

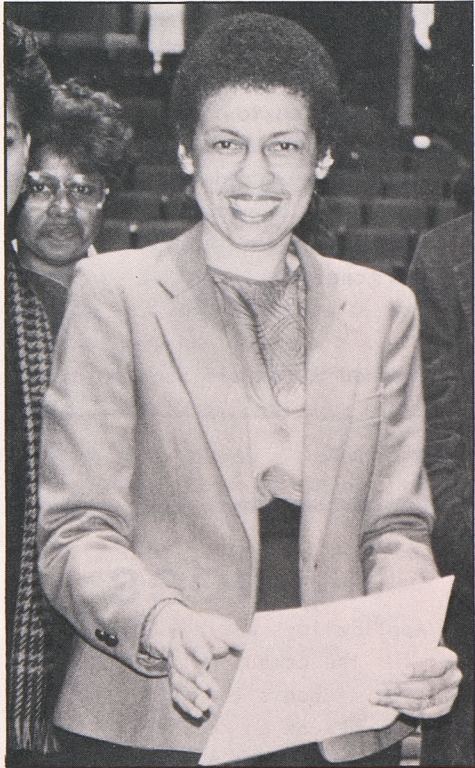
Alliance

AN ETHNIC NEWSPAPER AT KSU

Spring 1987

Norton's Message

"LIFE ISN'T FAIR --SO WORK HARDER"



Eleanor Holmes Norton following her lecture in McCain.

"We've got to erase the gap between black and white achievement," Eleanor Holmes Norton said in an all-University convocation address during the K-State celebration of Martin Luther King, Jr.'s birthday in January. In response to a question about educating black children for the future, Norton said that because blacks have not had the same background and exposure other people have had-- "because they carry the legacy of deprivation that will be in families for generations,"-- black people will have to work hard to close the achievement gap. But we can, and must, she said.

"The gap between black and white achievement is intolerable, and we can't let it continue."

Norton, law professor at

Georgetown University and former chairperson of the U.S. Equal Employment Opportunity Commission, told the audience of several hundred that this country can't afford to go into the "technological age" with such a large disparity between black and white achievement because "we need every precious brain we have."

We know that blacks and whites have the same kind of ability, she said. However, because of racism, blacks have been deprived of so many experiences that "many of us will have to work harder in this generation, and the next one probably, to make up for the lack of background, the lack of training, the lack of the same lifestyle, the lack of the same opportunities."

"The greatest tribute that we can send King -- who helped open the doors for us," she said to the audience containing many black students, is for this generation of kids, and maybe the next two generations, to "work harder than the white kid sitting next to you. It ain't fair," she said directly to a row of high school students in front of her. "Life isn't fair. But that's your contribution. Make that your contribution to the black struggle."

Norton commented that the "work harder" message "is tough to sell." However, she said, "you are the cross-over generation. You should have been born into the same kind of situation that most whites have been born

(To p. 2)

EQUITY: HAVE WE ARRIVED?

by Gretchen Wilbur

Some views expressed recently hold that social equality has been achieved. That means, then, equal opportunities are now available for all people, regardless of sex, color ethnicity, disability, economic level, age or religion. It is implied that we no longer need to adjust our educational system, or other social structures for that matter, to ensure the needs of disenfranchised groups are met.

Many people would disagree. Those who deny that the question of equality has been answered have strong evidence to support their argument. However, in conjunction with considering data it also seems appropriate for us to reflect upon what we mean by equality and clarify the intent of equal educational opportunities for all. In revisiting the vision which has driven change efforts we will have a basis to analyze the actual progress that has been made.

One of the first landmarks in the history of the equality

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FINDING HISTORY AT HOME

(Editor's Note: "You go all over, looking for Black history," said Hakim Salahu-Din, KSU assistant director of admissions, "and then you find it right here." Salahu-Din said he realized that "sometimes, in our search for heroes, we ignore the ordinary folk who make extraordinary contributions to our lives." M. Belle Dawkins is such a person and, to help celebrate Black History Month at KSU, it is appropriate to talk with her. "M. Belle Dawkins, as much as anybody, personifies Black American history," Salahu-Din said.

In this brief introduction to Dawkins, who is currently associated with the KSU College of Education, Salahu-Din asks for some of her impressions and her memories concerning parents, students, and education.)

by Hakim Salahu-Din

Enrolled at Kansas State University, Belle Dawkins is on sabbatical leave from Philander Smith College in Little Rock, Arkansas, where she has been on the teaching faculty since 1960, nearly 27 years. Ms. Dawkins began teaching in 1944 at Allen High School in Ashville, North Carolina. Having earned a bachelor of science degree (Philander Smith College, 1944) a master of education (Tuskegee

Institute, 1954), and a master of science (University of Arkansas, 1956), Belle Dawkins has since completed further study at the University of Arkansas (1970), North Texas State Uni-

versity (1974), and Kent State University (1975) before coming to Kansas State University.

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M. Belle Dawkins

NORTON (From p. 1)

into now for the last four or five generations. You weren't. As a result," she said, "some of you don't show up so well on tests, some of you don't speak as well as others, some of you don't have the habits that automatically come to people born into households where everybody is middle class and they know they are going to college. In order to get to the same position where a white kid will have a decent start in life without having to work hard -- we are going to have to work harder."

