and the M.S.S. degree from Smith College for Social Work in New York City. Mrs. Williamson did post-graduate work at the University of Chicago School of Social Service Administration.

She has worked in the Family and Children's Service of St. Louis County, as a school social worker for the St. Louis Board of Education, and as a child welfare worker with the Children's Service of the City of St. Louis. During Mrs. Williamson's years at the GWB School of Social Work she has held numerous positions, including that of a field instructor from 1965-1971, as a teacher of childhood disorders from 1970-1972, and as the Associate Director of Student Resources from 1971-1972.

Mrs. Williamson has been involved in various community activities; among them as a member of the Library Board of St. Louis, of the Missouri Association for Social Welfare Board, of the Junior Kindergarten Board, of the St. Louis American Civil Liberties Board, of the National Association of Social Workers and currently a caucus member of the Black Social Workers.

Mrs. Williamson particularly enjoys communicating with the Black students presently enrolled in the school of social work. She personally feels a need to serve as a sounding board for the Black students as they express their concerns, aspirations, frustrations, and achieve-
ments in a challenging and demanding period of their present development.

Mrs. Williamson is married to Irving A. Williamson, the managing editor of the St. Louis Sentinel newspaper. They have one daughter and two sons.

Robert L. Williams
Director, Black Studies Program
Professor of Psychology
Office: Black Studies Program, McMillan Hall 332, Ext. 4913

A native of Arkansas, "The Land of Opportunity," Robert Williams took the first opportunity he saw and came to Washington University as a graduate student in September, 1957. He completed the Ph.D. in clinical psychology in 1961. He received the A.B. degree (with honors and distinction in his field) in 1953 from Philander Smith College of Little Rock, Ark., and a master's degree in 1955 from Wayne State University, Detroit.

He is nationally known for his criticisms of culturally biased psychological testing and his work on developing culturally-specific tests e.g. the Black Intelligence Test of Cultural Homogeneity (BITCH) and Themes Concerning Blacks (TCB). He has published numerous articles, professional journals, and has a book completed entitled, Black English: Another Ghetto Hustle.

He was active in the formation and development of the Association of Black Psychologists and served as its second national chairman. In addition, his community contributions include serving on the Board of Directors of the National Council for Black Child Development and the Institute of Black Studies, Inc.

Married to the former Ava Kemp for 25 years, Robert Williams has eight children and three grandchildren.
College of Arts and Sciences

The office of the College of Arts and Sciences is one of the busiest offices in South Brookings (second floor) because so many programs are administered by the College.

There are approximately 2,800 undergraduate students in the College, less than 300 of whom are Black. The College offers a bachelor of arts degree which generally takes four years to complete. Students major in any number of fields such as sociology, psychology, physics, Black studies, biology, history, music, English, foreign languages, physical education, and performing arts.

Students in Arts and Sciences plan their programs for the first two years with an advisor from their general area of interest. At the end of the sophomore year, a student generally declares a major field of study and he takes the remaining two years under close supervision of that academic department. For at least the first two years, the curriculum is very flexible.

Students interested in teaching may take the equivalent of an education major (supervised by the Graduate Institute of Education) and be qualified to teach at the end of four years, although the program in education at Washington University optimally requires a fifth year during which a student works toward a master's degree.

You might be in the office of the College seeking: Dean Riesenber (assignment of freshman and sophomore advisors), Dean Waluch (pre-medical advising), Dean Hanebrink (academic records and requirements), Dean Jackson (field study program), Dean Barrett (general studies), or Dean Driscoll (permission to deviate from usual procedure).

Ronald Jackson, who is an assistant dean, is the only Black administrator in the office, but he is very available and willing to help.

The School of Architecture

At Washington University, the School of Architecture functions at both the undergraduate and graduate levels.

At the undergraduate level freshman and sophomore students are required to take courses in Arts and Sciences in addition to a course per semester in introductory architecture. Undergraduates can include up to two years of “professional studies” in their work towards the Bachelor of Arts degree which is awarded by the College of Arts and Sciences upon completion of four years of study. The first professional degree awarded by the School, the Master of Architecture, requires completion of a four-year sequence of “professional studies.” As two of these four years can be completed at the undergraduate level, Washington University students admitted to graduate studies receive their Master of Architecture degree in two years.

The great majority of transfer students enter the School at the graduate level after completion of a four-year Arts and Sciences, Engineering, or Fine Arts program. Such students have four years of “professional studies” ahead of them, with the opportunity to complete such studies in less than 4 years (minimum three).

