

Alliance

AN ETHNIC NEWSPAPER AT KSU

December 1985

CHILDREN'S LEAGUE NEEDS NEW MEMBERS

When children in the Riley and Geary County area (and in 10 surrounding counties) are involved in a crisis at home and have immediate need for a place to stay, the Kansas Children's Service League (KCSL) is there for them. In just one month, November 1985, for example, the KCSL arranged for over 270 foster care days for dozens of local children due to family violence, child abuse, or other situations which left a child with temporary need of a foster home.

However, there is a distinct possibility that, before the end of 1986, the KCSL office in our area will be forced to close its doors unless more local support for the program is demonstrated in the meantime. Consequently, a membership drive is underway. The KCSL Advisory Board has set a goal of 300-500 new members.

Charlotte Olsen, KSU Upward Bound Director and chairperson of the local KCSL Board, said KCSL fills a void for local children particularly in the areas of temporary foster care and respite care. Respite care gives handicapped children a trained "second family" for back-up care in an emergency or when the child's family simply needs a few hours off to restore its own energies.

"SRS (Social and Rehabilitation Services) provides services for children and others in need of longer term care," Olsen said. "But no other agency besides the Kansas Children's Service League provides temporary, emergency care for children."

Veryl Switzer, KSU Assistant Vice President for Minority Affairs and Special Programs, who is on the State and local KCSL Board and who is coordinating a membership drive, added that the KCSL is also unique in that it arranges for volunteer foster homes around the community, "a service SRS is not equipped to provide."

"Most KCSL needs are emergency in nature; they deal with immediate needs and crises that aren't provided for in the State system," Switzer said.

Olsen and Switzer and other members and friends of the Kansas Children's Service League have obtained a few months reprieve for the local office to determine whether or not there is enough support in the area to maintain the local office.

"During that time we need to show community support for the program and progress toward our membership goal," Switzer said.

Kim Menard, from Manhattan, is the only full time staff member in the local KCSL office at this time. Menard is a counselor and social worker for clients as well as the administrator who arranges emergency foster homes on a daily basis and recruits volunteers who provides the homes. She also does pregnancy counseling for anyone involved in an unplanned pregnancy; and offers child-focused counseling for children and families, as well as parent education and self-concept groups.

Membership in the KCSL does not require a donation of time unless one wants to become an active member of the Board of Directors or volunteer services, but what the KCSL critically needs is members.

Checks for membership may be made out to The Kansas Children's Service League and mailed to the KCSL central office, P. O. Box 517, Wichita, KS 67201. Individual memberships are \$15 and family memberships are \$25. All members will receive the KCSL newsletter and annual report. (Please indicate a preference for the membership donation to be applied to the Riley County area office.)

For more information, contact the KCSL field office, 227 Southwind, Manhattan, KS, 539-3193.



Kathy Greene, Mrs. Fern Switzer, Veryl Switzer and Ezell Monts help prepare a pre-Thanksgiving dinner for about 100 KSU athletes on November 20. Greene, Monts, and Lori Switzer planned the event which was sponsored by the Office of Minority Affairs

and the Athletic Department. Staff members, Manhattan community members and friends contributed trimmings to a Thanksgiving feast of turkeys and hams. (Extras were donated to the Flinthills Bread Basket.)



LaVonne Richards, freshman in information systems and a KSU football player from Rochester, N.Y.; Lori Switzer, Office of Minority Affairs; Cheryl Jackson, junior in

secondary education/art and a KSU basketball player, from Indianapolis, IN; and Lee Moon, interim head football coach, pause for a moment before beginning the evening.



Kenny Taylor, freshman in information systems from Rochester, N.Y. and Oliver Hurd, freshman in computer

science from Kansas City, MO., both KSU football players, decide between cake, pumpkin pie or both.

