

KANSAS ADVISORY COMMITTEE
TO THE U.S. COMMISSION ON CIVIL RIGHTS

CCR
3
Meet.
215

RISE IN RACIAL AND RELIGIOUS
TENSION ON KANSAS COLLEGE CAMPUSES

Thursday, 9:00 a.m.

April 26, 1990

Memorial Union
Forum Room
Washburn University
1700 College Avenue
Topeka, Kansas

Heritage Reporting Corporation
(202) 628-4888

SPEAKERS

<u>SPEAKERS</u>	<u>PAGE</u>
William Whitcomb	15
Dr. William Tuttle	42
Dr. Michael Barbara	71
Dale Cushinberry	85
Ted Frederickson	106
Steve Ramirez	124
Joe Douglas, Jr.	134
Ms Daveen Litwin	152
David M. Katzman	166
Dan Wildcat	188
Jim Denny	215
Ron Olin	237
Eladio Valdez III	251
Frenchette Garth	290
Lawrence Thomas	304
Dr. Raymond Spring	323
Dr. John Seuh	340
Dr. Susan Scott	360
James Turner	382

P R O C E E D I N G S

1
2 MS. RIOJAS: The meeting of the
3 Kansas Advisory Committee to the U. S.
4 Commission on Civil Rights, shall come to
5 order.

6 For the benefit of those in our
7 audience, I shall introduce my colleagues and
8 myself.

9 My name is Ana Riojas, and I am the
10 Chairperson of the Advisory Committee.

11 Members of the Advisory Committee are
12 as follows, and I will start from my right.

13 Francis Acre, Mr. Acre, A-c-r-e, an
14 educator for the past thirty years, retired as
15 an instructor of the gifted children's program
16 in the Dodge City, Kansas area school
17 districts. He is a member of the National
18 Education Association, a former member of the
19 research committee for Sex Education for
20 Jefferson County School District, and the
21 Western States Regional Conference for Teachers
22 Rights. Mr. Acre is also a member of the
23 Foster Parents Program of St. Mary's of the
24 Plains College and is a delegate to the State
25 Republican Committee and a member of the Kansas

1 Civil Rights Commission.

2 To his left is Mary Espinoza,
3 E-s-p-i-n-o-z-a. She is an area manager in
4 community relations for Southwestern Bell
5 Telephone in Wichita. Her involvement in the
6 community includes membership on the Kansas
7 Council on Employment and Training, the Wichita
8 Private Industry Council, the Wichita Chamber
9 of Commerce, the Forum of Executive Women, and
10 the Hispanic Awareness Council. She has been
11 an advocate for English as a Second Language
12 Centers for various new immigrant groups of
13 Wichita.

14 To my immediate right is Charlene
15 Kelley-Johnson, that's K-e-l-l-y hyphen
16 J-o-h-n-s-o-n. Ms. Kelley-Johnson is the
17 executive director of the Lawrence Indian
18 Center. She has a Masters in Sociology from
19 Baker University. Her community involvement
20 includes board of directors memberships with a
21 Woman Empowerment Program at the University of
22 Kansas, Health Access of Douglas County, and
23 the Bert Nash Mental Health Agency. She is a
24 strong advocate of an Indian Child Welfare
25 Program for Lawrence area agents, residents, and

1 she is also a member of the Coalition of Social
2 Services in Lawrence.

3 To my immediate left is Doctor Jacob
4 Gordon, G-o-r-d-o-n. Doctor Gordon is
5 executive director of the Center for Black
6 Leadership and Research, and a professor of
7 African and African American Studies at the
8 University of Kansas. He received his Ph.D. at
9 Michigan State University and is a Doctorate in
10 Divinity from the Union Baptist Seminary in
11 Birmingham, Alabama. Doctor Gordon has a
12 wealth of community involvement in addition to
13 his academic and professional experience. He
14 has been a member of the Kansas Black American
15 Affairs Committee, the Chamber of Commerce,
16 Douglas County Volunteer Clearing House, and
17 the Jayhawk Area Agency, among many.

18 We have another member who has not
19 arrived yet, and that is Doctor -- and you must
20 forgive me, I have trouble pronouncing his
21 name, Doctor Il Ro Suh, and you pronounce his
22 last name -- spell it as S-u-h. Doctor Suh is
23 currently the president of the KSC
24 International Corporation of Overland Park. He
25 received his Ph.D. in International Politics

1 and Law and Organization, from the University
2 of Nebraska at Lincoln. He has recently taught
3 at Baker University, as well as the United
4 Nations Headquarters. He has been a civil
5 rights advocate for the Asian American
6 community, and has been an international
7 negotiator for the United States.

8 We have one more member who will
9 be arriving a little later on this morning, her
10 name is Jean Chavez-Martinez, and that is
11 C-h-a-v-e-z hyphen M-a-r-t-i-n-e-z. The reason
12 why she is not here with us this morning and
13 will be a little late in arriving is she is
14 being sworn into the Kansas Bar Association
15 this morning. She has been an educator for
16 fifteen years, has been a civil rights
17 lobbyist, has her degrees in Bachelor of
18 Science in Education, she has done past
19 graduate work in public administration, and she
20 is just receiving her Juris Doctor from
21 Washburn School of Law. She has been selected
22 as the National Hispanic Scholar among law
23 school students. She has also been very active
24 as a recruiter of minority students to higher
25 education. She has been a community activist

1 for fifteen years.

2 My name is Ana Riojas, R-i-o-j-a-s,
3 and I am the Chairperson of this Committee. I
4 am president and owner of Able Employment
5 Incorporated, an employment agency that focuses
6 on national executive search, skill upgrading
7 training and job development. I was elected to
8 public office as Commissioner of the Board of
9 Public Utilities in Kansas City, Kansas in
10 1980, and served for nine years. I have ten
11 years experience with the Federal Government
12 and I have served on the Senate staff for Bob
13 Dole for five years. I have also been involved
14 in human rights issues for the past ten.

15 The reason why we have made you
16 aware of the background of these individuals
17 serving on this board is because it's important
18 that everyone know that the people that will be
19 listening to testimonies today are highly
20 concerned and have a vast deal of experience.

21 I have not introduced you to the
22 members of the staff on the U. S. Commission on
23 Civil Rights. To my left is Staff member
24 Ascension Hernandez, H-e-r-n-a-n-d-e-z. He is
25 a staff member that provides support to this

1 advisory committee.

2 To our far left is Melvin Jenkins,
3 who is the regional director for the Central
4 Regional Division of the United States
5 Commission on Civil Rights.

6 We are here to conduct a community
7 forum for the purpose of gathering information
8 bigotry and violence on Kansas college
9 campuses.

10 The jurisdiction of the Commission
11 includes discrimination or denial of equal
12 protection of the law because of race, color,
13 religion, sex, age, handicap or national
14 origin, or in the administration of justice.

15 Information which relates to the
16 topic of the forum will be especially helpful
17 to the Advisory Committee.

18 The proceedings of this forum which
19 are being recorded by a public stenographer,
20 will be sent to the Commission for its advice
21 and consideration.

22 Information provided may also be used
23 by the Advisory Committee to plan future
24 activities.

1 At the outset, I want to remind
2 everyone present of the ground rules. This is
3 a public meeting, open to the media and the
4 general public, but we have a very full
5 schedule of people who will be making
6 presentations within the limited time we have
7 available. The time allocated for each
8 presentation must be strictly adhered. This
9 will include a presentation by each
10 participant, followed by questions from
11 committee members.

12 To accommodate persons who have not
13 been invited but wish to make statements, we
14 have scheduled an open period today from 4:25
15 to 4:45 p.m. this evening. Anyone wishing to
16 make statements during that period should
17 contact Ascension Hernandez for scheduling.
18 Written statements may be submitted to the
19 committee members or staff here today, or by
20 mail to the United States Commission on Civil
21 Rights, 911 Walnut, Suite 3100, Kansas City,
22 Missouri 64106.

23 The record of this meeting will close
24 on May 26th, 1990.

1 Though some of the statements made
2 today may be controversial, we want to insure
3 that all invited guests do not defame or
4 degrade any person or organization. In order
5 to insure that all aspects of the issues are
6 presented, knowledgeable persons with a wide
7 variety of experience and viewpoints, have been
8 invited to share information with us. Any
9 person or persons or any organization that
10 feels defamed or degraded by statements made in
11 these proceedings, should contact our staff
12 during the meeting, so that we can provide a
13 chance for public response.

14 Alternately, such persons or
15 organizations can file written statements for
16 inclusion in the proceeding.

17 The Advisory Committee appreciates
18 the willingness of all participants, to share
19 their views and experiences with the committee.

20 Now at this time, I would like to
21 have Mr. Melvin Jenkins, regional director for
22 the United States Commission on Civil Rights,
23 and he will now share some opening remarks with
24 you. Mr. Jenkins?

1 MR. JENKINS: Thank you. First of
2 all, let me welcome those of you who are new to
3 the Kansas Advisory Committee.

4 As many of you know, I've recently
5 returned from Washington, after serving almost
6 two years as the acting head of the Agency. But
7 I'm returning to work with the Advisory
8 Committees in the Central States Region, since
9 we have about sixteen states in our
10 jurisdiction.

11 One of the important topics that
12 we've talked about in recent months and years
13 has been the resurgence of bigotry and violence
14 not only on college campuses, but all over the
15 general community.

16 We have conducted approximately
17 thirteen to fourteen studies around the country
18 on the rise on bigotry, violence and use of
19 racial epithets.

20 I welcome the Kansas Advisory
21 Committee in conducting this study, which in
22 this particular region is one of about five
23 studies that we're conducting. We will release
24 a report on bigotry and violence on college
25 campuses in Missouri, we have undertaken a

1 study in the state of Minnesota, the state of
2 Michigan, and we're going to take a major study
3 on bigotry and violence on college campuses.

4 In addition to that, some of the
5 southern states that we cover, Louisiana,
6 Alabama, we're also going to take this
7 important issue.

8 What we want to do is to take the
9 body of knowledge from the Advisory Committee
10 and feed this into a central product to the
11 U. S. Commission on Civil Rights.

12 We presently have in a draft stage in
13 Washington, a statement on bigotry and
14 violence. It will probably be issued within
15 the next six weeks, concerning the general tone
16 in this country on bigotry and violence.

17 What we want to do is to take these
18 studies that this Advisory Committee will
19 undertake and other committees will undertake,
20 and come up with a national report on the
21 research of bigotry and violence.

22 As many of you know, the President
23 recently signed a bill that had been in
24 Congress for the last couple of years. By that
25 particular bill, I will be able to record the

1 number of incidents regarding bigotry and
2 violence in this country.

3 In addition to that, the Attorney
4 General will establish a hot-line for persons
5 to call in to report these types of incidents.

6 We don't want to take this particular
7 subject very lightly, because in our estimation
8 the resurgence is there, not only in the
9 general community, but on the college campuses
10 throughout the nation. So therefore, with this
11 particular meeting today, we will key this
12 information and come up with a written report
13 from this Advisory Committee to be submitted to
14 the U. S. Commission on Civil Rights within the
15 next eight weeks.

16 I'm talking about we hope that we can
17 possibly come up with some findings or
18 recommendations that we can begin to work with
19 the general community and the local colleges in
20 trying to squelch this problem on the campuses.

21 Thank you.

22 MS. RIOJAS: Thank you very much, Mr.
23 Jenkins. I think that sets a tone for what we
24 hopefully can gather some information today
25 that will be of some significance, and that we

1 can then -- possibly we'll be involved in
2 developing some strategies to deal with this
3 heinous problem in this country.

4 At this point, we will now start with
5 our first presentor, who is William Whitcomb,
6 who is a conciliation specialist with the
7 United States Department of Justice and
8 Community Relations Service.

9 Mr. Whitcomb is a conciliation
10 specialist with the Department of Justice and
11 his agency provides assessments of community
12 conflicts as well as monitoring and assistance
13 in the resolution of community conflicts.

14 Mr. Whitcomb, are you here?

15 MR. WHITCOMB: Yes, I am.

16 MS. RIOJAS: All right. Mr. Whitcomb
17 will provide an overview of his agency's work
18 in Region 7, which comprises Kansas, Missouri,
19 Iowa and Nebraska. However, his emphasis this
20 morning will be on Kansas.

21 WILLIAM WHITCOMB

22 MR. WHITCOMB: Thank you
23 Commissioner, it is certainly a pleasure to be
24 here.

1 I think this is one of several
2 opportunities I've had to meet before you.

3 In very short order, I will try to,
4 understanding that my timing is limited, and
5 for the Q and A's, but I am going to try to
6 present you with some background information in
7 terms of the presence of these activities, as
8 sort of becoming a cancerous to not only our
9 American society, but also ^{as violent incidents are} as penetrating ~~or are~~
10 targeting high schools and colleges.

In short form, I am going to present some background information about the latter that violent incidents are becoming a cancer to our American society. But also that violent incidents are targeting and penetrating our high schools and colleges.

11 Then without divulging the names of
12 some of the schools, but ~~at least~~ ^{I will} give you some
13 ideas of ~~some of~~ where those incidents have
14 been occurring in some of the colleges and
15 universities in not only the nation, but also
16 zeroing in on the midwest, ~~or this region.~~

17 Then I will try to give you some
18 statistics in very short order, that might
19 suggest to you that indeed, just based on those
20 incidents that come to the attention of our
21 office, ~~that you know, based on that,~~ we can
22 extrapolate or determine that indeed these
23 instances are on an increase.

24 Then I think, finally, ^{what} ~~which I think~~
25 might be helpful to you, the Commission, and

1 also the participants, ^{is} to give you some
2 thoughts from my perspective in terms of what
3 the universities or colleges can do in their
4 response to this growing problem.

5 My comments ~~were going to be~~ ^{are} based on
6 a series of meetings that my office has had in
7 Washington, D. C. and the various regional
8 offices, regarding hate group activities on or
9 near campuses.

10 The activities of individual groups
11 with white supremacist philosophies have
12 emerged recently on many campuses nationwide.
13 The Community Relations Service has identified
14 significant indicators of unhealthy campus
15 relations. These have been cross burnings,
16 racist graffiti, leaflets, and this seems to be
17 the most prevalent way or common way of
18 targeting some of these institutions.

19 There have been complaints over
20 insensitivity of security officers, ^{well as} lawsuits by
21 KKK asserting their right to speech and
22 assembly.

23 ^{These} This is another area that has caused
24 the university to ~~deal with,~~ ^{consider for action,} just like the
25 community is going to have to deal with it,

1 taken from the case in Kansas City, Missouri,
2 ~~as you well know,~~ ^{with the} ~~with~~ the access of cablevision,
3 ^{came} ~~A~~ request from Klan headquarters to the college
4 presidents, requesting meetings to discuss
5 common concerns, harassment of minority
6 students, complaints of derogatory fraternity
7 activities. Supremacists or hate groups have
8 held rallies and marches near campuses,
9 stirring ~~it~~ ^{them,} ~~the~~ feelings on campuses as well
10 as by communities.

11 These activities have caused protests
12 over minority hiring, retention, race questions,
13 over college and university policies and
14 programs.

15 We have found generally that when
16 these instances of hate group activities are
17 targeted at schools, ~~this source~~ ^{there} is a
18 triggering incident that precipitates a review
19 or analysis of other kinds of ~~examination of~~
20 policies or programs within that institution.

21 A lot of times, examination of these
22 policies, ~~of policies~~ and programs or other
23 values of institutional life, never comes to
24 bear until these kinds of incidents happen.

1 This seems to be one of the common
2 characteristics when these instances do occur.

3 Racial conflict has emerged on
4 campuses as a result of either local or
5 national trends or events. We could ~~talk about~~ ^{conjecture}
6 ~~that~~ ^{maybe} the political, ^{and} cultural scenes ^{have} lost
7 ^{their} ~~its~~ vigor; we can talk about the lessening of
8 interpersonal relationships, ^{between races;} we can talk about a
9 threat ^{to} of the status quo, and ^{we} you go on and on
10 and on, ^{concluding} ~~that~~ ^{from} ~~maybe~~ some conditions, ~~you know,~~
11 ~~that~~ give rise to this increase in hate group
12 activities.

13 It is perhaps more likely at schools
14 where minority members of a university
15 community, including local residents, have
16 publicly articulated their concern about issues
17 such as recruitment, retention, housing,
18 academics or employment.

19 Hate violence at a particular
20 institution may, but does not necessarily have,
21 connections with off-campus groups.

22 Among the perpetrators of
23 racial/ethnic conflict on or off campus, have
24 been student organizations such as white
25 student unions, ^{the} Jewish anti-defamation league.

1 traces the appearance of this group to Tom
 2 Metzger (phonetic). I think ~~most of you~~--
 3 ~~maybe~~ some of you, are familiar with Tom
 4 Metzger, he's the author of Race and Reason, he
 5 is sort of the fore-founder of some of the
 6 things that are going on in Kansas City, the
 7 public access, ^{television channel controversy,} and his group is beginning to
 8 target not only colleges and universities, but
 9 also high schools, and get these kids at a
 10 young age. The kids are disenfranchised, the
 11 kids are disaffected, and ^{they} try to do the
 12 recruitment ^{in the group,} and then harassment and intimidation
 13 of those folks who they feel are a threat to
 14 the status quo.

15 The White Aryan Nation Resistance,
 16 another of Metzger's youth outreach, ^{used} ~~took~~ the
 17 forum ^{or} establishing white student unions at high
 18 schools and colleges in the west. White Aryan
 19 Resistance also promotes Neo-Nazi ~~and~~ skin
 20 head gang formation and networks. This is
 21 probably one of the most pronounced, ^{what we}
 22 call hate groups, that ^{are to be seen} ~~is on the scene~~ today.

23 These youngsters have had good
 24 teaching and we have found through our
 25 monitoring and our experience that they do not

1 play. These kids can range all the way from
 2 the age of twelve to twenty-three to
 3 twenty-four years old.

4 A recent Jewish Anti-Defamation
 5 League study indicates that skin heads are
 6 successfully recruiting high school students,
 7 drop-outs, and as I said earlier, generally the
 8 disaffected.

9 The college campus has clearly not
 10 been exempt from the activities of these
 11 individual groups.

12 I've got a series of ^{school incidents} ~~and~~ and I hope ~~it~~ ^{they}
 13 do ~~not~~ not identify any particular school in the
 14 midwest or in the region, but it's ~~sort of~~ a
 15 little ~~rough~~ summary ~~to~~ to give you an idea
 16 of some of the conflicts that are occurring on
 17 campuses and universities.

18 ^{at} A school in the northeast, racial
 19 disorder ^{consisting of} ~~occurring after~~ black^s and white^s fighting
 20 following ^{ing a} ~~the~~ World Series game; ^{at} a west coast
 21 school, male black students complained about
 22 campus security; ^a school in the south, a black
 23 student was harassed, ^{and a} cross ^{was set} burning, ~~et cetera~~,
 24 ^{at} a school on the east coast, racial slurs and a
 25 death threat ^{were} made against a black professor; ^{at} a

1 university in the midwest, a black student was
2 denied membership in a previously all white
3 sorority;^{at} a Missouri university ~~was~~, a
4 journalism instructor used a statement, "can
5 you send me a watermelon man", when asked why
6 there were no minorities in student television;
7 this came up because I happened to be involved
8 with this particular institution and it got a
9 lot of regional and national notoriety, and
10 it's a matter of public record in the terms and
11 the extent of our involvement, ~~so I don't think~~
12 ~~that I will get in trouble for that;~~^{at} a school
13 in the east, a black cadet was harassed, that
14 included burning a cross;^{at} a school in the
15 south, a cross was burned on a lawn of a
16 sorority house on a prestigious university row
17 after it became known that a black sorority
18 planned to acquire the house;^{at} an area ~~college,~~
19 Kansas college, twenty-eight black football
20 players walked out of their practice to protest
21 alleged housing discrimination; a Kansas
22 university was the scene of a KKK forum, black
23 and other students protested;^{at} a school in
24 northwest Missouri, black students protested ~~the~~
25 school's alleged insensitivity in handling of

1 distribution of hate literature; ^a Kansas
 2 university was subjected to protest by students
 3 (inaudible) ^{regarding} ~~and other~~ racial insensitivity, and another
 4 ^{Kansas College had problems with} stereotypical remarks ~~to~~ hispanic graduates
 5 enrolled in law school; a junior college in
 6 Missouri ~~the~~ black basketball players were the
 7 subject of racial threats that included cross
 8 burnings, ^{and} a skinned raccoon, thrown in their
 9 yard; ~~a~~ school in the midwest, a cross was
 10 burned in ~~the~~ front of a bi-cultural center and
 11 racial slurs and death threats were carved into
 12 the office floor.

13 ~~I wish you could see~~ ^{have} I put
 14 together a ~~little~~ chart to ~~kind of~~ show you the
 15 prevalence and trends from 1984 to present,
 16 ~~the~~ the year ending '89.

17 For example, in 1984 in Kansas, at
 18 colleges and universities there were two
 19 reported such incidents, at high schools there
 20 were three.

21 Now we jump down to 1989, and for
 22 Kansas there were seven, and four were hate
 23 group activities targeted at high schools.

24 The total for Kansas from '84 to '89,
 25 twenty-three, and twenty-six were targeted in

1 high schools.

2 Again, this does not represent the
3 universe of all those incidents that have
4 occurred in the midwest or in our region, ^{for} which
5 we are responsible.

6 Obviously, there are many instances
7 that go unreported. Obviously there are many
8 instances that the perpetrators, the subjects
9 ^{who cause} ~~of~~ the racial harassments, are not reported.

10 Many times, because of the
11 intimidation and threats, ^{victims} ~~they~~ don't know that
12 they can report ^{the incidents} ~~it~~, and if so, ^{to} whom do they
13 report it ~~to~~, especially in terms of how they
14 respond to these incidents that are occurring
15 in universities and colleges.

16 Clearly, prevention of racial and
17 ethnic attention is the first priority. This
18 is chief, or frequent, in careful examination
19 of institutional values and how they are
20 carried out in programs, policies, services,
21 and other aspects of university life.

22 I thought it was very important that
23 I ^{include} ~~put~~ this section ~~in here~~ because I have found
24 through my experiences that universities and
25 colleges are now just beginning to develop

1 responses to this activity.

2 It's ~~sort of what we experienced~~ ^{ST&T} ~~you~~
 3 ~~know~~, two or three years ago, ^{we experienced} ~~with~~ responding
 4 and trying to get law enforcement to respond to
 5 these incidents. At first law enforcement
 6 ^{officers said} "Well it's a prank, we'll treat it as
 7 a routine misdemeanor or criminal offense;" ~~it~~ ^{enforcement}
 8 has to go further than this.

9 ^{CRS recognizes that} ~~So what happens~~ law enforcement has
 10 to be sensitized that they have to treat these
 11 kinds of incidents differently than routine
 12 criminal offenses and that has been a ~~very~~ most
 13 difficult task for us to do, going to the
 14 various law enforcement jurisdictions to
 15 encourage them to begin to restructure their
 16 standard operating procedures, their orders, to
 17 get ^{officers} ~~the~~ trained ~~out~~ in the field to identify
 18 and respond to these kinds of incidents.

19 The president or chancellor or any
 20 university must be perceived by all constituent
 21 groups as actively setting the standard for a
 22 healthy climate of racial and ethnic inter-group
 23 communication.

24 Understanding and tolerance of
 25 indifferences, it has been our experience that

Page 26
 seems to be
 missing -

1 Nationally, one of the problems that
 2 we have experienced is that ~~one~~^{we} cannot really
 3 determine the extent of this problem because
 4 there ~~are~~^{is} not a uniform way ~~of~~ recording or
 5 reporting these incidents.

6 A lot of times the incidents are
 7 inconsistently reported. A lot of times they
 8 are not accurate, and finally, many times
 9 they're not current.

10 So in relationship to what Mr.
 11 Jenkins has said about the national biased
 12 crime or hate crime statistic Act, that's what
 13 has to be done.

14 I think colleges, ~~and~~ universities and
 15 high schools have to be a part of that
 16 reporting process. *Their incidents should be*
 17 *counted in order to deal with the problems and judge the*
 18 *magnitude for response purposes.*
 19 racial mediation training, mandatory
 20 race relations training, draft policies and
 21 grievance procedures, develop resource
 22 materials, provide training to such as EEO and
 23 affirmative action programs, contract ~~appliance~~^{compliance}
 24 ~~(inadvisable)~~^{plan} development, proposed local
 25 ordinance, educational strategy, ~~and I throw in~~^{are all solutions which schools should adopt.}
 26 proposed local ordinance because any ~~fact~~^{incident} that comes under
 27 local jurisdiction ~~which that university is~~^{will help that}

1 part of the community, ~~you know,~~ *In* terms of
 2 setting up some legal -- enabling legislation,
 3 if those incidents occur on campus, ~~it goes~~ *ramifications go*
 4 beyond, -- *In* fact, that campus is going to deal
 5 with ~~it,~~ *the illegal incidents and the campus is assisted by* ~~you know.~~ It goes beyond a simple *local laws*
 6 incident that happened on the jurisdiction of
 7 the campus, it goes toward whether or not that
 8 perpetrator should be charged with a
 9 misdemeanor or a felony charge.
 10 *Another important solution is the*
 11 *Established* bi-sensitive reporting
 12 process. There have been several institutions
 13 that have begun to put this piece in place,
 14 because they want to get a feel and a flavor in
 15 terms of the prevalence ~~of this activity.~~ *of patterns of activity.*
 16 We provide consultant activities *on*
 17 civil rights, ~~and to civil rights commissions~~
 18 ~~hot line.~~ *Mr. Jenkins mentioned about a hate* *hate hot-line*
 19 We have established a toll free 800
 20 number. ~~As a matter of fact, I'm releasing it~~
 21 ~~today, even though it does not go into effect~~
 22 ~~until April the 30th.~~ So it's 1-800-347, would
 23 you believe it, H-A-T-E, for students,
 24 educators, civil rights, community
 25 organizations, police, other government
 officials, *or* citizens, who want assistance in

1 terms of reporting these kinds of incidents.

2 I urge all of you to utilize ~~this~~
3 this toll free number, which our office will be
4 significantly involved in ~~the~~ following up after the
initial intake process.

5 I also urge those universities and
6 college officials ^{who} ~~that~~ are here, ~~there are~~
7 ~~resources out there,~~ I urge you to use those *resources*
available,
8 because from our experience in observing the
9 monitoring of these activities, these incidents
10 do not appear to be on the decline.

11 There are many things in our social,
12 cultural, world that suggest that there are
13 going to be problems, not only just with these
14 organizations that I mentioned, KKK, White
15 Aryan Resistance, Neo-Nazi, skin heads, but
16 there's going to be conflicts in other areas,
17 inter-group racial conflicts that we need to
18 begin to deal with and ^{to which we need to} begin to develop
19 responses. ~~to~~

20 With that, I will be willing to
21 answer any questions that the Commission may
22 have, thank you very much.

23 MS. RIOJAS: [#] Mr. Whitcomb, thank you
24 very much for those thoughtful comments.

1 Does anyone on the Committee have
2 questions for Mr. Whitcomb?

3 DOCTOR SUH: Yes.

4 MR. JENKINS: Doctor Suh?

5 DOCTOR SUH: You raised in reporting
6 of the incidents -- I mean you raised -- in
7 reporting the things.

8 But you mentioned twenty some cases
9 throughout Kansas, from '84 to '89?

10 MR. WHITCOMB: Throughout the United
11 States, not just in the central region or
12 Kansas.

13 DOCTOR SUH: All right.

14 MR. WHITCOMB: And I did that
15 purposely because I did not want Kansas to feel
16 that their institutions are being picked on,
17 that's why I gave the count so that this is not
18 just in Kansas or unique to Missouri, it
19 happens -- it is happening all over.