Applications from undergraduate transfer students (Junior Colleges, other Arts and Sciences colleges, etc.) are also accepted. However, space limitations keep the number of such admissions rather low.

The School has about 300 students (200 undergraduates and 100 graduates). This number includes 12 Black students.

The School also offers a program leading to the Master of Architecture and Urban Design degree. Students who are admitted to this program already hold a first professional degree in
Schools

architecture. Combined-degree programs with the School of Social Work and the School of Business Administration are also offered at the graduate level. The length of time required to complete these degrees varies depending on the student’s background.

The School of Architecture is located in Givens Hall, a four-story building facing Forsyth Boulevard. The School’s library, exhibition center and auditorium are located in Steinberg Hall to the east of Givens. There are a number of fine arts facilities open to the School of Architecture students. Among them are painting, sketching, sculpture, and photography studies, drafting rooms and design laboratories.

The School of Engineering

The School of Engineering and Applied Science offers a four-year program leading to a bachelor of science degree in one of these areas of specialization: applied mathematics, chemical engineering, civil engineering, electrical engineering, mechanical engineering, and physics. Offices are on the first floor of Sever Hall and all laboratories, classrooms, computer facilities, and such are in a group of buildings which includes Sever, Cupples II, Urbauer, and Bryan Halls.

Engineering students and faculty have extensive computer services and research facilities available. The ratio of faculty to students is high and although within a specific field the required curriculum is pretty well set, a student does take some Arts and Sciences courses of his choice, can plan some individualized work, and may even be able to work closely with graduate students and faculty on research, if he desires.

The undergraduate student body in engineering is about 520 (including some girls), of which 80 are Black. Of 368 graduate students, one is Black. Students apply to the School for admission as freshmen.
The School of Engineering offers a work-study program in which it usually takes five years to complete an undergraduate degree. However, since work-study students work with and for a company doing engineering during that time, they gain both experience and financial help. The School also has its own placement service for full-time, part-time, and summer work.

Graduate level engineering degrees are taken through Sever Institute of Technology (same campus buildings as undergraduate engineering). The master of science is offered in each of the areas of specialization and in some additional areas. Taken separately, the M.S. degree usually takes three semesters, but undergraduate engineering students can apply in the junior year for a combined B.S./M.S. program which allows them to complete both degrees in five years. The school has a combined-degree program with Business which offers the B.S. degree and master of business administration in five years. It also has a cooperative program with Architecture in structural design.

The doctor of science is a research degree for those interested in teaching and research.

The School of Business

The School of Business has both undergraduate and graduate schools, and although they have different names, faculty and facilities are shared. Offices, classrooms, the library and most activities are in Prince Hall.

The undergraduate business course combines a liberal education with a professional education. This allows a student with an undergraduate degree in business to enter either business or some allied field such as business law or hospital administration. Students in the School generally earn a bachelor of science in business administration degree in four years.

During the first two years, students take a pre-business curriculum in the College of Arts and Sciences (at Washington University or elsewhere). Students are admitted to the business school as juniors and take two years of study in the School. A student first applies and is admitted to Arts and Sciences (through the office of admissions), and generally during his second year, he applies to the Business School. He should certainly apply no later than the spring of the sophomore year.
Undergraduate students have an advisor in Arts and Sciences for the first two years, but should also confer with the assistant dean of business in planning their courses.

There are about 70 junior and senior undergraduate students in business and about 11 percent are Black. There are more than 350 graduate students, who include students enrolled in a special MBA program for minority students. About 25 of the business graduate students are Black.

On the graduate level, the master of business administration degree takes two years. Fellowships are available for a special MBA degree program for minority students offered here in cooperation with several other universities. This well-financed program, whose graduates are very much in demand, includes a summer internship.

The master's degree curriculum prepares students for professions in business and public administration. The doctoral program (D.B.A. or Ph.D.) is intended for students interested in teaching and research.

The Graduate Business School offers four combined-degree programs which reduce the time needed to complete requirements for two degrees. There is a five-year bachelor of arts/master of business administration program; a five-year bachelor of science in engineering/MBA program; a five-year undergraduate/graduate business program (BSBA/MBA); and a combined graduate architecture/business program (M.ARch/MBA), which takes approximately three years beyond the undergraduate degree.

The School of Continuing Education

The School of Continuing Education is the largest division of the University in terms of the number of students, although most of its
Many programs are non-credit. Programs which offer credit lead to certificates (usually two-year courses of study) in many fields. In addition, SCE offers three programs leading to bachelor's degrees: the bachelor of science, the bachelor of technology, and the bachelor of science in speech and hearing.

