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U.S. COMMISSION ON CIVIL RIGHTS  
HEARING HELD December 10, 1987

The hearing in the above-styled action, was taken pursuant to notice before Pamela Wolford, Shorthand Reporter and Notary Public in and for the State of West Virginia, on the 10th day of December, 1987, commencing at the approximate hour of 1:00, at the Huntington Civic Center, Third Avenue, Huntington, West Virginia, before the West Virginia State Advisory Committee on Civil Rights.

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APPEARANCES: Mr. Adam Kelly  
Ms. ~~Marsha Pott~~ Marcia Pops  
Mr. ~~Burger Gotley~~ Bernard Gottlieb  
Mr. ~~K. Tak Chung~~ Ki-Taek Chan

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1           MR. KELLY: May I have your attention,  
2 please. This meeting will come to order. Speakers,  
3 members of our committee, guests. Let me begin by  
4 thanking all of you for taking time from your busy  
5 schedules to be with us. Ours, I trust, will be a  
6 meeting of information rather than confrontation.

7           I will introduce myself. My name is Adam Kelly.  
8 I'm a county newspaperman from Sistersville, West  
9 Virginia. I have been Chairman of the West Virginia  
10 State Advisory Committee to the Civil Rights  
11 Commissioner for the past three years. Two of our  
12 members are with us today, Marsha Pott from Morgantown  
13 and Burger Gotley from Clarksburg. Howard Kenny, who is  
14 another one of members, has promised that as soon as his  
15 West Virginia Human Rights Commission Meeting is over,  
16 that he'll be down. On my right is Mr. K. Tak Chung,  
17 who is a staff member with the United States of  
18 Commission on Civil Rights and has been extremely active  
19 in putting this forum together.

20           This is a sign-up sheet. We are asking please,  
21 for purposes of information only, that you register when  
22 it comes by. There will be an official record made of  
23 statements, discussions, presentations, which means that  
24 anything that is said and entered here will become a  
25 matter of public record. If any of you have any

1 problems with that, just simply let us know and the  
2 record will not be made.

3 Without further ado, and I understand since--I'm  
4 going to introduce the Mayor first. He is an old friend  
5 of mine. We've been associated in politics,  
6 unfortunately on opposite sides of the aisle for a  
7 number of years, but nonetheless, a man who has had a  
8 long and distinguished record of public service and a  
9 record which he is continuing as Mayor of Huntington to  
10 welcome us officially, or maybe throw us out, the Mayor  
11 of Huntington, Robert Nelson.

12 MAYOR NELSON: On behalf of the people of the  
13 City of Huntington, I want to welcome the West Virginia  
14 State Advisory Committee to the U.S. Commission on Civil  
15 Rights. I would also like to welcome Mr. Chung who's a  
16 staff member of the U.S. Commission to our fair city.  
17 We are very happy to have you here today, and I think it  
18 gives us an opportunity to show you face to face the  
19 friendship and the kind of people we are here in the  
20 Huntington area. We pride ourselves in being an open  
21 and friendly community, and we welcome you and hope you  
22 will enjoy your visit.

23 Through a proclamation I issued earlier that the  
24 counsel cannot veto, I proclaimed we would have nice  
25 weather. I think it's interesting that you adamant

1 members of the State Advisory Committee and  
2 representatives of the U.S. Commission should hold their  
3 public forum today because today is the anniversary of  
4 two historic events in this country. Today, December  
5 10th, is Human Rights Day; the United Nations Human  
6 Rights Day commemorating the United Nations Declaration  
7 of Human Rights in 1948. Among other things, that  
8 declaration states that all human beings are born free  
9 and equal in dignity and rights; everyone has a right to  
10 freedom of thought, and everyone has a right to freedom  
11 of opinion and expression.

12 Today is also Wyoming Day. And if you think it  
13 celebrates some exciting event, you are absolutely  
14 right. But not too many people seem to know what that  
15 event was, Adam. On this day in 1869, the territory of  
16 Wyoming became the first Government virtually anywhere  
17 to adopt women suffrage and to give the distaff side  
18 the right to vote. Out of the west, where men were men,  
19 they were half a century ahead of the rest of the  
20 country, and the rest of the world for that matter, in  
21 the rights for women.

22 As we begin today's forum, I hope we can be as  
23 committed to a quality as those who adopted the United  
24 States Declaration of Human Rights in 1948, and the  
25 farseeing of wise work of the people in the territory of

1 Wyoming in 1869. Here in West Virginia, as a state, we  
2 can take some measure and pride in the art work in the  
3 field of equal rights and recognition. In 1971, we were  
4 one of the early states to adopt the 18-year-old right  
5 to vote amendment into our United States Constitution.  
6 And a year later we became the 15th State in the union  
7 to pass the Equal Rights Ammendment. We are a first  
8 state, but we have a great respect for politics and  
9 opinion. So, in one of West Virginia's prettiest and  
10 most progressive cities, we are all happy to have you  
11 here today, and I am looking forward to an exciting and  
12 very productive meeting. Thank you.

13 MR. KELLY: The Mayor has other commitments  
14 on his time, but he is going to spend a long part of the  
15 afternoon with us as possible. We will move into the  
16 needs of our program insofar as the educational aspect  
17 is concerned. Our speakers have consented to issue  
18 statements covering their respective institutions of a  
19 broad overview of higher education under-  
20 representations, and will be available for questions for  
21 a very short period of time.

22 We are operating under a rather severe time  
23 constraint, so we do want to move along. So then,  
24 without further ado, let me introduce our first speaker  
25 of the afternoon, Mr. Douglas Call. He is the Director

1 of the Community Colleges and Vocational Education for  
2 the State Board of Regents. Tom Cole, who is leaving  
3 West Virginia, was scheduled to be our speaker, but Tom  
4 was unable to be with us. We are fortunate to have a  
5 person with as many years experience in this field as  
6 Mr. Douglas Call.

7 MR. CALL: Thank you very much. Can you hear  
8 me in the back? I have a throat problem, but I'll do  
9 the best that I can. I would like to extend an apology  
10 to you from Dr. Cole. As you know, it has been a very  
11 busy week and he had to be out of the State today, and  
12 so I am a substitute.

13 I would like to take just a moment here to-- any  
14 time I get on a panel like this and I have Neil Bucklew  
15 and Dale Nitzschke sitting with me and they can't speak  
16 before me, I would like to tell you a little bit about  
17 them. So, I do want to take just a moment and tell you  
18 something you probably don't know about these two  
19 gentlemen. They may deny this, too. They were both in  
20 the Navy together. And one weekend they received  
21 liberty and they went to Sweden for their liberty. And  
22 they had the kind of weekend you could imagine these two  
23 guys a few years ago could have had.

24 So, they had a very nice time. And they got up  
25 Sunday morning and being from religious families, they

1 decided they better go to church. So, they started down  
2 the street to the church and Neil said to Dale, you  
3 know, I bet we can't understand a thing that's going on  
4 in this service. It won't be in English. Dale said,  
5 well, let's go on down and see what happens anyway. So,  
6 they got to the church and they started to go in, and  
7 they see this couple standing over to the side and they  
8 hear them speaking English.

9 So, they walk over and say, excuse us. We're a  
10 couple of sailors, as you can see, and we only speak  
11 English. Will we be able to understand any of the  
12 service? And they said, well, no, you probably won't,  
13 but you can go on in. You'll probably get a lot out of  
14 it if you just sit behind somebody and more or less do  
15 what they do. And so they said, that makes sense.  
16 We'll do that.

17 So, they walked in the church. And as they looked  
18 at the church, the church filled up like our classrooms  
19 do in our colleges. So, there are only seats on the  
20 front row, and there's a gentleman sitting on the second  
21 row. So, they walked up and sat behind him. So, the  
22 service started and the minister says something and  
23 everybody opens up the hymnals. And this guy stands,  
24 and they stand and pretend like they're singing.

25 And things are going along very well, doing a fine



1 job. Well, the minister gets down to the part of the  
2 service and he says something and this man stands again.  
3 So, naturally they stand. And the whole church breaks  
4 out in laughter; I mean everyone really laughing. And  
5 they turn around and they're red-faced. And this guy  
6 looks at them like he could kill them. So, they sit  
7 down real quick and kind of hunker down in the seat.

8 So, the minister finally gets the service calmed  
9 down and goes on and finishes and everything. So, they  
10 hurry to get out before this guy can get ahold of them.

11 As they're leaving the church, they see the young  
12 couple again and they start laughing as they approach.  
13 And Neil says, well, I'm glad you got a kick out of  
14 that. Why don't you tell us what happened? They said,  
15 well, we were sitting in the balcony. There was a lot  
16 of seats up there, but you didn't know that, and so we  
17 watched you all. We were really proud of you. You were  
18 doing fine until the minister got to the part of the  
19 service where he said next Sunday morning there would be  
20 a christening and would the father of the baby please  
21 stand up.

22 So, with that introduction, we'll go right on  
23 into the profile of minorities and women, and  
24 representation and institutions of higher education in  
25 West Virginia. When we tried to access where we are in

1 the higher education of the education of minorities in  
2 the United States, the education of blacks is where most  
3 of us tend to focus our attention. Since blacks make up  
4 over 60 percent of the minority students enrolled in our  
5 public colleges and universities in West Virginia, most  
6 of my talk will focus on blacks also. A discussion of  
7 the higher education of blacks must include the role of  
8 traditionally black colleges and universities.

9 Before desegregation, these institutions provided  
10 most of the post secondary education for black students.  
11 Today, however, according to the American Counsel on  
12 Education, these institutions enroll only about 16  
13 percent of the blacks in higher education.

14 Before desegregation, there were 105 traditionally  
15 black institutions. Since 1976, five of those  
16 institutions have been forced to close their doors,  
17 leaving 100, which constitutes only 3 percent of the  
18 total number of colleges and universities in the State  
19 of West Virginia. Four of these institutions now have  
20 more than 50 percent white student enrollment. Kentucky  
21 State University has 59 percent; Lincoln State has 66  
22 percent; and in our own state, we have the other two  
23 institutions; Bluefield State College has 91.6 percent  
24 white enrollment this fall, and West Virginia State  
25 College as 87.4 percent white enrollment. Since we are

1 talking about the West Virginia institutions, let's see  
2 how we are doing on a state-wide basis.

3 In 1981, we had 72,005 students in our system  
4 with 5.95 percent of those students being minorities.  
5 This year, we have 67,967 students with 5.9 percent  
6 being minorities. As we study these figures, you might  
7 say they aren't very impressive. Well, they aren't very  
8 impressive. But on closer inspection, one can see that  
9 the total number of the students has dropped in our  
10 State from 1981, 11.2 percent, while the minority  
11 students since 1981 have only dropped 6.3 percent.

12 It's difficult to say as we look at 1986 and  
13 1987, because the way the trend has gone, from 1981  
14 through 1983, we had an increase of minority students in  
15 the State. Then in 1984, it started downward. It went  
16 down until 1986. This fall, for the first time since  
17 1983, we have gone up. So, it seems we might be able to  
18 say, and we wouldn't want to be quoted on this, but from  
19 the data we have, it would seem we have perhaps  
20 stabilized and may be heading in the right direction,  
21 but it is difficult to say this is a new trend by just  
22 looking at one year.

23 Let's leave the student area a minute and look at  
24 how we're doing in the personnel area. According to the  
25 American Counsel on Education, traditionally white

1 colleges and universities have averaged about 2 percent  
2 of the faculty and administrators being black. In West  
3 Virginia this year, we have 1.5 percent of the faculty  
4 being black and 5.1 percent of the administrative staff  
5 being black. As we look at the total minority picture  
6 in West Virginia, we find that this year we have a  
7 total full-time employee count of 8,470 full-time  
8 employees, with 622 of these employees being minorities.  
9 That represents 7.34 percent. This year we have 396  
10 black employees which is a 4.7 percent of the total.

11 As we look at previous years, we can go back to  
12 1975. We see in 1975 that 92.8 percent of our employees  
13 were white; 4.9 percent black, and 2.3 percent other  
14 minorities. This year, 92.6, as opposed to 92.8, is  
15 white. Black is 4.7 this year as opposed to 4.9 back in  
16 1975, and other minorities is 2.7 this year, as opposed  
17 to 2.3 back in 1975.

18 Now, there has been a change on the national  
19 scene. The latest research would indicate-- you  
20 remember I gave you the figure a minute ago of 2  
21 percent. The latest research indicates that now the  
22 blacks constitute only a little above 1 percent of all  
23 faculty at predominantly white institutions throughout  
24 the country. So, you can see while we in West Virginia  
25 just seem to be holding our own, we are above what most

1 researchers would be above the average now; where we  
2 stand at 1.5 percent, and the nation as a whole has  
3 slipped.

4 Now, in summarizing where we are at the present  
5 time, I would like to make the following observations.  
6 Although we have tried, through an emphasis on minority  
7 recruitment for both the faculty and staff, and  
8 students, we ostracize these programs that I'm sure  
9 you're familiar with, counsels and assist students, and  
10 request to increase the amount of the tuition grant  
11 program which concentrates on being an as-needed based  
12 grant to students in our State.

13 We still have only managed to maintain and not  
14 increase our enrollment of minority students. Perhaps  
15 this new minority data bank, and you may have read about  
16 it in the paper this week that the Board approved for  
17 recruiting faculty and staff, may help us. And there  
18 seems to be a very high correlation between the number  
19 of black or minority faculty that you have on the campus  
20 and the number of black minority students you will have  
21 on the campus.

22 Now, you're probably asking, well, why haven't we  
23 been more successful if we've been working on this at  
24 all? One thing we face in this State that you must keep  
25 in mind, is that less than 4 percent of our State's

1 population is black. So that poses a problem to begin  
2 with. Also, another problem is in the Board request.  
3 We have asked for money. Just last year we asked for  
4 money to begin enrollment management offices on our  
5 campuses. We have also asked for personnel to do  
6 minority recruiting on our campuses. We have also asked  
7 for a rather large increase in tuition program dollars,  
8 but none of these have been funded. The tuition grant  
9 dollars have gone up a little over the years, but very  
10 little.

11 And so, what has been done, what you have seen on  
12 the campuses, the reason we haven't really been able to  
13 stay even, if you want to call it that, or to maintain  
14 what we have been doing is through reallocation from  
15 gentlemen such as the three you see here. They have had  
16 to reallocate on their own campuses from their budget,  
17 and of course you know we are very limited to how much  
18 reallocation we can do:

19 I would like to mention very quickly a study by  
20 Evans in the Chronicle of Higher Education. It gives us  
21 five explanations for the decreased enrollment of blacks  
22 - I hope you saw that study - but the earning power of  
23 blacks is only 56 percent of that of whites. Thus, the  
24 capability of whites to finance higher education is  
25 greatly reduced. So, the first thing he talks about are

1 the federal aid cut-backs and changes on a Federal  
2 level. Blacks have lost money in terms of both family  
3 income and access to student financial aid since 1978.

4 The second of these explanations is cut-backs in  
5 support services. During the Civil Rights legislative  
6 era, Federal funds were plentiful to recruit and retain  
7 minorities in higher education, but when the Federal  
8 Government began to cut back and pull back its efforts,  
9 so did the colleges.

10 The third of Evans's explanation is affirmative  
11 action. Now, what he's saying is that affirmative  
12 action on the campuses actually took the place of  
13 institutional commitment. The procedures, the  
14 affirmative action procedures, are now relied upon so  
15 heavily that they become the only guarantee for black  
16 students.

17 The fourth of Evans's explanations is college and  
18 university efforts to tighten standards. As you know,  
19 we have tightened some standards in our State a little  
20 at some of our institutions. We still have open  
21 admissions at our community colleges, but sometimes when  
22 you type the standards, the grades and the test scores,  
23 as we have been reading lately, can restrict access.  
24 They can be particularly restrictive for minority  
25 students.

1           The fifth and last explanation of Evans's is the  
2 black student decreasing enrollment and lack of  
3 interest. Black children seem to be taking less in the  
4 basis skills courses necessary to develop good study  
5 habits, skills and content that seem to be required to  
6 excell in math, science and the technologies. Instead,  
7 they seem to be being channeled toward old models of  
8 vocations, rather than liberal and technological  
9 education.

10           I think you'll find, if you look at these five  
11 explanations, that they have had some impact in our  
12 State. However, that's not an excuse. We need to  
13 continue to fight to allow higher education access to  
14 all West Virginians in the State, especially minorities.  
15 It's a very worthwhile goal when we stop to think that  
16 the twenty-eight million blacks in the United States  
17 face tremendous hurts, such as was written up in the  
18 report by the Urban League recently, that blacks suffer  
19 an unemployment rate of 15 percent compared to 6 percent  
20 for whites. They have the highest poverty rate, 36  
21 percent of the poverty groups in the United States, but  
22 yet blacks only represent 15 percent of the total  
23 population.

24           They have only 56 cents compared to a dollar for  
25 every white family. They depend on single mothers to



1 lead 37 percent of all black families. They are in the  
2 most severly depressed economic conditions since the  
3 Vietnam War ended in 1975.

4 As you can see from these statistics, we have a  
5 great deal more to do, and it will not be easy in the  
6 State because of the fact that we're suffering from a  
7 severe financial crisis in our State, as you are all  
8 aware.

9 In closing, I would like to talk about an area  
10 where we do seem to have had some success. This year,  
11 over 55 percent of our student enrollment is female.  
12 This figure has steadily increased since 1981, when we  
13 had 52 percent, and especially over 1975, when we had  
14 just the opposite situation, when we had 55 percent of  
15 our students being male, now it's female. Some of the  
16 newer programs around our State, such as Tri-12, like  
17 you find at Southern Community College, where a mother  
18 can bring her children to a nursery, a day school there  
19 on campus run by the campus, and they can take 12 hours  
20 that whole day, 3 hours per class, 4 classes, and spend  
21 12 hours there and have their children looked after one  
22 day per week. This has certainly helped.

