

Proceedings
Annual Black Leadership Symposium

October 25, 1986

Center for Black Leadership Development and Research
The University of Kansas
Lawrence, Kansas

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FOREWARD

If one phrase could sum up the message of the Second Black Leadership Symposium, it would be "having a vision." University of Kansas Chancellor Gene Budig noted in his welcome address that it was commitment to a vision that led to the development of the Center for Black Leadership Development and Research. The vision or goal of the Center, as its name states, is to foster the development of leaders with ideas and the know-how to enhance the future of Blacks in Kansas. Each of the speakers' remarks included on the following pages touched on this theme. Joan Wallace approached this idea from the perspective of an administrator at the U.S. Department of Agriculture and as a representative of the Department overseas. Her advice was that progressive vision included seeking careers in areas not traditionally held by Blacks. Ann Butler, Ron Epps and Juanita McGovern approached the subject from their perspectives as educators. Not surprisingly, they said Blacks in Kansas have to keep sight on the educational system and make sure that it is meeting the needs of black children. Barbara Sabol looked at the role consideration of health plays in having and acting on a vision. She said Blacks must take into account the health risks caused by the abuse of alcohol and the use of tobacco.

The speakers also discussed what it takes to have vision. Frances Horowitz, Vice Chancellor for Research, Graduate Studies and Public Service, and Harvard Professor Walter Broadnax noted that success follows having strong values and motivation to continue striving to make a vision a reality, even when the going gets rough. Of course, we all know that success takes money, and Don Ford, President of the Douglass Bank, noted that Blacks must take more control of their collective \$2 billion spending power and reinvest that money in their communities. As Walter Broadnax noted, Blacks also need to move from being the ultimate consumer to becoming a full trading partner in the country's economic system.

The Symposium helped focus attention on the issues facing Blacks in Kansas. It would appear that the goal for future symposia would be to develop strategies that will address these issues, turning visions into reality.

Adrienne River-Waribagha
Lawrence, Kansas
1987

OPENING REMARKS
Chancellor Budig

It is a pleasure to welcome you to this second symposium on Black Leadership. We are especially pleased that this year's symposium is sponsored by the K.U. Center for Black Leadership Development and Research. At the first symposium last year, the Center was only an idea in the minds of a few of our faculty and staff. Since that time, it has established a national advisory council, many of whose members are present for the symposium today. We are grateful to each of them for their willingness to lend their time and efforts to ensure the success of the Center. It is our hope that the Center will become one of the most active, visible, and productive research programs at K.U. There is much to be done in this area, and K.U. wants to be in the forefront of that effort.

We have important resources at K.U. which can significantly assist the work of the Center. The Black History Collection within the Kansas Collection is already one of the most significant Black archives in the Midwest. It will continue to grow in size and importance. Members of the Black community in Kansas, and our alumni around the country, have enthusiastically supported the establishment of the Collection, and have made significant gifts of papers, documents, photographs and memorabilia--all of them important to an understanding of the Black experience in Kansas, and all of them essential to the work of the Center. It already figures prominently in the success of the Center's first external effort. I am pleased to announce this morning that the Center has received a grant of \$5,500 from the Kansas Commission on the

Humanities. The grant will provide partial funding for a project entitled "Black Legislative Leadership in Kansas History," part of the celebration of the 125th anniversary of Kansas statehood. The project will consist first of all of a traveling exhibit, with an accompanying booklet, highlighting Black members of the Kansas Legislature from the first, Alfred Fairfax in 1889, to the present. There will also be a series of panel discussions in Wichita, Topeka, and Kansas City, to examine the role of Black legislators in Kansas legislative history, and to increase public knowledge of the Black perspective on public issues. We are extremely pleased that this excellent project has received state funding, and we are confident that it is only the first of a series of important programs and publications to come from the Center.

We hope your participation in today's symposium is thought-provoking and helpful--helpful to you personally, and helpful over time to the Black community in Kansas and across our nation. Your interest, support, and participation are essential if this symposium and the Center itself are to be successful.

Thank you for joining us this morning, and welcome to K.U.

INTRODUCTION
Dr. Jacob Gordon

As you know, our Chancellor is always very busy and I'm sure that within the next five or ten minutes he'll be engaged in some other activities. For that reason he'll not be able to spend all of the day with us. But we are always very grateful to the Chancellor for being very, very supportive.

As you have probably noticed, Mr. Elmer Jackson was scheduled to preside over these activities. I had a call from his wife at 5 o'clock this morning that he took ill. We are very sorry that he is ill and we hope that he recovers as quickly as possible. There are a couple of other changes in our program that I would like to announce.

Just yesterday I was about to leave to pick up at the airport our first keynote speaker, Dr. Marcus Alexis, one of the best black economists in this country. However, while we are here today, Dr. Alexis, unfortunately, is in the hospital. His secretary called and said he was rushed to emergency. I hope that it is not a heart attack, for he is very, very busy. There is great pressure on him because there are very few black economists in the country. He will not be here, but we do promise a very successful symposium.

We have done some shifting, so instead of having Dr. Wallace as our luncheon speaker, she will be addressing us this morning. We have our dear friend, Dr. Broadnax, who was with us last year, who will speak at the luncheon. At the same time, he has agreed to conduct a special workshop for our young people. We will have our panel discussion immediately after the luncheon. Let me make one or two remarks before I ask our speaker to address you this morning.

There are a number of people all over the country who have responded to the establishment of the Center. There are also many people who are raising questions about the need for such a Center in this century, in 1986. Let me suggest that if you look at your

package very carefully and you look at the data that we have collected there for you, you will find that there is no question that there is a need for the Center, and indeed a need for a symposium of this nature to try to address some critical issues which face us.

The 1830s to the late 1850s is a period that may be described as years of renewed optimism on the part of black leadership in American history. Beginning with the very first national black convention in 1839 in Philadelphia, black conventioners of the next five years that followed were clearly a form of collective action. They were raising the country's consciousness of the problems of black men and women as an oppressed group in American society. And yet, there were those who debated the need for an all black convention. Many blacks today, those who are here and those who are not here, are still engaging in that debate. They are engaged in trying to find an answer to a very critical question that DuBois once raised: Can you be Black and be an American?

I think the answer is yes, yet we continue to grapple with that very debate. It is also important to note one of the lessons of the early black leadership conventions as noted in the proceedings of the black national immigration commission in 1854. It states, and I quote, "A people to be free must necessarily be their own rulers." You know, one of the greatest anomalies of the Afro-American history is that we have had only very limited opportunities to select our own leaders. And so, if not for any other reason, I think there is a need for this forum, to begin to

prepare for our future leadership. When we recognize that in our own state there are more than 87,000 blacks who are eligible to vote, and more than 48,000 of them are not even registered, it makes one wonder where we are going because that is where the power is. If we don't use the bullet, we must learn to use the ballot. We must recognize that of the more than 6,000 elected officials who make policies which affect us in this state, only about 28 black people are elected officials. This is the figure as of 1986. You know in our history there hasn't been a woman elected in the Kansas legislature. It's a challenge. We have more than 2,000 members of boards of education in 303 school districts in our state. Ten of them are black, five of which are women, in fact, that is the only category in which a woman has been elected.

Now I mention that particular data because this is one sure way that we can look toward upward mobility--through our education--the question then is: Who is making the decisions when we are not there? It is very clear that while we debate if we can be black and be Americans, I think the answer is very obvious that we have to be able to be both. We have to be very proud of our heritage and at the same time of our Americanism. And so, without further comments, it is indeed a pleasure for me to present to you a friend from Topeka, a public school educator for many years, she also has been involved in the political process for many years. Maxine Dawson will introduce our keynote speaker. Maxine.

Maxine Dawson: Dr. Gordon and friends, it is my privilege and distinct honor to present to you Dr. Joan S. Wallace. Dr. Wallace is a civil servant in the U.S. Department of Agriculture where she has served in important positions under both the Carter and the Reagan administrations. Joining the government in 1978, Joan Wallace was the first black to be the Assistant Secretary at USDA. In that role, she directed the Department's management activities, including its personnel, finance, and equal opportunity programs. She received an award for her outstanding accomplishments from the President of the United States. The rank of Notorious Executive, plus a cash award. In 1980, Dr. Wallace was appointed an administrator of the USDA Office of International Cooperation and Development, or OICD. Her agency coordinates the department's international programs in technical assistance, training, research and scientific exchanges with other nations and with international organizations. Dr. Wallace now chairs over 20 working groups that deal with international scientific and technical exchanges.

She also leads or is a member of the delegations representing USDA and the U.S. government overseas. She is a delegate to conferences held by the Food and Agriculture Agency of the United Nations in Rome and often takes part in the organization's regional meetings. She is on the board of the Inter-American Institute for Cooperation in Agriculture in Costa Rica. Overseeing the preparation for the United States participation in the ministerial meetings of the World Food Council is another of her responsibilities. As a delegate for the Indo-United States Sub-commission,

Dr. Wallace has visited New Delhi, India, and other parts of India to review agricultural research projects sponsored by the United States and India. Reviews of the ongoing research, technical assistance and training have taken her throughout the world to countries such as Tanzania, Kenya, Costa Rica, Egypt, Israel, and China.

Before joining the government, Dr. Wallace was vice-president of Morgan State University, Associate Dean at Howard University, and Director of Undergraduate Studies and Associate Professor at the University of Illinois. Outside academia she held the post of vice-president for programs at the Urban League. Dr. Wallace holds a bachelor's degree from Bradley University, a Master's from Columbia University and a Doctorate in Social psychology from Northwestern. She has also received honorary degrees from the University of Maryland and Boise State College. Will you join me in greeting Dr. Wallace.

FIRST SESSION KEYNOTE ADDRESS:

Dr. Joan S. Wallace

Administrator

Office of International Cooperation and Development

U.S. Department of Agriculture

Thank you so much Mrs. Dawson, Chancellor, and Dr. Gordon. I'm really very, very proud and pleased to have been invited to come to talk with you this morning. I feel very proud to be in the state that gave us the sunflower, the Wizard of Oz, and the wonderful grain that has put bread on the table of America and the world. And did you know that Kansas still ranks sixth among the 50

states as an exporter of agricultural commodities for the rest of the world?

Before I continue to talk, I must tell you that I am in the Department of Agriculture but, as you heard, through that 99-year resume just read about me, I am not an agriculturalist by training. As a matter of fact, I'm a social psychologist, and before I was a social psychologist, I was a therapist, doing family therapy and child therapy in Chicago agencies. And it is all because of a variety of circumstances, including luck and a little risk-taking on my part, that I find myself in the Department of Agriculture.

I used to say when I came to Agriculture that I didn't know a soybean from sorghum, and I didn't. Of course, I came to agriculture through administration. And administration is administration, wherever you are. But over the nine years that I've been there, I have learned to tell the difference between soybeans and sorghum.

Now, we're gathering here in the city of Lawrence, the city of Lawrence being famous for a variety of things, but most of all for our university here. It is a wonderful resource for all of us here in the area of leadership, and I am pleased that the University and the Chancellor have supported this Center, pulling together the resources to deal with the issues of black people in Kansas, the nation, and the world. Of course, this university is famous for many people, one of whom is sitting in the audience and will be your luncheon speaker, Walter Broadnax. Also, almost as famous is Gale Sayers.

We're near the historic city of Topeka, which gave us the famous Brown vs. The Board of Education case before the United States Supreme Court landmark decision to strike down the separate but equal doctrine and begin to desegregate America's schools. And I understand that that's being revisited in Topeka today. But it is very important that Kansas gave us this legislation as a starting point from which to work.

We gather here in the state where we see a legacy of outstanding achievement by leaders whose roots are founded in the rich soil of Kansas. As you just heard of the legislator who was the Kansas Legislator from Kansas in 1899, there are also many other early Kansans who were participants in agriculture. A Junius Groves of Edwardsville, Kansas, became Secretary of the potato-growers association in 1900. And in the 1800s an H.P. Irvin, the potato king of Kaw Valley in Kansas, and Robert and William Turner were wealthy farmers in Shawnee County. And we're also in a state where two-thirds of its agriculture production goes to feed the world. It is a place that sends Robert Dole, a Senator, to sit as one of the most powerful elected officials in the nation, serving as Majority Leader of the United States Senate and number two man on the agricultural committees. It is a place that gave us Alf Landon, who finds presidents coming to pay tribute and seek advice, remembering his leadership and sound counsel. It is a place that gave us his most prominent daughter, Nancy Kassebaum, who chairs the powerful Senate Foreign Relations Committee's Sub-Committee on Africa, at a time when South African apartheid threatens all of us.

Senator Kassebaum was a leading supporter of an amendment last year to provide \$784 million in emergency aid for Africa when it was needed most. So you have from Kansas people who care.

The nation is also proud of Samuel Jackson, Kansas State NAACP leader who became Under-Secretary to a cabinet member in Housing and Urban Development and who also sat on the Equal Opportunity Commission. Samuel Jackson was a Republican and he sat on the commission when the president was Johnson. I remember Sam Jackson telling me before he died that he once talked to the president and the president said to him, "Young man, I'm appointing you to this commission, but I really don't particularly like your party." And Samuel Jackson said to the president, "Mr. President, the feeling is mutual." Roy Wilkins, national hero of the Civil Rights Movement, also came from Kansas. George Haley, a historical black candidate, who just now tried hard to win the nomination of United States Senate in Maryland is from Kansas. And then there's Johnny Slaughter. He came from Kansas and is the Chancellor of the University of Maryland. He is handling the Lynn Bias case on drugs that I'm sure you've heard about, beautifully. We're all very proud of him. And then, of course, you Kansans are so lucky, Alex Haley, the man who taught us to look at our roots, comes from here too.

So leaders in Kansas have been leaders in agriculture, in politics, in business, in commerce, in science and technology, in religion, and race relations. They're all Kansans and they have made a big difference in the history of America and the world. And

so it is wonderful and logical that it is in this state that a Center for Black Leadership Development and Research is being started.

This state gives a great foundation on which to build the Institute and to develop leaders with new skills and talents who can demonstrate new strategies to solve the new problems that America and the world must face. Yes, this is the right place and the right time for you to hold a conference and look at black involvement in domestic and international affairs. Yes, this is the right place to establish a research center and a leadership training process with the best minds, the broadest experience, the deepest commitment, and the highest ideals--to make the greatest contribution possible to change conditions in Kansas, the nation, and the world. Yes, to change things from the way they have been to the way they ought to be.

We need leaders like the late Martin Luther King who saw the world as a neighborhood and recognized that man cannot survive unless you consider and create a brotherhood in the world. We need leaders who are God-conscious and believe in a social conscience that will refuse to accept today's world hunger, today's pervasive poverty, today's economic injustice, political inequity, and man's inhumanity to man. We need leaders who will hold to ideals of world peace and liberty and justice for all while developing pragmatic methods in reaching these goals.

As I was thinking about leadership yesterday, I heard something on the television about Randall Robinson and the whole

struggle in relation to apartheid. I had said to a friend that I remember when that began and it wasn't Randall Robinson really that began the push, it was Walter Faunteroy and Mary Berry who walked outside the South African Embassy all by themselves. It was right after the Carter Administration lost the election and they walked out there and I remember being a doubter that anything would happen when they marched by themselves. Then more and more and more people began to take up the banner and to be knowledgeably concerned about the issue. And Randall Robinson, of course, was among the first people to be involved, but I just remembered those two lonely people that walked outside. We need leaders who are committed to democracy and to equal justice under the law and believe that equal economic opportunities and self-determination are entitlements in the land of the free and the home of the brave. And our future and our freedom and our families will either sink or swim, survive or perish, live or die, depending on the kind of leadership we can produce today to face tomorrow's world.

Let's take a look at what's going on around us. We are living in a space age, a time of rapid technological changes, new inventions, computers, robots, technocrats. We are living in a distressing age, a time when the unfinished business of civil rights in America, the abhorrent policy of apartheid in South Africa, and the cycle of poverty and hunger in parts of Africa are the triple evils that black leadership must creatively confront to avoid conflict that could destroy the lives of millions. We're living in a deficit age when our trade deficit is \$173 billion and

our budget deficit is almost \$253 billion. We're living in an interdependent age made smaller by feats of technology. Watch American television programs such as "Dallas" in Rome--I watched it in Rome, didn't understand a thing I was hearing, but I watched it in Rome. You can watch it in Hong Kong. You can watch it in Bombay. And you can obtain cornflakes everywhere in Lagos or any other African city.

