

A CALL FOR ACTION

Blackmaled by Academia

Book by

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“In these the Chief Justice does not directly assert, but plainly assumes, as a fact, that the public estimate of the black man is more favorable now than it was in the days of the Revolution. This assumption is a mistake. In some trifling particulars, the condition of that race has been ameliorated; but as a whole in this country, the change between then and now is decidedly the other way; and their ultimate destiny has never appeared so hopeless as in the last three or four years...All the powers of earth seem rapidly combining against him. Mammon is after him; ambition follows, and philosophy follows, and the Theology of the day is fast joining the cry. They have him in his prison house; they have searched his person and left no prying instrument with him. One after another they have closed the heavy iron doors upon him, and now they have him, as it were, bolted in with a lock of a hundred keys, which can never be unlocked without the concurrent of every key; the keys in the hands of a hundred different men, and they scattered to a hundred different and distant places; and they stand musing as to what invention, in all the dominions of mind and matter, can be produced to make the impossibility of his escape more complete than it is. It is grossly incorrect to say or assume, that the public estimate of the negro is more favorable now than it was at the origin of the government.”

Excerpt from the *Speech on the Dred Scott Decision* by
Abraham Lincoln, June 26, 1857

In 2021, we, too, assert that the practitioners of education, irrespective of color, are not as sincere in their actions to prevent discrimination as their writings might suggest; that they are hypocrites and work actively to suppress the aspirations of the black people they profess to serve. For example, one current exploitative action which offers lucrative funding and publishing opportunities to boost their careers is studying incarcerated black men, whom they would be reluctant to hire as colleagues if they were similarly qualified. In this, they withhold one of the hundred keys.

We set out on February 9, 2020 to invite voices for *Blackmaled by Academia*, which we envisaged as an assemblage of voices of black males in academia that would provide an authentic look behind the veil of their lived experiences. We conceived its communication, not necessarily in the traditional academic fashion so much as a collaboration among authors' authentic insights on the subject. We invited black males to relate their experiences in academia in the roles of student, instructor, colleague, and/or administrator. For their vantage points, other-colored and gendered stakeholders were equally nudged to reflect on their assumptions, expectations, and interactions, exploring how they perceive the reality, the career goals, and the aspirations of black males in higher education.

A rock-hard meta-analysis of all chapters then identified emerging themes on the status, condition, and positionality of black males in academia from which to move forward with action. The essential purpose of this collaboration was to eventually uncover positive and practical ways

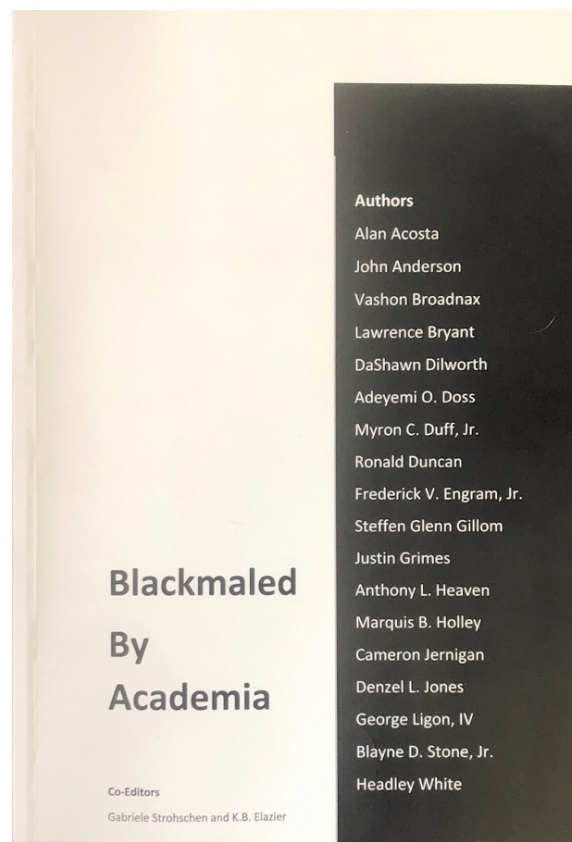
to advance the inclusion of black men in the academy.

On February 1, 2021, we announced the publication of *Blackmaled by Academia*, wherein 18 Brave Males exposed both overt and covert racial prejudice in academia by way of their stories. The book is composed of tales of resilience, strength, persistence, and strategies they use to address the mischaracterizations, fears, and injustices perpetuated within institutionalized, racist structures. The themes that emerged focused on positive benefits for the academy and communities, when black male's talents are fully realized.

We now invite not only further dialogue but also positive action, to move the field past archaic models of Higher and Adult Education; to eliminate medieval, Ivory Tower mentalities that are no longer relevant, nor effective, to meet the educational challenges of the 21st century. Toward these ends, we invite our international community of educationists and students to contact us so we can identify how best to mutually support such efforts.

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