23 In the area of faculty, we have seen tremendous  
24 improvement. Female faculty have increased from 24.4  
25 percent in 1975 to 30.4 percent in 1987. Other female

1 staff percentages have remained relatively stable or  
2 increased slightly. Now, in this talk, I have avoided  
3 giving you any statistics concerning West Virginia  
4 University and Marshall University because I know you  
5 will hear statistics about those three institutions.  
6 However, I am a little bit reluctant to turn this  
7 microphone over today to Dale or Neil because of what I  
8 told on them a little while ago. They might get back at  
9 me. Thank you very much.

10 MR. KELLY: Doug, can you share with us your  
11 intimate knowledge of what the reaction of the new  
12 Chancellor of the Board of Regents will be toward these  
13 kinds of programs, particularly of minorities, students  
14 and faculty?

15 MR. CALL: Well, I can't really speak for  
16 Bill Simmons, but I do know that he has had a very  
17 active recruiting operation on his own campus, and that  
18 they have tried actively there to recruit minority  
19 students. Knowing Bill Simmons personally though, I  
20 feel that certainly he'll do everything possible to  
21 recruit minority students and to help in any way he can  
22 to recruiting minority faculty and staff.

23 MR. KELLY: Anyone else have any questions  
24 for Mr. Call? Thank you very much, Doug. The next  
25 speaker is a native West Virginian and a person who has,

1 I think, really started to do an outstanding job as  
2 President of the State University of Morgantown. I  
3 would like to introduce Neil Bucklew, President of West  
4 Virginia University.

5 MR. BUCKLEW: Thank you very much. I'm  
6 pleased to be with you. I would like to share some  
7 observations along the lines of the chart that was given  
8 to each of the speakers. In my case, I'm going to focus  
9 on developments at West Virginia University. I'm not  
10 going to focus on numbers. Not at all does it reflect a  
11 lack of concern or interest in the numbers, but I want  
12 to focus on some issues that I think can make a  
13 difference in the numbers.

14 One other observation, if I might, since I  
15 indicate I'm not going to share a lot of particular  
16 statistics, we do attempt to track effectively patterns  
17 of enrollment of minorities and women, employment  
18 opportunities and developments in employment of  
19 minorities and women, and I will tell you that I think  
20 we can summarize that by saying that the pattern is not  
21 an exciting one.

22 We completed, just as I came to the campus, a  
23 five-year study that was reviewed - we did at the  
24 institution - reviewed with the OCR. One of my first  
25 indepth pieces of work was to work with the Office of

1 Civil Rights and taking a look at our own analysis,  
2 goals that we had set, and progress we had made toward  
3 those goals. In most areas of goals, we had not reached  
4 our own expectations or desires. We tended to have some  
5 progress, but were limited.

6 Only in a few areas had we made the progress that  
7 we felt was appropriate for us as an institution, or at  
8 least we had thought some five years earlier when we  
9 tried to speculate about what we should be able to do.  
10 I look at that record and I look at national issues that  
11 you're familiar with, very disquieted ones about  
12 patterns of enrollment, of particularly black  
13 enrollment, and realize that the numbers are going to  
14 give us all severe difficulty.

15 I would like to talk a moment, however, about  
16 something that I think runs a little deeper than that.  
17 As I said, has a tendency to see the numbers as a  
18 result, but tries to get below the surface. I think  
19 it's important that we avoid limited solutions that tend  
20 to address what may be the symptoms rather than the  
21 hearts of the issues.

22 Indeed I think in American higher education, we  
23 have adopted a compliance mentality. It's been useful;  
24 I have no question about that. It has allowed us to  
25 test ourself, to understand how well we're doing against

1 particular standards, but I think that, perhaps this was  
2 mentioned by Doug, it has for some allowed us to accept  
3 it as an end and if we are trying hard, that gets to be  
4 viewed as a response. We try hard against these  
5 standards that may be incomplete.

6           There was a second issue that I think may have  
7 been particularly a W.V.U. issue. I felt as I came back  
8 to that institution about two years ago, that we had  
9 allowed ourself to become disjointed in the way we  
10 looked at what I would like to call social justice  
11 issues. And we had a tendency to look at the issue as a  
12 black issue or a woman's issue, or a handicapped issue.  
13 There was little dialogue. There was not hostility;  
14 simply little dialogue and the structure a complex  
15 university was using was limited at best.

16           We had chose to adopt what we called a  
17 decentralized model and as interesting as it is in  
18 theory, it was not working well in practice. And I  
19 think it was a fair assessment to say we had an uneven  
20 set of activities. And the OCR report showed us that  
21 for ourselves, and it made it very evident to the OCR  
22 people who were working with us. I felt that indeed it  
23 was important to do something different and more.

24           I'm not going to be able to address that in a  
25 great deal of detail, but I attempted to address it in

1 some detail on the campus. And after about six months  
2 on campus, I had determined - I had determined earlier  
3 than that - but having been on the campus about six  
4 months, I held and addressed a special forum to a very  
5 large and interested audience of people from our  
6 university, dealing with the issue of social justice and  
7 what I thought we would need to do differently. And I  
8 brought copies of that address. They're on the table  
9 with the other literature, and I would urge you to take  
10 a look.

11 I felt that it was important to focus on general  
12 issues, the general social set in which the university  
13 is functioning and decisions were being made, and  
14 activity was being accomplished; or if you will, I  
15 wanted to talk about not just the quantity of the  
16 experience, I wanted to talk about the quality of the  
17 experience, because we had some ample evidence that the  
18 quality was not at the standards that it should be.

19 So, I wanted to talk about our campus's climate  
20 and what we could do to influence that campus climate.  
21 That meant that I wanted us to find a more effective way  
22 to probe some underlying values and attitudes that an  
23 institution of higher education should not be pleased to  
24 have such gaps. And the last element of that was the  
25 willingness to trust education as a part of the answer,

1 and that says something more than compliance. Don't  
2 read my remarks to be against compliance. I find  
3 compliance to be necessary but not sufficient, at least  
4 in the context of my university.

5 I thought there were reasons why W.V.U. needed to  
6 bring increased efforts and a high priority to the  
7 social justice in our life. It helps me to remember  
8 those - and let me just remind or share with you what I  
9 try to remember - but an institution of higher education  
10 exists for one reason; that is, to develop and release  
11 potential. That's why we are there. If there is one of  
12 the consequences of inadequacies in the development of  
13 the full potential of minorities and women, is that it  
14 reverberates across into our societies, our professions,  
15 and into our life as a nation. We'll simply be less  
16 than what we have a potential to be, because our actions  
17 have not been a releasing nature for everyone that  
18 participates in the program.

19 And a second reason, I think it is important for  
20 an institution of higher education to be more pleased  
21 with itself on social justice, and I thought we had the  
22 right to be, is that we play a role model. W.V.U. is  
23 perhaps the largest employer in the State of West  
24 Virginia. It's a large and complex and important  
25 institution, and if our social justice activities are

1 second and second rate, and have second rate results,  
2 then it serves as a very poor model of what a sensitive  
3 educational institution ought to be about.

4 Another reason is that an institution like W.V.U.  
5 is a pipeline into very important areas of our society,  
6 professions, our law schools, our medical schools, our  
7 business schools, our engineering schools. In each  
8 case, and in some cases, we're the only pipeline in the  
9 State of West Virginia for the development of people for  
10 very important professions. And if at the beginning of  
11 that pipeline we maintain an attitude that keeps the  
12 doors partially closed or inadequate, then it  
13 reverberates far beyond the campus, and the political  
14 life in the state, and the acting and important  
15 professions of the state.

16 For all those reasons, I felt that our commitment  
17 had to be more than compliance. I believe that  
18 commitment has to display itself in some surface ways.  
19 I always get a kick out of the fact that people are  
20 quick to lay on the desk of the president  
21 responsibilities, and I expect that my colleagues will  
22 be quick to understand that message. There is not a  
23 week that goes by that I am not told by someone that if  
24 I could just say the following, that would set the  
25 stage, that would be such an important step.



1           Most times they give more benefit to the role of  
2 the president than is deserved, but there is a truth in  
3 the midst of that. If the leadership of an organization  
4 is unwilling or unable to be on the look to help set the  
5 stage, mood and spirit, particularly about an unfinished  
6 agenda, then it's likely to remain an unfinished agenda.  
7 So, I really do feel that at my institution, if social  
8 justice activity is going to become a more important  
9 feature in our life, I must show my personal interest in  
10 that and be willing to stake out a leadership role in  
11 that.

12           I also think that's important, not just for me as  
13 the head of an institution, but it's important for some  
14 of the organizations that are getting business done for  
15 the life of the university. Let me use one as an  
16 analogy. I think that in a number of issues, and  
17 particularly I could use the case in a faculty area, for  
18 some changes and improvements in the way women and  
19 minorities are evaluated, judged, and rewarded. I could  
20 say all I wanted to say, but until the faculty and the  
21 faculty leadership on campus, the faculty government and  
22 structure of a company, take on that message and insist  
23 on that as a value for faculty, my words will sound loud  
24 and mean little.

25           So, our call for leadership, I believe, has to be

1 more than just judicial leadership. It has to be some  
2 of our leadership within the trench of real leadership.  
3 But the individual commitment is important and it must  
4 display itself, as I said, not just in bureaucratic  
5 activity, but it must display itself in the reward  
6 structure, in the policies of the institution, in its  
7 curriculum. And I think that's often overlooked, but  
8 it's a mistake to overlook it; it's open to change.

9         If you think I have waxed too theoretical, allow  
10 me to insist that what we're trying to do is more than  
11 theoretical. It has a great deal of practical impact.  
12 I would like to just highlight a few of the things that  
13 I consider initially that are being taken on by the  
14 social justice flag of our university.

15         It's not been an easy time to add staff; in fact,  
16 we are not adding staff. We are getting smaller in our  
17 faculty and staff. And in spite of that, we determined  
18 that there were a couple of key new positions we had to  
19 create. I assure you they weren't created because  
20 somebody had given us some money. They were created  
21 because we decided to reallocate at the same time we  
22 were cutting in order to create some new ventures.

23         One of those new ventures sits here with you  
24 today; that is Diane Brown, who is on the first row.  
25 Wave your hand, Diane. She is new to the university.

1 She is Special Assistant to the President for Social  
2 Justice. We have not had a central person focusing our  
3 social justice activities or in any area of our social  
4 justice/affirmative action activities for half a decade.  
5 I thought it was overdue. And Diane's presence,  
6 although new, I think has given us clear proof that it  
7 was overdue.

8 I mentioned earlier that we had a disjointed  
9 approach on our campus and had a tendency to view the  
10 world not unimportantly, but through a tunnel vision.  
11 And the pattern was not a pattern that I thought was  
12 healthy for an institution like ours. The tendency to  
13 close the door, to look tight at your issues, determine  
14 what you hoped somebody else would do, toss it over  
15 someone's transit, and hope that action occurred. I  
16 felt that it was a very poor pattern for results.

17 So we have done some other things. We have  
18 created in our institution a social justice counsel. We  
19 have maintained our three basic operating committees for  
20 minority issues, for women's issues, and for handicapped  
21 issues. But we have drawn from their membership a group  
22 that is to become the chief way we involve the campus  
23 in policy matter, and that's the Social Justice Counsel.

24 We're establishing a center for black culture on  
25 our campus, a place that I think will prove to be

1 particularly valuable. We have hired a new director,  
2 another new position, because we felt that was  
3 imperative if we were going to change the quality of the  
4 experience. We are quick to say that we have not been  
5 pleased with the quality of the experiences for black  
6 students, and black faculty and staff at our campus.

7 We have created a sexual assault prevention  
8 education program and again created a position and  
9 brought it under the umbrella of our Student Health  
10 Service, which also handles issues such as alcohol  
11 awareness and drug awareness. We felt that it was an  
12 issue that we had ample evidence on our campus that this  
13 needed attention.

14 We are not just interested in putting up more  
15 lights on the campus. We are more interested in doing  
16 some internal lighting for our campus. We have an  
17 attitude problem about how young males view females; how  
18 the male faculty view the female students in their  
19 classroom, and that's not just at W.V.U. We have  
20 decided with that kind of educational program, which  
21 will be far more difficult to do than to comply with  
22 some rules, is the challenge that we've got to attack.

23 We have created a child care clearing house, and  
24 I'll say no more except that is another area we need to  
25 give some specific attention to. The last area that we

1 placed under the Social Justice umbrella, we refer to it  
2 as making a difference for the educationally and  
3 economically disadvantaged West Virginians. Because the  
4 problems of West Virginia that touch the social fabric,  
5 or the social justice fabric, are not just blacks,  
6 women, or the handicapped; some of them look just as  
7 white as me. But they come from backgrounds that have  
8 educationally and economically disadvantaged them and it  
9 often disadvantages them with the attitudes that they  
10 need and the total social fabric needs.

11 That's going to say something about our work and  
12 the going to college rate. And it's going to say  
13 something about the kind of broad-based kind of  
14 education we do outside the classroom that hopefully  
15 makes the difference in the climate of our campus. It  
16 will be very challenging. Perhaps the most challenging  
17 of the tasks we take on under social justices.

18 Be patient. I told you I wasn't going to give  
19 you a lot of numbers. But what I really wanted to share  
20 with you is a sense that in our analysis, in our study,  
21 what we needed to do was to delve deeper and more  
22 broadly and to try to deal with climate and attitudes  
23 that make up our campus, because only if we are  
24 successful in dealing with those, will the numbers ever  
25 be different. Thank you very much.

1           MR. KELLY: Thank you, President Bucklew. Do  
2 any of the Commission members have a question?

3           AUDIENCE MEMBER: I may have missed this  
4 along the way. This is very interesting; the Social  
5 Justice program. Are there specific recruitment kinds  
6 of things that are in addition to this that will work to  
7 increase the numbers?

8           MR. BUCKLEW: Yes. As I indicated, there  
9 have been various recruitment activities that have been  
10 occurring. We're not at all trying to walk away from or  
11 ignore those. We intend to enhance those. We have over  
12 recent years, I think, been doing a lot more in trying  
13 to reach out to the black students. In our recruitment  
14 efforts, we have individuals who give full-time efforts  
15 to that very task; more than one. In our new W.V.U.  
16 scholars program, we have a focus of some of those  
17 resources as well as on minority recruiting and  
18 minority scholarship. So, that, other than the general  
19 things I have discussed, are particular activities that  
20 have been in operation or put in place or increase those  
21 efforts. I really am anxious not to leave an  
22 impression-- I'm interested in getting the framework for  
23 the practice. I think that's been severely lacking.  
24 And I think if the framework is more effective, then the  
25 practice will be.

1           AUDIENCE MEMBER: Dr. Bucklew, it has been  
2           stated that policy can be defined as that which is  
3           written on paper and policy is in the doing. I am  
4           familiar with your program. I think it was Herb  
5           Henderson who sent me a copy of that program. And I  
6           think that's what's needed to bring about the systematic  
7           institutional changes in these areas. So, in the doing,  
8           how much of a budget allocation did you make to get all  
9           this done?

10           MR. BUCKLEW: Well, if I could go off the  
11           record, I probably would. It included a new position  
12           for a Social Justice coordinator for the campus in my  
13           office; it involved a new position for the Director of  
14           the Black Cultural Center; it involved a total budget of  
15           about \$50,000; it involved a new position in the sexual  
16           assault awareness area; it involved some more limited  
17           funds and the clearing house project. Those are some of  
18           the dollars. I expect the dollars that came immediately  
19           out of that would approach a couple hundred thousand  
20           dollars easy enough. But a point I want to make is  
21           those are reallocated dollars. There are some other  
22           positions we didn't fill, but we thought this was more  
23           important to do.

24           AUDIENCE MEMBER: I'm a member of the most  
25           important institution in the world, the public. And I

1 would like to ask, I notice you mention attitude. But  
2 what is West Virginia University doing with the West  
3 Virginian image? I mean, our image is so bad, and I  
4 resent it. I don't resent what people say about us  
5 because I know better. But I resent the way we feel  
6 about ourselves. There's a little thing here that says  
7 want of knowledge is a dangerous thing, but it certainly  
8 beats total ignorance. Will you answer that?

9 MR. BUCKLEW: I used to phrase that word  
10 "attitude." I really am deeply concerned about the  
11 attitude issues. They're harder to deal with. Let me  
12 just pick one of them a second and I'll deal with it in  
13 general and answer your question as well. How do you  
14 effect the attitude of your additional faculty regarding  
15 peer evaluations of women and minorities, I think women  
16 and minority colleagues, and how do you effect attitudes  
17 that display themselves in the classroom, particularly  
18 toward women students and minority students? Now, you  
19 want to take on a tough task, you take that on. I know  
20 that there will be no simple answers or someone would be  
21 doing it.

22 I know that by simply saying things, reprimanding  
23 or urging some higher level of behavior will have  
24 limited impact. I think my being concerned about it  
25 will make a difference and have an influence, but I



1 think that kind of sensitivity training is tougher. It  
2 requires getting some key faculty who have shown their  
3 sensitivity and who are willing to help, to be a part of  
4 the program. It means faculty working with faculty. It  
5 means slow change. But to use your phrase, it's sure  
6 better than no change.

7 It means when you have to, not being as tolerant  
8 to some of that behavior as you've been tolerant of in  
9 the past, and be willing to assume that not everything  
10 requires capital punishment or firing a ten-year faculty  
11 member to accomplish an end. That's not going to occur  
12 unless it's an extremely obtuse situation.

13 It means a willingness to talk about something  
14 that we've had a tendency to ignore; not acknowledge,  
15 let alone talk about it. Wouldn't it be easier to just  
16 walk away from that? That's been the pattern in the  
17 past. It's not getting right at the heart of the issue  
18 and it sort of defies an easy answer. But I guess what  
19 I'm saying is that if your social justice activities  
20 measure something, I would measure our success by the  
21 traditional numbers they have. I would be interested in  
22 that.