The office of the dean of the School of Continuing Education is in South Brookings, but since the School has two divisions, a student would most likely deal directly with a division office. University College Course Programs, which administers the 350 late afternoon and evening courses leading to certificates and degrees, has offices at 100 South Brookings. The division of Professional and Community Programs has offices in the basement of the Women's Building (first level from the parking lot). This division offers short non-credit courses and seminars for professionals such as engineers, scientists, businessmen and nurses. The division also sponsors short courses in the arts, humanities and sciences. General offices for the Summer School, also administered under SCE, are in January Hall, room 106.

In many ways, SCE is very progressive. The Career Scholar Program (described elsewhere in the Guide in detail) was initiated by SCE. The Upward Bound program, which has been dropped because of lack of funding, was also an SCE program. SCE sponsors, many times with another division of the University, nearly all of the community-oriented programs.
The School of Fine Arts

The School of Fine Arts is located in Bixby Hall, easternmost building on the campus. Offices are on the second floor. The school offers a four-year curriculum leading to a bachelor of fine arts degree.

There are about 390 undergraduate students, 15 of whom are Black. Bixby has been partitioned off and partitioned off and partitioned off and is still too small. The lack of space is a particular handicap for students interested in metalsmithing.

Students take a variety of courses such as painting, sculpture, printmaking, photography, ceramics, metalsmithing, fashion design, and graphic design. The undergraduate program is divided into two parts—lower school (first two years) during which students take specific courses in drawing and design to provide a grounding in visual fundamentals. There are some elective courses which can be taken in Arts and Sciences. In the upper school (junior and senior years) students determine an area of interest and take in-depth study in that area.
It is a misconception to think that the Art School is all fun and no study. For one thing 134 credits are required for a degree and for another, long hours have to be dedicated to every project. But the result is at least something you can see.

The School also offers graduate programs. There are 15 students enrolled. There is a two-year program leading to a master of fine arts degree. The master of arts in teaching degree is one year and one summer and is offered in cooperation with the Graduate Institute of Education.

Students interested in the School of Fine Arts must apply directly to that school for admission. Due to the nature of the courses, it is difficult to transfer in or out of Fine Arts from other divisions and get credit for your previous work. Unfortunately because of overcrowding, non-art majors are seldom able to take art as an elective.

The School of Dentistry

The School of Dentistry at Washington University is at 4559 Scott Avenue, on the east end of Forest Park in the Washington University Medical Center. The four year professional program leads to the Doctor of Dental Surgery (D.D.S.) degree.

Three years of college work are required for entry into the School of Dentistry. For Washington University graduates, a combined B.A./D.D.S. program is available. Generally, a student in this program enters the school after three years of undergraduate work and receives the B.A. at the end of his first year of professional training.

Undergraduates should plan their academic program to fulfill requirements for entrance to the school, so an early decision to enter dentistry is recommended. For admission, students are required to take the Dental Admissions Test (D.A.T.) which is given three times a year. The test results must be received before final action is taken on an application, so the school recommends taking the test by spring of the junior year.

Last year there were 217 students in the Dental School, of whom one was Black. The Dental School is committed to the increased recruitment, enrollment, education, and graduation of Black and other minority group persons. To help reach this goal, the Medical Center has employed a Coordinator of Minority Student Affairs. He is responsible for matters relating to minority applicants and students and works closely with the Admissions Committee. Because his responsibility extends to the School of Medicine also, he can be contacted through the Office of Academic Records at either School.
The School of Law

The Law School recently moved into the beautiful new Seeley G. Mudd building west of McMillan Hall. The School requires that a student have received an A.B. degree (or its equivalent) before entry. It offers a three-year course taken almost entirely within the School leading to the Juris Doctor degree.

Candidates for admission must take the Law School Admissions Test, which is given several times a year around the country. The School can tell you when and where. It is advisable to take the test in the fall of the undergraduate senior year and apply directly to the School of Law that same semester.

Of the approximately 520 students in the School, 22 are Black.

Besides the J.D. degree, the School offers special post-graduate master’s degree programs in urban law and taxation. The School of Law also has combined-degree programs with social work and business.

The School of Medicine

The School of Medicine is committed to recruit, enroll, educate and graduate an increased number of Black students and hence contribute to increasing the number of Black physicians in the United States. An adequate scholarship and loan program is available to help make this possible.