So you Kansans know also that we live in an agricultural age. The international agricultural system is a vast network that employs millions of people and generates billions of dollars worldwide. And in the United States more people work in the food industry, which is only one sector of the agricultural network, than any other industry in our economy. Just think of that. More people work in the food industry than in any other industry. More than the transportation, the steel industry, and the auto industry combined. More people work in the food industry. Processing, packaging, and marketing food for sale in both the United States and abroad accounts for almost 17 million jobs in the United States.

In July 1986 the World Population Institute announced that the population of the Earth had reached 5 billion people. The Earth is now supporting more people than it ever has before. And with over a million more people being born every 4 to 5 days, agriculture is needed to feed this population, and believe me, Kansas does its share. We are living in a turbulent age, an age when the family farm in the United States is threatened because many U.S. farmers

have experienced unusual economic distress. Yes, these are some of the problems that confront us. So what?

Let's look for a few minutes at the farmers and who they are and what is their population, just for a few minutes. Well, the farmers of the United States equal about 2 percent of our population, only 2 percent, but they feed the world. Eighty percent of those farmers produce only 10 percent of the food produced because they're small family farms. And 10 percent of the farmers produce 70 percent of all the food that is produced. We love farming because it is more than a business, it is a way of life. So we get concerned about the plight of the farmer. And when we stop to wonder why we hear that the farmers are having such difficulty, what do we think is the reason? Do we think it is because we are not purchasing sufficient food or do we think it's because of the local situations, or because the weather hasn't been good--because farmers have to depend on good weather--or do we think it's because of world conditions? Is his or her problem because we are doing something wrong? Maybe it's because we are training the people in the developing countries how to be farmers, how to be better farmers. Is that the reason that the farmers are having difficulty now? Is it because we are training our competitors what to do, and therefore they are growing better and bigger, and they're exporting and we can't do that anymore, is that the reason?

Well, using my last statements, let me just point out a few facts about the realities, and I want to imply in these facts that

in our training of leaders we have to train leaders that are going to work with the farmers, help them solve their problems, now, today, and help them in the long term. But we need to train leaders to do that and we need to train leaders that look ahead, and we also need to train leaders that look at the big picture that can move from the issues here in Kansas to the world issues. We need that kind of leadership because it helps us understand what the real problems might be.

Now you heard in my introduction that I work in the field of international development. I work in the field of training 2,500 foreign agriculturalists every year that come through my doors and go out to the colleges and universities of our nation to learn so they can take the technology back to their countries. I also work in the area of technical assistance where we send about a thousand people overseas every year to help those farmers overseas to produce.

On the other hand, I also work with the developed countries, those countries such as Germany and France and the Soviet Union and all the European industrialized nations, Japan included. In those instances we immediately get returns back for the farmer because we exchange seeds, we exchange germ plasm from animals, we try to find ways that our American farmers can cross-breed. We do research overseas that we can't do here in the United States so we find that there's no question about the fact that we are doing things for the American farmer in that part of it.

But the other side sometimes gets questioned, and you need to look at the big picture. We will need decision-makers who understand that in the future the markets--the places where the farmers are going to sell their commodities--will not be in Germany and France and the industrialized nations. They will be in the developing countries. We need decision-makers that understand the developing countries and that the developing countries will only be markets for the United States' farmers if they experience economic development themselves. Poor countries are not good trading partners, just like poor people. Developing their agriculture is the key to the economic growth of the developing countries, and if we can help them increase their production, their ability to use the food that they produce, the post-harvest problem they have, and we help them increase their incomes, then they have a chance to earn the foreign exchange--the money, the cash, to buy things from us. Raising productivity in agriculture in the developing countries does not have to be a competitive threat to our farmers because most developing countries have population growth between 2 and 3 percent per year and thus only basic needs would be covered if their production would keep up with their population growth.

We must also remember if we are decision-makers and leaders that the per capita income in these countries leads not only to upgrading the quality of life in their diets, but a change toward the kinds of commodities that are less time-intensive in terms of household preparation. I mean, haven't we moved from things that were hard to cook and prepare to easy ways like frozen vegetables.

Haven't we moved to buying loaves of bread rather than making bread? And so, both of these changes are in favor of U.S. agriculture, the upgrading of diets means a more rapid growth in the demand for poultry, livestock, and livestock products. And this in turn implies an increase in demand for feed grains. These are commodities for which the United States has a comparative advantage.

More generally, we need to remind ourselves that the largest importers of agricultural grains among the developing countries in the 1970s were those countries who were also the largest exporters of agricultural commodities. Imports of grains grew most rapidly where agricultural exports also grew. So our economic world has changed dramatically in the last twenty years, driven by technological revolutions in the communications and transportation sectors, without precedent. These changes have increased our international economic integration at a rapid rate creating a situation now in which inter-country linkages are as important through international capital markets as our linkages through international trade.

Now there are those who do not see the big picture as well as the small picture. We're angry because we spend money on foreign aid. You've heard it. You've read it. There are those who do not want to feed the hungry. But heaven forbid they do not want to help them develop their agriculture and when we train them, won't they become our competitors? This question always makes me think of those who said of these slaves, "Let's not teach them to read or

they will become uppity and not know their place." Little did those people realize that black Americans had become a gigantic market for agriculture, for cosmetics, for cars, for clothes. And the more better off we become, the more money we spend. And that is true of the developing world. And it will be even truer of us in America as this economic institute. This institute that is doing research pulls in not only the data, but trains the minds of people to move out, take risks, rise up, have seats in the legislature, and earn more, because our earning more creates larger markets for those who are the producers.

So, back to my farmers. The farmers' plight is not merely local. You knew that. The farmers' plight is a variety of variables. The foreign markets were shrinking, the prices were declining, and because of our strong dollar, the farmers were priced out of the market. The developing countries weren't buying their share either because they had huge debts and also there was some unfair trade.

It is clear that we must train policy-makers who have a global view in the international arena. We must have congressmen and women and senators who make bold decisions about U.S. foreign policy. We must train ambassadors and cabinet members to help shape our relationships with the world. Leading up to this, we must look at careers. There are careers that we never thought about before--careers in agriculture, international development, the diplomatic corps. Let me talk about careers in the international arena. I never dreamed I would be where I am. I

never dreamed that once a month I would travel to some country. I never dreamed that I would be able to do the job that I have been able to do. But the opportunity is what made the difference. But the other thing that made the difference, and there was a lady that you many have heard of--Mary McCloud Bethune--that said when the door of opportunity opens, be ready to put your foot in. And that readiness helps. But let me tell you this, when you put your foot into that door and walk through it, be sure to hold it open for your brother or your sister.

Now talking about jobs or thinking about jobs, I always wished that I had known that there were all these jobs out there when I was young, you know. I always wished that I had known about the diplomatic corps and about ambassadors and about international development, which I think is so fantastic that we reach out there and touch our brothers and sisters overseas. I didn't know anything about it. I grew up in Chicago, Illinois, and just never thought anything about it. But I'm going to share a little data with you. Let's look at agriculture in the next five years. Now this is that huge industry that is both international and national. There will be 48,900 jobs in agriculture. There will be 43,000 graduates in agriculture and that leaves 5,400 jobs that we know about that will not be filled. They're in economics, trade, forestry, soils, meat inspection, marketing, etc. In the United States Department of Agriculture there are 120,000 employees and only 3 percent of that 120,000 employees are black senior executives, 3 percent. There is room for more. In international

development--and international development is the training, the technical assistance--there is an agency called the Agency for International Development, which currently has 8 blacks in 119 overseas executive positions and 2 blacks out of 43 in the mission directory. Now, the mission directory is the chief person in the country who provides aid, who provides technical assistance and training in that country, so that's a very important person in our foreign service. But there are only two black Americans that have that job.

There are also many jobs in international organizations like the U.N. Maybe you've heard of the Food and Agriculture Organization, or you've heard of UNICEF because we collect for UNICEF at Christmas time. Ant that's an international organization. Those are international jobs. As a matter of fact, an American is the head of UNICEF. Its location is in New York City. Other organizational jobs include the non-governmental organizations. Organizations like CARE, Afri-CARE, which is a black international non-governmental organization in Washington who delivers the grain when we give grain away and incidentally the United States has a very, very good record in providing food overseas because we provided more food aid than all the rest of the countries in the world put together provided overseas. So we have to be proud when we talk about being black and being an American. I have never been more an American than I have been in this job. You're reminded every single day that other people are not as fortunate as we are, that we are still fighting poverty in this

country. There is nothing, I mean if you see poverty in Africa, and you did through the media, you very much would wish to be in the United States. So you have to be proud to be both black and American. As we look at the jobs in the foreign diplomatic service, there are only 250 black foreign service officers out of 4,000. And a foreign service officer is where you begin. You can even start out as a secretary in the foreign service. You can start out as a security person in the foreign service. You can start out a number of ways and that is the road that leads you to being an ambassador or a secretary of state. And one of the high level people in the foreign service or in the state department today is a black man who is Assistant Secretary for International Organizations and was on television fairly recently on the one-on-one show, the name of the announcer I have lost, but it was a Sunday talk show and has done very well, and one of the questions he was asked was, "Are you interested in becoming Secretary of State?" He was able to handle that question I thought very well by saying he had to do the job he was in now very well. But it should not be a question we don't ask ourselves. That's the point. It is wonderful that somebody else asked it. We have to ask ourselves those questions. We need to train risk-takers--people who are willing to try something new--either at the beginning of their careers, at the middle of their careers, or at the end of their careers. Because your career doesn't need to ever end.

My mother, who was a social worker at the family court of Cook County, worked until she was 74 years old and she had a heart

attack and was still working that day. She said all the time, "Next year I will retire, I'll get more money." Every year she said, "Next year I'll get more money." And I was surprised myself to find that she was 74 years old, running her office. So, we need to train people who are willing to have stick-to-itness. But we also need to train people who will change careers mid-level. I can't tell you how many times I've changed careers. And not only have I changed careers, but I had a master's degree in social work and I got my doctorate in social psychology, which was a research degree in program evaluation. I had never had a statistics course in my life when I walked into that. I thought when they called an analysis of variants a nova, I thought it was a car, you know, the Novas.

My point is that I'm obviously a risk-taker, you know, to do that, because when I sat there and listened to all of that and statistics in those days--we couldn't use a calculator or we couldn't use a computer, so it was very difficult and I struggled with those statistics, I will tell you. But, you know, I survived because I was determined to survive.

We also need people who will dream the impossible dream. I didn't have the sense to dream a dream. I only had been told one thing by my father. My father was an artist who had worked his way through art school and so forth, and had gone to Europe to work and study. My father was a protege of Henry Tanner, his name was William Scott, and he always said that the only way that black

people could get ahead was to do three times as much work as anybody else.

Nobody told me being a woman was a problem. I have to tell you that I never knew that until I was 40 years old. And the woman's movement started and I always thought that the prejudice was against me because I was Black; because if you're both, how do you know the difference? That working three times as hard doing twice as much, being twice as careful, I mean when everybody else was climbing out of the window in the dormitory I was not. Because for me, you know, nobody would remember anybody else, they would remember me. So, for the women sitting out there, I can tell you that sexism exists around the world. It just does. And so I have been more conscious in my old age now than I was when I was a young woman.

Look, as we're living in a world in interdependence, I mentioned to you an individual achievement as a leader must be combined with skills and ability to coordinate and to cooperate with each other and with other leaders from other disciplines, from other races, and other nations. Inter-agency cooperation, inter-governmental cooperation, and international cooperation will be required in the days ahead as we move into the 21st Century. Look at the human hand. The fingers on the hand must work together if they're going to write, if they're going to paint, if they're going to handle a tool. As a matter of fact, I'm reminded of this all the time because my husband has a finger that doesn't work, so he can't turn the faucets off. They're always leaking, you know,

because he doesn't have all the fingers to work together, and so if you know you have a leader in religion, a leader in education, a leader in business, a leader in government, and let's say a leader in agriculture, then you can pull all that leadership together and form a powerful force to do what has to be done.

It also reminds me of the story of the miracle worker and the doubter. Sometimes we are both miracle workers and doubters. Black Americans have always been both. And the miracle worker was walking around from town to town and creating miracles and there were those who thought he was marvelous. But there were also those who just didn't believe in him and were doubters. And one day the doubter said, "I'm going to get that miracle worker. I'm going to fix him." You know, we know doubters like that, don't we? So the miracle worker was walking through the town and the doubter came and he said, "I have a bird in my hand. Is the bird alive or is the bird dead?" That's what I'm going to say to the miracle worker. He said so I'm going to take this bird and I'm going to put it in my hand and I'm going to ask him that question and if he says the bird is alive I'm going to kill the bird. But if he says the bird is dead, then I shall open my hand. I shall open my hand and let him fly away. Of course, how could the miracle worker get beyond that?

Well, he went to the miracle worker and he said, "Is the bird that I have in my hand alive or is it dead?" And the miracle worker simply looked at him and said, "It's in your hands son, it's in your hands." And what he means is, the decision of the life of

that bird is in your hands. The decision on your lives is in your hands. The decision on the lives of your children and the people that are trained here is going to be in your hands.

Well, I hope that the information that I have shared with you and I apologize for putting myself so much into this talk. What I had to share with you, the kinds of crazy things in a way that have influenced me, I wanted to share with you. I wanted to share with you that I walked into the Department of Agriculture having studied at the Harvard Library the night before the interview so I would know the right words to say for the job that I was being interviewed for, never believing in the world that I would ever get it. As a matter of fact, I even took another job and moved away while they were doing their security check because I didn't believe it. I didn't believe that I could be put into a job where I would be in charge of four computer centers when I was in charge of a University that had one computer terminal. I didn't believe that I would have the responsibility for the personnel of 120,000 people when I had come out of a university of 5,000 people. It just never occurred to me that that could happen to me.

I happened to have been at the right place at the right time with the right qualifications. They needed an assistant secretary for administration, I was a vice-president for administration. And so I took the challenge. I walked into that job nine years ago and I have been growing ever since. And that's the other point that I want to leave with you--that you continue to grow. Lifelong growth is so terribly important. You should never stagnate. You continue

to grow and as you find yourself bored with what you're doing today it's time to take stock of those skills, that bag of skills we carry around with us. Take stock of those and see where you can transfer them because I believe that skills are transferrable to a variety of places. If you're a manager, you ought to be able to manage anything. I wish you, Dr. Gordon, and the Center, much success in the goals and directions you have set. And it is indeed a laudable and ambitious undertaking. But I know you can achieve it.

In closing I'd just like to share with you a quote from Dr. Benjamin Maze. "The tragedy in life does not lie in not reaching your goal. The tragedy lies in having no goal to reach. It isn't a calamity to die with the dreams unfulfilled, but it is a calamity not to dream. It is not a disaster to be able to capture your ideal, but it is a disaster to have no ideal to capture. It is not a disgrace not to reach for the stars, but it is a disgrace to have no stars to reach for. Not failure, but low aim is the sin." Good luck.

Dr. Gordon: I'm sure that you will agree with me that we are very delighted that Dr. Wallace has brought in some international dimensions which would help to explain our economic outlook. She is prepared before she takes off to go to Mexico to take a few questions. Are there any questions before break?

[QUESTION]

Dr. Wallace: Because I'm in the international arena I have not had a chance in the last few years to follow that as much as I would like, but let me tell you what I know. I was very concerned about that when I was in a broader range of domestic activities.

