

Alliance

AN ETHNIC NEWSPAPER AT KSU

April, 1988

Big 8 Conference Success

by Barbara Baker

Remembering our roots. Recognizing we were not always considered a valuable entity and we were a stigmatized people when it came to social justice and human equality. Cultivating our growth. Continuing to prepare ourselves for the future and realizing we have the potential and the talent to achieve as long as we continue to grow and nurture as a people. Harvesting our goals. Continuing to strive for higher levels of equality. Gaining knowledge, insight, and understanding to where we have been and where we are going.

On February 18th through the 21st, Kansas State University hosted the 11-th Annual Big 8 Conference on Black Student Government. The conference provided students with the opportunities to attend workshops on leadership, black awareness, and exchange ideas with black colleagues. Juanita McGowan, Conference Facilitator and Consultant, said the purpose of the conference was to help black students at K-State understand that they could be a cohesive group to plan and organize a Big 8 Conference. "My desire was to get students actually involved with the planning but more importantly, for them to own the vision and the dream," McGowan said.

In addition to providing students with the opportunities to plan and organize, the conference also gave students a sense of self. "I hear students saying, I learned so much about myself. I know now what direction I'm going to go," McGowan said. "It just seems like it had a greater impact on who they (the students) are, what they're here for, and their purpose." After the conference concluded, there was a sadness expressed by K-State students. McGowan says they miss the atmosphere. "They miss the commonality, the cohesion, and the connectivness shared between black students." Telephone calls are still being received from

students who just want to keep the connection. The major intent of the conference was to get students sensitive to the issues facing black students on a predominately white campus but students took the goal a step farther. "Students were actually getting in touch with themselves, who they are, what being black means, and where they want to go," McGowan said. What is important to black students now is to keep up the connection. McGowan says students are saying let's keep this togetherness going. "I think it's the beginning of something big," McGowan said.



Patricia Russell-McCloud gives "fiery" address.



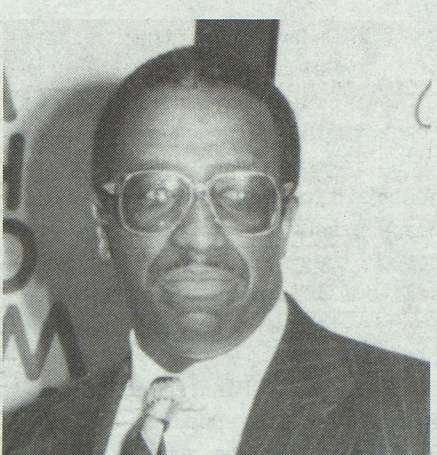
Dr. Mary Berry



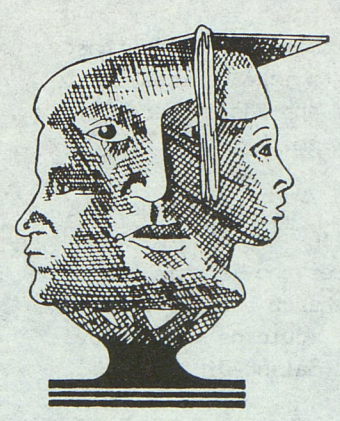
Oklahoma State University students receive award.



Rev. Emanuel Cleaver



Juanita McGowan receives award. Dr. Howard Adams



REMEMBERING OUR ROOTS

CULTIVATING OUR GROWTH

HARVESTING OUR GOALS

Professor Receives Award



Black Professor Honored

On Saturday, December 12th, during the College of Arts and Sciences commencement exercises, Dr. William Sutton received the 1987 Presidential Award for Distinguished Service to Minority Education. The award recognizes the outstanding contributions of individuals to the development of quality minority education at K-State. Sutton has been instrumental in recruiting minority students and providing follow-up support after enrollment. He has also been a leader in the creation of an annual convocation

lecture series dedicated to Dr. Martin Luther King, Jr. and supported the statewide effort to make King's birthday an observed holiday at K-State and all Kansas regents universities. Alliance would like to congratulate Dr. Sutton. A reception was held in his honor on Wednesday, January 20, 1988 in the Cottonwood Room of the K-State Union from 3:30 to 5:00 pm.

"We may have all come to America in different ships, but we're all in the same boat now, and it's a boat sinking in a sea of stupid policies."
-Walter Fauntroy

Sutton Seeks Educational Equality

by Barbara Baker

It all began in a tenth grade biology class where the instructor was a mathematician who encouraged a student to teach the class. That student was William Sutton, who is now a professor in biology at Kansas State University.

"It appeared I was better prepared for class than he was, so he let me teach the class," Sutton said.

After high school, Sutton attended Dillard University in New Orleans where he majored in biology and chemistry. He went on to complete his graduate studies at Howard University in Washington, DC. Sutton came to Kansas State University in December of 1985. He says his biggest advantages as a professor come with teaching biology and day-to-day contact with students.

"I like dealing directly with students and teaching a subject for which I feel quali-

fied and have a lot of experience. This is my 29th year in higher education and for over 20 of those years, I've taught biology," Sutton said.

Sutton says he is disappointed that there are not more Black students in his classes and feels the lack of black students is due to the fact that there were no Black professors in biology until he came. Sutton says Black students are more encouraged by the presence of Black professors and Black graduate students within an academic department.

"If they don't see Black faculty and no Black graduate students, they decide that's no place to be," Sutton said.

Sutton also says, "there is an attitude held by Black students that all sciences are hard."

"Young, Black people are not encouraged in elementary and high school that they can do science because somehow teachers give them the impression they are less

capable of doing hard science and many of them (Black students) believe that," Sutton said.

With the right support and atmosphere, Sutton believes Blacks students will choose any particular area of study, regardless of how difficult it is.

"Engineering is a very difficult major, but K-State has more Black majors in Engineering than any other academic department, other than Arts and Sciences," Sutton said.

Sutton also feels the best way Kansas State University can attract Black professors is to take affirmative action at both the college and department levels. Sutton says this means aggressively going after qualified, Black professors. Another way Sutton feels K-State can attract Black professors is through improving salaries.

"Blacks know they're rare in terms of their qualifications. If you get a doctorate and you're Black, you're rare in your field, especially when there are thirty-

three hundred colleges and universities," Sutton said. Sutton says not everyone goes to the highest bidder but universities do have to be competitive to attract qualified professors.