20 I would venture to guess that the
21 northeast schools are those institutions
22 probably experiencing the wrath of these
23 incidents, based on our calculations and
24 review.

1 DOCTOR SUH: These cases are police
2 reported or what?

3 MR. WHITCOMB: I'm sorry?

4 DOCTOR SUH: Who made -- who reported
5 these?

6 MR. WHITCOMB: Okay. We generally
7 get involved with these kinds of incidents
8 either through our own observation of what we
9 feel are escalating racial tension, or the
10 victim, such has been the case on several
11 institutions in Missouri or Kansas, or by
12 newspaper accounts, or by the media, such has
13 been the case in several instances that have
14 occurred in Kansas and Nebraska, or by parents
15 who happen to have students in a particular
16 institution, who is concerned about that
17 student's safety and well being. Those are the
18 four most prevalent ways that we get involved
19 in situations like this.

20 I do have -- I'm sorry.

21 DOCTOR SUH: That's all right, I have
22 another question.

23 MR. WHITCOMB: All right.

24 DOCTOR SUH: On college campuses,
25 when these incidents take place, usually are

1 the students and faculty members do they go to
2 the head of the institutions, either the
3 president or the chancellor or (inaudible). ?

4 The assumption there, however, is
5 that these people, they are not bigots, they
6 are not racists, and they can solve our
7 problems.

8 It's hard to imagine that a good
9 number of those administrators are bigots and
10 are racists.

11 My question is, how do we prevent
12 hiring people who are potentially dangerous or
13 who are racists and who are bigots, to occupy
14 these very important positions, after all of
15 this -- I'm talking about a probation strategy.

16 MR. WHITCOMB: ~~You know~~, I recently
17 did a cultural -- what I want to call a
18 cultural awareness sensitivity for the police
19 chiefs of Missouri, ~~you know~~, ^{my} taken from the
20 premise that you have to start from the command
21 staff on down.

22 Those fellows that are kind of
23 plugged in the middle in this hierarchy, ~~you~~
24 ~~knew~~, they are just there, the organizational
25 hangers on, they do their forty hours a week

1 and then the dissidents, ~~you know~~, they're
2 going to try to surface, ~~you know~~, and if the
3 university presidents and chancellors or top
4 administrators do not have that sensitivity,
5 that ability to communicate and to be aware of
6 the institutional values, and of the fact that
7 ~~you know~~, these institutions are beginning to,
8 ~~even though the statistics suggest otherwise,~~
9 they are, indeed, beginning to receive an influx
10 of minority students. And the university
11 administrators are not prepared for that.

12 The same is the case with a lot of
13 suburbs, they're not prepared for black folks
14 and for minorities, when the exit from central
15 city, and move into their previously protected
16 domain.

17 Now when you're talking about values
18 and attitudes and how you get rid of them, I
19 don't know -- I do not know of any kind of
20 instrument or measuring tool, that can discern
21 a person's attitude or biasness. ~~I mean~~ I
22 guess through a critical kind of screening
23 process you might be able to eliminate some of
24 those dangers, ~~but~~ there is no ~~really~~
25 ~~psychological or~~ any other kind of instrument

1 that I know of, that can objectively determine
2 which would be the best candidate.

3 I think the best thing that one could
4 hope for is that through pressure from those
5 folks who do have that receptivity, that
6 sensitivity, that they put pressure on those
7 administrators.

8 I don't think that the students can
9 do that by themselves, I think it takes faculty
10 and staff.

11 One of the things that I found
12 missing in a lot of these communities is the
13 lack of community support, organizations,
14 NAACP, they've got to take a more active role.

15 Black student, minority student
16 organizations, cannot do that, it is very
17 complicated, it's very frustrating for them.

18 I mean, it's nice to protest and
19 demonstrate, but you've got to go beyond
20 that, at we are an equal opportunity employer,
21 but are you making an affirmative effort to
22 achieve some -- ~~where it's~~ an identified
23 deficiency.

24 ~~Where you have an institution that~~
25 ~~has a student body of for example, off the top~~

1 ~~You know, I have nothing against~~ I
2 am a subordinate myself, so why come to me when
3 I don't make the decision, you need to go to
4 who is over me, you see. I need to talk with *them*
5 to find out what the attitude is with those
6 folks who are responsible for the
7 administration and the implementation of those
8 programs and plans.

9 So I have to deal with the
10 chancellor, I have to deal with the board of
11 regents.

12 MS. RIOJAS: Any other questions?

13 Yes, Mary?

14 MS. ESPINOZA: Yes, Mr. Whitcomb, how
15 are colleges and campuses here in our state,
16 responding to this as far as mandating that
17 faculty to take some type of in-service or
18 programs regarding social economic groups or
19 different cultures, how are we responding to
20 that in our own state?

21 MR. WHITCOMB: ~~I wish that question~~
22 ~~wasn't asked, but you know,~~ I think we do
23 things after the fact.

24 When there is something, a crisis
25 that has happened, then we go about reassessing

1 our values and our attitudes, and then we begin
 2 ~~to you know, I guess~~ call everybody together,
 3 ~~We~~ need to start doing some cultural awareness
 4 and sensitivity, ^{framing} let's ^{decide} ~~find out~~ that we need to
 5 communicate with the minority students, and I
 6 think when incidents have occurred on those
 7 college campuses and universities in the state
 8 of Kansas, they have begin to conceive and
 9 implement programs that will address that
 10 particular area, they are doing it.

11 It's a long time coming, but they are
 12 doing it.

13 ~~One of the things that~~ presidents and
 14 chancellors ^{are} ~~have, you know, they're~~ very
 15 autonomous beings, ~~you know, don't threat on~~
 16 ~~me, I~~ ^{found} find that ~~is~~ working with police
 17 departments and counselors ^{is difficult.} ~~people and you know,~~ *They state*
 18 *that* everything is okay, ~~you know,~~ even though these
 19 incidents have occurred, ~~well that's a one-time~~
 20 ~~and isolated incident, everything is okay.~~

21 College presidents and chancellors
 22 have to be more aggressive.

23 When you have delay or inaction in
 24 responding to these kinds of grievances
 25 expressed by students or community ^{people} ~~folks,~~ you

1 are going to continue to have that negative
2 perception, ^{negative perception} depth, and that is going to continue
3 to cause racial and ethnic conflict in that
4 institution. That is going to happen, that is
5 a fact.

6 You can't stick your head in the sand
7 and say it's going to go away or say we have an
8 insignificant number of minority students so we
9 don't have to deal with them, or we're more
10 concerned about the academic endeavors or the
11 academic climate, ~~you know~~, as opposed to the
12 secondary cultural, social climate of the
13 institution, ~~so that's not important~~.

14 ^{We now}
~~Now when you talk about academic~~
15 freedom and ~~you talk about~~ freedom of speech, ~~I~~
16 ~~hear this all, no, we can't deal -- you know, if~~
17 ~~we have literature coming in on the campus, we~~
18 ~~have forms, and we have people, you know, white~~
19 ~~supremacist groups or extremist groups talking~~
20 ~~about annihilation of a race, I mean that's~~
21 ~~part of our whole academic freedom of life here~~
22 ~~on campus and we've got to promote that, all~~
23 ~~right, you see,~~ but at what point is that
24 freedom going to infringe upon the civil rights
25 of an individual?

1 So universities have to do some
2 critical analysis on the extent of how they
3 allow freedom of press, freedom of assembly *affects minority*
4 *Students*
5 They have to really look hard at that and see
6 what impact that is going to cause.

6 What is the residual effect of that
7 kind of freedom?

8 MR. ACRE: Mr. Whitcomb, what is
9 being done, or is there very little being done,
10 in the high schools?

11 Have you found that some of the
12 incidents in the high schools, are they
13 carrying onto some of the college campuses?

14 It appears to me in some of the work
15 that if we were to start with those and do a
16 lot more educating and training in high school,
17 we might be eliminating some of this on college
18 campuses.

19 MR. WHITCOMB: Unfortunately, ~~you~~ *for*
20 ~~know~~ minority students, ~~you know~~, racism,
21 bigotry, discrimination, follows them from
22 elementary school, high school, and believe it
23 or not, it follows them through college. They
24 are going to be subjected to ~~that~~ *racism*.

1 High schools are reacting to ^a crisis,
 2 reacting to the what's going on out there in
 3 the real world, just like the universities are.

4 They are again, like many colleges
 5 and universities, reluctant to change or revise
 6 policies and programs that would respond to
 7 these kinds of concerns, ~~these kinds of~~
 8 ~~incidents.~~

9 When skin heads begin to talk at high
 10 schools, with their regalia with the insignia,
 11 with their ~~not necessarily~~ shaved heads, ^{we say} well
 12 that's some punk kids, ~~you know~~, doing their
 13 thing, ~~you know~~, active expression, and ~~you~~
 14 ~~know~~, it will go away.

15 When there is racial graffiti found
 16 on ~~you know~~, toilet walls, nigger go home, we
 17 don't want you, ~~you know~~, that's part of a
 18 social climate that ^{people think} it will go away.

19 ~~What is that doing to those~~
 20 ~~youngsters?~~

21 So in answer to your question, I'm
 22 saying school superintendents, ~~they~~ function in
 23 a very autonomous fashion also. They tend to
 24 let principals of facilities handle it. ^{The} ~~These~~
 25 things that are happening in the schools, ^{those} ~~that~~

1 ~~are~~ in suburbia, ~~or in central city,~~ that are
2 ~~experiencing the wrath -- not wrath, but the~~ ^{are} ~~and~~ ~~the~~
3 *The* residual effects of desegregation, ~~well that~~
4 ~~principal will handle it.~~

5 ~~I'm here, like presidents and~~
6 ~~chancellors, they're here to make the money and~~
7 ~~set the policy, and so I don't really have to~~
8 ~~deal with it. Superintendents feel that way~~
9 ~~also.~~

10 So I'm saying that we can't go in and
11 just talk about program development, you have
12 to go in and do system change and policy
13 change, because if you don't do some policy
14 change to reflect that new insurgence, that new
15 phenomena that is going on out there, the
16 program is not going to mean a dime.

17 MS. RIOJAS: Thank you Mr. Whitcomb,
18 we're going to have to --

19 MR. WHITCOMB: Excuse me, I do have a
20 paper that I would like to give to Mr. --

21 MS. RIOJAS: By all means, please do.
22 Our next presentor, Doctor William
23 Tuttle, is he here?

24 DOCTOR TUTTLE: Yes.

1 MS. RIOJAS: Very good. Professor
2 William M. Tuttle, from the History Department,
3 University of Kansas in Lawrence, thank you for
4 being with us this morning.

5 DOCTOR WILLIAM TUTTLE

6 Thank you Madam Chairperson.

7 I'm really happy to have the
8 opportunity to speak with you this morning.

9 I am an historian and what I want to
10 do this morning is to show how the roots of
11 today's discriminatory problems on campuses
12 were planted years ago.

13 In many cases I think it was the
14 professors and the scholars themselves who
15 planted these racist, sexist and xenophobic
16 ideas.

17 The result has been I think, that
18 throughout America's history and throughout
19 Kansas' history, certain groups of Americans
20 have been maligned while other groups of
21 Americans have been blatantly ignored.

22 In approaching the topic this
23 morning, my inspiration was not a historian
24 however, but a literary scholar and famous
25 writer, Ralph Ellison, author of the Invisible

1 Man.

2 Ellison once made a very shrewd
3 observation I think, writing, much of what gets
4 into American literature gets there because so
5 much is left out, and this has been true of
6 course throughout American history.

7 I think it's easy to figure out why
8 certain groups have been left out, and easy to
9 figure out why certain groups have been
10 slandered.

11 The reason is that throughout
12 American history, up until the 1960's,
13 scholarship has been dominated by white males.
14 For the most part too, these white men have
15 been Christians of Anglo-Saxon ancestry.

16 It was these white scholars who wrote
17 the history of American slavery, and it was
18 these white scholars who wrote the history of
19 the reconstruction period following the civil
20 war.

21 For decades too, it was these
22 scholars who wrote the history of immigration
23 to the United States, and these scholars who
24 failed to write the history of American women.

1 For the first half of the 20th
2 century, the nation's premier interpreter of
3 slavery was Orick B. Phillips, a white
4 Georgian, born during the reconstruction
5 period, a man who spent most of his teaching
6 career at northern universities.

7 In his influential writings during
8 the first three decades of this century,
9 Phillips described the slaves as comic figures,
10 as childlike, pathetic people, as sambos. His
11 praise for slavery on the other hand, was
12 fulsome. The plantations he wrote were, "the
13 best schools yet invented for the mass training
14 of that sort of inert and backward people which
15 the bulk of American Negroes represented".

16 In fact, he said the plantation was
17 the 19th century equivalent of a benevolent
18 welfare state, slavery provided the slaves with
19 food, clothing, housing, day nurseries, profit
20 sharing, infirmaries, doctors, old age
21 assistance and at death, a burial plot in the
22 planter's family cemetery. And of course he
23 said, there was no unemployment under slavery.

24 At times, Phillips' praise of the
25 peculiar institution knew no bounds as when he

1 wrote of it as a parish, a chapel of ease, a
2 pageant in a variety show, a matrimonial
3 bureau.

4 Slavery was thus presented to
5 generations of college students as a positive
6 good, not only for the South, but for the
7 slaves, who, it was said, were thus afforded a
8 transition from savagery to civilization.

9 If slavery were considered to be a
10 positive good, then I think you can guess what
11 comes next, and that was that Reconstruction
12 was considered to be a positive evil.

13 The champion of this view of
14 Reconstruction was another scholar, teaching at
15 a northern university, William A. Dunning, of
16 Columbia.

17 Among other things, Dunning wrote
18 that the people newly freed from slavery wanted
19 nothing so much as "social equality." The
20 manifestations of this ambition were infinite
21 in their diversity. It played a part in the
22 demand for mixed schools, in the legislative
23 prohibition of discrimination between the races
24 at hotels and theaters, and even", he said, "in
25 the hideous crime against white womanhood,

1 which now assumed new meaning in the annals of
2 outrage.".

3 When I read things like this it makes
4 me think that Dunning, somewhat like Senator
5 Joe McCarthy much earlier than today, had at
6 very bottom, no sense of decency.

7 It's not comforting either, I think,
8 that when you look at Dunning's book, the only
9 reference to women in the book is this
10 reference to alleged crimes by blacks against
11 women.

12 Women then were historically
13 invisible.

14 Following Dunning's lead, historians
15 for the next half century denounced
16 Reconstruction as the tragic era, the dreadful
17 decade, the age of hate.

18 I think for these scholars and indeed
19 for most white Americans, Reconstruction was a
20 time of almost unrelieved sordidness in public
21 life and private life.

22 The image of Reconstruction was
23 conveyed in, g "The Birth of a Nation", in "Gone
24 With the Wind".

1 At this point I think one might ask,
2 what difference does all of this race^{ist} history
3 make in the real world of today.[?] I think
4 unfortunately it makes a big difference.

5 This view of the American past
6 dominated the teaching of history for years and
7 years^{before} it trickled down to the public schools,
8 to the high schools and to the grade schools,
9 and I think the sad truth is that this white
10 opinion from the 1860's persisted into the
11 1950's and into the 1960's, the view again,
12 that Reconstruction was a tragic mistake.

13 I think also, partly because of this
14 long-standing view of Reconstruction, the
15 Federal Government did not act any civil rights
16 legislation from 1875 to 1957.

17 Not only that, but during the same
18 period and I think for the same reasons, in the
19 area of civil rights, the Government permitted
20 the actual nullification of the 14th and 15th
21 Amendments to the Constitution.

22 Finally, I think it's important that
23 one of these scholars of Reconstruction,
24 Woodrow Wilson, later became the President of
25 the United States. Wilson, like Dunning, like

1 Phillips, wrote of the freed people as lazy
2 children who¹ in their freedom, were a menace to
3 themselves as well as to the rest of ~~s~~outhern
4 society.

5 It's not surprising as a result, that
6 as President, Woodrow Wilson instituted racial
7 segregation throughout the Federal Government.

8 Like most of his fellow scholars,
9 Woodrow Wilson was also a nativist, and in his
10 five-volume history of the American people,
11 which by the way was a 1500-page effort, and in
12 all of these 1500 pages women weren't even
13 mentioned once. But in this five-volume
14 history, Woodrow Wilson decried what was called
15 the new immigration to the United States at the
16 turn of the 20th century, the immigrants that
17 were coming here from southern and eastern
18 Europe.

19 Now¹ Wilson wrote, "there came
20 multitudes of men of the lowest class from the
21 south of Italy, and men of the meaner sort out
22 of Hungary and Poland, men out of the ranks,
23 where there was neither skill nor energy ^J nor^R
24 any initiative of quick intelligence^(?) and they
25 came in numbers which increased from year to

1 year", as if the countries of the south of
 2 Europe were disburdening themselves of the
 3 more sordid and hapless elements of their
 4 population. ✓
 ^

5 Historical scholarship during these
 6 years and until very recently, and of course
 7 some of it still goes on, was xenophobic, anti-
 8 Semitic, and anti-Catholic as well as ^{anti-}black.
 ^

9 So too was public opinion at this
 10 time, and it might be helpful, I think, to look
 11 at the 1920's and look at two events that I
 12 think give some meaning to this statement. One
 13 was exemplified in the 1920's by the rise of
 14 the Ku Klux Klan across the United States and
 15 in Kansas. Secondly, in 1924, the Congress of
 16 the United States passed the National Origins
 17 Act which absolutely prohibited any Asian
 18 immigrant to the U. S., and which discriminated
 19 very heavily against immigration from southern
 20 and eastern Europe.

21 Racism at the University of Kansas
 22 was also virulent during the period of the
 23 1920's, not only that, ^{but} the racism there had the
 24 official sanction of the administration, and
 25 I'll give some examples.

1 And a lot of this actually occurred
2 in the 1920's, some of these policies were
3 actually instituted in the 1920's.

4 For example, although the University
5 of Kansas had a swimming requirement, that
6 requirement was waived for black students in
7 order to keep them out of the pool.

8 Blacks were also barred from
9 intercollegiate athletics, the glee club, the
10 band, the orchestra, not to mention the
11 debating team, ROTC and the student council.
12 Black students sat in segregated areas, usually
13 in the balcony, at concerts and at basketball
14 games. Even the cafeteria and the memorial
15 union was segregated. White persons could sit
16 in the Jim Crow section, but not vice versa.
17 Black students could not attend university
18 dances. Black women could not live in Corbin
19 Hall, and no white fraternity or sorority would
20 pledge a black, a situation that is largely
21 unchanged today.

22 There were other insults and
23 humiliations as well. White women pointedly
24 refused to use toilets used by black women, and
25 a prominent history professor seated his

1 classes alphabetically, whites first, blacks in
2 the rear.

3 Again, some of you might be mumbling
4 that this is a typical historian's talk, it's
5 deeply mired in the past, but I think I can
6 jump to the present quite quickly, to show that
7 much of this line is unbroken.

8 What I would like to do is jump
9 forward 35 years to my under^ggraduate studies
10 and to the textbook that we used at that time.
11 That textbook stated, "As for Sambo, whose
12 wrongs moved the abolitionist to wrath and
13 tears, there is some reason to believe that he
14 suffered less than any other class in the south
15 from its 'peculiar institution'. While the
16 average Englishman or American disliked the
17 Negro as Negro, southern slave owners
18 understood him as a slave. There was no
19 physical repulsion from color in the South.
20 White children were suckled by black mammies
21 and played promiscuously with the
22 pickaninnies".

23 And finally, these authors wrote, "If
24 we overlook the original sin of the slave
25 trade, there was much to be said for slavery as

1 a transition from a primitive to a more mature
2 culture. The Negro learned his master's
3 language, received his religion and accepted
4 his moral standards. In return, he contributed
5 much besides his labor, rhythm and humor for
6 instance, to American civilization."

7 The copyright date on this textbook
8 is 1958. More important I think, it's authors
9 were two well known northern professors, Samuel
10 Elliot Morrison of Harvard, and Henry Steele
11 Comm^{ager}gure (Phonetic), who had just left
12 Columbia for Amherst College. Comm^{ager}gure was,
13 and still is, an outspoken liberal, Morrison
14 doubtless was proud of his abolitionist
15 heritage, but this is what they wrote, ~~and this~~
16 ~~is what they wrote~~ four years after the Brown
17 ~~decision~~, two years after the Montgomery bus
18 boycott and a year after the school
19 desegregation crisis in Little Rock, Arkansas.

20 Just as African Americans were being
21 maligned at this time, so too American women
22 remained invisible.

23 Ann Scott, who's a prominent
24 historian at Duke University, has told of an
25 interesting experience from her graduate school

1 days. In the 1950's, after she had worked for
2 several years for the League of Women Voters,
3 as a researcher, she had gone to Harvard she
4 said, " to study American political history. Not
5 a word ~~she said~~ did I hear about the political
6 role of women's groups. When I made bold to
7 write a seminar paper on the League of Women
8 Voters, " her professor, a very well known
9 professor, " gave me a B on the grounds that what
10 I was arguing about, the importance of a
11 women's organization in community life, was
12 improbable ~~in the 1950's~~. " /

13 For many Americans the nations
14 written history simply did not ring true, and I
15 think because of the civil rights awakening at
16 that time, involving first African Americans
17 and then other groups, the writing of American
18 history has changed dramatically.

19 There was resistance to overcome,
20 there were white male mentors who discouraged
21 their students from pursuing black history and
22 women's history and the history of other groups
23 in America, But what happened in the 1960's,
24 fueled largely, I think, by the civil rights
25 movement, was that many younger historians

1 chose to ignore their white male mentors, and
2 in the next 25 years produced a torrent of
3 books on African American history, on the
4 history of women, the history of a great
5 variety of ethnic, religious and occupational
6 groups, as well as the history of people of
7 color who have come to the United States from
8 several other continents as well.

9 What's happened in recent years is
10 that textbook authors have incorporated the^s
11 fresh and new scholarship into the^{ie} books and
12 these new perspectives are now reaching
13 undergraduates.

14 This of course is very positive and
15 very encouraging, but while this has been going
16 on, and while this new generation of scholars
17 has been at work, the United States, beginning
18 in the 1970's, saw another¹¹ new immigration,^{'1}
19 Millions of people of color immigrated here,
20 they came in record numbers from Indo-China,
21 Mexico, Central and South America and the
22 Caribbean.

23 News magazines called the 1970's the
24 decade of the immigrant, and noted that for
25 three years in a row, 1977, '78 and '79, the

1 numbers admitted to the United States surpassed
2 those for any year since 1924.

3 Between 1970 and 1980, the United
4 States absorbed more than four million
5 immigrants, and refugees, and perhaps twice
6 that many undocumented aliens.

7 Refugees from the Vietnam war
8 arrived, and other immigrants came from the
9 Philippines, Taiwan, Korea, the Dominican
10 Republic and Jamaica.

11 Even in Kansas, where the myth of the
12 melting pot is still widely believed, still
13 very strong, there have been many new arrivals.

14 Several thousand women, men and
15 children who had fled Indochina for example,
16 are now living and working in Garden City,
17 Kansas, drawn to that town by opportunities in
18 the meat packing industry.

19 Many of these newcomers have suffered
20 poverty and other hardships in America, but
21 others have succeeded, their children are now
22 attending college, including colleges and
23 universities in the state of Kansas.

24 With this current new immigration in
25 mind, I think people who teach in the

1 universities must be in the forefront of
2 efforts to insure that this country does a much
3 better job this time around than it has before.

4 As we all know, today there are
5 disturbing signs on campuses of racial and
6 ethnic hostility, ^{likewise,} ~~also~~ homophobia, anti-
7 Semitism, and sexism are on the rise.

8 Some people believe that it was the *
9 Iranian hostage crisis from 1979 to 1981 that
10 provided the opportunity for bigotry, freely
11 expressed, to surface again.

12 Others argued that eight years of)
13 President Ronald Reagan and his indifference to
14 disadvantageous ^d people, set a bad example for
15 the college students who came of age in the
16 1980's.

17 There are other important things as)
18 well, many of which are economic I think, for
19 the resurgence of hatred in America, and
20 especially for the resurgence of white male
21 resentment and hostility, reasons such as the
22 economic competition among Vietnamese American
23 and white American shrimp fishermen on the
24 Texas Gulf, which gave rise to the organization
25 there, of a ^h ~~clavern~~ (sic) of the Ku Klux Klan.

1 Reasons such as the anti-Japanese
 2 sentiment among auto workers in Detroit, which
 3 gave rise to the beating death of a Chinese
 4 American, whom his murderers mistook for a
 5 Japanese American.

6 There are reasons close to home too,
 7 such as the collapsing farm economy of the
 8 early 1980's, which gave rise to the posse
 9 communitatis and other extreme right wing
 10 survivalist groups.

11 Many racists today are young people,
 12 their activities have made infamous such places
 13 as Howard Beach and Bensonhurst.

14 While we shudder at the posturing of
 15 the skin heads, we must acknowledge that
 16 campuses have not been immune to racial and
 17 religious hatred and violence.

18 We have all read about the racism at
 19 Michigan, Massachusetts and elsewhere, and of
 20 course we've read recently about racial
 21 unhappiness and sexism at the University of
 22 Kansas.

23 These are indeed troubled times.
 24 Acronyms and slang words alert us to the
 25 problems AIDS, crack, these are severe

1 problems, and as in other troubled times,
2 people are looking for scapegoats.

3 One reliable place on campus to find
4 evidence of this kind of scapegoating I think,
5 is the walls of men's restrooms.

6 "AIDS, ^{it} read one such piece of graffiti
7 which I read recently, ^{it} the Lord Loves Holocaust. ^{u s} ^{it}
8 Imagine being a gay student or a Jewish student
9 and reading this graffiti.

10 Recently too on our campus, we had a
11 visitor, his name was Brother Jim. He was
12 perhaps the most offensive evangelist who's
13 come to campus yet. He was haranguing
14 students, "Murder is sin, ^{it} he shouted, ^{it} but killing
15 queers is justified murder. ^{it}"

16 As some of you know, KU students and
17 faculty in 1988, organized a rally to denounce
18 the Ku Klux Klan and to tell it that it would
19 be most unwelcome on our campus.

20 I was one of the speakers and a month
21 later, someone responded by carving a swastika
22 on my office door. I would like to think that
23 it was not students but someone else from
24 off-campus, who defaced my door, and who later
25 made a telephone death threat to a colleague

1 who had also spoken at the anti-Klan rally. I
2 would like to think that our students would not
3 threaten violence, but I'm really not that
4 naive.

5 It's clear I think that white
6 students, and especially white male students,
7 are resentful. XX

8 Recently in the University Daily
9 Kansan, the student newspaper, I saw two
10 letters, appropriate to your question about
11 affirmative action, complaining of
12 discrimination against white men.