Norton, who herself has worked in numerous ways to achieve fair opportunity for all people, said "legal segregation is dead" in this country. However, we now move on to much more difficult issues.

"There is a legacy that comes with the kind of deprivation blacks have experienced for centuries. People didn't get instantly equal (with the end of legal segregation), so we do see a lag in black achievement in school and to some extent and in some areas on the job. We see teenage pregnancy (60% of black children are born to single women); we see problems in the black community that are much more diffuse as to their source and that will require action not only from the government but from blacks themselves."

However, Norton responded to a comment about the lack of support for blacks in the workplace, the notion that blacks "are left in the corner to rot"....I don't accept that."

"Unless we are dealing with a racist employer (and there are some)," she said, "one ought to be able -- with the energy and intelligence one brings to the job -- to get oneself out of that corner by working very hard."

"That needs to be said over and over again," she said. "Most people are going to be judged by how hard they work; by how motivated they seem to be about the job. We've got to send that message to young people."

Young people cannot continue to think that when they get to the job no one there expects them to excel, she said. "We need to send them the opposite message: that you have opportunity -- largely because of what King and others sacrificed to get -- now you have got to make the very most of it."

Norton told the crowd that

Martin Luther King, Jr. and President George Washington, the only other American whose birthday is celebrated with a national holiday, are really honored for the same reason, in spite of their obvious differences.

Both Washington and King "managed to draw out the best in the American character," she said. And "honoring them symbolizes our own striving to be as good as we sought to become when they lived."

"Most people are going to be judged by how hard they work...We've got to send that message to young people."

--Norton

"In today's racial climate, we need all that can be brought to bear though the symbolism provided by the King holiday," Norton said. "Thus we honor King as the most appropriate way to signify that we are overcoming our own history."

Norton said that race has been "the single most tragic and insistent scar on the otherwise noble history of this country" and it is appropriate that the man most associated with racial accord would become a national hero.

"May we as a nation prove worthy of his sacrifice," she said. "I do not doubt that we shall, in time. But for black Americans, the time seems long overdue."

"Martin King counseled struggle, not patience," Norton said in closing. "On his 58th birthday, we renew that struggle, black and white, each in his or her own individual way."

"This little light of mine," the spiritual goes, "I'm gonna let it shine. Let it shine. Let it shine," Norton said.

"For a brief moment, reaching for the best in us all, Martin King helped to spread a little light. May Americans do as he did and resolve that we shall not stop short; that we 'gonna let it shine. Let it shine. Let it shine."

NAACP NEWS

Manhattan's newly established NAACP chapter has grown to 103 members, according to chapter president, Reverend Joseph Spence and secretary Marie Spence. Reverend Spence urges all who are interested to join in at the next meeting.

Highlights

Jubilee Day, an annual NAACP celebration normally held on the first Sunday of each year, was observed in Topeka on January 4. Manhattan is tenta-

tively scheduled to host next year's observance.

Martin Luther King, Jr. Day was celebrated on January 19, 1987 at the Douglass Center. The guest speaker was Dr. William Sutton, KSU vice president for educational and student services.

On January 24, the NAACP met on the K-State campus with the American Civil Liberties Union, Amnesty International, The Kansas Coalition against the Death Penalty and many churches, to draft legislation against the death penalty.

AN OPINION

Dear Editor:

I am a black student here at Kansas State University and I am very concerned about the celebration of Dr. Martin Luther King's birthday.

Many of the students and faculty have a great admiration for Dr. King. His ideas and philosophies live on in people's hearts and minds. I agree with this, but one thing that I disagree with is that some people are making Dr. King to be more than a man. It appears to me that Dr. King is becoming elevated to some form of deity. Too much emphasis is being put on what he did, and little is being done to "Keep the Dream Alive." It seems that a lot of individuals just want to sit and reminisce about what Dr. King did. For instance, at the Alpha Phi Alpha celebration, I observed everything that was said about Dr. King, but yet no solution and little ideas were given about how to move out of the present condition.

Although Dr. King was non-

violent in philosophy, he appears to be militant. Black

students at Kansas State University have deceived themselves into thinking that the dream can move on by reminiscing on his birthday. That's hogwash. Black students have to activate the dream by living it, and not taking advantage just because some accomplishments were made. Black students (at Kansas State University) have enough time to party and gossip about things they know very little about, but they don't have enough time to address the issues that concern their own welfare at K-State. It seems that black students don't care enough about the dream as much as they care about the celebration. A question should be asked to these black students: Are you really trying to keep the dream alive or will you sleep so long that when you wake up the dream you once had will be gone?

A Concerned Student

OF INTEREST

Bethune Institute

The Department of Curriculum and Instruction in the College of Education at Kansas State University announces the MARY MCLEOD BETHUNE INSTITUTE on "Race, Gender and Education", April 6, 1987. The institute will focus on understanding the social and educational concerns of black females and identifying strategies to increase their academic performance and persistence rate.

The institute is being held in conjunction with the Kansas State Department of Education which is sponsoring a conference on "Students at Risk" April 5-6, 1987.