It is true that black farmers in this country lose land and go out of business faster than other farmers. There are numerous reasons for it. Of course, there's always the reason that somebody dupes them and gets their land. But there are other kinds of reasons. Many states have laws which are called heir laws--heir rights laws--and some of the laws are very strange. For example, people die without wills. I mean, many people, black people, die without wills and there may be many heirs to the land. And in some states if one heir wants to sell the land, then it will be sold even though there's somebody on the land that's farming it. In other states it's just the opposite . . . that they would have to sell the land. In other states they don't have the same problem, but they may have the problem of people wanting to buy the land. One of the things we often hear about is some of the problems of folks lending money to farmers and then having them sign papers that they don't know what they're saying and then being told that they don't have to pay the money back in 6 or 7 years. They don't have to start making payments right away. And then all of a sudden the paper said something different--and they were duped out of the land. But most of the problems really are related to the heir laws . . . There is a center in Atlanta that has been looking at that problem. Our Secretary of Agriculture has a task force on the

black farmers and the problems of land loss. Hispanic farmers also have some problems in the same area, but not nearly as severe as black farmers. All farmers are losing land and the number of farmers--you heard me say 2 percent of the population of farmers--but I'm sorry, I don't have any of the latest statistics on that issue.

[QUESTION]

Dr. Wallace: Gee, that's really a good question about the black women--I really don't know--let me tell you that in Washington, women have very serious problems. They're in certain areas, agriculture being one, the State Department being another. I said that there were 3 percent senior executives in the Agriculture Department that are black. There are 4 percent women, just women in general, that are in the senior service, and guess how many black women there are in the senior executive service in the Agriculture Department? Just one.

So you know that that's a problem now in the State Department. I'm sorry I don't know the answer to the number of women. My guess is that there are very, very few. There's recently been a woman who's been appointed as ambassador to Sierra Leone--a black woman. The State Department lawsuit from what I see in the paper. And that's all I really know, that they are not moving. You know that there are 250 foreign service officers, but they are staying at certain levels and they're just not moving up to the top. I also know that the State Department has brought back a Dr. Bernard

Coleman who is--and I meant to say this, so I'm glad you asked the question--who is recruiting for black American foreign service personnel, and all you have to do is write to him and get all the information. I understand that there is an oral exam and there is training and you can be in any field. There is no field that you cannot be in because foreign service diplomats are generalists. They usually move from the economic areas, the political. They train you as a generalist so that once you become an ambassador you know a broad range of things. It is a real opportunity right now, and with the State Department with this suit, it makes even more of a real opportunity. But they did file a class action suit against the State Department because there are very few that have been able to move up. I know of several--well, I know of one ambassador, former ambassador, who has come back, didn't have a place to go, and so took another responsibility outside the State Department. But it's a real, it has been a problem, and it just came up just as I was coming here, so I didn't have time to find out the details. But if you're interested in a career overseas, it's a real good opportunity.

[QUESTION]

Dr. Wallace: Bernard Coleman. Dr. Bernard Coleman at the State Department. He is recruiting minorities, particularly black Americans.

[QUESTION]

Dr. Wallace: Well, I think if you put U.S. State Department . . . I would put on the envelope "Minority Recruitment," his name, minority recruitment, and I'll leave some cards with Dr. Gordon and if anyone wants to call me, I'd be happy to get you the exact address if you feel you need it, but I think that you could probably do that. Anything else?

[QUESTION]

Dr. Wallace: I heard it on the television, but I don't know anything about it because it is what I understand as a non-governmental organization, it's one of those organizations like CARE, Catholic Relief, Lutheran World Services, etc., and they are used often to distribute food, some of the food. But USAID, the Agency for International Development, is the agency responsible for implementing the food aid program so they would be the ones that would be investigating and looking into that, but I don't really know . . . I was surprised when I heard it.

Dr. Gordon: We will now take a very short break, have some coffee and cookies out there. We'll try to come back on time so we finish the short program, then we go to lunch. Thanks a lot.

* * *

Dr. Gordon: Let me apologize for two of my colleagues who are supposed to be here this morning. Senator Billy McCray is not here with us. He wants me to apologize for not being able to be here.

Those of you from Wichita are quite aware that he is running for a political position there to become a commissioner there, so he's not here with us. He did promise that he would do all he could do to join us in this session.

This session is entitled "New Initiatives." After hearing all that we could do this morning I wanted a party to address what we are doing and that in fact we plan to forge ahead. Those of you who were with us last year will recall that at the end of the session, Senator Bill McCray and Dr. Packs urged the members to make contributions to a cause, and that cause was for us to write a petition that would enable us to have an office as black officers in Topeka and also to work on some newsletters. Some developments took place and we did not use that money for that cause. Number one, we had a black person, who was elected, appointed into the Kansas Civil Rights Commission and so we thought, we have that, there will be no need for a black office just as the Hispanics now have a Hispanic office in Topeka.

The other thing we wanted to do with the money was a newsletter. According to Billy McCray, they could not get out a newsletter for that cost. We only collected \$180.00 last year at the symposium. So, since we added a new dimension to our symposium this year and that is the emphasis on black youth, and many of our black youth, as you know cannot afford \$20.00 to come to this symposium, we thought about using that money which is still in the bank in Topeka to fund these young people who do not have the money

to pay for their lunches while they are here today. Billy McCray has asked to make that announcement in his absence.

Melvin Williams, who is in our medical school, is not here because he had to go to Chicago to a medical convention. Mr. Quinton Mackfield was supposed to represent him, but I haven't seen him this morning, is Mr. Mackfield here, please? He's not here. But the good news about the medical school is that they have just received a grant in excess of \$600,000 which would enable them to set up satellites all over the state to begin to prepare young minorities, particularly blacks, to enter into the medical field. You see some data that we have provided you with in terms of blacks in the health area and we think this is very critical. I believe the Chancellor has also tentatively agreed to match that fund with 30 percent, with a definite promise that every year they will recruit up to 10 blacks in the medical school. That's more than what we have had in the past 20 years. So you know that is good news, so we are doing something. There will be a satellite in Wichita, I'm sure there'll be one at K-State, and one here. I believe there's going to be one in Topeka to work with young blacks in the public schools to help them to go into that field. It's a very critical field for us.

This is indeed a great break for us. I thought that would be good news. I have with me now two fine people. A lady and a gentleman, Dr. Ron Epps, who is the principal of Highland Park High School in Topeka. He has been doing something with black educators. If you read the proceedings you noticed that we talked

about that last year and we're going to take some definite steps. In my judgment, Dr. Epps and many others represent a very significant progress in that direction. So I'm going to ask Dr. Epps to share with you what he has done, what he hopes to accomplish and after that, Ann Butler, from the Office of Minority Affairs will also share some developments in that area and then we can have a very brief discussion before we take off for our luncheon. Dr. Epps.

NEW INITIATIVES

**Dr. Ron Epps
Principal
Highland Park High School
Topeka, Kansas**

Thank you, Dr. Gordon. Those of you who know Jake Gordon know that he's a pretty smooth operator. A few months ago Jake called me and indicated he was going to be in Topeka and wanted to stop by for coffee and I was very pleased with that, to have the opportunity to sit and visit with him for a while, and he came in and we went back, and we were talking about various issues and having coffee, and Jake said, "By the way, Ron, I've got a program coming up and I think I might have you on the program to talk about some of the things we've discussed today." I finally realized that that was Jake's real reason for coming up to have coffee with me to start, so I was conned, but I consider it a privilege to be here today and want to commend Jake and others in the University and in the state for the work they've done for planning and providing for the second Annual Black Leadership Symposium. The initiative that

I want to discuss with you to some degree relates to a similar kind of effort as it relates to the field of education.

A few years ago, about 2 or 3 years ago, I had an opportunity to attend the National Alliance of Black School Educators' Conference in Cleveland, Ohio. It was at that conference that I had an opportunity to meet Dr. Charles Moody, the founder of NASE, the national alliance. I am another person that attended that conference, and thought at that time that something back in Kansas needed to be done to provide a vehicle for meeting some of the needs of black youth and of black educators back in our home state. It was with that motivation that we returned, and seven--myself and six other Topeka educators--began to attempt to provide a framework which would result in a similar kind of state conference being held in Topeka, Kansas.

There were four goals that we had identified for this effort. Our primary goal, of course, was to provide for a statewide conference, focusing on those issues that impact black students and black educators. We started a year and a half ago to work to present just such a conference in the city of Topeka. Our four goals were: First, to provide for a system of networks. I want to take just a moment to comment on each of these goals just a little later. Our second goal was to provide for a focus on issues impacting the education of black youngsters and black professional educators, themselves. A third goal was to provide for stock developments specifically related and specifically focusing on black educators related to management and leadership skills. And

the fourth goal was to culminate with the state affiliate to NASE, a state affiliate, a Kansas affiliate to the national alliance of black school educators. It was with that focus that 2 years ago we began planning the first conference to be held in Topeka, Kansas. That conference was held in June, on June 13th and 14th. Educators and black administrators throughout the state met for a two-day conference to address those four goals.

Why do we look at the goals related to networking? I think all of us can lend testimony to the fact that the good ol' boy's system is alive and well in education, in business, in all areas of our endeavors. We can do two things, or it's my belief that we can do two things related to this. Either we can complain about our difficulty in working in with and through this good ol' boy's system or in addition to our complaining we can learn to cope and to compensate for the effects that this system has on us and on our professional accomplishments. We felt that one of the most difficult times that we had at the time when we were planning for this workshop, was just identifying where black administrators in education were throughout the state. And this sounds like an insignificant task, but you wouldn't believe some of the places we are. For instance as a High School principal I should have known the fact that Lee Baptista was a high school principal out in the midwestern part of the state. We are all over the state, we are in many different areas and many different positions. The point being that at the time we began to plan our effort we weren't even sure the different places we were. We weren't even sure how to contact

all of the people that we were attempting to contact. We must know in all of our endeavors, as blacks working in these endeavors, where we are and how to make contact with our colleagues. We must also, as it relates to the goal of networking, we feel, and I feel it's very important that we entrench our individual successes with collective successes. It is no longer enough for us individually, to try to aspire to the heights that our professions will allow us to aspire. We must entrench our individual successes with our collective successes and that was addressed with our keynote speaker this morning. We must pull others up as we attempt to climb the ladders of success. That was related to our goal of networking with this conference. As it relates to the second goal, the providing for those issues, or dealing with those issues that impact education of black youngsters and those issues that impact black educators--there are many of them and we in our professional dealings and our professional conferences and so forth many times spend a great deal of time and a great deal of effort dealing with issues that are not the primary issues that affect black youngsters. They are not the primary issues that affect black educators. And there are many. We know what some of these are. Substance abuse. The issue of substance abuse is one that is becoming devastating in our schools where black youngsters attend. The issue of teenage pregnancy is one that needs to be addressed, is one that is impacting, will impact us at every level as we look at black leadership throughout our state. The issue of under-achiever. Our youngsters who have the potential, our youngsters

who have the ability that are not working up to the ability that they have and not fully maximizing the potential that they have. It is time that we as educators, especially we as black educators, start working within our ranks to become better equipped to deal with those issues that are unique to black education or to the education of black youngsters. Issues that are unique to us. That is not to say that we can ignore the other issues that affect education. But it is to say that some of these issues are more crucial than others.

I was recently here at K-State. I'm sorry, I had to get that plug in. I do some adjunct teaching at K-State, so as I was recently here at K.U. you know, they all look the same. I was recently here for an in-service program that dealt with some very critical issues affecting education but they were not the critical issues that I feel in an urban school setting, in a setting with a significant portion of my student population being black, they will not be issues that I feel that I need to be totally involved with. So that was one of the goals of our workshop, to deal with those issues that are impacting us and our black youngsters. The issue of staff development and then, finally, the fourth, the need to affiliate, we felt that the need to affiliate with the national alliance of black school educators--and that--I think--speaks for itself. So, where are we going, what is the direction that this effort is heading? Well, we've seen several results of our work. I might add there are several in the audience today. Dr. Azzie Young being one. Several others who assisted us with this workshop

and we had very well attended, we had something like 50 administrators, black administrators, who attended the workshop this spring, it was the first one, and there were some things we learned from this experience. And there were some things that if they are done the next time we hope will result in an improved conference. One of the things we learned, for instance, is that there are many more resources out there than we realized and many more than we utilize. Resources in two different facets.

One, in terms of black expertise. I was totally impressed and totally amazed at the expertise that our black community here in Kansas has. If we would call on it, and if we would utilize it, the expertise is there. The second thing that I was surprised about and I shouldn't have been surprised--I'm very embarrassed by the fact that I was surprised by the existence of local expertise. I shouldn't have been surprised by that. The second thing I was surprised by--and I'm still surprised by--is the fact that there's money there. It is possible to go and I'm not talking about writing grants and I'm not talking about those kinds of things. There's money in the private sector that if we take a . . .

[Some text lost in taping] . . . class rings and sells all these trinkets that a national honor society pins and all these things that they make a fortune off our youngsters in the school and we went to places like this, the school specialty supply houses throughout Kansas, and we said, "Hey, we need you to try to support this effort. These are our goals. This is our rationale. What kind of a system can we get from you?" So many times the excuses

we make for not doing things, the excuses aren't valid. The resources are there, resources in terms of money and resources in terms of expertise.

In summary, there are several directions that I see happening in relation to this initiative that occurred last spring. One is the United School Administrators. I had been on the board of the United School Administrators for six years and I had attacked this organization as failing to address issues dealing with the black community in our schools. We had tried to get on their agenda in terms of the United School Administrators Workshops and had not had much success in doing this. After we had this conference it became apparent that there is an interest, that there is a need, and that there will be a vehicle presented for dealing with that interest and need. You'd be surprised at the interest we've had since from the United School Administrators. In fact, they approached us for input into their winter conference which is coming up in Wichita.

So, a significant part of that existing framework, which by the way, in case you don't know what U.S.A., United School Administrators, is, it is the umbrella organization for which all administration in the state of Kansas in the public schools functions. And now they have come to this group and said, "What kind of program, how do we need to modify our program, and will black educators, black administrators in the state play an active part in planning our workshop for this coming January?" And there's a group in Wichita that is in the process of doing this now. As it relates to the issue of affiliation in the very, very

near future Kansas will be an affiliate, a direct affiliate, to the national alliance of black secondary educators. We now have a staff directory so that those of you who work in the various facets of the state, who need to know where black educators are in the state, where black administrators at least are, now I want to preface that because I said educators in general. At this point we've focused on administration. We now know where we are and the capacities in which we serve. If I need to--there was recently a principalship vacancy at Wyandotte High School. I know where other principals are, black principals, who might aspire to that position and we might say, apply, get your resume in, this vacancy exists. So we now can provide for the networking because we have a directory. And the other outgrowth of this has been the fact that this coming June the second conference will be held in Wichita and the Wichita administrators group is in the process of again involving resource, our expertise throughout the state and providing for this workshop.

In closing, I just want to say this. It is, to me, ludicrous for us to expect anyone to solve the problems in education which confront us, but us. It is ludicrous for us to expect someone to merely, by their heart, address the issues involving black leadership throughout the state other than black leaders within the state. I commend Jake, I commend all of you who come out to focus on the issue of black leadership in the state of Kansas. Thank you.

Dr. Gordon: Ron is something else. When I got to his office he really surprised me. He took me to his executive conference room and he didn't ask any secretary to serve coffee. He served me coffee. I said I made one mistake. He said, how do I want it. I said, "Ron, don't you know that by now, I have it black, Ron."

Mrs. Vernell Spearman was supposed to make this presentation. Unfortunately, her husband is very ill. In fact, I think he is in the medical center right now. Talking about resources, we have many resources out there and somebody to replace that resource, in the person of Ann Butler in the Office of Minority Affairs at K-State. Ann.

Ann Butler
Office of Minority Affairs
Kansas State University

I'm glad that Ron thinks Jake is a smooth operator. While I have a great deal of appreciation for the work he has done in pulling this together, I think that when I'm called on at the last minute to do something, it speaks more to being a rough operator than a smooth one.

