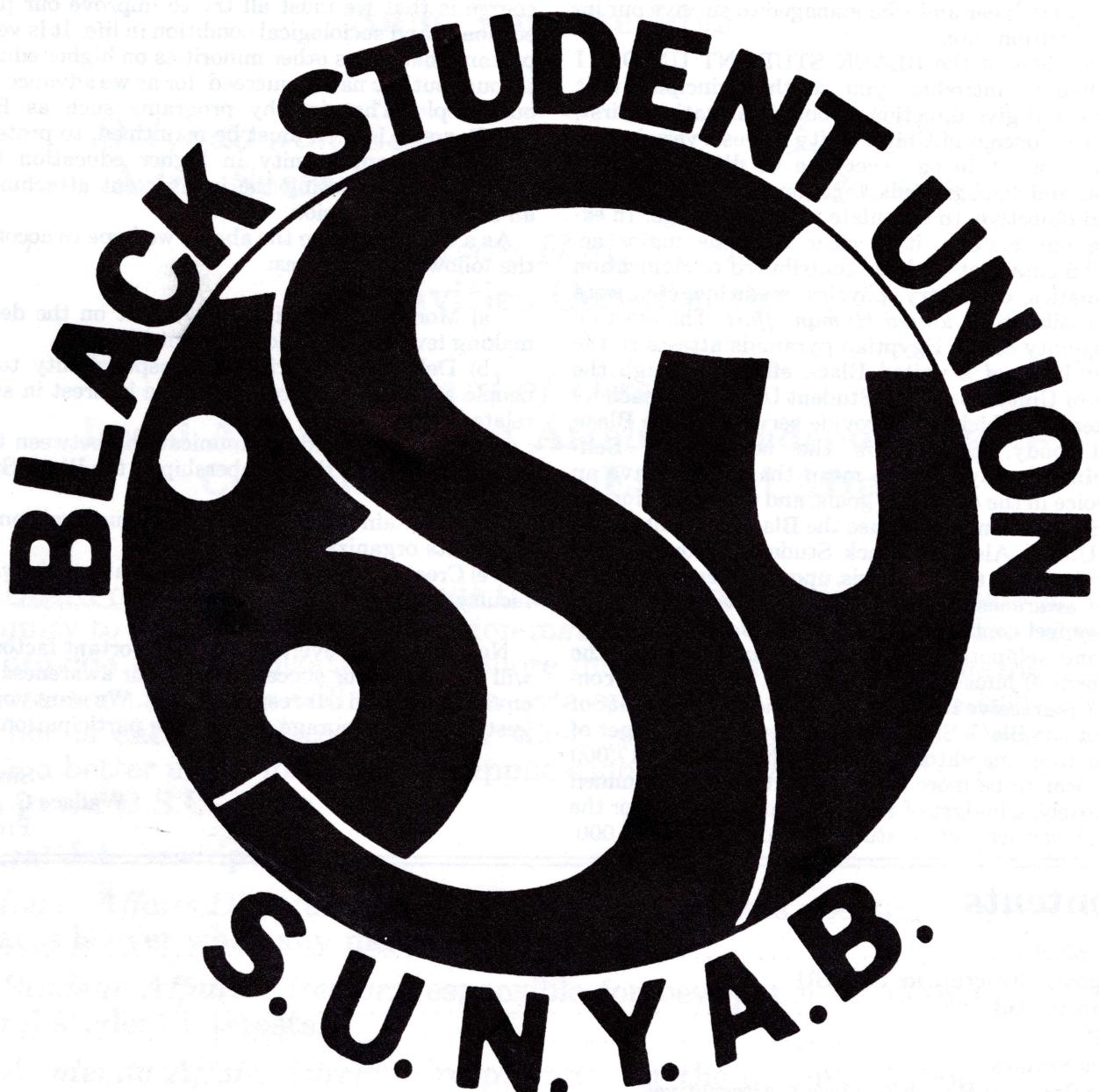


UJIMA



BSU HANDBOOK 1980

Welcome my Sisters and Brothers,

On behalf of the Black Student Union, I would like to welcome all of the incoming freshmen and the other brothers and sisters who have transferred to our university. We believe by your choice that you have made an excellent academic decision, mainly, because the State University at Buffalo has a number of very fine departments with reputations of national renown. Let me not forget also those sisters and brothers who attended the university last year and who managed to survive our infamous attrition rate.

As president of the BLACK STUDENT UNION, I would like to introduce you to the principles that underline and give direction to our organization. First, there is the concept of **Unity**. Unity serves a very important function: it brings everyone of different cities, cultures, and backgrounds *together* under a common goal and objective, to stimulate *positive* change. In examining our history, it is clear that the major accomplishments that we have contributed to civilization (mathematics, chemistry, physics, medicine, etc.) were made possible by a *united Human effort*. The erection and longevity of the Egyptian pyramids attests to the successfulness of a united Black effort. Through the concept of Unity, the Black Student Union will reach its full potential, which is to provide services to the Black student body. Second, is the concept of **Self-Determination**. By this we mean that we all have an equal voice in the direction, goals, and objectives for the Black Student Union; because the Black Student Union is our Union! Also the Black Student Union believes unwaveringly in the emphasis upon *academic* success, *cultural* awareness and *community* involvement. All three, we feel contribute to the *realization* of one's *self-worth and self-potential*, thereby actualize one for the betterment of himself and his society. Third, is the concept of **Progressive Economics**. For the academic year of 80 to 81, the Black Student Union received a budget of \$17,000 from mandatory fees. On the surface \$17,000 may appear to be more than adequate; when examined more closely, a budget of \$17,000 cannot provide for the essential services of a student body of over 3,000.