23 MR. KELLY: We have time for one more  
24 question.

25 AUDIENCE: I'm an alumni of both Marshall and

1 W.V.U. One of the questions that concerns me is, you  
2 mentioned earlier that you did recruitment. You have a  
3 full-time staff to recruit some of our students. That  
4 may be so, but what do you do after you have recruited  
5 them and they decide they're going to come there? You  
6 don't give them their money to finance their education.  
7 Sometimes the students may get more money going out of  
8 state than they can in state. Are you able to keep  
9 those kids in there? Are you able to make sure that  
10 that black student is successful and is their retention  
11 rate a large rate? What is W.V.U. and Marshall really  
12 doing to save that black kid as well as that  
13 disadvantaged kid, and especially in a disadvantaged  
14 classroom?

15 DR. BUCKLEW: It's a fair observation.  
16 There are a number of particular things we can do. In  
17 addition to establishing the focus on outreach, and  
18 attracting and making the students aware of the  
19 opportunities, we do try to see that when they're there,  
20 there is a series of support services. Are they as good  
21 as they can be? I doubt that; few things on our  
22 campuses are. But there are some that are proving to be  
23 particularly effective. Our pass-key program, which  
24 involves a number of our minority students who have had  
25 success working with other students, has been very

1 helpful. It also provides them with financial support.

2 Several staff focus on black students and their  
3 success academically in the total setting that allows  
4 them to be successful academically. And on the money  
5 end, you know, traditional financial aid programs where  
6 the rules simply tend to come from the Federal, if not  
7 the State Government, are in place. But in addition to  
8 that, we have focused one part of our new W.V.U.  
9 scholarship program on minorities because we are anxious  
10 to be able to attract that academically talented young  
11 person and to urge them to stay in the State of West  
12 Virginia.

13 MR. KELLY: We have to move--

14 AUDIENCE MEMBER: The black student--

15 DR. BUCKLEW: Excuse me.

16 AUDIENCE MEMBER: The black student is more  
17 successful. He receives more encouragement, more  
18 support at a black college than he receives at the  
19 predominantly white university.

20 DR. BUCKLEW: Is that a statement?

21 COMMISSION MEMBER: Yes, that's a statement.

22 MR. BUCKLEW: It's not one I would make. But  
23 you know, we're caught up in traditions and history.

24 COMMISSION MEMBER: Mine is based on  
25 experience.

1 DR. BUCKLEW: And mine is based on another  
2 set of experiences. We just don't share the same  
3 experiences. I can't give you a first-hand--

4 MR. KELLY: Thank you very much for your  
5 patience, Dr. Bucklew. We'll continue. Our next  
6 panelist is the President of Marshall University which  
7 all of a sudden has attained excellence in football as  
8 well as its traditional excellence in basketball, which  
9 I'm sure comes as a great pleasure to all of the  
10 residents of Huntington. Let me introduce to you Dr.  
11 Nitzschke.

12 DR. NITZSCHKE: Thank you very much. And for  
13 the record, since we are on the record, it sure as hell  
14 isn't all of a sudden. I look around the audience in  
15 here and I see some folks here who struggle for years  
16 and years to help it to become what it is, but thank you  
17 for those comments. The same can be said about our  
18 academic program. It has come a long way. There have  
19 been a lot of struggles and a lot of people out there  
20 the audience were also involved and made it happen.

21 Let me tell you that I tried to warn President  
22 Bucklew about imaging, but he didn't listen up and he  
23 let that one slip by. We don't have that image problem  
24 once you go into Boone, because Boone understands West  
25 Virginians and they're trying to prepare themselves for

1 us when we get there on Saturday.

2 It's somewhat, and it usually is, difficult to  
3 follow up to two truly fine individual as I'm doing now.  
4 And some of what I'm going to say will be somewhat  
5 repetitive, but I think when we sit down like this  
6 together to talk about a very, very important issue, an  
7 issue that is vital not just today or yesterday, but  
8 more vital for tomorrow, that we try to frame it within  
9 a context that surrounds us because, in fact, that  
10 context dictates to some significant degree at least the  
11 flexibility within we have to operate our own lives; and  
12 to make a decision to change directions and to impact on  
13 situations that, otherwise, if left to those of us here  
14 alone, the outcome would be or could be a significant  
15 difference.

16 That may sound like an excuse and to an extent  
17 perhaps it is. But let me share some general kinds of  
18 observations with you, and then I think I will probably  
19 be a little more specific and share some statistics with  
20 you about Marshall University - making essentially the  
21 same kind of comment that on two separate occasions just  
22 moments ago that were made by two other individuals -  
23 that we're not particularly proud of, and there is a lot  
24 of work to be done indeed, if a major impact is going to  
25 be made in this whole issue of minorities and their

1     rightful place in society, and particularly to get to  
2     their rightful place in higher education.

3             I base principally my comments on a source that I  
4     use and have used over the years, and that's the  
5     American Counsel on Education, which I think probably  
6     has the best grasp, nationally, of what's going on and  
7     has had for a number of years. I suspect, as most of  
8     you have now come to realize, we're in 1987. If you go  
9     back six years, there were more blacks at least on our  
10    college campus both in absolute numbers and in  
11    percentages than what we are finding today. The gains  
12    in the 60's are truly being lost.

13            Minorities came to higher education, some of you  
14    can remember probably, but essentially in three ways.  
15    The first one was in the GI Bill of World War II and the  
16    Korean War; highly motivated and lots of dollars.  
17    Secondly, in the late 60's, as a result of civil rights  
18    laws and equal opportunity programs. Lots of  
19    motivation, lots of dollars. And also in the late 60's  
20    and early 70's, through the returning Vietnam veterans  
21    and the GI Bill; lots of motivation and lots of dollars.

22            Today we have more minorities that are eligible  
23    for college, but proportionately, fewer are attending.  
24    It's predicted that by 2020, minorities will constitute  
25    35 percent of the American population. Some report

1 published just recently identified the major cities of  
2 the United States, that already the majorities have  
3 become the minority. Reasons for the decline; you have  
4 heard some of them here today; rising costs to go to  
5 college, declining Federal Grant Aid, and I use that  
6 term, specifically declining Federal Grant aid, because  
7 if you look at the statistics, the Federal Aid for  
8 Student Aid programs has been and continues to be  
9 substantial.

10 What has changed is that the dollars are moving  
11 from grant dollars to loan dollars, and you know what a  
12 difference that makes. And it particularly makes a  
13 difference when we are talking about a population who  
14 first and foremost are underfinanced. A small number  
15 also contribute to a sense of alienation and a sense of  
16 isolation. And consequently, in response partially to  
17 the question asked previously of President Bucklew,  
18 drop-out rates are higher because there is not, at least  
19 at the moment, the critical mass that is essential so  
20 that alienation and isolation does not occur. And  
21 frankly, and it was referenced to earlier also, the  
22 inhospitable environment on a lot of the majority  
23 campuses.

24 And I fear, quite frankly, I read just as you do,  
25 and I experience things just as you do, and I wonder

1 where we're going with that one. And I'm impressed with  
2 what President Bucklew has begun at W.V.U. because it,  
3 indeed, is social justice. And there is a real  
4 awakening on colleges and university campuses across  
5 this country that is very disquietening, because it does  
6 not take on a very, very positive of flavor.

7       Minority women are better represented in colleges  
8 than minority men. The gap there, interestingly enough,  
9 has increasing rather dramatically. Nearly half of all  
10 of our minorities who are in college are in our  
11 community colleges. I see Bob sitting there, and this  
12 is not meant to be a discouraging remark against  
13 community colleges because they serve one of the most  
14 vital functions in higher education today, but when  
15 proportions like that exist, it tells you something  
16 about the nature of the decisions that are being made.  
17 I think that is of great significance.

18       Minorities are more apt to attend public rather  
19 than private institutions. College enrollment for  
20 minority groups is very directly and dramatically  
21 related to family financial status. Percentage of  
22 degrees awarded to minorities decline with each  
23 successive level of education. Minorities, still today,  
24 clearly concentrate their graduate studies primarily in  
25 two areas. Do you know what those two areas are?



1 Education and Social Sciences. This has been and  
2 continues to be. There is nothing wrong with those two  
3 areas; don't misunderstand my statement.

4 Faculty positions. From 1977 to '83, minorities  
5 increased just slightly. However, blacks decreased  
6 slightly. And also, overall representations of blacks  
7 in predominantly white institutions reported by ACC, at  
8 least, is only 2.3 percent. Finally, black men are  
9 particularly declining at all levels and black women  
10 continue to show a relatively substantial increase at  
11 all levels. I suppose the question could be asked, are  
12 we paying attention to what's going on, and if indeed,  
13 are we going to do anything about it?

14 let me give you some statistics first about  
15 Marshall University, and then I will talk just briefly  
16 about some of the things that Marshall University,  
17 through the efforts of a lot of good people, are doing  
18 that may, on the surface, appear disconnected. But in  
19 my limited experience in higher education, most of what  
20 appeared to be disconnected experience, principally  
21 those outside of the classroom, tend to be those that  
22 bring about a connectiveness for the individuals who  
23 find themselves in that environment. I will explain  
24 that just a little bit later.

25 I marvel at President Bucklew's ability to

1 reallocate the resources and commend him for it to  
2 create three new positions. Because as we sat before  
3 our budget hearings in Charleston several weeks ago  
4 before the Commissioner of higher education and we  
5 talked following that, he was very proud of the fact  
6 that while the State should be cutting back in positions  
7 and, in fact, that had been a major recommendation  
8 coming from a Task Force in the State, that has not  
9 occurred. Yet he reflected upon his data and reported  
10 that in the past two years, Marshall has removed forty  
11 positions from the rolls in their records.

12 Two years ago you recall, and following into last  
13 year, we were on a freeze from the State. We couldn't  
14 fill positions. In fact, seated in the audience today  
15 is our new Affirmative Action Officer, Gwinn Forman. We  
16 were searching for her for 18 months. Actually, 18  
17 months the first time. I don't know how long the second  
18 time. We were without leadership in that area and in a  
19 lot of areas for a substantial period of time as the  
20 State went through that freeze.

21 Let me give you four quick facts that tell you the  
22 trouble we're in. All minorities on-- incidentally,  
23 Federal Government and the State Government, I am told,  
24 and the reports indicated, have for whatever reasons are  
25 losing their interest in compiling statistics on

1 minorities and the ethnic. I don't know whether or why  
2 that is being reported and whether it's true, but maybe  
3 I can give you an example of why it might be.

4 I have before me statistics from the Board of  
5 Regents. I have statistics before me from the West  
6 Virginia Black Leadership Summit, and I have statistics  
7 put together for me by an affirmative action officer and  
8 I have statistics put together by the Special Assistant  
9 to the President. There's not a single one of them  
10 jive. It doesn't make any one of them wrong, or it  
11 makes them all wrong. But I have chosen today to take  
12 the statistics presented to me by the West Virginia  
13 Black Leadership Summit because it makes us look better  
14 than any of the other statistics.

15 All minorities enrolled at Marshall University in  
16 1985 constitute 8.6 percent. In 1987, the statistics I  
17 have show we are at 7.4 percent. The only one that my  
18 figures show went up was black faculty, which now stands  
19 at 2.1 percent in '87 and was 1.7 percent in '85.

20 What about females? In 1985 - this is all  
21 females now - it was 27 percent. In 1987, we show a  
22 figure of 43 percent. One category increased, however,  
23 faculty women. That's contrary, I think, to what you  
24 will most often find in terms of growth area; where ours  
25 is principally in the professional area as opposed to

1 the non-professional area.

2 Now, are we paying attention at Marshall  
3 University and what are we doing? For many, many years,  
4 and we don't call our person Director of Social Justice  
5 and I don't think it would fit. Ours is an Affirmative  
6 Action Officer. For many, many years Marshall  
7 University didn't have an individual whose  
8 responsibility it was to full-time monitor the  
9 affirmative action programs at Marshall University.  
10 Gwen Forman occupies that position for the first time in  
11 the history of the University.

12 We, too, have a university community-based  
13 Affirmative Action Advisory Committee. This was formed,  
14 I believe, two and a half years ago to provide a broad  
15 basis and certain knowledge and input to the President  
16 and to the affirmative action officer as we move ahead  
17 with those broad based programs. We have a minority  
18 student program, a very active and a very highly visible  
19 office. We have a Black United Students organization.  
20 We have, I think, an outstanding Marshall University  
21 mass choir. Why do I mention that? What has that got  
22 to do with anything? Those are one of those  
23 disconnective elements on campus to which individuals  
24 can become very importantly connected to contribute to  
25 making their experience on the university campus an

1 involved one, an important one, one in which they feel  
2 they have a stake.

3 We have an outstanding black high school students  
4 honor weekend. What does that mean? We bring to the  
5 Marshall University campus every year for a weekend some  
6 of the top black students from all over the State of  
7 West Virginia and their parents, to expose them to a  
8 campus environment. And we don't do that to get them to  
9 come to Marshall University, although I must confess I'm  
10 prejudiced. What we do is get them here to convince  
11 them or attempt to convince them, or at least to begin  
12 to talk with them how important it is that they go to  
13 college somewhere, sometime. And with that, if they  
14 come to Marshall, as a little added incentive, all of  
15 them will have a tuition waiver for their first year.  
16 That covers all their tuition expenses for the first  
17 year.

18 I have a figure that shows that for the first  
19 year we did that, we captured 20 percent of those that  
20 visited the campus that year. My guess is after the  
21 second experience, we'll probably get 40 to 45 percent.  
22 As the program, principally through word of mouth, gets  
23 around, our capture rate will be higher. But more  
24 important than that is the experience that those who do  
25 come here have while they are here and what they take

1 back to their hometowns and their friends about Marshall  
2 University and what is here for them as a black student.

3 We have, as the other institutions do, five very  
4 predominant black fraternities and sororities.

5 Disconnected? I don't think so. That's an intricate  
6 part of life at Marshall University. We have, in my  
7 judgment, and again I am perhaps a little prejudiced,  
8 but experiences for blacks and whites that are of the  
9 first order. During black history month which we  
10 celebrate, and Black Awareness Week, Martin Luther King  
11 Jr., celebration; all of these in which community,  
12 university, black and white are heavily involved,  
13 contributing in my judgment to the overall environment  
14 to Marshall University.

15 We have a medical school program for minority  
16 students at high schools to tempt them, and again  
17 nothing wrong with education and Social Sciences, but to  
18 encourage them to become involved and to stay involved  
19 in the hard sciences. I think that program is working  
20 reasonably well. We have, as most of you know because  
21 it's been very highly publicized, a very high quality  
22 learning disability program that is responsible for  
23 keeping blacks and whites in colleges otherwise unable  
24 to succeed.

25 And I might also add to that some of our best

1 black and white athletes are in college because many of  
2 them come to us with learning disabilities. Special  
3 counseling service for blacks, disadvantaged, and whites  
4 through our student affairs provisions, and a minority  
5 meandering program to attempt to improve the retention  
6 rate. The retention rate I think, Dr. Call, throughout  
7 the the entire State of West Virginia, in all of our  
8 institutions is far less than desirable; black  
9 and white.

10 What are some of the barriers? This is not by  
11 way of an excuse, but it is by way of an excuse. What  
12 are some of the barriers to the progress that obviously  
13 all of us here want to make. First of all, faculty and  
14 staff salaries. Now, I want to tell you something, and  
15 I assume it's true at all of the other institutes, when  
16 we bring black faculty or black staff to Huntington,  
17 West Virginia, to Marshall University, and we attempt to  
18 entice them to come here, don't think for a moment that  
19 they don't have a lot of other offers and that  
20 ninety-nine and nine-tenths of the time the salary might  
21 be anywhere from \$5,000 or \$11,000 a year higher than  
22 what we are able to offer them at Marshall University.

23 I asked Gwen Forman this morning whether I should  
24 make an observation at this open meeting today about  
25 that, and she said, you're the President. You're

1     suppose to know the answers to those things. So, I'm  
2     going to make it anyhow. When we find ourselves - and  
3     we have in the past three years on at least four  
4     different occasions that I can think of - competing in a  
5     world in which we can't compete, we have done  
6     extraordinary things, taken extraordinary steps to  
7     attempt to be competitive. What does that mean? We  
8     have offered free housing; we have offered  
9     transportation; we have offered moving expenses; we have  
10    offered to pay bills for the first six months.

11           We're not even competitive then, to be honest  
12    with you. What has to happen is there has to be a  
13    coming together of a lot of different forces in the  
14    community and in the university to combat some of that;  
15    but that, in and of itself, won't cover it either. We  
16    at some point in time have to convince the powers that  
17    be that we must be in a position to be competitive not  
18    just for blacks or other minorities, but for all faculty  
19    within the system of higher education in the State of  
20    West Virginia. But I can tell you that the situation is  
21    compounded dramatically when it comes to blacks or  
22    minorities because of the competition.

23           We talked to many of them. We suffer sometimes--  
24    is the Mayor still here? The location of Marshall  
25    University. I really have to be very sensitive of him



1 because he speaks better than anybody else about this  
2 great city. But again, we're talking about a critical  
3 mass. And we don't have the critical mass, and that's  
4 very bothersome for many minorities that we are trying  
5 to recruit.

6 Political climate; I bet you didn't think you  
7 would hear that. Political climate has adversely  
8 affected all of us and perhaps the situation has been  
9 exasperated this past year.

10 I'm taking the liberty, and with anonymity, I'm  
11 going to read just one paragraph of a letter, a  
12 resignation letter from a black at Marshall University.  
13 There are a lot of things in this letter I'm not going  
14 to share with you, but just let me read one paragraph.  
15 "However, I could not allow myself to be caught into a  
16 web that would attempt to cause frustration and  
17 regression to my person by the constant attempts to  
18 cause faculty members to be insecure. We all know that  
19 constant insecurity can cause mental illness. In other  
20 words, when our politics tend to negatively affect the  
21 lives of little people, faculty, staff, students, the  
22 people in the trenches working every day to promote the  
23 mission of the institution, it is time then for me to  
24 leave that kind of an environment."

25 I will respond to that later if you like in terms

1 of some descriptions. Since I have an exit interview  
2 with all of the individuals who leave, I have a better  
3 sense of the meaning behind that statement that I really  
4 wasn't sure I understood when I read it for the first  
5 time.