Nevertheless, I was called upon and asked to share a bit of information with this group that Vernell Spearman might have shared. Vernell organized a meeting of all the black faculty and staff in the Big 8 who work with minority students in higher education. I happened to attend that meeting, and thus you see this nomination from Jake to share with you what the meeting was about. As I walked into this auditorium this morning I heard Jake making a statement to the effect that if a people are to be free, they must have their own leaders. That fits in with the sentiment that I have about education and that is, in order to have leaders we must be in control of our educational destinies. A few years ago when the Secretary of Education released the report of A Nation at Risk and the country was all up in arms, well, there were a number of us sitting in institutions of higher education who probably could have written a more eloquent report five years earlier because we have become more than aware that black students on predominantly white campuses were definitely at risk. If we think of the educational system as a pipeline and it is often referred to in that regard with students entering at kindergarten

and then the twelfth grade being the first exit point and the second exit point being four years of college completed and then graduate and professional schools being the third exit from that pipeline. When we look at that, we can begin to see what happens with black students as they progress through the educational pipeline and the findings or the outcomes are quite alarming. For instance, national statistics tell us that only about 29 of every 100 students who enter kindergarten persist through high school and into college, and I don't even feel like talking about those 29 once they get into college. Needless to say, the retention and graduation rates are not very heartening. At any rate, much of the literature has been telling us for years that black students are receiving an inferior education. They do not achieve the same quality of academic experiences as do their majority counterparts. Vernell Spearman, being concerned about this, and being aware that other people in higher education were concerned, attempted to bring together those people working in institutions of higher education to discuss that portion of the pipeline that we might be able to impact. Essentially, we came together and discussed several questions, one of them being: Are minority affairs programs viable entities for the 80s and beyond?

Essentially, the consensus was that minority affairs programming is as much needed in 1980 as it was in the late 60s when most of these thrusts began. While access is not as much a problem as it used to be, the retention in graduation of students is still a problem and access because of the federal reductions in

financial aid is likely to appear as a problem again because of the reductions of the financial aid. We also discussed the issue of black faculty and staff recruitment in higher education and noted, to our dismay, that most of us were experiencing decline in the ratio of black faculty and staff compared to what it had been merely a few years ago and with that understanding realized that affirmative action programs were not working in institutions of higher education and that new thrusts needed to be made in that area.

A third area we discussed was this whole business of academic support programs, whether or not current and existing efforts were actually helping to retain students or merely delaying the inevitable. With those kinds of focuses we realized that not many solutions could be generated during that particular day. But because of the importance of the issues we made arrangements to come together again in February when the council of the Big 8 Black Student Government meets in Oklahoma and at that time the same faculty staff who were represented when the group in Lawrence will get together and try to construct an agenda that will guide our efforts as we try to resolve some of these issues on our respective campuses.

A second thrust that Jake had asked me to share with you has to do with the organization of black faculty staff alliance at Kansas State University. That effort met with an interest that several people on campus had when we met last year here in Lawrence for the first black Leadership Symposium. The idea was that people

would go back to their respective communities and try to get educators as well as other community residents involved so that when issues surfaced that needed attention at the statewide level, there would be different groups to call upon. A number of us started working at Kansas State. I suppose at least as of late spring, early summer, and as of two days ago we had about 28 paid members. Our situation at Kansas State is not unusual. I think K.U. is a little ahead of us in terms of its ability to recruit and retain black faculty. But out of the work force of more than 1,400 faculty positions we had declined to only 2 black faculty, and that just cannot be tolerated.

A third bit of information that I wanted to share with you has to do with the program that I'm more directly involved with and that is a proposal for identifying strategies to increase the performance, academic performance and persistence rate of black females. I'm sure many of you are familiar with some of the research literature that is out there dealing with the quality of educational experiences that Black students are receiving. But most of what I read suggests to me that black females are having a more difficult time matriculating through the public system than are their male counterparts, than are white females or white males, and because of obvious interests I decided to investigate that whole phenomenon to find out why this is happening, why blacks are hit disproportionately with higher rates of teenage pregnancies and an overwhelming desire of mine, of course, is to help all improve the quality of their lives so that particular grant will be in

operation for the next year. I received funding with another faculty member from the Women's Educational Equity Act and our intent is to identify those strategies which appear to have been successful in increasing the persistence rate of black females. Once we've identified the strategies, then we will develop a model program. And once that model program has been constructed, then it will be disseminated nationally, starting with a dissemination meeting that will be held at Kansas State University probably a year from now. But I would very much like to have anyone who is involved or is interested in the educational situation of black females here in the state of Kansas to make contact with me during this particular program because I want to take advantage of your resources here and I'm aware that there are many programs that are going on that are doing good things but few people know about them. And this particular program will enable a directory to be compiled so that, again, we can have resources that we can refer to when we're wanting to make some changes in our particular communities. I think that's all I'll share with you today. Thank you for your attention.

Dr. Gordon: Before your questions, is there any more good news? Any more good news from . . .

[COMMENT]

Ann Butler: All I can say is that, indeed, times have changed. I know that at Kansas State, more than 60 percent of the

students there are taking 5 years, 10 semesters, generally, to graduate. I just think that students have a more relaxed attitude. Money has been more available and there just hasn't been the pressure to get in and get out as there used to be.

Dr. Gordon: Are there any more questions or comments?

[COMMENT]

Ron Epps: I'm not sure I understand the question, but I'm going to give a response anyway. I'm going to go first because Ann isn't going to like what I'm going to say. First of all, related to the comment of not getting an education, let me first of all react to something that Ann said.

My observation, and my observation is not based on research, and I know what the research says and I know what my observation is, and maybe what I see is not similar to the population that the research was done on. I have just the opposite concern in that it seems to me--I've had my number one graduate, number one student in the class two years ago, a black female. It seems to me, my observation says that the black females that I observe do better than black males. Now my response to your question related to two students coming from the same situation and it seems they came from isolated situations. That's easy for me to understand because education is not a passive process. Education is an active process and it is one of the reasons that I say the responsibility for education rests on the person being educated to a greater degree

than the one doing the educating. And no one likes that. No one likes to hear that and it's not a cop out, but it's just the fact that you can provide the greatest education possible, but if it's not made an active process rather than a passive process, nothing becomes of it. And I can sit in the same classroom as you and be exposed to the same kinds of situations that you're exposed to, but if I don't become an active learner, all of these things that have been presented become insignificant.

Ann Butler: I suppose that part of why I appear to be research-based at this particular point in my life is that I'm pursuing doctoral studies. Dr. Epps has a few years behind him, so that's what is different about what we have to say here. I understand what you are saying.

I often ask, "How is it, as I see students arriving on the college campus, how is it that these students have spent 12 years in a public school system that has enabled them, for some reason, to end up on a college campus without what we think of as the basic skills?" When I say we need to be in control of our educational destinies, I'm talking about all of us needing to know, to understand what's happening. But more importantly, we need to understand what's not happening in public schools and what's not happening is that our kids are not coming out reflecting the fact that they've spent 12 years in a system designed to educate them but which is somewhat deficient in some very, very basic areas. I think that we must not overlook the importance of teacher

interaction here and a great deal of what I read suggests that teacher interaction is very highly correlated with academic performance.

We know that the majority of the time teachers interact with students is spent in interaction with white males. This facilitates their developing active processes of learning because it requires the development of thinking skills, what's commonly referred to now as critical thinking skills.

White females receive the next highest amount of the teacher's time, but often not enough, because at certain intervals in that pipeline, we see the white male's achievements soaring and the white females tends to stay at a certain level, and this has been linked to that lack of or limited teacher interaction.

And then we see black males receiving the third amount of attention and for some reason this appears to be more negative attention, but they are still getting more opportunity to interact with the teacher than the black female.

Well, what I'm concerned about, what's emanating from this particular literature is that by black females sharing the least amount of the teachers' time, it results in this passive approach, or passive attitude about education. Consequently, when you are not an active participant, you're less engaged in the learning process, so the schools are harmful, as they are currently operating, for both black males and females. I'm concerned about both. In fact, one other organization that seems to be paying a great deal of attention to this is the National Black Child

Development Institute. I attended one of their meetings a couple of weeks ago for the first time and they, too, are seriously reexamining those experiences that our students are having in education. I think it is sad commentary that here, thirty years after Brown v. Board of Education, that as Kansans, we are having to grapple with those basic inequalities that we thought were going to be washed out.

The message is that we have to become self-empowered, because, as Ron said, nobody else is going to do it for us. Our kids are suffering, and as Martin Luther King said, "You do not need a bachelor's degree to provide a service. Essentially, all we need is a willing spirit and a caring heart." And I think as citizens in every inch of this state, we have to become involved in directing that environment that our kids are spending a great deal of time in. We know that education is not like some chute and you put kids in at one end and they're going to come out educated at the other. I think that as black educators, as black parents, as black citizens of this state, we are really going to have to find ways to empower ourselves to get in and turn this situation around.

Dr. Gordon: Please don't go away after lunch. There's going to be a panel that will address these issues when we come back.

LUNCHEON

Bill Clark: . . . My favorite injunction that he used to deliver to the students at the various convocations at Moorehouse College . . . and I think that that particular injunction might be worthy for us here today at this assembly.

Each of us has only a minute . . . 60 seconds in it. We didn't ask for it, we can't refuse it. We must account for it if we abuse it. We have only a minute, but 60 seconds is in it. We come here today for this minute to share, be renewed, to be enlightened, to be regenerated, to be inspired. But most of all we come to undergirded with our courage and to be reminded that we, as a people, we as black people, are only limited by our own dreams and the boundaries of our own imagination. Now Lord, we ask You to look with favor upon this food to nourish our bodies as this moment has lifted and fed our spirit. Amen.

Dr. Gordon: . . . the fact that we don't have many black elected officials in the state. So I, first of all, want to present to you some of those people who are here. Before I do that I wanted you to meet with those who are at the head table. I'd like to introduce everybody here, we are all leaders or potential leaders, but we are very limited in time, so I'm going to introduce half of the group, so to speak.

On my left-hand side is Brother Barrett Hatches and the next person is Commissioner Nancy Hiebert. Will you stand up so we can recognize you, please? The representative in Lieutenant Docking's

office, we are very delighted to have both of you. But we will hear more later from Barrat, he has a special message for you. The next on my left to Commissioner Hiebert is going to be our luncheon speaker. He will be introduced to you later. The next person is my boss, Dr. Frances Horowitz. She is the vice-chancellor for research, graduate studies and public service at the University of Kansas. We are very delighted that you joined us for this luncheon. Thank you Frances. On my extreme right you met the gentleman who helped to bless the food. We call him Brother Bill Clark. He's the executive director of the Greater Kansas City Urban League and he's also a minister in his own right. Brother Clark, we have already met you, so just go ahead and finish your food. The next on my left is Professor Adrienne Rivers-Waribagha. She's assistant professor in our School of Journalism. I always refer to Adrienne as our youngest black faculty on the campus. She joined us last year, she will be introducing the speaker this afternoon. Of course, the next person is Maxine Dawson, who you met this morning. She's the special assistant in this region to Senator Kassebaum. I also understand she has a special message for us later on. We're delighted to have you.

We talked about elections this morning. I believe there are two people here that need to be recognized and they are beautiful black females who are among those 28 elected black officials. Is Miss Alice Fowler here, please? She is on the Lawrence Board of Education. Mrs. Kay Meadows from Topeka, is she here? We are delighted to have you on the Board of Education in Topeka. There

is a young man here that I've known for many years that I would like you to meet. Most of you have probably met him. He was at one time mayor of Salina, was one of those few legislators, and a very good educator. Brother Caldwell, would you stand please?

In order for me to do this job well in the next few months or years, I will have to recognize those black people who have been kind enough to accept the Chancellor's invitation to serve as members of the Advisory Board for the new Center. We had a meeting last night. Some of them are here also at this luncheon. Dr. David Chase from Topeka, is he here, please? Mr. Mike Shinn, all the way from Ohio. Most of you know Mike Shinn. Mrs. Suzanne Knowles from Kansas City, and of course our dear friend, Barbara Sabol, Secretary of the Department of Health and Environment for Kansas. It gives me great pleasure now to ask Brother Hatches to give you a special message from Lieutenant Governor Docking.

Barrett Hatches: Thank you, Dr. Gordon. On behalf of Lieutenant Governor Tom Docking I'd like to read you this letter:

Dear Professor Gordon: I very much appreciate the invitation to the Second Annual Black Leadership Kansas Symposium. I regret that my heavy campaign schedule will not allow me to join you; however, I am pleased that Nancy Hiebert and Barrat Hatches are able to represent me here today. I congratulate you and those in attendance at the symposium for undertaking the task of leadership. Providing leadership for Kansas is what my campaign is about. For Kansas to have a better future, the work of developing our human

resources is imperative. A better future for our state must mean more than an improved economy. It must include opportunities for all in every area of our economy. As Governor, I will work toward this end. I wish to thank those at the Symposium who have given me their support. To all, I applaud your efforts to make Kansas a better place for all citizens. Very truly yours, Thomas R. Docking, Lieutenant Governor.

Dr. Gordon: We invited the two candidates about five weeks ago. We have just had the response for the invitation. It is my pleasure now to present to you another friend, Mrs. Maxine Dawson, who also has a message for us.

Maxine Dawson: Thank you, Dr. Gordon. On behalf of Senator Nancy Landon Kassebaum, I bring greetings. Senator Kassebaum's busy schedule would not allow her to be with us today, but she does send you her best wishes and wishes you success at the Second Annual Black Leadership Symposium.

Dr. Gordon: It is now my pleasure to present to you again Professor Adrienne Rivers, who will introduce the luncheon speaker.

Adrienne Rivers-Waribagha: Good afternoon. Welcome to the University of Kansas and to the Second Black Leadership Symposium. It is my pleasure this afternoon to introduce Dr. Broadnax to you. I promised him a little earlier that I would be brief, and since

I'm a broadcaster, that will be real easy for me. Dr. Broadnax is a K.U. alum. He graduated from here with a Master's degree in Public Administration in 1969. He then went on to earn his Ph.D. from Syracuse University. Dr. Broadnax now works as a lecturer in Public Management and Public Policy at Harvard University and he is also the Director of Innovations in State and Local Government. The latter is a position with a project sponsored by Harvard University and the Ford Foundation. The purpose of the venture is to research and develop ideas to improve local and state government. Dr. Broadnax is also a consultant to the General Accounting Office and a life insurance and casualty company, and the State of New York's Office of Employee Relations. Dr. Broadnax's area of specialty is public policy and he has written extensively in this area.

Ladies and gentlemen, Dr. Walter Broadnax.

SECOND SESSION KEYNOTE ADDRESS
Dr. Walter Broadnax
John F. Kennedy School of Government
Harvard University

Adrienne, thank you very much. Dr. Gordon, Dr. Horowitz, other honored guests, ladies and gentlemen.

Before I began my remarks this afternoon, in conversation with a few people outside this morning having coffee, someone said to me, "Now is this the Annual Black Leadership Conference or is this the Annual Return of Walter Broadnax Conference?" Being a little taken aback, I just had some more coffee and tried to collect myself, but I must say that it is good to be back here again. This

is my home state and it is always great to be in the great state of Kansas.

I think that the topic of focus for this conference as well as the focus for the institute itself is obviously of fundamental importance, not only to black people, but obviously to all people. But since this is a conference that is focusing on black people and their interests, I will focus my remarks in that direction also.

I would like to talk about what I call the Task of Leadership, or how to get things moving. And I keep saying remarks because, as you will discover, this is certainly not a formally prepared speech. But if you look at the concept of leadership, we discover much is discussed in the literature of social science, the humanities, psychiatry, psychology, athletics, divinity and the popular press. A good example is one of the more recent publications which combines several of these disciplines in order to form its more analytic frame. The title of this publication is The Nursing Father: Moses as a Political Leader, by a friend and colleague by the name Aaron Wildavsky. So we see that leadership is at the center of people's interests across the various disciplines.

But today I'd like to focus on simply three tasks of leadership that I think are extremely important, and those three tasks are 1) envisioning goals, or what I call "having a vision," 2) the importance of affirming values, and 3) the role and importance of motivation. Now let me give you the standard academic caveat which is, of course, this is not intended to be a

definitive list. Let's just turn right to these three tasks and begin with envisioning goals.