Featured speakers include: Dr. Janice Hale Benson, Dr. James Comer, and Khadijah Matin.

To request further information, contact: Anne Butle or Marjorie Williams, Women's Educational Equity Act Project, Department of Curriculum and Instruction, Bluemont Hall, Manhattan, KS 66506, (913) 532-7947.

Coming Up

The annual Legal Defense/Scholarship Fund Raiser is scheduled for April 18, 1987 starting at 6:00 p.m. in the VFW Hall in Manhattan.

The NAACP Labor and Industry committee, chaired by Mr. Veryl Switzer, will meet with the Judge Advocate General office at Fort Riley to seek resolution for injustice and discrimination against minority soldiers, especially in the area of legal proceedings.

Black History Month will be celebrated at the Frederick Douglass Center on February 28.

Guides

Applications are now available for the campus guide program for students who will be able to work as guides for part of spring and all of fall semester, 1987.

The campus guides are students who work part time in the Campus Visitation Office in Anderson Hall, leading campus tours, scheduling visits for prospective students, parents and special groups, and representing K-State in many ways.

"Campus guides are some of the most important people on campus," Nancy Hause, campus visit coordinator, said. They are among the first K-Staters a prospective student sees and often leave a lasting impression, she said.

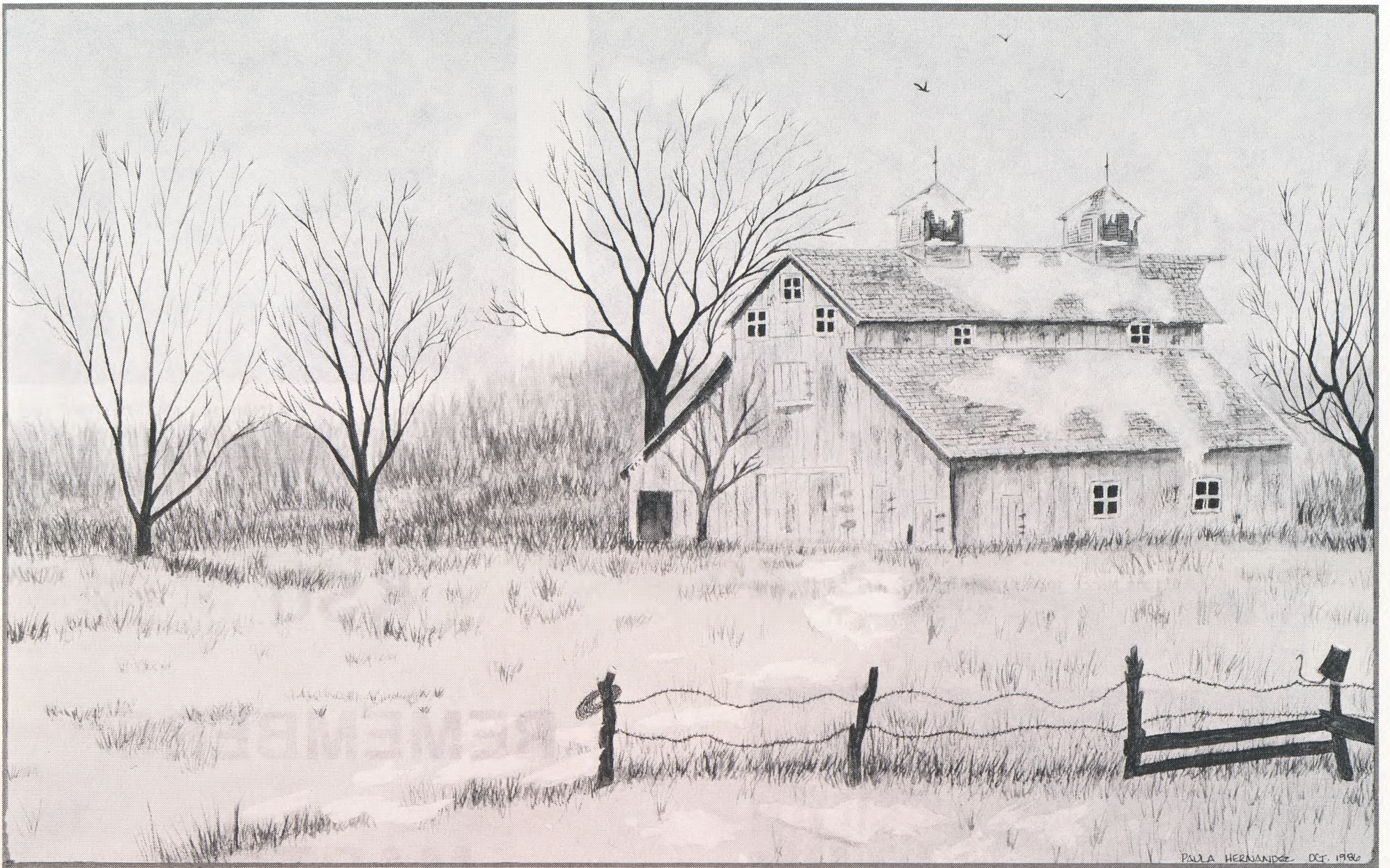
"Our guides literally put K-State's best foot forward. They know how to deal with people and know more about campus than many administrators."