Therefore, the Black Student Union must begin to place emphasis upon *progressive economics* (fund raising) to provide those essential services that we all need. Moreover, progressive economics will stimulate our creativity and further expand what are our temporary limitations. The fourth and final concept is that of **Purpose**. Here we ask the question why are we here, why will we send our children to college? The answer of course is that we must all try to improve our present economic and sociological condition in life. It is very important that we as other minorities on higher education throughout the nation succeed, for as we advance so will our people. That is why programs such as B.S.U., E.O.P. and S.E.E.K. must be maintained, to protect the integrity of opportunity in higher education for all minorities, eliminating the inadvertent attachment to an inferiority illusion.

As a compliment to the above, we hope to accomplish the following objectives:

- a) More membership involvement on the decision-making level of the Black Student Union.
- b) Delegate authority and responsibility to more people and thereby encourage more interest in student related problems.
- c) Maintain good communications between the executive board and the membership of the Black Student Union.
- d) Maintain a good rapport with our local community and its organizations.
- e) Create a viable and working relationship with the faculty and staff of the university.

Now more than ever, the most important factors that will determine our success will be our awareness of our environment and our responses to it. We want your suggestions, we encourage your active participation!

Sincerely,
Wallace C. Ferrell
President

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The Proposed Structure for B.S.U.

Wallace C. Ferrell
President

Lorna Myeir
Adm. Vice-President

Belynda Johnson
Adm. Secretary

Guy Gittens
Treasurer

Allison Hedgepeth
Activities Coordinator

Board of Directors
Legal Affairs/Student Affairs/ Academic Affairs
Community Affairs/External Affairs

The Board of Directors will provide the Black Student Union membership an opportunity to participate in the decision-making of the organization. This expansion will provide the organization with more insight in the decision-making process, because each Director will have *one vote* on the B.S.U. executive board. Every member is encouraged to apply for these position to make the Black Student Union a better union for students; applications will be available by September 25, 1980 in the B.S.U. office.

General Job Description:

- 1) *Legal Affairs Director*: responsible for legal matters effecting the B.S.U., also contacts lawyer when any member is arrested.
- 2) *Student Affairs Director*: responsible for newspaper, workshops, films and general student interests.
- 3) *Academic Affairs Director*: responsible for the communication between the various academic departments of the University and general academic issues.
- 4) *Community Affairs Director*: responsible for the communications between the B.S.U. and the Black community; also participates in recruiting more Black students to the University.
- 5) *External Affairs Director*: responsible for the important information from Albany and any external organization that will affect the B.S.U. Also will serve as public relation director.

Financial Aid

The outlook for financial aid for the 1980-81 academic year has some positive as well as negative aspects involved.

On the positive side, the Financial Aid Office has experienced the largest number of applications from students in its history. Our College Work-Study funding was increased substantially, which will enable more students to secure on and off-campus employment. There has been an increased number of students who have been awarded Basic Educational Opportunity Grants, even though Congress has decreased each grant by \$50 from the amounts originally scheduled. More students have become aware of their eligibility for the New York State Higher Education Services Corporation

(NYSHESC) loans and there has been a substantial increase in applications. With one of the largest Freshman classes admitted to the University for 1980-81, the Financial Aid Office made early awards to an increased number of students on a percentage of need basis.

On the negative side, due to inflation and the limited amount of campus-based funds, awards have not kept pace with costs. EOP funds per student were reduced and later restored to the original funding level. In some cases the increased work load and late applications may cause some delays in the disbursement of checks for the fall semester.

We encourage all students to utilize the services and information available at the Financial Aid Office.

Delay in Cashing Loan Checks

by Joseph Simon

Managing Editor

UB students who qualify for a New York State guaranteed loan will face a two week delay from now on between the time they present their loan check to the University, and the time the actual cash is in their pocket.

Some students affected by this policy change might be left without money for food, rent and books in September.

The new rule instituted by the New York State Higher Education Services Corporation (NYSHESC) has altered the method in which students obtain their loan money. In the past, checks could be endorsed by the University and cashed at a bank the same day. Students must now deposit the check with the Office of Students Accounts and receive a University refund — minus tuition and fee charges — 30 days later.

Designed to cut down on the number of forged University endorsements, the new system went into effect for all New York State colleges and universities at the beginning of July.

'Unnecessary hassles'

Students who depend on the loan to pay their early semester living expenses will now have to find another source of money while waiting for their University refund. Although NYSHESC stipulates that the money be handed out in 30 days, Director of the Office of Students Accounts Clifford Wilson said, "It'll take no more than two weeks" at UB.

The rule will greatly increase the workload of Student Accounts, which will handle most of the added paperwork. "The volume is going to be enormous," Wilson remarked, "but we'll process the checks as quickly as we can."