God Bless
Ye Merry
Gentlepersons

THE GIFT OF GOOD READING

(Editor's Note: It is a pleasure for Alliance to be able to say HAPPY HOLIDAYS! to its readers by giving a list of "favorite books" collected from members of the KSU faculty and staff. Instructions were to list two or three favorite books (or authors); not necessarily "all-time favorites," just some non-academic books "that you enjoyed and think other people might also enjoy." Thanks to those who contributed; we are all rewarded with an exciting and unusual list. First, I will give the books and comments and then the name of the person submitting them.)

Reena and Other Stories, Paule Marshall ("A cross-cultural series of stories, lending character, insight and joy to the struggles of men and women in the U.S. and the Caribbean"); The Woman Warrior, Maxine Hong Kingston; Widows, Ariel Dorfman. Dr. Cornelia B. Flora, professor of sociology.

The Autobiography of Malcolm X, Malcolm Little with Alex Haley; favorite authors are Richard Wright, Frantz Fanon, Thoreau and Emerson. Hakim A. Salah-Din, assistant director of admissions.

Ficciones, Jorge Luis Borges ("A wonderfully fluctuating enactment of reality," available in translation from Spanish); Meditaciones del Quijote, José Ortega y Gasset ("Gave me my philosophy of teaching and life," available in translation from Spanish); The Dispossessed, Ursula Le Guin ("Science fiction setting pitting a kibbutz based culture against a more capitalistic, individualist one"). Dr. Douglas K. Benson, associate professor of modern languages.

Their Eyes were Watching God, Zora Neale Hurston (A splendid classic of African-American literature; speaks of women's oppression, particularly black women's oppression.) Anne Butler, director of KSU educational supportive services.

Countering the Conspiracy to Destroy Black Boys, Jawanze Kunjufu ("An eye-opening perspective on what happens to the Black American male in USA.") Dr. James B. Boyer, professor of curriculum & instruction.

Bridge Across Forever, Richard Bach ("This book and a prior writing, Illusions, provides an expanded perspective of our world, our relationships and our way of living.") Jitterbug Perfume, Tom Robbins ("A good novel, also introduces different ways of viewing our world.") How Can I Help?, Ram Dass and Paul Gorman ("Interesting anecdotes from a variety of sources on 'helping'.") Dr. Fred Newton, director KSU counseling center.

A Child's Christmas in Wales, Dylan Thomas ("To be read aloud."); A Guide to Planet Management, GAIA; Journal of a Solitude, May Sarton. Kay Garrett, assistant editor, Agriculture Experiment Station.

Five Smooth Stones, Ann Fairbairn ("Entertaining novel of black-white young adults in the '60s."); Clan of the Cave Bear, Jean M. Auel ("Reflects current findings, celebrates woman-the-gatherer as well as man-the-hunter."); Dune series, Frank Herbert ("Provocative commentary of humankind but in science fiction framework.") Dr. Margery Neely, professor of administration and foundations.

The Road Less Traveled, Scott Peck, M.D.; Milton S. Eisenhower, Educational Statesman, Stephen E. Ambrose and Richard H. Immerman; Seeds of Greatness, Denis Waitley. Dr. Pat Bosco, assistant vice-president for educational and student services.

The Color Purple, Alice Walker; The Autobiography of Malcolm X, Malcolm Little with Alex Haley; The Souls of Black Folk, W. E. B. Dubois. Dr. Arnold Cooper, midwest race & desegregation assistance center.

