

PRESTON WILCOX PAPERS

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PRESTON WILCOX PAPERS

Sc MG 235

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| Bulk Dates: | 1958-1998 |
| Extent: | Shelving Unit: 50 a.b. and 1 r.c. Linear feet: 21.6 lin. ft. |
| Source and Date: | Gift of Preston Wilcox, 1995, 2005 |
| Processor's Name: | Andre Elizee |
| Date Finding Aid Completed: | May 2008 |
| Abstract: | Personal and professional papers, writings, office files and printed matter documenting Wilcox's dual career as an educator and community organizer. |
| Organization note: | Collection is organized in 8 series: Personal Papers; Correspondence, 1958-2006; Activities and Organizations; Writings; East Harlem; Princeton Summer Studies Program, 1964; Schools and Community Control; and Afram Associates. |
| Access: | Access to parts of the collection requires a signed confidentiality agreement. |
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| Citation: | [Item], The Preston Wilcox Papers, Sc MG 235, Manuscripts, Archives and Rare Books Division, Schomburg Center for Research in Black Culture, The New York Public Library |
| Index Terms | |
| Names: | Wilcox, Preston, 1923-2006. Haskins, Kenneth East Harlem Project. AFRAM Associates. Malcolm X Lovers Network |
| Subject: | African American social workers. African American political activists. Schools -- Decentralization -- New York (State) -- New York. East Harlem (New York, N.Y.) -- Social conditions. |

Table of Contents

| | |
|-------------------------------|----|
| Biographical Sketch | 1 |
| Scope and Content | 4 |
| Provenance | 7 |
| Container List | 8 |
| Separation Record | 23 |

PRESTON WILCOX (1923-2006). PAPERS, 1940-2005
51 boxes, 21.6 lin. ft.

Biographical Sketch

An educator and Harlem-based media activist, Preston Wilcox was born in Youngstown, Ohio in 1923, and studied at Morehouse College, the City College of New York, and Columbia University's School of Social Work and Teachers College. Following his enrollment in the U.S. Army from 1943 to 1946, he moved to New York where he was the first African-American to sign a professional basketball contract in 1948. He played with the Brooklyn Gothams, the Brooklyn Pros and the Harlem Yankees. By the end of 1949, he began working as a social investigator for the Department of Welfare in New York, and between 1954 and 1956 as Director of the Maria Lawton Center for Older People in Brooklyn. His social work experience during that period also involved running a gym program at a public school in Brooklyn, "cooling out gang confrontations," and at a detention center for juvenile delinquents in the Bronx.

Wilcox's social work praxis was grounded in his involvement with community groups and social service agencies in East Harlem from 1958 to the mid-1960s. At the East Harlem Project between 1957 and 1963, first as a tenant community worker and later as director, Wilcox pushed for citizen participation from the bottom up, identifying and training local leaders to address the many problems plaguing this racially diverse but impoverished community: inadequate housing and municipal services, tuberculosis, gang violence and drugs. He played a leading role in opposing a 1961 urban renewal proposal to convert the East Harlem Triangle, "one of the most blighted and run-down areas in Harlem," to industrial use. Wilcox led a group of more than 20 community speakers to argue in front of the City Planning Commission against removing people from the area and for the preservation of public facilities such as schools.

As a program consultant to United Neighborhood Houses, Wilcox helped administer the East Harlem Summer Youth Festival from 1960 to 1965, in conjunction with three East Harlem UNH affiliates: Union Settlement, the James Weldon Johnson Community Center and LaGuardia Memorial House. Initially administered by the East Harlem Project, the Festival was part of a larger experiment in interagency planning and coordination involving nine settlement houses in Manhattan and Brooklyn, to help prevent juvenile delinquency and teen pregnancy. Activities included dances, athletic tournaments, boat rides, theater trips, a reader helper program, leadership training, and a career clinic. The author participated in pre-summer planning and post-summer review committees, as well as in proposal drafting and writing end-of-summer reports.

The Massive Economic Neighborhood Development (MEND) was launched at a June 25, 1964 community meeting held at the Church of the Good Neighbor in East Harlem, as an effort by local residents to secure funds from the Federal Government and the City of New York, under the Economic Opportunity Act of 1964, to combat poverty. The new group envisioned itself as a clearinghouse to attract the resources needed to support a wide range of self-help programs, and to provide technical assistance in planning and executing these programs. The goal was for community residents to empower themselves, "to become the prime developers if not initiators" in the revitalization of their neighborhoods. MEND retained Preston Wilcox as a consultant to

develop funding proposals to the anti-poverty agencies, and to provide guidelines for operation and planning. His initial proposal to the City of New York was for a one year planning grant to develop three program areas: involving and training parents in decision making, program development and evaluation; cultural enhancement, including music, drama, cultural history and tradition; and developing an information center, with a community newspaper, and a community-based information gathering and distribution system. The City responded with a grant of \$123, 921 for the last quarter of 1964, to hire staff, secure a location and for technical assistance to neighborhood groups.

At Princeton University in 1964, Wilcox participated as a social researcher in a six week pilot project for what later became the nationally-funded Upward Bound Program – a summer studies program for junior high school students with above average potential but from environmentally deprived areas in New Jersey. His task was to evaluate the residential and educational experiences of the 40 boys in the program. He resided on campus, sat in on classes, participated in recreational activities, visited the host high schools, interviewed families and went to the homes of selected students. His report, “Participant-Observational Study of the Princeton Summer Studies Program for Environmentally Deprived High School Boys” (written with Marvin Bressler) was published by the research bureau of the Department of Health, Education and Welfare in 1966.

Known as “the father of school decentralization” in New York City, and as “the leading theoretician of the community control movement” (Diane Ravitch, History of Education, 1978), Wilcox was at the forefront of the campaigns at I.S. 201 in Harlem and later in the Ocean-Brownsville school district, for parent participation in curriculum development and in the hiring of school supervisors and teachers. Located at 128th Street and Madison Avenue in East Harlem, I.S. 201 opened in September 1966 amidst community protests and the threat of a parent boycott. The design of the school without any window facing the streets and its location, which ensured a segregated student population, raised questions of educational quality, and “bad faith” on the part of Mayor Lindsay and the school officials. Community groups rallied around a proposal put forward by Wilcox for a School-Community Committee to hire a principal and administrators for the school, and to administer all after-school, remedial and enrichment programs. Rejected in Harlem and later in the Ocean-Brownsville district, Wilcox’s idea of a special panel that would allow parents a leadership role in the education of their children would be vindicated with the 1969 decentralization legislation which created 32 community school districts in New York City.