Albert Einstein said that perfection of means and confusion of ends seems to characterize our age, and I think that his observation is very important when we contemplate the business of leadership and the importance of having a vision to being able to act as a leader. What is amazing to see oftentimes is how we can be so busy celebrating our eminent departure for this wonderful trip in life without having established where it is we would like to go. What do we do about this. Do we understand or have we recognized among ourselves exactly what it is we're after as a people, such that we might be led and such that we might lead. For example, what do we want as a people in terms of being a national force politically and economically? If we look across the spectrum of political and economic institutions in this country, we discover some interesting facts which I probably don't need to remind you of, but I think it's important in terms of grounding ourselves if we want to be able to grasp where it is we would like to go. We look at the federal courts. There is a black face that sticks out--on the Supreme Court. If we look at the Congress of the United States, there are still less than 30 black faces out of the 535. If we look at the Federal Reserve Board of the United States which plays a major role in establishing economic policy, we find that Emmett Rice is on his way out of the Federal Reserve Board. If we look at some of the major investment banking houses in this country which are making news these days in terms of the 28-32 year

olds we're reading about in the press who are able to earn 1, 2, 3, 4, 5 million dollars a year. You don't find many black faces in these investment banking houses. But there is one that I know of who is the partner and secretary of the First Boston Corporation. So, there is again one face. You need not applaud. So, again, one face.

When you look at black students coming to Harvard College it starts to be even a bit more sobering. We find that black students entering the college who have scored extremely well on the ACT, students with ACT scores above 700 on the verbal and the quantitative, some kids who are above 750 on the verbal and quantitative, and you understand that 800 is perfect. Also, with straight A's who have followed the college curriculum in high school--that many of them--after they have arrived at Harvard College begin to do mediocre work and people have looked into this and said, what does this mean?

These are our best. These are our brightest, but they seem to be reducing themselves down to again a small number. I think it has a lot to do with this business about having a vision--having a dream. I think clearly a dream of drug use, pregnant teenagers, semi-literate and under-employed old and young people, drug pushers and that sort occupying the image of being the ultimate consumer is not the image nor the vision that Dr. King nor Dr. DuBois, nor the vision that Frederick Douglass had in mind for us as a people. there was a story in the Wall Street Journal not too long ago that talked about us in an interesting leadership position. It said

that we lead the nation, black people lead the nation in our consumption of perfume. Let's be generous and say 15 percent of the population are able to consume 60 percent of the perfume used in this country. This is leadership, but not of the kind, nor possessing the dream that I think that we would like to talk about nor focus on. Let's turn to the business and talk about the business of affirming values. You know it is becoming popular in this country in the last few years to say that we don't want to talk about values, that it's not intellectually refined to talk about values. Well, in order to think about leadership in our communities and us becoming leaders, I think it's fundamentally important for us to talk about those values. As Philip Wreath has stated, every society is a system of moralizing demands. I think we have to return to that and understand that in any community that is reasonably coherent, people come to have shared views concerning right and wrong, better and worse, in personal conduct, in governing, in art, in literature, in whatever. It becomes important for us to be able to determine for ourselves and for our young what is right, what is wrong, what is appropriate, what is achievement, what is not achievement. I think we must affirm our values.

I would assert here today that it is morally bankrupt to give the largest funeral in the history of Oakland, California, for a drug dealer. I would assert that it morally incorrect for men to father children and not dedicate themselves to their upbringing. I would assert that it is hypocritical to lament the depression in

Asian children for being pushed too hard as an excuse to avoid working with our own youth and them not working hard as well. I think we must recapture and affirm those values that have brought us this far. Without these values we will disintegrate and become truly the victims of a failure of nerve and this we cannot afford.

The last of the tasks of leadership that I'd like to share with you today is the task of motivating. I think that it's important to understand that as leaders we create a climate in which there is pride in making significant contributions to those shared goals that I talked about and that leaders accomplish the alignment of individual and group goals. Yes, there's room for individuality. But rewards for achieving what is valued and what is the most valued is also very important and must be held up. Achievement must be valued. Power must be understood and valued as well. I think we cannot simply always be the most affiliative in the institutions in which we live and work. As you go around the country and talk to people and you start conversations, very rarely are conversations started about us in terms of our capacities, our abilities to get out and lead. I think you'll agree with me, oftentimes a description starts of us as a good person, a nice person, a fine person, a warm person, a person that you can talk to. I think these are fine attributes, but when I talk to my friends in the health world and say what good guys we are and how fun loving we are, it's not true. It's not true when you look at the rates of hypertension and ulcers among us. We're not as happy underneath as some people may perceive us to be on the surface. We

must learn to turn ourselves on and get our children turned on to achievement and the positive acquisition of power. On that one I would just say there is no substitute for that.

Let me talk a little bit about positive attitudes, positive attitudes toward the future. At the least it is sustained morale and motivation. At the heart of it lie two ingredients that appear somewhat contradictory. On the one hand you have positive attitudes toward the future and toward what one can accomplish through one's own intentional acts. On the other hand you have the recognition that life is not easy and that nothing is every finally safe. Both are important. The point here is that it is tied back to this business of vision again--that black people must understand something equivalent to the notion of manifest destiny that was so popular earlier in this country--that we must believe that we have a destiny and a future, and that's a part of that positive attitude. We must believe there is a place for us to go and that we're fundamental in terms of our being able to get there. All people sometimes suffer a loss of confidence, but that confidence must be regained. People have to believe in their capacity to act and bring about a good result. Leaders must help people keep believing in that enlivening spirit and what I believe is an enlivening belief. What I would say about optimism and realism in this context, though, is the following. Yes, it is important to have a positive vision of the future, and we need to believe in ourselves and our future, but not to believe that life is easy. Life is painful and rain falls on the just as well as the unjust.

As Mr. Churchill was saying to a group of his followers, I have nothing to offer but blood, toil, tears and sweat. I think what he was clearly saying was, this is war and it cannot possibly be easy. So, who are these leaders that we are talking about in terms of these tasks? Well, it is the public official, the judge, the legislator, the public executive, the school board member. It is the community organizer, the social and religious activist, the church person, the fraternities, the sorority members, the scoutmaster, baseball coach. It is the citizen and the community member. The young, the old, the rich, and the poor. It is you and me. And depending on the context of the situation, we all have ample opportunities to lead. The tasks of leadership cannot be left solely to those who are perceived to be serving in leadership roles, and therefore, these three tasks that I have chosen to share with you today are important for all of us as we go about our daily lives because it is incumbent on us to lead in those appropriate contexts and those appropriate situations, and it cannot be left to the public official or the most visible person if we expect to change our situation in America.

Thank you very much.

Dr. Gordon: That was beautiful. We will now ask Dr. Horowitz to make a few remarks.

Dr. Frances D. Horowitz
Vice Chancellor for Research, Graduate Studies
and Public Service
University of Kansas

Thank you very much, Jake. I'm pleased to be here. I asked Jake exactly what kind of remarks he wanted me to make and he said do whatever you want. So, what I'd like to do is make two kinds of remarks. First, to relate to Dr. Broadnax's comments to you, and I come not in my role as a vice-chancellor but as a developmental psychologist who has been very interested in the development, the behavior of children and seeing what kinds of conditions are most conducive to good developmental outcomes. As some of you know, the University of Kansas sponsors a program that honors the top 10 percent of graduating high school seniors all over the state of Kansas. We go out to these towns and we have a dinner or dessert and we give each of these students a very nice dictionary, and then someone like myself is called upon to make a few remarks. One of the things that I always say to the students who are sitting there in that room of the top 10 percent of the seniors, is there are people sitting there who are not as smart as some of the people who are not there, that there are some very smart people who do not make it into the top 10 percent of the graduating seniors, not because they don't have the intelligence, but because they didn't have that vision of themselves and they didn't have the motivation. I think that what Dr. Broadnax has said about the importance of vision and the importance of motivation is so psychologically true in determining who does make it and who does not make it, who becomes a leader and who does not become a leader. With respect to

the affirmation of values, I think one of the things that we see across this land is a breakdown of those values in all segments of our society and that some of that breakdown is going to lead us to a path of chaos that doesn't have a very good outcome. It is interesting, Dr. Broadnax does not know this, but he is sort of the most recent in a line of speakers we've had at the University of Kansas, starting with Eleanor Norton Holmes, Luther Williams, Leon Higginbotham, who have essentially said some of the same things Dr. Broadnax has said. So, it is a theme and it is a very important theme, and it was a pleasure for me to hear it so well articulated. The other comment I'd like to make has to do with the Center for Black Leadership Development and Research. To the extent that it is possible, it exemplifies the elements that Dr. Broadnax is talking about. A number of the faculty on this campus, led by Dr. Jake Gordon have had a vision about the development of this Center and the creation of the Center. And they certainly had the motivation. And now we have the Center for Black Leadership Development and Research and that vision is going to be filled, I hope, over the next coming years with these kinds of activities, with funds that support research and that particularly foster the development of leadership in the black community. We will all be the beneficiaries if that vision is realized and I'm very pleased to be here. Thank you.

Dr. Gordon: Well, it looks like we're catching up with our time. I'd like to recognize at this point all of our young people here, the students. Will you all stand up please, students? Now

don't be shy because you are the only future we've got in this country, so I want you to stand up tall so we can recognize you. Where are all the educators? Would all the educators please stand up? From high school, elementary school, the counselors, the professors and all the doctors, will you stand up please? Let's give them a hand. Let's see what gets society going now. What about all the business folks? Will you please stand up? The bank presidents, consultants, you name it, we've got all of them. The delivery people? . . . Social work, social agencies--will you please stand up--let's see you. Thank you. Is anybody here who I've not recognized, will you stand up and we'll recognize you.

It is my pleasure now to present a very familiar face who will make a presentation to our speaker, Barbara, will you come forward, please?

Barbara Sabol
Secretary
Kansas Department of Health and Environment

Thank you, Jake. It has been my pleasure for the past four years to be a part of the Carlin-Docking Administration, and as part of that administration I am called on from time to time to represent the Governor and of all the times that I've had to take on that task, this is probably one of the most pleasant, so on behalf of Governor John Carlin, I'd like to read you this that I will be presenting to Dr. Broadnax, if you will come forward, please.

The State of Kansas. Know all persons by these presents that I, John Carlin, Governor of the State of Kansas, in recognition of outstanding performance and exceptional contributions to the State of Kansas, by Walter D. Broadnax, do hereby present for and on behalf and for the people of the State of Kansas this certificate of recognition in testimony whereof I adhere to and subscribe my name and cause to be affixed the Great Seal of the State, done at the Capitol in Topeka, this 24th day of October, 1986. John Carlin.

Dr. Gordon: Walter doesn't know what's coming yet. There is a brain drainage in Kansas. They don't need Walter at Harvard. We need Walter at K.U. or K-State. So it is my hope that with that award, you'll get the message, Walter.

You should go ahead now and finish whatever you still have to eat. We are going to adjourn now and return to the last session of our symposium. As you'll notice on the program, Walter is going to conduct a special session for our young leaders of the future. And we will go ahead with the panel discussion where we were this morning. So try as quickly as possible to get across the road. Thank you. Thank you so much.

PANEL DISCUSSION

We had planned to have Dr. James Boyer, Professor of Education, from Kansas State University here for this panel discussion. He cannot make it, however. In his place we have

Mrs. Juanita McGovern, who is the program planner with the Midwest Desegregation Center at Kansas State University. She'll be addressing the issue as it relates to education. On my extreme left is Mr. Don Ford, who is the president of Douglass Bank in Kansas City, a black bank, who will be dealing with problems of investment and lack of investment and what we should be doing to move from that sector of being consumers, maybe to become more productive in the black community. The next person is Barbara Sabol, who will be talking about health issues and how they relate to a black community in the state. We have Rose Kemp, who is the regional administrator for the Women's Bureau in the U.S. Department of Labor. She will be addressing specific issues which relate to black women in the labor force. So I would like to begin with Mrs. McGovern. She will give us the basis, the problems, the solutions to black education in Kansas. Juanita, please.

Juanita McGovern
Midwest Desegregation Center
Kansas State University

Juanita McGovern: Thank you, Dr. Gordon. I'm not going to act like I'm prepared for this, because I'm not. I received a call from Dr. Boyer at 7 o'clock this morning and he said, "Juanita, I have an emergency, but there's a possibility--I might be late. Just in case I can't make it, fill in for me." So, I was still waiting for Dr. Boyer to come through the door with this presentation, but I can share with you that I come to you today as an educator and one who is committed to black children. It is so

rare that I have the opportunity to sit and talk with a group of black folk saying, "Do you know what's happening to our children in public schools? Have you visited a school lately? Have you looked at scores of first grade students in the state? And have you looked at some of those test scores?" All black students are falling between the 15th and 28th percentiles, and you know the 50th percentile is average. So what are our black children learning? But more importantly, what are we going to do about it?

My commitment to the black child goes a long way back because I too was a black child who was a victim of a public school experience. A black child who was told in the first grade that my reading scores were so high and that wasn't like most black students. A black student who was told that her achievement scores were too high. I needed to retake the exam because it just wasn't possible to score that high, and then as a black student in high school they said my ACT scores were too low; therefore, I would never make it at the University of Kansas. So you see, I survived that public school experience and I survived based on resilience, based on believing it myself, parental support and some people behind me. I'm afraid that many of our children in public school today will not survive the public school experience. Why do I say that? The biggest problem, as I see it, in public schools today is that we don't know how to teach black children. Black children can learn. Black children are willing to learn and black children are excited about learning, but we don't know how to teach them.

One of the key ingredients of teaching black children first is to accept that they can learn. When we give out teaching certificates with the State Department of Education, the certificate is saying the recipient will teach children. It is not saying that you can teach white, middle class children. I'm going in the public school system where teachers are telling their principals, I will not teach this black child--pass him on. We can no longer allow that to happen in our public school systems. The art and science of teaching black children--a concept that Janice Vincent talks about. I think it's an exciting idea because what we're saying is there is an art and science to teaching black children and that's based on their cultural background and also their learning styles. Let me give you an example.

She talks about the white child that comes from the background where you have the computers, the tinkertoys, so you're putting the parts of things together and so white children come to school prepared to become analytical learners. We come from environments where we're verbally expressive, and then we're expected to come in and do the same thing that the white child has learned and practiced for years. So we're the verbal learners who see the hole.

For example, notice how black people dance. We see somebody doing something and then we just look at it and do it. Notice the white child. They'll look at it. You say, O.K., there's a step one, a step two, there's a step three, there's a step four. So what we're looking at is that the white child then learns by steps

and processes. Black children have a tendency to learn through interactions, through verbalness, the personality and that kind of thing. I think the important ingredient is that we should learn both ways, but our black children are penalized based on their own learning styles when they come to public schools. Unfortunately, what we're finding is that that learning style is never addressed and we're finding that as early as first grade--we're looking at the test scores being so low--and we're finding that if we don't meet these kids' needs by fourth grade, we lose them. By the fourth grade.

What's happening to our black children in public schools and are we ready to do something about them? The important thing is the art and science of teaching black children. One of the things that our center is trying to do is to develop training programs for teachers. And how do you teach black children? I'm not talking about a training program where you come in and do a one-shot deal, but a training program where we not only make you aware of the knowledge and awareness, but we teach you the skills. More importantly, we go into the classroom and help you be able to teach black children. So we're talking about comprehensive type staff-development programs that are going to ensure the transfer of learning and to address the behavior of black students in public schools.

The other critical problem that I see happening in public schools is not the academic problems that children are facing in public school, but we need to address what I call a life-skills

curriculum. I had the experience to work with some black children lately and if you talk with them and you ask them, "What did you learn in school today?" they'll probably say nothing or I can't remember. But what I'm finding is many times these children are facing so many problems out here in the real world. They're facing things like drugs, teenage pregnancy, suicide, family problems. Many of our children are overwhelmed by what they're facing out there in the real world and when it comes time to come into the public school setting it is very difficult to sit there and concentrate and learn. So I'm convinced, more than ever, that we're going to have to encourage our kids to learn how to cope with the ills of life, to be able to survive these ups and downs. Teach them how to set goals, teach them how to problem-solve, teach them how to make decisions. Teach them how to think.

We've got to prepare our kids for this real world out here, and I'm convinced it's not who you know but it's going to be what you know in the future. And if our kids don't have the academic skills to make it out in this real world, where are they going? Another critical issue that I see happening in public schools is the whole area of teaching. Who's teaching out there? Who's teaching? I'm going into so many classrooms and seeing so many teachers with the inability to teach. I just had the opportunity to work in a school district and this was the program that was designed for the best teachers in the district. And, of course, there were no minority teachers in that group according to the district, and so we had to go out and even recruit. I know there

are some sharp minority teachers in this district. I found that these teachers did not even know the basics of teaching. These are the best teachers in the district, the best. If this is what the best is like, what's going on?