Applications from Black students are reviewed and evaluated by the Coordinator for Minority Student Affairs and members of the Committee on Admissions, which includes two Black physicians. In fall, 1973, there will be approximately 500 students in the School of Medicine including at least 40 Black students.

The School of Medicine offers three programs...
The Graduate School of Arts and Sciences

Like its undergraduate counterpart, the office of the Graduate School of Arts and Sciences on the second floor of South Brookings is a busy place.

The Graduate School of Arts and Sciences offers programs leading to the master of arts, master of arts in urban affairs, master of arts in teaching, master of arts in education, master of science in speech and hearing, master of music, and the Ph.D. degrees. Of the approximately 1300 graduate students in Arts and Sciences, less than 90 are Black.

The master of arts degree is taken with a major in various fields, e.g., history, sciences, English, music, languages, social sciences. The catalog of the Graduate School states specific departmental offerings and requirements. A normal course load for graduate study is 12 hours a semester, so that in two semesters a student could complete the course work for a master's degree. A thesis is then required. Most departments also have a 30-hour master's program which does not require a thesis, but may require a comprehensive departmental test and submission of research papers.

The graduate record examination is recommended prior to admission to most master's programs. The exam is given on campus about every other month. Since students are asked to apply in February for the following year, the exam should be taken sometime in the fall. Deans and department heads should be consulted prior to application.

The master of arts in urban affairs is designed for students preparing for public service careers in urban communities. It requires 30 units of graduate work.

Both the master of arts in education and the master of arts in teaching are 30 to 33-unit, fifth-year courses offered through the Graduate Institute of Education for students preparing to teach. General offices are in McMillan 101.

Master of science in speech and hearing is a 33-unit program for students who wish to teach the deaf. It is offered in cooperation with the Central Institute for the Deaf, adjacent to the School of Medicine.

Master of music is a degree designed for students who wish to specialize in some aspect of the performance of music. Students wishing to teach music take the master of arts in teaching with a music major.

The Ph.D. degree is a research degree which is individually planned by a student and the department in which he is working. Seventy-two hours of course work and a minimum of three-years residence is generally required.
The Graduate School of Arts and Sciences

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Schools

George Warren Brown School of Social Work

Social Work at Washington University is a graduate program which usually requires two years of study and field work beyond the bachelor's degree. Students, however, may elect to fulfill the Master's degree requirements by an accelerated program which is completed in sixteen months by engaging in a summer block field work experience.

The School is committed to educating students to improve the quality of human life by creative, competent, and knowledgeable performance in positions of public and professional leadership.

The George Warren Brown School of Social Work is located in Brown Hall just south of Brookens Hall, the administration building. The large, comfortable lounge on the second floor is frequented by graduate students from other professional schools at the University. It is a popular meeting place for students to rap and exchange opinions and ideas and to socialize during the lunch hour or during breaks after class.

The School has about 250 students of whom about 40 are Black. The Black Caucus is a very active organization and many of its members assume positions of leadership on decision-making committees and in the governance of the School.

Applications for admission should be filed between October 1st and May 1st. Students applying must have an undergraduate degree with at least thirty credits in the social sciences and at least one course in statistics. The School's Bulletin is available upon request and gives more specific criteria for admission.

Many students are attracted to the School of Social Work because of the opportunity it offers to students to individually design programs in accordance with their career interest in social work practice areas such as community problem solving, administration, planning, research and teaching. A field work practicum experience is required and can be undertaken in the St. Louis metropolitan area or in other parts of the country if the student's learning needs can best be met elsewhere. Considerable latitude is given to students to take courses in other departments of the University such as Black studies, urban affairs, sociology and education. There are several combined-degree programs offered to students interested in another field such as law, architecture or educational counseling. The School, in conjunction with the Graduate School of Arts and Sciences, offers the Ph.D. degree which is basically a research degree for those interested in teaching and research. Students interested in community work have access to a number of relevant courses which prepare them to intervene and plan effectively for change and to meet community needs in the areas of health planning, poor housing, unemployment and deteriorating neighborhoods.
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Publications by Student Groups Collection, Box 01. "Black Student Guide, circa 1973"
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### Off Campus Directory