Sutton's advice to younger, Black people wanting to achieve in academics is to think of universities and colleges in terms of personalities.

"Be sure to pick a college that matches and fits you, one that you feel comfortable with. That's half the battle," Sutton said. Most people, Sutton believes, who come to college and want to go to college can do the academic side as long as the environment lends to them doing it and doing it well. Sutton says problems are easier to deal with if a student is comfortable with his or her college.

"The problems are easier to deal with if you're comfortable, if you feel at home and if you feel this is my school," Sutton said.

More Minority Students at KSU??????

How do you feel about K-State? Hakim Salahu-Din, assistant director of admissions at K-State, believes minority students who are currently attending Kansas State University are the ones who really know if K-State meets their needs.

Retention of minority students begins with positive day-to-day contact and interaction which is the responsibility of everyone on campus. Minority student retention also provides a basis for recruitment of new students in that students will go home and recommend K-State to other prospective students.

Salahu-Din encourages offices across campus to join the Office of Minority Affairs and Special Programs and the Office of Admissions in providing models of successful recruitment and

There are serious problems that minority students must face. Those problems are limited choices of campus jobs and a limited number of minority students and faculty. The biggest problem is K-State's image of not being a college that encourages participation of minority students. Despite K-State's weaknesses, the biggest strength of Kansas State University is that it provides sound academic learning. "Recruitment and retention activities stress institutional fit which is determined by students. We do things that help students make choices that benefit them and the university," Salahu-Din said.

"We have, for example, Black and Hispanic student employees and if this example were shared across campus, recruitment would be much more successful," Salahu-Din said.

Sigmas Donate To UNCF

On November 7, 1987, while the majority of Kansas State University mobbed the streets of Aggieville, about 500 people rumbled the walls of the Houston Street Ballroom at an unprecedented event. The THUNDER MARCH-DOWN '87 was not only the midpart of the semester, but a social function in which the community came together to raise money for a good cause, the United Negro College Fund.

On December 13, the brothers of the Delta Chapter of Phi Beta Sigma Fraternity presented a check to the United Negro College Fund in the amount \$500. The contribution will be used to aid black academic institutions around the country and promote self-sufficiency among black students attending these institutions.

Campbell Distributors Inc. extended its support to the Sigmas through the supply of malt

beverages, door prizes and advertising. Although there was not a major monetary contribution this year, we look forward to working with Budweiser on equaling our contribution to UNCF.

The grand prize winners of the step competition were the men of Alpha Phi Alpha, Delta Rho Chapter, of the University of Missouri at Kansas City. They were awarded a handsome trophy and a cash prize of \$300. The ladies of Delta Sigma Theta, Kansas State University placed an overall second. Other participating groups included the men of Phi Beta Sigma Fraternity, Wichita State University, and Alpha Phi Alpha, Fort Riley.

A special thanks goes out to the groups who participated for exhibition, Foot Frat, Inc. and the Sigma Doves of KSU.

Phi Beta Sigma looks forward to your continued support this semester.

More Black Educators Needed

Students Should Show Concern



(Reprinted with the permission of Laurian Cuffy and the Kansas State Collegian.)

In recent months a great deal of attention has been focused on the issue of more black (minority) educators at K-State. At first glance, this issue may seem to be a racial one. However, a less superficial look will unquestionably show that cries for more Black educators are cries for an equitable and representative academic environment. Proponents who have taken this issue to heart are not advocating "blackness" or some obscure notion of black superiority. These fears are to be laid to rest, for we can still hear the echoes of the late Martin Luther King as he proclaimed, "Black superiority is as dangerous as white superiority." Students must come to see that the real issue at hand is one of more profound consequences, one that could make their educational experience more enriched and fulfilling.

Many students may say, at this point, they are quite satisfied with the academic environment as it now exists. If this is your attitude, allow me to lift the blinders that impair your vision. The fact is that a lack of black (minority) educators stifles diversification and role modeling.

Charles Reagan, assistant to the president, could not have

expressed K-State's present academic climate any better than by using the analogy of T.V. in the early '60s. Anyone viewing T.V. then would conclude that the world we live in was an "All White" one — when in fact there existed a greater variety of "color." The point should be well taken that K-State is not representative of the "real world." Students who attend this university should be concerned with the lack of diversity that exists in their learning environment.

Black (minority) educators are indeed role models for black students, especially in academic areas such as engineering and other science-related fields. However, let us not forget or overlook the not-so-popular notion that black educators are also role models for white students. Many of our peers at K-State have attended Midwestern schools all their lives, and consequently have never had the opportunity to develop a student/teacher relationship with black educators. More importantly, this misfortune has not prepared many students to deal with the stereotypes regarding responsible black leadership. The University has an obligation, as President Wefald stated, "...to provided enlightened leadership in the effort to achieve a more equitable society." Equity in society will never come into being until our institutions which prepare our future leaders become the guiding force behind this issue.

As students, we must not be fooled into believing there is an easy solution to this problem. The solution is as complex as the problem itself. There are some

things, however, that we as a student body can and must do to insure that this problem is eventually resolved. It is instructional to note that a decade ago K-State had a least seven black educators. It now has only two. This, to me, is a clear indication of indifference on the part of both the student body and administrators. The student body, via its governing body, had to send a clear message to the president and his staff that we are concerned with the state of our learning environment. An action of this magnitude will at least begin to address the indifference that is clearly evident regarding this issue. The second step would be to have the student body president, the Student Senate and the Black Student Union develop affirmative action policies and positions that would reflect goals, and communication devices (tracks, bulletins, etc.), which would educate other students about progress the University is making on this important problem. The third and final resolution would be to acquire the leadership of the president himself. President Wefald has made a move in the right direction by issuing his "Position Statement." We must note, though, that this is only a written commitment.

The real challenge will be to see this "Position Statement" implemented. Further, we must remember that his plan is not guaranteed to be successful. This fact has brought up questions by the National Association for the Advancement of Colored People's president, to Rev. Joseph Spence, as to how Wefald plans to gage the progress or success of his "Position Statement." I would

highly urge the president to make clear how he or others (the student body president, the Student Senate and the Black Student Union, etc.), are to determine whether his plan is working or simply acting as a statement of good intent.