And then you can begin to understand why first grade test scores at the 15th and 10th percentiles. Who's teaching our kids out there? The area that's a big concern I'm finding is that it is difficult to go in and teach teachers how to teach black children when they're not motivated to even be in the school in the first place. So what we're finding is that we have to re-group a little bit. We have to go back and renew teachers. We have to get them excited about their fields. I think it's only fair to say that many teachers have been dumped upon. Many teachers have been required not only to be the teacher, but the parent, the counselor, just about everything out there. They need a lot of support, but they're really burned out, too. And who is getting the brunt of that? Black children.

So I say to you the three biggest problems I see out there are lack of focus on academic school preparing black students to make it academically out there, the need for life-skills curriculum, and a teacher re-training program.

What are we going to do about it? After six years working at MidWest Center, I'm convinced we're not going to be able to get the central office administrators to change some of these things. I've been out there knocking on their doors for six years and when you get at that level it becomes very political. They are more

concerned about keeping their superintendent's seat or moving into another assistant superintendent seat. Their last concern is the education of our children--black children.

I'm convinced if we're going to save our children, it's more important than ever that we not only be committed, but we sit down and say, public schools, this is how you teach our children, public schools, this is what you should be aware of as it relates to our children. I think we can do that. I think it's time that we sit down and be comprehensive, we plan, we ionize, we come up with our strategies and we even have them research-based so we can say these are the outcomes as a result of participating in these kinds of programs. It's time for us to get moving, our black kids are losing out. And so I suggest to you that black children are truly standing at the fork of the road, and if you picture this fork of the road, picture a street sign that says the road to nowhere or the road to opportunity. I'm convinced that public schools are driving our kids down the road to nowhere. Are we going to let public schools do that to our children? What are we going to do to save our children? It may mean some of the black teachers in the ministry getting in and training others as to how to teach black children, but it all boils down to commitment. Let's be committed to our black children and save them because they are truly our most precious asset. Thank you.

Dr. Gordon: Let me ask all the speakers to make a brief presentation before we open it for question and answer. I'll now ask Rose to make some comments.

Rose Kemp
Regional Administrator
Women's Bureau
U.S. Department of Labor

Dr. Jacob Gordon, planners and conveners of this Second Annual Black Leadership Symposium. Thank you for inviting me to take part in this symposium and to bring to this group for your examination the issues and concerns of black women and their participation in the workplace. As Regional Administrator of the Women's Bureau, U.S. Department of Labor, I am grateful for the opportunity to report to you upon matters pertaining to black women in work and to offer suggestions for ways to improve the socio-economic status of black women. I will also suggest to you as black leaders the need to formulate policies to promote the welfare of wage-earning black women, to improve their working conditions, to advance their opportunities for profitable employment. Some of what I will share with you will not be a very bright picture, but I think it's a picture that you need to know about, we need to look at, and need to work on.

Over the past decade, black women have made advances in many socioeconomic area. However, despite their strong and continued labor force experience and their increased years of schooling, black women are still more likely than white women to be unemployed, to be in low-paying jobs, and to account for a larger proportion of those living in poverty. Black women 16 years of age and older numbered nearly 11 million in 1984. About 6.1 million of us were in the labor force. That's about 56.5 percent of us that were working. Twelve percent of all women workers in this country

are black women and nearly 50 percent of all black workers in this country are women. Women are a major part of the labor force. We have been for a long time and we will continue to be for a long time. Most women and especially black women will probably have to work at least 30 years of their adult lives. Nine out of 10 black women will have to work at some time during their lives. The median years of schooling of black women workers was 12.6 in 1983. The difference of 0.2 year that now exists between black and white women workers is down from 1.8 years in 1962. That's an achievement made in about one generation. In the state of Kansas, slightly over 60 percent of the black female population are high school graduates. I'm not sure what that really means. We had dialogue this morning and there was some discussion about high school graduates and about how high school graduates are not staying in college. We're all aware now of the problem that has come to our attention about the high rate of illiteracy in this country and the number of black high school graduates that are illiterate.

So, when we say that 60 percent of our black females in the state of Kansas are high school graduates, what does that really mean in terms of their functional ability? When we talk about illiterates, I'd like to share with you two statistics. One is that of the adult female population in this country, 23 percent have been identified now as illiterate as compared to 17 percent of adult males. I want to share that because too often we seem to think that black females have had a lead on males or females in

general, have had a lead on males in their education and literacy, but with figures like that, can we say that idea is true? While higher education may mean higher wages for men, the economic returns are not possible for black women. Sex stereotyping and segregation in education leads females to low-wage occupations. Sex segregation in vocational education courses continues to mirror the occupational segregation of the work force. While some progress has been made, black women's participation in math and science courses lies considerably behind that of men and white women. Research studies suggest that socialization and attitudinal factors and the influence of parents and teachers are related to students' course selection and achievement. Although black women are entering college at a higher rate than ever before, they receive little encouragement to major in areas that will prepare them for viable career options in a rapidly changing and technological world. Except for the two recessions in the early 1980s, the unemployment for white women has declined since 1975 while the unemployment rate for black women has continued to rise. Unemployment remains at pitiful proportions among black women and black men. In 1985, the unemployment rate for white women, age 16-19, was 14.8 percent; age 20 and over, 5.7 percent. Now that's compared with 39.2 percent for black women, 16-19; and 13.1 percent for black women over 20. There has been some improvement in the occupational status of employed black women between 1970 and 1982. Black women increased their representation in many professional and technical jobs including accountant, nurse, dietician, therapist,

engineering and science technician, and vocational and educational. Although progress has been limited, both the number and proportion of black women in sales, management, and administration and administrative support positions has increased since 1970. Black women made some inroads into blue-collar occupations such as bus drivers, truck drivers, and delivery persons. Black women's proportion in service occupations continued to decline and that reflects the continuous movement of black women out of private household work.

A few years ago if I were standing here I would have had to tell you that nearly one-third of all black women were in service occupations, primarily household work. But as of the end of August, 1986, it was slightly less than five percent of black women in private household work, 5.7 percent were in executive, administrative, and managerial occupations, and over half of all black women workers were in clerical and service occupations.

Now, there's nothing wrong with any of those occupations. Other than the fact that they're low-paying jobs--that's the only thing that's wrong. About 64 percent of black mothers of children under 18 years of age are in the labor force compared to 58 percent of white women. Seventy-one percent of black women with children 3-17 years of age are employed, and 52 percent of black women with children under 3 years of age are employed. The 1984 median annual income for year-round full-time black women workers who headed households was \$15,600, or 66 percent of black male head of household workers. It was 73 percent of white female heads of

households and 56 percent of white male heads of households. There is a large disparity. And these families contain a third of the black population and half of all black families.

These families are increasing because of the high rate of divorce and the rate of out-of-wedlock births to young black women. Today, nearly 60 percent of all black children are born to single women, single teenagers. The educational attainment for women maintaining families is below that for all family types. The teenage mother is less likely to have completed high school, she is less likely to return to school, and certainly less likely to attend college or to graduate from college or technical school. In 1985, nearly 35 percent of female headed families had less than a high school education. In the future, that is going to be very, very important because futurists tell us that the jobs that are emerging will require education beyond the high school level. Only 39 percent of female headed families, black families had high school educations. Certainly the lack of education and training is a major reason for poverty in families headed by women. Families maintained by women have a poverty rate which is three times that of all families and five times the rate of married, coupled families. Moreover, almost 66 percent of related children under 18 years of age in black families with a female head is below the poverty line. Almost 54 percent of families headed by black females live below the poverty threshold and among older black women, women 65 years and older, 42 percent had incomes far below the poverty line.

By 1995 the U.S. labor force is expected to reach something between 124 and 134 million, up from 116 million in 1985. There will be nearly 60 million women workers. About 59 percent of all working age women will be in the labor force. The United States economy will add nearly 16 million jobs between now and 1995. All major sectors of the U.S. economy are expected to grow during that decade.

While the occupational outlook points to continued high growth in some of the traditional areas for women such as clerical work, nursing, and teaching, the impact of new technology will be felt throughout most industries and most occupations. There will be an increasing need for scientists, engineers, computer specialists, and technicians. In order for black women to be a part of the mainstream in our future economy, today's black leaders must assume an even greater responsibility to ensure that black women are prepared for jobs.

Three major objectives should be pursued. One objective must be an examination of parent educational systems at all levels in relation to equity and excellence. We must come up with ways to increase equity and quality outcome for black students and we must have an increased emphasis on the monitoring and the appraisal of the educational system. We're going to have to become responsible to see that that takes place. We can't keep depending on someone else to do it. Women's input into the implementation and interpretation of basic federal job training programs must take place. We now have three major federal programs in this country

that provide training and employment opportunities: The Jobs Training Partnership Act, the Community Work Experience Program, and the Work Incentive Program.

The characteristics and the general circumstances of poor black women and their children are important in determining how the job training partnership act should be sculptured, implemented, and administered in order to help this group of black women receive employment and training and related services that could result in their economic self-sufficiency. Black women are participating in JCPA; however, indications are that black female householders are the very extremely needy black women, and they have not been served as well as they might be. You in the state of Kansas, I'd like to ask, under the Job Training Partnership Act, are blacks well-represented on the state council, on the local private industry council, and in the administrative end of these programs? If not, you need to do something about that. In the Community Work Experience Program in the state of Kansas, are there provisions for related services such as job training, counseling, child care, and transportation? Can a poor black woman, who is required to work in a work-fare program like CWEP, pursue either education or job training opportunities that would enable her to free herself for good from public assistance? The Work Incentive Program has had some moderate successes in the past. What impact has reductions in education and training and essential support services like transportation and child care had? As black leaders in the state of Kansas, these issues and these questions must come up.

A second objective must be to give attention to what efforts are necessary to prevent unwanted and unplanned pregnancies among black teenagers. How can our counseling and education programs be improved in that respect? Efforts to provide services to pregnant adolescents and teenage mothers should be intensified to encourage them to finish high school and to learn marketable skills so as to enhance their potential for economic self-sufficiency.

A third objective must be the recognition of the distinct and different nature of black women's poverty and the need for federal and state programs, policies and legislation that adjust barriers that contribute to the economic impoverishment of black women. These barriers include the lack of adequate, affordable, quality child care. When I stand here and tell you that 57 percent of black women with children under three years of age have to work, then we know that they must have child care, and we know that child care is not available and that funds that have been available for child care have been shrinking and are continuing to shrink. Another barrier is the lack of transportation. The lack of access to health and pension benefits. Poor housing is a barrier. The absence of parental leave policies. Another barrier is sex-based discrimination. We must insist that all efforts be continued to enforce laws that prohibit discriminatory practices in employment and education. As black people and as a nation too many of us fear national priority setting and leadership in family policy. However, I feel that without public policy we will not have some desperately needed support systems, systems that are certainly

necessary for black women to survive in these tough economic times. Black leaders alone cannot address the needs of black women in the work force. But by working with public and private policymakers, statewide and nationwide, perhaps black leaders can have an impact on the issues apparently facing black women in the work force as well as those likely to emerge as we move through the next decade.

This morning Dr. Wallace mentioned that we've got some great people from the state of Kansas in Washington. We've got Senator Dole, we've got Senator Kassebaum. We've got some great people from other places. But I know all of us thought about the great voice that we have there. We have those great people there.

But we have to ask ourselves, can those great people articulate for us what our needs are? Can they really know how we feel? Can they identify and call policy to be developed that truly addresses our needs. In that respect, we as black leaders have to do everything, push forward, be bold, even tacky about it if necessary to get into the political arena.

And I say to all of you, and especially to black women, that the very first step in getting into the political arena is to register to vote. We have a handout in a package today that indicates that there's something like 44 percent of the black voting-aged population in this state not registered. We'll always send the Bob Doles and the Nancy Kassebaums. And it's important that women get very much involved in the political process. Now I'm not saying that it's not important the black men get involved, but I'm from the Women's Bureau, and for all of my adult life I've

been an advocate of women. When I talk before any group I've got to talk about what is good for me and what is good for my sisters. I have to reiterate what Dr. Wallace said this morning and maybe some of the others of us felt like this some time ago. We thought maybe we were just different because we were black and not that it is because we are black and we are women. Anyway, I want to encourage my black sisters to be a part of that political process, and once you're registered to vote, go beyond that. I'm surprised too that here in this great state of Kansas the only female elected officials are with the school board. Is there one in your state legislature? Is there one in your municipalities? At least in Kansas City we have a Councilwoman. In Jefferson City we have a black state legislator, and hopefully we'll have another one soon. But in this great state of Kansas there is not that representation and I recognize that the black population is not that great in the state of Kansas. But maybe if more people were registered to vote and more people were willing to take the risk to run for political office to let those skeletons in the closet be shown if necessary, to stand up and fight for what we believe, perhaps we can make a change here. The only way we're going to change what has happened to black women in the workplace is to become a part of the system which makes the policy. The system does not make the policy by sitting here at K.U. in this room. The leadership institute is a wonderful idea, but it does not make the policy for what is going to happen. We've got to become elected officials and that is where that policy will come from. The participation of black women in

our society means having equal access to education and training and equal access to jobs and promotion. Without these, we will never have a strong and stable economy and the deficit will be our legacy to our sons and daughters.

Dr. Gordon: Let's now call upon our banker.

**Don Ford, President
Douglass Bank
Kansas City, Kansas**

Don Ford: Before I get into the talk that I have prepared, I wanted to compliment you, Dr. Gordon, because this has been a very educational experience for me, and I think that I've been able to gain so much from all the speakers today. In fact, I picked up something just a few minutes ago that I really hadn't anticipated. All my life I wondered why I couldn't dance. You know, I think most of us know what happened in a period of slavery with our ancestors. So, as black as I am, I can't deny I must have some white genes, but I got the wrong ones for dancing.

Seriously, I think we need to put our economic situation into historical perspective. We are a people that has basically been brought onto a continent and exploited. We haven't benefitted from a lot of things that the majority of the population has benefitted from. They received the benefits of our slave labor--free labor: land grants, free land, non-existent taxes, all these things allowed them to accumulate something that we don't have in our black population, and that's wealth.

Culturally, white people think of capital as something that works. I don't think we pick that up in our education, in our acculturation of society. Unfortunately, some of the negatives that act upon our ability to accumulate wealth in this society include a heritage of cultural distrust among one another, and I stand before you and I say that is a fact. It is an undeniable fact and it is something you are going to have to deal with.

Another element of our situation with the economy is the fact that we have not encouraged our talented people to go into the field of business. We have not encouraged the concept of investing money and accumulating dividends out of those investments. If you were like I am, when you were young you were probably encouraged to go into a profession. My grandmother wanted me to be a preacher. My eighth grade teacher wanted me to be a doctor. That is all I ever heard. I knew here, I still know here.

As I went through the educational process, when that teacher found out I had dropped out of pre-med, she sort of put me down and it was not until I became the president of the Douglass Bank that I got a nice little letter from her, a little card, and it says, "Donald, congratulations, I guess I can forgive you for not being a doctor." We need our black doctors and our black lawyers and our black teachers and our black ministers and our black government workers to climb the ladder within that system, and we need our young people who do study business to go into the corporate field, but we also need to encourage starting businesses and working within our own community because we're falling back on that.

Some of the most noted observers can present us with statistics. We've heard them. Andrew Brimmer, who was one of the governors of the Federal Reserve, stated that we are reinvesting something like 7 percent of our earnings back into the Black system, back into the black economy, and that we are falling back. He points out that that figure was about 13 1/2 percent in 1969, so we can look to a lot of progress, we can look at the individual progress, but what is happening to the increased earning capacity of those professionals that we are generating? It is being lost from our community. We are anxious to move to the suburbs and pick up that ultimate consumer that Dr. Broadnax mentioned in his talk. If we want to look at our own capacity within the black economy, we generate about \$2 billion annually. With 6-7 percent going back into our economy we are talking about maybe \$12-13 million being reinvested. I don't know how many of you have heard Mr. Tony Brown with his concept of "Buy Freedom," and he points out that we ought to move toward reinvesting 50 percent of what we earn into our own economy. With that, he believes that every increased billion dollars can produce an increase of a million jobs that we generate for ourselves. We've heard these glaring statistics about unemployment. We had better start to realize that we did not get where we are today by begging. We have to take what we need. I quote Frederick Douglass (our bank was named for Frederick Douglass), "Power concedes not without struggle." You have to take what you want and I'm hearing it over and over again. Today we are hearing it. Do for yourself.