6 What about the barrier to the students? Lack of  
7 enough dollars for even our own State to support those  
8 who needed to go to colleges and universities. There  
9 was a figure at one time, 3,500 West Virginians who were  
10 not able to attend - I think that was last year or the  
11 year before - colleges and universities in West Virginia  
12 because the state dollars designated for that purpose  
13 had run out. The perception still that many of our  
14 colleges are not the best place in the world for  
15 minorities to be, and we have to face up to that. And I  
16 think that Dr. Bucklew framed that very well in the  
17 overall context of what it is that we are attempting to  
18 do.

19 Again, the shift from grants at the Federal level  
20 to loans which will cut back very significantly the  
21 number of minorities going on to colleges. Too few  
22 black role models on the faculty and in the  
23 administration. And again, the absence of the critical  
24 mass. Now, what could we-- what should we be doing? I  
25 clearly don't have all the answers to that, but just let

1 me give you three or four, and this has been cited in  
2 the literature many, many times in the past two or three  
3 months.

4 Aspirations of the American minority youth  
5 somehow, somehow have to be rekindled. The analogy that  
6 they use, which I think is a fantastic one, is they say  
7 no equivalent is available; like be all that you can be  
8 that our Armed Services is using right now. And if you  
9 read the last issue of the chronicle, you know where  
10 most of our black men prefer to go. I disagree with  
11 portions of that article. It's not all bad. I have a  
12 son who got his education that way, and he got a very,  
13 very good one. I think we need to rethink this whole  
14 business of segregation versus integration of programs  
15 and activities. That's all I will say about that one,  
16 but I think it's been referenced a couple of times. And  
17 I think it's time to look very seriously at that.

18 More collaboration and cooperation between high  
19 schools and colleges; articulation and coordination.  
20 And between colleges and businesses, industries and  
21 labor. Some of the local politicians at Marshall  
22 University working with the university officials have  
23 come up with what I think is a fantastic idea. And for  
24 the moment, they're calling it Marshall University's  
25 Scholarships in Escrow. They're interested in

1 identifying sixth, seventh and eighth grade minorities,  
2 seeking them out, promising them that there is a fund  
3 set up at Marshall University for them to attend  
4 Marshall University when they get of that age, so long  
5 as they do the things and prepare themselves in such a  
6 way to qualify. But that's just one thing.

7 Then you set up a mechanism to stay in touch with  
8 and to work with those sixth and seventh graders as they  
9 go up through the ninth, tenth, eleventh, and twelfth to  
10 make sure they know we care and that we are watching,  
11 and that we will prove it in any way that we possibly  
12 can to guarantee as much as we can that those dollars  
13 will be waiting there for them when they graduate from  
14 high school.

15 We must become more competitive salary wise; I've  
16 mentioned that. This year you might be interested in  
17 knowing I just returned from a meeting in New Orleans,  
18 and not to start an argument again between a member of  
19 the audience and the President of W.V.U., but I attended  
20 two major sessions held by minority colleges. And they  
21 share many of the same problems that, at least by their  
22 own words, that we do on predominantly white campuses in  
23 terms of retention and the recruitment of black  
24 students. But ACE's number one priority next year is a  
25 blue ribbon commission on the college going rate of

1 minorities. And President Carter and President Ford,  
2 and Kee Seals of Major Businesses and Industries of the  
3 United States have been asked to serve on that board and  
4 that will be announced probably within the next six  
5 weeks.

6 I think we have to increase our efforts at  
7 sensitizing our campus, Marshall University, faculty and  
8 students alike. There is a substantial attitude  
9 adjustment that is necessary at all levels. No one I  
10 think has ever denied that. That is, as I think Dr.  
11 Bucklew mentioned, probably of all the things I  
12 mentioned with the exception of the increases for  
13 faculty and staff, the most difficult. But built-in  
14 supporting environments for all to live effectively is a  
15 very difficult but an absolute essential task.

16 We're going to talk about using more visiting  
17 faculty of minorities. If we can't hire them full time  
18 because we can't be competitive, maybe we can design  
19 programs to get them here as temporary faculty, as we do  
20 many other part time and temporary measures, to run  
21 specific kinds of entities into our campuses, join with  
22 other institutions maybe some joint cooperative efforts  
23 relative to the area of recruitment. And I learned that  
24 fostering a closer relationship with the historically  
25 black colleges might be a great benefit to Marshall

1 University, perhaps to all of us. And again, support  
2 for the utilization of the minorities would be helpful.

3           Regardless of what we do, how we do it, and the  
4 timetable we do it in, it really is going to require the  
5 collective efforts of all of the agencies and all of the  
6 people at all of the levels that I have referred to  
7 earlier. Thank you very much. That's all I have.

8           MR. KELLY: I think we have time for a couple  
9 of questions if anyone has them. Very well. We'll go  
10 on to our next panelist, Dr. Hazo W. Carter, who is  
11 President of West Virginia State College.

12           DR. CARTER: Thank you, Mr. Chairman. Two  
13 years ago when I was president of Pratt College in  
14 Arkansas, I had the opportunity to address the Arkansas  
15 Advisory Committee to the United States Civil Rights  
16 Commission and I welcome the opportunity to do so again,  
17 at this time in my capacity as President of a public  
18 institution in West Virginia.

19           West Virginia State College was founded for the  
20 purpose of educating black citizens of this state. From  
21 its founding in 1891 until 1954, the faculty and student  
22 body were overwhelmingly and predominantly black. When  
23 the college launched a program to promote racial  
24 integration in 1954, large numbers of white students  
25 were enrolled. So that in a few years, whites

1 out-numbered the blacks in the student body. The blacks  
2 then became a minority and this situation continues  
3 today.

4 In the fall of 1987, we enrolled 4,503 students.  
5 This is the second highest enrollment in the history of  
6 the college. Black students numbered 507, which comes  
7 to approximately 11 percent. The total percentage of  
8 blacks and other minorities is 12.5 percent. Although  
9 the percentage of blacks of West Virginia State College  
10 student body has grown smaller over the years, it should  
11 be pointed out that the actual numbers of the black  
12 students which are enrolled is only 61 percent of the  
13 number of black students who enrolled in 1953 and '54.

14 I want to point out that West Virginia State  
15 College continues to be the highest, in terms of  
16 integration, to be the most highly integrated student  
17 body among colleges of the State of West Virginia. As  
18 the enrollment grew from less than 815 students in 1954  
19 to 4,000 plus students approximately twenty years later,  
20 the size of the faculty also grew in number. With the  
21 retirement of older black faculty members and the  
22 greater availability of black professors, the racial  
23 composition of the faculty also changed.

24 At the present time, of the the 138 full-time  
25 faculty members, the representations of blacks is 21

1 percent. When other minorities are included, the total  
2 minority representations amount to 28 percent. So,  
3 therefore, the faculty at West Virginia State College  
4 has been and continues to be the most highly integrated  
5 faculty in higher education in the State of West  
6 Virginia.

7 Women are well represented in the faculty and  
8 student body at West Virginia State College. Women make  
9 up 45 percent of the faculty and 57 percent of the  
10 student enrollment. The foregoing information has  
11 presented the current status of the representation of  
12 minorities and women, and the faculty and the student  
13 body at our college. I will now address the efforts  
14 which have been made and are being made to increase the  
15 number of minorities and women in the student body as  
16 well as the faculty.

17 Serious efforts to enroll more black students have  
18 been made for a number of years and this continues as an  
19 ongoing project. On the admission staff, there is at  
20 least one admission aid counselor whose major  
21 responsibility is the recruitment of the minority  
22 students. This person is usually designated to  
23 represent our college day programs in West Virginia high  
24 schools where there are a large number of minority  
25 students. This admissions counselor also visits college



1     fairs and college day programs at selected high schools  
2     and out-of-state areas in this region of the country.

3             Alumni of the college are also involved in the  
4     recruitment of the minority students, and this has  
5     proven to be a very effective means in helping us to  
6     maintain our current percentage of minority students  
7     that we have enrolled. Most alumni chapters have a  
8     recruitment committee or a coordinator of recruitment.  
9     These persons are able to identify qualified black  
10    students and talk with them about our college. They are  
11    also able to represent our institutional affairs in  
12    other cities and other states.

13            During our last alumni association convention,  
14    during the early part of the fall, toward the end of the  
15    alumni, a man made a comment to our alumni that it would  
16    be up to them to make certain that we maintained some  
17    visible minority presence, or black presence among the  
18    students on our college campus. I told our alumni that  
19    I was confident that we will, in the next few years, we  
20    should be able to count 5,000 students, and that it was  
21    going to be up to the alumni to make certain that we  
22    continue to have at least 15 percent of those students to  
23    be black.

24            So, we are convinced that as we move toward having  
25    5,000 students, as has been the case in the past, white

1 students in the State will continue to realize they can  
2 receive the highest quality educational experience at  
3 West Virginia State College and will continue to be  
4 attracted to this institution in increasing numbers.

5 Another strategy that is being used to recruit  
6 more minority students is to make use of the minority  
7 students from the college entrance examination board.  
8 This listing contains the names of the students in  
9 two-year colleges with grade point averages of at least  
10 3.0. Other sources of data about minority students are  
11 lists of students who are interested in ROTC programs at  
12 historic black institutions. Enrolling these students  
13 has helped to build the ROTC program and at the same  
14 time it helps to increase the minority student  
15 enrollment on campus.

16 The colleges use radio announcements aimed at  
17 minority students on selected radio stations where the  
18 programing is aimed at this segment of the population.  
19 Additionally, video tapes are made available to church  
20 groups and other organizations who have groups of high  
21 school students who have an interest in the college. The  
22 comparatively low faculty salaries in West Virginia  
23 contributes to the difficulty that we have in recruiting  
24 qualified black faculty members. Many of the black  
25 professionals with advanced degrees are employed in

1 other states where salaries are much better than they  
2 are in this State. And it's very difficult to attract  
3 them away from those positions. Additionally, it seems  
4 the services of young, promising black persons with  
5 doctor's degrees were in competition at higher paying  
6 institutions, which are also trying to improve their  
7 percentage of minorities or their respective faculty.

8 In spite of these problems, a conscious effort is  
9 being made to recruit qualified black faculty and women  
10 as well. When positions are advertised, it is made  
11 clear that we are an equal opportunity employer and that  
12 applications for minorities and women are desired. We  
13 advertise our positions in local newspapers and in the  
14 departments of higher education. In addition to this,  
15 we also place notices in black higher education  
16 publications in order to reach a larger black  
17 population.

18 Recently, when a key administrative position was  
19 advertised, we found that there were not many  
20 applications from black individuals. This pool of  
21 applications was increased by our mailing notices of the  
22 vacancy directly to the campuses of the predominantly  
23 black colleges and universities. When the notices were  
24 circulated, our pool of black applicants increased.  
25 Subsequently, we were able to have more minorities come

1 in; meaning more black professors to be interviewed for  
2 positions on the campus.

3           Returning briefly to the student situation, I wish  
4 to express a concern that I have that many of the states  
5 have in this country of ours with regard to affirmative  
6 action. And that is what I consider to be an under  
7 emphasis on the importance of graduation rates of  
8 minority students. It's not enough just to increase the  
9 number of students entering the colleges. We must also  
10 design programs that would insure that a higher  
11 percentage of those students also graduate. At West  
12 Virginia State, serious efforts are being made to insure  
13 that support services are put in to help students  
14 overcome the difficulties, and hopefully to increase the  
15 rate of retention. Some of the programs currently in  
16 place for rendering assistance to the students are  
17 developmental developmental courses in English and math  
18 to strengthen those students who are deficient in these  
19 areas.

20           General Education 100, which is designed to help  
21 students with goals set, study skills, career  
22 counselling, and selection of a major. Too many  
23 students need help in specific areas; personal  
24 counselling, special counselling for the handicapped,  
25 counselling for international students, and we also have

1 a special counselling program for non-traditional female  
2 students. Our problem of increasing the number of  
3 minority students and faculty at West Virginia State is  
4 not unique. In fact, it is not unique for the State of  
5 West Virginia.

6 Recently, a conference was held in Los Angeles  
7 with a recruitment of minority students and faculty as  
8 the main topic. It was organized by the National Center  
9 for Post Secondary Governments and the Education  
10 Commission of the States. The report on this conference  
11 was published, the preliminary report was published in  
12 the November 25, 1987 edition of the Chronicle of Higher  
13 Education. And in that preliminary report, four  
14 criticisms were leveled at institutions of higher  
15 education through our American higher education.

16 Those four criticisms are: one, the Federal  
17 Government was considered to be unconcerned and often  
18 hostile to affirmative action efforts. And so, we see  
19 that there is a connection between policies of the  
20 Federal Government and the ability of higher education  
21 to carry out certain objectives. A second criticism;  
22 state efforts were seen as often being too erratic; that  
23 is, not being consistent in the state affirmative action  
24 policy. The third criticism; the reluctance of faculty  
25 members to teach remedial courses often needed by

1 minority students was also seen as a problem. And the  
2 fourth criticism; faculty members lacking understanding  
3 of the minority groups "which they serve was also a  
4 problem.

5 While a full report of the conference has not yet  
6 been made available, it can be concluded that in America  
7 and American higher education, we still have a very long  
8 way to go toward improving the ratio of minority  
9 students and faculty members to those who in the  
10 majority. Certainly, the history of West Virginia State  
11 College and the President of the West Virginia State  
12 College indicates that we have had a very strong  
13 commitment for at least four decades to educate young  
14 people and adults of the State of West Virginia without  
15 regard to race, and certainly that commitment continues.

16 Just as we continue our efforts to recruit black  
17 students, we also continue our efforts to recruit all  
18 students, regardless of their race. Thank you for your  
19 attention.

20 AUDIENCE MEMBER: I want to direct this  
21 question to Dr. Bucklew. Oftentimes a lot of the  
22 decisions that have to be made on new hires do not  
23 really occur at the presidential level. They will occur  
24 at the chairperson's level, at the dean's level on the  
25 college campus, or maybe some other level. What I would

1 like to know is what kind of an approach are you using,  
2 if any, to sensitize faculty and staff members to the  
3 problems that minorities have? You may have a person  
4 who has been in that chairperson's position or that  
5 dean's position for a long period of time and they are  
6 used to a certain pattern of hiring people. What are we  
7 doing or what are you doing at W.V.U. that would help to  
8 eradicate some of these things, their attitudinal bias  
9 that they might have?

10 DR. BUCKLEW: You have touched what I think  
11 was a serious concern of the institution as it did its  
12 own analysis. About five years ago, the decision was  
13 made, administratively, to decentralize affirmative  
14 action responsibilities very extensively. We tend to be a  
15 decentralized institution and that wouldn't be very  
16 surprising given the way an institution of higher  
17 education is structured. But we really eliminated much  
18 of our central responsibilities and made an assumption  
19 that at the hiring levels, school\college levels, major  
20 department levels is where we would lodge that  
21 responsibility.

22 I think our own analysis after five years was that  
23 the result was uneven. There was an attempt to try to  
24 encourage a more centralized responsibility, but the  
25 results would indicate that the sensitivities weren't

1       there. And I think we need to deal with the attitude  
2       issues and behavioral patterns. And I think you touched  
3       on it very well. It is something we have decided that  
4       just had to be returned. So, in hiring somebody,  
5       re-establishing a central focus, at the same time, I  
6       have said to my Vice-president, I'm not going to have a  
7       paper office which sort of stands there and sees if you  
8       can jump through the right hoops. We're going to get  
9       results, and I'm going to hold them responsible and  
10      expect them to be responsible. So, my staff understands  
11      that with Diane's leadership, we're going to try to do  
12      something about it. We know that means the decisions  
13      still need to be decentralized, but there needs to be a  
14      much better quality. So, you touched on a very  
15      important issue.

16             I would like to tell you it is all done; I can  
17      only tell you we are getting started.

18             MR. KELLY: Any more questions?

19             COMMISSION MEMBER: This one is kind of a  
20      general question to all of them. There has been a  
21      general statement that we don't have enough money to  
22      hire more qualified blacks. My question is, does this  
23      mean whites are working for less? That we have a  
24      totally inadequate, unqualified school system, or that  
25      some other standard is being used for measuring



1 qualified blacks than is used for measuring qualified  
2 teachers?

3 MR. CARTER: I guess I'll go ahead and  
4 respond. Part of the problem is related to the old  
5 economic rules applied to man. One is the alarming  
6 trends in higher American education. We have fewer  
7 blacks going into graduate school than you did ten years  
8 ago. So, what's happening is, we are finding that the  
9 supply for minority professors continues to dwindle  
10 while the demand continues to increase. And so, in  
11 terms of economic market place, if you will, this puts  
12 those individuals in a position to be somewhat more  
13 demanding than they were ten years ago.

14 So, the trend of fewer black high school seniors  
15 going to college has a ripple effect all the way up  
16 through the graduate school. So, that's another concern  
17 we've had.

18 COMMISSION MEMBER: May I make an--

19 MR. KELLY: After. Okay? We really do have  
20 to move along. And I have three people who have asked  
21 to appear on the program for a very brief time who have  
22 been added to our agenda; and who have a long way to go.  
23 One, all the way back to Charlestown. I don't envy his  
24 drive for one minute. Mr. Jim Tolbert, who is the  
25 President of the West Virginia NAACP, who has a

1 presentation to make.

2 MR. TOLBERT: Mr. Chairman and members of the  
3 committee, and guests speakers, I thank you for allowing  
4 me just a few minutes. I do have to go back to  
5 Charlestown and get ready for tomorrow morning, but I  
6 felt that the subject being discussed today was so  
7 important that I wanted to be here and share some  
8 information with you and to express my views.

9 When I talked to Mr. Chung some weeks ago about  
10 the agenda, even though I knew that we would be pressed  
11 for time, I felt that I wanted to listen to these  
12 speakers discuss their efforts to stamp this critical  
13 under-representation of blacks in higher education and  
14 racism at West Virginia colleges and universities. And  
15 let me make it clear that I don't think that higher  
16 education officials in the State consider the NAACP or  
17 the black citizens of the State's views very, very  
18 seriously. Either they think they don't have a problem,  
19 or they think that black people shouldn't question their  
20 actions, specifically.