Wilcox taught courses in social work theory and community organization at Columbia University’s School of Social Work between 1963 and 1968, and at Atlanta University, Medgar Evers College and other institutions of higher learning in the 1970s. In the 1980s and early 1990s, he worked as a school social worker in Harlem. While at Columbia, he took groups of students to Mississippi to work on voter education and registration during the 1964 and 1965 Freedom Summer campaigns organized by the Council of Federated Organizations. An organic intellectual who would not separate thought from commitment and action, he was fired in 1968 by Columbia University for his support of striking students during the struggle against Columbia University’s construction of a gymnasium in Morningside Park, and in 1993 from PS 30-31 in

Harlem for supporting a petition by parents calling for the resignation of the school's principal. He was the first Chairman of the National Association of Afro-American Educators founded in Chicago in 1968. He was also involved in the 1967-1968 Black Power Conferences, The Congress of African People, and the National Black Political Convention.

In the 10 year period between 1963 and 1973, Wilcox authored some 200 articles, position papers and essays on public education and community empowerment, published as pamphlets, in professional journals and as chapters in books. In 1972, after 20 years of involvement in the Black educational movement, Wilcox reached the conclusion that "One cannot be Black and in higher education in white America." In a provocative "Letter to Black Educators," published in the November issue of the Annals of the American Academy of Political and Social Science, he charged that it was impossible "to get through a white institution without Uncle Tomming," and that higher education was either "irrelevant" or thrived on "the exploitation of the miseries of nearby residents." He opted instead for the Afram model of advocacy and community empowerment.

Afram Associates was launched in 1968 as a public service agency to provide technical assistance to community groups in the areas of education, economic development and consumer rights. Funded in part by an Office of Education grant for parent-implemented Follow Through projects, Afram developed into a direct-education, direct-action program, with its own Afram library and "Thought Stimulators" written by Wilcox and distributed daily as leaflets and broadsides into the Harlem community. Its original founders, in addition to Wilcox, were Kenneth Haskins, Gregory Simms, Lee Montgomery and Ronnie Moore. An advocate of black control of schools in black communities, Haskins was principal of the Morgan Community School in Washington, D.C. for the 1967-1969 school years, and later president of Roxbury Community College in Boston. Simms in 1968 developed an experimental method to teach children aged 3 to 6 how to read and count called New Approach Method or NAM.

Afram's parent implementation in education experiment started in January 1970 with a two month planning grant from the Follow Through Program Division of Compensatory Education of the U.S. Office of Education (Department of Health Education and Welfare). Kenneth Haskins, Afram Vice-President, conducted the project. Unlike other programs funded by the Follow Through office that emphasized instructional approaches, the model developed by Afram was based on parents' involvement in decision making, in fostering educational achievement and in linking the schools and the community. The Follow Through office subsequently made a one year grant to Afram (June 1970 to June 1971) for Parent-Implemented Programs at eight Afram-affiliated sites, in Little Rock, Arkansas; Washington, D.C.; East St. Louis, Illinois; Roxbury and Dorchester, Massachusetts; Flint, Michigan; Atlantic City, New Jersey; and New York City. The Afram Follow Through program was funded through 1975.

By 1973 Gregory Simms was living in Rockstream, NY on a farm adjacent to the property that would become Afram Farm. Purchased by Wilcox in 1973, Afram Farm, in the town of Tyrone, Schuyler County, in upstate New York, consisted of 125 acres of farming and forested land, a six room farm house, two barns, two creeks, a well and a fruit orchard. Afram Farm was conceived

as a conference center, as a campsite and recreational center for urban-bound families and groups, as an Afram field office, and as a rural educational Research and Study Center. Political and community activists used the farm house for conferences and retreats. Nearby Cornell University students conducted agricultural projects on its grounds. The farm was also used for years as a summer campsite by black independent schools in New York, Newark, Trenton, New Brunswick and Boston.

Afram reflected its founder's belief that education was not only a step toward revolution, it was the revolution. The next step was to take it from the classroom and into the streets, from the hands of administrators and teachers and into the hands of the people. In later years, Afram evolved into a one-person alternative clearinghouse that compiled and disseminated information relevant to the Black community that was either distorted or suppressed in the mainstream media. An admirer of Malcolm X, Wilcox kept an informal network of Malcolm X followers and former associates: the Malcolm X Lovers Network. He died in August 2006.

Scope and Contents

The Preston Wilcox papers consist of 21 linear feet of personal and professional papers, writings, office files and printed matter documenting Wilcox's dual career as an educator and community organizer. The collection is divided into 8 series: Personal Papers; Correspondence, 1958-2006; Activities and Organizations; Writings; East Harlem; Princeton Summer Studies Program, 1964; Schools and Community Control; and Afram Associates.

PERSONAL PAPERS (1.2 lin. ft.)

This series is mostly biographical and autobiographical material, with some education, employment and revenue files for the late 1950s and early 1960s. Included are transcriptions of biographical narratives by Wilcox, and Wilcox associates Hannah Brockington and Jitu Weusi, toward a Wilcox biography to be written by William Foster, Jr. Also included are Youngstown, Ohio and New York City memorabilia, and a 1986 tribute, "Ode to a Harlem Lover." Wilcox, who spent the greater part of his life correcting common perceptions about the black community and black people in general, assiduously told his own story in countless biographical sketches, narratives and personal updates, filed in box 1. But the Wilcox story is limited to his public life. There are only glimpses of his private life, family, health, military service, finances, and his 1974 life-altering automobile accident. On the other hand, detailed employment, speaking engagement and consultation files available for the 1963 to 1966 period, are those of a challenging but popular advocate and speaker on social work theory and the plight of the urban poor. An Education subseries looks back at "old happy days" at the Rayen High School in his native Youngstown, where he played basketball and was on the honor roll; at his enrollment at the New York School of Social Work (1955-1958); and at some of his research and course work for a doctorate degree in urban education at Columbia University's Teachers College in 1965-1966.

CORRESPONDENCE, 1958-2006 (1.2 lin. ft.)

The files in this series were culled for the most part from the voluminous Afram files – the main body of the author's correspondence is yet to be recovered. The Afram Action Library and other name files, in alphabetical order, are mostly incoming letters with attachments and printed matter. Noteworthy files include those of Ruwa Chiri (1943-1974), a young Zimbabwean writer and editor of the magazine Afrika Must Unite who was killed by a subway train in Harlem; the Japan Center for International Exchange, and Mako Nakagawa (Asian-American Cultural Heritage) for their relevance to African-American and Japanese relations in the 1970s. The remaining letters in this series, filed chronologically from 1958 to 2005, provide a good cross-section of the author's activities and interests. They range from a case of housing discrimination in 1959, his 1974 car accident and its aftermath, and the imposition of a security deposit on residents in low income neighborhood by the New York Telephone Company in 1977, to the forced resignation of Atlanta Commissioner of Public Safety Reginald Eaves accused of favoring black officers in police promotional examinations (1978), the classification of African-Americans as Negro or Black by the 1990 Census, his support of black political prisoners Joan Little, Dhoruba Moore and the Wilmington 10, and his many letters to editors and public officials on issues of the day.