13 "Maybe in the future," wrote one
14 freshman, "people will see white as a word not
15 to trample on." "

16 The other letter writer, a senior
17 male, contended that sexism was a two way
18 street, and that affirmative action was a
19 morally incorrect program to appease women by
20 slighting men.

21 Students are resentful and so are
22 many white male faculty members. They also
23 believe that society's new victims are not
24 people of color, ^{or} ~~are~~ not women, but rather
25 white men, the victims of what they call

*Changing
prejudice*

1 reverse discrimination.

2 Faculty, it's clear, can be very
3 insensitive.

4 Recently a colleague of mine, a
5 former chairman of one of the larger
6 departments on campus, was talking about a new
7 colleague, a visiting scholar at the
8 University, and this person said, he has
9 written extensively on the ^{the} black problem. ^{the} Right
10 away, I thought, whose black problem was he
11 referring to, isn't this a matter of
12 perspective?

13 And in the end, hasn't the real
14 problem always been one of white racism?

15 We as faculty ~~I think~~ need to
16 re-examine our assumptions, we need to heighten
17 our sensitivity to cultural diversity. We need
18 to take the lead in protecting minority rights,
19 We need to express the belief that multi-
20 cultural diversity enhances the educational
21 experience of everybody at the University,
22 student and faculty alike.

23 In 1886, long ago, but in a statement
24 that sounds distressingly current, the student
25 newspaper at the University of Kansas wrote,

1 that an impassable gulf, based on differences
2 in temperament and in mental qualities
3 separated blacks from whites. For this reason,
4 the paper stated, we do not desire to associate
5 with the Negroes, neither do the Negroes as a
6 social class desire to associate with us. It
7 seems that it's a matter of mutual pleasure
8 that the two societies should be separate and
9 independent.

10 Now this was 1886 and I think it's
11 safe to say, and it's sad to say, that this
12 attitude is again widespread among the
13 Universities white students, again, over 100
14 years later.

15 In many ways of course, things have
16 changed, times have changed.

17 For one thing, I think and I hope,
18 the racist ideas of Phillips, Dunning and
19 others, those ideas of Woodrow Wilson, have
20 been discredited.

21 Clearly in 1990 it is a different
22 battle field. But

23 Let me conclude this morning by
24 saying simply, that while it is a different
25 battle field, it's very much the same war.

1 Thank you.

2 MS. RIOJAS: Thank you Doctor Tuttle.

3 Does anyone have any questions?

4 MR. JENKINS: Yes, but I will ask

5 mine after the panel.

6 MS. RIOJAS: All right.

7 DOCTOR SUH: If I could, your speech,

8 I had so many questions.

9 But what do you think now, attitudes
10 now, 1990. You mentioned anti-Japanese and
11 anti-Jewish and you mentioned in your speech,
12 now you say now there is more anti-Asian than
13 anti-black.

14 DOCTOR TUTTLE: No, I didn't say
15 that.

16 I said that the attitudes are more
17 anti-black now than they were ten years ago,
18 they're more anti-Asian now than they were ten
19 years ago, they're more anti-homosexual than
20 they were ten years ago.

21 What I'm saying is that throughout
22 the 1980's, the progress that we made and
23 progress that people were personally aware of,
24 partly because of their own knowledge of the
25 civil rights movement, that progress, I think

1 some of it has been lost, I think there has
 2 been a lot of backsliding.

3 When I teach college students, and I
 4 teach generally juniors and seniors, I see a
 5 rise in very unfortunate attitudes, which to me
 6 indicates that they are cut off from their own
 7 history, that's part of the problem.

8 I think also in the 1990's and we saw
 9 this in the 1980's, students tend to take a
 10 detached attitude toward social problems, they
 11 think these problems don't affect them, they
 12 think that their main concern should be a
 13 career and other very practical, economic
 14 goals.

15 I also think that students for some
 16 reason, which I can't explain, hesitate to
 17 speak up when they see racism, they don't
 18 denounce it, they walk the other way.

19 When they see homophobia, they don't
 20 denounce it, they walk the other way.

21 We've had a rash of racism and
 22 anti-Semitism and homophobic incidents and so
 23 on, on campus, some of which have never made
 24 the paper, but most of which are well known,
 25 that the students refuse to denounce these

*don't know
 how to communicate
 about racism?*

1 transgressions.

2 I think that's a large part of the
3 problem, and the sense of personal
4 responsibility for the community has somehow
5 faded away, it's not very important to a lot of
6 students these days.

7 MS. RIOJAS: Any more questions?

8 DOCTOR ^{GORDON}~~GASTON~~: I have a question
9 here.

10 DOCTOR TUTTLE: All right.

11 DOCTOR ^{GORDON}~~GASTON~~: Obviously, the role
12 of faculty is very critical.

13 How do we -- how do maybe faculty
14 respond, how do we change the faculty?

15 DOCTOR TUTTLE: I think because we do
16 know of incidents where faculty are
17 unresponsive to minority students, I think we
18 have an obligation to visit those people
19 personally to tell them.

20 Unfortunately, one result of tenure
21 is that there is nothing really that the
22 University can do unless there is a case of
23 near insanity, and then perhaps the University
24 can act.

1 I know, for example, of a man that
2 teaches the history of recent South Africa
3 literature, he has nothing in there about the
4 black consciousness movement, in fact all of
5 the authors his students study are white, and
6 this is the history of a very dynamic and
7 exciting literature, much of it written by
8 blacks, but he doesn't cover any of that.

9 I think that we need to talk to
10 people like this.

11 I think that as someone said, as Mr.
12 Whitcomb said, it's very important to have a
13 top-down approach to this and a sensitive
14 administrator at the top.

15 We have that at the University, I
16 think the problem is in the middle, where there
17 are people locked into their own career
18 problems, they're very hesitant to speak out,
19 they're afraid of offending someone who is
20 higher up, and I think that's been one of the
21 major problems on campus, that there's been an
22 almost total breakdown of communications
23 between students who are protesting for a
24 better campus and the administrators who are
25 there and who are being paid by the state to

1 implement a better program and to create better
2 environment on campus.

3 So where I see the a lot of the
4 problem is right in the middle, kind of a
5 mid-level bureaucracy, which is not doing what
6 the chancellor wants, and not doing what the
7 student wants. ?

8 MR. ~~COMBS~~: I think you can
9 appreciate one of --

10 In talking to the black college
11 students, even high school students, I find
12 very little information being shared on the
13 civil rights movement, the actual teaching of
14 the civil rights movement, the actual teaching
15 of why we have (inaudible), why we have set
16 aside programs, and if college instructors and
17 high school instructors will spend more time
18 dealing with that, I think that this could
19 reduce the amount of racism that we have,
20 because once the student understands the reason
21 why we have affirmative action is because we --
22 on the legacy of slavery, then we can move on
23 again to develop and deal with the human
24 relations factor.

25 I'm wondering if you find --

1 DOCTOR TUTTLE: I agree 100 per cent.

2 One way I deal with this, and I do
3 lecture a lot about the civil rights movement,
4 because my field is really World War II to the
5 present, the one thing I do as well is to show
6 just one episode of Eyes on the Prize.

7 The one I have shown is the 1960-61
8 episode dealing with the freedom rides and to
9 see these people so courageously confronting
10 the Ku Klux Klan in Anniston, Alabama and
11 Birmingham and to see the price that they were
12 willing to pay to honor a commitment to
13 nonviolence and to try to bring about a better
14 society in the South, is so moving to these
15 students, it far eclipses anything I could say
16 frankly.

17 I think that's the kind of exposure
18 that they need, and I don't think it's that
19 difficult.

20 I think again, to take one of those
21 episodes into --

22 And the point about the high schools
23 I think is crucial here as well. People are
24 pretty well set in their ways by the time they
25 get to college, and sometimes there's not much

1 we can do.

2 But I think to introduce this
3 material at an earlier level, in grade school,
4 certainly in high school, and there are a lot
5 of good materials out there to expose students
6 to.

7 MS. KELLEY-JOHNSON: Yes, did I
8 understand you that you feel like we're in a
9 backsliding situation from the 70's?

10 DOCTOR TUTTLE: Right.

11 MS. KELLEY-JOHNSON: And that the
12 70's is basically the height of whatever
13 adjustments we were going to make on bigotry,
14 is that correct?

15 DOCTOR TUTTLE: I think in the early
16 70's tremendous strides were being made by
17 people of color, by women and by other minority
18 groups.

19 The enrollments in law schools and
20 medical schools were increasing dramatically on
21 the part of groups that had been under-
22 represented before.

23 I think there was tremendous
24 backsliding in the 1980's, I think there
25 probably was in the 1970's as well, but there

1 wasn't the open kind of contempt I think for
2 affirmative action.

3 MS. KELLEY-JOHNSON: Well let me ask
4 you this question.

5 I run a social service agency and I
6 have a lot of clientele that are Native
7 American of course, but a lot of them are
8 Vietnam veterans as well, and I've had a lot of
9 complaints that there is discrimination and
10 especially in employment and admission to
11 schools and so forth, because they are Vietnam
12 veterans, and I have very little -- have heard
13 very little about discrimination against
14 Vietnam veterans.

15 Would you--

16 I heard you mention the Asian factor,
17 the discrimination against Asians, don't you
18 think this is kind of a dual play, that the
19 Vietnam veterans and -- do you feel that they
20 have a discrimination against the Asian
21 Americans?

22 DOCTOR TUTTLE: That the Vietnam
23 veterans do?

24 MS. KELLEY-JOHNSON: Yes.

1 DOCTOR TUTTLE: I don't know, I don't
2 know.

3 The Vietnam veterans that I know, I
4 don't believe do.

5 MS. KELLEY-JOHNSON: Okay.

6 DOCTOR TUTTLE: But I can only speak
7 of -- and I was in the service at the time, but
8 I don't -- I haven't run across that.

9 Maybe I'm just not talking to the
10 right people, but I have not run across that on
11 the part of the Vietnam veterans.

12 MS. KELLEY-JOHNSON: Well as I said,
13 since I run a social service agency, I found
14 that they reflected discrimination as more in
15 employment than actually against the Asian-
16 population.

17 DOCTOR TUTTLE: Yeah. I have just
18 not noticed that.

19 MS. RIOJAS: Any other questions?

20 (No response.)

21 MS. RIOJAS: Thank you very much for
22 making this presentation, we appreciate your
23 comments.

24 DOCTOR TUTTLE: You're welcome.

1 MS. RIOJAS: Our next presentor is
2 Professor Michael Barbara, and is he here?

3 PROFESSOR BARBARA: Yes.

4 MS. RIOJAS: From the Washburn Law
5 School, here in Topeka.

6 Thank you very much for being here
7 this morning.

8 DOCTOR MICHAEL BARBARA

9 Thank you, Ma'am. My task is to give
10 you legislative perspective on particularly the
11 Kansas bill, the Senate Bill 119.

12 However, before I do that, I might
13 give you some study figures which the Southern
14 ^{Poverty} (inaudible) Law Center worked up just most
15 recently, to see what's been happening
16 concerning crime, the Hate Crime statutes.

17 There has been some sort of positive
18 movement, but at the same time it seems to be a
19 hodge-podge of statutes being enacted and
20 something surely needs to be done.

21 In the last two years, sixteen states
22 have passed new laws relating to bias crimes.
23 However, very few have enacted any really
24 comprehensive type of legislation.

1 Four have no laws whatsoever, less
2 than half of them provide for action against
3 intimidation and harassment, but they keep out
4 the bigotry aspect of it or don't allow for any
5 damages for assaults and batteries.

6 Only 13 states require the police to
7 keep track of hate crimes, only five include
8 mandatory police training in the laws
9 applicable, and in most states no statutes give
10 the victim the right to sue specifically for
11 any acts of harassment or intimidation, which
12 has been motivated by prejudice.

13 In other states, new laws addressing
14 hate violence have gone unenforced by police,
15 unused by prosecutors and misunderstood by
16 judges and juries.

17 So as I say, there seems to be a
18 positive movement and at the same time there's
19 a hodge-podge of statutes that are being
20 created.

21 I have samples of some of them if the
22 Commission would like to have utilization if
23 they're not available, I'd be most pleased to
24 leave them with Mr. Hernandez.

1 So as I say, the hodge-podge is that
2 there is no consistency and it seems to me
3 that several remedies could be looked at.

4 One of course, would be a Commission
5 such as yourself, try to get together and see
6 if more consistent statutes can be enacted, to
7 really delve into the situation, or since this
8 is a 14th Amendment problem, civil rights
9 problem, certainly Federal Statutes,
10 particularly as we know the Federal Government
11 sometimes gives carrots to states, with a
12 sufficient carrot, perhaps there could be a
13 uniform law that can be enforced the same as
14 the Civil Rights Act ~~that~~ during the Johnson
15 era particularly.

16 So there are ways of doing it, and I
17 think that something has to be initiated,
18 rather than just let the states do it
19 themselves, because there is no consistency
20 whatsoever.

21 Looking at our situation in Kansas,
22 unfortunately there is -- fortunately there is
23 a bill, but unfortunately it's in limbo.

24 There is a bill, Senate Bill 119, and
25 it was brought out in 1989, and today it still

1 happened to be, at that time, reviewing all of
2 the state statutes, all of the criminal
3 statutes concerning the language, trying to get
4 rid of duplicitous language or vague language,
5 in all the crimes, and also the penalties that
6 were involved.

7 So the judicial council thought that
8 this would be an appropriate committee, which
9 it was at the time it was presented to the
10 committee.

11 Well the committee went into
12 extensive study, that's where I got some of
13 these state statutes, they reviewed existing
14 criminal laws, they discussed the matter of
15 what should be done, and do we need this kind
16 of a statute, if so, would it be sufficient,
17 the Senate Bill 119 was proposed.

18 After quite a bit of debate and
19 discussion, what happened, this also as you
20 know occurs when you have a bureaucracy to be
21 involved with, that at the time that the
22 criminal law advisory committee was studying
23 Senate Bill 119, the State Legislature created
24 the Kansas Sentencing Commission.

1 remains in the Senate Judiciary Committee and
2 obviously nothing will be done this session,
3 and whether anything will be done the next
4 legislative session has to wait to be seen
5 because of the problems that I will just
6 enumerate for you, as to why it is in limbo at
7 the present time.

8 Senator Winters, chairman of the
9 Senate Judiciary Committee, had this bill sent
10 from --119, I'll go over it with you in a
11 moment if you're interested in the details of
12 it.

13 He, which is customary with the
14 statutes that have either civil or criminal
15 penalties, he wrote to the judicial council of
16 Kansas, and the judicial council is made up of
17 judges and lawyers in the state, who look at
18 statutory enactments and decide first of all,
19 whether they're appropriate as far as our
20 situation in Kansas, and if there's any merit
21 to it, and then assign them to certain
22 committees who have been delegated the
23 responsibility to look into these statutes.

24 One of the committees was the
25 criminal law advisory committee, which just

1 That commission has been delegated
2 the task of reviewing our sentencing laws and
3 to determine whether Kansas should follow the
4 suit with some other states and create a
5 sentencing commission.

6 For the sake of those who may not
7 have any experience with it, and just very
8 briefly so as not to take too much of your
9 time, the Sentencing Commission is delegated to
10 come up with some guidelines as to what factors
11 would be considered in the sentencing process,
12 the factors of the offender, himself or
13 herself, and the factors of the crime, what
14 occurred and what kind of a crime it was,
15 whether there was harm to the victim, a gun
16 used, and so on.

17 So that's what's happening now, the
18 Sentencing Commission is in the process,
19 they're meeting regularly, to discuss what are
20 we going to do in Kansas with our sentencing
21 laws.

22 And the commission -- the Criminal
23 Law Advisory Committee felt that since our task
24 was limited in looking at language of statutes,
25 that perhaps the Kansas Sentencing Commission

1 should be the one to look at it because if
2 Senate Bill or something comparable comes into
3 being, then assuming there are some criminal
4 penalties remaining in the statute, which
5 obviously there should be, then the Sentencing
6 Commission will have to be concerned in various
7 ways.

8 In other words, would you have a bill
9 that says it's a crime to commit these certain
10 acts of harassment, intimidation and so on, is
11 it a separate crime, distinct from existing
12 penalties, or since we have crimes on assault,
13 we have crimes on criminal trespass, criminal
14 assault, desecration of monuments and so on, we
15 have existing statutes, perhaps instead of
16 adding another statute you would enhance the
17 penalty if the finding is made that the reason
18 for the desecration say, was because of
19 bigotry, the ethnic violence and so on.

20 So what the committee did then, they
21 said that the function should be of the Kansas
22 Sentencing Commission to look at that and tie
23 that together with any sentencing grid they
24 come up with, whether it's a new statute or
25 whether it's just purely enhancement.

1 That's where it sets now, the
2 Sentencing Commission meets once a month, and
3 if I recall, by statute they are obligated to
4 report to the legislature, I believe it is July
5 of this year, and then come up with some
6 program by the next legislative session.

7 That fairly well brings us up to
8 date, so at this point, as I say, it is in
9 limbo at the present time.

10 Senate Bill 119 is an interesting
11 bill, it provides --

12 I won't read the whole bill, it's
13 quite lengthy.

14 It provides for damages, civil
15 damages for any act which constitutes criminal
16 damage to property, Doctor Tuttle talked about
17 the swastika on his door and so on, this would
18 be included in the criminal damage, desecration
19 of monuments and statues and so on.

20 The bill really doesn't address the
21 things that probably should be included, and
22 that is, assaults, battery.

23 We do have statutes on assault, we
24 have statutes on battery, and aggravated
25 assault and aggravated battery are very serious

1 crimes.

2 For aggravated assault you can go to
3 the penitentiary from anywhere from one to ten
4 years and on aggravated battery it's three to
5 five, up to 15 or 20 years.

6 So there are serious crimes statutes
7 on the books. This is not covered in that
8 area, and maybe because it's such a high
9 penalty, perhaps the -- whoever drafted the
10 bill thought it might not be appropriate to go
11 that high on the penalty.

12 But obviously what could be easily
13 approached as some states have done, is keep
14 the statutes as there are, but if there is an
15 independent finding over and above the fact
16 that someone assaulted an individual, if the
17 assault had a basis of biased bigotry, what
18 we're talking about, then the court may
19 consider that and add to it, a number of years.

20 For instance, we liken that to a
21 robbery. If an individual robs another person,
22 it's a very serious crime, it's a C Felony,
23 which means they can go to jail for at least
24 another five years. However, if they use a
25 gun, then it becomes a higher felony and then

1 in this case, in our case, they can't even get
2 probation, they have to go to prison, and then
3 it's a higher degree of sentencing.

4 So those things can be handled easy
5 enough within the statutory language that we
6 have now.

7 Unfortunately, and I say
8 unfortunately because the focus of Senate Bill
9 119 seems to be civil actions, and that's okay,
10 but I know you've had a lot of experience, all
11 of us have had, with civil remedies, because
12 the people who do these things are -- don't
13 have the assets, don't have the funds, so you
14 get a \$100,000.00 judgment, but you know, what
15 you do with that judgment, you can hang it on
16 the wall and that's about it.

17 It's easy to wipe out a debt, as we
18 know today, and these people, unless they're
19 corporate entities that remain and have a basis
20 of stability, some of these people are long
21 gone as far as enforcement, so the civil
22 damages are fine, but certainly what should be
23 considered would be the criminal penalties that
24 would be involved.

1 The bill is kind of watered down. For
2 instance, let me give you a provision that if
3 someone has been convicted say of criminal
4 trespass, then that record of conviction, if
5 that person is now sued civilly, that person
6 could be under the statute, but that record of
7 conviction is not admissible into evidence in
8 the civil action unless there is an open
9 confession in open court, whereas actually if
10 you have -- if you're found guilty of criminal
11 trespass and now you're being sued civilly for
12 criminal trespass, why should you not use a
13 criminal conviction, we do it all the time.

14 If I wreck your car or damage you
15 because of drunk driving and I plead guilty to
16 drunk driving, you sure can sue me civilly and
17 use my admission of guilt in the trial, in the
18 conviction itself.

19 But here it has to be an open
20 confession, otherwise it will not be used, no
21 matter what you may have told the police
22 earlier as far as a confession in the case
23 itself.

24 So it seems to me that there is more
25 focus on civil damages than actual criminal

1 damages.

2 There are various ways that you can
3 handle these kinds of statutes, you can have a
4 separate crime, as I said, you can have
5 enhancement of the crime, which is already on
6 the statute books, you can have the civil
7 damages, and obviously you can also have
8 injunctive relieve, if you have a stable
9 entity, a corporation, a school or something,
10 then of course the court can issue in addition
11 to damages, injunctive relief to prohibit that
12 kind of conduct, and then if it continues then
13 you have contempt and you start assessing
14 fines.

15 So there are many ways of handling
16 this situation. Missouri passed one in 1988
17 and it's kind of more comprehensive.

18 It includes the assault and the
19 batteries that I mentioned a few moments ago.

20 I could stop there and I would be
21 most pleased to respond to any questions you
22 may have.

23 I have the Bill 119, it's about four
24 pages long, and if you need it or want me to
25 read it, I will be happy to read excerpts of

1 the whole bill.

2 MS. RIOJAS: Thank you, Doctor
3 Barbara, we do have a copy of Senate Bill 119.

4 DOCTOR BARBARA: All right.

5 MS. RIOJAS: Does anybody have any
6 questions for Doctor Barbara?

7 DOCTOR BARBARA: Thanks for the
8 opportunity.

9 MS. RIOJAS: Thank you.

10 DOCTOR SUH: Is there a federal law
11 at this time?

12 DOCTOR BARBARA: Missouri?

13 DOCTOR SUH: No, no.

14 MR. JENKINS: Federal law.

15 DOCTOR BARBARA: Oh no, I don't know
16 of any Federal law in this particular
17 situation.

18 I'm sure -- and I have not looked at
19 it recently, but I assume the Civil Rights Act
20 includes the portions of suing someone under
21 color of law for instance, where their civil
22 rights were denied them, yes, that's included.

23 But I don't think specifically, in
24 other words, a private citizen doing something,
25 most of these are under color of law where an

1 official law enforcement agency or state agency
2 does something.

3 But I don't know of any specific
4 statutory language of this kind where citizens
5 are -- private citizens are committing the
6 acts. There may be but I'm not aware of any.

7 MS. RIOJAS: The Senate Bill 119 is
8 rather curious. It has one clause in here,
9 purposely and publicly desecrating the national
10 flag.

11 If we couldn't get that done on a
12 Federal basis, I think it's rather curious that
13 it --

14 DOCTOR BARBARA: Yeah, yeah.

15 MS. RIOJAS: -- is addressed in the
16 state of Kansas.

17 DOCTOR BARBARA: I don't know when
18 the bill --

19 MS. RIOJAS: I thought I'd throw that
20 in.

21 DOCTOR BARBARA: Yeah, I don't know
22 when the bill was drafted, it could be that it
23 was before the Supreme Court rendered its
24 decision.

25 MS. RIOJAS: I hope so.

1 DOCTOR BARBARA: If so, somebody
2 didn't do their homework, which sometimes
3 happens on bills.

4 MS. RIOJAS: Which does happen.

5 DOCTOR BARBARA: Yes, but fortunately
6 there's always a clean-up process.

7 MS. RIOJAS: If there aren't any
8 further questions, Doctor Barbara, thank you so
9 very much for being with us this morning.

10 DOCTOR BARBARA: Thank you.

11 MS. RIOJAS: We appreciate your
12 comments.

13 DOCTOR BARBARA: Thank you for the
14 opportunity.

15 MS. RIOJAS: How does the panel feel,
16 would you all like to have about a five minute
17 break?

18 I think that would be a wonderful
19 idea, would you all please hold for five
20 minutes.

21 (Short recess.)

22 MS. RIOJAS: We're back on the
23 record.

24 Dale Cushinberry, are you --

25 DALE CUSHINBERRY

1 MR. CUSHINBERRY: Yes.

2 MS. RIOJAS: Thank you, the principal
3 of the Whitson Elementary School in Topeka.

4 MR. CUSHINBERRY: That's correct.

5 MS. RIOJAS: Thank you very much for
6 being with us this morning.

7 MR. CUSHINBERRY: It's my pleasure.

8 A couple of things, just to start out
9 with, my background, this year I took a
10 principalship at an elementary school.
11 Previously I was here at the University for the
12 past seven years, teaching in the education
13 department and directing the minority affairs
14 program.

15 There is a part of me that's real
16 happy to be here, and there's another part of
17 me that's very sad.

18 My happiness is the fact that people
19 are continuing to arm-wrestle with issues that
20 make a difference, the sad part is that people
21 that need to be here aren't here, particularly
22 University colleagues here on this particular
23 campus, who have no excuse as far as travel or
24 whatever, ought to be here, learning about
25 filling their bags with ideas and methods as to

1 how to prevent these type problems.

2 MS. RIOJAS: They may be sorry they
3 weren't here.

4 MR. CUSHINBERRY: I'm sure eventually
5 they will, I know, and at that time the cost of
6 trying to repair is far greater.

7 MS. RIOJAS: That's right.

8 MR. CUSHINBERRY: And so with that, I
9 hope --

10 And my father said something, and I
11 have to share it with you, my father's quote,
12 he said, when that occurs, it's one of two
13 things, it's that people don't know to care or
14 they don't care to know, but the reality is, at
15 some point in time, you will find out.

16 MS. RIOJAS: That's right, good
17 quote. Don't know to care or don't care to
18 know?

19 MR. CUSHINBERRY: Right, don't know
20 to care or don't care to know.

21 The realities of truth will be
22 forthcoming, and at that time, the cost is
23 generally far greater.

24 One of the things --

1 My topic has sort of shifted and is
2 focusing on racism on university and college
3 campuses.

4 What I want to do is kind of outline
5 the problematic stages briefly, because I think
6 you understand it, and then look at some of the
7 situations and then let's talk.

8 An opening statement that I have is
9 that every institution has a mission statement
10 that is laced with statements of affirmations
11 towards diversity. But somewhere between the
12 document and the under-represented students
13 entering/graduating from these institutions, a
14 tremendous erosion of the commitment takes
15 place.

16 I know I don't have to give you a
17 state of the union address to get you to
18 understand about how racism is on the rise, in
19 fact I don't know whether it's on the rise as
20 much as it's felt it's a convenient time to
21 come out and play again. I think it's always
22 been there, but I think it's a convenient
23 climate for it to come out and play again, the
24 weather is right.

25 MS. RIOJAS: Uh-huh.

1 MR. CUSHINBERRY: We have a number of
2 situations that occurred on our university
3 campuses, and I will share with you just the
4 few.

5 The irony I suppose is that many of
6 them are occurring on campuses that are in
7 liberal areas, areas that have professed their
8 desire for liberty, areas where the
9 constitution and abolitionist movements have
10 taken place.

11 To give you an example for example,
12 the University of Massachusetts, Amherst,
13 students following the World Series attacked a
14 small group of black fans who were rooting for
15 another team. At Dartmouth for example,
16 football players addressed a black female as
17 being dark meat; at ^{UFTS} Teofus (phonetic)
18 University the student was beaten, a black
19 student was beaten by white students, after
20 writing a newspaper article denouncing racism;
21 at Smith College, --

22 MS. RIOJAS: (Laughs). Damned if you
23 and damned if you don't.

24 MR. CUSHINBERRY: Yes indeed.

1 At Smith College racial slurs were
2 spray painted on the steps of the minority
3 cultural center.

4 At Northern Illinois white students
5 hurled racial taunts at students going to hear
6 the Reverend Jesse Jackson speak.