The guides work from 4 to 8 hours each week, with several working as many as 12 hours.

Applications may be picked up in Anderson Hall, Room 119, the SGS Office in the Student Union, or 206E Holton Hall (from Lori Switzer). Deadline for returned applications is February 23.

Careers

The Health Careers Pathways Program at the University of Kansas Medical Center is accepting applications for its eight-week summer 1987 programs. Interested students in health related majors need to contact Dr. Shahla Nikravan in 205 Holton Hall, 532-5642, for more information and applications as soon as possible. There is no cost to students accepted into the program. (To p. 6)



Paula Hernandez, junior at Westmoreland High School and participant in the KSU Upward Bound Program will have her watercolor (above) on exhibit at the Annual Governor's Art Exhibit in Topeka this spring. Hernandez plans to attend college when she graduates from Westmoreland to study art, architecture, or some other artistic discipline.

FENIX PROGRAM ADDRESSES INCREASING ADULT ENROLLMENT

"I'm thirty-two years old, so I have some different priorities than lots of the students," said Marlene Reed, KSU College of Education student and participant in K-State's Fenix program for students over 25 years old. "I have to find the best way to combine work, school, home, and a four-year-old daughter," she said.

There are approximately 2,400 undergraduate adult students currently enrolled at KSU; however, according to Reed, age and the added complexities that come with it are no barrier to "making it just fine" in a university setting.

"The hardest adjustment was getting used to not having a full paycheck," Reed said. "And...at first I was afraid maybe I had forgotten too much and would not be able to compete with kids who had been in school all along," she added. But it wasn't so bad."

Being older and having had more experiences than most of her classmates even had its advantages, Reed said.

"I discovered I had lost of experiences to share in class," she said. "And, the professors seem to know I'm a serious student or I wouldn't be here. So most of them have been very supportive."

Reed, who is completing undergraduate teacher education requirements and also working on a graduate degree in Special Education, said she became involved with the Fenix-sponsored Association of Adults Returning to School (AARTS) organization as a way of getting more involv-

ed and meeting other adults.

"I went to class," Reed said, "but I didn't really feel a part of the school. So, when she read an ad for the AARTS organization, she said she decided to give it a try."

The Association of Adults Returning to School is a student-run organization, which is part of the larger Fenix program for adult students at KSU. The Fenix program, located in Holton Hall and open to all students who are over 25-years-old or who have been out of the educational system for 5 years or more, is directed by Dr. Ruth Hoeflin, former dean of K-State's College of Human Ecology, and Dr. Carla Crook, who is assistant director and AARTS advisor.

The Fenix program, named after a mythological Egyptian

bird with the power to renew its own life, assists adult students with any and all aspects of returning to school, or beginning college for the first time. This includes tutoring, financial aid, help with administrative paperwork, and counseling.

AARTS works primarily to acquaint students with KSU, promote camaraderie and provide supportive friendships, enhance the understandings of the unique situation of adults in college, and address issues and changes in the system of education for the benefit of all students.

AARTS meets twice a week, on Tuesday and Wednesday, from 11:30 - 1:30 in Union Stateroom #3. At least once a month speakers are invited to discuss

topics chosen by the group.

"Meetings are informal and relaxing," Reed said. "People have classes at different times so they come and go." She said the luncheon meetings are helpful because students share information with one another about classes and so forth. But, mostly, she said the gatherings are enjoyable. "You can relax with people who are in a similar situation," she said.

There are currently 52 active participants in the AARTS program. A recent group survey revealed that the average age in the group is 35 years with a high of 48 and low of 23. Thirty-eight percent of the members are first-time college students while the remainder are returning or continuing students. Fifty-seven percent are married and children of members range from preschool to college age.

The background experiences of the group vary widely. A few previously held jobs include military service, truck driver, clerk, farmer, teacher, and mother. Advisor Carla Crook said the AARTS group could realistically operate a travel bureau with information provided from members about the 50 states and a number of foreign countries.

"Some hurdles of returning to school are money, time, fear of failure, and learning to study again," Crook said. "Other aches and pains can be family conflicts or finding child day care. In AARTS we try to address issues such as these and help members to overcome the obstacles," she said.



Carla Crook, AARTS advisor, left, with Marlene Reed outside the FENIX office in Holton Hall.



Candlelight March from Waters Hall to All Faiths Chapel.



Scott Roberts, Ruth Ann Wefald, KSU President Jon Wefald, and Arnie Bazemore meet before the march inside the All Faiths Chapel.

KSU

REMEMBERS

MARTIN KING

1987



Eleanor Holmes Norton speaking at All-University Convocation.



Joyce Horton and Elonda Clay in All Faiths Chapel.

A memorial service and candlelight march across a snowy KSU campus reflected the quiet spirit of celebration that marked the observance of Martin Luther King, Jr.'s birthday here in January. The march and gathering which followed were sponsored by Alpha Phi Alpha fraternity. About 300 students and other attended.

Presentations on the meaning of King's life and message were provided by a number of individuals, including KSU president Jon Wefald, Hakim A. Salahu-Din, assistant director of admissions, and several student groups.