ACTIVITIES AND ORGANIZATIONS (1.2 lin. ft.)

This series groups materials from the annual Black Power conferences held between 1967 and 1969, the founding of the National Association of Afro-American Educators in 1968, the 1971 National Black Political Assembly, the first and second biennial assembly of the Congress of African People (1970-1972), and Community School Board No. 5 in New York City (1999). Other substantive files are those of the New York School of Social Work Alumni Association (NYSSW), the African-American Election Monitoring Delegation to Nigeria in 1996 and the Schomburg Center for Research in Black Culture (1968-1986). Wilcox was active in the NYSSW Alumni Association between 1958 and 1962 as a member of its Committee on Social Action and Social Policy. The delegation to observe the 1996 local elections in Nigeria was led by Roy Innis, the controversial chairman of the Congress of Racial Equality and supporter of Nigerian strongman Sani Abacha. As a member of the Save the Schomburg Coalition in 1982 and 1983, Wilcox took part in weekly protest rallies in front of the Schomburg Center, calling for the dismissal of a white archivist as curator of the Center's Manuscripts and Rare Books Division.

WRITINGS (3.2 lin. ft.)

This series is emblematic of Wilcox's earlier career as an educator and social work theorist -- prolific but methodical, provocative yet engaging. It groups a considerable body of essays, conference papers and magazine articles, written for the most part in the ten year period from 1963 to 1973, along with related correspondence with editors and publishers, conference organizers and participants, with attachments and printed matter. The series' original order has been preserved. Topics include: decentralization and parental decision-making; independent black schools; Black Power and public education; teacher training and curriculum development; integration and school busing; race and social change; black studies and white institutions; social policy and white racism; community organization and economic development; and involving the

poor in overcoming poverty. The author's reputation as "the leading theoretician of the community control movement" is substantiated in these files.

EAST HARLEM (1.2 lin. ft.)

The East Harlem series comprises three subseries: **the East Harlem Project, 1958-1963; United Neighborhood Houses, 1960-1966; and the Massive Economic Neighborhood Development (MEND) Project, 1964-1965.** Earlier experiences working with dependent children and old age assistance cases at a welfare center in Brooklyn, and at detention center for juvenile delinquents in the Bronx are not documented in the collection.

The **East Harlem Project** subseries deals in part with several articles Wilcox wrote, including his 1961 study, "Releasing Human Potential," about school busing of children from East Harlem to the predominantly white neighborhood of Yorkville in Manhattan. There are also internal and public reports, as well as other documents on housing, youth, public schools, narcotic addiction, and the East Harlem Triangle, "one of the most blighted and run-down areas in Harlem," that was marked for industrial zoning in 1961. Wilcox led a group of local activists and tenants to argue in front of the City Planning Commission against removing people from the area and for the preservation of public facilities such as schools.

The **United Neighborhood Houses** files include correspondence, minutes, reports, financial data, neighborhood and citywide maps and surveys of recreational facilities, memoranda from Wilcox's consultations with directors of settlement houses across the city, and committee files. Also included are memorabilia from a July 1963 UNH-sponsored Rally for Jobs for Youth at City Hall, and from the historic August 28, 1963 March on Washington. Union Settlement and other settlement houses organized buses to bring groups of teenagers and adults to the 1963 March on Washington. The following summer, Wilcox worked with UNH-affiliated youth at the National Teenage Conference on Human Rights in planning a voter registration drive and a fundraising project for a community center in Meriden, Mississippi.

The **Massive Economic Neighborhood Development (MEND)** subseries documents the initial stages of MEND through the summer of 1964, and includes correspondence, by-laws, questionnaires filled out by MEND board members, drafts of funding proposals with demographic and statistical tables, and background material.

PRINCETON SUMMER STUDIES PROGRAM, 1964 (1 lin ft.)

Researchers given access to this series must sign a confidentiality form that precludes them from revealing the identity of participants in that program. The files include student profiles, parents' surveys listing education, residential history and income levels, faculty and staff reactions, Wilcox's assessments and interviews with students, reports on discussion groups and attendance at activities. Also included is an incident file when a Princeton barber refused to cut the hair of black participants in the program.

SCHOOLS AND COMMUNITY CONTROL (1 lin. ft.)

This series is a compilation of material about public schools, decentralization and community

control. There are files on the I.S. 201 and Ocean Hill-Brownsville controversies in New York City, decentralization in Philadelphia, and community schools in Boston. Also included are the transcription of a lengthy conversation between Wilcox and Afram co-founder and educator Kenneth Haskins, and several articles authored by Haskins.

AFRAM, 1968-2005 (11.5 lin. ft.)

The most extensive in the collection, this series comprises 5 subseries: **Administrative; Publications and Agitational Literature; Parent Participation in Follow Through; Vertical File;** and **Malcolm X Lovers Network**. The material grouped in the first subseries is more conceptual than administrative or operational. Afram's administrative records and personal papers of the author that were to be the basis of a book were destroyed through vandalism and fire at the Afram Farm in upstate New York. The Afram files listed in this inventory are mostly publications and printed matter produced by Afram, some funding proposals, and a sampling of subscription and financial records for 1970 and 1971. Included are several Statements of Capability that detail the organization's origins and early history, an Afram Farm file, directories of black organizations published by Afram, and a compilation of promotional literature that make the case again and again for black support of Afram's efforts.

Afram published the monthly National Afrikan Kalendar of Events and Information, renamed Afram Drum by 1974, a directory of national black organizations (1972) and Directory of Afrikanamerican Research Centers (1980). Also represented in the collection is a large body of Afram agitational and ephemeral literature written by the author over a 30 year period (1970-2000). By January 1974, Afram had produced and distributed 429 "Thought Stimulators," 246 "Action Stimulators," 139 "Humanizers," and countless flyers. Other Afram material released as hand-outs or broadsides bore the names of "Afram Communiques," "Liberators," "Black Humanizers" and "Idea Stimulators." Afram operated an Action Library, renamed the Afrikan Reference Library in 1975; the Institute of Afrikan Research for data collection and compilation; and Aframailibrary which handled subscriptions and mail order requests.

The **Parent Participation in Follow Through** files consist of funding proposals, reports, instructions to site administrators, "local stimulators" and community consultants; compilations of education-related material for the Parent Education Committees at the eight sites, and general guidelines from the National Follow Through office. Haskins and Wilcox developed the educational model "Parent Implementation (Decision-Making) in Education" that was funded for five consecutive years (1970-1975) by the National Follow Through office.