21 I have written to the Board of Regents on two  
22 occasions within the last six months requesting their  
23 views on the involvement of black citizens in certain  
24 programs sponsored by their colleges. More specific, at  
25 least at one college there has been more than seven

1 Masonic ceremonies over the years. On every occasion,  
2 the college has asked the white Masonic Fraternity to  
3 perform the ritual knowing that there is a black Masonic  
4 Fraternity fully capable of performing the same ceremony.  
5 A letter was sent to the Regents for their views on this  
6 matter, and I have yet to receive a reply.

7 By the way, letters were sent to all of the  
8 presidents of the universities and colleges in West  
9 Virginia. Based on statements by the presidents of West  
10 Virginia University and Marshall, we're listening to a  
11 higher education disconnected effort, if any, to involve  
12 blacks in higher education. In my view, I would expect  
13 the Regents to respond, to develop some policy and  
14 guidelines encouraging and showing black citizens,  
15 taxpayers involved in the programs sponsored by the  
16 colleges and the universities.

17 Although it may appear insignificant to you, I  
18 believe involvement of black citizens, taxpayers in  
19 programs and other affairs of the colleges would signal  
20 to potential black students, black parents, and black  
21 faculty applicants that higher education in West  
22 Virginia is sincere and not just interested in getting  
23 black athletes.

24 White students and white citizens and taxpayers  
25 know that they will be welcomed and involved. Frankly,

1 the State NAACP is tired of this service on higher  
2 education officials that they're doing everything  
3 possible to entice and increase, and encourage black  
4 involvement when many of their actions speak otherwise.  
5 You will notice that none of the speakers mentioned any  
6 dialogue or cooperative efforts from the Board of  
7 Regents. I'm very concerned about statements of Dr.  
8 Bucklew and Dr. Nitzschke about the attitudinal factors  
9 at their particular institutions.

10 Mr. Henderson will be pointing out certain  
11 concerns about black teachers becoming extinct in West  
12 Virginia. Those, along with other acts I have just  
13 discussed, make it clear that in the very near future  
14 our higher education is geared toward a practically all  
15 white instructional system in West Virginia.

16 In summary, I believe, the Board of Regents has no  
17 inclination to show, and will show in action, what  
18 little or no interest in reducing other representation  
19 of a minority higher education in West Virginia.

20 Now, Mr. Chairman, if you will for a second, if I  
21 may speak to an issue not on the agenda and it's  
22 directed to you, and I think it's very, very important  
23 since we are meeting in this particular atmosphere. In  
24 an article you wrote and which appeared in the October  
25 7, 1987 Martinsburg Journal, you were extremely critical

1 of groups and individuals who opposed President Supreme  
2 Court nominee Mr. Robert Borden. You called these  
3 groups radical special interest groups, radical special  
4 interest gains, who spewed forth venomous and vicious,  
5 and ugly unjustified diatribes against Mr. Borden. The  
6 NAACP was one of the first civil rights organizations to  
7 oppose the nomination.

8 I just want you to know as chairman of this  
9 advisory committee, the United States Committee on Civil  
10 Rights, that I, as President of West Virginia NAACP, one  
11 of those special interest groups that you wrote about,  
12 found the article very, very disturbing and insulting.  
13 I question your role as chairman of this committee if  
14 you think that the NAACP and other individuals don't  
15 have a right to participate and testify in a nomination  
16 process.

17 I question your ability to work with NAACP and  
18 other civil rights groups in the State when you think of  
19 them as venomous and vicious, and address the century  
20 old problem of racism and injustice. Thank you.

21 MR. KELLY: I might point out that as of  
22 tomorrow, Jim will be a member of the State Advisory  
23 Committee, and I'm certain he will let his concerns  
24 about my editorial comments be known to me personally.  
25 I appreciate your coming. I make no apology for my

1 opinion as a free citizen from a free country.

2 MR. TOLBERT: I agree with you, but--

3 MR. KELLY: We did not come here to discuss--  
4 we came here to discuss the meeting--

5 MR. TOLBERT: I think that it should have  
6 been on the agenda.

7 MR. KELLY: I would be happy to discuss it at  
8 an appropriate time--

9 THE AUDIENCE: This is it. This is an  
10 appropriate time.

11 MR. KELLY: At this time I would like, at his  
12 request, a man who wears two hats, a coach at West  
13 Virginia State, a teacher at Marshall, who has requested  
14 one minute. Coach Banks.

15 MR. BANKS: One thing, I'm limited. The  
16 teachers at Marshall told me on the way over here, now,  
17 you know that you're long winded. But I don't worry  
18 about that because I only have one minute. Chairman and  
19 guests, on behalf of the West Virginia Black Leadership  
20 Summit, NAACP, Charleston branch, teachers at West  
21 Virginia State College, Marshall University, I'm  
22 submitting this report to show a tragic profile; there  
23 for Americans and education among our colleges and  
24 universities in this State. This report was put  
25 together in 1985 by the West Virginia Black Leadership

1 Summit on Higher Education.

2 I feel very positive that the figures in 1987 were  
3 not showing an upswing but a decline among blacks in  
4 higher education. Before I left West Virginia State  
5 College today, I had a person who's been at West  
6 Virginia State for 20 years to tell me I should convey  
7 this point to this group; the majority of our faculty  
8 and a lot of our staff is above the age of 50. It ties  
9 up with my theme in terms of telling people around this  
10 state that at West Virginia State College, as blacks, we  
11 have been phased out. If you look at the statistics, if  
12 you look at how many black faculty members and staff  
13 members we have had in the last ten years, it would be  
14 frightening.

15 I have been there since 1977, and the figures look  
16 bad to me; the number of black faculty, particularly.  
17 For all colleges and universities in the State, we feel  
18 very strongly that West Virginia is not committed to  
19 blacks in higher education. If they were committed,  
20 they would put money, more money, into special programs  
21 and do something about this tragic situation that we  
22 have in the State regarding blacks in higher education.

23 And I close by saying this: Actions speak louder  
24 than words. Thank you very much.

25 MR. KELLY: Thank you. We have only one

1 other person in the audience who has asked for one  
2 minute, although knowing him like I do, I doubt if he  
3 can confine himself to one minute. Phil Carter who is  
4 Director of the Social Work Department at Marshall  
5 University and is Chairperson of the NAACP Committee on  
6 Higher Education, asked specifically if he could appear.  
7 He has an additional statement which will be made a part  
8 of the official record. Phil, as briefly as you can,  
9 please.

10 MR. CARTER: Thank you very much. And I  
11 would like to welcome the committee to Huntington.  
12 Following this meeting, I will submit supporting  
13 documentation on all the statements that I am about to  
14 make. The panel and staff have provided an overview of  
15 under-representation of minorities and women in higher  
16 education and what you are currently doing about it, and  
17 what you intend to do about it. It's obvious that the  
18 number of minorities and women that we have in higher  
19 education in West Virginia are too little and definitely  
20 too late in 1987.

21 As Professor Banks stated earlier, it's tragic  
22 that we are even discussing this subject in 1987 here in  
23 West Virginia. In addition to under-representation,  
24 there is another problem, and that is under-utilization  
25 of minorities of color and women, and especially



1 African-Americans already on the campuses. They're  
2 regulated to minor roles.

3 Now, my focus very briefly will be on the micro  
4 level of analysis of black faculty members at Marshall  
5 University on the main campus. There are seven full  
6 time African-Americans teaching faculty at Marshall  
7 University, excluding the medical school. Three of the  
8 faculty members are in the college of liberal arts; one  
9 is in the college of education; and this semester two  
10 were hired and are teaching in the college of business,  
11 and one is in the community college. That's pitifully  
12 two few African-American full-time teaching faculty out  
13 of over 360 faculty at Marshall University.

14 All minorities of color are under-represented.  
15 However, when we really take a hard look at minorities  
16 of color, we see that there are three American Indians  
17 teaching on the faculty at Marshall, four Hispanics  
18 teaching at Marshall on the faculty, and 14 Asians  
19 teaching at Marshall on the faculty. Now, when we look  
20 at this, we have to raise a question. If there are only  
21 seven Afro-Americans, what are the techniques that are  
22 used to find American Indians, Hispanics, and Asians?  
23 Maybe the secret lies somewhere within the system  
24 already. And we need to take a micro analysis  
25 perspective and look at that, and do something about it,

1 and apply some of those same techniques to the  
2 recruitment of blacks.

3         There are no department heads, academic department  
4 heads, at Marshall University; that is, on the main  
5 campus. And it's important to note from this very brief  
6 micro analysis, we have minorities of color teaching at  
7 Marshall University. However, African-American faculty  
8 at Marshall University are definitely a minority within  
9 the minority. This condition not only limits the  
10 exposure of students to professors of color, but feeds  
11 the pervasive racist and prevailing attitudes that exist  
12 on that campus.

13         An example of this is the existence of a student  
14 newspaper. The faculty advisor, notwithstanding, that  
15 attacks and identifies African-American professors,  
16 programs, students, and administrators that desire to  
17 voice an opinion objecting to such racist behavior and  
18 practices at Marshall University. Not only does it do  
19 that to those of African-American heritage, any white  
20 Caucasian that dares to voice an opinion is also  
21 attacked.

22         In conclusion, if this body is truly interested in  
23 ascertaining exactly what is happening on campus, it  
24 must have an onsite, indepth examination of the  
25 condition which nurture and encourage racism by virtue

1 of the conduct of the administration, the leaders of the  
2 institution, the unwillingness of black and  
3 Afro-American faculty to even identify the issue, and to  
4 prevail in attitude and practices in the community.

5 Thank you.

6 MR. KELLY: We will depart from the agenda  
7 slightly because Herb advises me that he does have  
8 another commitment. At this time, in order to help us  
9 sort of focus on our discussion or comments to sharpen  
10 the issues, Mr. Herb Henderson, who is a member of the  
11 Board of Directors of the National NAACP and the  
12 President of the West Virginia NAACP.

13 MR. HENDERSON: Thank you. Two things.  
14 Number one, before I start, I just passed a note to  
15 Barbara thanking her for letting me go ahead. And I  
16 agreed two weeks ago to send in a note to her to serve  
17 as Chairman of the West Virginia State Martin Luther  
18 King Commission. I find that it is a full-time job. I  
19 didn't know that. It doesn't pay anything and I can't  
20 catch the Governor to get a budget. But anyway, it's  
21 interesting. I have got to make a conference call at  
22 4:00. I won't take my 15 minutes that Dr. Chung gave  
23 me.

24 It's interesting, as a trial lawyer to try, and  
25 Barbara and I, we have pages and pages of notes here.

1 And what I really need to do in order to answer these  
2 excellent presentations is to actually go back and do my  
3 research, and then catch it the next time. I have to do  
4 the best that I can. It's the first time I have ever  
5 written a speech while I have sat and listened, so I  
6 don't know how it's going to come out. Talk about  
7 racism and education and what you call the systematic or  
8 institutional, we call it black people, sometimes  
9 structured.

10 And the racism that we're talking about in  
11 education doesn't necessarily show up in our vision as  
12 individuals when we see it and when we see America. But  
13 I think for educators on the panel and for members of  
14 the audience, and members of the advisory committee, the  
15 issue is, as I see it, are you and I, members of  
16 institutions of society that tend to keep non-whites in  
17 subordinate positions, socially, emotionally,  
18 economically, and politically. Do you hear me? Are you  
19 and I members of an institutional society that tend to  
20 keep non-whites in subordinate positions, socially,  
21 economically, emotionally, and politically?

22 What we are talking about is the violence of the  
23 status quo; namely, I will say it in another way. The  
24 way things are-- the way things now are works against  
25 minorities in our society. It's difficult to grasp, but

1 I had the pleasure of hearing at a teacher conference  
2 that predicted that in America there would be no black  
3 teachers in another twenty years. And most people  
4 within the sound of my voice are not aware of that  
5 critical problem. And it came to our NAACP Board of  
6 Directors.

7 And basically he was the greatest person I ever  
8 met, a lawyer in California made a motion, very  
9 articulate. He made a motion that said basically the  
10 NAACP is against any kind of untested program that gets  
11 rid of all black teachers. He said, call it whatever  
12 you want to call it, or do whatever you want to do, we  
13 are against it if the end result is there is no black  
14 teachers. Say we're against competency, say anything  
15 you want, but any program you got that will cut the  
16 number of black teachers from 11 percent to 1 percent in  
17 twenty years, we are against it.

18 I think I need to say this, too, underlying this,  
19 and we're talking now about West Virginia, I think  
20 underlying everything I have heard here has been a lack  
21 of-- one of the basic things is not racial or sexist,  
22 and that is the critical lack of leadership in the State  
23 of West Virginia. When they laughed at NAACP in  
24 Bluefield when we were the first organization to endorse  
25 the decision there, they said, hey, you guys, you're

1 crazy. And people like our Governor, Jay Rockefeller  
2 was Governor at the time, said that it was expensive.  
3 Well, he didn't give a damn because his kids was going  
4 to private school.

5 I understood the Decision went a long ways, but  
6 until we do that in West Virginia, we can forget West  
7 Virignia University and Marshall, and all of them.  
8 We're going to go down the drain. Look at Tennessee.  
9 About twelve years ago they did it. They put everything  
10 they could into education and roads. Where's everything  
11 going? General Motors, the Japanese and everything  
12 else. But we have a lack of leadership and that's the  
13 reason for the lack of resources. Lack of resources,  
14 whether they be government contracts or anything else on  
15 our congressional delegation. You just can't ignore  
16 that.

17 A college president, I'm going to give you hell in  
18 a minute, but a college president can't reach in his  
19 pocket and get money. You've got to have money and it's  
20 got to circulate. It's got to turn over. And I have a  
21 problem with that. I think the leadership, just  
22 critically as an addition to this discussion, we need--  
23 you have to look in the mirror at yourself. Whether  
24 it's me or you, or anybody else, and you don't go around  
25 helping anybody else if you are not straight yourself.

1           Now, affirmative action; I remember affirmative  
2           action. I have heard an affirmative action officer at  
3           one of the universities in West Virginia say he was  
4           black. He said, I can take affirmative action program  
5           and the compliance and shuffle those papers and make  
6           reports and that's-- everybody does that. And he said,  
7           I can guarantee we will never have to hire a black and  
8           the government will never catch us. That's common  
9           knowledge in the white community. Everybody knows he  
10          brags about it at Marshall University. It is a sad day,  
11          I think, when you go over to address an issue-- and  
12          that's when I stopped going, when the president had him  
13          there as his right-hand man. I said, I will never go  
14          back again until they get rid of him and the president  
15          both.

16                 And there's a need for, I think, to the college  
17          presidents, and I would like to suggest one thing; a  
18          mandated sensitivity program for faculty and staff.  
19          They had to go every two or three years to go through a  
20          racism seminar and look at yourself in the mirror. They  
21          have them all over the country, and they're mandated in  
22          certain places. I would like to see that; a racism and  
23          a sexism.

24                 I would like to suggest that another thing is a  
25          closer link between our schools; all of our schools. We

1 have, number one, the high schools and the grammar  
2 schools in this country; and number two, a closer link  
3 within the community themselves, networking, and  
4 networking in the black community. I mean, truly  
5 networking in the black community.

6 You see, Dr. Bucklew, a lot of people-- we're  
7 doing a lot of talking, but somebody the other day, we  
8 were trying to get some of this work, the NAACP might,  
9 they have black kids from here, but the law school in  
10 the last ten years is supporting few too many of them.  
11 They went to the finest schools in America, but they  
12 didn't go to West Virginia U. A whole slew of young  
13 black doctors, smart as they can be, but they hit the  
14 roads and took off from West Virginia. Why are we  
15 losing them? I think they need to have a sense of  
16 belonging and a sense of appeal.

17 I think, also, if we can, and I say this  
18 advisably, if we can get black athletes on the campuses  
19 of our colleges, why can't we get black coaches? Why  
20 can't we get blacks recruited. I think it's difficult.  
21 I'm not going to be unrealistic. There are problems. I  
22 know of problems of people, what you talked about, Dr.  
23 Carter, about the diminishing number of blacks that are  
24 available so they can be more demanding in their jobs,  
25 and that has to do with another kind of thing. But I



1 have always felt that at Marshall, because I live here,  
2 that they could.

3 And sometimes it's just little things. It's not  
4 like a big faculty. Like Ed Stalling, he meant a lot to  
5 the black people, not him, but it opened up a position.  
6 And what did the athletic director do? We were all  
7 looking at him. And the thing we said then was, why do  
8 we have to get on our knees to beg you to hire another  
9 assistant, an athletic director, where people can look  
10 up to him. Why did we have to beg you to do it. You  
11 should see that that's a kind of a thing, the brain  
12 says, hey, we have get a couple of assistants. But that  
13 was a step forward. Why do we have to keep coming back  
14 to you? When war comes, you take us first. I don't  
15 know. I don't slay all of the attitudes and changes,  
16 and I love some of the things that they're doing at  
17 W.V.U.

18 And I don't want to send a false tense, but I was  
19 really sad that, some of you people may have read it,  
20 but you talk about racism in a courtroom. I tried a  
21 case yesterday, and I don't normally talk about cases  
22 that I try, a black young man at the University was  
23 charged-- boy is-- you know, they're just kids fighting.  
24 When I was at State we fought like that every night and  
25 nobody ever got warrants. Here they get warrants on

1 each other. Now, the sad thing about that trial with me  
2 representing the football players, the people, was it  
3 not; not at all. The students got up there and they  
4 didn't understand it. Why, what was that issue? And  
5 she says, and those colored boys. I mean the coach, he  
6 jumped that high and he took out of the building. And I  
7 was sensitive to it because the students, 19 and 18  
8 years old at this late date, calling people colored  
9 boys. You would get your damn heads knocked off in most  
10 counties of the world. You don't even survive. And it  
11 was an insult. That's not our fault. I don't know  
12 whose fault it is, but I'm not going to lay that at you  
13 guys table. I'm saying there is more to it than meets  
14 the eye.