Rudy Williams, Assistant Dean for Minority Affairs and Financial Aid at UB Medical School, acknowledges the previous misuse of the loan program but said the new system will cause "a lot of unnecessary hassles."

He noted that the "delays" and "confusion" the NYSHESC rule will cause far outweigh the past abuses.

Because UB is unique in not requiring tuition payment before beginning classes, Wilson instituted another rule he predicted would not be popular with students.

He said that because the University sends out tuition bills
page four

three weeks into the semester, a student with a loan check who comes to his office before the billing date technically owes no tuition money. However, the tuition will be deducted from the check even though the student has not been billed for the amount.

Assistant Director for the Office of Financial Aid David Bouman disagrees with this rule. He believes a student "owes" nothing until he gets the bill," and added that this University's policy of dealing with allocation of Financial Aid has gone "from one extreme to the other."

When asked if this was legal, Williams from the Medical Schools responded "that's a very good question."

Wilson defended the rule as a "sound business practice," but admitted that his office is likely "to take some verbal abuse from students" because of it.

Student hardship

Another aspect of the new system which might further inconvenience students, is the requirements that proof be shown of any Tuition Assistance Program (TAP) award. If a student does not show an official slip stating the TAP award, the amount will not be credited to his account. This will result in a further reduction, as compared to last year, of cash a student will have on hand at the beginning of the year.

Director of the Office of Financial Aid Clarence Conner pointed out, however, that students have had plenty of time to apply for this Fall's TAP program. He admitted though that "if students knew this (new rule) was coming, they would have responded (to filing for TAP) a little more quickly."

Wilson said he would refund any student's TAP amount once receiving official notification.

Bouman agrees that there is a need to take some action against check forgers, but he said the new rules are to excessive, and have been instituted too late.

"When you suddenly tighten up without any advance warning, it's going to cause a lot of hardship on people who thought the operation was still running the same way," Bouman explained.

Wilson concluded that "it's like a lot of other crazy things that go on around here (UB)."

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Black Studies

In response to the question, what does the coming year hold for Black Studies? I am inclined to believe that the future is both optimistic and clouded with questions. The atmosphere for progress is dependent on a number of variables. The Department will come under review and evaluation this Fall. The support that is given to the department is vital to the assurance that support is existent, and that the fundamental issues facing Black Studies will be clearly and positively addressed.

Namely, if Black Studies can resist the budgetary constraints faced by the SUNY system, and absorb the external pressures from within the University to CO-OPT its aims and goals, Black Studies could conceivably reverse the general decline experienced by most departments around the country. While the department has experienced tremendous losses over the years, its credibility still remains intact. Black Studies at SUNYAB has one of the most dynamic programs with individual faculty in the entire country. Its vitality, versatility, are its "Cause celebre". The outstanding reputation of its scholarship in the study of Africa, Afro-American, and Caribbean Studies is proven by the recent promotion and tenure status of Dr. Keith Henry. This solidifies Black Studies as a fully tenured department, a phenomenon not easily attainable. Other signposts to the resurgence of Black Studies is the renewed interest by students in the departments courses and advisement activities. If student interest

remains high for 1980, Black Studies can boast that it indeed serves over eighty percent of Black student enrollment. By any standard this is the most positive step toward greater unity that we must seriously protect. Another factor in the departments future is the support from concerned professional staff members who teach courses unselfishly. They have contributed greatly to an ever increasing pool of resources that the department has at its disposal. Finally, the role of the community cannot be under emphasized. In the past the department has contributed much to enhance community organization activities, Black Studies will continue to offer its expertise in areas of community life which expands knowledge, creates enrichment and provides a source for the improvement of the quality of life.

In conclusion 1980 will see an increase in unemployment for Black Americans, inflationary spiral which will continue to eat away at the spending power of Black families, and a resurgence of anti-Black sentiment as the Political, economic and social systems continue to erode. The role of Black Studies in 1980 will face increased demands to educate and promote Black pride and self reliance. This year Black Studies will continue to fight the struggle for its existence. Without the aid of its own constituency Black Studies will remain a paradox in an otherwise hostile educational system.

— Jim Pappas,
Chairman, Black Studies Program

EOP in the Days Ahead

I am pleased to have this opportunity to write a guest article for the BSU Newsletter as Director of the Educational Opportunity Program. I also think the area of discussion, the outlook for EOP, is fitting as we begin the first Fall semester of a new decade — the 1980's. (So you see, our existence now touches three decades, the 60s, 70s, and 80s).

First of all, from my vantage point, the need for EOP is as great as — if not greater than — it was at its beginning as EPIS back in 1968. (One only needs to survey the economic, social and political scene for evidence.) As far as we can envision, EOP will continue to be needed for a long time. Our major objective remains unchanged — to implement the commitment of this university to open its doors to the educationally and economically disadvantaged but potentially able.

As I am sure you know, essential to the success of EOP are the supportive services it provides or help to provide: counseling, tutoring, developmental courses and financial aids. What is the outlook regarding these crucial areas.