Earlier in the day a religious celebration coordinated by campus minister Dave Stewart in All Faith's Chapel was highlighted by an enactment of Langston Hughes' poem, "Let America Be America Again," by Anne S. Butler, co-director of K-State's Women's Educational Equity Act, and Vincent Cortez Bly, senior in theatre.

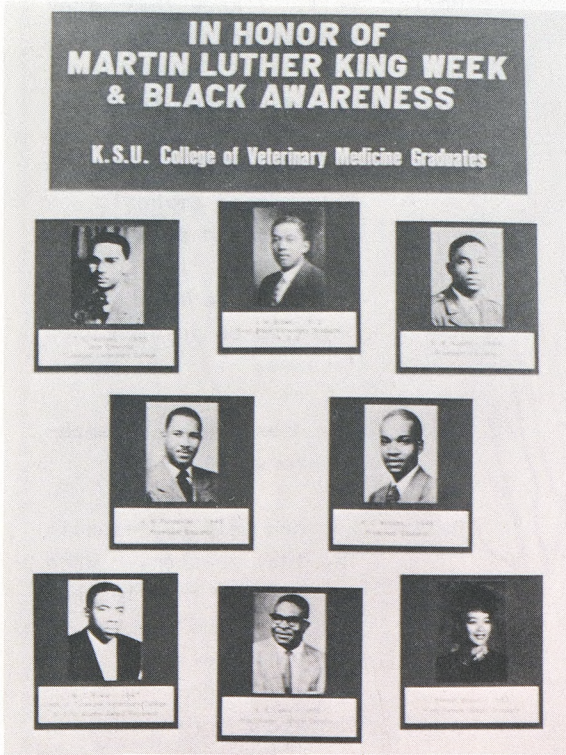
Education Forum

The KSU College of Education presented a forum on "Non-Violence and Education" in observance of the King holiday. Panelists were Jan Wissman, adult and occupational education; Veryl Switzer, assistant vice president of educational and

student services, Chad Litz, administration and foundations; and, participating also, were David Byrne, dean of the College of Education, and Jim Boyer, curriculum and instruction.

Dean Byrne emphasized the active rather than passive nature of King's non-violent philosophy. Wissman spoke about the connection between King's philosophy and Christian love. She talked about structuring that philosophy into our educational system through legislation. Switzer pointed out that patterns of segregation still exist in schools and society. And Litz reminded the crowd of around 75 that Martin Luther King, Jr. was a "class A intellectual" as well as a social activist. He pointed out King's intellectual link to the philosopher Hegel and to the doctrine of Christian socialism. King lived and taught the idea that "justice is...love distributed." He created a synthesis between militancy and moderation, Litz said. King was able to mobilize legitimate anger within the confines of the U.S. Constitution.

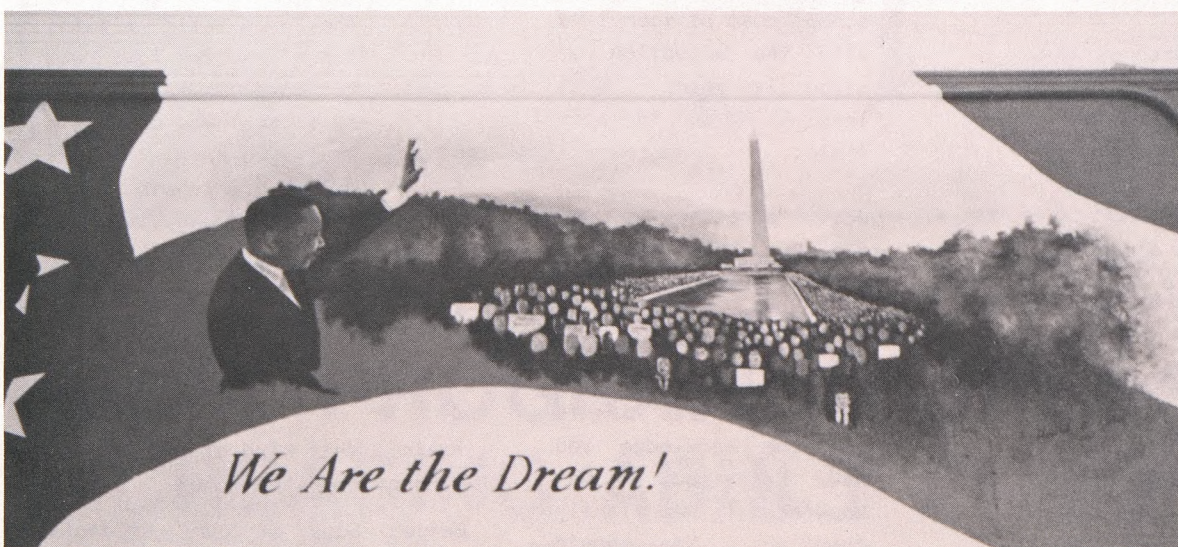
William Sutton, vice president for educational and student services, said during the discussion to remember that, unlike change that comes violently and alters societal structures overnight, non-violent change has to continue to live in the present day to last. And, Anne Butler,



Vet Med featured its grads (L to R): T. Williams (1935), J. Brown (1912), E. Adams (1944), A. Poindexter (1945), R. Williams (1946), W. Bowie (1947), B. Lewis (1960), and B. Mason (1983).