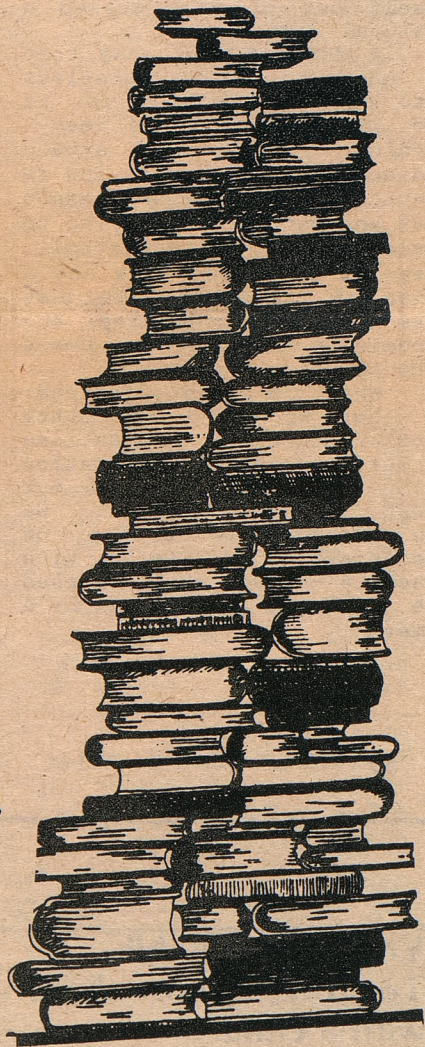
A Certain Man, Zane Kotker ("Fanfare for a common man; a clergyman."); Snow Country, Yasunari Kawabato ("Lovely, poetic, moving."); Plainsong, Wright Morris ("Regional--one of the best contemporary novelists."); Song of Solomon, Toni Morrison ("Rich images, language.") Antonia Q. Pigno, director of special collections and the minorities resource/research center, Farrell Library.

A Weave of Women, E. M. Boner; The Severed Wasp, Madeleine L'Engle. Dr. Mary Harris, professor of curriculum and instruction.

Priests to Each Other, Carlye Marney ("Priests isn't necessarily professional, technical or masculine"); In Memory of Her, Elisabeth Schüssler Fiorenza; Brother to a Dragon Fly, Will Campbell ("Biography, autobiography of Campbell and his brother at height of civil rights movement in 1960's"); Instrument of Thy Peace, Alan Paton ("Meditations") Reverend Rod Saunders, ecumenical christian ministries.

How Can I Help, Ram Dass and Paul Gorman ("Excellent for all, especially those in helping professions.") Other Women, Lisa Alther; The Tao of Psychology, Jean Shinoda Bolen, M.D.; Flight of the Seventh Moon and Teaching of the Shields, Lynn Andrews ("From 1985 reading.") Susan Scott Angle, assistant professor/counselor, Center for Student Development.

(Editor's Note: My own newest favorites have been Just Friends: The Roles of Friendship in Our Lives, Lillian B. Rubin and The Tao of Psychology, Jean Shinoda Bolen, M.D.; and a book I've given away more than any other is Prayers from the Ark, Sister Carmen De Gasztold.)



Old Man and the Sea, Ernest Hemingway; The Shoes of the Fisherman, Morris West; The Last Angry Man, Gerald Green. Dr. David Byrne, dean of the college of education.

The Night Country, Loren Eiseley ("Writes in grand dimensions of thought and languages. Has a timeless quality.") Dr. Robert Bontrager, associate professor of journalism & mass communication.

A Feast of All Saints, Amy Rice ("A historical romance which provides insight into the history of Creole New Orleans."); The Empires Old Clothes, Ariel Dorfman ("Analysis of the underlying cultural themes in Donald Duck, Babar, the Lone Ranger, the Reader's Digest."); The Primal Mind, Jamake Highwater. Dr. Harriet Ottenheimer, associate professor of anthropology.



Being a Choicemaker

I know this will be hard to imagine, coming from a short, modestly talented female who grew up in an era when women played half-court basketball, had absolutely no institutional money allotted to their teams, and whose friends and families thought we were slightly deranged for wanting to play sports at all -- but I was a junior in college before I realized I could do anything except play sports.