We see a continuation of these services. Taken individually, the counseling component has matured and services expanded. During the 80s, these services, so vital to the success of EOP students, will be better than ever. Our tutoring program is solid in terms of personnel but we have no tutorial laboratory. In terms of facilities, we cannot at this time envision change. But the quality of instruction will be even better. We made strides in

our developmental courses during the 70s with improvements in content, teaching methods, evaluation and courses offered. Improvement in educational quality is likely to continue. Finally, on the matter of financial aid, the trend of increasing federal and decreasing state support is likely to continue. This year, many, but not all EOP students will receive a slightly smaller grant and this will involve some reliance on loan. Yet, the basic educational support, based on need, will be met. The objective, i.e. to meet educationally related needs remains unchanged. Given the current economical and political conditions, the present level of support will probably remain as is for the next few years at least.

Yet, there is no need to become dispirited. The financial support for educationally related needs may be somewhat diminished, but we shall continue to press for additional funds. Yet it is a far cry from the limited numbers of such dollars available during the early 1960s, the decade when EOP began. Finally, our expectations of you the students is unsevering. We expect you to study and study mightily. There is no substitute for effort in order to experience educational achievement — no "royal road to learning." We expect you to make satisfactory progress toward a degree, each and every semester. Finally, we expect you to earn a degree. In this you can be assured of our backing.

Edward S. Jenkins
Director, EOP
page five

FOOD SERVICE AND ALTERNATIVES

Food Service	
Statler Commissary	.....636-2521
Food Stamps	
95 Franklin St., Buffalo, N.Y. 14202	.....846-8343

FOOD CO-OPS AND HEALTH FOOD STORES

North Buffalo Food Co-op, Inc.	
3144 Main St., Buffalo, N.Y. 14214	.....836-8938
St. Augustine Center Food Co-op	
1600 Fillmore Ave., Buffalo, N.Y. 14211	.....897-4110
Natural's Inn	
3389 Bailey Ave., Buffalo, N.Y. 14215	.....883-5606
Healful Food Shoppe	
15 East Utica, Buffalo, N.Y.	.....882-2131

HEALTH SERVICE AND ALTERNATIVES

Student Health Service	
220 Michael Hall, SUNY at Buffalo	
Main St. Campus, Buffalo, N.Y. 14214	
Medicaid	
95 Franklin St., Buffalo, N.Y. 14202	.....846-4611

HOSPITALS

Buffalo General	
100 High St., Buffalo, N.Y.	.....845-5600
Deaconess	
1001 Humboldt Pkwy., Buffalo, N.Y.	.....886-4400
Lafayette General	
113 Layafette Ave., Buffalo, N.Y.	.....885-8900
Meyer Memorial	
462 Grider St., Buffalo, N.Y.	.....894-1212
Millard Fillmore	
3 Gates Circle, Buffalo, N.Y.	.....881-5600
Veterans Administration	
3495 Bailey Ave., Buffalo, N.Y.	.....834-9200

SCHEDULE OF MEETINGS AND ACTIVITIES

September 5, 1980; 4 p.m.
Executive Board Meeting

September 10, 1980; 4 p.m.
Membership Meeting; 339 Squire Hall

September 12, 1980; 4 — 8 p.m.
BSU Open-Air Welcome; Fountain Area (MSC)

September 19, 1980; 4 p.m.
Executive Board Meeting

September 26, 1980; 8 p.m. — 1 a.m.
BSU Disco; Fillmore Room, Squire Hall
donation \$3.00/students

September 30, 1980
Mr. Andrew Young
Clarke Gym

The Black Student Union 1980

Items	Proposed/Received		
Speakers	\$3,000/\$3,000		
1) business 2) others			
Travel	\$2,000/\$500		
1) Sasu 2) National Conference on Black Studies 3) U.S.S.A.			
Workshops/Symposiums	\$1,500/\$100		
1) voter's registration 2) nutrition 3) health 4) career planning 5) organizational 6) sexual education 7) students rights	8) meet the faculty 9) developmental 10) Black History 11) African History 12) Caribbean History 13) writers 14) dance 15) home economics		
Activities	\$18,000/10,500		
1) Cultural a) orientation day b) cultural day c) kwanza d) M.L.K. day e) Black History Week	2) Special a) concerts b) basketball classic c) jazz dinner d) disco	3) Unscheduled a) bowling b) horseback riding c) picnic d) rollerskating	
Office Accounts			
1) supplies 2) club banner 3) typewriter repairs 4) bookcase 5) coffee hours 6) lock changes 7) subscriptions	\$200/\$100 \$75/0 \$150/\$40 \$50/0 \$75/\$50 \$75/\$75 \$150/\$50		
College Work Study Programs			
1) summer 2) fall 3) spring 4) tutors	\$400/\$300 \$400/\$300 \$400/\$300 \$400/\$300		
Publications	\$3,000/\$500 \$500/\$400		
1) handbook 2) advertising			
Membership Dues			
1) Heritage Society 2) Assoc. of the study of Negro Life 3) B.U.I.L.D. 4) N.A.A.C.P. 5) Others	\$50/\$50 \$75/0 \$50/\$50 \$75/0 \$250/0		
Speakers	\$3,000/\$3,000		
1) careers 2) education 3) sports 4) religion 5) history	6) health and science 7) law 8) international affairs 9) affirmative action 10) media		
Activities	\$500/0		
1) Unscheduled a) films			
Miscellaneous	\$500/0		
Total	\$27,775/\$17,115		