**Berea Presbyterian**
3010 Olive

**Bethlehem Baptist**
2638 Franklin

**Christ Pilgrim Rest Baptist**
1341 N. Kingshighway

**Greater Mt. Carmel Baptist**
1617 N. Euclid

**Progressive Baptist Church**
3021 M.L. King Dr.

### Cleaners

**Delmar Cleaners**
6142 Delmar

Within walking distance or call for free pick-up and delivery

**Forty-Minute Cleaners**
2723 M.L. King Dr.
1344 Hodiamont
1321 N. Kingshighway

### Clothing—Men

**Ahmen Boutique**
5868 Delmar

Within walking distance

**Bluebeard**
5959 M.L. King Dr.

Located in Wellston

**Bond**
722 Washington

Downtown Area

**Boyd's**
7800 Forsyth

Located in Clayton shopping district

**Down's**
7447 Forsyth

Located in Clayton

**Eleganza Men's Fashions**
5927 M.L. King Dr.

**Esquire Men's Shop**
1340 N. Kingshighway

**Just Pants**
356 N. Skinker

**Just Shirts**
356 N. Skinker

Within walking distance

**Leading Man**
719 Washington

Downtown area

**Lincoln Clothes**
525 N. Grand

Mid-City shopping area

**National Shirt Shop**
714 Olive

Downtown shopping area

**Wolff's Clothiers**
7th and Olive

**Department Stores**

**Famous-Barr**
6th and Olive

7425 Forsyth

**J.C. Penney**
5930 Easton

Wellston shopping area

**Sears**
1408 N. Kingshighway

**Stix**
601 Washington

Clayton Rd. at Brentwood

**Target**
12775 St. Charles Rock Rd.
Venture  8901 Page
Zayre  9279 Halls Ferry Rd.

Drug Stores
Delmar-Hamilton  5899 Delmar
Forsyth Drugs  7337 Forsyth
Glaser  7645 Wydown
Klein Pharmacy  6639 Delmar
Walgreen  500 DeBaliviere

Entertainment
American Theatre  9th at St. Charles
Downtown, Broadway shows
Kiel Auditorium  1400 Market
Downtown, Concerts announced in news media
Forest Park  Skinker and Lindell
Located in Forest Park are: Municipal Opera,
St. Louis Zoo, Planetarium, Steinberg Rink, Art
Gallery, Golf Courses and Picnic areas

Black Studies Institute  6372 Delmar
For information on events, call 361-8246

Fabric Shops
Winston's  7390 Forsyth
Clayton area
Singer  7716 Forsyth
Fabrics and sewing machines
Can rent a machine

Grocery Stores
A&P  100 N. Central
Clayton Road and Big Bend
Within walking distance
Yeatman Foods, Inc.  3500 Franklin
Harris Super Market  5501 Martin Luther King Dr.
Open 24 hours
Kroger  
4061 Martin Luther King Dr.  
1348 N. Kingshighway

Hardware

Central Hardware 6250 Martin Luther King Dr.  
Located in Wellston

Smith Hardware  
Within walking distance  
6662 Delmar

Libraries

Clayton Library  
7753 Forsyth

St. Louis Public Library  
Downtown  
1301 Olive

University City Library  
6701 Delmar
Off Campus Directory

Magazines and Newspapers

Proud Magazine  Call 535-5185 for subscription
St. Louis American Newspaper
  3956 W. Florissant
St. Louis Argus  4945 Martin Luther King Dr.
St. Louis Globe Democrat 12th Blvd. at Delmar
St. Louis Post-Dispatch  900 N. 12th
St. Louis Sentinel  3000 Martin Luther King Dr.

Radio Stations

KATZ, 1600  soul music
KMOX, 1120  modern music and sports
KSD, 550  modern music and jazz
KSHE, 94.7 FM  hard rock
KWK, 1380  soul music

Record Shops

Black Circle Record Shops  3127 N. Grand Ave.
  4681 St. Louis Ave.

Joe’s Music Shops  2611 Martin Luther King Dr.
  4123 Martin Luther King Dr.
  1266 North Kingshighway
  5901 Martin Luther King Dr.

Lillian Record Shop  4467 Martin Luther King Dr.

Music City  531 North Grand

Records available at all department stores and at all the campus stores

Restaurants and Carry-outs

Bar-B-Q-King  St. Louis Ave. at Kingshighway
Best Steak House  516 North Grand
Good inexpensive steak

Burger Chef  310 DeBaliviere Blvd.
  610 Washington Avenue

Cheshire Inn  6306 Clayton Road at Skinker

Chicken Delight  310 DeBaliviere Blvd.
Call PA5-3523
For free delivery

China House  567 DeBaliviere Blvd.
Howard Johnson  7950 Clayton Road

Jack-In-The-Box  900 North Grand
Kentucky Fried Chicken  6956 Delmar
Mammer Jammer Stockade  5011 Delmar
Mariettas  Call STI-7064
For delivery of pizzas or dinners

McDonald’s  5734 Delmar
Milo Bar-B-Q & Seafood  4561 Delmar
Parkmoor  Big Bend and Clayton Road
Perkin’s Pancake House  7800 Clayton Road
Santoro's
Big Bend and Millbrook

Talayna's Pizzeria
Open til' 3 a.m.