As the above indicates, there is good reason to desire more black educators. However, there are some obstacles the administration uses as shields to hide behind when questioned about the lack of representation at K-State. For example, the fact K-State is a land grant institution does have some inherent problems that do make the recruiting efforts difficult. Administration should meet this challenge head-on, as opposed to using it as a justification for their inability to devise creative programs that would attract black educators to K-State. Another example of an obstacle is K-State's low pay scales, which ran 49th out of 50 land grant institutions. Some cite this as the major reason that there are few black educators at K-State. Though this is a point the University will have to address, nothing, in my view, is more important than the issue of "low intensity." Mr. Royster, a former professor at K-State, defined this intensity as pressure. He stated appropriately, "The president needs to put direct pressure on everyone concerned--deans, department heads and search committees."

The time is overdue for K-State to become more serious in addressing the gross lack of representation at this institution of learning. I can see no better person than the president himself to take this issue as a personal challenge, and exert his leadership so as to insure commitment to improving K-State's climate.

KING'S IMPACT

The Leader Who Changed The Lives of Black and White Americans...

by Barbara Baker

What impact has Dr. Martin Luther King, Jr. had on me? How do I keep Dr. King's dream alive? Those were the questions pondered at the religious observance in honor of Dr. King, Tuesday, January 19th in Nichols Theatre.

Keynote speakers at the program were Dr. James Boyer, Professor in Curriculum and Instruction, Susan Scott, Associate Dean of Student Life, Anne Butler, Director of Educational Supportive Services, LaBarbara Wigfall, Professor in Architecture and Design, Martin Grizzell, freshman in English, and Kansas State University President, Jon Wefald.

King was praised for being a man of non-violent protest in a time where it was easy to become violent over inequalities. In addition, Boyer spoke of King's influence on the administration at Kansas State University when it was believed that Black Ph.D professors didn't have the same Ph.Ds as white professors and the

intelligence of Black teachers were questioned.

King's impact on social equality and justice that opened up both social and educational privileges were stressed during the program. Butler said she was able to achieve her educational goals, unlike her great grandmother, who was born in slavery, due to King's impact.

In addition, the importance of social equality and justice being taught to small children was emphasized by Scott at the program.

The need to gain knowledge and insight as a means of perpetuating King's dream is seen as major concerns by both Wigfall and Grizzell. Grizzell said students need to ask what am I doing to perpetuate the dream here at K-State.

King was also praised as being a man who helped public change more than any other political leader. Wefald said the dream of King is very much alive here at Kansas State University

through recruitment to help improve the status of black students and faculty on campus.



Students Perform MARDI GRAS



Participants, (l-r) Karen Hester, Barbara Baker, Anne Butler (advisor), Terry Jones, Raymarlyn Barnes, and Andrea Shelton (front).



Martin Grizzell, left, and Bobby Van Buren, right, charm the maid-ens with some "smooth moves".



Martin Grizzell and Andrea Shelton show some "fancy dancin".



Kim Kilpatrick and Martin Grizzell attempt to "rain on a parade".



A Wicked Curse - Karen Reese inflicts a curse upon Shirlyn Henry, btm-lft, and Anthony Pauldin, btm-rt.

Reflections of College....The "Glory Years"?

by Barbara Baker

"When will I get out of this place?" "I'm going to quit college and get a full-time job." "I don't need college, it can't help me." Every college student mumbles these words sometimes during his or her college years. I know I said, mumbled, and even cried some of these statements at various times during my undergraduate years. But as I sat on the stage during commencement, I couldn't help but reflect the times I said those things and I thought has college really helped me? I also thought of how I was a very shy, timid person who didn't have any hope for where I was going or what I would do with my future before college. I knew college had helped me overcome the negative socialization of my past.

I am from a low income background where it was thought that after high school graduation, especially for women, one should work at Wal-Mart or Hardees, wait for Mr. Right, get married, and have children. The town I grew up in was very racist and it was perceived that if you were black, "Don't dream because you can't make it and you can't become anyone relevant or important." Well, I initially bought this limited perception and I decided to follow in the Hardees pattern. However, I became dis-

satisfied and felt very unproductive. Many students, likewise, think working and making money is better than the years of sacrifice and money college takes, but believe me, the money isn't that great. I decided to enroll and take classes although I didn't intend to pursue a degree. Taking courses would be something to do until the "prescribed pattern" was completed for me?

During the first year, I was a half-time student. However, I began gradually to see just how valuable college was both intellectually and emotionally.

As a freshman and sophomore, introductory courses are required such as English Comp. I and II, General Psychology, Intro. to Sociology, and so on. My advice is use those courses to find the area of study in which your talent and interest lie. Even if there are some classes you don't like or have an interest in but they're required, use those classes as a means of gaining control and discipline to do what has to be done and then move on.

As I was exploring areas, I found my interest and talent with writing and theatre. I could create, express my thoughts, feelings, and experiences. Writing, I realize, is not for everyone, but it can help develop confidence in self-expression and opinions.

In addition, I learned about

literature and plays written by some of the greatest writers like Alice Walker, Andrea Lee, Joyce Carol Oates, Alice Childress, Douglas Turner Ward, and Sylvia Plath. These are only a few. I can honestly say, had I not attended college, I might never have known about these great writers or gained a deeper insight to literary art.

Being from a small town, I had not had much experience with other cultures and many of my courses and day to day contacts helped me learn about races, cultures, and their experiences and concerns. I was also able to learn about my own Black culture and my identity as a black woman. As a person who grew up in a racist community, I also want to say that bigotry and racism can only hurt a person's sense of self and confidence. Whether you're Black, White, Hispanic, Chinese, or whoever and if you have a prejudice against some race, use college as a resource to learn about other ethnic cultures and to overcome ignorance and racism. Racism can only hurt someone and I know first hand from my own childhood experiences.

College can also help you gain a sense of self. As I mentioned earlier, I found that I had the talent to write and the voice to announce. During my first semester, I received a 3.0

which made me start to realize that words uttered by racists could be wrong and maybe I could dream. Maybe I could become someone well-rounded, intellectually broad, and confident.