7 At the University of Texas, a student
8 group organized to rid the campus of outspoken
9 minority students.

10 At the University of Michigan, a
11 radio station was forced to temporarily cease
12 operation after disk jockey made overt racist
13 statements, insulting blacks and minorities on
14 the air.

15 *Fairly* -
16 Fairly Dickenson, a fight broke out
17 between black and white students over issues
18 that involved a student senate, which led to a
19 police situation and campus officials holding
20 symposiums on racism.

21 At Manhattanville College, a black
22 student had been verbally and physically
23 assaulted by a group of white students having a
24 party on the college's tennis court. The
25 student was walking past. The old typical,
 either wrong place at right time or right place

1 at the wrong time.

2 The Jersey Institute of Technology,
3 they placed on probation, a fraternity for
4 throwing a party with the theme, Howard Beach
5 goes on. The way that they did this was
6 through promotion of handbills and a number of
7 illustrations of subway shootings and clothes
8 skeletons and other glorified ways of promoting
9 racial violence, and particularly against
10 blacks, but minorities.

11 The University of Wisconsin at
12 Madison, a fraternity was suspended last spring
13 after a caricature of a black man with a bone
14 through his nose was placed on the fraternity's
15 front lawn.

16 At Frostburg State University,
17 members of a fraternity were forced to
18 apologize and attend a human relations seminar,
19 following a display of T-shirts with racial
20 slurs on them.

21 At Rutgers, two black students were
22 told by a white student, to leave the dormitory
23 and when the black students refused, then a
24 fight ensued which brought in the campus
25 police, who totally assumed that the problem

1 was the black students, and totally mishandled
2 the situation.

3 The University of California at
4 Berkley, black students held a rally to protest
5 incidents if racism on campus, the use included
6 a carving of KKK on a black student's room, and
7 other similar vandalism, the chasing of black
8 student by white students after a football
9 game, discover of a dead chicken hanging on a
10 sign reading "death to niggers" around its
11 neck.

12 Coming a little closer to home, the
13 University of Kansas, which we talked about
14 earlier, was talked about earlier, the fact
15 that a black female delivering pizza was
16 assaulted. A white fraternity member had
17 knocked the pizza from her hand, threw the
18 pizza at her, shouting racial kinds of slurs.

19 Here at Washburn University, a white
20 fraternity was reprimanded for referring to a
21 black pledgee as a spear chucker.

22 And we can go on and on, I mean these
23 are -- it would just blow your mind, the number
24 of incidents that are occurring on campuses.

1 I have a concern about it. My
2 concern really is to address this
3 administration.

4 There was a talk that we gave at the
5 Big 8 conference in Colorado called "Who's
6 Minding the Store", and it makes reference to
7 the fact that when you have a business and you
8 lose profit, there are usually reasons for it.

9 In our institutions of higher
10 learning we are losing profit, because many of
11 our students are unable to receive an education
12 in the least restricted environment, or an
13 environment that is conducive for the
14 betterment of all students.

15 I would like to say in brief that
16 these are alarming, but I really can't say that
17 to you. They're disappointing.

18 I understand that in a Euro-centric
19 society, it never was any intention to provide
20 programs to include minorities.

21 You have to understand historically
22 that in this world, blacks were not always
23 slaves. The fact that they come from kings and
24 queens, they come from a society where the
25 Bantu's discovered aspirin 500 years B.C.,

1 where the first airplane that was
2 aerodynamically sound was invented in Africa
3 over 2000 years ago, when Africa had over 2000
4 universities prior to the existence of Europe
5 and that the European scholars were educated in
6 African universities, and that people like
7 Aristotle took four of the seven principles of
8 the African universities to establish the first
9 European institutions, and to understand that
10 when Europe, in their voiced enthusiasm to
11 establish themselves, tried to denounce the
12 greatness of the African civilizations, had
13 some difficulty with Egypt, it was too well
14 documented, so they tried to treat Egypt as
15 though it was separate from the rest of Africa,
16 but if you know anything about world geography,
17 you know that Egypt is in fact in Africa.

18 So I'm not really surprised that we
19 encountered the situations that we do now,
20 because it has been perpetuated throughout
21 history.

22 My concern is that in a country where
23 home of the free, land of the brave plenty of
24 resources, that we can't allow ourselves to
25 come to grips with a way to at least co-exist,

1 now why do I say that?

2 Most people say they believe in God
3 in this country, as it's been written several
4 times that one of the liberations that black
5 people had in coming to this country was the
6 fact that we were given religion, so this
7 country allegedly has -- that's a falsehood,
8 but this country has an alleged profession that
9 they believe in God.

10 Well what I know about God, it says
11 when you do unto the least of these, you do
12 unto me.)

13 When in fact you understand that,
14 then in fact you ought to be on the helping
15 side of eliminating of problems, when you're
16 dealing with human beings, understanding that.

17 But I didn't come here to preach to
18 you, merely to help outline the problematic
19 state.

20 Other situations that are occurring
21 on our campuses have to deal with the fact that
22 institutions, while they have their mission
23 statements, are doing very little to model the
24 mission.

1 For example, the best way to model is
2 through exact behavior.

3 If you want minority students to
4 interact and interface in a meaningful way on
5 predominantly white institutional campuses,
6 then you must have a model that's in place
7 that's constantly working, that shows that they
8 are welcome, meaning that you must have faculty
9 and staff in meaningful positions.

10 You must have recruitment and
11 retention with intention that these students
12 graduate with degrees.

13 But I guess in short what I'm saying
14 is that who's minding the store?

15 That type of process must come from
16 the very top of the administration strata. If
17 you don't get it from the top, then you're
18 going to have the muck and mire that we have
19 right now, that creates an atmosphere where
20 people feel it's okay to do those kinds of
21 things because there isn't anything there that
22 makes it prohibitive to do so, it's an open
23 environment; the season is right, let's come
24 out and play.

1 There is a number of things that I
2 can talk to you about, but what I want to do is
3 maybe get to a certain point where you can ask
4 me questions and then I can respond to your
5 questions.

6 Again, a major concern is that the
7 environment, to me plays a major role in what
8 people are doing as custodians of the
9 environment to monitor the situation so that
10 these incidents won't feel like it's convenient
11 to come out and play.

12 Perhaps more importantly, is what are
13 they doing to assist the under-represented.
14 groups in receiving an education.

15 The Black Collegian in Higher
16 Education had some reasons why they feel these
17 kinds of situations exist, and I would just
18 read to you a few of them.

19 (One), they believe that the naive and
20 insensitive actions toward minority groups are
21 at the basis of the problem. If you're naive
22 you're ignorant.

23 (Two), they feel that the frustration
24 with affirmative action and a national climate
25 infiltrates campuses.

Reasons

1 They feel that the increased amount
2 of minority students who are enrolled in
3 predominantly white colleges since the 60's are
4 presenting more opportunities for racial
5 occurrences.

6 I happen to disagree with that, I
7 think the opportunities always existed, but
8 that's an excuse.

9 One factor we have to face and that
10 is whether it's people we know that racist
11 potentials exist, but as a people if we expect
12 our store to have the type of profit, status,
13 that we want it to have, then we're going to
14 have to monitor it in a way that creates an
15 environment where these kinds of things are
16 minimized and ideally discontinued.

17 If not, we'll be held around
18 environments like this 20 and 30 years from
19 now, talking about the same things, because
20 we're playing games.

21 We understand the problematic state,
22 we understand how it occurs, but it appears
23 that the people who worship God tend to have a
24 God that only works on Tuesdays and Thursdays
25 and so it's okay to be racist on the other

1 days.

2 The bottom line is it's an issue that
3 has the possibilities to remedy itself with our
4 nurturing and our monitoring of the
5 environment.

6 With that I stop and open up to any
7 questions that you have.

8 MS. RIOJAS: Any questions?

9 DOCTOR ^{Gordon}~~CASTON~~: I have one. I liked
10 the characterization of a system that is
11 Euro-centric. That relates to culture, and
12 that power.

13 Do you think that the dominant
14 culture will eventually give up their power?

15 MR. CUSHINBERRY: No, I don't.

16 It's really interesting that you
17 mentioned that.

18 I was watching a movie with my
19 daughter last night, it was reflecting the
20 Native American culture in this country, and it
21 happened to be a movie about General Custer and
22 the Indians.

23 Custer had a philosophy that the only
24 good Indian was a dead Indian, and in fact he
25 was so pathologically ingrained in that, that

1 when he invaded or raided an Indian tribe, not
2 only did they kill everyone there, they even
3 killed the animals and the horses.

4 And so two of the Indians had escaped
5 and they were looking down and the grandfather
6 said to the other that the white men are too
7 many for us, we have fought the best we could,
8 even if we win today we will lost tomorrow,
9 they will never give us our rightful order in
10 this land. And that's it. That's a sad
11 commentary.

12 If you don't believe that, you ask
13 yourself, when the first pilgrims landed on
14 Plymouth Rock, we had a unique opportunity to
15 live in co-existence when the Indians showed
16 them how to survive the winters, showed them
17 how to farm the land, otherwise many of them
18 would have perished, perhaps all, all unique
19 opportunity.

20 But there was an overriding factor
21 that they had no intent of living in a
22 coexistence, but to profiteer the land and to
23 enslave the people, and that exists.

24 Until you deal with the mentality
25 that is driven by greed, driven by a lot of

STEVE RAMIREZ

1
2 MR. RAMIREZ: Madam Chairperson,
3 members of the Advisory Committee, I want to
4 thank you for the opportunity to address you
5 today.

6 I am -- I promise that I will be
7 brief, first of all.

8 I am the education specialist for the
9 Kansas Commission on Civil Rights, and I have
10 been since October of '89, so for six months
11 and my time has been relatively short.

12 In my travels around the state this
13 far, as a representative of the Commission on
14 Civil Rights, I've been made aware of just two
15 specific incidents toward Hispanic students on
16 college campuses.

17 You heard earlier this morning,
18 numbers, you know, tens of numbers of other
19 incidents across the country.

20 There were two incidents here in
21 Kansas, specifically towards Hispanic students.
22 One of them I can't elaborate on hardly at all,
23 because it is presently being investigated by
24 the Commission on Civil Rights. I will just
25 say it involved a local drinking establishment,

1 other things other than human relating kinds of
2 things, and who really only use God as a
3 convenience, then the hope is slim.

4 The sad part that I have about that
5 is that for every racist that you have who
6 walks in and puts a swastika or calls someone
7 nigger, at one point in time ancestors took
8 that.

9 I was in Chicago this summer at the
10 ^{Cabrini}~~Bronx~~ Green and they raided an apartment and
11 there's a state in a project where blacks have
12 developed a state of hopelessness, and those
13 folks were armed and everything from MAC-10's
14 to crossbows, and their motto is, we're not
15 going to take it anymore.

16 So what America is programming itself
17 for is another civil war, only this time the
18 slaves will fight back.

19 To me, that's really kind of bad
20 because we project all of our problems, as
21 though the Russians are a problem. The
22 Russians aren't our problem, we've seen that, I
23 mean it is in fact us.

24 And so until we can sit down to the
25 table and put aside these materialistic, greed

XXV

1 motivated type things, until we can realize and
2 understand that when you're playing on a
3 basketball team it doesn't matter if you like a
4 person or not, if they're open you give them
5 the ball if you're rally intent on winning,
6 then you'll never win, the competition is too
7 great.

8 Other questions?

9 DOCTOR ^{GORDON} ~~GASTON~~: So what's the
10 solution?

11 MR. CUSHINBERRY: The solution? Is
12 to getting back to basics.

13 Anytime I look at you, Doctor Gordon,
14 and see you as a black man, I've already lost
15 some of my intensity toward resolving the
16 issue.

17 Even though that's a fact, if I look
18 at you, Doctor Gordon, and say you and I need
19 to work together because we have an objective,
20 and you're also a black man, then we have
21 possibilities.

22 But when I see you first as a black
23 man, see you as a woman, Hispanic, Native
24 American, whomever, first, then all the mind
25 games start coming into play, and all of the

1 things that people have been programmed to
2 believe, the myths, tend to play in the
3 foremost part of your mind.

4 We've just got to get back to basics. ++

5 MS. RIOJAS: You know, the sad part
6 about it is that most of us, when we get up in
7 the morning, I truly believe that we hope that
8 we're going to do something that is going to
9 make us feel wonderful so that right before we
10 go to sleep at night, we're going to say, what
11 a great day, thank you.

12 And you know, the sad part about it
13 is, most of us really feel we are trying to do
14 it the right way, it's that we don't know.

15 I firmly believe that a lot of the
16 people that are allowing things to happen
17 aren't even aware of why it's happening or how
18 it's happening.

19 So this is where I feel that we need
20 to have people speaking out, we need to have
21 people of certain cultures and groups,
22 represented on staffs who are given the
23 authority to make the thing work and report
24 back to me, you see.

25 But we, we just don't know that.

1 Hopefully that with this ugliness of
2 groups like the Ku Klux Klan that those good
3 people who are really good inside, but are so
4 busy living every day, that just don't want to
5 take the time and say enough is enough, they're
6 going to finally realize that today it's them,
7 tomorrow it's going to be me.

8 MR. CUSHINBERRY: That's right. And
9 we've learned in this country --

10 I have a thing I do, in fact it's
11 kind of unfortunate that these circumstances
12 exist, but the fortunate part of it is that I
13 make money going around and working with groups
14 that have these kinds of problems, to help
15 resolve and identify why they're having the
16 problem.

17 MS. RIOJAS: What can I tell you?

18 MR. CUSHINBERRY: And so the fact is,
19 somehow --

20 I'm an elementary principal now, and
21 as I walk through the halls with those little
22 kids, and my school is predominantly non-
23 minority, there is a relationship that exists
24 there that's rather refreshing because these
25 kids have not been polluted with the mind sets

1 of adults.

2 You can sit down and you can hug a
3 white child and they will not flinch or pull
4 away.

5 But something happens as we start to
6 move from child to adulthood, where we start
7 playing all these mind games.

8 As a matter of fact, I passed out a
9 sheet of paper and asked you, I want you to
10 list all the ways that you've learned to
11 disrespect a black person, and you'd come up
12 with a list, nigger, oreo, da, da, da, da, and
13 then we'd move onto Hispanics and you'd come up
14 with wetback, this, that and the other, you
15 would come up with Chinese, and so we've
16 learned so many ways to disrespect each other
17 in this country.

18 The fact is, we need to learn more
19 ways to respect each other. Walls are coming
20 down all over the world but in America they
21 seem to be going up, and we've got to figure
22 out a way to take down walls, not build them.

23 MS. RIOJAS: You know the old "love
24 your neighbor as you'd love yourself", but we
25 don't realize that that's exactly what we're

1 doing.

2 Thank you very much for your
3 presentation, we appreciate it, and no further
4 questions.

5 MR. CUSHINBERRY: You're welcome.

6 MR. JENKINS: Since there are no
7 further questions, we'll move onto the next.

8 MR. CUSHINBERRY: Thank you.

9 MS. RIOJAS: Thank you, again.

10 The next presenter is Ted
11 Frederickson. Ted is a professor at the School
12 of Journalism at the University of Kansas in
13 Lawrence. Thank you for being with us.

14 DR. TED FREDERICKSON

15 MR. FREDERICKSON: Hello, thank you
16 for inviting me.

17 I stand before you today, not as an
18 expert on racism on campus, and if I in fact
19 talk about those issues, I'm giving you only
20 one professor's opinion.

21 However, I have worked in journalism
22 for 28 years as a reporter, as an editor, and
23 most recently as a journalism professor, and
24 for that reason I want to talk about journalism
25 and its role in the coverage of civil rights.

1 I think that the ~~role~~^o of journalism
2 in covering civil rights, has changed as the
3 struggle for civil rights has changed in this
4 country.

5 Journalists have long had an
6 important role in covering the struggle for
7 civil rights. During the turbulent 50's and
8 60's many courageous journalists went south to
9 tell the rest of the world about the incredible
10 racism in the south, including the violence
11 visited upon people of color by those holding
12 public office.

13 They wrote about Sheriff Bull Connor
14 and his deputies beating those who peacefully
15 demonstrated for their right to use public
16 facilities.

17 They wrote about governors such as
18 Wallace of Alabama and Faubus of ^{Arkansas}~~Georgia~~,
19 literally standing in the schoolhouse doors to
20 prevent black children from having equal access
21 to education.

22 They wrote about Topeka, Kansas and
23 the courageous struggle of the African American
24 community here ^o to gain equal access for their
25 children to public education.

1 It exists in housing, In the minds
2 of some realtors and bankers, who follow
3 unwritten rules about who can live where.

4 And I think that it exists in the
5 hearts and minds of too many individuals,
6 including some very important public officials.

7 One symptom of this hidden disease,
8 this dirty little secret, is the so-called
9 racist joke that I wrote about in exposing the
10 racist joke told by ~~the~~ then director of the Kansas
11 Bureau of Investigation. These jokes are
12 shared virtually every day of the year at every
13 level of white society, and I've come to learn
14 that there is an unwritten code of silence that
15 whites are expected to follow, and that I
16 apparently broke ~~when~~ when I wrote about the KBI
17 director's racist joke.

18 Even those whites who disapprove of
19 such jokes and who would never think of telling
20 them, are expected to laugh politely, or at a
21 minimum, remain silent when they're told.

22 If there is such a code of silence,
23 especially if it exists among reporters, white
24 reporters, I think it's time to end it,
25 especially when the individual who speaks such

1 racist thoughts is a top law enforcement
2 officer, the top law enforcement officer in
3 Kansas, somebody who has pledged to uphold the
4 Constitution and protect the civil rights of
5 all people.

6 I don't think we journalists should
7 sit in judgment ^{on} ~~of~~ these public officials, but
8 I think the people should judge them by what
9 they do and what they say, and I think the
10 journalists' job is to provide the people with
11 that information.

12 I don't want to leave you with the
13 impression that journalists have a record that
14 they can only be proud of in the area of civil
15 rights.

16 In the past, I think that journalists
17 waited too long, they waited until people were
18 being lynched and set upon in the streets by
19 dogs before they wrote about what was
20 happening.

21 Today, I question whether journalists
22 are adequately pursuing and writing about this
23 new, insidious underground closet racism.

24 Many Kansas journalists, including
25 columnists for papers in Topeka, ^{Lawrence} ~~Kansas~~ and

1 elsewhere, argued that I had no business
2 reporting the racist remarks of the director of
3 the KBI. A state house reporter said that I
4 had ambushed him; a humor columnist defended
5 so-called ethnic jokes as well meaning and not
6 really racist; the executive editor of another
7 Kansas newspaper said that it was unethical for
8 me to report this joke, because it was banter
9 that took place in a cease-fire zone, whatever
10 that is.

11 The other reporter present said that
12 he didn't report it because the comments didn't
13 take place in a formal setting, and also
14 because he said he knew the KBI director well
15 enough to know he was not a racist.

16 That was a judgment I was unwilling
17 to make on my own.

18 Is it relevant and newsworthy when a
19 top law enforcement official harbors racist
20 sentiments? In my judgment it is.

21 How can you tell whether a person has
22 racist sentiments? In my experience in
23 journalism I learned that you really have only
24 two ways of finding out, by focusing on what
25 people do and focusing on what people say.

1 By not reporting it, I would have
2 been substituting my judgment for the judgment
3 of the people who really count, the people of
4 Kansas, white and black, who this person was
5 supposed to be serving.

6 Many people have asked me why the
7 incident had to be reported, but in my mind,
8 the most important unanswered question about
9 that incident is this one; why did the KBI
10 director think he could walk into a newspaper
11 office in the state capitol and address racist
12 comments to two reporters and expect that those
13 remarks would not be reported, [?] why?

14 I think if there is this code of
15 silence and if it operates among reporters,
16 that it's time to end it.)

17 But I think there are some questions
18 also about journalism -- whether journalism is
19 equipped to cover this new closet racism.

20 As you recall, I said the other
21 reporter said he didn't report it because it
22 wasn't in a formal setting.

23 Well to report this kind of thing
24 requires depth reporting, it requires
25 investigative reporting.

1 As journalists we're very good at
2 focusing on these visible events, the things
3 that Mr. Cushinberry so eloquently outlined
4 earlier.

5 We do a fine job of covering the
6 incidents, but do we go beyond the incidents to
7 cover the deeper story?

8 Looking at the KU incident for
9 example, the press was there and did, I think,
10 a very good job of focusing on this incident,
11 an assault, a batter^y, a racial slur, by a white
12 student upon a black student in^a fraternity
13 house.

14 But it seems to me that we need to
15 get beyond these surface incidents, to look at
16 the Greek system, which once formally excluded
17 blacks, Jews and others from membership. Their
18 charters formally excluded people.

19 But it seems to me today, we need to
20 look beyond the fact that they've done away
21 with these racist charters, to see what their
22 membership is today, to look at the numbers, to
23 see how members are selected. Is there a
24 selection process that would allow a racist
25 minority for example, to exclude blacks who

1 want to become members of fraternities. ⁷

2 I think there is a deeper story to be
3 told than the racist joke that I reported. It
4 was easy to report the joke, some journalists
5 argue^d but instead of doing that, you should
6 have gone beyond this joke to investigate the
7 KBI, to see whether there are any black agents
8 in the KBI, to see what their hiring practices
9 are, to look at the results, to interview black
10 suspects who have come before the KBI.

11 I agree that that is a story that
12 should have been done, but the same people who
13 criticized me for not doing it^o have not gone
14 out to write that story^o to this day that story
15 has not been written. I wish it would be
16 written.

17 Another question, even if we want to
18 cover these stories in depth, can we do it? Can
19 we get into people's hearts and minds, ^{or} ~~are~~ is
20 it like trying to nail jello to the wall,
21 trying to wrestle ghosts if you will.

22 I think the development of the law
23 has not been very ^{helpful} ~~help~~ to journalists in this
24 area. Journalists, after all, like to deal
25 with the facts. We want to look at the

1 numbers, how many black faculty are there at
2 KU, how many black members of fraternities, how
3 many black students, what is the proportion of
4 the general population compared to KU?

5 Well the Supreme Court has told us
6 that it is not enough now to look at the
7 results, to look at the facts, we must go
8 beyond that to prove that there are some
9 underlying racist motives that resulted in this
10 under-representation.

11 Incidentally, I might add that I
12 don't agree with this direction that the
13 Supreme Court has taken. I think in the rest
14 of society we are always judged by our results,
15 and I see nothing wrong in judging how we're
16 doing in the area of affirmative action by
17 results.

18 It's just as hard, I believe, to
19 cover this underground insidious racism on a
20 college campus, because racism is obviously not
21 the policy of KU.

22 In fact, as a professor there, it's
23 my observation that there is very little overt
24 racism, ~~that there is no formal policy,~~ and
25 that in fact the university is truly committed

1 to a affirmative action, to diversity, to the
2 things we're all in favor^{of}.

3 There are no overt groups that I know
4 of on campus. There is no white student union
5 at KU, as far as I know.

6 Instead, there are people who sneak
7 around at night and scratch swastikas into
8 professors' doors, write racial ~~epitaphs~~^{epithets} on the
9 wall, the bathroom walls, and who tell jokes to
10 each other in the privacy of their own
11 fraternity houses.

12 In fact, I might add ^{that} in the
13 classroom, no one speaks up for racism. I've
14 been at KU since 1980 and I dare say I've never
15 had a student stand up and take the side of
16 racism in class.

17 So in a very real sense, we are
18 wrestling with ghosts.

19 It is a story that's extremely
20 difficult to write about, but I think as
21 journalists we have the obligation to get
22 beyond these isolated surface events, to look
23 at structure, to look at the Greek system for
24 example.

1 One solution that I wish to speak
2 against, and one that I don't think would work,
3 is a solution that has been proposed on several
4 college campuses; to prohibit racist speech,
5 and to punish it, to punish racial slurs for
6 example.

7 I don't see that as a solution to the
8 problem. To me, that results in suppressing
9 the problem, keeping the problem in the closet,
10 and I think it's the first step to suppressing
11 all kinds of speech, communist speech, sexist
12 speech, racist speech.

13 It also puts someone in charge of
14 determining what kind of speech is appropriate
15 and punishable.

16 There is another reason I think for
17 opposing these particular solutions, and that
18 is that it prevents us from knowing that we
19 have a problem and dealing with it.

20 Even if we ^{don't} suppress it, we have a
21 rule that would punish it so it stays in the
22 closet, the racism is still there, we just
23 don't see it and we can't deal with it.

24 In effect, what we're doing is
25 keeping the closet door shut.

1 I think we learned something from
2 having the Ku Klux Klan appear on campus a year
3 and a half ago.

4 As much as I think students ^{and faculty} at KU and
5 ~~faculty~~ disagree with what the KKK stands for,
6 I think letting them see these people and hear
7 their message of hate ^{and} actually did students
8 some good.

9 ~~You know,~~ it's been my experience
10 that you don't really know what a skunk is like
11 until you get up close and have to smell one,
12 and I think you learn something from even that
13 kind of hateful speech.

14 To me, the first step ⁱⁿ of solving any
15 problem is to identify it, to define it and to
16 see it, because if you can't see it you can't
17 deal with it.

18 I think as journalists, that we have
19 a very serious obligation to try to dig into
20 this underground racism and expose it.

21 I would be willing to talk with you
22 about these or any other issues, to answer your
23 questions.

24 Yes, sir?

1 DOCTOR SUH: My question is -- I'm
2 sorry, forgive me, I have trouble with my
3 teeth, okay?

4 The papers or other news media in
5 Kansas, can report all the race problems
6 happening in the state of Kansas in the past.

7 This is my question. I have never
8 read or seen any report about interracial
9 marriage mistreatment.

10 I don't know whether this race
11 problem, I don't know, but in the Greater
12 Kansas City area, there are hundreds of
13 couples, maybe between white guys and
14 especially oriental girls, Japanese, Korean and
15 China, and of course I had witnessed tons of
16 cases of mistreatment by white or black husband
17 of oriental wives, but I have never read any
18 report, whether it was reported tens of times,
19 as I know, it was never reported in the paper
20 or talked about on the TV or radio, is that
21 what you call it, racist joke, or what you call
22 it?

23 MR. FREDERICKSON: I think you've
24 identified one of the subtle underground racist
25 situations that we ought to write about.

1 I think that as journalists, we
2 assume that when Loving versus Virginia was
3 decided, and Virginia's law against interracial
4 marriage was struck down, that somehow the
5 problem was solved, ~~and~~ obviously the problem
6 wasn't solved, nor was the problem in public
7 schools solved with the Brown case. It
8 continues on, the underlying symptoms are still
9 there, and I agree with you that that's one
10 area that we need to report about.

11 I have a friend -- two friends, who
12 make up an interracial marriage, who in fact
13 lived in Virginia before the Loving case, and
14 who tell me that there are still problems that
15 continue to this day, even though they now live
16 in Topeka, Kansas.

17

~~Yes, sir?~~
Gordon

18

DOCTOR ~~GASTON~~: It may be argued that
19 the media, whatever media, newspaper, whatever
20 it is, is probably one of the most racist
21 institutions in American history, how would you
22 defend that?

23

MR. FREDERICKSON: In terms of?