Hidden Black

Dr. Malcolm A. Agostini
Assistant Vice President
Affirmative Action
548 Capen Hall

Mr. Edward O. Akinyemi
Lecturer (10)
Civil Engineering
Parker Annex

Dr. Akilowu A. Akiwumi
Assistant Professor
Surgery
E.C. Medical Center

Dr. Mervyn Alleyne
Association Professor (10)
Linguistics
115 Spaulding Quad

Dr. Michael Appiah
Assistant Professor (10)
Black Studies
524 Blady Hall

Dr. Molefi K. Asante
Professor (10)
Communications
541 Baldy Hall

Dr. David Banks
Associate Professor (10)
Anthropology
487 Spaulding Quad

Mr. Warren Barbour
Association Professor (10)
Anthropology
977 Spaulding Quad

Mrs. Alexandra O. Beckley
Programmer/Analyst
Computer Services
Rm. 30, 4230 Ridge Lea

Rev. Leotis Black
Lecturer (10)
page eight

Cora P. Maloney College
112 Fargo Quad

Dr. Frank Brown
Professor (10)
Educational Administration
468 Baldy Hall

Mr. Willie J. Brown
Director
EOC
465 Washington Street

Mrs. Ruth D. Bryant
Assistant to Chair
Counseling & Human Services
416 Baldy Hall

Mr. Wesley T. Carter
Placement Assistant
Career Planning Office
6 Hayes Annex C

Mr. James F. Cash
Admissions Counselor
Admissions & Records
5 Hayes Annex C

Dr. Roderick E. Charles
Clinical Assistant Professor
Psychology
E.C. Medical Center

Mr. Clarence Conner
Director Financial Aid
Financial Aid Office
6 Annex B

Mr. Frank J. Corbett
Director
Urban Affairs
19 Diefendorf Annex

Dr. Berkley B. Eddins
Professor (10)
Philosophy
672 Baldy Hall

Mr. Paul J. Edwards
Associate Professor (10)
School of Social Work
3F Hayes Annex A

Mrs. Allie H. Freeman
Clinical Assistant Professor
Psychology
320 Michael Hall

Mr. Charles J. Glover
Assistant for University
Financial Analysis
338 Crofts Hall

Dr. Larry J. Green
Professor
Graduate Orthodontics
235 Farber Hall

Mr. Thomas J. Gulley
Technical Assistant
Housing
468 Richmond Quad

Miss Bernadette Hawkins
Senior Advisor
DUE
205 Squire Hall

Mr. Bobby Jose
Assistant Head Resident
Housing
Richmond Quad

Ms. Juanita K. Hunter
Assistant Professor (10)
Undergraduate Nurse Ed.
909 Kimball Tower

Dr. Edward S. Jenkins
Associate Professor (10)
EOP Director
225 Squire Hall

Ms. Verdia Jenkins
Assistant Librarian

Faculty and Staff

Undergraduate Library
211 O'Brian Hall

Mr. Cornelius Johnson
Programmer/Analyst
Computer Operations
Rm. 39, 4250 Ridge Lea

Mr. Luther M. Jospeh
Technical Specialist
Biochemistry
102 Cary Hall

Dr. Charles M. Lamb
Assistant Professor (10)
Political Science
625 Baldy Hall

Mrs. Bertha S. Laury
Research Assistant
School of Social Work
2 Hayes Annex A

Mr. Richard A. Lidge
Technical Assistant
Student Affairs
408 Capen Hall

Dr. Arthur B. Lee Jr.
Assistant Professor
Surgery
Buffalo General Hospital

Mr. William C. Lobbins
Assistant to Dean
Urban Affairs
19 Diefendorf Annex

Mrs. Muriel Moore
Instructor
Learning Center
364 Baldy Hall

Prof. Abdias Nascimento
Professor (10)
American Studies
Clemens Hall

Mr. Ozzievelt Owens
Technical Specialist
Anthropology
Spaulding Quad

Mr. James G. Pappas
Associate Professor (10)
Black Studies Chairman
530 Baldy Hall

Dr. Robert Palmer Jr.
Counseling Psychologist
Student Affairs
3211 Townsend Hall

Mrs. Donna S. Rice
Lecturer (10)
Intensive English Language
111 Richmond Quad

Ms. Carlene Polite
Associate Professor (10)
Chairman American Studies
505 Clemens Hall

Mrs. Donna S. Rice
Lecturer (10)
Intensive English Language
111 Richmond Quad

Mr. Roosevelt Rhodes
EOC
465 Washington Street

Dr. Henry J. Richards
Associate Professor (10)
Modern Languages
911 Clemens Hall

Mr. Leo Richardson
Asst. Community Relations
Public Affairs
516 Capen Hall

Mr. Edward L. Saindoux
Assistant to Director
Budget
Crofts Hall

Mrs. Violet T. Shannon
Administrative Assistant
School of Dentistry
194 Farber Hall

Ms. Helen L. Sweat
Assistant for Continuing Ed.
Millard Fillmore College
Abbott Library