15 Let me move along. On higher education, I'm  
16 supposed to make some recommendations to you. I think  
17 we need at West Virginia, and I have submit to you, to  
18 create and design a plan designed to insure the  
19 continuation of blacks and education. That's the whole  
20 thing from preschool through. And I think the most  
21 important thing is, and that's what this forum is about,  
22 is education as with other things, that we have to  
23 realize that there is a problem and I think we do. And  
24 I have got to say this one more time for all of us  
25 within the hearing of my voice.

1           I feel when you talk about issues such as this,  
2           the first thing we need to do is look in the mirror. I  
3           can't help anybody else if I can't help Herbert  
4           Henderson. I think another thing I ought to say at this  
5           forum is that blacks themselves should share some of the  
6           blame for some of the problems we have. We have need to  
7           do some things about rededicating ourselves and  
8           correcting some of the insulate problems that effect the  
9           quality life of blacks of America, such as motivation  
10          and support of stay in school programs, preschool  
11          education and health programs.

12           I guess basically what I'm saying is, it's a  
13          two-sided sword. I think self-help, fine. But I'm 57  
14          years old, and I have studied. I have taught at  
15          Marshall thirteen years of my favorite subject, History  
16          of Black America. And we have made some strides in  
17          America as black people from whites. But the black  
18          people just sit back in this audience or anywhere else  
19          and wait for whites to make it right for them. I feel  
20          sorry for them. They better help themselves. And  
21          however that is, we have to learn to help ourselves.

22           But I do feel, to the commission members and  
23          everybody within the sound of my voice, the first thing  
24          to realize is you have a problem. And it seems to me,  
25          an intelligent discussion and an intelligent thought and

1 an intelligent thought process that brings these things  
2 before us, and finding out the underlying reason. I  
3 can't make Dale Nitzschke do certain things. Somebody  
4 said it once, you have got a New York city appetite and  
5 East Lynn money. I can't force him to spend money for  
6 massive programs. We all know that in our political  
7 process the money is not available.

8 I think it's more than just the racism and sexism.  
9 You-all talk about it a lot, but I suggest to you that  
10 you might consider some of the things I suggested, such  
11 as the sensitivity program for all faculty and make them  
12 go, make them sit in the classroom and let people like  
13 Berchie Gray scream at them for three hours, whatever it  
14 takes to make them sensitize better. Thank you very  
15 much.

16 MR. KELLY: Our next speaker is Ms. Barbara  
17 J. Oden, former member of the Advisory Council of  
18 Faculty to the West Virginia Board of Regents.

19 MS. ODEN: I'm speaking as a faculty member  
20 today. Knowing Dr. Nitzschke, knowing Dr. Cole, Dr.  
21 Bucklew, and Dr. Carter, hopefully I don't offend them  
22 to any degree by some of the observations that I have  
23 made, not only as a minority, but also as a faculty  
24 member. Sometimes I think administrators and faculty  
25 see things from two different sides of the world.

1           You know, when we first started talking about the  
2           concept of affirmative action, and of course I was  
3           around at that time, I personally felt that really it  
4           had no place in higher education. That was because at  
5           that time I had different views about higher education;  
6           what it was to society, what its commitment was to  
7           society, what its commitment was to the youth. And I  
8           felt that higher education on its own would find its  
9           ways of fulfilling those commitments to the youth and  
10          to the people of this country, but of course that didn't  
11          happen.

12           And in the mid 1960's after some cries from black  
13          citizens, higher education did fall under affirmative  
14          action. And of course since that time, it has probably,  
15          in my mind, been the only thing that has gotten us as  
16          far as we have gotten, even at West Virginia State.  
17          Despite that 25 years, I guess since that time, I have  
18          watched the dwindling number of minority students,  
19          minority faculty, and I have also noticed that there has  
20          been no significant increase in the number of women  
21          faculty throughout.

22           West Virginia State may be a big exception to some  
23          degree because of the historical background. I heard  
24          the figures down in Bluefield. I saw 91 percent white  
25          student body. And of course when I really think about

1 it, maybe we're not that different. I just don't view  
2 it like that, being right on the scene, you know. It's  
3 something I'll think about very seriously from now on.

4 But anyway, even affirmative action seems to be  
5 failing. The minority women students, as I said, is  
6 dwindling; what's causing it. Since we don't have  
7 anything but affirmative action, I think, to enforce,  
8 I'm not convinced anymore that the universities and  
9 colleges own their own will do this. Nowhere else in  
10 American society have white males turned over the reins  
11 to any other group of people, and I don't think it will  
12 help here. So, what we have to do is work with the  
13 affirmative action.

14 I think one of the good things about affirmative  
15 action in higher education is that it came along some  
16 time after the business model of affirmative action. We  
17 didn't learn anything from it. Business used it to  
18 quote figures. And when Dr. Call started off there  
19 today giving us his figures, I became nervous. I said,  
20 here we are quoting these figures that satisfied these  
21 declining numbers that are mandated by the Federal  
22 Government. That's what has been wrong with it, with  
23 affirmative action, it has no philosophy. Until it  
24 gains a philosophy, it will be totally ineffective in  
25 the college setting.

1           It must not only have a philosophy, but a  
2 philosophy that is central to the mission of the  
3 institution. I listened to the findings that are going  
4 on at the university. I applaud Dr. Bucklew for what is  
5 going on, and Dr. Nitzschke. And perhaps, Dr. Bucklew's  
6 approach is touching on what I see as maybe a workable  
7 solution. You talk about admission. I looked at the  
8 admission slip and I picked up this Agenda for Action  
9 1985, West Virginia Board of Regents document. I leafed  
10 through it this morning, and I had done this for some  
11 other purposes in the past. I noticed that the Board of  
12 Regents devotes a couple of sentences to what it calls  
13 affirmative action. And in there, it echoes this  
14 business of equal opportunity employer; the verbage, I  
15 think of the industrial market. I went through  
16 specifically the mission statements of Marshall, of  
17 W.V.U. since they were going to be here, and of West  
18 Virginia State.

19           I browsed through the other mission statements. I  
20 noticed, for instance, that Marshall lists ten  
21 intentions in its mission statement, even though I know  
22 that these are under revision. Not once was affirmative  
23 action committed to give its graduate and undergraduate  
24 students a comprehensive-- an opportunity to engage in a  
25 comprehensive program. Not once was that mentioned as a

1 mission. West Virginia University alludes a-- not only  
2 very briefly, but just a surface manner, alludes to a  
3 universality somewhere which is important. Given the  
4 years of neglect, I don't think that is adequate.

5 West Virginia State, and I risk here giving a big  
6 sermon, is the only one of those three that says  
7 something about commitment to leadership in the  
8 education of minorities and women, and the handicapped.  
9 I happen to have been-- especially since its incentive  
10 about Africa, because I was one of the people that  
11 worked on that part of it about being central to the  
12 mission, I don't see any affirmative action working on  
13 the college campuses because the point of it is missed.

14 If it becomes a part of the mission, then  
15 everything is directed toward accomplishing what the  
16 objectives of that are. You don't have to answer  
17 questions like, do we have twenty black faculty; do we  
18 have ten black faculty. You have the right faculty that  
19 are needed to carry out the mission which is one that  
20 insists that American youth have an opportunity to  
21 engage their multi, diverse experience. How else can  
22 you have it without black faculty students and females.

23 It's important to them that the leadership of the  
24 institutions take a role in it. I don't think they have  
25 done. Never yet, at West Virginia State, have I seen an



1 agenda of the academic senate where affirmative action  
2 was an item for discussion. Now, it is not-- and I  
3 carried the senate for two years. Now, that's  
4 condemnation of myself. And again, you only think about  
5 these things sometimes that interest me. Never have I  
6 seen it on the Dean's counsel. That's what I call it--  
7 that's Counsel of Divisions here. At department  
8 charities, we talk about none of those things.

9 It is important that not only do they become a  
10 part of our mission, but that they are discussed. You  
11 know, I noticed another thing when I was looking at an  
12 agenda for action here. An objective such as  
13 telecommunication network is mentioned; lots of page  
14 after page of time devoted to talking about where we  
15 were going and the T.V. computer network. Campus  
16 building and renewal. On my own campus, which we are in  
17 the process of renovating a building and making an  
18 addition. Because they were here though, I've seen them  
19 being implemented. What happens then if affirmative  
20 action and commitment to the minority faculty and  
21 students becomes a part of a mission of the institution.  
22 I do not see it that way.

23 Somebody mentioned attitudes. It's a disturbing  
24 thing when you mention remediation on the campus right  
25 now. And we have a black heritage that some of us are

1 very protective of. I often pity the isolated people  
2 out here. Somehow, you don't get this feeling of  
3 isolation at State. Maybe it's the critical number. I  
4 maintain you must have a critical mass, not only of  
5 students and faculty. But when you mentioned remedial  
6 education, nobody makes that an under preparation issue  
7 anymore. It immediately becomes a racial issue. That  
8 has to cease, somewhere.

9 It has to be taught by administration, it has to  
10 be taught by faculty. You talk about sensitizing a  
11 faculty about once or twice a year, every two or three  
12 years, it won't work. It has to be done more than that.  
13 It has to be taught. When remediation becomes a racial  
14 problem, what happens then, when faculty who for years  
15 has been indoctrinated with racial ideas of partiality.  
16 What happens then, when you put them in the classroom  
17 with the underdeveloped student.

18 People want to know today why black kids are not  
19 staying in school. One of the reasons is we have been  
20 welded out of the classroom since 1954. It was probably  
21 about 1967 by the time we got weeded out of the  
22 classroom in large numbers. And more and more right  
23 now, we are, the numbers are decreasing.

24 Who talks to the black students anymore? I listen  
25 to our faculty right now, who talks with remedial

1 students who fail a math test. You get some negative  
2 vibes about it. It's kind of moderated a little bit  
3 because they are talking to another black. But he  
4 doesn't know a formula, so he doesn't know math. Who  
5 decided that because you don't know a formula, you don't  
6 know math? You see what I'm saying? They don't  
7 understand that somebody has set some standards, some  
8 subjective kinds of standards.

9 That is a word I very rarely use; that word  
10 "standards" and "not qualified." I don't really care to  
11 talk about those two words because I keep hearing them.  
12 We are looking for qualified blacks. This student is  
13 not qualified. I just heard a word there that this was  
14 a learning disability. And I think a football player  
15 has learning disabilities. I don't think of them as  
16 having learning disabilities. I think of them as being  
17 underprepared. And if you take that kind of attitude,  
18 then I think more positive results-- you can read more  
19 positive results.

20 I do try to emphasize this thing. One of the  
21 reasons you have to have black faculty in critical  
22 positions in both the administration and the teaching  
23 ranks is so you don't make the false mistakes thinking  
24 you're doing good; that don't do any good. Many, many  
25 times honest efforts are made to help. But if you don't

1 understand black people, and it's difficult sometimes to  
2 understand if you haven't been one, then you need some  
3 blacks around. Thank you.

4 MR. KELLY: That concludes the presentation  
5 of the--

6 AUDIENCE: May I make one small statement?  
7 This meeting reminds me of a group of doctors performing  
8 surgery and they left the patient at home. I see two  
9 students in here, and we're talking about higher  
10 education. Don't you think that maybe the next time we  
11 get ready to do this, let the students get up here and  
12 tell you why they're not going into teaching  
13 professions. Let some students of the schools come and  
14 tell you why they didn't come to Marshall, why they  
15 didn't come to W.V.U., why they're not coming to State.  
16 Let some former students come and tell you why they  
17 left. Let some of the high school students out here  
18 that are making plans to not even worry about going to  
19 school, let them come and tell you what your real  
20 problems are.

21 MR. KELLY: excellent, excellent suggestion.  
22 Thank you. Go ahead.

23 AUDIENCE: I just have a comment to make on  
24 some of these issues that have been talked about today.  
25 Speaking from experiences that I know, because I have

1 two kids who did make it through high school and also  
2 through colleges. One of them attended West Virginia  
3 University and one went to Marshall. But the prejudice  
4 started in grammar school when they put my son in a  
5 remedial math class. He didn't really belong there, she  
6 said. It's not because he belongs there, but somebody  
7 had not prepared him. Then he went on to high school  
8 and he began to excel in the engineering courses. And  
9 he went on to West Virginia University. He graduated  
10 from West Virginia University in the engineering school  
11 this past spring. And they had a problem with the  
12 teachers. They were very prejudice, very prejudice.  
13 And I had to work with him and support him all the way  
14 through to get him through that engineering school.

15 He came out of it. There were three students who  
16 graduated; male students and this one black girl. They  
17 had a problem all the way through with most of the  
18 faculty, but there was a small minority of white  
19 teachers and Asian teachers who did support them and  
20 help them through. But even after he got out of  
21 college, and he is in with the government now, they get  
22 number-- the federal agency pulls them in, you know,  
23 they recruit them and let them sit there. They're not  
24 developed. He says, mom, in five years, I want to move  
25 on. He's been fussing about it ever since he's been

1       there. He says, I'm not being developed. It's going to  
2       look bad on my resume.

3               So, we have created a society that-- they're  
4       telling you on paper that they have an affirmative  
5       action in the Federal Government, but it really isn't.  
6       I remember a quote on T.V. when the Japanese Ambassador  
7       came up there and said, the problem with America is the  
8       literacy rates among blacks. Now, this is a problem,  
9       this is a grave problem in America. So, we're just  
10      going to shuffle some papers around and say, we are  
11      working at this, you're wrong. You're fooling yourself  
12      because you're not only misleading blacks, but you're  
13      misleading whites and other groups, too, because this  
14      country is that-- it's a problem of magnitude. And I  
15      have seen it with my daughter at Marshall when she got  
16      ready to graduate. And she had a 3.0 above average in  
17      her GPA semester grades, she had 3.58, and in  
18      interviewing when those corporations on campus  
19      interviewed, they wouldn't call a woman. And I said to  
20      her, you go over there and you be there every day until  
21      they interview you and you get your job. And she got a  
22      very good job with a very good company, and she travels  
23      all over the world.

24             We have to be concerned as parents. I have seen  
25      the colleges. They're not even the best of black kids,

1 but I consider my kids the best of black kids and I'm  
2 the best of parents. I believe that. And I'm  
3 concerned. I get very uptight when I see what's  
4 happening. I know it's happened to them, and it hurts  
5 me to see what they're doing to the weak kids. They  
6 don't have a chance. They do not have a chance in  
7 America if we don't quit putting it on the paper and put  
8 to action.

9 At West Virginia University, I know the  
10 Engineering Department has a problem. They have a grave  
11 problem and it needs to be rectified. And I know you can't  
12 do it alone. But you need a system when you're hiring  
13 people in here to teach, you need to almost dig into  
14 their backgrounds, see if they have prejudice within  
15 them because they don't need to be there if they do. I  
16 mean, that is what it's getting to. I am a concerned  
17 citizen and I will be here until I die fighting for the  
18 rights of the underprivileged blacks and whites because  
19 they are lost if we don't have groups like this staying  
20 on top. You have need to sensitize the faculty members.  
21 That's a problem at Marshall. And make it mandatory  
22 that they go to these groups and their meetings and they  
23 support the black students on campus. If you don't have  
24 a strong black support group, or support group on  
25 campus, and parents' mean you have nothing because they

1 are eating them up. They are eating them up alive.

2 AUDIENCE: First, I would like to agree with  
3 the gentleman who said that the students need to be  
4 here. It was my son who brought it to my attention as  
5 he was watching television. He said, mom, back in your  
6 day they had black teachers. And it had never dawned on  
7 me that my child has never had a black teacher. He's in  
8 the eighth grade now and he has his first black teacher.  
9 I started, because I'm director of a woman's group in  
10 Logan County, I started looking around. We have five  
11 black teachers under the age of 40, and the rest of them  
12 are retiring just as soon as they can get their time in  
13 and get out. And I don't really blame them with what  
14 all they have to put up with, but we have to do  
15 something.

16 And I'm tired of the colleges, universities, and  
17 community colleges telling me you can reach a clientele  
18 that we can't reach. If I can go out there and find  
19 those qualified blacks and women, you can too.

20 MR. KELLY: Thank you. We have time for one  
21 more question and then we have to move on to the  
22 Huntington--

23 AUDIENCE: Like I said earlier, I know a lot  
24 about Marshall University and W.V.U., and I refuse to  
25 allow my children, both very bright, honest students to



1 attend in any university in West Virginia. They both  
2 are honor students, but they're out of state. So, it's  
3 a shame of what we are doing in this State when  
4 valuable, bright students like my children have to go  
5 out of state to get equal education.

6 MR. KELLY: I agree with you.

7 AUDIENCE: May I ask a question? You are the  
8 Chairman of the State Advisory?

9 MR. KELLY: Yes, ma'am.

10 AUDIENCE: How many other members of the  
11 state committee are here?

12 MR. KELLY: There are three.

13 AUDIENCE: Three.

14 MR. KELLY: Burger Gotley, Howard Kenny, and  
15 Marsha Potts.

16 AUDIENCE: How many are there? I used to  
17 serve on it myself, so I know--

18 MR. KELLY: Nine.

19 AUDIENCE: Fine. And there are three here.

20 MR. KELLY: Four here.

21 AUDIENCE: Four. The reason why I asked is  
22 because we are not familiar with it. I'm so glad the  
23 president of the NAACP conference was here and said what  
24 he did about you, Mr. Chairman. This is really good.  
25 I'm going to tell you why. The month that Dale Nitzchke

1 became man of the year, here was a great big picture of  
2 Dale Nitzchke in the Charleston Gazette. I looked all  
3 through the Huntington newspaper to see what they were  
4 saying about this man who belongs to us here in  
5 Huntington; nothing. I called the newspaper. I said,  
6 what the hell is going on. This man belongs to us. And  
7 you know what? He was so kind. He said, do you know  
8 what? We don't take news from other papers. I said,  
9 how in the hell do you get it then? And you know, he  
10 said, you've got a point. The next day they had him in  
11 the paper.

12 My point is this, there's something we can do and  
13 we are not doing it.

14 MR. KELLY: I'm glad as a newspaper man that  
15 Phil Carter jumped on the Parthanon and you're jumping  
16 on the-- it makes my misery feel a little better.