24

25

Gordon
DOCTOR ~~GASTON~~: You never write about
racism in --

1 I read it almost every day and that's
2 produced by the university, and when we
3 approach the professors in that field, we don't
4 construe there, that's construed by the
5 students.

6 When will the media, especially
7 themselves, begin to deal with this, what you
8 call insidious, closet racism, because I think
9 you --

10 MR. FREDERICKSON: I hope the answer
11 is today, or at the latest tomorrow, but I
12 can't promise that.

13 I think that some progress has been
14 made in terms of newspaper hiring practices.

15 If we're going to look at the
16 institution and how it, itself, performs, the
17 ~~Gannett~~ ^{Gannett} ~~Gannet~~ (phonetic) Corporation for example, which
18 is the largest newspaper chain in this country,
19 has made enormous strides, has a very vigorous
20 affirmative action policy, and will not accept
21 simply trying ~~they~~ they insist upon numbers, we
22 want numbers, not just the effort.

23 So I think as institution^s, some parts
24 of the media are doing very well, some are not.

1 I think that in Kansas, we're not
2 doing very well. There are very few minority
3 reporters and editors who work for newspapers
4 in Kansas.

5 I think perhaps if there had been
6 more of them, that maybe they would have
7 reacted on a different level to my reporting of
8 the KBI director's racist jokes.

9 As far as what we cover, I'm not sure
10 that it's a racist position, not going after
11 these depth stories, as much as it is a decline
12 in depth reporting.

13 There is a real trend, an unfortunate
14 trend in my mind in this country, toward USA
15 Today type journalism. It's just ~~about~~ the
16 surface stuff, it's what happens, it's the
17 event, it's the pizza delivery person being
18 assaulted.

19 There is very little inclination
20 today, on many newspapers, to go after these
21 hard to get stories, so I don't know, Professor
22 Gordon, whether it's a conscious racist
23 decision so much as it is a decline in the kind
24 of reporting that it would take to write about
25 racial issues.

1 I think that Kansans can be proud
2 that the beginning of the end of this
3 institutional racism by government ^{of} began right
4 here in Topeka, Kansas in the Brown case.

5 Although vestiges of institutional
6 racism remain in government today, racism has
7 largely gone underground.

8 Police forces are no longer made up
9 of men who openly belong to the Ku Klux Klan.

10 Columnist Carl Rowan, who once
11 attended Washburn I might add, has said that
12 racism has now become America's "dirty little
13 secret".

14 The disease of racism is still here,
15 it's still with us, but it's less
16 institutional, it's not a policy of government,
17 it is not visible, and for that reason it's
18 extremely hard for journalists to write about
19 it, ~~but~~ but it nonetheless exists, behind closed
20 doors, in corporate board rooms, where hiring
21 decision inevitably favor those in the major ^{ity}
22 ~~race~~, white males. It exists in public
23 education, where schools in black and Hispanic
24 neighborhoods do not get the financial support
25 that schools get in Shawnee Mission.

1 Incidentally, I think the Kansan has
2 tried very hard, particularly this year, to
3 write about racism at KU.

4 MS. ESPINOZA: Mr. Frederickson, I
5 would really like to comment regarding the many
6 excellent remarks that you've made today, but
7 also in your willingness and your daring to
8 address certain topics such as the closet
9 racism, which is the first time I've heard that
10 remark, and the unwritten code of silence among
11 whites.

12 We've seen this every day, that we've
13 seen very few people that would really dare to
14 address this at an open forum, and I do
15 compliment you on that, your courage on that.

16 MS. RIOJAS: Any other questions?

17 (No response.)

18 MS. RIOJAS: If not, I thank you very
19 much.

20 MR. FREDERICKSON: Thank you.

21 MS. RIOJAS: We appreciate your time
22 and your thoughts.

23 Our next presenter is Steve Ramirez,
24 education specialist for the Kansas Commission
25 on Civil Rights here in Topeka.

1 one of the establishments in a college town,
2 and some Hispanic students, and they felt like
3 they were harassed and made unwelcome.

4 The other incident also took place in
5 an area where there is a large number of bars
6 where students gather. A group of Hispanic
7 students, Mexican American students, about 15
8 of them from what I understand, were on their
9 way from one establishment to another, and they
10 were surrounded by what was called a mob of
11 white students, only I guess some shoving, some
12 shouting did take place, but it never was
13 formally recognized as a racial incident, why I
14 don't know, but anyhow that probably just, you
15 know, there are tons of incidents like that
16 that go unreported.

17 Mr. Hernandez asked me if I would
18 provide the perspective of the Hispanic
19 community and I said that I think I can best do
20 that from my experiences as the inter-group
21 education specialist when I was with the Kansas
22 Advisory Committee on Hispanic Affairs. I was
23 the education specialist there from December of
24 1985 through February of '89, and I worked
25 primarily in the area of education, with

1 students and colleges.

2 It came to our attention that there
3 was -- there were a number of students, but one
4 student in particular was pointed-out to us, he
5 was from southeast Kansas, he had a 3.5 GPA,
6 was a senior, had made repeated attempts to try
7 to obtain information to go to college, and was
8 not receiving that information.

9 He went to his high school counselor,
10 he wrote to the colleges, did not receive that
11 information.

12 So we felt that -- we took it upon
13 ourselves to put together a forum, a little
14 workshop, mini-symposium if you will, just to
15 let students be made aware of what is available
16 to them in the area of colleges.

17 We had about 30 students come to that
18 forum, and as far as I know I think probably at
19 least about two-thirds of those students did go
20 on to college, and I think that was great.

21 A lot of people thought that was a
22 great idea, so we attempted a state-wide
23 symposium.

24 We thought that we would bring in the
25 major colleges, an that first year, hopefully,

1 we would have 150 students come from across the
2 state. We had 390 students, we thought that
3 was fantastic.

4 That showed the administrators and
5 the people in the schools that yes, there are
6 Hispanic students who are interested in going
7 on to college and they want to hear more.

8 As a matter of fact, one of the top
9 administrators at this hosting institution, was
10 heard -- he didn't know he was heard, I didn't
11 know there was this many Mexicans in the state
12 of Kansas.

13 The board felt like, you know, one,
14 we're talking about the attitude, and the other
15 is the administration too. You know, we were
16 getting out point across that we are there, we
17 want to be -- we want it to be known.

18 The next year we had 600, the year
19 after that 650, and this last year I believe
20 they had about 600 students also.

21 The problem is, most of these
22 Hispanic students that I've talked with and
23 visited with, are not felt welcome by the
24 college campuses at all.

1 They want to leave Kansas as soon as
2 possible. A lot of them want to leave right
3 after high school, a lot of them want to leave
4 as soon as they finish community college,
5 definitely when they get out of college.

6 They say they want to leave because
7 they want to be out from underneath that
8 microscope, you know.

9 They go here -- they can't even go
10 out to lunch. One individual was telling me
11 that he went to lunch with a group of
12 non-Hispanics and went to a Mexican restaurant
13 and one of them asked him, hey, what's a
14 chimichanga, you know, and he said I don't
15 know, I've never heard of those before, and the
16 remark was made well come on, you're Mexican,
17 you should know all about your food.)

18 Again, it's just another example of
19 stupidity. I can --

20 I know of -- I have a very good
21 friend who's a counselor in one of the -- an
22 institution here in Kansas, and he was told
23 just recently that his one year contract was
24 not going to be renewed and he was going to
25 have to look for a job elsewhere.

1 Primarily it was as a result of his
2 voicing an opinion about the treatment of
3 minority students at their institution.

4 It was suggested to him that he
5 possibly look for a job in Texas or the
6 southwest, so that he could help his people a
7 lot better.

8 He took it as meaning, you know, why
9 don't you just go on back to Mexico, we're not
10 being received well.

11 Unfortunately, that reflects the
12 attitudes of the administration. *

13 Mr. Cushinberry talked about the
14 attitudes of the administration, if they really
15 wanted to be here, why aren't they?

16 I would go even a little bit further
17 with the board of regents, repeatedly trying to
18 make qualified admissions, you know, part of
19 the system to get into college here in Kansas.

20 There is a big debate about that, and
21 I know there are many students that would not
22 have the opportunity to go to school if they --
23 if qualified admissions was made a fact.

24 There needs to be a commitment to
25 recruit and retain minority students and as Mr.

1 Cushinberry said, it must come from the top.

2 There are always task forces that are
3 appointed, you know, they come out and it seems
4 to me that it's very much on the surface, and
5 they're just there to protect the image.

6 I think what needs to happen is that
7 administrators definitely need to listen to the
8 students, and I think they should also solicit
9 community groups like the GI Forum, which is a
10 Hispanic group of veterans organization, Lulack
11 (Phonetic), the oldest Hispanic organization in
12 the United States, Mana, a Hispanic women's
13 organization, in Wichita they have the Hispanic
14 women's network, and other organizations like
15 that in the community, that I believe can go a
16 long way in helping to make the students feel
17 more receptive and help the institutions make
18 that place more receptive.

19 Because I hate to see the students
20 continue to feel like they have to leave Kansas
21 in order to be welcome.

22 That's all I have.

23 MS. RIOJAS: Thank you very much for
24 your insight on the issue.

25 Are there any questions?

1 DOCTOR SUH: Are you saying they
2 don't like you or you don't them, which one?

3 MR. RAMIREZ: No, I believe the
4 Hispanic students are not welcome on the
5 campuses, they don't feel like they're welcome
6 on the campuses.

7 DOCTOR SUH: But you feel like that
8 not because they mistreat you, but because you
9 don't like them, that's right?

10 MR. RAMIREZ: No, I believe it's the
11 attitudes of the administrators, attitudes of
12 the faculty, attitudes of a number of the
13 students.

14 They just don't have the racial
15 sensitivity.

16 DOCTOR SUH: Where are they going?
17 You say that none of them want to
18 stay here, they're leaving for someplace.

19 MR. RAMIREZ: Uh-huh.

20 DOCTOR SUH: Where are they going,
21 Mexico or Texas or where, where are they going
22 to go?

23 MR. RAMIREZ: A lot them are going--
24 people that I know are going to the southwest.

25 DOCTOR SUH: Okay.

1 MR. RAMIREZ: You know, you're
2 talking about Albuquerque, you're talking about
3 Phoenix area, you're talking about Dallas, into
4 Texas, those areas.

5 DOCTOR SUH: Okay. So those areas
6 are (inaudible), that's why you want to go
7 there, right?

8 MR. RAMIREZ: Excuse me?

9 DOCTOR SUH: In the southwest, or
10 Texas, you like to go there because schools
11 like them?

12 MR. RAMIREZ: Right, they feel like
13 they can --

14 DOCTOR SUH: They like that?

15 MR. RAMIREZ: Right, they feel like
16 they're welcome there and they don't feel like
17 they're under the microscope or if they make a
18 mistake it's going to be magnified.

19 They want to be just one of the -- a
20 regular student, going out to their regular
21 career.

22 Any other questions?

23 DOCTOR ^{Gordon}~~GASTON~~: A very short one.

24 In your remarks you referred to task
25 force reports, and I believe that you suggested

1 that they were very superficial.

2 We also know that other parts of the
3 country in Kansas, most of those task forces
4 are headed by other minorities and women and
5 generally they are before a committee or
6 directors or director of human affairs.

7 My question please, are we a part of
8 the problem?

9 MR. RAMIREZ: I think that only in
10 the sense that we're not exerting enough
11 pressure to make sure that the recommendations
12 made by those task forces are followed through
13 upon.

14 We're not --

15 I believe -- and I've seen this
16 happen in a couple of instances where maybe the
17 blacks and Hispanics and Native Americans are
18 not working together, they each have their
19 separate agendas, even though they maybe don't
20 realize, but hopefully they would, that the
21 agendas are very much the same.

22 The divide and conquer comes into
23 play there, you know, if the groups can't come
24 together, it's easier to keep it apart.

1 In that sense, I think that we are a
2 part of the problem.

3 MS. RIOJAS: Any other questions?

4 (No response.)

5 MS. RIOJAS: Thank you very much
6 Steve, we appreciate you being here and we look
7 forward to visiting with you later.

8 MR. RAMIREZ: Thank you.

9 MS. RIOJAS: Our next presentor is
10 Joe Douglas, Jr., retired fire chief of Topeka.

11 Thank you for being here with us this
12 morning.

13 MR. DOUGLAS: Thank you very much.

14 JOE DOUGLAS, JR.

15 I would like to thank our U. S.
16 Commission on Civil Rights for appointing these
17 committees, and I'm very grateful to Mr.
18 Hernandez and Mr. Jenkins for the opportunity
19 to appear this morning.

20 Robert Frost once, when asked what he
21 wished most for his countrymen, replied with
22 the single word, "prowess", the ability to get
23 things done and the knowledge to discern what
24 those things are.

1 It would appear that perhaps we are
2 on the right track here this morning, with the
3 action that you are involved in.

4 I should point out that the insights
5 that I bring today do not come from the
6 position of a professional, but rather from a
7 person who has lived a good long time and is an
8 astute observer and a pretty good asker of
9 questions.

10 For a long time I've been a student
11 of the human ecology, which was referred to a
12 little bit earlier, I think by Mr. Cushinberry.

13 I may or may not be the appropriate
14 person to respond with the information that I'm
15 bringing to you this morning, but since I was
16 chosen, only time will tell whether or not that
17 is correct.

18 My first observation is that there
19 are two very important facts. Make no mistake
20 that this is an extremely vital topic that we
21 are dealing with.

22 Secondly, the information relative to
23 this topic was disturbingly abundant. I really
24 didn't have to look too far.

1 As a matter of fact, I have this Jet
2 Magazine, which is dated April 30, and there
3 are at least seven items within this magazine
4 that deal with racism, many of them at the
5 university or the college level.

6 So I guess the main question is,
7 where -- are these isolated just to the college
8 campuses and the universities, or is there a
9 correlation between the society in which we
10 live and the universities.

11 It should not be that alarming, in my
12 opinion, that these things are occurring at the
13 university level, because the universities are
14 but a facet of the total educational system,
15 which we are all familiar with what is
16 happening at the elementary and at the
17 secondary level.

18 I served on the Board of Education in
19 District 501 here in this city for eight years,
20 so I know what is taking place in elementary
21 and secondary education, pretty much.

22 There was an incident in a magazine
23 here, which covered an incident on the Emery
24 University campus, it involved a young black
25 student who was staying in a dormitory there. I

1 don't know if you've had a chance to see that
2 or to hear about it or to read about it, but
3 she was harassed continually by the persons who
4 still remain nameless.

5 They broke into her dorm room, they
6 trashed her clothes by throwing bleach on them,
7 and they scrawled racial epitaphs on her mirror
8 with finger nail polish. And this did not
9 occur once, but they broke into her dorm room
10 several other times, which was quite alarming
11 to me.

12 The article was pretty lengthy and it
13 talked about the Georgia Bureau of
14 Investigation, the DeKalb County police, the
15 Emery police and the FBI, all are who are
16 investigating the case, but I never saw a
17 single mention of an administrator's statement
18 in regard to that incident, nor have I seen
19 this in any of the other incidents with which
20 I've come in contact.

21 The main focus of what I'm going to
22 try to say, since the incidents themselves have
23 already been addressed, it is absolutely
24 essential that administrative staffs on
25 university campuses, become involved to the

1 degree that they will make policy statements
2 that indicate exactly where they stand in
3 regard to incidents of racial or religious
4 origin, which are occurring with alarming
5 frequency on our campuses.

6 As a member of the community here, I
7 am very much concerned about that. I don't
8 really know what to do about that.

9 I also found in here that I'm not
10 alone, there are others who are looking to
11 create organizations that will provide a
12 background and support for those persons who
13 wish to oppose these kinds of situations.

14 There is a grant from REBA of
15 \$750,000.00 for instance, for a project called
16 Teamwork, which is being implemented over a
17 three year period beginning this summer.

18 The intent is to send former college
19 and professional athletes around the country to
20 talk to students and others, about the dangers
21 of racism and anti-Semitism and not finishing
22 school, which I think will help.

23 Angela Davis, whom many of you may or
24 may not remember, has come out and made a
25 statement in regard to the fact that the

1 students at I think it was Georgia University,
2 one of the schools there, anyway she feels that
3 they need to organize themselves so that
4 incidents such as I previously mentioned can
5 only happen to a person in a group, and not a
6 person who is standing alone.

7 The two things that really were clear
8 to me in the incident that occurred at Emery,
9 was that the young lady perhaps was not
10 prepared at home to deal with this kind of a
11 situation. I don't know that, I have no way of
12 knowing that, but I have -- I had a daughter to
13 attend Kansas University and I have
14 granddaughter who is about to attend Iowa
15 University, and I can assure you that if that
16 had happened, I don't think I would have left
17 her around there for that to have happened
18 several more times, or I would have been so
19 actively involved with the administrative staff
20 that they would have had to have come up with
21 something that would provide protection for
22 her.

23 Eventually they had -- they installed
24 an alarm system in the building. Now I don't
25 know of that was before some of the incidents

1 occurred or not, but the sad part of it is, if
2 I failed to mention it, is that she is now in
3 psychiatric care and is totally unable to speak
4 because of this incident.

5 I feel that the people in our
6 communities and the organizations, will have to
7 become involved to the degree that they can
8 provide support for those persons on campus, or
9 the administrations which would like to come
10 forward and would like to say somethings, but
11 for instance, don't feel that they can.

12 I feel also that all of the
13 administrators perhaps, are not -- should I
14 say, totally appalled by some of the things
15 that are occurring.

16 There was an incident where a black
17 student was taking a test, and the professor
18 was monitoring the class and for some reason he
19 felt that the young lady was cribbing, so with
20 his wife as a monitor, they accosted her and
21 she was actually bitten while they were trying
22 to get her paper away from her.

23 So I don't know if all of our
24 administrators are fully prepared to deal with
25 these kinds of situations and incidents, and I

1 don't anticipate that they should be.

2 But I think that they need a policy
3 that states clearly where they're coming from,
4 there need to be individual groups, by race
5 perhaps, on every campus, where this can be
6 done.

7 Then there should be interracial
8 groups perhaps, that are brought together to
9 deal with these kinds of incidents, not in
10 finality, but so as to make recommendations to
11 the administrative staff or powers that be, so
12 that no student would ever have to stand alone
13 again.

14 There are a lot of students which I
15 have talked to that feel they don't really know
16 where the administration is coming from, they
17 don't know if the administration -- they don't
18 really feel that these things are being
19 condoned, but they don't feel the strong
20 support that they feel should be forthcoming.

21 The good thing about this is that in
22 the incidents that I have seen which were
23 televised, and the quotes that I've read in the
24 newspaper, all show that the students
25 themselves, in great numbers, are in

1 disagreement with these things, and they are
2 the ones who are making the statements, they
3 are the ones that are picketing the dorms, or
4 the administrations, in an effort to get
5 something done.

6 I don't think they know exactly what
7 to do either, but I don't see this as totally a
8 problem just for the universities. They are
9 not an isolated group of institutions out here
10 that have no ties to the communities in which
11 they reside.

12 It is up to them perhaps, to make
13 overtures to people in the community and to
14 organizations, to find out how they feel, help
15 them to get organized so that they can deal
16 with some of these things.

17 Mr. Cushinberry explained very well
18 that racism is alive and well, and probably
19 always will be, but also prejudice is alive and
20 well, and all prejudice is not directed toward
21 race.

22 If you look at Ireland, they don't
23 have a race problem, these are all people of
24 the same color, but they are as serious about
25 their differences as blacks, whites, Indians,

1 Asian-Americans, as any of them have ever been.

2 So we need to take stock in the fact
3 that we don't have forever to address this
4 question.

5 Those are the only answers that I
6 have. I know that people in the community that
7 I know are very much concerned about this, and
8 they are at the ready to lend any assistance
9 that they can, to not only their community, but
10 particularly to the institutions of higher
11 learning.

12 I have not been called on to do that,
13 maybe I'm not the one that should be called,
14 but I think that someone should be called on in
15 the community, who may have a little bit of
16 background in this area.

17 I was very interested when I went
18 with my granddaughter to Iowa for her -- they
19 had a one day orientation, and our -- the
20 person who oriented us was a very articulate
21 young lady, who happened to be a minority which
22 I will not name, she gave us all the
23 information that you could ever want about the
24 university, how it worked, dorm living, the
25 cost, the whole bit. There were approximately

1 20 to 25 students there, and their parents, and
2 grandparents as we were, and I had a question
3 for her, but I chose not to ask that question
4 until the formal session had ended.

5 She came over to visit with my
6 granddaughter very briefly and when they
7 finished I asked her if there was -- if there
8 had been any racial incidents on the campus,
9 and she was very quick to indicate to me that
10 she didn't know of any, and she hoped that
11 there would not be.

12 Then I gave her the hypothesis that
13 if one should occur, that could be of the
14 proportions that it would be brought to the
15 attention of the administrative staff, is there
16 a policy or a vehicle in place that can address
17 that. And her answer to me was that they are
18 very kind and considerate persons, those
19 administrators who are serving, and she is sure
20 that they would do the right thing if that
21 should happen.

22 Of course the ultimate answer is that
23 they did not have a vehicle in place, and I
24 think that is something that we really need to
25 have.

1 I don't know what else I can say this
2 morning, except that I don't think we have as
3 much time as we might like to have.

4 But I would just end with a quote
5 from Doctor Albert Switzer who said,
6 humanitarianism is never sacrificing a human
7 being for a purpose.

8 In some instances, because of
9 economics or because of politics, it appears
10 that this sometimes occurs or has to be done.

11 Now I don't know that much about
12 politics, but I do know about the military and
13 how they work, and it's like a chess game,
14 pawns are cheap, the king and queen are really
15 important, bishops and knights and rooks are
16 important, but pieces are sacrificed according
17 to their value.

18 I don't think we can do the same
19 thing with human beings.

20 So if there are any questions, I will
21 be happy to answer those.

22 DOCTOR SUH: So you're saying there
23 is no racial problem on the campus that you
24 understand?

1 MR. DOUGLAS: I'm saying there are no
2 racial problems? I'm saying there are far too
3 many is what I'm saying.

4 That's what I was told when I
5 attended Iowa University, but I had already
6 talked to some of the students and they had
7 told me otherwise, there have been incidents on
8 campus.

9 They felt that the attitude on campus
10 was that the students are pretty much like they
11 are other places, and that is that they don't
12 like that and they do what they can through --
13 primarily through protests to oppose those
14 things.

15 But I think that there are a lot of
16 youngsters, and I say youngsters because I'm
17 old enough to say that, I know they're grown,
18 that are on campus, who would like to speak out
19 but who because of the lack of support that is
20 there, perhaps remain silent, and some may even
21 condone the actions of their peers if there is
22 no real strong support system that will oppose
23 those things.

24 MS. RIOJAS: Any other questions?

1 MS. CHAVEZ-MARTINEZ: I have just one
2 to add, more or less a sense, and I want to be
3 sure that I understand this.

4 When I first sat down, you were
5 talking -- I came in a little late.

6 MR. DOUGLAS: That's all right.

7 MS. CHAVEZ-MARTINEZ: And you were
8 talking about what I sense, and correct me if
9 I'm wrong, is that although this committee is
10 addressing the violence on campus and it cannot
11 be separated from the community, that in fact
12 what we're experiencing on campus is the result
13 of probably what is happening in our elementary
14 schools as well and our secondary schools as
15 well, so that basically there's an
16 institutionalization that you're seeing that
17 results in racism on campus. Is that kind of a
18 sense of what --

19 MR. DOUGLAS: Except that I feel it
20 goes beyond the level of secondary and
21 elementary education, right out into the
22 community.

23 MS. CHAVEZ-MARTINEZ: Exactly.

24 MR. DOUGLAS: Just like church, we go
25 to church on Sunday and we think at that moment

1 that all of the sinners are outside the church.

2 But the truth of the matter is that
3 the same people that are there for that hour on
4 Sunday, spend six days out in the community.

5 So I have a written statement, but I
6 won't give it to you because it's not typed up,
7 but it talks about the community and it talks
8 about some of the things that are taking place
9 within our society at this time.

10 For instance, there is a rise in
11 anti-Semitism. I don't know if you can
12 directly attribute it to the fact, but it still
13 is a fact that the Bush administration has
14 moved a little bit toward the middle so far as
15 its support for Israel, than the Reagan
16 administration was.

17 So sometimes when your leaders make a
18 move like that, or if they indicate perhaps
19 that something is okay, or maybe that it's not
20 all that bad or whatever the message that you
21 get from these things, then you need to come
22 out and say what it is that you need to say.

23 I was the chief of the fire
24 department for six years, and we had a 15 year
25 period where no blacks had been hired. There

1 had been two hired and they both had been let
2 go before their probationary periods were up.

3 I didn't just say that I was going to
4 hire people, but we set up a vehicle where we
5 went out in the community and we assured
6 minority persons that if they were to take the
7 test that they would be strongly considered
8 when hiring occurred.

9 I don't think that the previous
10 administrations were any different really,
11 except that they didn't go out and try to
12 indicate to people that you need to come and
13 take the test now because I've changed my mind.

14 It isn't good enough just to have it
15 in your heart or in your office, because
16 there's no one that's going to go through the
17 kind of ordeal that it takes, seven steps, and
18 it takes us perhaps a year to test people
19 through everything and then you wind up with a
20 civil service interview, and then you're on a
21 waiting list.

22 So if I hadn't been--

23 If I hadn't seen anyone of my race
24 hired in 15 years, I doubt if I would just come
25 and go through all of that if I didn't really

1 think I could be hired.

2 We got some results, but we still
3 didn't get as much results as we would have
4 liked to have had, but it was much better than
5 it was.

6 Because when we integrated we had 14
7 people -- we had 19, and now we have 13, so
8 that's not good necessarily, except that it's
9 taken care of all the minorities that came
10 through, not only blacks, but I'm the one that
11 hired women too, and I wasn't very popular
12 because of that.

13 But I didn't see that I could do the
14 same thing to women, so far as their employment
15 with the fire department, that I had had done
16 to me.

17 You see, we weren't integrated in our
18 department until 1962, so I know what it's like
19 to be segregated, and for me to turn around and
20 do the same thing to women, and all the cliches
21 were the same, really.

22 So it's something that is going to be
23 with us, but we need vehicles in place to
24 combat them, because there are those people out
25 there, who have these ideas that I consider

1 radical, or at least they are diametrically
2 opposed to my own position, that they are
3 organized.

4 I don't know if you saw where
5 Gainesville, Florida, they had it on the news
6 that they had a downtown demonstration, but
7 what they did not tell you is that on campus,
8 the students have won the right to have that
9 organization on campus because they met all of
10 the necessary requirements.

11 Let's see, there's one more thing
12 that I wanted to say.

13 It is a very subtle thing anymore,
14 and I was trying to remember the name of the
15 two acts that come before me right now, that
16 had to do with Cleveland, Ohio, and I can't
17 find the paper right now.

18 But there are two acts, whites are
19 using one of those acts to isolate themselves
20 from -- these are federal acts that I'm talking
21 about.

22 They're using one to isolate
23 themselves from the mainstream in the
24 educational system, and I'm talking about
25 secondary and elementary education now, and

1 blacks are using one of the others to make sure
2 that they maintain at least the gains that they
3 have made.