The Afram **Vertical Files** or AFRAM-News are compilations of news items from the mainstream media, annotated to expose a distortion or bias; articles from the black press or from alternative, often obscure publications, from across the country; leaflets and broadsides announcing protests and events relevant to the black community; and directives and editorials harking back to the ebullient years of AFRAM-Action. They were mailed to libraries, supporters and groups across the country, from the mid 1970s through the 1990s, based on the belief that a well-informed community would chart its own course out of oppression and poverty. The early years of AFRAM-News were archived by the AFRAM staff and are an integral part of the

collection. More recent years have been sampled. There are concentrations with good research value around particular topics and personalities, including education, Harlem, reparations, Marcus Garvey, Martin Luther King, Jr., Kwame Ture and Leonard Jeffries. The **Malcolm X Lovers Network** files are a voluminous archive of printed matter, mostly from community sources, around Malcolm X.

Provenance:

Gift of Preston Wilcox
SCM 85-39; SCM 05-40

Container List

Box Folder

| | | |
|---|------|--|
| 1 | | PERSONAL |
| | | Biographical |
| | 1 | Curriculum Vitae |
| | 2 | Autobiographical Narrative with Bill Foster |
| | 3 | Youngstown, Ohio Memorabilia |
| | 4 | New York City Memorabilia |
| | 5 | Articles and Statements |
| | 6 | Wilcox Bibliography |
| | 7 | Tribute to a Harlem Lover |
| | 8-11 | Wilcox Memorabilia |
| 2 | 1 | Family |
| | 2 | Veteran's Administration, 1958-1959 |
| | 3 | NAACP Brooklyn Branch, 1956 |
| | 4 | Goddard-Riverside Housing Coop, 1964-1965 |
| | 5 | 1974 Driving Accident |
| | 6 | Health, Finance, Real Estate |
| | | Employment |
| | 7 | Department of Welfare, 1952-1957 |
| | 8 | East Harlem Council for Community Planning, 1958-1963 |
| | 9 | Princeton Summer Studies Program, 1964 |
| | 10 | Columbia University School of Social Work, 1963 |
| | 11 | Miscellaneous |
| | | Financial |
| | 12 | Speaking Engagements, 1963 |
| | 13 | Consultations, 1965 |
| | 14 | Consultant Income, 1966 |
| | 15 | Expenses, 1966 |
| | 16 | Miscellaneous |
| 3 | | Education |
| | 1 | Rayen School, Youngstown, Ohio, 1940-1942 |
| | 2 | New York School of Social Work, 1956 |
| | 3 | NYSSW - Paper on Community Organization, 1957 |
| | 4 | NYSSW - Social Policy and Social Work Seminar, 1958 |
| | 5 | Columbia University's Teachers College, 1965-1966 |
| | 6 | Columbia University - Research in Urbanism and Education, 1966 |
| | 7-9 | Printed Matter |
| 4 | | CORRESPONDENCE |
| | 1 | AFRAM Action Library, A - F, 1971-1975 |

Container List

Box Folder

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|---|-----|--|
| 4 | 2 | AFRAM Action Library, G - W, 1971-1975 |
| | 3 | Black Press Clipping Bureau, 1973 |
| | 4 | Letters from School Children, 1970, 1993 |
| | 5 | Chiri, Ruwa - Afrika Must Unite Magazine, 1973-1974 |
| | 6 | Films, Film Festivals, Nguzo Saba Films, 1973-1974 |
| | 7 | Japan Center for International Exchange, 1971-1981 |
| | 8 | Kornegay, Alice - Welfare Rights, 1965 |
| | 9 | Nakagawa, Mako - Asian-American Cultural Heritage, 1974 |
| | 10 | Original Hebrew Israelite Nation of Jerusalem, 1976 |
| | 11 | Letters to and from U.S. Presidents and Officials, 1973-1976 |
| | 12 | Ravitch, Diane |
| | 13 | Windom, Alice |
| 5 | 1 | Requests for Books, 1963-1967 |
| | 2 | Requests for Teaching Materials, 1968-1970 |
| | 3 | Schomburg Center - Envelops and Notes to Staff, 2002-2005 |
| | 4 | 1958-1969 |
| | 5 | 1970-1973 |
| | 6 | 1974-1976 |
| | 7 | 1977-1979 |
| 6 | 1 | 1980-1986 |
| | 2 | 1987-1989 |
| | 3 | 1990-1993 |
| | 4 | 1994-1997 |
| | 5 | 1998-1999 |
| | 6 | 2000-2006 |
| | 7 | Undated Letters |
| 7 | | ACTIVITIES AND ORGANIZATIONS |
| | 1 | Afro-American Co-Operative Association, 1965-1967 |
| | 2 | African Liberation Support Committee, 1972 |
| | 3 | Anti-Poverty Action Center, 1966 |
| | 4 | Black Power Conference, 1967 |
| | 5 | Black Power Conference, 1968 |
| | 6 | Third International Conference on Black Power, 1968 |
| | 7 | Citizens Crusade Against Poverty, 1966 |
| | 8-9 | Community School Board No. 5, 1999 |
| 8 | 1 | Congress of African People, 1970-1972 |
| | 2 | Congress of African People - Second Bi-Annual Assembly, 1972 |

Container List

Box Folder

| | | |
|----|-----|--|
| 8 | 3 | Freedom National Bank, 1990 |
| | 4 | Harlem Commonwealth Council, 1990-1996 |
| | 5 | Harlem Council of Elders, 1999 |
| | 6 | Libya Trip, 1996 |
| | 7 | Malcolm X College, 1969-1970 |
| | 8 | Medgar Evers College, 1992 |
| | 9 | National Alliance of Involved Educators, 1995 |
| | 10 | National Association of Afro-American Educators, 1968 |
| | 11 | NAAAE Five Day Black University Conference, 1969 |
| | 12 | National Black Coalition, 1972 |
| | 13 | National Black Political Assembly |
| 9 | 1 | New York School of Social Work Alumni Association, 1958-1962 |
| | 2-3 | Nigeria Election Monitoring 1996 |
| | 4 | 131st Street Block Association - Anti-Crime Grant Proposal, 1978 |
| | 5 | Paul Robeson Health Organization, 1983 |
| | 6 | Schomburg Center for Research in Black Culture, 1968-1986 |
| | 7 | Sixth Pan-African Congress, 1974 |
| | 8 | South Springfield Gardens Civic and Improvement Association, 1961 |
| | 9 | United Block Association Proposal, 1990 |
| 10 | | WRITINGS |
| | 1 | "Adultizing Adult Education," 1969 |
| | 2 | AFRAM Commentaries, 1986-1990 |
| | 3 | "Alice Kornegay, An Unusual Friend," 1973 |
| | 4 | "An Alternative to Black Educational Genocide," 1970 |
| | 5 | "An Analysis of the White Reaction to the Black Power Assertion," 1967 |
| | 6 | "Architecture: A Palliative for Anger," ca.1966 |
| | 7 | "Some 'One-Liners' on the Bakke Case," 1977 |
| | 8 | "Behaving Black," 1967 |
| | 9 | Bibliographies, 1968 |
| | 10 | "The Black Agenda for Higher Education," 1969 |
| | 11 | "Black Communities on White Campuses: Patterns of Fragmentation," 1970 |
| | 12 | "The Black Condition: A Bibliography," 1978 |
| | 13 | "Black Control of Schools, Selected Viewpoints," 1968 |
| | 14 | "Black Economic Development: A Bibliography," 1970 |
| | 15 | "The Black Family in America," 1970 |
| | 16 | "The Black Ghetto and the UFT: A Response to Bayard Rustin," 1967 |

