

April 2, 1971

*Black Studies*  
  
**University of Montana**  
**Missoula, Montana 59801**  
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OFFICE OF THE PRESIDENT  
UNIVERSITY of IDAHO

Robert Coonrod  
Academic Vice-President  
University of Idaho  
Moscow, Idaho 83843

Dear Bob:

Please forgive my delay in responding to your request that I put down a few thoughts on paper and send them along. I have but just a few days ago returned to the University and as the start of the quarter was at hand, it was necessary for me to prepare for Spring's classes before I could take the time to put these thought on paper for you.

Thank you so much for your thoughtfulness, you and Mrs. Bush (Corky). Your thoughtfulness was so very much appreciated, not only by Betty, but by myself as well. The mums are still on our table and they are a reminder of what beautiful people you are and of truly a most enjoyable visit with you and your University.

It is never easy to know exactly what to suggest as guidelines for a proposal such as those that you might now be considering. However, I thought I would just list a few things that I feel have helped me. Also, enclosed are a few items that might be of some value.

Point 1: Nature of Community. I think that this is the most important aspect for those of you who are in a responsible administrative position. Define for yourselves the nature of the existing community, academic as well as the Moscow community and the state of Idaho and then project what you consider to be the viable community that you wish to implement. That is, there exists a reality that is now in its essence and the reality which you would like to seek. The administration, the faculty, students, the community, the legislative body, the relationships at the University between black and white and other minority groups, and then those goals that you feel that the University itself might achieve in bringing into focus a new kind of presence. I think that this is the most important step, that is, the definition of the community or defining the community, the reality of the community and that reality which you seek.

Point 2: Defining the nature of both long and short range goals. This is a very important step and they are steps which can be best achieved through the administration understanding what it is they really wish to bring about and then to work with the existing parties: black students, Chicano students, and native American students, in the first steps which would be the short range and then moving toward the long range goals. For example: the short range goals may be simply the hiring of a director for Ethnic Studies or two directors, one for native Americans and one for black. The long range goal may be the department of Ethnic Studies. Both relate to point 1; that is the nature of the community which you wish to achieve.

Point 3: Open all possible doors of communication. This is a must. Open discussion concerning the nature and need for Ethnic Studies as a viable expression of the life of the University involving as many persons as possible sharing in the discussions, the building and planning, and you thus invite, as you can well understand, the foundation of something of value. I think that when the doors of communication are opened, they should not defend Ethnic Studies per se, but rather speaking about the need for Idaho to participate within the arena of educational opportunities and challenges for all its citizens and in particular its students. Ethnic Studies is as much a part of the curriculum as is English or history and as is, indeed, the so called regular curriculum.

Point 4: Set into motion all phases of the program at once. This is a tactical move which might invite an operation which we at the University of Montana were not successful in achieving. For example: (1) the joint recruitment of Indian and black students; (2) the seeking of an Indian and a black counselor; (3) new curriculum offerings and (4) a tutorial program for all incoming freshmen. I think this is important that all of these be implemented at once. They are important because it invites the community to be aware that a broad attack is being focused through Ethnic Studies to prepare the state for the direction that the University is taking in regards to curriculum and social change. Say to the faculty and to those who are worried about "lowering the standards," that the curriculum changes and curricular offerings are a part of the life of the University beyond the criticism of lowering the standards by offering to all incoming freshmen a tutorial counseling program, which in effect will be beneficial, not only for the Indians and the black or Chicano students which you might have, but also for the rural Idahonians and others who need these kinds of crash programs and concerns for their first year at the University.

These are the four main points which I feel are most necessary to avoid some of the pitfalls that similar programs run into. There are other tactical kinds of steps to be taken which I am sure by now you have already thought of, but I should like to mention just a few. The immediate setting up of a planning board consisting of members of the faculty, council or faculty senate, administrators, and students to (1) put into motion these short and long range goals; (2) keep the school newspaper editors or whoever may be involved, informed of the directions that are being implemented; (3) begin to acquaint the state through whatever means you have available as to the directions in which you are moving. The board of regents, the state legislators, councilmen might be invited to share in whatever ways you may feel meaningful to your program.

Finally, I would say that there are no proven ways that can be used to avoid criticism, censure, hard feelings, bitterness, misunderstandings, frustrations, and disappointments. That is why I feel that it is very important that points one and two be realized and that you move with confidence and belief rather than react to the crisis of an emergency.

Please feel free to call upon me at any time I might be of assistance. Give my regards to the family and to President Hartong. I close for now.

Your friend,

*Ulysses*