For women, there can also be feelings of guilt for not following that pattern of marriage and children by age twenty-one. I know I did, but again, college helped me in this area. My women studies courses helped me to see that feelings of guilt and abnormality are common to women who want a career yet need emotional closeness and support. I learned that it's not a women's fault but rather the traditional roles society puts on women which causes feelings of guilt and abnormality. Furthermore, I also began to see that women need the security of knowing they can take care of themselves and their children if something should happen to the marriage. A college degree can help a woman feel more secure in this area. I recommend women studies courses to both women and men. Such classes can be an eye opener to traditional beliefs and norms that are out dated.

I know feelings of depression and loneliness over academic, family and peer problems can arise during the college years. Make friends with teachers in your area of study. Many professors can be your mentor, advisor, and friend during the lows and highs. Several teachers I had

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Black Poet Shares "Secret of Success"



by Barbara Baker

A poet, author, and musician created an inspirational aura at the 11th Annual Big 8 Conference on Black Student Government. David Matthews was that poet.

When I spoke with Matthews, he described his writing as being automatic. "When the energy hits, I know I must get paper and pencil then block everybody else out. It may be match covers or anything and I'm gone. The energy has taken over. I'm writing. I don't know whether it will be one poem, two poems, three poems," said Matthews.

In high school, Matthews said the energy was much more rushed. He wrote twenty-five poems in four to five hours in his seventeenth century literature class. Now his writing energy is more controlled, but Matthews doesn't let it worry him because it's a natural process. "I just live life naturally and as I interact and respond with life, certain things happen. Whenever it (the energy) happens, all these events get tabulated and it's a poem. I don't try to get caught up in it. After I've written it then I go back and see what I've created.

According to Matthews, the language he uses will always be understood. "It's a language you can read and not wonder why the poet used that particular terminology. You'll understand it." In addition, he does not consider his poetry to be related to color in terms of black and white. "I speak in a language that's not black or white. I'm a poet of feeling. I'm writing all types of poetry. Hate doesn't have a color, love doesn't have a color, the blues don't have a color and they don't have a sex either. Everybody can feel these things."

A major theme in Matthews' poetry is helping the reader get to know her/himself. "Most people don't realize that everyday when they look in the mirror, they're looking at the most powerful person in the world because of the master computer which is the brain." Matthews feels the master computer is a non-stopping organism that is not being used to its fullest. "If we used the master computer to the greatest of our capabilities, we would have an utopia because it (the master copmputer) can't be stopped," Matthews said.

He thinks the decline of people comes with the failure to use the master computer because it is easier to become mechanical. "Go to work, get up, go to work, come home, do the chores. Get married, have some kids, get a house, a two-car garage, a white picket fence and we're stuck. We're stuck in a norm," Matthews said.

It only takes ten percent of the brain to get through a work week and partying weekend according to Matthews. "If I gave the people in this room a million dollars, most of them would spend more than ten percent in a day, but with something as powerful as the brain, we are satisfied and passive with just using ten percent." According to

Matthews it is easier to react than think. "If you begin to think too much and your head begins to hurt then you really get upset." To Matthews, the brain is like a muscle that gets tight from a lack of use. The answer is to constantly use your mind. "If you use your brain and your brain is constantly productive, then you will not get a headache from thinking. You'll be able to solve your problems."

When it comes to his writing gift, Matthews considers it a gift from God. "I consider myself a waiter for the Lord. I have the ability and the talent to be able to captivate an audience. I have something to say. I have a message to give. He (God) gave me the blessing of a voice like this which is easy for people to listen to."

As a performer on stage, Matthews says his soul is in control. "I totally believe that when I step out on that stage, my soul, which has lived before, is in control." Furthermore, the soul takes over for Matthews. "Everything that's been developed on my stage I've dreamed about. That's how I know it's going to to work." Matthews also uses what he calls overemphasisation on stage. "I don't just say I drink a glass of water, I emulate it because I know a visual along with what I said gives the audience two communications of the message." Because communication is vast, Matthews says that it is important to be able to say things in four or five ways so that everyone will understand. "You only understand that things compared to the environment you've been in. For example, if you did not know racism, it's hard for somebody else to tell you about it. But once you experience it, you say 'Oh, I know about it.' Until you experience it, you can only imagine what it's like." This creates a need

for diverse communicators. "You'll always have room for another poet or another poem because someone is going to say it just a little bit different. Maybe when I didn't get some people on one poem, I come back and get them on another," Matthews said.

Because his poetry is natural and free flowing, Matthews says it gives him the answers for which he is searching. His poetry gave him the insight that he had lived before on earth. One such poem was the Ego of my Soul which relates Matthews' experiences of being on earth during three different time periods.

If Matthews is asked how to keep positive energy, he will answer, "don't be afraid to be unique and get away from negative energy." "If I begin to pick up what I call, negative, unproductive energy, I leave them (negative people) alone because those people will drain you. They will drain you dry and you'll lose contact of what you're trying to prove as an individual." In addition, Matthews feels that life must be made productive for future generations. "If you don't gain any knowledge or if you don't produce, they (your nieces and nephews) don't have anyone else to look to. You don't want a thing like a person being non-productive to become contagious."

His advice to younger people is to learn as much as you can about whatever it is he or she may want to do, project it to the utmost, and never get intimidated. "If one person can do it, you can do it. Don't think nobody is better than you. They may have gotten a better break than you did. You may have to work harder than they did, but nobody is better than you." It's also important to know how to handle rejection. "We have to be able to learn to accept rejection. I always say if I get rejected, there must be something better for me."

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GEM Program Needs Minority Grad Students



Karen Hummel, Director of Minority Programs, KSU College of Engineering, and Donald Rathbone, Dean of the College of Engineering.

The National Consortium for graduate degrees for minorities in engineering known as GEM, offers the opportunity for minority students to pursue a graduate degree in engineering.

There are fifty universities and fifty corporations who provide support to the GEM Program nationally. Each year, a hundred

new students are admitted nationally to the program. A yearly five thousand dollar scholarship and summer internship are offered through the GEM Program.

The GEM Program here at K-State offers university support to GEM scholars. "The University picks up some expenses and we try to establish a support system to graduate students at K-State," said Karen Hummel, Director of

the Kansas State University Minority Engineering Program.

At present, there are no graduate students in the GEM Program at K-State. "We're trying to attract students and keep them so that we get some of our own to stay and do graduate work at Kansas State University," Hummel said. Currently, there are twelve students from K-State who have applied for a GEM scholarship.