Container List

Box Folder

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|----|----|---|
| | 17 | "Black Interests Come First," in <u>New Generation</u> Magazine, 1967 |
| | 18 | "The Black Male Principal," 1966 |
| | 19 | "Black People in White Educational Settings," 1970 |
| | 20 | "A Black Position Paper," 1968 |
| | 21 | "Black Position Papers: A Bibliography," 1969 |
| | 22 | "Black Power and Public Education," 1967 |
| | 23 | "Black Studies as an Academic Discipline: Toward a Definition," 1970 |
| | 24 | "The Black University: A Movement or an Institution," 1970 |
| | 25 | "The Black University," 1968 |
| | 26 | Book Project: "A Reader on Black Power and Public Education," 1967 |
| 11 | | Book Reviews |
| | 1 | "Accent African: Traditional and Contemporary Hair Styles for the Black Woman" (Corn Rows), 1973 |
| | 2 | AFRAM Reviews, 1973-1983 |
| | 3 | <u>Ethnic Stratification</u> , by Tamotsu Shibutani, 1965 |
| | 4 | <u>The Road to H: Narcotics, Delinquency and Social Work</u> , by Isidor Chein, et al, 1964 |
| | 5 | "Sonny Is For Us," <u>The Education of Sonny Carson</u> , 1973 |
| | 6 | <u>Teachers College Record</u> , 1965 |
| | 7 | "Breeding Social Workers: A Seminar Experience," 1965 |
| | 8 | "Changing Conceptions of Community," 1972 |
| | 9 | "The Church and the War on Poverty," 1965 |
| | 10 | "Civil Rights and the War on Poverty" (Annotated Bibliography, 1965 |
| | 11 | "Come Together in Memphis: A Symbolic Act," 1968 |
| | 12 | "The Community-Centered School," 1968 |
| | 13 | "Community Control of Police: A Bibliography," 1969 |
| | 14 | "Community Control as a Social Movement," 1971 |
| | 15 | Community Control (Various Articles) |
| | 16 | "The Community Education Center Concept: A Beginning Statement," 1968 |
| | 17 | "Competencies, Credentialling and the Child Development Associate Program, or Maids, Miss Ann and Authentic Mothers: My Momma Done Told Me," 1973 |
| | 18 | Conference Papers |
| | 19 | "Conflicting Images of the Community's Role in the School," 1966 |
| | 20 | "Confronting White Institutional Racism. A Bibliography of Educational and Training Material," 1971 |
| 11 | 21 | "Control of Schools Within the Black Community," 1968 |

Container List

Box Folder

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|----|----|---|
| | 22 | "The Controversy Over I.S. 201: One View and A Proposal," 1966 |
| | 23 | "Criteria for a Black Educational Methodology: A Think Piece," 1971 |
| | 24 | Croft Publication, "Neighborhood Committees," 1967 |
| | 25 | "Dare to Dream: We Did," 1969 |
| | 26 | "Decentralisation: A Listing of Some Ideas and Issues," 1968 |
| | 27 | "Decentralisation: A Symposium," 1969 |
| | 28 | "Directions, Trands, Alternatives," 1968 |
| | 29 | "Discussion Stimulator on Black Power," 1967 |
| | 30 | "Discussion Stimulator: Some Thoughts on Education for Black Humanism," 1969 |
| | 31 | "Economic Potential in a Ghetto: Credit Unions and Security Deposits in East Harlem," 1966 |
| 12 | 1 | "The 'Educated' and the 'Unlettered,'" 1967 |
| | 2 | "Educating the Children of the Welfare Poor: A Record Symposium," 1967 |
| | 3 | "Education for Black Humanism," in Nathan Hare, ed., <u>What Black Educators Are Saying</u> , 1970 |
| | 4 | "Education for Black Liberation," 1969 |
| | 5 | "Ethnic Minorities and Social Change," 1967 |
| | 6 | "Expanding Opportunities for Disadvantaged Youth," 1965 |
| | 7 | "General Principles on Education," A Letter, 1968 |
| | 8 | "Grassroots Participation: A Step Toward Better Mental Health," 1961 |
| | 9 | "Hank Aaron is Going to Knock the Asterisk (*) Off Babe," 1974 |
| | 10 | "The Harvard Club and Harlem," 1973 |
| | 11 | "Historical Currents in Community Organization; Reflections of Leading Participants; Self-Knowledge and Race..." 1997 |
| | 12 | "How to Develop 'Operational Unity' Among Blacks," 1971 |
| | 13 | "Humaness in a Racist Society," 1969 |
| | 14 | "An Idea Bank for the War on Poverty," 1966 |
| | 15 | "Ideas for Action," 1966-1967 |
| | 16 | "An Independent Black School or a Dependent Nigger School?" 1969 |
| | 17 | "The Inequality of Educational Opportunity," 1967 |
| | 18 | "In Search of Educational Justice," 1979 |
| 13 | 1 | "Integration or Separation in Education: K-12," 1969 |
| | 2 | <u>Involving the Poor</u> , 1966 |
| | 3 | "The Irony of Adele," 1966 |
| 13 | 4 | "Is Integration Relevant," 1966 |