17 I would like to introduce a good friend of mine  
18 and certainly a leader in the civil rights movement in  
19 West Virginia for a number of years. Howard Kenny, my  
20 good buddy from Charleston and my close personal friend.

21 MR. KENNY: Let me just simply say this about  
22 my tenure as Chairman of the State Advisory Board  
23 Committee. I will be judged, content to be judged,  
24 happy to be judged on the basis of what Howard Kenny,  
25 Marsha Potts, Burger Gotley, Fred Kemp, and the other

1 members of this committee have to say about our  
2 activities, and about how I have tried to conduct them  
3 in as an impartial and as business like a manner as  
4 possible.

5 I thank the educators for taking time from their  
6 busy schedules to be with us. We appreciate it. I  
7 think again, we-- all of us have learned some things  
8 that we needed to learn. Let me conclude this--

9 AUDIENCE: Let me interrupt you. I'm an  
10 ex-frustrated newspaper man, but I have been a somewhat  
11 successful businessman, and I am very shy and reserved.  
12 What I often did as a columnist, frankly, doesn't have a  
13 damn thing to do with me setting with him on this  
14 commission, and I think you have to learn. I disagree  
15 with him because I am one of those liberal groups that  
16 fought the Ford nomination with Ginsberg and all the  
17 rest of them, but I don't hold that against him. I just  
18 think he doesn't understand the way of life.

19 But the point I want to make is, I don't think he  
20 identified himself as chairman of this group. That's  
21 the only distinction. He has a right to say what he  
22 wants to, just as each of you. So, I think we ought to  
23 get off the--

24 AUDIENCE: Why should he have a right--

25 (Brief recess was taken)

1           MR. KELLY:  Would you close the door please.  
2           We have one hour from now in order to get five good  
3           people.  Let's begin with one of the good people who  
4           will also, tomorrow, become a member of our State  
5           Advisory Committee.  Jim Tolbert is going on tomorrow.  
6           Carol Boster who is now Executive Director of the  
7           Huntington Human Rights Commission will become a member  
8           of our committee tomorrow.  Carol.

9           MS. BOSTER:  I want to make sure I can get  
10          comfortable here.  I want to thank the committee not  
11          only for giving me the opportunity to speak here today,  
12          but for the vote of confidence in my becoming a member.  
13          I just found out about that a little bit earlier this  
14          afternoon.  I am extremely pleased to have that honor  
15          and will work very, very hard at that position.

16          I have been asked to speak about civil rights  
17          enforcement in Huntington, West Virginia.  So, I would  
18          like to start off by telling you a little bit about the  
19          office of which I am the Executive Director.  It's a  
20          civil rights law enforcement agency.  And the law that  
21          we enforce is the Huntington Human Relations Ordinance.  
22          This was passed in 1972.  And very briefly, among other  
23          things, the ordinance states that it's a public policy  
24          of the City of Huntington to provide all citizens equal  
25          opportunity in housing, public accommodations and

1 employment without regard to race, sex, color, age,  
2 national origin, ancestry, religion, blindness, or  
3 handicap.

4 It also authorizes the commission to receive and  
5 to investigate complaints on those basis that I just  
6 mentioned of discrimination and to hold public hearings,  
7 if necessary, on those issues. The intake of complaints  
8 during this past physical year increased 100 percent  
9 over the figures that we have for the previous year. Of  
10 the cases that we closed in '85 and '86, 53 percent of  
11 those resulted in a satisfactory resolution to the  
12 complainant. The basis upon which most of the  
13 complaints of the City of Huntington are filed are race  
14 and sex. It's about an equal number of those two  
15 categories and that has been that way probably for the  
16 last three or four years.

17 The next categories; the largest in numbers are  
18 age followed closely by handicapped. I would like to  
19 give you some reasons why I think that we have such a  
20 large number of complaints in those four areas. Number  
21 one, I would like to say that in the category of race,  
22 not all complaints that are filed under race are filed  
23 by blacks or the traditional minorities. We do have  
24 some complaints filed by the basis of race that are  
25 filed by white people, and generally they are based upon

1 their association with minorities. That's because they  
2 are either married to, have a close relationship with,  
3 or living with, such as a roommate. Even people of the  
4 same sex in a straight relationship are the victims of  
5 certain discriminatory treatment.

6 So, the mere fact that we have had a small  
7 minority population in Huntington, we have a 7.5 percent  
8 of all minorities, 6.5 of that is the black population,  
9 accounts probably for some of the discriminatory  
10 attitudes and resulting actions that are directed toward  
11 that minority.

12 In the second category of sex discrimination - and  
13 again I want to make the point that not all complaints  
14 filed on the basis of sex are filed by females - we are  
15 seeing an increasing number of sex related complaints  
16 that are filed by males. Males, perhaps, who are in the  
17 nursing profession and who are in different professions  
18 that were traditionally female. And they find that the  
19 attitudes toward them are much the same as females find  
20 when they enter non-traditional female roles. So, they  
21 can be filed and are being filed by both sexes.

22 However, because we are a university town and  
23 there are a number of young females in Huntington, West  
24 Virginia, attending Marshall University, a lot of those  
25 young females are employed in the food service

1 businesses. Now, most of us think of fast food  
2 businesses as generally being under the supervision of  
3 young males who may be having authority for the first  
4 time in their life and take advantage of those kinds of  
5 situations in exerting that kind of power over the  
6 females who work under them. We do see quite a number  
7 of these complaints because of this situation.

8 As far as the age related complaints are  
9 concerned, the very economic stress, I think, that a lot  
10 of the businesses here in Huntington are under; a lot of  
11 them have what you call a reduction in force. When we  
12 see a reduction in force, those that are most likely to  
13 be affected are those over the age of 40. So, it  
14 depends upon how the company achieves the reduction in  
15 force and whether or not it has an impact on those over  
16 the age of 40, whether or not they may or may not have a  
17 basis to file a complaint on age. But we are seeing  
18 many white males who come into our office and say, I  
19 never thought that I would be coming into a civil rights  
20 law enforcement agency, but I am awfully glad you're  
21 here.

22 Age, handicaps, some of these things we're talking  
23 about are human conditions. They don't know any  
24 prospector of sex or race. Its the kind of thing that  
25 can happen to any of us. The Human Relations Ordinance

1 also charges the Commission to strive to eliminate  
2 discrimination through education and through persuasion.  
3 And our Commission has undertaken probably in the last  
4 four or five years one of the most extensive education  
5 and outreach programs of any of the other Human  
6 Relations Commission across the country. We have been  
7 asked to present our programs at a lot of the national  
8 conferences. Many of the programs that we have created  
9 and initiated here are now in other counties, cities and  
10 states across the country.

11 There has been an increasing demand locally for  
12 our outreach in education services. We have a  
13 commission staff of three people. And I would like to  
14 tell you some of the services that we have provided just  
15 in this past year. We handled over 492 inquiries and  
16 deferrals. We made 134 public education outreach  
17 presentations to the public. These were done in  
18 classrooms, businesses, to consumer and advocate groups.  
19 We provided training for front line supervisors, to  
20 realtors. On top of that, we conducted a fair housing  
21 testing program where we tested the real estate  
22 practices in Huntington that covered sales, mortgage  
23 financing and rental.

24 We have offered and implemented a continuing civil  
25 rights education curriculum in the schools in Cabell



1 County. We began this in the spring of 1984, and it  
2 continues today. One hundred and twenty-two of those  
3 one hundred and thirty-four presentations that I just  
4 told you about were in the public school system. We  
5 sponsored an art and essay contest as part of the  
6 commemoration for Martin Luther King, Jr. this past  
7 year. We had students from all of the schools and  
8 counties that competed and they were asked to comment on  
9 what Martin Luther King, Jr. meant to them.

10 We conducted a landlord/tenant seminar that was  
11 attended by 98 people, and we do this every year. And  
12 each year we have more and more people that are  
13 attending these seminars. We keep public service  
14 announcements going on radio, T. V., newspapers and  
15 marquees around town. Once a year we ask the clerks in  
16 the grocery stores and the supermarkets to distribute  
17 our literature to all of the people on a given day so  
18 that we can get the message out to all the people that  
19 we're here and what we do. We also put our pamphlets  
20 and posters in all the major downtown stores.

21 We started this past year an affirmative action  
22 employee vitae bank where we contacted most of the  
23 advocate groups in town. And we asked them to please  
24 send us the vitae of members of their organizations; the  
25 kinds of skills they might have to sell to employers.

1 We, in turn, have contacted employers and said, please,  
2 when you need a minority, a female, a handicapped  
3 employee, please contact us. Let us run it through our  
4 computer to find out whether or not we have a match and  
5 can be able to help you in that endeavor.

6 Our office provided training for all of the  
7 supervisors of the Huntington Police Department.  
8 Our fire chief, Jack Workman, said that he wanted to  
9 make sure that all of his supervisors were sensitized to  
10 the needs and the problems of the minorities and females  
11 on his staff. He made it mandatory that each one of  
12 them attend.

13 We have also provided that same kind of service to  
14 all of the supervisors of the City of Huntington. That  
15 was also made mandatory. Everyone had to sign that they  
16 attended. It was done in three separate sessions.  
17 Those who did not make one session was asked to account  
18 for why they were not there and they had to say which of  
19 the other two that they would attend.

20 Some things that we have coming up in the spring  
21 include a major employment seminar that we're planning.  
22 We sent out questionnaires asking people what their  
23 needs are, the kinds of things that they would be  
24 interested in hearing at an employment seminar. We're  
25 hoping to do that sometime in the spring, probably in

1     May. We are also getting ready to embark upon a program  
2     that is called The World of Difference. Now, this is a  
3     program that is put out by Rene Brett, and it is a  
4     comprehensive, community program as I have ever seen.  
5     It has programs, public service announcements, it has  
6     public school curriculum, it has programs in there for  
7     all the major industries, and it covers every population  
8     within a given city.

9             Now, in order to do that, we are going to have to  
10    have the help of everybody in the community. And I'm  
11    certainly not about to let an opportunity to go by me,  
12    with all the faces I see out here, to tell you, please  
13    don't get away from me today if you are at all  
14    interested in taking part in this, because we need your  
15    help very, very badly. I would like very much if you  
16    are interested in being a part of it, to sign up and  
17    help us get this program off the floor.

18            In addition to what my office has done, when Mayor  
19    Nelson first came into office, one of the first things  
20    he did was to call all his department heads in and to  
21    tell them what his philosophy was, and that was that  
22    everyone in the city would be treated equally. Then he  
23    instituted a program-- and each one of the city offices,  
24    you will find, when we be in need of help, anyone having  
25    a complaint and has dealt with any member of the

1     Huntington City Employment, he wants to know about it.

2             He also formed the Mayor's Committee on the  
3     Handicapped. They have made the city very much aware of  
4     the kind of problems that the handicapped persons  
5     encounter whenever they're trying to get around the  
6     city. He's been very, veryl helpful with that.

7             He also started the Cater Woodson Committee so  
8     that for the first time, this city could pay homagae to  
9     the man that was very, very important in this community.  
10    And they are now raising funds and there will be a  
11    statue erected to Carter Woodson.

12            I was asked to try and identify what the major  
13    problems, as far as civil rights enforcement in the city  
14    are concerned, and it's a pretty tall order when I think  
15    about it. I think probably if I had to narrow it down  
16    to one thing, is the attack on the problem of bigotry in  
17    this city. And I don't mean to say that it's any more  
18    so here than it is anywhere else, but every city does  
19    have the problem. It has been fragmented. We have one  
20    group over here that's doing something about their  
21    particular client group and another group over here  
22    doing something about this one. And there has never  
23    been a fundamental decision made by a consensus of all  
24    of these groups to work together and to attack the  
25    problem as a city, as a group.

1           And I think until we stop being territorial about,  
2           that this is what my group is doing over here, or I  
3           think the concerns of my client group are more important  
4           than this group. Until we all come together and we  
5           decide, we make that fundamental decision that these are  
6           human problems and regardless of whether they affect you  
7           or me personally, or you, or yours, or my client group  
8           personally; as long as they exist, they affect all of  
9           us. And I would like this program, The World of  
10          Difference Program, to be a start of where we all begin  
11          to come together and all work together so that we can  
12          get something started here that will be a persuasive  
13          type of program. Thank you very much.

14                 MR. KELLY: The next panelist will discuss  
15          age discrimination in the Huntington area. Joan Ross  
16          who is Executive Director of the Southwestern Community  
17          Action Council.

18                 MS. ROSS: I would like to thank the West  
19          Virginia State Advisory Committee, the U.S. Commission  
20          on Civil Rights for the opportunity to speak on age  
21          discrimination in the Huntington area. Because of the  
22          time, I'm going to limit my comments to Southwestern's  
23          Community Action counsel's experience with the contract  
24          we have from the National Counsel on the Aging in  
25          Washington, D.C., through which we operate a program

1 called the Senior Community Service Employment Program  
2 for the elderly; and my remarks will be from our  
3 experiences in that program.

4 If I were going to try to find employment today in  
5 my field, but with another employer, or if I wanted to  
6 change fields, I would be considered an older worker;  
7 that is, I am over 45. And although the potential  
8 employers would be very polite and very careful to say  
9 positive things about my potential and/or my skills, in  
10 all probability I wouldn't be hired. They would openly  
11 admit that older workers are more thorough, they goof  
12 off less, they are more punctual, they take fewer coffee  
13 breaks, our skills would be great; in general, I would  
14 be graded as more conscientious. But what they probably  
15 would think is that I'm slower. I would probably need  
16 to be retrained. And the time of the training, the  
17 investment in my training would not be repaid to the  
18 company in the time I had left on the job.

19 In the last six years, we have only had one  
20 employer that openly said anything negative to our job  
21 developer as we were trying to develop jobs for older  
22 people. He spoke of older people being, quote "set in  
23 their ways" - and you have all heard that - "and too  
24 ruined by the unions to work diligently." And if I were  
25 hired, it would probably be at a substantially lower

1 salary than would be paid to a younger person. And as a  
2 woman, what they would offer me would be lower than if I  
3 were a man.

4 About six months ago we placed a gentleman in  
5 private employment. His pay was \$4 per hour. He  
6 recently resigned and we replaced him with a woman. We  
7 did not think to verify her wages ahead of time,  
8 although she had the same skills and was going to work  
9 the same job with the same job responsibilities. We  
10 just learned this week that she's being paid \$3.35 an  
11 hour. Overall, very few employers want to pay more than  
12 the minimum wage, however, for either men or women if  
13 they're older workers. They see older workers  
14 employment as providing supplemental income to Social  
15 Security. What we frequently hear is, they don't need  
16 to make that much or they'll lose some of their Social  
17 Security and have to pay it back to the Federal  
18 Government anyway.

19 What they do not realize is that the majority of  
20 older workers-- or many of the older workers, excuse me,  
21 are too young for Social Security; that is, they're in  
22 the 55 to 62 age bracket. Of the 480 persons we had  
23 enrolled in the program under the last three contracts,  
24 187, or 39 percent were in the 55 to 59-year-old age  
25 bracket and had no limits on their earnings. Yet in

1 many cases it was just as hard to find a higher paying  
2 job for them regardless of their educational  
3 achievements. If they were 68 or 67, it was no harder.  
4 The majority of older people in our program is 347, or  
5 72 percent are women.

6 And there are a number of reasons for this; such  
7 as their husbands are often disabled or they are laid  
8 off, drawing unemployment, or they just have not run out  
9 for unemployment if they've been terminated. Older  
10 women will accept the lower paid supplement incomes, but  
11 by far, the majority of the women in our program are  
12 single. Either divorced, legally separated, or the vast  
13 majority are widowed. This last group, the widowed,  
14 have an insufficient form of education and many of them  
15 have over seven to ten years of schooling. And that's  
16 one of the real problems with that program; it's not  
17 realistically dressed for need of income while they're  
18 learning. As a result, they usually end up being hired  
19 by social service agencies because of ongoing budget  
20 problems, and they are unable to pay higher salaries.

21 During the last three years that I mentioned, we  
22 only had what we called 134 terminations. And of all  
23 those, 85 were in unsubsidized placement; that is, they  
24 were found full-time jobs in other businesses.  
25 Thirty-one were in private businesses which include



1 department stores, hotels, river boat, a pipe company,  
2 newspaper, and two became successfully self-employed.  
3 Thirteen were in Government Agencies such as County  
4 Commissions, Health Departments, and I think one school  
5 board. And then six were hired in what the market  
6 traditionally considers women's work. If they are well  
7 educated, they went into homes and worked as home  
8 makers, but not full time. For the remainder of the  
9 people that were placed, they were placed in private  
10 non-profit social service agencies in our six county  
11 area.

12 I wish that I could have a more positive picture  
13 of employment opportunities and/or lack of  
14 discrimination against older people in the six county  
15 area. And there are many reasons for the small number  
16 of the placements in our area; such as the lack of good  
17 jobs. Older workers seem to be categorized with the  
18 teenagers in youth. They're considered cheap help,  
19 part-time help, temporary help, in spite of their  
20 skills, their ability and their training. Part of it is  
21 an attitudinal problem that's a fall-out of the don't  
22 trust anybody over 30 generation. We're still working  
23 through a lot of that, but there are changes coming on  
24 and we can see the changes. Gradually the population is  
25 agreeing. As that happens, the stereotypes about older

1 persons and along with the stereotypes, preconceived  
2 ideas of prejudices about older workers may disappear as  
3 the majority of older people-- again, the majority of a  
4 country itself becomes older persons.

5 This spring, we're starting an employers seminar.  
6 And after the seminar, we're going to try and match  
7 older workers with the jobs that are available. It's a  
8 difficult area to find employment. We're in competition  
9 with the other people who need jobs also. If we're  
10 going to keep our young people in the community, they  
11 also have to work for a minimum wage and be able to take  
12 care of their families. But at the same time, older  
13 people need to eat and have decent lives and work too.  
14 However, as we grade, I think we're going to find it's  
15 more and more difficult to discriminate against  
16 ourselves and that's what we'll be doing as our society  
17 catches up with us. Thank you.