There is a lack of black students going on to graduate school. "Salary offers are so attractive that they (Black students) elect to go on to business or industry rather than staying on for the advanced degree," Hummel said. Students who go out to work first usually come back to school for an advanced degree. "They find they can advance farther in their careers, move up faster, and make themselves eligible for promotions with the advanced degree," Hummel said.

Hummel also says the word needs to be spread at the undergraduate level that it is easier to get the masters while the student is still in school. "It

gets more complicated especially if you get married and have a family. The advanced degree is harder to pick up later," Hummel said. The Kansas State University Engineering Program offers scholarships, study groups, orientation for freshman, student-professional organizations, and a study center. The student-professional organizations available are Society of Women Engineers, American Indian Science and Engineering Society, Society for Hispanic Professional Engineers, and National Society of Black Engineers. "Students in those societies go to conferences and it's a good way to develop professionalism and networking with other students and professionals in the field," Hummel said.

The Minority Engineering Program also offers academic assistance through the Karen Hummel Study Center in Seaton Hall, Room 20. Services offered are tutors and peer counseling, group and individual study times, and exams on file. In 1981, the Study Center was developed by a grant through the National Action Counsel for minorities in Engineering.

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Through The Eyes of a Poet.....

BLACK LIKE ME

by Skip Grizzell

Rest at pale evening ...
A tall slim tree
Night coming tenderly
Black like me.

from "Dream Variation" by
Langston Hughes.

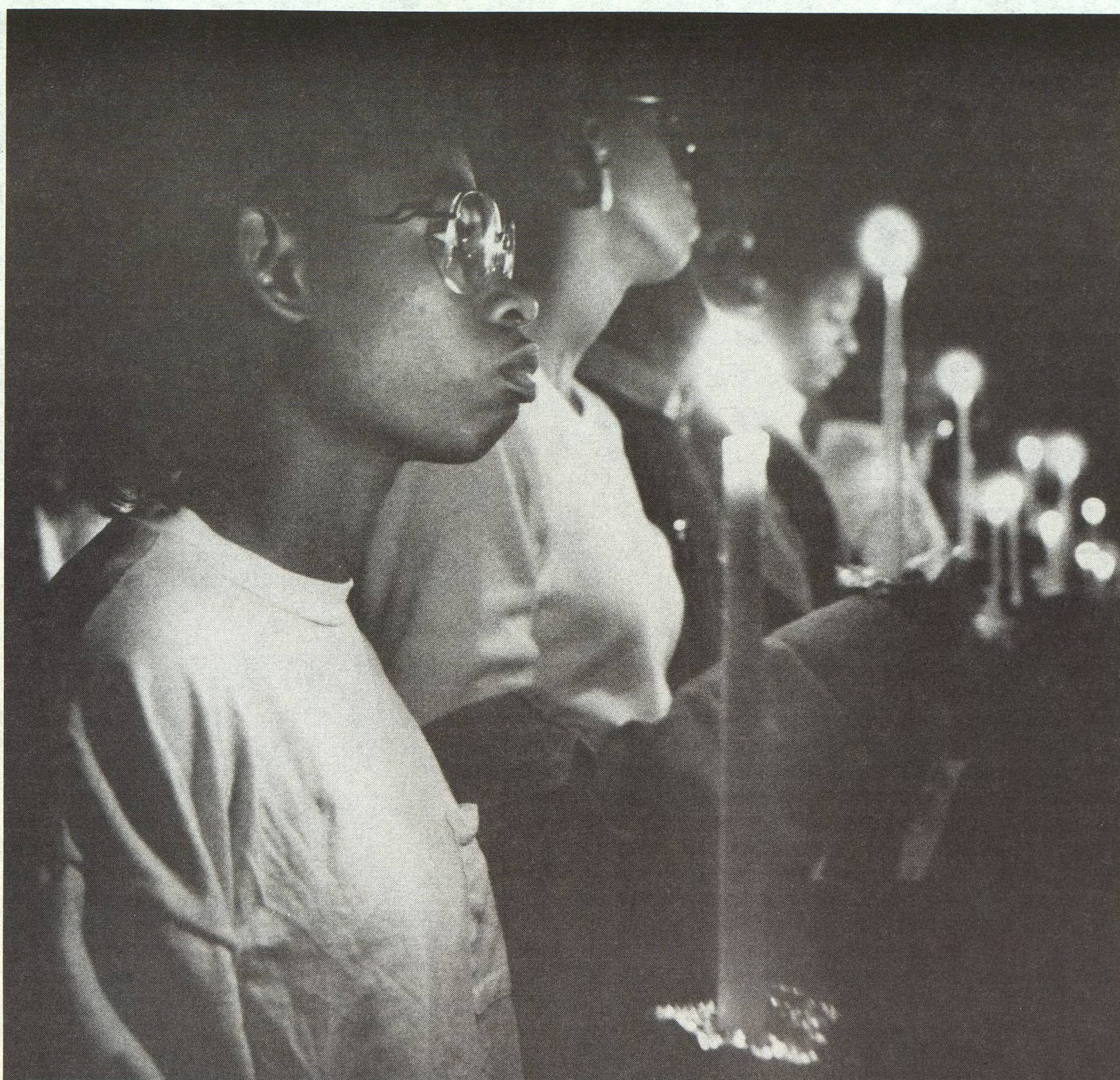
I first read Black Like Me by John Howard Griffin this summer. Like most Black young adults I had heard of this moving bestseller novel, but hadn't taken the time to read it or anything else regarding Black literature. Black Like Me was the spark that re-ignited the ever brightening fire of curiosity, the burning desire to find out more about the past and present conditions of my people here in the United State of America.

Black Like Me, originally published in book form in 1961 with portions of the novel first appearing in Sepia Magazine by the Sepia Publishing Company in 1960, is the non-fictional saga of John Howard Griffin, a White novelist who wanted to get the real scoop behind the terrible horror stories that he often heard about America's second-class citizen - American Blacks or Afro Americans here.

In the fall of 1959, in the heat of racial friction in the South, after confiding in George Levitan, a close friend and owner of Sepia, an internationally distributed Black magazine, Griffin began undergoing medical treatments to temporarily darken his skin in order to discover, by personal experience, the black side of American life. Griffin began his project in New Orleans, Louisiana. Here he completed the remaining treatments by taking the skin darkening medication orally and shaving his straight black hair. The final details were complete.