Container List

Box Folder

| | | |
|----|----|---|
| | 5 | "Kids Will Decide and More Power to Them," ca. 1970 |
| | 6 | "Kulud Actors: One View," 1974 |
| | 7 | "The Legitimacy of Black Education," 1973 |
| | 8 | "Legalizing the 'Numbers Racket'" - Correspondence and Research Material, 1967 |
| | 9 | Letters to the Editor |
| | 10 | "Liberal Arts and Teacher Training, A Pan-Afrikan Perspective," in <u>Liberal Arts</u> , Edited by Donald Bigelow, 1971 |
| | 11 | "Lincoln Square, A Community in Transition," 1963 |
| | 12 | "Making Social Work Relevant to Black People: A Bibliography," 1970 |
| | 13 | "On Marxism," in <u>The Black Scholar</u> , 1975 |
| | 14 | "The Meaning of Community Control," 1968 |
| | 15 | MEND Proposal, 1964 |
| | 16 | "Merit System: Special Privilege or Equal Opportunity?" 1967 |
| | 17 | "Models for Local Affiliate Structures: Issues and Dilemmas," 1969 |
| | 18 | "Models of Community-Oriented Teacher Education Programs," 1973 |
| | 19 | "A Morning at Morgan," 1968 |
| | 20 | "Neighborhood Education Committee:" A Proposal, 1966 |
| | 21 | News Releases |
| | 22 | "On the Way to School-Community Control: Some Observations," 1970 |
| | 23 | "One Educator's View of Us All," 1969 |
| | 24 | "Organization and Finances of Public Schools: A Black Response," 1972 |
| 14 | 1 | "Parental Decision-Making: An Educational Necessity," 1972 |
| | 2 | Poems |
| | 3 | "The Policy Implications of Community Control of Black Americans Schools," 1972 |
| | 4 | "The Poor as a Special Interest Group: A Revised Edition," 1966 |
| | 5 | "Positive Mental Health in the Black Community," in <u>Racism and Mental Health</u> , ed. by Charles Willie, 1973 |
| | 6 | "Preferences in School Organization Patterns (White-Controlled School Integration vs. Multi-Cultural Control)," 1972 |
| | 7 | "Preston's Perceptions," 1977-1978 |
| | 8 | "Preston Wilcox on College Exclusion - Answer to Spiro Agnew's Speech," 1970 |
| | 9 | "Proposal for a Self-Propelling Communications System," 1967 |
| | 10 | "Proposal for a Summer Social Work Training Institute in Mississippi," Summer 1969 |

Container List

Box Folder

| | | |
|----|----|---|
| 14 | 11 | Proposals (United Block Association), 1965 |
| | 12 | "Quick Essays," 1975-1980 |
| | 13 | "A Reader on Black Power and Public Education," 1967 |
| | 14 | "Recreation as an Education Tool in the Ghetto," 1973 |
| | 15 | "Reflections of a Temporary Black Male Principal," 1967 |
| | 16 | "Report of the Summer Social Work Training Institute in Mississippi," 1967 |
| | 17 | "Research on Black People in White Educational Settings," 1970 |
| | 18 | "Resident Participation in the Harlem Corporation," 1982 |
| | 19 | "The Revolt by Black Students on College Campuses: A Bibliography," 1968 |
| | | |
| 15 | 1 | "Save Black Schools," in <u>Black Collegian</u> , 1974 |
| | 2 | "Say Something Good About the War on Poverty," 1966 |
| | 3 | "The School and the Community," 1967 |
| | 4 | "The School Busing Issue in America," 1976 |
| | 5 | "Selected Principles in Block Organizing," 1969 |
| | 6 | "Selected Principles in Community Analysis," 1969 |
| | 7 | "Selected Principles for Involving the Poor," 1966 |
| | 8 | "Self-Esteem and Segregation," 1963 |
| | 9 | "Self-Liberation: Some Indicators," 1969 |
| | 10 | "The S.O.B. in Harlem" (Harlem's State Office Building), 1974 |
| | 11 | "Social Policy and White Racism," 1969 |
| | 12 | "Social Research as a Movement," 1975 |
| | 13 | "Social Work Education and the Negro Student - The Northern View," 1966 |
| | 14 | Sociology of Urban Life – Course Papers, Columbia Univ., 1968 |
| | 15 | "So You Want to Be Black" (Revised Edition), 1969 |
| | 16 | "Strategies for the Education of the Disadvantaged," 1970 |
| | 17 | "Structure the Classroom Like a Family," 1972 |
| | 18 | "Suggested Community Development Aides," 1966 |
| | 19 | "Teacher Attitudes and Student Achievement," 1967 |
| | 20 | "Teaching and Caring: One Teacher in Action," 1967 |
| | 21 | "They Call Us Negroes; We Call Ourselves African...", 1989 |
| | 22 | "A Think Piece: the Multiple Forms of Black Studies Programs," 1970 |
| 16 | 1 | "The Thrust Behind the Surge for Community Control of the Schools Located Within Black Communities," 1968 |
| | 2 | "To Be Black and Successful," 1966 |
| 16 | 3 | "To Be Black and Successful: That is the Question," 1966 |

Container List

Box Folder

| | |
|----|--|
| 4 | "To Be or Not to Be --- Black: That is the Question," 1966 |
| 5 | "To the Educational Activists of New York City," 1967 |
| 6 | "To Vote or Not to Vote," 1966 |
| 7 | "Toward a Black Male Renaissance," 1984 |
| 8 | "Towards New Ideas in Urban Organizing," 1967 |
| 9 | "Tricknology or Technology: White Teachers in the Black Community," 1970 |
| 10 | "'Troublemakers' at the Board of Education: Fact or Fantasy," 1967 |
| 11 | "Turning Black Intellectuals Around," 1968 |
| 12 | "Two-Day Fiasco in Washington - April 13 and 14, 1966" |
| 13 | "Uncle Tom and Miss Ann" (Book Project), 1968 |
| 14 | "Understanding White Racist Thought: A Bibliography," 1971 |
| 15 | Various Articles, 1972-1991 |
| 16 | Visual Aid: The Relationship between Education and Employment," 1967 |
| 17 | "Warden Shanker and the Correction Officers: The Students As Inmates," 1972 |
| 18 | "We'll Get the Rest of the Story..." (Syndicated Column), 1982-1994 |
| 19 | "Welfare Clients: Do They Count," 1966 |
| 20 | "Which Way Black America: Separation? Integration? or Liberation? at the Secondary School Level," 1970 |
| 21 | "White Institutional Racism: Not Headstart, 1971 |
| 22 | <u>White is</u> , Grove Press, 1970 |
| 23 | "Who is Whitey? Egalitarianism and Self-Delusion," 1968 |
| 24 | "Working with the Poor," 1965 |

17 1-6 Notes and Printed Matter

EAST HARLEM

| | |
|----|--|
| 18 | East Harlem Project |
| 1 | Correspondence, 1958-1963 |
| 2 | East Harlem - Yorkville Bus Transfer, 1961 |
| 3 | Data on Public Housing, 1960-1963 |
| 4 | Various Documents, 1957-1963 |
| 5 | Background Material |
| 6 | East Harlem Triangle (Miscellaneous), 1965-1980 |
| 7 | "The East Harlem Triangle: A Sociological and Economic Survey," 1968 |
| 8 | East Harlem Council for Community Planning - Housing Committee, 1963 |
| 18 | 9 Tenants and Public Housing - Reports, 1960-1962 |