Inside All Faiths



From the mural in Farrell's Minorities Resource/Research Center.

WEEA grant co-director, said the best tribute to King and what he stood for would be for each us to assume individual responsibility for "modeling behaviors that are just." We need to live King's dream daily, she said.

Other Events

During the week-long observance at KSU, the College of Engineering hosted a reception in the Union prior to a forum presented by the College of Architecture and Design on "Equity in the Design Professions."

The films "Ghandi" and "Martin Luther King, Jr.: From Montgomery to Memphis" were shown.

A presentation on "The Role of Religion on Campus" by Charles Reagan, assistant to the president, was sponsored by the KSU Committee on Religion and campus religious groups representing Christian, Jewish, Islamic and Buddhist faiths.

Throughout the week exhibits related to the King holiday were displayed by the College of Engineering, the College of Veterinary Medicine, and the Minorities Resource/Research Center in Farrell Library.

photos by Leslie Brown & Susan Allen



Jim Boyer, David Byrne, and Veryl Switzer lament the federal government's "empty plate" for educational programs following the COE forum.



Kansas City, KS High School students look over exhibits in the KSU Union during the Martin Luther King, Jr. festivities.



Allison Key and Dolores Bernal, in the rear of the photo, entertain students from Topeka High School at a luncheon following Eleanor Holmes Norton speech.

The following are excerpts from an interview:

Hakim: What differences do you see between the teachers who worked in North Carolina's segregated schools and the teachers today?

Belle: Probably, today's teachers would not want the old lady to say this: According to their degrees and what have you, the teacher today is more qualified to teach. But, I still move back to one thing. The teachers of yesterday might not have had all of those degrees behind her or his name. But they were dedicated, and they did not turn the student loose unless they felt that the student had really covered the material they wanted to be covered. They were teaching individuals and just not teaching the literature.

Hakim: What differences, if any, do you see between the parents back in North Carolina in 1944, and parents today?

Belle: The parents in 1944 were more cooperative. You didn't have to worry. If you had a problem, you never hesitated about going to talk to that parent. But today, first you have to find the parent. You have working parents and what have you. A lot of times you will have to find that parent and then sometimes that parent is not as interested in that child's progress as was the case years ago.

Hakim: You say that parents were interested. What did they do in 1944 to support the children?

Belle: Parents would sit down and talk with the child and let the child know the necessity of getting that education. Of course, if that didn't work, then they had the trip to the wood shed. With their switch they [parents] helped to let them [children] know that education is important. They did not send them to school for seven hours a day to fool around. Children could

AN INTERVIEW: M. BELLE DAWKINS

(From p. 1)

usually pick up on the idea. You didn't have to too many times where they really did whip children. Parents would talk and reason. "Look in the community. Do you just want to do menial tasks as an adult?" I think it is all right if I am a street sweeper. There isn't anything wrong with that at all. But if I can do better, why not?

Hakim: What problems do you find with parents today?

Belle: Some parents are really educationally oriented, and they really want their boys and girls to improve. But, again, we have the parent who is struggling with drugs in the community a lot of times. Children have to struggle with peer pressure. Peer pressure is so much greater today than it was years ago. Years ago, when a parent told a child to do something that child did that. Quite often they don't do what the teacher or the parent would like them to do. The pressures are there. We are living at a faster pace, and some children seem to get lost in the shuffle.

Hakim: What good things have you seen develop with today's parents as compared with the parents in 1944. Are there any strengths?

Belle: Yes, we have newer techniques and newer procedures in teaching. They [parents] go out of the way to expose their children to a better life; for example, we have better equipped school libraries and public libraries.

Hakim: Didn't you have those in the past?

Belle: Years ago many of the schools did not have

libraries. In Arkansas, Blacks did not have access to the public library. As a teacher, you would go and talk with the Public Librarian and she would let you get about two or three hundred books. You would check those books out to the students for maybe a two-week period. After you returned those books to the library, you would be allowed to pick up three hundred more.

Hakim: You have been going to school most of your life with the exception of maybe five years. What inspires you to continue?

Belle: Well, education is continuous. Receiving a degree, commencement, is just the beginning. When you receive a degree it isn't time to sit down. It is time to use the knowledge you have acquired. But knowledge is constantly changing. You should keep abreast with the times and what is happening. To keep abreast you have to interact with the literature, journals and what have you. Then, there are times where you have to just get up and go to school. Find out what is going on in the world to share that information with your students.

Hakim: Do young people think?

Belle: Yes, they think, and they express themselves beautifully. They ask questions and ponder questions. Quite often some years ago, they would think, but they would remain quiet.

Hakim: Black Americans have made tremendous contributions to education. Now, Black Americans seem to be abandoning careers in education.

Belle: Well, I know that they are missing the boat.

Hakim: Who is missing the boat?

Belle: Society. They are putting the emphasis on business and downplaying education. Instead of ignoring the teacher, we ought to be pushing them forward.