4 So there is an attempt to isolate,
5 and these things are showing up now.

6 We need to find a new definition for
7 all deliberate speed, because I don't know
8 exactly what that means, but if it means what
9 I've witnessed since 1954, then we do need to
10 make some changes.

11 MS. RIOJAS: Thank you very much for
12 your presentation, we appreciate your comments
13 today.

14 MR. DOUGLAS: Thank you.

15 MS. RIOJAS: And if not -- we will go
16 on to the next one, we have one more to go
17 before noon.

18 MR. DOUGLAS: Okay.

19 MS. RIOJAS: Thank you very much.

20 Daveen Litwin, did I say that
21 correctly?

22 MS. LITWIN: Daveen Litwin.

23 MS. RIOJAS: Thank you very much. She
24 is with Hillel House in Lawrence, Kansas.

25 DAVEEN LITWIN

1 blacks are using one of the others to make sure
2 that they maintain at least the gains that they
3 have made.

4 So there is an attempt to isolate,
5 and these things are showing up now.

6 We need to find a new definition for
7 all deliberate speed, because I don't know
8 exactly what that means, but if it means what
9 I've witnessed since 1954, then we do need to
10 make some changes.

11 MS. RIOJAS: Thank you very much for
12 your presentation, we appreciate your comments
13 today.

14 MR. DOUGLAS: Thank you.

15 MS. RIOJAS: And if not -- we will go
16 on to the next one, we have one more to go
17 before noon.

18 MR. DOUGLAS: Okay.

19 MS. RIOJAS: Thank you very much.

20 Daveen Litwin, did I say that
21 correctly?

22 MS. LITWIN: Daveen Litwin.

23 MS. RIOJAS: Thank you very much. She
24 is with ^{the}Hillel House in Lawrence, Kansas.

25 DAVEEN LITWIN

1 Thank you for the opportunity to
 2 address the Commission on Civil Rights
 3 regarding the rise of bias related violence *on campus*
 4 toward Jewish students and faculty at the
 5 University of Kansas.

6 There have been 18 documented cases
 7 of violent anti-Semitism in the *academic* years 1988-89
 8 and 89-90. That averages out to be at least
 9 one serious incident of anti-Semitism a month
 10 at the University of Kansas.

11 Nationally, there were 38
 12 anti-Semitic incidents reported on campuses
 13 across the country in 1988, according to the
 14 Anti-Defamation League.

15 The University of Kansas thus
 16 accounted for approximately 30 per cent of the *recorded*
 17 national average in 1988.

18 MS. RIOJAS: Thirty per cent?

19 MS. LITWIN: Thirty per cent, yes.

20 The following example is one of the
 21 most recent, clearly biased related violent
 22 anti-Semitic incidents at KU.

23 One note, the letters "JAP" refer to an *anti-Semitic sexist*
 24 slur, "Jewish American Princess," and the word
 25 JAP is used in that context, and will be used

*2/14/88
 38 ADL
 per Stora*

1 frequently in the following example.

2 November 6th, 1989, last semester, a
3 student hereafter referred to as Jane Doe,
4 opened her residence hall room door, and found
5 the message, "fucking JAP" written on her memo
6 board.

7 The next day, November 7th, Jane Doe
8 returned to her residence hall and found the
9 following message, "die JAP", accompanied by a
10 swastika.

11 November 17th, ten days later, Jane
12 Doe returned to her residence hall and found
13 written on her door, "hello again JAP, I want
14 to kill you and make your skin into a lamp
15 shade", next to a swastika. Affixed to the
16 hall bathroom door was a sign reading, "JAP's
17 will die in hell". In addition, the words "die
18 'Jane'", as in Jane Doe, were found written up
19 and down the hallway, on bathroom doors, and
20 even on the fire extinguisher. "Jane the JAP
21 will die", was written on the lobby glass of
22 the ninth floor. "I hate fucking JAP's" on the
23 eighth floor wall, "I'll kill you JAP", up and
24 down the stairwells between the ninth and tenth
25 floors, "die JAP" on the six and a half,

1 seventh and tenth floors, "die JAP die", on the
2 six and a half, seventh and tenth floors, "die
3 JAP die" on the seven and half floor hand rail,
4 "die Jane hell JAP" on the six and a half floor
5 wall, "I'll kill you Jane", from the tenth
6 floor north, "you JAP" on the sixth floor, and
7 "Jane will die" on the sixth floor wall.

8 Although these vandalisms were spread
9 out over a large part of the residence hall at
10 a time when many students were around, no
11 witnesses or suspects were discovered.

12 The investigation was not begun until
13 four days after it occurred, and then was
14 conducted as students were beginning to leave
15 for Thanksgiving break.

16 No fingerprints were taken, no
17 photographs, no extra security was given to
18 this student, although she was told that she
19 could move to another room if she wished, and
20 her hall had a support gathering, giving her a
21 card saying "don't worry, be happy".

22 November 27th, again ten days later,
23 myself, ^{the} Hillel director } and a member of the
24 KU police met with the residence hall staff in
25 the dorm I just described, regarding how to

ethno-violence

1 respond to ethnic violence, specifically racism
2 and anti-Semitism.

3 That same night, early in the morning
4 of the 28th, the same residence hall was again
5 vandalized, the same messages, the same hatred,
6 aimed at this student and Jewish students in
7 general, and several additional swastikas were
8 found.

9 To my knowledge, as of today, there
10 are no suspects and no arrests have been made.

11 In the last four years of my tenure
12 as the director of the B'nai ^{Birth} Hillel Foundation
13 at the University of Kansas, which is the sole
14 organization for Jewish students at KU, I have
15 witnessed a growing number of both
16 psychological and physical violent anti-Semitic
17 acts, which have had a profound impact on the
18 Jewish community at KU.

19 Many of these incidents have been
20 documented by the University of Kansas and by
21 the police, and I have a document ^{listing these incidents} which I will
22 give to you when I finish, ~~but~~ many more have
23 not,

24 *↳ But* In my capacity as an advocate and
25 counselor for Jewish students, I am made aware

1 of these incidents on a regular if not daily
2 basis.

3 There are approximately 1200 Jewish
4 students at the University of Kansas. It is my
5 job to work with these students, to find ways
6 of expressing their Jewish identities, such as
7 through education, culture, social service and
8 religious observance.

9 ^{but} The Jews at KU in general, are often
10 only reluctantly willing to publicly identify
11 as Jews, because their experience has taught
12 them fear, caution, isolation, intimidation and
13 harassment.

14 Whether Jews are defined as legal
15 minorities or not, they experience a minority
16 identification at KU, that is, an experience of
17 marginality, discomfort, loneliness, and
18 sometimes terror.

19 When students come to talk to me
20 about their experiences, I cannot give them a
21 rational reason, explanation, for bias against
22 Jews.

23 I cannot explain why the University
24 does not condemn anti-Semitism the moment it
25 raises its ugly head. All I can say is that

1 these types of events have been happening on
2 campuses all over the country and in some
3 instances, ^{+ I can also say that in some} ~~the other universities have had~~ ^{there have been} more
4 positive responses.

5 Chancellor Budig released a statement
6 condemning anti-Semitism and all forms of
7 bigotry, a quote from his 1983 convocation
8 speech, last year, following a series of
9 swastikas and threats carved on professors'
10 doors.

11 But the statement was issued only
12 after non-Jewish professors were victimized.

13 Vice Chancellor ^{Ramaly} Remalie (phonetic)
14 did appoint the ^{Minority Issue Task Force} to
15 assess the atmosphere and realities for
16 minorities on the campus after the Ku Klux Klan
17 came to the campus in 1987, but the Jewish
18 experience was specifically left out of the
19 assessment.

20 The campus police did investigate the
21 vandalism and death threats aimed at a Jewish
22 student in the residence hall which I just
23 described to you in November and December of
24 1989, as a criminal offense and a terroristic
25 threat.

1 But the first round of threats was *sent*
2 erased without proper recording of the
3 evidence, and the investigation was delayed for
4 four days.

5 After public pressure compelled the
6 KU police to take action, a serious
7 investigation was begun. The investigation
8 however, did not recognize the incident as
9 anti-Semitic and assumed the victim was herself
10 to blame.

11 Jewish students at KU were surveyed
12 in the spring of 1989 to determine whether they
13 were perceiving a rise in anti-Semitism on the
14 campus, and if so, how was it affecting their
15 experience?

16 Seventy-two per cent had heard or
17 witnessed anti-Semitic remarks or actions,
18 directed at themselves or others, or Jews in
19 general, while at KU.

20 These incidents ranged from verbal
21 slurs to harassing phone calls, to blatant
22 discrimination in the Greek system, the
23 classroom and vandalism of property.

24 When asked whether these experiences
25 made the recipient hesitate to publicly

1 identify or express him or herself as a Jew,
2 most said no, but one student then went on to
3 ironically explain, ^{t/} I am very proud to be
4 Jewish, I never realized how anti-Semitic
5 people really are, before college I heard of
6 things but I was removed or sheltered from
7 them, but since college ^{I'm} I realize how serious
8 it is. The more aware I am of discrimination
9 allaround me, the more in my mind it is.[^]

10 There is often tension between Jewish
11 students and other minority students, over
12 whether anti-Semitism is avoidable, and even
13 inauthentic, compared to other types of
14 discrimination. After all, most Jewish
15 students are Caucasian, so they can "pass" with
16 the majorityⁿ.

17 Jewish students don't pass, Jewish
18 students do not choose to experience
19 anti-Semitism and hatred, they endure it.

20 They endure the humiliation when the
21 administration says, no response either
22 personally or publicly is necessary when
23 anti-Semitic slogans are painted all over a
24 residence hall.

1 They endure degradation when they
2 hear Jewish women referred to as JAP's, Jewish
3 American Princesses, a sexist and ethnic slur,
4 as well as an anti-Semitic slur.

5 They endure swastikas, symbols of
6 genocide for Jews, on library study halls and
7 university building bathrooms, on books in the
8 library, penned on their memo boards at their
9 residence halls, and sometimes even on student
10 sponsored displays or promotions.

11 They endure it, they harden
12 themselves to it, they survive it, at KU and
13 elsewhere.

14 This is bias related violence,
15 violence to the psyche, destruction of ~~the~~
16 identity on the basis of the Jewish religion,
17 culture or ethnicity.

18 Even if Jewish students remain
19 connected to their heritage and are proud to be
20 Jews, as the earlier quote indicated, they also
21 feel isolate, frightened, and confused about
22 their identities when they are confronted with
23 prejudice, insensitivity and silence.

24 According to the Student Handbook,
25 You and the University of Kansas 1989-90,

1 students are to be protected from other
2 students or organizations which "threaten the
3 physical ^{health} ~~harm~~ of another person, place another
4 person in serious bodily harm, or use physical
5 force in a manner that endangers the health,
6 welfare or safety of another person". (Art. 22, Section A)
7 is obviously not enough.

8 The University may have rules and
9 regulations, but the students are the ones that
10 must decide whether to report their experiences
11 or not.

12 Many students are frightened of the
13 repercussions of reporting anti-Semitism to the
14 police or to the administration, because the
15 results are minimal and the potential of public
16 judgment is intimidating.

17 Students must continue to function in
18 their residence halls and attend classes. They
19 must live with the people who are often their
20 victimizers.

21 The most constructive response to the
22 incidents of anti-Semitism and racism and I
23 might add, homophobia, in the past two years,
24 has been the development of student
25 organizations which have served as support

x.e.g.
N.B.

1 groups and advocates for the victims.

2 These groups have been diverse,
3 unified assemblies of racial, ethnic and
4 religious minorities, which have come together
5 to protest bigotry, bias related violence and
6 the University's response or lack thereof to
7 these incidents.

8 The first group, SCAOR, Students and
9 Community Against Oppression and Racism, was
10 created in response to the Ku Klux Klan visit
11 to KU in 1987.

12 ~~Now~~ This group evolved into a pro-
13 active group called Celebrate Diversity, in
14 1988, and currently there is an organization
15 called SCAD, Students Concerned About
16 Discrimination.

17 SCAD has taken the findings of the
18 ~~Minority Issues~~ task force of two years ago,
19 ~~and has~~ pulled the top five priorities for the
20 minority communities, and pressed the
21 administration to address these concerns
22 immediately.

23 The students are clearly voicing
24 appropriate, legitimate and necessary needs of
25 the Kansas University community and are doing

1 so in the best interest of all minority
2 students.

3 Jewish students have taken a leading
4 role in these groups, both because of their
5 commitment to equality and justice, but also
6 because of their growing fears of anti-Semitism
7 on the campus.

8 All minority groups on the campus are
9 deeply affected when one group suffers
10 discrimination and violence against it.

11 The strongest hope for the future is
12 that the students are finding strength and
13 courage together, in order to continue to
14 struggle for a ^{supportive} ~~supported~~ and inclusive
15 educational environment.

16 I am not optimistic about the
17 University's response to the latest incident of
18 racial violence at the SAE house. ^Even though
19 administrators have met with the students and
20 made them many promises, we have stood at this
21 gate before.

22 Non-minority students must learn how
23 to understand, live with, and communicate with
24 minorities.

1 It takes more than films, panels and
2 statements. Toleration and non-violence toward
3 minority communities and individuals clearly
4 must be taught and not just advocated.

5 The opportunity of the University
6 setting is appropriate to this challenge and
7 perhaps the is last chance for such an attempt.

8 When I was asked to speak today, I
9 immediately suggested that students should
10 speak with their own voices and experiences,
11 although there is a student panel this
12 afternoon, however no Jewish student was
13 included.

14 I work with Jewish students at the
15 University of Kansas every day, I hear their
16 stories, I try to offer counsel and comfort.

17 It is my opinion that Jews on the
18 campus of the University of Kansas, experience
19 violence to their identities in age old forms
20 of anti-Semitism, and on the whole, this
21 experience is ignored or accepted by the
22 general community and the University.

23 Today is the State of Kansas' official
24 commemoration of ^{the} Holocaust. It is difficult
25 and yet appropriate that we hear the testimony

7 good ending - timely

1 today of humanity's continuous capacity to
2 hate, and at the same time our continual
3 struggle against memory and history that
4 tomorrow might be better than today.

5 Thank you.

6 MS. RIOJAS: Thank you. I understand
7 your time will be shared with Doctor David
8 Katzman.

9 Doctor Katzman, we have --
10 We're really running late, I'm
11 awfully sorry.

12 DOCTOR KATZMAN: I will try and be as
13 brief as possible and still cover some of the
14 substance.

15 PROFESSOR DAVID M. KATZMAN

16 I think Daveen covered so well from
17 the student perspective that she's laid it out
18 for you.

19 I am a professor of history, I
20 specialize in African-American history, ethnic
21 and working class history and it is also
22 important that I am the father of two students
23 at the University of Kansas.

24 I thank the committee for this
25 opportunity and for what it's doing.

1 today of humanity's continuous capacity to
2 hate, and at the same time our continual
3 struggle against memory and history that
4 tomorrow might be better than today.

5 Thank you.

6 MS. RIOJAS: Thank you. I understand
7 your time will be shared with Doctor David
8 Katzman.

9 Doctor Katzman, we have --
10 We're really running late, I'm
11 awfully sorry.

12 DOCTOR KATZMAN: I will try and be as
13 brief as possible and still cover some of the
14 substance.

15 PROFESSOR DAVID M. KATZMAN

16 I think Daveen covered so well from
17 the student perspective that she's laid it out
18 for you.

19 I am a professor of history, I
20 specialize in African-American history, ethnic
21 and working class history and ~~it is also~~
22 ~~important that~~ I am the father of two students
23 at the University of Kansas.

24 I thank the committee for this
25 opportunity ^{to address it} and for what it's doing.
^

15

1 It ^{is} vital to me because I have
2 committed my life to working with college
3 students, but it's also vital, as you know,
4 because college years are crucial formative
5 years in the lives of most Americans,
6 especially the next generation of leaders.

7 The ideas, the values, the behavior
8 of future generations ^{are} ~~is~~ influenced by what
9 happens on the campus today.

10 The universities are also ~~the~~ ^a
11 microcosm of the large ^r ~~of~~ ^g society, and as has
12 been testified ^{to} ~~by~~ other people, whatever
13 racial, ethnic and religious problems exist,
14 reflect larger trends in the United States.

15 I personally ^{am involved} ~~play a prominent role~~ in
16 my community and on campus, as a member of the
17 Jewish community, as well as someone who is
18 committed to a multi-racial, multi-cultural and
19 multi-religious society.

20 I have been president of the Lawrence
21 Jewish Community, ^{am} ~~I'm~~ involved in Hillel on
22 campus, and I belong to a number of minority
23 oriented organizations; the Anti-Defamation
24 League, ~~I'm a member of~~ the NAACP and so forth.

1 I have been a target of many anti-
2 Semitism threats throughout my years on campus.

3 When I was president of the Lawrence
4 Jewish Community, and my name was in the phone
5 book, or whenever my name is mentioned in the
6 newspaper, I get telephone and mail threats.
7 I receive harassing phone calls, some of them
8 death threats.

9 Twice I have had threats, once a
10 death threat, ^{and once a Swastika} written on my office door, and
11 ~~swastika written~~, and my office door is on the
12 third floor of ^{Wescow Hall} ~~Wetsell~~, ^{on} which is the street
13 level, and ~~is~~ in a prominent corridor; ~~so~~ it
14 ^{not} isn't a dark corner ^{where} that anyone can stop ^{unseen.} there.
15 There ^{is} a tremendous risk of exposure to do
16 that, and that I think ^{that} is very important.

17 Also, in 1988, ten days of mail when
18 I was away from the University, was stolen, and
19 that was at a time when other anti-Semitic
20 threats were made against us.

21 My personal reaction to these events
22 has been mixed. Sometimes I ^{am} ~~am~~ outraged, other
23 times I feel violated. I feel that the
24 environment is hostile, I ^{am} ~~am~~ a stranger.
25 Sometimes I want to leave, I want to quit here.

1 I consider myself a native, I've been
 2 in Kansas since '69, and I ^{am} committed ^{to staying} here,
 3 I ^{have} ~~ve~~ turned down other offers to stay in this
 4 state and at this University, but sometimes
 5 when these things happen I want to just call
 6 home and tell my wife; let's pack it up and
 7 let's go somewhere else.

8 ^{At} ~~o~~ther times, my resolve is very firm;
 9 I say they're not going to drive me away from
 10 here.

11 What we have to do ^{here} is too important. ^{to leave}
 12

13 The problem is what I consider the
 14 inadequate response by the University in most
 15 cases.

16 The University has issued a clear
 17 statement condemning anti-Semitism and racism
 18 and that such behavior will not be tolerated,
 19 but beyond words, the University has done very
 20 little to protect all minorities on campus.

21 My response now, if I was a victim
~~of threats or violence~~
~~today of this~~, would be to call the newspaper
 22 first and then notify the University, because
 23 newspaper exposure is the only way of insuring
 24 that the University is going to act.

1 Now this wasn't ^{not} always true. The
2 first time there were death threats on my
3 office door, not only did the University not
4 respond, but ^{also} the newspapers wouldn't ^{not} respond
5 either.

6 They didn't ^{not} think ^{that} someone writing on
7 a University professor's door and threatening
8 to kill ^{him} ~~them~~ was sufficiently newsworthy, to
9 be in the newspaper. I offered to take off my
10 door and carry it to the UDK which was in the
11 next building.

12 But that has changed now; ^{the newspapers are} ~~they're all~~
13 responsive, ^{though} I don't think that we're ^{are} at the
14 level we ought to be. And I think most faculty
15 and most students would call the media first,
16 before they would inform the University.

17 Now remember, I am not just a
18 professor, I am an employee, I am a state
19 employee, and have been for 21 years. I've
20 held administrative positions, so I have some
21 sense of the responsibility ^{of} as an employer.

22 I don't think the University meets
23 its responsibilities as an employer towards its
24 employees.

1 It's not just a student problem, not
 2 just a faculty, ^{problem} it ^{involves} ^{entire} is the University community.

3 Secondly, there's a special problem
 4 here on campus, and that concerns the very
 5 nature of the University itself, and that is
 6 free speech. ←

7 When students are intimidated, when
 8 minority students on campus are intimidated,
 9 and feel they cannot express their opinion, you
 10 might as well close up the University.

11 The whole ^{foundation} purpose of the University
 12 ^{built on} is academic freedom and free speech, and yet we xx
 13 have students who are intimidated, afraid of
 14 talking, because they could be the victims of
 15 terroristic threats.

16 That is the ^{appearance of the} problem with the Klan,
 17 and I have written on ^{that} ~~them~~ at the University,
 18 you have conflicting rights.

19 I agree the Klan has a right to speak
 20 on campus, but we have no obligation to invite
 21 them, we have no obligation to give them a
 22 platform.

23 Why do they use the symbol of the ←
 24 Klan? Because historically it is a symbol of
 25 intimidation. They don't have to ^{use} ~~then~~ threat, ^s
^

1 because putting on the robe or using the word
 2 Klan, for someone who is informed, ^{is meant to} ~~knows that~~
 3 ~~it will~~ intimidate blacks, ^{to} ~~it will~~ intimidate
 4 Jews, ^{to} ~~it will~~ intimidate Catholics.

5 Their purpose in coming on campus and
 6 exercising their free speech, is to take away
 7 my free speech, ~~not just by taking it away as a~~
 8 ~~citizen, but they know~~ they are a symbol of
 9 violence, and they are hoping to instill fear
 10 in people on campus, and if they do that, our
 11 First Amendment rights, academic freedom and
 12 free speech, ^{are} ~~is~~ out the window.

13 I don't ^{not} have a solution, but I do
 14 know that my colleagues, when we debated this
 15 issue, could not recognize what the problem
 16 was.

17 You had Ted Frederickson talk before,
 18 who did some very courageous things, but he
 19 said something that disturbed me; he said well
 20 you don't know what a skunk is until you smell
 21 it, you don't know what it is until you smell
 22 it.

23 The problem in this society is that
 24 blacks and Jews smell skunks all the time, and
 25 Hispanics and Asians and other minorities.

1 I don't^{not} need to bring skunks on
 2 campus to improve other people's smell, and
 3 that is one of the problems that we're^a facing.
 4 The ~~Klan~~^{student radio station} called up me like they
 5 called up a number of Jewish faculty, and black
 6 ~~faculty~~ and said will you go and debate the
 7 Klan on radio, ~~the students want to~~.

8 I said well radio is not the place to
 9 do it, and you shouldn't give them a platform;
 10 besides I have nothing to debate with the Klan.

11 The Klan claims to speak for white
 12 Christians.

13 I'm^{am} not a white Christian; they^{are} re
 14 not speaking for me, The people to speak are
 15 white Christians; ^{They need} to stand up and say ^{the Klan does not} they don't
 16 represent ^{them} me.

17 One of the things that happened at
 18 the University, when the Klan came on, a lot of
 19 my colleagues defended the right of the Klan to
 20 speak, ^B But where were the letters saying they
 21 don't speak for me, where were the letters
 22 assuring the minority community that they found
 23 the message distasteful?

24 I know they ^{felt that way} did, but ~~there wasn't an~~
 25 ~~assurance~~ they did not express it; There was not an assurance.

1 One of the problems on campus is that
 2 minorities of all kinds need the assurance that
 3 they belong on campus and they have a place on
 4 campus.

5 What happened in the last few weeks
 6 with this^e Ann Dean situation and it's happened
 7 with other situations, ^{is the abandonment of} ~~is that~~ minority
 8 students, [^] (not just the victim, because we have
 9 seen tremendous cross-identity of minorities on
 10 campus, when those incidents happen, [^] when ~~The~~
 11 University ^{did} ~~does~~ not act as it should; ^{have} ~~and it~~
 12 should ^{have} ~~act~~ ^{ed} decisively and swiftly. [^] To me that's
 13 the key, decisively and swiftly, ^{with} ~~a~~ clear
 14 statement. I think the chancellor or vice
 15 chancellor, as soon as they heard it, should
 16 have walked to the newspaper room of the UDK
 17 and ^{held} ~~said I have~~ a press conference, ^{They should have said} ~~it's so~~
 18 ~~important~~ that ~~all~~ ^{of} business as usual must stop,
 19 because ~~this is~~ what ~~has~~ happened, and ~~act and~~
 20 condemn it, and in doing so it assures ~~minority~~
 21 students that the University is behind them.

22 Instead, what happened for two weeks
 23 was that minority students at KU were not
 24 certain that the University was behind them.

1 I think in fact that the
 2 administrators and their ^{assistants felt that} ~~hunks were~~, but they
 3 weren't doing ^{anything} _^ to provide the kind of
 4 environment that the campus ought to have.

5 One other thing that I want to ^{address} say in
 6 conclusion is the question of whether racism
 7 and anti-Semitism ^{are} ~~is~~ increasing in this
 8 country, and ^{the answer reflects} ~~this is~~ both my personal feeling
 9 and ^{my} ~~as a~~ professional. ^{opinion} _^

10 I ~~don't~~ ^{not} believe it is, ironically.
 11 What is increasing is the manifestation. XXX

12 I ~~don't~~ ^{not} believe that people are more
 13 racist today or anti-Semitism ^c _^ than they were 20
 14 years ago, but they feel freer to express it,
 15 because the pressure in some ways is off people
 16 suppressing themselves.

17 Someone can write ^{threats} _^ on my office door,
 18 because they don't have to worry that if
 19 someone sees them, perhaps that person will
 20 turn them in ^{or} _^ perhaps they won't.

21 Twenty years ago there was a feeling,
 22 because of the civil rights movement, that if
 23 anyone saw them they would be turned in
 24 instantly.

1 So what I see on campus is a freer
 2 ^{openness}
~~desire~~ to express these feelings, and that has
 3 a snowballing effect, that produces more
 4 racism.

5 So unlike Ted Frederickson, I want to
 6 suppress racists.

7 MS. RIOJAS: I agree.

8 DOCTOR KATZMAN: I don't want them to
 9 feel free, I want them to believe that
 10 everybody out there is their enemy who might
 11 turn them in or argue with them.

12 But it's difficult sometimes, ^{no}
 13 ethnic jokes, ~~and that's~~ ^o one of the most
 14 difficult thing^s in the world to do is have a
 15 close friend start to tell an ethnic joke and
 16 have to interrupt this nice pleasant, social
 17 situation and say, well why don't you change who
 18 is involved, we don't tell such jokes. That's
 19 not easy to do.

20 But we need to create the kind of
 21 environment ^{in which} ~~that~~ all of us are vigilant against
 22 that. Once you do that, I think that you begin
 23 to suppress some of it.

24 It means an institutional commitment
 25 on campus, and I don't see that right now.

1 I think that's why the work that you
 2 are doing is so important. I think that there
 3 are people in this society who want to divide
 4 ~~the society~~^{vs}, who want to play the politics of
 5 pitting one group against the other in the
 6 United States, people willing to exploit ~~the~~
 7 society, to pit white against black, Gentile
 8 against Jew, native born against immigrants and
 9 the haves against the have nots.

10 ~~We're not the~~ ^{We need more} people who are
 11 committed as I think we ought to, ^{be} as your
 12 committee is, to a multi-cultural, multi-racial
 13 and multi-religious society.

14 Silence and indifference are our
 15 enemies, and the work of this commission and
 16 those who testify here, are the work of those
 17 people who are going to improve this society.

18 Thank you.

19 MS. RIOJAS: Thank you very much, we
 20 appreciate your comments.

21 Are there any questions?

22 ^{Gordon} DOCTOR ~~GASTON~~: Dave, I have one
 23 question.