Mr. Allen A. Tinney
Lecturer (10)
Music
120 Pritchard Hall

Mrs. George D. Unger
Assistant to V.P.
Affirmative Action
548 Capen Hall

Mr. Donald E. Watkins
Asst. Instructional Resources
Educational Communication
38 Foster Annex

Mrs. Wilma G. Watts
Clinical Asst. Professor
Undergraduate Nurse Ed.
813 Kimball Tower

Mr. Edward Wright
Assistant Professor
Recreation Athletics
210 Clark Hall

Profile:



Arthur O. Eve

Assemblyman Arthur O. Eve (Democrat — Buffalo, N.Y.) has served in the New York State Assembly since 1966. During the 1979 New York State Legislative session, Assemblyman Eve was named Deputy Speaker in the Assembly. He now holds the "highest elective position of any minority in the history of New York State Government."

In keeping with this high position by virtue of his strong leadership in the Assembly and his effective legislative performance, Assemblyman Eve has the responsibility of monitoring the flow of all Federal funds coming into New York State. He also oversees all State agencies to assure that their resources and services are used to the fullest in dealing with the plight of urban areas.

His legislative record is one of prolific sponsorship and support of Assembly bills representing a wide range of issues including: Human services, economic and physical development, senior citizens, youth employment, education, affirmative action, and health. As chairman of the Assembly Community Revitalization Task Force, he was instrumental in the creation of the new Office of Community/Urban Revitalization. Assemblyman Eve is a Senior Member in the Rules Committee and the Ways and Means Committee, he also is Ranking Member of the Assembly Aging Committee and Social Services Committee.

St. Augustine's Center

Foster Care Program

"Familyness" is the theme of the St. Augustine Center's Family Foster Care Program. The Foster Care Program began placement of children into foster homes in July of 1978. This program thus establishes the first Black community foster care placement agency in upstate New York. The need for children to become part of a family has been stressed since its existence. The research demonstration grant that they receive was used to answer the needs of the so-called "hard to place child". Annette Peoples, Director of the Foster Care Program describes "hard to place" or "special cases" as usually black children ages 12 and over, pregnant teens, teens with children and post and pre-institutional children.

Referrals come to the program from family court, the Division for Youth, Child Welfare, St. Augustine's School for Pregnant Teens and various other agencies. The program has succeeded in placing children from the inner city into foster homes and is constantly striving for continued growth to enhance the strength of families in the Black community.

Another phase of the program will be geared toward establishing a preventive service component which would help the children to remain with their natural families. The program would also appeal to the relatives of children presently in foster care to explore the possibility of relatives caring for the children. St. Augustine's Foster Care Program is trying to secure funds for preventive service component, and currently there is legislation in Albany.

Comprehensive Program of Services for the Pregnant Teenager & Teenage Parent

A new and innovative program geared to serve pregnant teenagers and their families is the St. Augustine's Center Comprehensive Program of Services for the Pregnant Teenager and Teenage Parent. Ms. Geraldine Butler who will serve as Project Director is working final plans for the project at the 1554 Fillmore Avenue site.

The program is a multi-service approach geared to help pregnant teenagers in school. It will provide an accessible and effective program designed to support families and increase the teenagers opportunity for independence and self worth. Case finding is being done through local schools, churches, community organizations, and social organizations.

Service to the Pregnant Teens and Teenage Parents include:

1) Education — Alternate setting providing students with a full scope of curricular offerings, plus special programs such as parenting and home management.

2) Health — Individual health education and health care from one or more agencies, health departments,

hospitals or private physicians.

3) Social Service — Counseling services (both ongoing and crisis) by social workers, counselors or school social workers.

4) Mental Health — Assessed by consistent home visitor, course work, group work, individual counseling.

5) Support Services — School meals, transportation, home visits, follow-up counseling.

6) Residential Crisis Services — Short term living arrangements in an apartment style residence called "Comfort House" located at 1154 Fillmore Avenue.

Services to the children of teenage parents include: Child Care, Physical Health Services, and Social and Mental Health Counseling.

Support services will be offered to fathers of the children and extended family members. The multi-service comprehensive program will also offer sex education and outreach services. Program goals are: To meet the complex needs of pregnant teenagers and young parents, their children and significant others in their lives. To decrease the incidence of dropouts among pregnant teenagers and schoolage parents through the integration of services, education, physical health, mental health and social services.

Student Career Opportunities Reached Thru Experience (SCORE)

The St. Augustine Center's Student Career Opportunities Reached thru Experience Program (SCORE) was created to provide career awareness, work experience, job placement and counseling to high school students and college freshmen, with economically disadvantaged backgrounds. The program, located at 222 Northland Avenue, operates under the direction of Mr. Tyrone Hargrove. Participants are recruited from area high schools, various community agencies and the New York State Employment Service.

The objectives of the program are three fold: (1) to improve education outcomes by relating teaching and work experience to the concept of career development; (2) to enhance the participants ability to move into entry level positions of the labor force and (3) to provide supportive services such as career, employment, education and personal counseling to participants. Career awareness is the program's bottom line.