Hakim: How does one push teachers forward?

Belle: We can help by respecting that teacher. When you respect that teacher and give the teacher a pat on the back, you would be surprised what that teacher will do.

Hakim: Well, what kind of students did you have all of these years?

Belle: We had all kinds of students: superior and those with limitations. They saw their limitations and the idea was to move up and do the best that you can with what you have. I was very fortunate. I didn't get negative reactions when I said "Come on! Let's see what we can do with the problem." Those students were willing to learn.

Hakim: What kind of limitations did they have?

Belle: Some of our students came from rural areas. Some students would have limitations in speech, limitations in English, limitations sometimes in reading, limitations in the basic skills. We had a room in the afternoon. We had it structured so that students could go in and read to improve their reading skills. The college provided assistance across the board. If students were weak in math or English, assistance was available.

Hakim: What is your greatest wish for young people?

Belle: I would love to see young people become educationally oriented. Education is not ours to keep. It is our to share. I would like to see them share their education with other persons less fortunate than they are.

Of Interest

(From p. 2)

Congressional Teacher Scholarship Program: The State of Kansas will participate in a federally funded Congressional Teacher Scholarship Program beginning this year. Formerly called the Carl D. Perkins Teacher Education Scholarship, this program provides \$5,000 for a maximum of four years to stu-

dents enrolled in undergraduate programs leading to teacher certification at the pre-school, elementary or secondary level. There are a number of requirements, including Kansas residency and high scholastic ranking. Selection will be made by the Kansas Board of Regents. Applications are due February 20,

1987 for the first year; May 1, 1987 for the next year. For information and applications, write: Congressional Teacher Scholarship Program, Kansas Board of Regents, Suite 609, Capitol Tower, 400 S.W. Eighth, Topeka, KS 66603-3911 or call 913-296-3517.

Museum Internship: Internships for Black and Hispanic students are being offered by the Metropolitan Museum of Art. Seniors, recent graduates or graduate students in art and related fields who are interested in museum work may apply to the program by writing: Metropolitan Museum of Art, 5th Avenue and 82nd Street., New York, New York 10028. The deadline is February 27, 1987. (To p. 7)

movement in education was the 1954 Supreme Court decision of *Brown vs. Topeka Board of Education*. (It is interesting to note that in 1986, the same case is reopened and being heard.) The essence of the decision, that separate was not equal, launched the change efforts needed to uphold the democratic goals for education in the this society. Over the past 32 years these efforts have differed, maturing and changing as progressive levels of awareness and understanding were reached. Through change initiatives the complexity of the problem was made apparent and single-focused solutions became inappropriate. Consequently the history of equal education pursuit depicts a variety of approaches for advancing integration and reducing disenfranchised and at-risk populations.

McCune identifies five levels of integration efforts which have emerged as viable means to reduce the existing disparity in opportunity. Each differs in terms of effect; but each has been a necessary outgrowth of specific concerns over time. Heretofore integration efforts have focused on improvement primarily within the existing structures of the school system. These have defined the first three levels of responses; physical desegregation, equal access and equal treatment. The remaining two, equal outcomes and quality outcomes, require the actual restructuring of the educational process itself. The latter are the levels which can fundamentally achieve the goals of equity by enabling the relevant preparation of all students for the information society.

Physical desegregation was deemed necessary as a result of the 1954 Supreme Court decision of *Brown vs Topeka* which determined that separate schooling was not equal. The operating belief was that by dismantling the dual system of schooling inequalities would be eliminated and students would be given equal opportunity regardless of race. However, it has been found through experience that even though students are placed in the same classroom inequalities continue to remain. This is because they continue to exist in the expectations people hold and, thus, in the subtle treatment of students. Although desegregation is a vital step, further efforts are needed to eliminate barriers.

When race discrimination began to be more substantively addressed as a result of the 1964 Civil Rights Act, and when sex discrimination became a legal matter through Title IX of the 1972 Educational Amendments the question of equal access to opportunity became an issue. Disparate patterns in placement, enrollment and achievement highlighted the systemic conditions which abridged equal access. Pursuing alternative methods for providing access have been significant and deal with the more subtle characteristics of bias and stereotyping behavior. How-

ever the problems of student treatment remained once access to classrooms and programs was granted.

Equal treatment issues were dealt with by attempting to treat all students alike. This contradicted the initial intent of the treatment question as it denied the different needs of each student. For example, if all students were treated alike and some did not speak English, then access to equal opportunity would still be denied to the non-English speaking students.

"An equity culture is committed to building the structures necessary for all people to feel valued..."

It was during this stage that a clarification of terminology came to the fore. To address the problems of discrimination, bias, stereotyping more than the concept of sameness was needed. Doing the same for everyone ignored individual differences and past histories, and in fact, perpetuated the inequalities. So the issue became more clearly defined as equity, that is striving for equal outcomes.

Equitable practices are concerned not with treating everyone alike but treating people in accordance with their specific needs, thus giving them perhaps different opportunities so they can have equal chances for pursuing their unique potential. This approach is guided by the goal of equitable participation in society for all people. In all areas of an equitable society - government, workforce, education - participation would reflect the composition of the population in terms of sex, ethnicity, disability and religion. The achievement of proportional representation would signal achievement of equity.