Velvet Freeze
Hanley at Wydown

White Castle
Open 24 hours

Delmar and Desperes

Service
City Bus Information 773-1120
Bi-State Transit System

Chamber of Commerce 241-7565
224 N. Broadway

Downtown St. Louis, Inc. 621-5747
407 N. 8th

Dial-A-Movie 421-1050

Time and Temperature 321-4567

Weather Information 936-1212

Shoe Stores (Men-Women)
Allen Shoe Stores 505 N. 6th
412 N. 7th

Downtown shopping area

Banister Shoes for Men 7th and Olive
Wolff's Clothiers Inc.

Boyd's Downtown Store 600 Olive
Clayton Store 7642 Forsyth

Flagg Brothers 612 Olive
Downtown Shopping area

Florsheim Shoe Shop 701 Olive

Gamm's Shoe Store 601 Delmar
6327 Martin Luther King Dr.

Klein's Shoe Store 511 N. 6th
Downtown shopping area

Martin's Shoe Store 700 Washington
Downtown shopping area

Vogue Boot Shop 615 Locust
Downtown shopping area

Shoe Repair
Delmar Loop Shoe Service 6690 Enright
Wellston Shoe Repair 1456 Hodiamont
Wellston shopping area

Sports
Baseball Busch Memorial Stadium
Professional—Cardinals

Basketball Kiel Auditorium
Collegiate—St. Louis University Billikens

Football Busch Memorial Stadium
Professional—Cardinals

Hockey St. Louis Arena
Professional—St. Louis Blues

Hockey St. Louis Arena
Collegiate—St. Louis University Billikens

Soccer Busch Stadium
Professional—St. Louis Stars

Television Stations
KDNL (UHF) Channel 30
KETC (EDUC) Channel 9
KMOX (CBS) Channel 4
KPLR (IND) Channel 11
KSDK (NBC) Channel 5
KTVI (ABC) Channel 2

Theatre
Ambassador 7th and Locust
Downtown
Off Campus Directory

Esquire
Within walking distance
6706 Clayton Road

Honeybee
Clayton shopping area
7740 Forsyth

Fox
527 North Grand

Lane Bryant
Downtown shopping area
701 Washington

Hi-Pointe
Clayton Rd. and Skinker

Lerner Shops
Downtown
421 N. 6th

Campus Mid-City
318 Grand

Libson Shop
5971 Martin Luther King Dr.
Wellston

Loew's State
715 Washington

Peck and Peck
Clayton
7734 Forsyth

Magic Lantern
6350 Delmar

Robb's Casuals Fashions, Ltd.
Clayton
8129 Forsyth

Shady Oak
7630 Forsyth

The Specialty Shop
5930 Delmar

Stadium Cinema I
525 Chestnut

Worth's
7444 Forsyth

Stadium Cinema II
625 Chestnut

2700 N. 14th

Town
210 North 6th

Trans-Lux Cinema
4218 Lindell

For those who have an adventurous taste in clothing and furniture accessories, these are a few of the places where they can be found

Varsity
Within walking distance
6618 Delmar

Ahmen Boutique
5888 Delmar
African wear and fashion accessories, also custom leather and wood crafts

Bowling Alleys

Goodwill Industries
4140 Forest Park
Used furniture and clothing

Arena Bowl
5740 Oakland

Pier 1
1263 S. Laclede Station Road
Creative furniture and housewares, reasonably priced, unusual materials

Normandy Bowl
7125 Natural Bridge

Salvation Army Store
3949 Forest Park
Used furniture and clothing

Tropicana
7960 Clayton Road

Spectrum
8153 Big Bend
Creative clothing and accessories

Women's Clothing

Union Jack
738 Northwest Plaza
Creative clothing and accessories

Boyd's
Downtown shopping area
600 Olive

Fashions Unlimited
Downtown shopping area
1611 Washington

Garland's
410 N. 6th
7608 Forsyth

Clayton Sample Dress Shop
7533 Forsyth

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