No one ever slapped me on the back and said "Good going!" when I finished reading a book like they did when I threw someone out at first. No one ever bragged on me for being "a natural" at anything else in the world like they did when I made 10 points in a row in volleyball. There was no camaraderie or mutual support among the students in any of my classes like there was on my basketball team. It was my coaches, not my teachers or any other adults, who ever mentioned I might have leadership potential.

No wonder I liked sports better than anything else I did. No wonder I felt better about myself in the gym or on the field than I did anywhere else. And no wonder I didn't even consider a career path except "something in sports" until I was halfway through college.

I was at a Thanksgiving dinner recently for some of the freshman athletes at K-State and began thinking about these things when I heard coaches saying the same things to these young athletes, just beginning their college years, that mine once said to me. I also wondered where I would be today if I had unconditionally believed them...as wonderful as they were and as much as I (and everyone else) needs that kind of encouragement...where would I be today if my image of myself had frozen right there?

I am serious when I say that I didn't know I had other interests until I was 18-years old. I hadn't had the time to notice; I was too busy playing. And no one else thought to mention them either (or at least I didn't hear them).

I know we all have parents or others who tell us we should have "interests," but I can't remember anyone ever talking about where interests come from. How do we get them? It's as if each of us

will be given interests at some point in our life; maybe they will fall out the sky, and, thereafter, we will "be interested in" geology or animals or geophysics.

As I sat there listening to the coaches tell these athletes how great they are, I had mixed feelings. Part of me said, "I miss this kind of acknowledgement and encouragement! We ALL need coaches in our lives." I thought of how nice it would be if more of what passes for teaching (and even parenting) could take the form of coaching -- when someone is there, on our team, helping us develop our potential -- instead of, as many adults do, setting themselves so above and apart that they feel more like the opposition than people with a common purpose.

But something else in me wanted to stand up and say, "Wait! You have other parts of yourselves besides an athletic part. Don't be lulled into thinking you can neglect to build other interests along the way."

Everyone of us can do more than the one or two things other people notice, whether it is being a good athlete, a pretty face or a juvenile delinquent. But our society has this finicky habit of wanting to put us in a slot and keep us there so it can see our role and stop wondering about us. It works like those hand-held games where BB's roll around and fall into little holes. Young people (and nonconformists of any age) are like BB's rolling around the world, and they bother other people who like to have everything in place.

So, for example, people said about me, "Susan's a good athlete." Plop! Into the slot, or "Joe is a bookworm." Plop! And we're stuck. Predictable. Other people, even our coaches, can tell us we need to develop our "total person" but by then who's listening? For me, it took a couple of fairly radical shakes of my mental BB box before I started to believe I could move around, that I had other skills, and there were other places I might fit.

I wanted to tell the athletes at the dinner that, right now, they are pigeon-holed in a slot called "student athlete." It's their first big "Plop!" They will be treated with special care,

for awhile, and, because much of that attention is positive they will be rewarded with a chance for development and confidence building that most non-athletes never experience.

"But don't stop changing!," I wanted to say. "Student athlete" (or even the highly unlikely "professional athlete") is a very tiny hole to be stuck into for a lifetime.

Developing the other interests is the key. It took getting injured to make me realize I had to branch out. Of course I was clever enough to know I would not be a professional athlete or an Olympic star (most female athletes don't hold to those kinds of delusions like male athletes do), but I didn't know what else to do with myself for the simple reason that I had always been too occupied doing my life to care that I might need other interests.

The second major change in my own life came when I traveled to the U.S.S.R. at age 18 and became fascinated with the ways people are so much alike yet so different. I wondered how it happened, and that new curiosity led me to a real interest. I began looking and reading and finding some answers, which led to spin-off interests, and so on. Interests began to evolve but only after I began prying myself out of what seemed a "natural slot."