One inspiring thing that I've seen happen since I came to this part of the country was the construction of the Linwood Prospect Shopping Center. I don't know how many of you might be familiar with that in Kansas City, Missouri, but we heard talks earlier about vision, and there is a young man there named Don Maxwell. Don Maxwell had to have a tremendous vision to be able to see the future Linwood Prospect Shopping Center in a vacant lot, a place where black people's money came together to build a structure where we can start reinvesting with ourselves instead of having to go to the suburbs to find a decent grocery store, which is something so basic. He could see that need, yet he had to struggle within our black community to sell the concept of investing in that structure. I heard about the opportunity. He came to me and mentioned the opportunity of becoming a limited partner, and he said something like, "I'm sure you get deals like this all the time." No way, Don. I'm not part of that system. Nobody showed me anything that could benefit me like this. I'm not with that good ol' boy system. We've got to start our own good ol' boy system. And that's an example of what we have to do. And he has been quoted about "what they wouldn't do for us." The neighborhood needs this and they won't do that for us. Our kids need this and they won't do that for us. Well, Don Maxwell said, "we" are "they", so we'd better do for ourselves.

We've got within our own black community what Reverend Fuzzy Thompson calls a balance of trades deficit. Other people have used the system. The American system of capitalism--other ethnic groups

and in 10 or 15 years they pick up on the system, they start their businesses. They will not spend dollars outside their own neighborhoods, and yet we go on being the ultimate consumer. The corporate sector recognizes the value of our consumption even as we don't. I mean it is a constant educational process. I couldn't believe when I heard from Dick Gregory that we spent 1 percent of our \$200 billion income on Coca-Cola every year because I knew that our total assets in all of the banks of the United States is \$2 billion. So, I like Coke, it's a good product. But if every time we drank a Coke we put the same amount of money in a black bank, for every billion dollars we increase the assets in black banks, we could employ a thousand people. For every million dollars in a bank you generally employ one person, so if we can, every time we drink Coca-Cola, put aside enough money to put in a black bank, we can get a thousand jobs a year. Then, with those increased billions of dollars perhaps some of our inspiring business people will have the ability to get a fair shot at a business loan or continue their effort of generating the business profit. The \$200 billion equates us to be in about the 9th largest nation in the world from an economic standpoint. But again, when we get paid on Friday, our money is back in the majority community on Monday morning. It's very unfortunate. A dollar turns in the Jewish maybe 5 or 6 times before it goes back. We see it with the recent immigrants to this country. The Vietnamese, the Koreans, the Cubans, they all look at us and say, how can they be here all this time and not recognize what has to be done? Tony Brown says the

color of freedom is green. We've been talking about power. What is the color of power? We've been talking about electing people to positions so that they can compel our interests but when we elect people if we don't give them some power, we might as well stay home. We might as well not get registered to vote.

I always think about the game that kids play called Pac Man, where the little image has to get that pellet so he is energized. Well, we've got pellets all around and we won't energize ourselves. We've got to do for ourselves. If we don't wake up and start reinvesting, all of the negatives are going to start to reinforce. I heard someplace that the symbol for the word "crisis" in the Chinese language is a combination of "danger" and "opportunity."

We have a lot of talent when you talk about leadership, all the depth of talent that I've seen just this afternoon is very impressive. We have a lot of negatives, but we can pull together and we can make things happen. Let's reinvest in our own community. Let's not be exploited as consumers.

Now I would like to leave you with a request. There are some brochures out on the table from the Douglass Bank. I would advise that perhaps this might be an opportunity to request that you put into place some of the things that I'm talking about by considering opening an account with us. I would like you to at least pick up one of the packages that we have prepared. And if you don't open an account you might still be helping me out because yesterday as I was leaving the bank one of the marketing assistants had prepared a large box full of these packages and I said, "Well, why didn't you

separate them into a couple of boxes. That's pretty heavy."

"Well, it's good exercise." "Well, I'm not fat." "That's good for your back," she said. I said, "I'm not trying to get a stronger back, I'm trying to get a stronger mind, a stronger wallet." So I do not need to take those packages back. They cost good money. We've got an annual report in there that cost a lot of money. I'm proud to say that a black man put together than annual report for us. You could say that at the Douglass Bank we try to reinvest our money within the community. We don't have a Big 8 accounting firm. You know, we heard the white men saying for a lot of years, "We'd like to employ some, but we can't find any that are qualified." You know, I and the board of directors could easily say where is the specialist in banking who is a black attorney and look all over the country. Unless we are willing to really step out and make a commitment, there is certainly a lot of talent in black attorneys. There is certainly a lot of talent in black CPAs. So I want to say that we are starting to practice what we preach at the Douglass Bank. We would like for all of you to consider opening an account with us. We'd also like for you to consider investing with us. Buy some stock, put some capital to work. We pay dividends--three cents on original investment of a dollar is a good start for us, but money accumulates, so let's work with one another, let's reinvest, let's drop all that negative stuff about what we can't do. Let's show some confidence. You've seen the talent that we have. Thank you.

Dr. Gordon: Thank you very much Don, that's beautiful. And now we have Barbara Sabol to make the last presentation, after which we will have some discussion.

Barbara Sabol
Secretary
Kansas Department of Health and Environment

Barbara Sabol: Thank you Jake. Let me just say as a depositor in the Douglass Bank I told Mr. Ford that I would man the table out there and help collect money for him as you left and I will also call to your attention that in the state of Kansas we are fortunate in having a black credit union. You will find on the same table applications to belong to that credit union. You can join for \$5. So you have two opportunities before you leave today to make investments in your own community.

My topic is to talk about the health status of black Kansans. We have heard a lot of talk about education, investing in ourselves, and I say to you, good health is a foundation from which we must build. Mr. Ford mentioned what they won't do. I'm going to talk to you about some things that you can do and that you must do if we are to build a healthy community.

Jake wants me to move right along. I got the clue as he looked at his watch, because we do want to have the opportunity to have questions and answers and have you discuss with some of the illustrious speakers some of the ideas that they have talked about.

I'd like to start by saying, in health we know much more than we do. Most of us prefer health to illness. We prefer a long life

to a short one, but our behavior reflects the belief that statistical probability, if it is bad, does not apply to us, it applies to others. But that is not the way it works. What I'd like to do is to look very quickly at some statistical data in some particular areas, and all you can guess what those are, and talk about some things that we can do.

Smoking is the first topic. I'm going to talk about smoking not only as a negative health behavior, but I'm going to lay out an agenda on perhaps how we can help Mr. Ford's wallet and our own as we change our smoking behaviors. If you are a smoker, your risk of premature death is 70 percent greater than that of a nonsmoker, and the reason I keep preaching this over and over again is because blacks are dying prematurely. We cannot help children if we cannot help ourselves. Our children are relying on us and we have to start with self.

It is estimated that 65 percent of all cancer can be contributed to two factors: smoking and diet. And we have control over both of these. Smoking increases the risk of heart disease and in infants born to mothers who smoke. Those infants have an increased risk of having low birth weight. Over 80 percent of all lung cancers occur in smokers and smokers become ill 3 1/2 more times often than nonsmokers. For those of us who are not smokers, but who must bear the burden of the smoke of the smokers, we are also at risk. Sidestream smoke has a higher concentration of noxious compounds than mainstream smoke inhaled by the smoker. It has three times more of a compound that is known to be cancer-

causing. It has twice as much tar and nicotine, five times more carbon monoxide, and 50 times more ammonia. So, when you smoke you are not only affecting yourself, but you are affecting others. I would say that if you have to affect somebody, at least affect the adults who get up and move around. Don't smoke around your children and infants, because it does affect them as well. Seven cigarettes smoked within one hour, even if you are in a well ventilated room, will create carbon monoxide that is 20 parts per million, and if you are in close proximity of the smoker, it will shoot up to 90 parts per million. As the Secretary of Health and Environment, we are responsible for setting standards for certain chemicals in water, air, etc., and the standard level of maximum level for concentrations of carbon monoxide in the air should average out to no more than 50 parts per million.

Now, let me talk a little about blacks and smoking. Blacks suffer higher rates of all smokers as it relates to certain diseases because we have a higher probability of having those diseases anyway, and that includes strokes, it includes heart disease, and it includes cancer rates. Blacks suffer one and a half to three times more cancer of the esophagus, the pancreas, and the lungs, all of which are related to smoking.

I probably should not have been the last speaker, but they didn't want me to do this before lunch. But if you're a smoker, I hope that it is making you ill. That is my goal here.

In Kansas, the mortality rates for most smoking-related cancers are higher for blacks than for whites and higher for males

than for females. We put out on the table for you some literature, and I hope you will take it freely. There is one set of documents that have been produced by the Department of Health and Human Services which consists of several volumes. If you sign your name to the list, they will mail the volumes to you.

In those documents they have set a concept called "Excess Deaths." Let me define for you what excess deaths are. Excess death is defined as the difference between the number of actual deaths and the number of deaths that would have occurred if blacks had experienced the same death rate as the rest of the population, which implies that our death rate is higher than it ought to be if we were equivalent to other populations.

Between 1979 and 1981, almost 59,000 deaths among blacks, or 43 percent of all black deaths, could be considered excess, which means we could have affected that death rate simply by changing some of our own lifestyle behavior. Let me talk a little bit about the economics of smoking.

Smoking is a very expensive habit. It is expensive for smokers and it is also expensive for nonsmokers. As you know, we will be voting on a constitutional amendment in Kansas for the lottery, and I say to you in Kansas, we have a lottery of sorts. Every smoker is engaging in a lottery with his or her health every time they smoke. Unfortunately, the prize is not a good prize. The prize is the kind of conditions that I have been talking about. The economic costs of smoking are staggering in magnitude and are particularly so for young smokers. Men under 45 years of age who

smoke more than two packs of cigarettes per day incur over \$56,000 in additional costs of illness during their lifetime that can be directly correlated to smoking. For women under 45 years the costs are less, it is about \$20,000. And that does not include the cost of actually purchasing cigarettes.

Now let's just take for instance, that a pack of cigarettes costs \$1.15. That translates into slightly over \$8 a week, \$32 a month, or \$386 a year. If 100 black people would give up one pack of cigarettes per week for a year and pool their money together at the end of the year, we would have \$38,000. We would have enough money to send a youngster to the University. We would have enough money to make an investment to purchase some stock in Douglass Bank--more than enough. We could use that money to positive purposes in our own community. On the other side of that--every time I talk about smoking and reducing smoking, one of my cabinet colleagues gets very, very upset because the revenue from tobacco in Kansas is a very important part of our revenue picture and in 1986 tobacco and cigarettes and other tobacco products represented almost \$46 million of our state's general revenue. So, you can see it does have a very major impact. My answer to that, though, is that if I can reduce the incidence of smoking in black people, let the people who are left pay higher taxes to keep the revenue at \$46 million. I am certainly not proposing to reduce the revenue.

Smoking is something you can do something about. Drinking to excess is also something you can do something about. Alcoholism and alcohol abuse affect the quality of our life, our health

quality, safety, and the economic quality of our life. Alcohol is involved in more than one-third of our suicides and one-half of all fatal highway accidents. In the 1982-83 year for all motor vehicle accident deaths for which the cause was specified, 65 percent of the deaths among whites were alcohol related and 50 percent of the motor vehicle accidents among blacks that were fatal were alcohol related. Since 1981, each year an average of 12,000 adults and 250 juveniles are arrested on Kansas highways for DWI. The majority of homicides and other violent crimes are related to alcohol. A white man in the United States has a 1 in 21 lifetime chance of becoming a homicide victim. For a black male the probability is 1 in 3.1, more than six times greater. The black homicide rates in the United States and Kansas are more than five times that for whites. In Kansas the black rates were 22 per hundred thousand population and the white rate was 2.8, so you can see that it is very different for blacks than for whites. Two and a half more blacks died of homicide in the United States in the five years from 1980 to 1984 than died in the 16 years of the Vietnam War. That is preventable.

The one that I think is critical to mention is that alcohol is involved in the majority of domestic violence episodes. Alcoholism and alcohol abuse caused much disability and death and one of the things that we're seeing in increasing frequency is the impact of alcohol on fetuses. You've already heard the problem of teenage pregnancy. You already know the data that black infants die at almost twice the rates of white infants. What we're saying now is

that black infants who are born have been adversely affected by alcohol. Fetal alcohol syndrome and fetal alcohol effects lead to such things as mental retardation, central nervous system disorders, growth deficiencies, malformations of the skeleton and cardiac system. We can prevent that by simply not consuming alcohol during pregnancy.

Now I know there is nobody in this room who buys liquor. However, if you do and you go into a Kansas liquor store, look and see if they have a poster that warns pregnant women, about the adverse affects of alcohol. If you don't see the poster, ask your friendly liquor store owner to get one. In Kansas we have a voluntary program where any liquor store owner can get those from the Department of Health and Environment and display them so that women know the risks. In New York it is mandated that every liquor store have such information posted so that pregnant women know the risk. In Kansas we have a voluntary program and we can encourage the use of that program by people who happen to use liquor stores.

Now the same kind of problem that I talked about economically with smoking also exists with alcohol. Alcohol is very, very costly. The National Institute on Alcohol Abuse and Alcoholism reports that alcohol problems cost society over \$116 billion annually. That translates out into \$71 billion in reduced productivity, \$18 billion on early mortality, \$15 billion that we are spending on treatment, \$2.5 billion that we are spending on alcohol related vehicle crashes, following up people that have head injuries, etc., from alcohol related vehicle crashes, \$2.5 billion

in alcohol related crime, and then \$1 billion in costs related to alcohol related fires. It is very expensive in human resources and in dollar resources. These figures do not adequately reflect the costs in human tragedy--the emotional and psychological distress for drinkers and non-drinkers alike resulting from alcohol related death, injury and disease--and there is almost no individual in the United States who does not know someone with an alcohol problem. That alcohol problem is not only affecting them but their family and friends.

In Kansas, alcohol is a \$400 million industry. In our state general revenue, we get in excess of \$45 million in taxes from alcohol related activities. I would also say to you that the alcohol and cigarette industries have been very "helpful" to the black community and I put that in quotes in terms of advertising and I'll talk a little bit more about that later. There are things that we can do about alcohol and I feel I need to take a few minutes just to mention that. We should make saying "no" to alcohol as acceptable in our community as saying "yes" to alcohol. Never, under any circumstances, should we put pressure on anyone to drink alcohol. On the other had, I feel very strongly that people ought to have a right to choose. We should set up circumstances where they do have other choices. Alcohol should never be the only beverage.

There was a study done at Michigan State that looked at prime time television and examined what it is that people drink. If you look at American drinking habits, the beverage that is most

frequently used is water, but if you watch prime time television you do not see people drinking water, they are drinking alcoholic beverages. So we are giving mixed messages to our children as shown in the data related to the number of hours children spend watching television, it's more than in their school-time, life-time, the time that they spend in school.

There are a number of things that we can do to prevent alcohol abuse, and we need to be doing some of these. Let me again give you another example: Let's assume that you bought a fifth of Jack Daniels for \$11.54, or if you didn't have that much money I understand you can buy a bottle of scotch for \$9.44. If we can get the smokers to give up a pack a day and we can get the drinkers to give up a fifth a week and translate that into a yearly savings and we pool that savings, again, we would have enough money to assist a youngster through a college education and have money left over with which to buy stock in various companies, including the bank.