We have now begun to ask another question and this is whether the schools we have had in the past fit the needs of the future. And if not, then equal outcomes do not mean much if we are not providing a relevant education. Pursuing the fifth level, quality outcomes, becomes critical in achieving the full intent of educational equity. To achieve quality outcomes means that we must rethink the priorities of education and restructure the educational culture so that the achievements of all students reflect the skills required by the information society. An equitable educational system does not only consider equal outcomes but analyzes the worth of those outcomes in terms of ensuring a meaningful and productive life for individuals and society.

Have we achieved the mission of an equitable educational system? Have we provided opportunities for all students to pursue their interests without holding stereotypic expectations of their abilities and potential? I think not.

We are still dealing with desegregation issues. Schools have not successfully desegregated their faculty or student population to accurately reflect the local population composition. Equal access is not yet

accomplished as course enrollment and achievement figures continually show the discrepancies between male-female, majority-minority representation. This inadequacy is sometimes rationalized by claiming that the choice is there but schools should not promote nontraditional enrollments. However, schools do have a responsibility to break down past barriers, whether internal or external, and be proactive in identifying the benefits of each option. Although we are not striving for the same treatment for all students we continue to find that treatments should differ, but be motivated by the same goal for all students, the pursuit of their obvious and hidden potential. Equal outcomes have not yet been attained. This is clearly evident in achievement scores, in postsecondary education participation, in the workforce, in educational administration, and in political positions. As for quality outcomes, the curricula driving many educational programs continue to reflect the needs of an industrial society. And we also find in analyzing the populations of unemployed and under-employed, that there are overwhelming proportions of blacks, hispanics and women represented. This seems to be a clear statement of the inadequacies in our present system for achieving equitable opportunities for all people.

What must be done? A first step is to understand that successful school reform efforts are contingent upon the attainment of an equitable educational system. Unless we take these issues seriously and institute proactive efforts to respond to the changing needs of students and society we will continue to perpetuate the inadequacies. Excellence cannot be realized without equity.

Secondly, the driving mission of the organization must be articulated and reflective of equity goals. Consensus of the mission is necessary for commitment and authentic action by all those a part of the organization. The mission should be a force which directs all activity and sets the norms of the culture.

Thirdly, day to day behav-

iors should be analyzed as to their consistency with the intent of the mission. This also means that colleagues hold one another accountable to the mission. The new culture committed to equity must also be supportive of individual differences and encourage the behaviors which enable the meaningful growth of all persons.

Warrick speaks in terms of cultural management which requires the clarification of organizational values, the articulation of those values, and a structure which supports and nurtures the values. To initiate and maintain a new organizational culture means that old norms, values and behaviors are "unfrozen and new ones are defined, reinforced and institutionalized."

There are certain conditions which must be present for the institutionalization of an equity culture. Performance goals must be commensurate with the mission and high performance must be rewarded. "You get what you value, and deserve what you tolerate." (Warrick, 1986)

Leadership of the new culture must shift from institutional management to dynamic educational leadership. The cultural leader shares the vision and inspires excellence in others. A major component of this leadership style is the valuing of others. Attending and responding to other's efforts and improvements set the tone of acceptance and worthiness.

Team building is central to organizational transformation and team efforts should center on incorporating the new norms within policy, program and practice. An equity culture is committed to building the structures necessary for all people to feel valued and supported in their growth toward self-actualization.

To achieve social equality is a continual process, and requires a commitment in belief and in action to the goals of equity. Attainment is dependent upon responsiveness to ongoing change and respect for diversity. To think that we have arrived is only to obscure the reality and deny human rights for all people. (Reprinted with thanks from Heartland, a publication of the McREL Sex Equity Center, 4709 Belleview Avenue, Kansas City, MO 64112. Gretchen Wilbur was formerly with the Midwest Desegregation Center at KSU.)

Of Interest (From p. 6) Ebony

Ebony Theatre will present "Ain't I Blue" on March 1.

KSDB

KSDB-FM has announced some additions and changes in their schedule. Listen for the new show "Into Africa" on Saturdays from 1:00 to 3:00 p.m. and note the "Reggae" show change from Saturday to Sunday night from 11:00 p.m. until 1:00 a.m.

King III

Martin Luther King III and Charles Scott, Sr. will speak in the Union Little Theatre, March 6, 7:30 p.m. (BSU).

TRIO

"Step Out For Educational Opportunity" is the theme for National TRIO Day, February 28, 1987. TRIO Day celebrates the success of federal TRIO programs - Upward Bound, Talent Search, Student Support Services and Educational Opportunity Centers.

**"OUR CAPACITY FOR JUSTICE MAKES
DEMOCRACY POSSIBLE;**



*Van
Buren*

**BUT OUR INCLINATION TO
INJUSTICE MAKES DEMOCRACY NECESSARY"**

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The poster illustration, above, was drawn by Bobby Van Buren who is working as an aid for Alliance this semester. Van Buren is a junior majoring in graphic design illustration from Hutchinson, KS. The quote is from Children of Light and Children of Darkness, Reinhold Niebuhr.



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