Container List

Box Folder

| | | |
|----|----|--|
| | 10 | East Harlem School Committee, 1964 |
| | 11 | Miscellaneous |
| 19 | | United Neighborhood Houses |
| | 1 | Correspondence, Memoranda, Minutes, 1964 |
| | 2 | East Harlem Summer Festival, 1960-1963 |
| | 3 | Summer Policy Committee, 1963-1964 |
| | 4 | Summer Program Review Committee, 1961-1963 |
| | 5 | Summer Program for Youth 1964-1965 |
| | 6 | Summer Youth Program, 1966 |
| | 7 | "Most Exciting Programs," 1963-1964 |
| | 8 | Lincoln Square, 1963-1964 |
| | 9 | Civil Rights, 1963 |
| | 10 | National Teenage Conference on Human Rights, 1964 |
| 20 | | Massive Economic Neighborhood Development (MEND), 1964 |
| | 1 | Board of Directors |
| | 2 | Correspondence, 1964-1965 |
| | 3 | Proposals |
| | 4 | Membership and Incorporation |
| | 5 | "Poverty As an Obstacle in Our Cities" |
| | 6 | "Income and the Negro" (Urban League) |
| | 7 | Background Material |
| | 8 | East Harlem Proposal |
| | 9 | Statistical Data on East Harlem |
| | 10 | Baden Street Settlement Booklet on Blacks in the U.S. |
| | 11 | Low Income Groups and Public Housing (Shoshona Lichtenstein) |
| | | PRINCETON SUMMER STUDIES PROGRAM, 1964 |
| 21 | 1 | List of Participating Students |
| | 2 | Students' Residential History |
| | 3 | Parent Surveys |
| | 4 | Poop-Outs |
| | 5 | Role Model Survey |
| | 6 | Ranking of Counselors |
| | 7 | Staff Reaction Survey |
| | 8 | Student Choices (Dorm Mates, etc.) |
| | 9 | Floor Plan |
| | 10 | Student Government |
| | 11 | Forms |
| 21 | 12 | Wilcox's Assessments and Interviews with Students |

Container List

Box Folder

| | | |
|----|-------|--|
| | 13 | Student Profiles, A - G |
| | 14 | Student Profiles, H - W |
| | 15 | Survey Tables |
| | 16 | Noticeable Improvement Group |
| 22 | 1 | Attendance and Activities |
| | 2 | Barbershop Incident |
| | 3 | Club Group Survey |
| | 4 | Curriculum Choices |
| | 5 | Research Designs |
| | 6 | Burlington City |
| | 7 | Counselors |
| | 8 | Faculty Meetings |
| | 9 | Faculty Ranking of Students |
| | 10 | Faculty Reactions |
| | 11-12 | Goal Follow-up Survey, Feb. 1965 |
| | 13 | Discussion Groups |
| | 14 | Jersey City Contingent |
| | 15 | Medical |
| | 16 | Parental Reactions |
| 23 | 1 | Princeton-Trenton Program |
| | 2 | Magazine Survey |
| | 3 | Leadership Surveys |
| | 4 | Data Collection |
| | 5 | Newspaper Articles |
| | 6 | Other Programs |
| | 7 | Printed Matter |
| | | SCHOOLS AND COMMUNITY CONTROL |
| 24 | 1 | I.S. 201, 1966-1969 |
| | 2 | Community Control Articles |
| | 3 | Wilcox - Kenneth Haskins Interview, 1967 |
| | 4 | Kenneth Haskins Course Material |
| | 5 | Ocean Hill-Brownsville, 1968 |
| | 6 | New York City School Crisis, 1968 |
| | 7 | Decentralization in Philadelphia, 1969 |
| | 8 | "Day School E.P.A." by Mothers for Equal Education, 1970 |
| | 9 | Desegregation, 1970 |
| | 10 | Community Run Schools, 1972-1983 |

Container List

Box Folder

| | | |
|----|------|---|
| 25 | 1-2 | Report to the Federation of Boston Community Schools, 1973 |
| | 3 | Roxbury, Massachusetts, 1974 |
| | 4 | AFRAM Educational Model, 1974-1978 |
| | 5 | Woodlawn Organization, n.d. |
| | 6 | ESEA Title I Concerns, 1975 |
| | 7 | "Education: The New Approach Method," by Gregory Simms, 1983 |
| | 8 | Citizen Participation and Community Organization Conference, 1996 |
| | | AFRAM Compilations |
| | 9 | 1968-1972 |
| | 10 | 1968-1975 |
| | 11 | 1968-2003 |
| | | Parent Education Reference Library, 1980 |
| | | [Free Standing Ring Binder located at (aisle) 18 G 7] |
| | | AFRAM |
| 26 | | Administrative |
| | 1 | History, Origins, Capability Statements |
| | 2 | Conceptualizations |
| | 3 | AFRAM Farm, 1973-1975 |
| | 4 | Eviction and Building Fund |
| | 5 | Staff |
| | 6 | Distribution, Outreach |
| | 7 | Directories |
| | 8 | Promotional Literature |
| | 9-10 | Subscribers, 1971-1972 |
| 27 | | Subscription and Financial Records (Selected Files), 1970-1971 |
| 28 | | Publications and Agitational Literature |
| | 1 | Lists, Indexes, Bibliographies |
| | 2 | Vertical file Index |
| | 3 | Directories of Black Organizations |
| | 4 | Roster of Black Educators, Programs and Schools |
| | 5 | Roster of Black School Superintendents, 1971-1972 |
| | 6 | Directories, 1971-1973 |
| | 7 | Afram Communiques |
| | 8 | Afram Drum (Poems) |
| | 9 | Black Humanizer Series |
| | 10 | Action Stimulators, 1970-1973 |
| 28 | 11 | Thought Stimulators, n.d. |

Container List

Box Folder

| | | |
|----|-------|---|
| | 12 | Action Library Poems, 1970-1974 |
| | 13 | Humanizers and Stimulators (1979-1983 Compilation) |
| | 14 | Miscellaneous Humanizers, Stimulators and Flyers |
| 29 | 1-2 | Social Work Theory Compilation, 1968-1972 |
| | 3 | Assessment of Administrators Serving the Black Community - Questionnaire, 1971 |
| | 4 | Responses from Humanizer #17: "Who Am I Bullshitting?" |
| | 5 | Responses from Survey #10 |
| | 6 | Responses from Thought Stimulator #300: "The Nature of Woman" |
| | 7 | Afram Proposals |
| | 8 | Afram Packets |
| | 9 | Flyers, 1971-1973 |
| | 10-11 | Afram Reprints |
| | 12 | Action Research Material, 1968-2000 |
| 30 | | Parent Participation in Follow Through |
| | 1 | 1970-1971 |
| | 2 | 1971-1972 |
| | 3 | Funding Proposal, 1971 |
| | 4 | 1972-1973 |
| | 5 | 1973 |
| | 6 | Schools and Parent Participation, 1971-1973 |
| | 7 | Toward Self-Reliance: Continuation Proposal, 1973 |
| | 8 | Continuation Proposal, 1972-1973 |
| 31 | 1 | Parents As Community Educators: Continuation Proposal, 1974 |
| | 2 | Continuation Proposal, 1975-1976 |
| | 3 | Parent Advisory Committee |
| | 4 | "AFRAM As Mirror to Follow Through Parents" |
| | 5 | Scott, Arkansas |
| | 6 | Education Material |
| | 7-9 | AFRAM Compilations |
| | | Vertical Files |
| 32 | 1 | Affirmative Action/Racial Quota |
| | 2 | Africa |
| | 3 | Ali, Muhammad |
| | 4 | Atlanta Child Murders, 1981 |
| 32 | 5 | Baldwin, James |