As the novel unfolds, written in diary form), Griffin goes through traumatic psychological changes as the reality of his new identity is realized. Griffin finds that he is no longer a sympathetic White novelist camouflaging as a Black man, but to his surprise he finds that his whiteness is no longer a part of him. As his skin became darker Griffin looked at himself in a mirror for the first time. He says, "The transformation was total and shocking. I had expected to see myself disguised, but this was something else. I was imprisoned in the flesh of an utter stranger, an unsympathetic one to whom I felt no kinship. All traces of the John Griffin I had been were wiped from existence. The completeness of this transormation appalled me. I became two men, the observing one and the one who panicked, who felt Negroid even into the depths of his entrails.

In an opening scene, Griffin goes into a drugstore which he



Students observe a moment of silence for Dr. Martin Luther King Jr. during a candlelight vigil ceremony sponsored by Alpha Phi Alpha Fraternity.

had patronized several times as a White man, and was greeted with a blank expression from the same saleswoman who had cordially conversed with him a week and a half earlier, before the completion of his skin treatments. During this cold confrontation Griffin also realized that no longer could he go to the soda fountain and buy a soda. It was closed to "niggers."

After some weeks in New Orleans as a Black man, Griffin decides to catch the bus into Mississippi, the most racially oppressive state in the U.S., known to be a sweltering pot for racial injustice. Griffin experiences having to sit in the back of the Greyhound bus in sticky heat. Here too, he continues to interact with his fellow Black brothers and sisters and finds that there is no difference between "America's second-class citizens" and the majority. Griffin finds that Black mothers care for and worry about their children as much and even more so than White mothers. Black fathers and mothers want the best for their families just like White men.

At one instance on the bus ride from New Orleans to the southern part of Mississippi, the bus stopped to give the riders a chance to stretch and use the restroom. The bus driver courteously allowed the White riders to disembark and take care of their personal needs but wouldn't

let the Black riders off to use the restroom.

At another point during the trip a middle-aged Black woman was getting off the bus after the White riders had disembarked and the driver verbally assaulted her, calling her "gal" and other derogatory terms, culminating his attack with a furious slam of the bus door. She in turn replied in a courteous tone, "Thank you, sir."

Black Like Me also vividly demonstrates the comraderie and warmth that exists between blacks in the south.

Griffin also describes in detail his hitchhiking journey from Biloxi, Mississippi to Montgomery, Alabama. Ironically, Griffin was never picked up in the day but in one night alone was offered a ride over ten times by White men, all of whom frankly inquired about Black male sexuality and his sexual preferences in particular. One White driver had the audacity to ask Griffin to undress, for he had never seen a "naked Black man."

Many other significant incidents happen in this notable

bestseller. Upon arriving back home in Texas, and publishing Black Like Me, Griffin and his family received numerous death threats and taunting telephone calls, not to mention his property being vandalized and a cross-burning in his front yard. Unsurprisingly, all of these assaults were inflicted by Griffin's White neighbors who were once his closest friends.

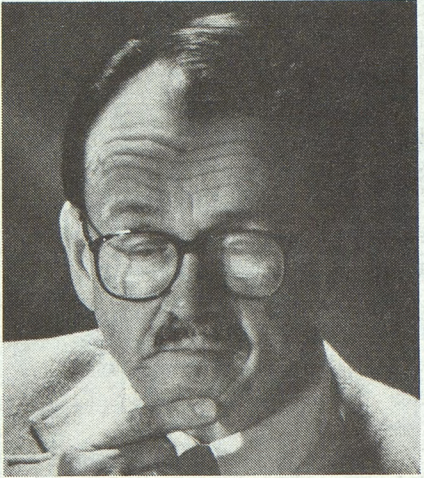
Griffin's Black Like Me also vividly demonstrates the comraderie and warmth that exists between Blacks in the South. Misfortune, affliction and injustice causes the afflicted to become closer. Afro-Americans had, and still have, more than their share of national, regional and local injustice. Black Like Me brings to light the emotion and unfeigned unified spirit that the South's oppressive prejudices has helped produce among our Southern Black brothers and sisters.

I strongly recommend Black Like Me to college students here at K-State, both Black and White. Through this work I began to understand typical, Southern White mentality and the mentality of my racist White peers here on campus. As Black young people we need to understand the problem of racism, both overt and subtle, so that we won't react in destructive ways. As we learn of our past, and intelligently evaluate the present, we can then design a proposed plan for our future.

Dean Tells Story of "Black Experience"

EDITOR'S NOTE

The following personal insight is about Isenhour's experience recruiting Black students into the chemistry department at the University of North Carolina. This article gives insight regarding how administrative leaders and faculty members at a university can help make minority students feel welcome and comfortable in a predominately white academic setting.



by Thomas L. Isenhour, Dean
College of Arts and Sciences

When I became Chemistry Department Chairman at the University of North Carolina in 1975, I thought that minority enrollment problems had nothing to do with my operation. So I felt no enthusiasm when the dean urged me to attend a weekend Black/White discussion session. I knew that if Black students wanted to major in Chemistry they would receive a

first rate education in our department. We awarded the most bachelor's degrees in chemistry of any university in the U.S. and my colleagues were sophisticated professionals who would not mistreat students of any kind.

The weekend retreat dramatically changed my view. When I heard a black, 4.0 economics major say "I'm getting a first rate education at Carolina but I don't encourage other Black kids to come here" I asked him why. "Because," he said, "you've got to be white to enjoy Chapel Hill." He went on to tell me that Black students were so intimidated by the past that it wasn't enough for us to open the doors, "we had to invite them inside."

The following Monday, I started checking on the roughly 150 students who would receive chemistry degrees that year and found that almost none were Black even though the undergraduate enrollment of the University was about 8% black. I also discovered that there was a good minority enrollment in the medical school and the black students had formed their own pre-professional club.

Realizing that we had built the biggest factory for undergraduate chemists in the country but didn't know how to attract minority students at all, I figured I needed some help from outside the department. I contacted the president of the minority pre-professional club and

asked if I could come to their office and talk with them. The young lady said she'd be happy to talk but they didn't have an office.