There are two things that are common to the problem of smoking and alcohol and those two things are taxing and advertising. I'd like to talk just a little about advertising. I'm sure all of you who have driven through our neighborhood know that our neighborhoods are being targeted as good neighborhoods in which to advertise alcohol and cigarettes. In preparation for coming here I went through one of the Ebony magazines because, like many of our publications, the major share of their advertising does come from cigarettes and alcohol. I'm not suggesting that we ought to prohibit all advertising. What I am suggesting is that we ought to

have equal time for the health messages so that if people make choice they can make those choices from a knowledge base. What I did is simply go through Ebony magazine and look at some of those advertisements. You will see very attractive black people advertising things that if used to excess, and smoking is used at all, are harmful to black people, and further you will see that the advertising industry has targeted us. I'd like to share with you some information that came from the Wall Street Journal. Mr. Ford mentioned the fact that the corporate sector recognizes us as consumers and indeed they do. Advertising wields great influence in defining what it means to live in mainstream America. Advertising tells us how to be beautiful, how to be slender, how to be successful, how to be accepted, how to make it in America. Remember that for the first time in 1985, cancer of the lung outranked cancer of the breast as the leading cancer killer for women and it was primarily related to the fact that women are smoking with increasing frequency. So what they learned from convincing women to smoke, they are now using in our community to convince us to smoke more and drink more.

Blacks are now the new marketing target. The Wall Street Journal article reads as follows:

Tobacco companies target blacks with ads, donations, and festivals.

The article suggests that certain tobacco companies have made their cigarettes a favorite among blacks through advertising. A black publication sponsors events that draw large black crowds, black

audiences and contributing to black charities and interest groups. The R.J. Reynolds Company, for example, has co-sponsored the very popular Ebony Fashion Fair for 12 years, which in 1986 visited 191 cities. The image of the successful black individual is being used, not to create positive role models, but that image is being used to market the leading cause of preventable death in our society. We cannot underestimate the power of the media to impact how we perceive ourselves, and in turn how our behavior affects others, particularly that of our children and our young adults.

There are some stars now who are making statements and saying I'll be a model and I'll advertise things but I'm not going to advertise things that adversely affect our community. I'm not suggesting that every black ought not to advertise cigarettes or alcohol, what I am suggesting is that we must take the responsibility of ensuring that we give positive messages as well. Cigarettes and alcohol are costing us too much in health and in dollars that could be better spent.

Finally, I would call to your attention the fact that the Caucus of Black State Legislators has spoken out against the excise tax. They are saying that the excise tax is unfair to low income people, particularly as it relates to tobacco and cigarettes. What I am proposing is that even black people who smoke must pay the piper. What they are suggesting is that we ought to have some sort of sliding scale for excise tax because it was regressive. I'm saying, if you want to engage in those bad habits that you know are not good for you and are not good for your community, you must pay

the piper. If we are to have reduced regressivity in taxes it ought not to be on items such as alcohol and cigarettes, and I am working with the task force of that caucus to make some revisions in that position. We have a lot to do.

I think Rose has given you enough information about teenage pregnancy and infant mortality. I'm not going to repeat that except to give you one fact because I think that it is one fact that we cannot forget--particularly black women. Each year there are approximately 36,000 black women who graduate from college, in that same year there are 50,000 black girls who dropped out of high school because they are pregnant. We've got things turned around and we are going to have to pool our collective energy, our collective talent in solving the problem. There is a young woman here, Janice Green, and she's worked in conjunction with Jake Gordon and Dr. Azzie Young on the Black Family Preservation Project in Wyandotte County. It's had some very successful outcomes.

I don't have time to talk about those but talk together about some of the positive things we're doing to try to turn this kind of data around. There are things we can do, we must do.

I would close by saying two things. We have to be willing to put our money where our mouth is. The issue is not just electing officials. You don't elect officials without money. We've got to invest in the political process, and investing in the political process means paying a price. You've got to invest in the candidates that you want to see win, and then you've got to use those votes that Rose so eloquently spoke about.

And secondly, to pick upon the point that Mr. Ford mentioned, we've got to reinvest in our own community and not just investing in liquor stores and cigarettes and other things that we know are bad for us, but investing in those things that we know are in our best interests. Advertising should not tell us how to spend our dollars. We need to tell each other how to spend our dollar. We have to watch what other people are saying about us individually and I will call your attention to the recent Nakasone comment and we have to let that drive our economic behavior. We have to be aware of what is happening and respond appropriately in our own best interests. I appreciate the opportunity of being here, I congratulate Jake Gordon. There is one other person I would like to tell you to talk to if you haven't talked to her before, that is Dr. Norge Jerome. Dr. Jerome has been an extraordinary individual in helping the Department of Health and Environment in some very positive programs that we have developed--programs related to health promotion, disease prevention through using the Nutracheck system. She has assisted us in structuring projects that will have positive outcomes on the black community. So we have resources right here in Kansas that we can use, we must use those resources in our own best interests. Thank you very much.

Dr. Gordon: Where is Dr. Young, is she here? Will you stand up please?

[QUESTION]

Can white teachers effectively teach black children?

I believe that if one is committed. I'd certainly agree that white folks have not had the cultural experience, understanding the black experience. But I think that if they're committed to learn and sensible, I think they can teach black children. Some successful white teachers very proudly teach black children and teach them very well. I think white teachers can learn. It's commitment, number one.

[QUESTION]

Do you think black children can be educated in the regular classroom along with every other student?

Dr. Gordon: Look at the curriculum, even here at K.U., we have a five year program. I know what they're not taking. I know what they ought to take in order to be able to at least cognitively relate to the black experience.

Don Ford: Sixty percent of our black kids are born to teenage mothers. When I go to see about my ten year old son, I look like a grandfather. The teacher, the principal are begging me to show up at the parent activities because this is an integrated school, there are no black people there. The parents are kids themselves. So we get kids going into the school system. I have a sister who teaches primary education or has taught primary education and she tells me finding out the names of the kids is a major project. They don't know who they are. So, let's look at the home life. Teenage, 15 year old mother, 30 year old grandmother. Different

men coming into the house with the mothers. How can they have any kind of self-identity, any kind of self-pride.

We ought to go back to some of the things that were mentioned at that luncheon address about responsibility. I think teenage mother are the crux of the problem.

[COMMENT]

I agree with what Mr. Ford is saying, but also want to say that it's not just teenage mothers. It's the fact that so many women are head of households and one of the issues today is how do you balance all of those responsibilities that women have? How does a woman work, help a child, balance all those responsibilities that she has? You know, working, family, it's a real issue. The whole family structure is deteriorating. The family that we once knew does not exist now. Less than 10 percent of the families in this country now are made of a man that goes to work and a woman who stays home and takes care of the children, so we have to look at that family structure. Certainly some of it is because there are children have children, but a lot of it is because women are just overloaded with so much to do. Until we can get some support, systems that will help be able to balance all that responsibility, we will continue to have parents that simply cannot help their children. The other thing that's happening, I think, the more I've read and the more I've heard about the literacy rate, is that illiterate parents certainly cannot help their children. They don't know how. They don't have the ability. With the high rate of illiteracy that we have in this country, until we do combat

that, children will not be helped and parents have to be involved in that whole educational process of their children. You know it's not enough to expect the teachers to do it.

[COMMENT]

It's more of a positive comment and I can appreciate not wanting to hear so many negative things. You know that we need to be able to hear something positive to build on. For those young women who do become pregnant and do remain in school, they can at least now remain in school. It use to be that they couldn't do that. Many school systems now provide them with an alternative school building that they can go to and the ones that I have visited I have been very encouraged with the curriculum that the school has, that it does deal with not only the academics, but also with the parenting skills that those young people will need. I think that they're very good moves and I do believe that those young women who participate in those schools come out with a good academic background and many of them from what I hear, are able to go on and get additional education, or technical training. In addition to that, they are not the ones that have their second child while they're still a child and I think that's very positive that the schools are doing that now.

I know that in the Kansas City area the Alphas have a program for male sexuality and they deal with some of the issues that women have been working with . . . other teen women. And I think that those are the kinds of programs that males need to start initiating and working with young males because as this lady says, they are

the children of both the woman and the man. Both that young girl and that young boy have to be recognized.

One of the special features for the Black Family Preservation Project in Kansas City is involvement of the black male. Now that was built in conceptually when we started that program.

[COMMENT]

Starting an institute like this so that we as black people have a forum so that we can come back together to address the issues and go forth with our plans and commitments and act.

Dr. Gordon: I think the socialization process today is very wonderful but one of my hopes before, Mike wraps up the session, is that we can go back to our various constituencies and begin to do something. We cannot accomplish anything without some direct action. It is left to us individually, it is left to us collectively. We will provide the avenues necessary, or the vehicles, if you call upon us with the limited resources at the center to help you to enhance whatever it is. But I think the topic of commitment is very critical. Yes, we can start commitment right now, and the banker is right here. In fact that is why we call the program this year, "New Initiatives to See What Has Happened." One of the things which we hope to accomplish in the organization of black faculty and staff on individual campuses so we can form a consortium and then move from there and begin to do something. After our last symposium I wrote letters to all the people of different campuses, you have a few reports today. So again it depends on individual commitment. We hope that we can promote

regional mini-sessions to get people in different areas to begin to address these issues. But, again, it depends on our individual commitment. We have repeated everything we've done today for the past 300 years, Richard, but we have moved forward sometimes, we move backward sometimes, it simply depends on where our values area and where we want to invest our best talent resources.

In the Center we have developed a directory of all black churches in the state of Kansas. I'd be glad to give you a copy free if you come to the Center. We also send them out to different people and are using the directory for the black history collection of all black communities. We have also set up advisory groups which we hope will become local black historical societies in each community. Then we can begin to deal with these issues and so on and so forth. So the answer is here, it is quite possible. But if we all understand the peculiar history of our church in this country, it's not too easy for us to work together because we have different denominations. There are many problems. I don't want to emphasize difficulty but if you are familiar with black church history, I'm sure that you understand exactly what I'm trying to talk about. But it is very possible to disseminate information to the black church, yes. We are also trying to encourage black coalition groups in different communities, we have one here in Lawrence. I started with it last year, we had more than 16 groups, including the NAACP and other groups. I think we've got to begin to work together whether we are Democrat or Republican, NAACP, Urban League. If we don't, we have too much to lose.

Mike Shinn
Advisory Board Member
Center for Black Leadership

Thank you, Jake. Well, it's been a full day. I have to ask a question. Is it possible to be black and American and a true Jayhawk? I would have questioned my own question sometime in the past, but I think opportunities such as the Institute, the Black faculty and staff, the Black Alumni Committee of the University of Kansas make me feel proud to be able to say, yes, it is possible to be all three of those. I had a few notes that I took while we were having the conference. We had Chancellor Budig give us the goal for the Institute, to make it a most active and productive research institute. Jake Gordon asked the question, "Who's making the decisions?" We've had limited opportunities to select our leaders. We had an inspiring talk by Joan Wallace. An excellent review on Kansas leadership and yes, this is the right place for the leadership institute and we will live or die based on the leadership we develop. When the door of opportunity opens for you, hold it open for your brother or sister. The decisions are in your hands.

We had some new initiatives. Ron Epps on a statewide program for black educators. We will have to solve our own problems of black leadership. Ann Butler, about the Big 8 minority affairs conference. We had strategies for increasing the persistence rate of black females. Walter Broadnax of Harvard gave us the three tasks of leadership; vision, affirming values and motivation. An achievement must be valued. Life is not easy. We each will have

equal opportunity, ample opportunity to lead. Then we had Jake's boss, Vice Chancellor Horowitz. We had the panel this afternoon. We had questions about the need for political power and women's power. We had questions and concerns about wealth and capital. Power concedes nothing without a struggle. We had, from Barbara Sabol, the hazards of smoking and alcohol. It has been a full day. We each have ample opportunity for leadership. Followers do the right things. Leaders do what's right.

I must conclude, if you are not part of the solution then you are part of the problem. I want to thank Dr. Gordon for putting together a very successful program. I want to wish the Institute great success in the future. Jake.

Dr. Gordon: Thank you for making it possible. If it weren't for you we couldn't have done it. We hope to see you next year, somehow.

BLACK YOUTH SEMINAR
Dr. Walter Broadnax
John F. Kennedy School of Government
Harvard University

What I'd like to do is start by finding out who's here in the room. I think that will help us turn to shaping what we have to talk about in the time that we have allotted. I mean not to embarrass, of course. I'd like to go around the room and if you could tell me very quickly your name, where you go to school, and what your interests are. That would help me in terms of shaping what I want to say and hopefully get us all involved. So why don't

we start here where its least expected with you Rod, you saw me looking over there didn't you. (introductions)

I must tell you though, before I say anything substantive, it's a terrific feeling sitting in a room like this. I'm going to tell you something. The number of black people in this room is probably equal to at least 25-30 percent of the black students that were at Washburn when I was an undergraduate there. So to me this is a substantial turnout of black people. Let me say a couple of things to get the conversation started. Some of you are late in high school. Some of you are finishing your undergraduate education, others of you have already started your professional education.

There should be some good cross fertilization in the conversation in that some of your are on your way to where others of you are. Looking around the room, I am probably close to being the oldest one in the room, so I can give you some flavor for the out years if you choose to live that long. Some of you may just think that is too long to be alive, but let me start by making a couple of comments that are governed by where I am right now and some of my own life experiences.

I think it is fair to say in terms of looking at me as a person that there was absolutely no way in the world to predict that I would end up at Harvard University. If you picked me up in my childhood and you followed me through for a long time there was absolutely no way to predict that. I think it's important to say something about my background and I don't know about yours but some

of it might be somewhat surprising to you. Tommy's holding up one of my high school annuals back there using it as threat material.

I came from a family that was southern. It migrated to the western part of the state where my father was employed by the Missouri Pacific Railroad. My father used to always talk about how he had a third grade education. I later discovered that meant he had gone to school 3 years, 3 consecutive years. That meant he went when they opened the door for school. I also discovered that school lasted approximately five months in those days. So my father's entire formal education was somewhere in the neighborhood of 15 months. My mother attended high school and was quite able to read, write, and so forth. But if you think about that as a background in terms of educational exposure it wasn't a great deal. Let me juxtapose now in terms of parental background. The kinds of kids I am accustomed to meeting and a lot of these kids are black too now, professional parents, undergraduate professional degrees, lost of exposure, world travel and so forth. The point I'm making is that it is possible, it may not be possible to predict but it is possible for all kinds of people given at least modest amount of opportunity to succeed. But what I have seen as a constant in all of my experiences, whether in the world of education or in the professional world is that there is absolutely no substitute for effort. There's no substitute for effort on the tennis court or on the football field or on the basketball court and there's absolutely no substitute for effort or determination in the classroom, whether is calculus or English or French or German or

history it doesn't matter. It means practice. You've got to practice, you've got to practice.

And when it comes to the world of work, it's the same story. It's the constant and it's been the constant in my life and career. From those nights sitting in those old run down quonset huts at Washburn University in a straight-backed chair pounding away, trying to stay awake. It is the same deal now. The chairs change, the living surroundings change, but the equation is fundamentally the same and that "E" for effort looms as large as ever. At Harvard University, if you think about it, if you sort people out and you keep doing this whether in educational institutions or on the job; if you keep sorting people out based on the capacity, winnowing down, winnowing down, it finally gets down to that same thing again, and that's the determinate of success or the primary determinate of success and that is effort. So you find people working Sunday night, weekends, I mean it's effort, it's effort. When I was a student at Washburn I remember it was a big deal to pretend that you were a really good student and you weren't putting any effort into it. And you see that was a big deal, particularly among the black students. You wanted to say yes, man, I got an "A" but you know I didn't do anything. Well, I don't know quite why that is, but let me tell you, don't be fooled by that. That's just a bunch of garbage and after a while no matter how smart a person is that isn't going to work because there are other people around who are just as smart who are working. I'll tell you, the Asian student, you talk about workers, I mean day and night they're

working. Those same Asians who are going to meet you in those law firms and in medical school and in hospitals and in the places of work, they're there and they're working and they're working hard.

The comment that I was making about Harvard today in terms of what happens to black students and how I think it's important for you and me because I have to rekindle my vision because it's easy to let go, it's easier than you think maybe to let go and say I don't want to work hard anymore, I want it to come easy. See that's human, it doesn't make you any different from anybody else. There are mornings when I would like to not do this again. I don't want to fight for it one more time. I'm 42 years old now, I would have thought, you know 22 years ago that one day it's going to be easy, and now I've figured out it's never going to be easy. It can be good. It can be rewarding. It can produce for you things that you want. It can make a difference.