Container List

Box Folder

| | | |
|----|-----|---|
| | 6 | Barry, Marion, 1990 |
| | 7 | Baseball |
| | 8 | Basketball |
| | 9 | "History of Harlem Basketball" by William "Shotgun Hines, 2004 |
| | 10 | Bell, Dereck |
| | 11 | Bethune, Mary McLeod |
| | 12 | Black Nationalist Groups |
| 33 | 1 | Black Panther Party (1990 Articles) |
| | 2 | Black Studies |
| | 3 | Buckeye Review (Youngstown, Ohio) |
| | 4 | Burgest, David. "Ebonics Handbook," 1980 |
| | 5 | Burgest, David, "Sociology of Racism," 1980 |
| | 6 | Carson, Sonny |
| | 7 | Center for New Schools, " School and Community: Patterns in Problem Solving," 1976 |
| | 8 | Chattanooga Rebellions, 1980 |
| | 9 | Civil Rights |
| | 10 | Clarke, John Henrik |
| | 11 | Cleaver, Eldridge. "This Is My Country, But..." |
| | 12 | Community Self-Defense Program |
| | 13 | Cuba Solidarity |
| 34 | 1 | Davis, Ana Rivera. "Acting Without Permission: Mother Evelyn Davis," 1996 |
| | 2 | Dinkins, David |
| | 3 | Drugs / Substance Abuse |
| | 4 | Education and Social Action |
| | 5 | Education - National Conference on Educational Issues That Impact on the Black Community," 1977 |
| | 6 | Education - Citywide Parent Group, 1980 |
| | 7-8 | Education (Afram Compilation) |
| | 9 | Farrakhan, Louis |
| 35 | 1 | Ferguson, Herman |
| | 2 | Genocidal Activities |
| | 3-4 | Garvey, Marcus - Centennial, 1987 |
| | 5 | Garvey Centennial Activities |
| | 6 | Gray, Jesse |
| | 7 | Harlem |

Container List**Box Folder**

| | | |
|----|-----|---|
| 36 | 1 | Harlem as National Landmark |
| | 2 | Harlem Empowerment Zone |
| | 3 | Harlem History |
| | 4 | Harlem Memorabilia |
| | 5-6 | Harlem Miscellaneous |
| | 7 | Haskins, Kenneth |
| | 8 | Hispanic New Yorkers |
| | 9 | HIV/AIDS |
| 37 | 1 | Housing |
| | 2 | Hughes, Langston |
| | 3 | Innis, Roy |
| | 4 | Jackson, Jesse - Presidential Campaign, 1984 |
| | 5 | Jazz |
| | 6 | Japanese and African-Americans |
| | 7-8 | Jeffries, Leonard |
| | 9 | Jews and African-Americans |
| | 10 | Johnson, Bumpy |
| 38 | 1-2 | King, Martin Luther, Jr. |
| | 3 | Martin Luther King, Jr. Memorial Holiday |
| | 4 | King, Martin Luther, Sr. (Daddy King Goes Home) |
| | 5 | Kornegay, Alice |
| | 6 | Kwanzaa |
| | 7 | Miami Rebellions, 1980 |
| | 8 | Million Man March |
| 39 | 1 | Million Man March |
| | 2 | Moore, Audley (Queen Mother Moore) |
| | 3 | Muhammad, Khalid - Million Youth March |
| | 4 | Nation of Islam |
| | 5 | New Black Panther Party |
| | 6 | Police Brutality |
| 40 | 1 | Police Brutality - Los Angeles Report, 1991 |
| | 2 | Political Prisoners |
| | 3 | Powell, Adam Clayton, Jr. |
| | 4 | Racism / Hate Groups |
| | 5 | Rap Music |
| | 6-7 | Reparations |
| 40 | 8 | Robinson, Jackie (Baseball) |

Container List

Box Folder

| | | |
|----|-----|--|
| | 9 | Robinson, Sugar Ray |
| | 10 | Roots (Alex Haley), Slavery |
| 41 | 1 | School Control, Community Planning and Organization |
| | 2 | Sharpton, Al |
| | 3 | Seventh Pan-African Congress, 1992 |
| | 4-5 | South Africa |
| | 6 | Stanford, Max |
| | 7 | Sutton, Percy |
| 42 | 1 | Sutton, Percy |
| | 2 | Sydenham Hospital |
| | 3 | Thomas, Clarence / Anita Hill |
| | 4-5 | Ture, Kwame |
| | 6 | Turner, Doris (Local 1199), 1986 |
| | 7 | Urban Rebellions |
| | 8 | Williams, Robert F. |
| | | Malcolm X Lovers Network |
| 43 | 1 | Letters |
| | 2 | Letters and Notes |
| | 3 | Evanzz, Karl |
| | 4 | Garvin, Vicki |
| | 5 | Kuchiyama, Yuri |
| | 6 | Mitchell, Sara |
| | 7 | Muhammad, Ahmad (Max Stanford) |
| | 8 | Shabazz, Omar |
| | 9 | Who Killed Malcolm X? |
| | 10 | 20th Anniversary of Malcolm X's Assassination, 1985 |
| | 11 | Assassination of Malcolm X and Martin Luther King, Jr. |
| | 12 | Government Complicity in the Assassination of Malcolm X and Martin Luther King, Jr. |
| | 13 | Malcolm X: One down, Three More to Go, May 19, 1985 |
| | 14 | Various Articles |
| 44 | 1-2 | Audubon Ballroom |
| | 3 | Spike Lee's Movie |
| | 4 | Malcolm X Stamp |
| | 5 | Malcolm X, 1987-1994 |
| 45 | 1 | Betty Shabazz Chair for Social Justice, Medgar Evers College |

Container List

Box Folder

| | | |
|-------|-----|--|
| | 2 | Copyright Infringement: Pathfinder Press vs. Abdul Alkalimat |
| | 3 | Malcolm X Boulevard in Harlem |
| | 4 | Malcolm X Music Video Project, 1998 |
| | 5-6 | Malcolm X's New York City BOSS File |
| | 7 | Afram Supplement to Malcolm X BOSS File |
| | 8 | Graphics and Flyers |
| 46 | 1 | Free Qubilah Shabazz |
| | 2 | Scrapbook |
| 47-51 | | Afram Compilation on Malcolm X |