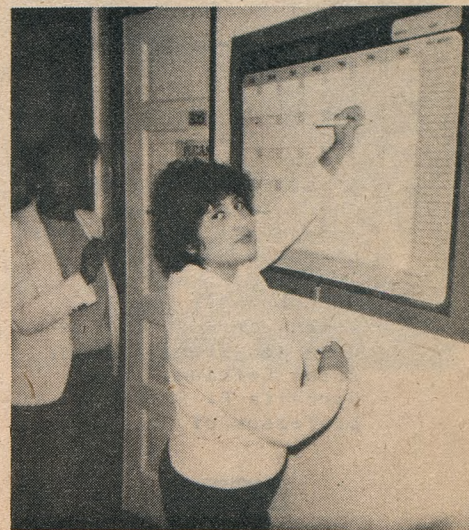
I don't mean to say that we need to force ourselves into new interests or out of old ones before we're ready. Pushing life around indiscriminately and trying to control it too much doesn't work any better than trying to force a shot in basketball. There is a natural flow and a sense of timing in life just like there is in a game, and perceiving our own way comes with practice.

What I'm saying, instead, is that we can't let other people, cultural conventions or our own lack of imagination allow us to get stuck in our first and easiest slot. We can learn the skills of choicemaking in life -- with practice -- just as we learned the skill of playmaking in a game.

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Student Activities Announced

It is impossible to reach everyone with information before it becomes dated -- so we're trying something new. There is now a BULLETIN BOARD CALENDAR just outside Room 205 on the second floor of Holton Hall. Anyone who receives this paper may use the board to announce events of all kinds. Also--make a habit of checking the calendar regularly yourself! Our office will use it to announce important events, also.



Leslie Brown and Susie Wisdom

CLASSES

Several courses may be of interest this spring. Among them are:

- ANTH 200 INTRODUCTION TO CULTURAL ANTHROPOLOGY (3)
- ANTH 532 MEXICAN AND CENTRAL AMERICAN INDIANS (3)
- EDCI 730 EDUCATION OF THE DISADVANTAGED (3)
- ENGL 651 TWENTIETH CENTURY AFRO-AMERICAN LITERATURE (3)
- POLSC526 AFRICAN POLITICS (3)
- POLSC616 DISCRIMINATION AND THE LAW (3)
- SPAN 563 INTRODUCTION TO THE LITERATURE OF SPANISH AMERICA (3)

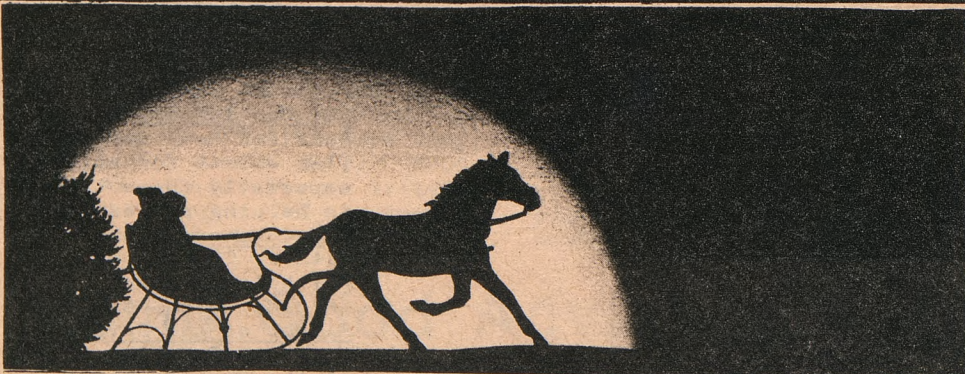
Other classes:

EDCI 051 STUDY SKILLS LAB
Kathy Greene's section,
2:30-3:45 T U, BH 124.

Ben Silliman's section,
4:30-5:45 M W, BH107
(To enroll in these classes, first call the Academic Assistance Center, 532-6491 for a permission slip.)

Study Skills/Math #28841, T U, 10:30-11:20, February 6 to May 6, EH121 (1 credit hour)

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Susan L. Allen, Ph.D., editor
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