Student participants are between the ages of 16-21 years. They earn a stipend for working twenty (20) hours a week during the school year, and thirty-five (35) hours a week during the summer vacation. SCORE has many supportive services to offer participants such as: group session seminars, tours, speakers, films, training in job readiness, academic tutorial assistance and also job placement. After developing to a satisfactory level, the student is placed in permanent full and part-time employment situations dependent upon individual interest.

Center for Comprehensive Community Services

The Center for Comprehensive Community Services now established in the old School 84 building, has a variety of health and social programs which focus primarily on the provision of preventive health services to children and their families. On site medical and human service needs are also met. Under medical services, the center will provide pediatric, adult medical, obstetrics and gynecological services. The dental program is providing general care for both adults and children. The human services component of the center will assist clients in day to day problems such as: housing, social welfare, transportation and the provision of an array of counseling services.

Also included in the center will be a medical health component; an Outreach Child Health Assurance Program (CHAP); Health Education; Hypertension Screening Program; a Youth Employment Project and Family Planning. The proposed approach to service delivery will be innovative, not only because of the services offered but because of the approaches to service delivery which will be utilized. The center will attempt to increase accessibility and coordination among its services in the following ways:

- 1) The center will operate a variety of programs beginning with a core of preventive health services.
- 2) The center will provide space for needed programs operated by or through other agencies.
- 3) The center will function as a site for interaction between community residents and representatives of various public and private provider agencies.
- 4) The center will be a model for demonstrating benefits of pooling federal, state and local resources. In particular the sharing of certain administrative costs will conserve scarce dollars for direct service provision.

The Board of Directors, comprised of community leaders, human service professional and community residents, will play key roles in developing the health and social service needs of the community. During the first year of operation, the center expects to provide direct services in the following areas.

1. primary ambulatory health care
2. community health education
3. health outreach
4. hypertension screening and treatment
5. mental health services
6. youth employment and counseling

The center is currently developing and operating on a total of more than a half million dollars from the State of New York and a quarter of a million dollars from the U.S. Public Health Service. By next year, that figure will exceed one million dollars.

The coordination of federal, state and local governmental programs at the neighborhood level, as proposed at the Center for Comprehensive Community Services, as well as the family focused case management approach to actual service delivery, promise to improve

the quality of life for large numbers of residents of Buffalo's central city area, and provide a model for future State/Federal initiatives in human services programming.

Youth Development Center No. 6

The establishment of YDC.6 in Buffalo, New York came about as a result of a legislative mandate in 1975. The mandate provided the establishment of a 50 bed YDC complex for the purpose of rehabilitating youngsters between 13 and 17 years of age. This came at a time when the validity of YDC's in NYC was being questioned. The YDC No. 6 in Buffalo operates out of 1003 Genesee Street. The Genesee Street Program is a sixteen bed unit for boys only. Under the umbrella of YDC No. 6 is the seven bed Group Home Residence for girls located at 567 Richmond Avenue, a seven bed group home residence for boys located at 2238 Main Street and a Community Outreach Program at 1184 Genesee Street. Plans are being finalized for two more centers, one group home residence for girls at 689 Kensington and another residence for boys at 967 Jefferson Avenue. All admissions to the YDC No. 6 program go through the Genesee Street Facility. All of the centers are within the city limits of Buffalo and easily accessible to transportation, shopping areas and cultural and educational facilities. YDC No. 6 has developed many positive relations with its surrounding communities, and is considered an integral part of the Buffalo Community. These relationships are the result of responsive, cooperative and aggressive interaction with agencies in the public and private arenas.

The total staff consists of approximately 52 persons and they encourage family interaction because they feel the family has a direct influence on the youngsters growth and development. Youngsters entering YDC No. 6 are usually experiencing problems in school and at home or the community. Contacts and referrals continue to be made from city and family courts, Department of Social Services, Board of Education, Community and Social Agencies, Religious Organizations, Parents and the Division for Youth.

YDC No. 6 uses a tri-phase system of instruction and discipline for the boys program. Upon entering, residents are placed in Phase I Orientation, and the advancements to Phase II and III are contingent on the individuals positive response to the program. The education component is large and an integral part of YDC. Youngsters who complete the program receive follow-up services and counselors by the aftercare staff. Periodic contacts based upon youth needs are ongoing for a two year period.

An advisory committee to YDC No. 6 is made up of a group of dedicated community people and community leaders, who live in the communities where YDC facilities are located. They act as a liaison between the community and YDC No. 6, offering suggestions and recommendations to help improve services for youth.