When we met I already had my first plan for a Black presence in the Chemistry Department. I offered her a club room in our chemistry building comparable to that already given to Alpha Chi Sigma (professional chemistry fraternity) and Alpha Epsilon Delta (premedical society). She asked what they would have to do in return and I replied, "Advise me on how to attract minority students into chemistry." A lovely partnership was formed.

The students painted the room, put up their own decorations, and quickly transformed a useless old storeroom into a center for their activities. They formed a committee of six, including all the officers, and met first weekly, and later monthly, with me and several other interested faculty that I had appointed as a minority committee for the department. Within a few meetings we had a list of about twenty things we could do to attract minority students.

To my surprise, most of the actions on the list cost little or no money. We did such things as writing a letter to every minority high school student in the state who indicated an interest in science. We held evening receptions and orientation seminars for minority students.

We invited the editor of the "Black Ink", a newspaper started by Black students, to our meetings and programs.

Contrary to the suspicions of some of my colleagues, the students proposed nothing that would have lowered standards. They did not ask for special chemistry classes for Black students or special tutors even though chemistry at UNC, like everywhere else, has an earned reputation as a tough subject. Furthermore, they wouldn't let me appoint the only black faculty member in chemistry as a minority advisor. They insisted, "We've got to make it with the white faculty because they are the overwhelming majority. We can't hide from them." I learned a great deal in these interactions.

I also achieved my goal. In five years, chemistry at UNC was graduating from ten to fifteen Black students every year. This number, was the largest in North Carolina, which has five traditionally Black state universities and colleges as well as several private ones. And I was told later the turning point was when I called up the minority club president and told her I wanted black students to have the advantages offered by chemistry training but didn't know how to go about attracting them. The economics major was right: we had to invite them inside, not just hold the door open.

New Dean Offers Advice

by Barbara Baker

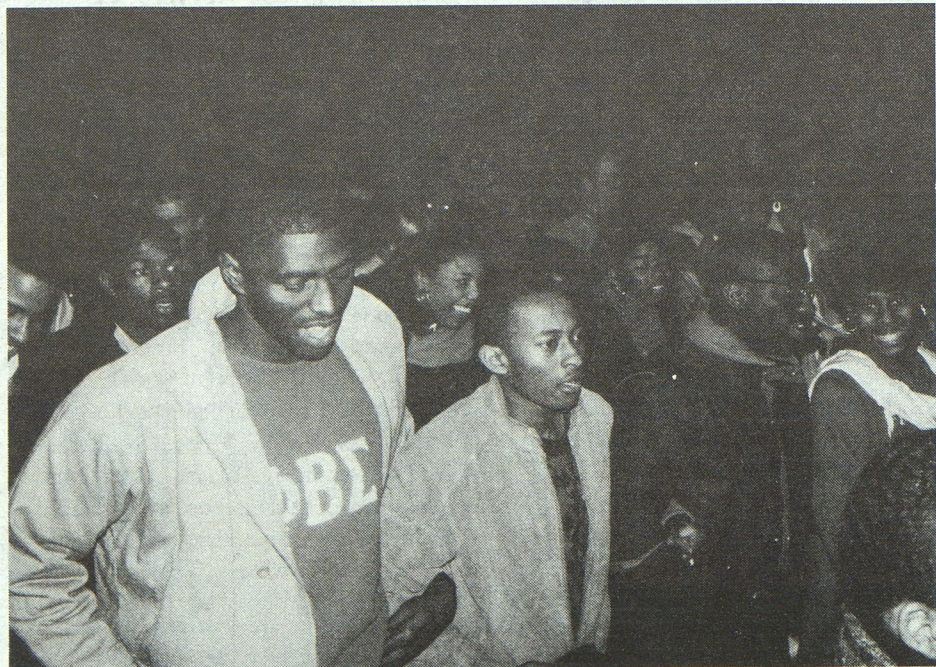
"With an exciting new president and provost, I think K-State is going to do great things in the future and it looked like a good opportunity to take part in such a development," said Thomas L. Isenhour, dean of arts and sciences. Isenhour became the new dean of the College of Arts and Sciences at Kansas State University this fall.

The College of Arts and Sciences is a fundamental seat of learning since all students must take a majority of their course work under arts and sciences. "We should offer breadth and depth. We should make new opportunities available to students that they did not know existed and at the same time, we have to develop quality scholarship in all fundamental academic areas offered through the College of Arts and Sciences," Isenhour

said. The College of Arts and Sciences also provides a basis for learning and changing. "It all begins in the College of Arts and Sciences with exposing students to many different areas, developing them to become human beings and to go to higher levels," Isenhour said.

In addition to being a good student, Isenhour believes, one must become his or her own personal professor in order to compete. "Most people undergo job changes and many of our students will be competing for jobs twenty-five years from now, that don't even exist today. If they're not prepared, not self teachers and developers, they won't compete," Isenhour said.

Higher education, according to Isenhour, is also a basis for change. "If one is not learning and changing, one is not really alive," Isenhour said.



Above, Students light candles in honor of Dr. Martin Luther King Jr. during a candlelight vigil, sponsored by Alpha Phi Alpha Fraternity

Below, Students take part in singing of "We Shall Overcome" during march before candlelight ceremony.

Alliance Newspaper welcomes any guest columnists with an article, grievance, or suggestion they would like to share with our readers. Contact editors **Barbara Baker** or **Bobby Van Buren** at **KSU, Holton Hall/Minority Affairs, Manhattan, Ks. 66506** or call **(913) 532-6436**.

Mr. / Miss BSU Crowned

by Lisa Rothel

As one of the more spectacular events held during the November 6-8 Parents Weekend, the Black Student Union held its third Mr./Miss BSU and Talented Teen Pageant. The event was attended by a 100+ member audience that included KSU and area school students, members of the Manhattan community, K-State Upward Bound students and, of course, proud and beaming parents!

A total of 13 contestants displayed an array of talent including song, dance, and dramatic, historical and outrageously funny monologues. The pageant further included a dazzling formal wear component, and a question/answer session that required contestants to exercise no less than all their mental faculties in responding.

When the votes were tallied, the evening's climactic moment finally arrived and the winning contestants were named. In the Talented Teen division, second place went to LeeAnn Caldwell, first runner-up to Shirley Holstein (both students of Manhattan High), and first place to Anne Wells, a junior at Junction City High School, who for her talent performed an excerpt from the moving Sojourner Truth speech, "Ain't I A Woman."