24 As a faculty member, you know that
 25 the faculty hasn't changed, it's very

1 traditional, how can we move that faculty
2 towards the multi-cultural, multi-religious
3 ways?

4 DOCTOR KATZMAN: I think in two ways.

5 One, we have a job as faculty to convince our
6 colleagues that we cannot offer a first class
7 education if our University community is not
8 multi-racial, multi-cultural and multi-
9 religious, that's one part. X

10 The other part frankly, is to ^{create} make
11 the rewards to do it.

12 You know, there are not a lot of
13 minority faculty in the pipeline. I mean the
14 one bright thing at the University of Kansas
15 has been the increase in Asian Americans.

16 The University in the last few years
17 has lumped together minority enrollment so that
18 the increase in male Asian Americans actually,
19 is seen to compensate in both faculty hiring,
20 and students, for a sharp decline in black
21 undergraduates.

22 There are successful ways of
23 increasing black student enrollment and black
24 faculty. We are not doing that.

1 What we are doing simply does not
2 work. The example is, we have a -- we'll be
3 hiring I hope in my department next year, a
4 Roman historian, it's very important for what
5 we do.

6 We ^{will} ~~will~~ try ^{to} and find whatever minority *person*
7 is in Roman history, but ~~that's not~~ that's
8 the way to hire a Roman historian, ~~but~~ not to
9 hire a minority faculty.

10 The way you hire minority faculty is,
11 you find some people you like, and you don't
12 advertise a job and say please apply, you go
13 out and get them.

14 Duke University is the most
15 successful university in the country at hiring
16 minority faculty, and they have direct hires,
17 and you do it at the level of the chancellor's
18 office, so no department thinks that ~~oh my~~
19 money went to that department.

20 MS. RIOJAS: Yes.

21 DOCTOR KATZMAN: ~~you see,~~ ^A also they
22 said black faculty are too expensive. Well we
23 don't close up our computer science department
24 because we have to pay higher ^{salaries} ~~than you can buy~~ ^{those of}
25 ^s historian; [^] you can probably buy one computer
[^]

1 scientist for two of my colleagues.

2 We pay that salary because we can't
3 be a University without a computer science
4 department. We cannot be a successful
5 University without more minority faculty; we
6 are second rate.

7 And in fact, the accrediting agency
8 in New York, it was just in the newspaper two
9 days ago, is moving against Baruch University
10 in New York and saying, wait a moment,
11 accreditations is not just volumes in the
12 library, it's minority faculty as well.

13 The University needs a push, it needs
14 to be pushed to do better. I think the people
15 want to, but they're not willing to really do
16 what it takes, ~~so it goes to the two areas.~~

17 MS. RIOJAS: You know I think it's
18 ironic that private industry, where they deal in
19 the bottom line, profit or loss, I have an
20 employment service and I cant guaran-damn-tee
21 (sic.) what those private companies that
22 believe in dollars and cents, profit and loss,
23 are going after. They know what they want, a
24 certain segment of the community, they dog gone
25 well better have them on their staff and

1 compositions and no more tokenism, because
2 that's not happening anymore.

3 It really is --

4 You know, when I hear about the
5 English only movement and all that other
6 garbage, I just about die laughing, because my
7 company is making money in making sure that
8 these private corporations have what they want,
9 and they know diversity is the name of the
10 game.

11 We in public agencies haven't learned
12 that very important lesson, dollars and cents.

13 DOCTOR KATZMAN: We need to.

14 MS. CHAVEZ-MARTINEZ: I wonder too if
15 you might clarify one thing for me.

16 You were talking about us going
17 through the chancellor to recruit the minority
18 faculty, and I notice the qualifications of
19 Doctor Judith ^{Ramaley} ~~Bailey~~ and she's the vice
20 chancellor?

21 DOCTOR KATZMAN: Executive vice
22 chancellor.

23 MS. CHAVEZ-MARTINEZ: Okay, and I was
24 looking at her Ph.D. and all her credentials,
25 and I have to wonder about qualifications that

1 are given out and saying that you either need
2 to have a Masters in Business Administration or
3 you have to have this, when you go into certain
4 areas.

5 Now I have to question whether that
6 is too across the board, and wonder if there
7 isn't some possibility --

8 DOCTOR KATZMAN: In terms of
9 credentials?

10 MS. CHAVEZ-MARTINEZ: Right.

11 DOCTOR KATZMAN: Well it's very
12 difficult to be flexible.

13 The real problem is the pipeline.

14 All the talk about recruitment of
15 minorities for instance, for graduate school,
16 the money isn't there, the money isn't there.

17 I've been struggling to find some
18 money for some absolutely excellent minority
19 graduate students at KU, and everybody kind of
20 turns their pockets ^{out} and and says we don't have
21 a dime to give a little more than the regular
22 TAA.

23 But you know, just as ^{with} non-traditional
24 students and ⁱⁿ a lot of circumstances, we ^{are} not
25 responding.

1 The University of Florida wants to
2 have one of these graduate students and give
3 ^{him}~~them~~ \$20,000.00 a year instead of the \$6,000.00
4 we give ^{him}~~them~~, so ^{he}~~they~~ can go and teach one
5 course, ^{at}~~they go to~~ Florida for two years.

6 Some of us have an idea of hiring
7 some of these graduate students, they're good
8 enough to be our colleagues when they get their
9 Ph.D. If they leave our campus to finish their
10 dissertation, they'll never come back.

11 So it's that pipeline, we need to do
12 more in recruiting students, we need to support
13 them so that not this year, but in five to ten
14 years, ^{we can hire them} because universities ^{will be} ~~are~~ expanding
15 hiring in the 90's, ~~so they're available~~.

16 MS. CHAVEZ-MARTINEZ: One further
17 clarification, when you say the money is not
18 there, are you saying that it is not being
19 given, or are you saying that the KU endowment
20 only spends half the money.

21 DOCTOR KATZMAN: Well the KU
22 endowment has a lot of money, ^{but} this is not high
23 on their priority, that's my view.

24 MS. CHAVEZ-MARTINEZ: Okay.

1 DOCTOR KATZMAN: It may be unfair,
2 they may argue differently, but what is high on
3 ^{if list,} there[^] frankly, one of the things at least in
4 the circles I move, KU endowment had \$1⁶~~2~~,000.00
5 to hire an anti-labor consulting firm to
6 prevent nurses from unionizing at the Med
7 Center, that was in the Kansas City Star this
8 week. They do not have the money for minority
9 faculty or minority graduate students. That
10 money somehow can be used ^{to fight nurses} ~~for that purpose~~, but
11 it can't be used to support a black graduate
12 student, I don't know why.

13 MS. RIOJAS: Thank you very much, we
14 appreciate your comments.

15 We're running a little late and we've
16 got to be back here at one o'clock, and I have
17 a hungry committee here.

18 If you have a written statement, we
19 would appreciate a copy of that.

20 Let's go off the record now for a
21 lunch recess.

22 (Lunch recess.)

23

24

25

A F T E R N O O N S E S S I O N

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

12:45p.m.

MS. RIOJAS: The meeting of the Commission on U. S. Civil Rights shall come to order.

For the benefit of those in our audience, I shall introduce myself and my colleagues -- I think.

On my far right, I have Mr. Acre, Francis Acre, an educator for the past thirty years, retired as an instructor of the gifted children's program in Dodge City, Kansas, and he is a member of the NEA, National Education Association, a former member of the Research Committee for Sex Education for Jefferson County School District, and the Western States Regional Conference for Teachers Rights.

To his immediate left is Ms. Mary Espinoza, and she is an area manager in community relations for the Southwestern Bell in Wichita. She has been a community activist in Wichita, which includes a Kansas Council on Employment and Training, the Wichita Private Industry Counsel, the Wichita Chamber of Commerce, the Forum of Executive Women and the

1 Hispanic Awareness Council.

2 To my immediate left is Doctor Jacob
3 Gordon, who is the executive director of the
4 Center for Black Leadership and Research, and
5 professor of African and African-American
6 studies at the University of Kansas. He
7 received his Ph.D. at Michigan State University
8 and a doctorate in divinity from Union Baptist
9 Seminary in Birmingham, Alabama. He has been a
10 member of the Kansas Black American Affairs
11 Committee, the Chamber of Commerce, Douglas
12 County Volunteer Clearing House and Jayhawk
13 Area Agency on Aging, among many.

14 Next is Jeannie Chavez-Martinez who
15 is an attorney with her degrees in Bachelor of
16 Science in Education, and her post graduate
17 work in Public Administration and Juris Doctor
18 from Washburn School of Law. She was selected
19 as 1987 national Hispanic scholar among law
20 school students. She has been an Hispanic
21 community activist for many years and was
22 elected as chair person to the Kansas Advisory
23 Committee for Hispanic Affairs.

24 We have some members missing right
25 now, they're trying to eat, and they couldn't

1 eat possibly as quickly as the rest of us did,
2 and they probably won't have an ulcer by the
3 end of this meeting either.

4 I am Ana Riojas and I'm owner and
5 president of Able Employment, Inc., an
6 employment agency, with our focus on minority
7 employment, as well as national executive
8 search, skill upgrading, training and job
9 development. I was elected to public office as
10 commissioner of the Board of Public Utilities
11 in Kansas City, Kansas in 1980 and served for
12 nine years. I'm a former fed., a former stock
13 broker, and public finance underwriter.

14 With that, we go on and we will now
15 start the call for our first presentor this
16 afternoon, and that is Doctor -- I'm sorry, Dan
17 Wildcat, is he here?

18 MR. WILDCAT: Yes.

19 MS. RIOJAS: Very good, Dan Wildcat
20 is a sociologist, he is representing the
21 American Indian community, and he's with the
22 Haskell Indian Junior College in Lawrence,
23 Kansas. Will you please join us?

24 MR. WILDCAT: Yes.

1 MS. RIOJAS: And while you're doing
2 that, I will now introduce Charlene Kelley-
3 Johnson, which is a very timely introduction.
4 She is the executive director of a Lawrence
5 Indian Center, she has a Masters in sociology
6 from Baker University. Ms. Kelley-Johnson's
7 community involvement includes as a director on
8 several boards, including the Women's
9 Empowérment Program at the University of
10 Kansas, Health Access of Douglas County, and
11 the Burt Nash Mental Health Agency. She is a
12 strong advocate of the Indian Child Welfare
13 Program for Lawrence area residents, and is a
14 member of the Coalition of Social Services of
15 Lawrence.

16 I must say that I'm delighted that
17 you're here since we're about to hear Dan
18 Wildcat speak to us.

19
20
21 DAN WILDCAT

22 Okay, thank you very much, I'm glad
23 that I was given the opportunity to come today
24 and I think the time limit that was suggested
25 was something like eight to ten minutes or

1 something like that, so I'll try to keep it
2 brief and to the point.

3 In terms of racial, ethnic and
4 religious diversity on college campuses, and
5 concerns relative to that, I think Haskell
6 Indian Junior College offers a unique example
7 of an institution that would not fit, maybe a
8 traditional notion of a post-secondary
9 institution, it's really in many ways, more
10 akin to some of the historically black
11 institutions of higher education that we have,
12 in as much as all of our students at Haskell
13 are members of federally recognized American
14 Indian tribes, that is a criteria for admission
15 to Haskell Indian Junior College.

16 I think the first thing that I want
17 to point out is that while many people might
18 suppose then, that that would give us a sort of
19 a homogenous crew, that in a way Haskell
20 experiences many of the same kinds of issues
21 that would arise in a higher educational
22 situation where you have a number of
23 ethnically diverse groups coming together, and
24 that's primarily because American Indians
25 constitute in totality, a very heterogeneous

1 group.

2 So that when we have students attend
3 Haskell, we presently have I think 38 states
4 represented, including Alaska, we have Baskin
5 (phonetic) people, Upic (phonetic) people from
6 Alaska, we have tribes represented from the
7 southwest, we have a substantial number of our
8 students who have never lived on an Indian
9 reservation and come from urban areas from the
10 east, from New England, so when you start
11 considering some of the problems that we deal
12 with, they're very similar to I think the whole
13 problem that we have of discrimination in other
14 institutions.

15 Let me give you an example of what I
16 mean by that. I think it's very often the case
17 that any group of people sort of defines
18 themselves as you know, there's a sort of
19 ethnocentrism that creeps in, in terms if you
20 think that your group is the -- you do things
21 the right way or if you're a Lakota from South
22 Dakota, you think oh, we're real Indians, if
23 you're a Cherokee from Oklahoma, we're real
24 Indians, if you think of Iroquois from New York
25 state, we're real Indians, if you think of the

1 Pasemaquates --

2 But what my point is, that Haskell
3 offers kind of a cross cultural experience for
4 American Indians, within that broader context
5 of what it means to be an indigenous Native
6 American.

7 That offers a tremendously rich
8 opportunity for our students, and I think in
9 terms of how we deal with that at Haskell
10 Junior College, what I thought I would do is
11 read to you a couple of key passages from the
12 school's philosophy.

13 I hope that this will give some
14 indication of how Haskell has chosen to sort of
15 deal with this really very rich, very ethnically
16 diverse population.

17 So let me see if I can find it here
18 in the catalog. It's in here, I know, because
19 I was just looking at it.

20 I'm glad you're starting a little bit
21 late, actually I thought that I was going to be
22 a little bit late getting here out of class.

23 Let me begin with the second
24 paragraph, and this is the statement of Haskell
25 Indian Junior College's philosophy. And I'm

1 going to mention a couple -- go to a couple of
2 places in here.

3 The educational philosophy of Haskell
4 is based on traditional Indian way of life,
5 which honors the unity of creation, teaches
6 respect for the earth, and for all living
7 things, and seeks to maintain a balance of
8 intellectual, spiritual and emotional and
9 physical elements of life.

10 Haskell recognizes that because its
11 students live in a multi-cultural society, they
12 must give a historical and temporary
13 understanding of American Indian, Alaskan
14 Native, Euro-American and other cultures of the
15 world.

16 Now just a little bit of another
17 paragraph here, Haskell believes that the
18 economic, political and social health of the
19 community depends on the effective
20 participation and leadership of individuals who
21 have high self esteem. That's not the end of
22 the sentence, but I'm going to stop right
23 there.

24 I believe that that philosophy
25 statement and then the objectives that we have

1 put into place and programs that stress one,
2 the necessity for American Indian students to
3 know their own history, to be educated about
4 the kind of ethnic diversity that exists among
5 American Indians, a cultural diversity, you put
6 that together with the multi-cultural approach
7 that we've taken, and it really does I think
8 speak to the idea that when we revised this
9 just two years ago, it was very much on the
10 mind of faculty and staff at Haskell that we're
11 increasingly becoming a multi-cultural society,
12 and in some senses I guess, a global community.

13 I think that in part, as far as
14 education goes, is something that we need to
15 reconsider in terms of our overall philosophy.

16 I believe that there is a tremendous
17 necessity right now for institutions of higher
18 education to do more than offer these kinds of
19 phrases and words are very hollow, if there is
20 not actually programs, course offerings,
21 curriculum, that deals with realizing those
22 very values.

23 I think it's very important for
24 institutions of higher education now, to take
25 that very seriously and look in terms of sort

1 of tackling.

2 I think what we have is kind of an
3 unintentional legacy in American education, of
4 a very Eurocentric world view.

5 I think just for example, and of
6 course this is no news to academics, but to
7 people outside of the academic community it
8 might be interesting to know that there's been
9 a tremendous debate going on about how we're
10 teaching the history of areas, such as Kansas,
11 the west, the whole winning of the west, the
12 whole idea, the romantic notion that we have of
13 the winning of the west and the idea of
14 manifest destiny and how that is shaded, the
15 notions of how we tell American history seem to
16 really eclipse other experiences that are a
17 part of that history, experiences of blacks,
18 experiences of Chicanos, experiences of
19 indigenous peoples.

20 I always point out as kind of one of
21 the ways to focus on this, a recent book by an
22 historian of American history, is entitled,
23 "The Invasion of America".

24 He has intentionally taken that point
25 of view because whether you look at this as a

1 successful winning or civilizing of the west
2 and how you talk about that, really depends on
3 the perspective of the indigenous people's
4 perspective, it was an invasion.

5 That is the kind of thing that I
6 think is very important now.

7 I must admit that I'm quite glad that
8 Mr. Bennett is now the drug czar and not the
9 head of education anymore, because I think that
10 his whole attempt to sort of really homogenize
11 again, you know, in American education, values
12 that are distinctly American, are very
13 threatening to the multi-cultural perspective
14 that we need.

15 Cultural literacy, you tell me, how
16 ^{pl} do you ^r find cultural literacy? Does your
17 requirements for cultural literacy include an
18 understanding of a green corn ceremony, an
19 understanding of songs that are associated with
20 Lakota sun dances? Those are deeply important
21 American religious activities, ceremonies,
22 songs, and yet we might not require that as
23 part of a cultural literacy.

24 I think that's the kind of thing that
25 institutions of education need to consider.

1 I could go on and on, I'm not, I'm
2 going to basically make one more comment, and
3 it's a general comment, but in terms of
4 specifically the kinds of problems I think
5 we're finding at institutions of higher
6 education, I think that we need to do more to
7 stress the fact that you can't talk about or
8 write American history anymore, from the narrow
9 perspective that it began with the discovery of
10 this place by Christopher Columbus. You can't
11 talk about 17th, 18th, and 19th century history
12 without talking about Afro-Americans who played
13 a tremendous part in the shaping of this
14 history, American history, and the history of
15 American Indians and have an opportunity to
16 give their, share their experience of American
17 history.

18 My other point is more general, and I
19 want to suggest this to the panel members here,
20 because I think we need to keep it very much in
21 mind in terms of how we look at problems on
22 college campuses.

23 Probably in the mid 60's and with
24 Lyndon Johnson's great society plan, there were
25 a lot of us -- I was still very much a student

1 at that time, but a lot of you probably felt
2 that education was the place that we were going
3 to solve all these problems of racial
4 discrimination and bigotry, and now we wonder
5 why it didn't happen.

6 What I want to suggest in a broader
7 kind of framework, is that when it comes to why
8 blacks don't achieve in education, why American
9 Indians' composite ACT scores are dreadfully
10 low, the lowest in the nation, that unless
11 we're going to blame the individuals, we need
12 to put that in the context of what we
13 understand about life chances, opportunities to
14 benefit, opportunities to be exposed to the
15 positive things in our society.

16 As sociologist we've made kind of a
17 career out of this in the last 30 years. We
18 have pretty well demonstrated I think, without
19 much debate, that those life chances correspond
20 with one's socio-economic status in society.

21 So as we're beginning to see ethnic
22 and racial tensions rise on college campuses, I
23 think we need to clearly understand that some
24 of that is a function of the fact that in the
25 last decade the top 20 per cent of this society

1 in terms of income and wealth, have gotten
2 wealthier, and the bottom 20 per cent have
3 gotten poorer.

4 Now what does that have to do with
5 race and ethnicity? Because we have a legacy
6 in this country of inequality, of
7 discrimination.

8 We've got to overcome that, but we
9 continue to see the effects of that.

10 So to the extent that you see blacks,
11 Chicanos, Hispanics, American Indians
12 over-represented in the ranks of the poor, I
13 think you're going to see, you know, in
14 education settings, the kinds of tensions that
15 are created there, as a result maybe of often
16 possible resentment, as a result of the fact
17 that there are so few on college campuses.

18 That really speaks to the structural
19 need for us to remember that education cannot
20 solve all of these problems that in a way, so
21 long as we continue to have the kind of
22 over-representation and inequality in the
23 larger socio-economic system that we have, that
24 we're going to have those kinds of problems.

1 What we can do, is we need to use
2 education as a way of trying to solve some of
3 those broader problems, so that we insure that
4 people do indeed have an equal opportunity to
5 the positive benefits of this society, and I
6 think education is only one of those.

7 That's all I have.

8 MS. RIOJAS: Thank you very much, Mr.
9 Wildcat.

10 Does anyone on the panel have any
11 questions?

12 DOCTOR ^{Gordon}~~CASTON~~: Could you document
13 some incidents of natives against Native
14 Americans at Haskell?

15 MR. WILDCAT: Well first of all
16 you've got to understand that when we talk
17 about discrimination, I think we've got to be
18 real clear that we're not necessarily talking
19 about something that would be recognized
20 formally as an overt act.

21 I like to say that what we really
22 created in the 70's and 80's is what I call
23 polite racism, and anyone who's been subject to
24 that knows what I mean.

1 I think at Haskell what we have, even
2 sometimes, you know, to be perfectly self
3 critical, because it's easy to give criticisms
4 of others, but to look at ourselves, you know,
5 students have told me and I've seen it myself,
6 that quite often we will have groups of
7 students that tend to exclude others.

8 For a time there was -- probably
9 because we had so many students from the Navaho
10 nation, but there was a period of time in five
11 or six years ago, where it was real popular to
12 bash Navahos or tell jokes about Navahos.

13 You have distinction between northern
14 plains and southern tribes, very different in
15 terms of their history and their culture and
16 economies, and as strange as it may seem, you
17 still seem to have people who may just stick
18 with their kind, people that they know and what
19 they think as Indians.

20 I have had a number of students,
21 Alaskan Natives, who told me that since they've
22 come to Haskell they will get remarks from
23 students.

24 Now this isn't anything like burning
25 a cross on someone's front yard. You know, but

1 it bespeaks a certain prejudice and one that I
2 think, you know, American Indians have to be
3 very self conscious of.

4 I've had --

5 How do you define Indian-ness, is it
6 a racial determination, is it a cultural
7 determination?

8 The BIA's used a blood quantum
9 determination, well you know, you're part
10 Indian are you, and then well decide whether
11 you're really Indian or not, a quarter, fifty,
12 you know, that is to say, you know, my heart,
13 my brain, my left hand, I think that's the part
14 of you that's Indian today.

15 DOCTOR ~~GASTON~~: Let me rephrase my
16 *Gordy*
question.

17 MR. WILDCAT: Yeah.

18 DOCTOR GASTON: What is the
19 relationship between Native Americans at
20 Haskell and the wider community of Lawrence?

21 MR. WILDCAT: And the wider
22 community, there is I think where again, you
23 know, it's easy to be critical, because what we
24 have is a sort of polite racism that exists,
25 and sometimes not so polite, overt.

1 But students are often I think, given
2 a sort of you know, second class citizenship
3 when they go and deal with businesses in
4 Lawrence.

5 Our students report that it is
6 sometimes hard for them to go shopping without
7 clerks literally following them all over the
8 store and constantly you know, well what do you
9 want to buy, or what do you need, well I'm just
10 looking, and that doesn't seem to be good
11 enough for them, just looking isn't acceptable,
12 just shopping to see what you can find, because
13 there is a presumption that these students are
14 here to steal something, to shoplift something.

15 There have been concerns raised about
16 involvement with, or a lack of sensitivity, but
17 with the local police department, a feeling
18 that sometimes American Indians are --

19 Again, I don't think we should expect
20 again, law enforcement officers to be anything
21 but human, and they're going to carry around
22 with them, stereotypes, prejudices, they're
23 like all of us, we all do probably.

24 There have been some issues raised
25 about, you know, how they're treated and how

1 they're looked at.

2 You know, and these are anecdotal
3 things that I hear from students.

4 But I think you know, and it's not
5 that anyone is necessarily being beat up, or
6 that anyone is being railroaded when they're
7 put in -- when they are incarcerated.

8 I think it's more the issue of how
9 they're treated, you know, when you stop
10 someone, you know, do you ask -- do you search
11 their whole car?

12 You know, I had a female student that
13 reported the fact that she had been stopped
14 several times, and one time when she was
15 stopped by herself, with herself and another
16 Indian student, she noted that it was like a
17 major search of the car.

18 Now there could have been a reason
19 for it, but the way the students perceive that
20 is, do KU students get searched like that when
21 they're stopped or is there a presumption here
22 that you know, again, looking at these people
23 in a little different -- with different
24 expectations.

1 Those issues, you know, have I think
2 been raised, but it's there, it's there.

3 Overall, I think that Lawrence is a
4 good community. I mean I've lived there for a
5 long time.

6 DOCTOR ^{Gordon}~~CASTON~~: Do you attempt to
7 resolve these issues?

8 MR. WILDCAT: We're working on it
9 right now.

10 As a matter of fact, as a result of
11 the deaths of three young Indian men in the
12 last 18 months in Haskell at Lawrence, the
13 University of Kansas is sitting down right now
14 to work on some programs, some in-service
15 training that can be done for city employees
16 and officials to try to sensitize them, to
17 those concerns.

18 MS. RIOJAS: Did it take three
19 deaths, or did it take what?

20 We're trying to find out here,
21 there's some heinous things happening on our
22 campuses.

23 MR. WILDCAT: Uh-huh.

24 MS. RIOJAS: There is some racism
25 that is becoming very overt.

1 MR. WILDCAT: Yes.

2 MS. RIOJAS: The Ku Klux Klan has
3 become very brazen and spouting off their civil
4 rights and their civil liberties, and so I
5 think that this is encouraging a lot of people
6 who ordinarily would suppress their hatred and
7 their ugliness, and are now feeling it's okay,
8 it's all right.

9 MR. WILDCAT: Uh-huh.

10 MS. RIOJAS: You know, to do what I
11 want to do.

12 Do you feel that it took three deaths
13 or was it just the fact that community of
14 Lawrence said okay, enough is enough, enough
15 people have died, we're going to do something?
16 Did they do it on their own, or --

17 You know, I'm asking some really hard
18 questions here.

19 MR. WILDCAT: Yes.

20 MS. RIOJAS: Okay, but if we're going
21 to get down to the bottom of it, we've got to
22 address it for what it is.

23 MR. WILDCAT: Yes. Well let me
24 answer that the best way I can, and again, this
25 would be my kind of assessment of it.

1 I think what you're seeing is the
2 direct result of what I have called this polite
3 racism.

4 MS. RIOJAS: Polite killing somebody
5 is not polite.

6 MR. WILDCAT: But I'm saying that --
7 I'm reinforcing the point that you
8 made earlier.

9 MS. RIOJAS: I understand.

10 MR. WILDCAT: That people --

11 MS. RIOJAS: It's so outrageous.

12 MR. WILDCAT: Who are outwardly
13 racist and prejudice have been reinforced now
14 with the acceptance in our society, of polite
15 racism, of ignoring people's color when they
16 come up to ask, you know, for help, or standing
17 in a check-out line, or the attempt for private
18 employers sometimes to attempt -- not attempt,
19 their actual activity of advertising for jobs,
20 but the jobs are never open when an American
21 Indian or a foreign student or a black student
22 shows up to apply, no longer taking
23 applications.

24 It's those kinds of things that I
25 think are making people who are very willing to

1 act on their prejudice and really their hate,
2 emerge now.

3 I think at the college campuses, I
4 think the increase we've seen is directly
5 related to that.

6 I mean if it's all right to talk
7 about it, you know, why not act on it, no one
8 else is around, no one cares.

9 So you malign a Jewish student, or
10 you make some insensitive cruel comment about
11 ovens and the holocaust to a Jewish student, or
12 you tell American Indian students to go back to
13 the reservation where they came from, or on and
14 on, okay?