18 MR. KELLY: Our next panelist is with the  
19 Center for Independent Living, is Ann Weeks.

20 MS. GIBBONS: Thank you. First, let me say  
21 that I'm not Ann Weeks. I am here representing Ann  
22 Weeks, but I'm Jane Gibbons. Ann had another commitment  
23 in Charleston prior to this time. And she said that,  
24 indeed, it was important for us to address this issue  
25 but that she was unable to do it.

1 I appreciate the opportunity to be here and I am  
2 happy to be a part of this group. Ann asked that I  
3 convey her apologies for not being here with you this  
4 evening. Ann asked me to tell you that first of all,  
5 they wanted you to not only know about some of the  
6 problems that we have had, but also about some of the  
7 solutions we have seen coming in the last five or six  
8 years.

9 The Huntington Center for Independent Living is a  
10 young agency. We are six years old. So, we are an  
11 extremely dedicated group. What I would like to do is  
12 tell you what some of the problems are in the greater  
13 Huntington area that we see violations in as far as  
14 violations in legislation. I want to tell you that we  
15 believe that most of these violations are a cause of a  
16 lack of funds.

17 When we talk to people of the community, we know  
18 that it should be done this way, but there just isn't  
19 money to do it the way we would like to do it. For  
20 example, we were aware of a situation where a child was  
21 on the bus before 7:00 in the morning until she got to  
22 school. She got home after 5:00. She was an elementary  
23 age child. After about two months with the parents  
24 being very concerned and our working with the parents,  
25 and the parents working in the school system, they have

1 it worked out for that particular child in this county.  
2 But we know there are children whose needs are still not  
3 being met. We know that there is no easy or across the  
4 board solution.

5 I don't know if some of you may remember that the  
6 parking meters in the city for disabled persons were  
7 only available from 8:00 until 9:00 p.m. And some of  
8 the individuals who used wheel chairs and who drove  
9 their own cars came to us and said, do people think we  
10 turn into pumpkins at 9:00 o'clock. We go to a movie;  
11 we go out to eat; we simply can't find parking meters.  
12 So, because of an appeal to the city and some of what we  
13 will call heavy meetings with our wheel chair lobby  
14 group of people, our organization met with city counsel  
15 and also said, we need this to be different. And they  
16 said, we really don't know why this time limit was put  
17 on there to being with. It was changed.

18 The same thing has happened with the parking  
19 permits or not having parking permits and parking  
20 illegally in the reserved spaces. It was not being  
21 enforced in Huntington because it was, therefore, a  
22 situation where meter maids were not being allowed to  
23 issue tickets of that nature because it was a  
24 misdemeanor and, therefore, it had been a police issue.  
25 The police were really too busy. So, it was just going

1 totally unenforced and nothing was being done about it.

2 So, again, with heavy meetings, now rather than  
3 the police having to issue the tickets, it's being  
4 enforced by the meter maids. For awhile we had to go  
5 and say we would like to have these things changed. We,  
6 as disabled persons, need to say this. Now, the city is  
7 coming to us and they're saying we are trying to do  
8 something and we are wanting to do it.

9 When City Hall started renovating the curb cuts,  
10 they came to us and said, before we get started, we  
11 wanted to make sure we do this right so they can use  
12 their wheel chairs. They did. It turned out right and  
13 we were happy, and they were happy to have the curb  
14 cuts. The curb cuts were three inches off the ground,  
15 but still not low enough for the wheel chairs. The  
16 city contacted us and asked us for another meeting.  
17 They wanted to make sure that it was okay. They  
18 listened to us when we told them the curb cuts are  
19 broken and need to be repaired.

20 One of the things the Huntington Center for  
21 Independent Living intends to do is to teach that you  
22 are responsible for yourselves as disabled individuals.  
23 We care what happens to you. And we want you to be  
24 certain that you are independent. It is your right.

25 MR. KELLY: Our next panelist is Ms. Linda

1       Naymick.

2                   MS. NAYMICK: I've been sitting back there  
3 waiting to go on. And I was told that, in my letter  
4 from Mr. Chung, that I had five to six minutes to make  
5 my presentation. And I gave the letter to my secretary  
6 and told her to put it in our tickler file after she had  
7 read it. And then I find out that Herb Henderson has  
8 gotten fifteen minutes. I'm being discriminated  
9 against. So, you have got to keep a little bit of humor  
10 as you're going through these instructions or you could  
11 lose your being.

12                   I'm Linda Naymic. I'm just like you. I'm no  
13 smarter and I'm no dumber. I'm an employee of the  
14 Cabell Board of Education. They promoted me to  
15 supervisor, which is not an administrative position.

16                   I say to Joan and to the disability group trying  
17 to get on with the board of education, if you want a  
18 challenge, it's hard enough for women and blacks to get  
19 on, yet alone if you are disabled or over 45. You have  
20 a real struggle.

21                   Well, I have 6:35. I have some copies to pass out  
22 a little bit later and if there is not enough, I will be  
23 happy to make more for you. But I wanted to make and  
24 give you a chronological narrative of how this whole  
25 thing came about, but remember I have no authority from

1 where I am coming from. I'm not in a decision-making  
2 capacity as a supervisor. They had their funds  
3 basically on most of us and when the dear presidents  
4 were here, and God love you, Dr. Carter, for staying, we  
5 are all busy people, but where the hell did they go? I  
6 have got some news for them. I'm in the Cabell County  
7 school system and I'm here to tell them I'm going to  
8 help you folks out there. I'm going to erase  
9 stereotyping. And I'm going to let the students know  
10 about sexual bias and discrimination, and sexual  
11 harassment. And we are going to talk about racism and  
12 bigotry so that when they go to Dr. Carter's college, by  
13 golly, this job is going to be a hell of a lot easier  
14 because the county systems has fought to be able to  
15 teach these things. And it's the same way in all of the  
16 counties in the State of West Virginia, but thank God,  
17 we do have people in Cabell County who fight this.

18 All right. In 1985 there was a new  
19 superintendent. And I approached this superintendent to  
20 discuss the discrepancies in the employment practices  
21 and policies concerning recruitment, hiring, selection,  
22 and promotion of women within the school system. And he  
23 responded very positively to the fact that there was a  
24 discrimination in the employment practices within the  
25 county, God love him. The answer to that was to promote

1 17 men to assistant principalships. Women were not even  
2 interviewed for that position. We talked that day of 85  
3 administrative positions; 74 were filled by males which  
4 represent 87 percent of the total administrative  
5 positions. Eleven of these positions were filled by  
6 women, which was just 13 percent of the total  
7 administrative positions, while in the teaching field  
8 there were 963 total positions with 234 positions filled  
9 by men teachers. This was 24 percent of all the  
10 teaching positions. Women, however, filled a total of  
11 79 positions as teachers, or 76 teaching positions.

12 The point I made at the meetings with the  
13 superintendent was given the few numbers of the women in  
14 the administration and the large pool of women in the  
15 teaching field, there was no doubt that qualified women  
16 were under-represented and under-utilized in the  
17 administrative roles in the county. In addition to the  
18 discrimination visible and the large segregation,  
19 discrimination was evident in that the male held  
20 positions that were more highly paid, were more  
21 prestigious, and provided more authority over other  
22 adults than the positions that women held.

23 Well, he gave his answer in hiring 17 men for  
24 assistant principalships and principalships because you  
25 see, West Virginia School Law 11882-1 says that the



1 employment of professional personnel shall be made by  
2 the Board only upon the nomination of the  
3 superintendent. So, if he deceived discriminatory  
4 pattern, he is in a position to do whatever he wants to  
5 do if the Board of five members will not fight him.

6 To combat these discriminatory practices, Dorothy  
7 Scott and I formed the Cabell County Alliance of Women  
8 in Educational Administration. This was in the last  
9 part of 1986. Women desiring to move into  
10 administrative positions who were certified flocked to  
11 join this professional network. On January 15, 1987, a  
12 formal paper entitled, A Position Paper, was presented  
13 to the Cabell County Board of Education by the Cabell  
14 County Alliance of Women and Administration on the  
15 sexual discriminatory practices in the Cabell County  
16 school system and was delivered to the superintendent  
17 and five of the Board members. The superintendent and  
18 Board members have never refuted the figures listed in  
19 the alliance, specifically discussions for the immediate  
20 development and implementation of an affirmative action  
21 plan.

22 At that point, the superintendent and four of the  
23 Board members questioned the needs for an affirmative  
24 action plan even with the statistics proving how  
25 discriminatory the employment practices were. The

1 county media, God love them, immediately gave complete  
2 support to the alliance through the questioning of the  
3 superintendent and the Board members' refusal to move  
4 positively toward the elimination of all  
5 discriminatorial employment in the school system.

6 The Alliance, however, knew that the grass roots  
7 movement would no doubt end in negatism and failure,  
8 which it did. They refused to work with us on the  
9 county level. At that point, we called on our legal  
10 remedies which was Title 9 of the U.S. Department  
11 Education of Rights, Title 7 of the Civil Equal  
12 Employment Opportunities Commission, Executive Order  
13 11246, as amended by the Executive Order 112, and the  
14 Fourteenth Amendment to the Constitution. Whether the  
15 Alliance chose to go this way, all of a sudden the  
16 superintendent formed a committee to study its needs for  
17 an Affirmative Action Committee. This committee was  
18 formed in February.

19 We presented to him a 100 percent need for an  
20 affirmative action plan, though he stacked the committee  
21 with three of his people who were supposed to sabotage  
22 it. They didn't. We convinced them that an affirmative  
23 action plan was important to the county. They agreed.  
24 He did not respond to the suggestions of the committee  
25 until July 1987.

1           An affirmative action plan has been developed.  
2           However, the affirmative action plan does not follow the  
3           guidelines of Title 7. The plan is written in narrative  
4           form. There are no goals or timetables, and no mention  
5           of rectifying present discriminatory statistics.

6           We charge that it is a sham. And we say when EEOC  
7           comes in for their investigation, that they will correct  
8           this improper affirmative action plan.

9           Title 9 in their investigation found that the  
10          Cabell County school system was, indeed, in  
11          non-compliance in most areas. They have assigned an  
12          investigator to monitor the school system until  
13          compliance is met. EEOC will enter the county to  
14          investigate both a class action suit filed for sexual  
15          discrimination for all similarly situated females, and a  
16          race class action suit for all similarly situated blacks  
17          in the Cabell County school system.

18          The FCCI is in the process of checking out a  
19          contract the county has with the Department of the Army  
20          for the operation of the Junior ROTC program at  
21          Huntington High.

22          Since the beginning of this anti-discrimination  
23          movement which has taken us about a year, the following  
24          promotions have occurred. Two women have been promoted  
25          to directorship positions. Four men, however, have been

1 promoted to assistant superintendents. One woman to  
2 assistant junior high principal and one woman to  
3 principal at a junior high. Two women to assistant  
4 elementary principals. One black male to an elementary  
5 principal. This means absolutely nothing compared to  
6 the number of men who are still being promoted in larger  
7 numbers over females and other minorities. Women and  
8 minorities are still tokens. Women are not even selected  
9 nor are they interviewed for these positions. Thank you  
10 very much.

11 MR. KELLY: Our next panelist is Ms. Johnson.

12 MS. JOHNSON: I look at my watch, and at 4:30  
13 they said one hour, and we have exactly six minutes  
14 left. I'm not going to take that whole six minutes. As  
15 I was listening to everyone here, I was thinking that we  
16 get-- NAACP gets all of these complaints. But when they  
17 come to us, then it is the racial issue and it is  
18 discrimination. And again, as I listen to Linda here go  
19 over this whole battle with the Board of Education last  
20 year, I think too, that the more things change, the more  
21 they stay the same. When you go back and you look at  
22 the 1860's and the whole slavery movement there and the  
23 things trying to get us out of slavery and the  
24 abolitionists who were working with those blacks at that  
25 time and trying to work through that, the Women's

1 Movement. And they were experiencing some of the same  
2 problems just as we are today.

3 NAACP has received a great many complaints over  
4 the last two or three years. And one of the major areas  
5 where we've had problems has been in the issue of police  
6 brutality. From the young people we're getting this.  
7 Just this summer we had an issue where some young people  
8 were at a club or something, and it seems that arguments  
9 and things are provoked, and then the black youth are  
10 pulled out. And then there is excessive force used to  
11 calm them down. And this hasn't happened once or twice,  
12 it's happened several times. Last year in 1986, over  
13 one issue in that area, we tried to form an Advisory  
14 Committee with the Huntington Police Department where  
15 when things of this nature came up, someone was called  
16 from the black community to work with the child and to  
17 be there to help them because there is a problem, and it  
18 does not seem to be getting any better, it seems to be  
19 getting worse.

20 We also had complaints about mistreatment of  
21 inmates in jail who were awaiting trial or something,  
22 and we've looked into that. We've had people go in and  
23 research that. In our schools and school system young  
24 people complain of harassment. And just this year some  
25 of our students traveled to Ripley and they were called

1 names and things were thrown at them. And you know,  
2 it's these kinds of things that when you talk about  
3 bigotry, you know, it's not actually breaking the law,  
4 but it can lead to breaking the law because the  
5 provocation is so great and so hard for young kids,  
6 especially, to fight against this.

7         And we've received complaints from parents about  
8 our students in the schools. We've set up a form where  
9 we invite parents to come and dialogue along with NAACP,  
10 and with people within the school systems on how to  
11 effectuate change, and to help their children to adjust  
12 better to the schools and to the work with white parents  
13 and white students in working out some of the problems  
14 that exist there.

15         Linda has talked about the whole thing at the  
16 Board of Education, but the NAACP has a goal of having  
17 an affirmative action officer working out of the state  
18 department. Not only do we want an officer to see that  
19 these plans that are made to the affirmative action are  
20 carried through, but we would like to see an affirmative  
21 action officer in every county system also. Because not  
22 only do you have problems with just the racial issues,  
23 you have the problems with the handicapped, you have the  
24 problems with the female students, you have problems all  
25 along the whole spectrum that we're seeing and talking

1 about here. You have problems in the school systems  
2 with older workers just as you have anywhere else.

3 So, it's not just for the racial issues, but in a  
4 lot of the cases it is; mainly, for that. Also, we have  
5 had a lot of complaints that have nothing to do with  
6 legal, but what you would call a bad faith kind of  
7 situation.

8 You all read about the Cabell County Bar  
9 Association and how they broke their president of what,  
10 17 or 18 years, when they refused to elect a black woman  
11 to the presidency, who normally would have stepped into  
12 it, as they had traditionly been doing. But this year  
13 when this was her turn, the whole system was changed  
14 around; when we talk about an input by black citizens in  
15 this community into the Board and the commissions and  
16 the planning groups so that their concern and their  
17 inputs is heard. And when you see that these groups are  
18 formed and yet there are no black representatives there,  
19 we call those kind of bad faith situations.

20 Where things are not improving because there's no  
21 method, no way to get the improvement that's necessary  
22 there. So, these are the kinds of problems that we, at  
23 NAACP, have been dealing with and they have been coming  
24 to us throughout this past year or so. And as I said,  
25 it's very similar to some of the things they are

1 speaking of here except at many times when we get them  
2 they are physically dealing with the race issue rather  
3 than the general issues. And that's all I have to say.

4 MR. KELLY: I may say that the State Advisory  
5 Committee to the Commission on Civil Rights had a  
6 meeting in Charleston and voted unanimously to go on  
7 record. We direct that correspondence to the Cabell  
8 County Bar Association with regard to that presidency  
9 even though the chairman is a Republican.

10 It's been a long, but I feel it's been an  
11 extremely informative meeting. I think it's been a very  
12 valuable meeting. I think it's valuable in that it has  
13 drawn attention to areas to which perhaps some people  
14 were not aware of, particularly in the field of higher  
15 education. I echo the sentiment, God Bless you for  
16 staying. Thank you very much.

17 I want to presume on you for one minute if I may,  
18 and then I have to leave too.

19 Many people have asked me why I as a conservative,  
20 a life-long conservative, a life-long Republican and a  
21 leader of the Republican party, and involved with the  
22 State Advisory Committee through the U.S. Commission on  
23 Civil Rights. And I want to share with you why I hold  
24 this position, and why despite what my friends in the  
25 NAACP have to say about me, I shall continue to hold, at



1 least until Mr. Reagan leaves the White House.

2 I grew up in Mallory at Logan County, the coal  
3 camp. My daddy was a coal miner. He worked hard all  
4 his life in the mines. A wonderful, kind, caring,  
5 compassionate, and extremely bigoted individual. I  
6 lived in a white-frame house on one side of the road;  
7 the black people in the white framed house on the other  
8 side of the road, and that was Nigger Holler. God help  
9 me. I grew to manhood without ever realizing how  
10 wrong, how sinful, how terrible was that attitude. I  
11 made a vow then and there that if I could help change  
12 it, I would help change it. And my friends, that's why  
13 I'm on this committee and that's why I'm going to stay  
14 on this committee.

15 This meeting is adjourned.

16 (This meeting was concluded.)

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STATE OF WEST VIRGINIA  
COUNTY OF CABELL, to wit: .

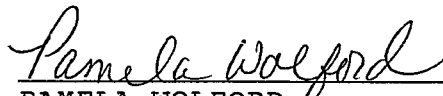
I, Pamela Wolford, Shorthand Reporter and Notary Public, within and for the State of West Virginia, duly commissioned and qualified, do hereby certify that the foregoing hearing, was duly taken by me and before me at the time and place for the purpose specified in the caption hereof.

I do further certify that the said hearing was correctly taken by me in machine shorthand, and that the same were accurately written out in full and reduced to computer transcription.

I further certify that I am neither attorney or counsel for, nor related to or employed by, any of the parties to the action in which this hearing is taken, and further that I am not a relative or employee of any attorney or counsel employed by the parties hereto, or financially interested in the action.

My Commission expires May 6, 1997.

Given under my hand this 9th day of February, 1988.

  
\_\_\_\_\_  
PAMELA WOLFORD  
Court Reporter/Notary Public