In the Mr. BSU division, second place went to Anthony Pauldin who chairs the BSU Entertainment Committee, first runner-up to Jonathan Walls who also received the award and recognition by his fellow pageant participants of Mr. Congeniality; and first place went to Martin "Skip" Grizzell, a freshman ethnic studies major, who for his talent, sang "Go" by Leon Patilla.

In the Miss BSU division, second place went to Kimberly Lemons, first runner-up to Greta Spears, and first place was garnered by Valencia Jones, an 18-year-old, psychology major who for her talent, sang "The Greatest Love of All."

SUCCESS

• CONTINUED FROM PAGE 5

shoes and I work around in there a bit. I travel down to your heart and touch base with it. I come on out and I say goodbye to you but I stay there with you because I gave you that experience. I touched your inner being."

The pageant's theme, "Living the Dream," was artfully conveyed through an opening dance performed by the group and choreographed by Grizzell and Lemons, the latter of which served as the pageant coordinator. The theme was further reflected in the comments of Mr. and Miss BSU. When asked how he perceived his role as Mr. BSU, Martin stated, "I hope to set an academic, social, and cultural standard for BSU students... There are not enough Black authority figures." To meet this need, Martin, who is enthusiastic and articulate, strongly encouraged Black students to read, especially Black literature, African and African American history. Miss BSU, Valencia Jones, carries it even further. When asked what she has to say to Black students, Valencia stated, "Take advantage of opportunities and strive for perfection." When asked of her immediate and future plans, Valencia offered that she is currently preparing for the title of "Miss Greater Kansas City" which is a preliminary to the highly coveted title of "Miss America" and that she eventually hopes to obtain a Masters degree in psychology and join the KSU faculty as a psychologist.

"As one of their duties," states Anne Butler, director of KSU's educational supportive services program and pageant staff advisor, "Valencia and Martin will represent BSU at the 11th Annual Big 8 Conference on Black Student Government which K-State will host in February 1988." Mistress of Ceremonies for the pageant was Raymarlyn Barnes. Also, Assisting Grizzell, Lemons and Butler with pageant arrangements was Shirlyn Henry, Junior in Speech and Theater. Pageant judges were as follows: Kate Anderson, KSU speech department; Larry Viterna, director of KSU office of student financial assistance; Marlene Reid, KSU graduate student in education; Samuel Barnes, graduate member of the Alpha Phi Alpha fraternity; and Dan Howard, KSU student and KSDB jazz radio show host.

When asked how he would like to be remembered as a poet, Matthews said he will be remembered as a poet who touched his audiences inner selves. "I'm the type of poet that starts right here in front of you then all of a sudden as I'm doing my poetry, I go inside your mind and I get so comfortable that I take off my

Graduate School.....Is it worth it?

By Barbara Baker

A bachelors degree was once significant enough for a variety of opportunities, but with a more advanced, technical world, it becomes a necessity to pursue a field in greater depth to qualify for opportunities in today's world.

"Because we live in a knowledge explosion era, it is a necessity to explore a field in more depth," said Robert Kruh, Associate Provost, Professor, and Dean of Graduate School. The master degree gives flexibility to advancement and it helps an individual qualify for employment that otherwise wouldn't be available with just a bachelors degree.

A bachelor's degree is based on a broader preparation of study. For example, students learn to handle facts, analyze data, and use critical thought. As a student moves from the undergraduate level to graduate status, the emphasis is more specialized and career oriented in a chosen field of study.

During the Fall semester, Kansas State University offers graduate school recruitment sessions. At the sessions, students are invited to talk about graduate opportunities that are avail-

able. They are also provided with information about application procedures, financial support, and the graduate record exam. Kruh does feel that the graduate recruitment program could consist of more than sending out announcements of the Fall information sessions on graduate school.

Usually several thousands of students graduate each semester but only thirty or forty of those students go to graduate school. "If the truth were known, there would probably be more who were interested and who would benefit," said Kruh.

At present, there are not a lot of Black graduate students at K-State. Due to a loss of federal funds, Kansas State University lost a program which gave them strong ties with Black schools in the South. Kruh says due to the location of Manhattan, Kansas, K-State must seek out Black students in areas like Kansas City, Topeka, and Wichita.

When it comes to choosing a college for graduate study, Kruh believes it sometimes is better to change universities in order to gain diversified education. Students can get exposure to different ideas and experiences and to different teachers and colleagues.

ESS Gets New Coordinator

by Barbara Baker

Diana Caldwell joined the Educational Supportive Services staff during the fall semester as Minority Student Development Coordinator. Caldwell, a 1986 Kansas State University graduate, received her degree in social work. She was previously employed as a social worker at the Social Rehabilitation Office in Junction City, Kansas, before accepting her current position at K-State.

As Minority Student Development Coordinator, Caldwell says she is responsible for making students aware of the resources and programs available for their use at K-State. Caldwell says she wants to make students feel a part of Kansas State University.

"I see my role as being a

leader in coming up with ways of making students feel a part of the university."

"My personal growth is to get to know the students, find out where they're coming from and where they would like to go so I can help them get there in whatever possible way I can."

Next semester, Caldwell expects to be helping juniors and seniors in career planning and in obtaining employment in their selected fields. Caldwell's advice to students wanting to achieve a career is to get a college degree to enhance talents and to convey to employers.

"If you have the credential of a college degree and have self-confidence in your skills and if you're able to convey this to someone else (an employer) then there should not be a problem."

GLORY YEARS

• CONTINUED FROM PAGE 4

provided support and encouragement that kept me going and kept me strong or else I probably would have given up.

When you get to graduation, I think you'll find a college degree gives life value. That doesn't mean things get easier or there are no more problems but you learn, grow, and give yourself a resource that allows you to say, yes, I can dream, and with determination and hard work, I can be anything I want, even president of the United States.

GEM

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Its first coordinator was Enrique Garibay who is now an Engineer at Texas Instruments. Lisa Payne, an undergraduate in education, and Sharon Greene, an undergraduate in Engineering, are currently in charge of coordinating the Center's activities. Last month, the Study Center was dedicated to Karen Humel. On January 7th, Karen Hummel resigned as director of the Kansas State University Minority Engineering Program. Hummel said she hopes to continue her work with minority engineering in San Diego, California.



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