Important Numbers

Admission and Records	831-2333
Affirmative Action	636-2266
Black Studies	636-2082
Bubble	636-2393
Box Office	847-6461
Campus Mail	636-2743
Cora P. Maloney	636-2234
E.O.P.	831-3181
Financial Aid	831-3724
Health Service	831-3316
Housing Office	636-2171
Learning Center	636-2394
Health Science Library	831-3335
Law Library	636-2048
Lockwood Library	636-2816
Undergraduate Library	636-2943
Millard Fillmore College	831-2202
Off-Campus Housing	831-2582
University Placement	636-2231
Public Safety	636-2222
Speakers Bureau	636-2925
Squire Information	831-3547
Student Affairs	636-2982
Univ. Bookstore (Main)	831-2444
Univ. Bookstore (Amherst)	636-2146
Group Legal Service	831-2273
Student Association	636-2950
Sub-Board I, Inc.	636-2954
University Press	831-2588
The Current	831-2248
BLACK STUDENT UNION	831-3508
Airlines	
American	856-4242
Eastern	852-3170
Pan Am	856-1393
United	856-2900
U.S. Air	632-3000
Public Transportation	
Metro Bus System	855-7211
Taxicabs	
Broadway	896-4600
City Service	852-4000
Filmore	897-2300
Kenmore	897-2300
McBurrows	891-8444
Bus Lines	
Greyhound	885-7511
Trailways	852-1750
(Note: Greyhound to NYC)	

Alexander Pushkin (1799-1837)

Russia's greatest poet, Alexander Sergeyevich Pushkin, was the grandson of Abram Hannibal, the transplanted African who achieved greatness in the armies of the Czars. Pushkin's poetry is still widely loved and read in Russia and, despite the passing years, holds front rank in the land of Tolstoy and Dostoevski.

Pushkin's physical appearance does not fit the common ideas of how a poet should look. He had a short muscular frame, a head of thick, dark, curly hair, a flat nose, thick lips and a swarthy complexion. Only his intensely brilliant eyes suggested the poet within.

For his early education Pushkin was sent to Tsarkoe Selo near St. Petersburg in 1811. He left this school in 1818 and joined the Russian foreign ministry as a clerk. His early poems "Ode to Freedom" and "Noel" were thought to be critical of the government of Czar Alexander I, and he was sent to the south of Russia to Ekaterinoslav. Here, he wrote "Ruslan and Ludmila," epic of six parts, containing 3,000 lines.

After two years in Ekaterinoslav, Pushkin was then transferred to the small village of Kishinev in the Caucasus. Here he began his "Eugene Onegin" under the influence of Lord Byron's work and after three years in Kishinev, he was shifted to Odessa, where he wrote the "Bakchisarai Fountain". In 1824, he was discharged from the government's service and returned to his mother's native village of Mikhailvskoe.

Poetry became his life. In 1825 Pushkin finished "Boris Godunov," and in 1832, "Eugene Onegin." Both later became operas of the same title. Already behind him were his *Captive of the Caucasus*, a novel and "Ode to Napoleon," plus "The Gypsies." In his "The Bronze Horseman," Pushkin expressed his concern with the rights of the individual as opposed to those of the state. His novel *The Captain's Daughter* was to influence greatly subsequent novels in Russian literature.

Alexander Pushkin was far from the brooding poet. He had a fiery temperament; his considerable charm saw him through many love affairs and dashing escapades. He married a beautiful but frivolous woman, Nathalie Goncharova, whose cousin engaged him in a fatal duel over her. Stilled by death at the age of thirty-eight, Pushkin still speaks to the world through his impassioned poetry.

BLACK



HISTORY



Marcus A. Garvey (1887-1940)

To some people he was a charlatan, a naive dreamer; to others a messiah. To himself, Marcus A. Garvey was the Negro's best hope of finding dignity and honor, not in America, but in his original home of Africa.

Coming to America from Jamaica in 1916, Marcus Garvey found dissatisfaction, discontent, and frustration among millions of Negroes pushed northward by oppressive conditions in the South during World War I. Within two months, Garvey had recruited 1500 followers for his Universal Negro Improvement Association (U.N.I.A.). Five years later he claimed upwards of one million members.

A short, stocky, dark man possessing a shrewd sense of crowd psychology, Garvey preached economic independence and the return of Negroes to Africa as the solution to being a "Negro" in the western world. In 1921 he called an international convention which attracted thousands of Negroes to New York City from twenty-five countries, and laid the foundation for a steamship company, The Black Star Line, and the Negro Factory Corporation as devices for business and industry among Negroes.

For five years Garvey led many of the discontented masses in New York, Chicago, Cleveland, Detroit and other cities. He praised everything black and was suspicious of everything white. He formed the Universal Black Cross Nurses, the Universal African Motor Corps., and the Black Flying Eagles. His newspaper, *The Negro World*, carried his views and information about the U.N.I.A. to all corners of the country. While millions in the masses followed him without hesitation, Negro intellectuals were skeptical of him and his promises. In 1925 Garvey was imprisoned for using the United States mails to defraud in connection with the sale of stock in his Black Star Line, and his dream began to fade. After serving two years in prison, he was deported from America and died in London in 1940, a lonely and penniless man.

Marcus A. Garvey captured the interest of the ordinary Negro as no other leader before or since, but his dream was based on a fatal flaw: his failure to understand that the overwhelming mass of Negroes considered America their rightful home and had no real desire to leave it. His weakness lay in thinking that the negro, after helping to build America, would abandon it. His greatness lies in his daring to dream of a better future for Negroes somewhere on earth.

Edmund Cronon, *The Story of Marcus Garvey and the Universal Negro Improvement Association* (Madison, Wisconsin, 1955); E. U. Essien-Udom, *Black Nationalism: A Search for an Identity in America* (Chicago, 1962), pp. 36-39.

notes memoranda etc.

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Sincerely yours,
Keith Patterson
Summer Editor