15 You know that is the funny one, isn't
16 it, because we're more than willing to go back
17 where we came from, right.

18 The only problem is, you know,
19 Washington, D. C. would have to be evacuated
20 and New York and --

21 MS. RIOJAS: I would think that the
22 reservation is all of the United States, isn't
23 it?

24 MR. WILDCAT: Exactly, exactly.

25 MS. RIOJAS: Okay.

1 MS. CHAVEZ-MARTINEZ: Mr. Wildcat, I
2 appreciate your concern and your comments on
3 the Native American issue in Lawrence.

4 Let me ask you this, as an
5 instructor, as an educator in an all Indian,
6 Native American junior college, and as a Native
7 American who has your hand on the pulse of the
8 Native American community, are you satisfied
9 with the results that the forums have tried to
10 establish with the University, with the police
11 department, with the law enforcement officials
12 in Lawrence?

13 Are you satisfied with these forums
14 or what is your comment on that?

15 MR. WILDCAT: My feeling on that is
16 that it's too early to say, to be perfectly
17 honest.

18 The forum that was held at Haskell,
19 where we invited, you know, officials, and
20 Charlene was there from the city, to come out,
21 and it was well attended, city officials
22 participated, that made me very optimistic.

23 At the same -- by the same token, I
24 think that right now, there are some people who
25 still want to say, what's wrong with these

1 people, we don't really have a problem her,
2 there is no problem in Lawrence, Kansas.

3 I see that as basically self
4 deception. I think that sometimes we get --

5 And I want to say this, that's why I
6 started out being critical of even problems we
7 have on our campus, I think I can say that
8 overall we have a good institution, but I'm
9 not -- It's not my place to say that somehow I
10 can't ever talk about problems that exist in my
11 own home, in my own community.

12 And I think that Lawrence, and some
13 people there, do not -- still haven't gotten
14 the message.

15 We had the incident at KU involving a
16 black student, and we've had what some people
17 perceive as from certain city officials, not a
18 necessarily positive response, in terms of the
19 concerns we raised about the three young Indian
20 men, and in fact what you'll get is a kind of
21 an attitude, well there's no problem here,
22 where's the problem, you know.

23 That attitude is the problem, and
24 that's where people aren't willing to see the
25 kind of everyday level of bias or prejudice you

1 resent --

2 You know, I'm sure that if you're
3 white, middle class, a college student, you may
4 have never had the experience of being followed
5 around a store with someone on your heels, so
6 you know, what are these people talking about,
7 I don't know, I've never seen that, well you
8 bet you've never seen that.

9 But that's the point, they need to
10 learn to see that and identify it for what it
11 is.

12 I had a student one time who gave a
13 great example, Lawrence is a good community, we
14 have people who see that. She said that she
15 was at one of these check out stands, where you
16 write checks, Convenient Mart, she'd been
17 standing there, and you know, the person in the
18 booth there, a white person walked up and
19 immediately ignored her and said yeah, may I
20 help you, as if you're a non-person, a
21 non-entity, and she said it was so good because
22 what happened was that the woman told the
23 clerk, help this young woman first here, she
24 was here first. That's what I mean, do you let
25 that happen or do you turn around and say hey,

1 that's not right.

2 We can't allow that in our community,
3 and so it's too early to say what's going to
4 come of the forums, but we're going to see,
5 we're working on putting some very specific
6 goals in place and trying to do you know, some
7 real education in the community.

8 And I think it's going to be a joint
9 effort between KU students, Haskell students,
10 KU faculty and Haskell faculty.

11 MS. RIOJAS: I hope that you have
12 some sort of mechanism to monitor the progress,
13 because unless you monitor, really, you don't
14 know if you went from Point A to Point B.

15 Are there any --

16 MS. CHAVEZ-MARTINEZ: I have a
17 question and it regards your comments in
18 education, the multi-cultural versus one
19 cultural institution environment.

20 MR. WILDCAT: Yes.

21 MS. CHAVEZ-MARTINEZ: That children
22 are exposed to from the time of kindergarten,
23 and then your comments also that attitudes
24 exist at the University level.

1 My sense is that we have to address
2 it more than just on campus.

3 MR. WILDCAT: Uh-huh.

4 MS. CHAVEZ-MARTINEZ: And I see that
5 if we wait until our young people are in
6 college, it's too late.

7 MR. WILDCAT: Absolutely.

8 MS. CHAVEZ-MARTINEZ: Their attitudes
9 are formed.

10 MR. WILDCAT: Right.

11 MS. CHAVEZ-MARTINEZ: Much, much
12 earlier than college campus times.

13 MR. WILDCAT: Uh-huh.

14 MS. CHAVEZ-MARTINEZ: And so perhaps
15 the role of the University might be to begin to
16 look at the multi-cultural education issue in
17 teacher education programs.

18 MR. WILDCAT: Absolutely.

19 MS. CHAVEZ-MARTINEZ: And in teacher
20 sensitivity programs, as well as administrative
21 programs.

22 Then I think we would have a better
23 opportunity to address issues I think that
24 you're talking about.

1 MR. WILDCAT: That's a very good
2 point, I mean I think that is in terms of where
3 it has to begin.

4 But you know, I don't think that's
5 going to come easily, I really don't.

6 I think that it's going to take a
7 generation of -- the advances that have been
8 made --

9 Let's put it bluntly, the advances
10 that have been made and how we understand the
11 position of women in history, has come about by
12 women getting Ph.D. degrees and writing
13 history.

14 The Afro-American experience has come
15 about by Afro-Americans getting a Ph.D. and
16 writing history.

17 It's going to happen for American
18 Indians, and that's why it's so critical right
19 now --

20 I want to put in one more statement,
21 and it relates to higher education, and it
22 relates to what you're saying.

23 There is a big concern now to raise
24 standards in higher education. Don't do it by
25 making it impossible for those who have had the

1 least opportunity to get higher education,
2 Bachelor Degrees, Masters Degrees, Ph.D.'s,
3 don't do it by making admission standards which
4 preclude them from ever getting started.

5 We in higher education need to think
6 how to creatively meet their needs without
7 lowering standards.

8 I'm not going to lower standards, I
9 tell every student in my class, you're going to
10 get the same course, you know, basically the
11 same material, that I would teach if I was at
12 Kansas University, in fact I taught at Kansas
13 University.

14 I didn't change it that much, but I
15 change the way I present things and how I do
16 it.

17 That's really the challenge, and that
18 has to be addressed, K through 12 and into post
19 secondary institutions too.

20 MS. RIOJAS: Thank you very much, we
21 appreciate your comments.

22 If there are no further questions, we
23 will go on, thank you very much, we appreciate
24 it.

25 MR. WILDCAT: Thank you.

1 MS. RIOJAS: Our next presentor is
2 Jim Denny, who is the director of the campus
3 police, is he here?

4 MR. ^{DENNEY}~~DENNY~~: Yes.

5 MS. RIOJAS: Thank you for coming
6 this afternoon and joining us, and we're
7 looking forward to your comments.

8 MR. DENNY: Well thank you for
9 inviting me, I'm happy to be here.

10 JIM DENNY

11 First of all, I would like to make a
12 few general comments to begin with, just to
13 kind of layout what the University of Kansas
14 police department does, is because what we've
15 found is that many people don't really
16 understand what we do.

17 MS. RIOJAS: Really?

18 MR. DENNY: Really.

19 MS. RIOJAS: That's kind of funny.

20 MR. DENNY: You're supposed to start
21 out with a joke, so --

22 MS. RIOJAS: Go ahead.

23 MR. DENNY: Well first of all, the
24 University of Kansas police department is
25 responsible for law enforcement on its

1 property, and in some cases on property
2 immediately adjacent to the campus of the
3 University of Kansas.

4 This does not include fraternities,
5 sororities or other student off-campus living
6 areas. That is an area that is -- that is
7 something that is provided by the Lawrence
8 police department.

9 We do assist the Lawrence police
10 department when we are requested in these
11 areas, and we do respond to emergency
12 situations.

13 However, our primary responsibility
14 is the campus proper.

15 Our primary function is to deal with
16 violations of state and local laws that occur
17 on campus, enforcement of University
18 regulations, such as parking regulations or the
19 student judicial code, or other regulations are
20 functions of other entities, not the University
21 of Kansas police department.

22 The University, from a law
23 enforcement perspective, generally resembles a
24 community of approximately 30,000 people.

1 We enjoy excellent relations with the
2 Lawrence city police department, and the KU
3 police work very much like the police of a
4 smaller suburb with borders contiguous to a
5 larger city.

6 At the time that I was invited to
7 speak, I was asked to provide some information
8 on some specific points.

9 First, I would like to say that
10 although no federal or state reporting
11 requirements exist, the University of Kansas
12 police department does make distinction between
13 bias crimes or bias related crimes, and other
14 types of crimes.

15 The University police department
16 realizes that the racial or ethnic prejudice
17 may very well escalate the effect of the crime
18 tremendously, both on the victim and others.

19 Because of this, vandalism cases may
20 have a value of less than four dollars, and can
21 have the effect of a much more serious crime,
22 or a simple assault may well affect the entire
23 life of the victim, even though it may not be
24 any grievous, maiming injury committed.

1 For these reasons, bias related
2 crimes are ^{INTENSELY} intentionally investigated and
3 extreme measures are undertaken to come to a
4 solution.

5 The University police officers attend
6 classes both in the basic police academy and
7 continuing in service training, to sensitize
8 them to bias or prejudice and to insure that
9 they don't minimize the effect of these types
10 of factors on the individuals affected.

11 Specific subject areas range from
12 cultural differences and values to sexual
13 harassment.

14 KU police officers receive four hours
15 in basic training, and six hours annually on
16 these subjects, working closely with the
17 University office of affirmative action.

18 One of the problems that we have run
19 into is that there is no recognized definition
20 nationwide, for what is a bias crime, what is
21 it that makes it a bias crime, such as they
22 have definitions for other crimes that we
23 report, using the uniform crime reporting
24 process.

how many?
hrs " basic TRNG.

1 However, for our purposes, the
2 definition that the KU police department uses,
3 is similar to an element of the crime of
4 assault, that is, if it exists in the mind of
5 the victim, then it exists.

6 In other words, if the victim
7 believes that racial or ethnic prejudice was a
8 motive or underlying factor in this particular
9 crime, that we consider it a bias crime and we
10 handle it as such.

11 We technically by law, handle an
12 assault as an assault, there's no extra charges
13 attached, because there is no law at this point
14 in time that has an effect here.

15 The University of Kansas police
16 department does also track bias crimes that are
17 reported to us and are in our jurisdiction.

18 We have done so since January 1989.
19 This was begun in order to determine whether or
20 not any patterns do exist, or whether we can
21 see if any begin to exist, and to enable a
22 review of individual cases handling.

23 Since tracking was instituted, we
24 have not been able to establish any pattern of
25 organized racially based, criminal activity on

is there?

1 campus.

2 MS. RIOJAS: Repeat please.

3 MR. DENNY: Okay. Since we have
4 instituted the tracking, we have not been able
5 to establish any pattern of organized, racially
6 based, criminal activity on campus.

7 By that, I mean that we have not been
8 able to discern that there is an active KKK
9 component on campus that is perpetrating crimes
10 in some sort of organized manner.

11 Since January of 1989, a total of ten
12 such crimes have been reported to us, this is
13 in the last 16 months. XXX

14 We all know however, that not all
15 crime is reported, and I'm not purporting to
16 say that that's all that has occurred, that is
17 just all that has been reported to us.

18 Of these, five were harassing phone
19 calls, where the criminal law involved was one
20 of misuse of the telephone. Two were
21 vandalisms, two were batteries, and one was an
22 assault.

23 For those of you who may be
24 unfamiliar, battery is where there is some
25 physical confrontation, and assault is simply

1 where there is simply some intent or an element
2 of fear is introduced into the victim, but no
3 actual contact was made.

4 Arrests have been made in one of the
5 battery cases and in the assault case.

6 Three of these victims -- or three of
7 these cases that I talked about involved anti-
8 Semitism with two involving the same victim.

9 Five cases involved black male
10 victims, three of these cases involved the same
11 victim.

12 One case involved an Oriental female
13 victim and once case involved a white male
14 victim.

15 I must also say that during the past
16 16 months, an additional eight incidents were
17 reported, which upon investigation, were
18 determined there was no violation of state law,
19 county resolution, or city ordinance.

20 However, because of the nature, the
21 reporting party believed them to be -- this
22 incident was racial in nature and the victim
23 believed that the race or ethnicity was an
24 underlying factor, even though there was no
25 crime that occurred.

1 Let me give you an example of what
2 I'm talking about.

3 Of these eight, five involved the
4 same mentally disturbed individual, one
5 involved a phone call concerning an off-campus
6 situation, and one involved a poster of
7 extremely questionable taste, but it was not
8 illegal, and one case involved a priest in
9 vestments who was mistaken to be a Ku Klux Klan
10 member in full regalia on campus.

11 MS. RIOJAS: The priest?

12 MR. DENNY: Yeah.

13 MS. RIOJAS: Oh God, they thought a
14 priest was a Ku Klux Klan --

15 MR. DENNY: That was the report that
16 we received, yes.

17 The priest was wearing a red robe and
18 his particular religion -- he was involved in
19 prayer and he was interrupted by the police who
20 wanted to find out who he was.

21 MS. KELLEY-JOHNSON: What is a
22 untasteful (sic.) poster?

23 Who determines what an untasteful
24 poster is?

25 MR. DENNY: I used that --

1 That term is my term and I used it
2 simply to say that there was no violation of
3 law, there was no threat, there was no
4 terroristic threat.

5 I don't -- when I say questionable
6 taste, I think myself, that it was improper,
7 but there was no violation of law is the only
8 thing that I meant by that, that way of
9 phrasing it.

10 MS. RIOJAS: Are you trying to find
11 out what was in the poster?

12 MS. KELLEY-JOHNSON: Yeah, what did
13 the poster say or do or show?

14 MR. DENNY: The poster was -- I don't
15 recall exactly what it said, but it was
16 anti-Semitism in nature.

17 MS. KELLEY-JOHNSON: Okay.

18 MS. CHAVEZ-MARTINEZ: I have a
19 question too.

20 MR. DENNY: Yes.

21 MS. CHAVEZ-MARTINEZ: You said that
22 there was no violation of law, was that
23 determined by attorneys, was it determined by a
24 court, was it determined by the victims, was it
25 determined by --

1 MR. DENNY: It's generally determined
2 by the police department whether or not we can
3 establish an element of crime.

4 We do in some cases also conduct --
5 contact the district attorney to see, do we
6 have the element of a crime.

7 In most cases, it's quite clear cut,
8 you know, that doesn't change the effect on the
9 victim.

10 The University of Kansas, as any
11 University, is without a doubt comprised of the
12 brightest and most questioning and most active
13 minds of our society as well as many other
14 societies.

15 As you well know, the University of
16 Kansas has a great representation, a large
17 number of diverse peoples that are there.

18 The University police department's
19 goal is to the best of our ability to provide a
20 reasonably safe environment for education and
21 learning to occur, that's our whole purpose.

22 This includes peace keeping and
23 prevention of violence, where possible, while
24 insuring the rights of all persons observed,
25 whether they're popular or not.

1 This concludes my presentation but I
2 will be happy to answer any questions that
3 anyone might have.

4 MS. KELLEY-JOHNSON: At one point you
5 made a statement that extreme measures are used
6 when there are any anti-Semitism situations
7 that occur.

8 What are those extreme measures?

9 MR. DENNY: The vandalism case that I
10 referred to had a total of \$3.65 in damage,
11 that's a fairly minor crime. Over 150
12 investigative hours were put into investigating
13 that.

14 Reports were produced in excess of
15 100 pages in length.

16 MS. KELLEY-JOHNSON: Well you're
17 talking about a material situation, you're
18 talking about a wall on a building, you know,
19 and the University has to pay for that wall to
20 be painted.

21 MR. DENNY: Correct.

22 MS. KELLEY-JOHNSON: There are "x"
23 number of man hours that have to be put into
24 this.

1 What about the investigation of the
2 person who put that graffiti on the wall,
3 what's the extreme measure?

4 MR. DENNY: That's --

5 MS. KELLEY-JOHNSON: If that person
6 is caught.

7 MR. DENNY: I was talking about the
8 response of the police department, and our
9 function is to find out, to the best of our
10 ability to find out who put it on the wall, and
11 then let the courts decide what the appropriate
12 punishment is.

13 By extreme measures I'm talking about
14 the --

15 We normally, quite frankly, on a
16 normal vandalism, \$3.65 would not put 150
17 investigative hours into it, that's pretty
18 extreme for a crime of that nature, if it were
19 not, as we determined, a bias related crime, or
20 the victim believed it was.

21 ^{Gordon}
DOCTOR ~~GASTON~~: What is the --

22 MS. RIOJAS: I have a problem with
23 that.

24 ^{Gordon}
DOCTOR ~~GASTON~~: -- composition of
25 members in the KU police department both on

1 racial, sexual and -- do you have that data?

2 MR. DENNY: I don't have the
3 percentage numbers, but we have three black
4 members in the police department, one of which
5 is the assistant director, we have I believe,
6 seven females and one Hispanic, and that's in
7 34 commissioned law enforcement officers.

8 DOCTOR ^GGASTON: You have 34 total?

9 MR. DENNY: Correct, today.

10 MS. RIOJAS: What are your plans to
11 increase the diversification of your force?

12 MR. DENNY: We have for some time
13 been concerned about that.

14 The University police officer
15 classification is a civil service
16 classification, we have to hire from the civil
17 service rosters.

18 We have the University of Kansas
19 police department, has on many occasions said
20 that we don't feel that the composition of the
21 roster is truly represented, and we're working
22 to try to change that with the state of Kansas.

23 DOCTOR GASTON: I'm glad to hear
24 that, because the roster, we all know, has
25 always historically -- so depending on the

1 roster, it's no use, you've got to change
2 policy.

3 MR. DENNY: You've got to change the
4 policy, and we've instituted what is called a
5 police officer trainee category, to establish a
6 different set of criteria than a University
7 police officer, which has certain requirements.
8 They have to have at least one year of previous
9 law enforcement experience or two years of
10 college.

11 I can tell you that we have not in
12 the past several years, hired any police
13 officers without at least three years of
14 college, and most have Bachelors and some have
15 Masters.

16 But the police officer trainee is
17 simply an aptitude test with a high school
18 education requirement.

19 The purpose there is to try -- well
20 let's face it, the stereotype police officer in
21 this country is a white male, slightly
22 overweight and about 35, that's not what we
23 want. Our community demands a different type
24 of policing than that stereotype suggests.

1 MS. RIOJAS: You know, the tragic
2 part of this whole thing is this vicious cycle
3 that I'm hearing here, that I've been hearing
4 all morning long, where it's so difficult for
5 students that are not white, and don't look
6 like the other white people, it's made
7 uncomfortable for them to go to school, so many
8 of them are having to work, they're tired, you
9 know, and then they have to still compete with
10 those that are not having to go to work, keep
11 their grades up, so they feel uncomfortable, so
12 many of us drop out.

13 Then you're saying however, we want
14 to have minority students with these
15 qualifications but we can't get there, because
16 we can't even get out of first base onto second
17 base.

18 Do you see what we're getting at
19 here?

20 MR. DENNY: I understand exactly what
21 you're saying.

22 That's why we instituted this trainee
23 position, to try to get around that, one of the
24 factors at least, involved in that.

1 It's too new to say whether it's
2 going to work, it's only been in existence for
3 about eight months now.

4 MS. RIOJAS: Well thank God at least
5 for eight months, but God, where had it been
6 before?

7 Now I'm not going to say why didn't
8 you do it two years ago, because you need to
9 ask yourself why didn't you do it two years
10 ago, but at least it is now eight months old,
11 let's see what happens in the next eight
12 months.

13 MS. CHAVEZ-MARTINEZ: I have a
14 question too.

15 In addition to the trainees, are they
16 given the opportunity to take classes at KU?

17 MR. DENNY: Our officers?

18 MS. CHAVEZ-MARTINEZ: No, no, you
19 were talking about the trainee that comes in.

20 MR. DENNY: Yes.

21 MS. CHAVEZ-MARTINEZ: This trainee,
22 is there any mechanism in place that would
23 compare with that trainee the opportunity to
24 perhaps take classes?

1 MR. DENNY: Well absolutely, and we
2 encourage them to do so.

3 It's very hard to police a community
4 that you don't understand or that you have not
5 been a part of.

6 The University is a type of
7 community, and it's very beneficial if you have
8 some knowledge of what the students, the
9 faculty and the other staff, have to go
10 through.

11 So we do encourage them, and they get
12 a considerable discount on the tuition. I
13 would like to say that they get complete
14 tuition, but the state thus far does not
15 provide that. But they do get tuition
16 assistance.

17 MS. RIOJAS: Unless there's any other
18 questions -- yes, Mary.

19 MS. ESPINOZA: Yes, I do have a
20 question, Mr. Denny, about a previous statement
21 that we heard, regarding an incident that
22 happened last November, 1989, where a young
23 woman at one of the dorms, there were several
24 anti-Semitism statements written all over the
25 residence, and that there was not an -- the

1 investigation did not start for four days until
2 afterwards.

3 MS. RIOJAS: And then it wasn't too
4 hot.

5 MS. ESPINOZA: There were no
6 fingerprints taken and there are no suspects
7 nor arrests, there's nothing as of today.

8 I just question that, the laxness in
9 time of handling the situation, and the
10 situation was again repeated.

11 MR. DENNY: I don't recall the
12 precise --

13 I know the case that you're talking
14 about, I'm trying to recall the precise
15 sequence of events.

16 I would take exception with the fact
17 that it was four days from when the
18 investigation was begun.

19 There may not have been any
20 interviews, large, formal number of interviews
21 done until -- that may have been four days.

22 We are talking about a situation that
23 occurred on a weekend when students were not--
24 there was nobody there, no one to interview on
25 that weekend.

1 But we did start as soon as the
2 weekend was over.

3 There was a second incident that
4 occurred, that actually we're not sure that it
5 was even a second incident, it may have been
6 that just some of these -- this symbolism
7 wasn't found until the next day.

8 That was immediately -- you know, the
9 interviews continued or began again, because it
10 wasn't -- there were no people to interview and
11 it's impossible to interview people who aren't
12 there.

13 DOCTOR ~~CASPER~~: Is that a -- program
14 in your police department, to make people of
15 color, African Americans, Hispanics, I don't
16 want to call them minorities because they are
17 not, to feel comfortable on that campus?

18 MR. DENNY: I think the role of the
19 police department has to be such that all of
20 the citizens feel comfortable in dealing with
21 the police.

22 We're trying to address that by the
23 training that we give the officers, and
24 stressing to the officers repeatedly that
25 you're here to serve them, them is anybody who

1 is out there.

2 We wouldn't be there if it wasn't for
3 the University, there wouldn't be any need for
4 a police department.

5 If there weren't students, there
6 wouldn't be any need for a University, so
7 that's --

8 We can just stress that over and over
9 to the officers.

10 DOCTOR ⁶~~GASTON~~: I've got another
11 question, but I've got another problem with
12 that.

13 All the people in the department,
14 they're actually products of this society.

15 MR. DENNY: That's correct.

16 DOCTOR ~~GASTON~~: I think it's fair to
17 say as a historian that this is a racist
18 society.

19 How do you make sure that people you
20 employ, who are a product of society, that they
21 are not in fact overtly --

22 Do you understand?

23 MR. DENNY: Yeah, screening?

24 DOCTOR ~~GASTON~~: Yes, first of all.

1 MR. DENNY: We use a couple of
2 things.

3 First of all, that's something that
4 is looked for in the interview.

5 As you heard Mr. Wildcat say, polite
6 racism is everywhere, and it's pretty easy to
7 discern it if you hear it a couple of times.

8 That doesn't get them very high
9 scores in the interview.

10 We all also have to undergo a
11 complete psychological screening comprised of
12 five different examinations and clinical
13 interview, where we hope that that would come
14 out, we believe that it works pretty well.

15 We have, I believe, one of the best
16 psychological programs or screening programs in
17 the United States.)
X

18 In addition, comprehensive background
19 information is done, which includes going to
20 the previous residences of that individual and
21 interviewing neighbors, interviewing prior
22 employers, interviewing references, friends or
23 anyone that may have any knowledge regarding
24 them.

1 All of those factors are put
2 together, along with the interview, before a
3 determination is made on who is to be hired.

4 I'm not saying that we will never
5 ever hire someone who has characteristics that
6 we don't want, but we believe that we've
7 minimized the chances of that occurring as much
8 as possible today.

9 MS. RIOJAS: Mr. Denny, I have just
10 one comment to make, and it's ironic that we
11 are here talking about bigotry and violence on
12 the college campus, when I was taught as a
13 little girl the reason why I should go to
14 school is because education was to increase my
15 awareness and sensitivity. It seems like we
16 don't have much on this campus.

17 MR. DENNY: Well I'm a liberal arts
18 major, and I believe maybe that's where it
19 should be.

20 MS. RIOJAS: Thank you, thank you
21 very much.

22 Ron Olin, chief of police, City of
23 Lawrence is next.

24 Thank you for coming.

1 MR. OLIN: Thank you for the
2 invitation to be here.

3 RON OLIN

4 I just have some very general
5 remarks.

6 The focus of this panel has changed
7 since I was first invited and so I would like
8 to present just some general remarks and
9 perhaps answer some questions if you would have
10 any of me.

11 I doubt that I will be able to get
12 you back on time.

13 MS. RIOJAS: Well don't worry.

14 MR. OLIN: Okay.

15 MS. RIOJAS: You're an important
16 person in this whole proceeding, so don't worry
17 about the time.

18 MR. OLIN: All right. We'll see.

19 Law enforcement is called forth each
20 day to deal with hate motivated criminal
21 activity.

22 In fact, the motivation of hate is
23 implicit in virtually all crimes against
24 persons and many property related crimes.

1 So this is a very complex issue with
2 which law enforcement deals multiple times each
3 day.

4 The population in the city of
5 Lawrence, the last time that we checked which
6 was about four or five years ago, as a test,
7 the population of Lawrence would require a
8 police officer to speak 57 languages if the
9 officer were to communicate with each
10 individual citizen in his or her own native
11 language.

12 It is, as you've already heard from
13 other speakers, comprised of a very diverse
14 elements from very diverse populations.

15 Our criminal activity has been both
16 white versus black and black versus white, but
17 also our criminal activity in Lawrence has been
18 much more complicated than that, and hate
19 motivated criminal activity can be broken down
20 further to religious conflicts, such as
21 Palestinian versus Jew.

22 In fact, we've even had Satanic
23 criminal activity, which by definition would be
24 the essence of hate related criminal activity.

1 We've had Indian versus black hate
2 motivated criminal activity, and vice versa,
3 black versus Indian.

4 We've also had a somewhat disturbing
5 trend, perhaps some conflict between say the
6 Asian population and the black population, and
7 within certain populations, hate motivated
8 violence.

9 For example, there has been a
10 recorded hate motivated violence between white
11 groups such as the skin head organizations have
12 diverse factors within them, and you had skin
13 head fighting skin heads, with hate as their
14 motivation.

15 We have had gang related violence in
16 black versus black gangs, or presumably control
17 of the crack cocaine trade in the city of
18 Lawrence, and of course, as Mr. Wildcat has
19 already spoken about, we have had documented
20 Indian versus Indian hate motivated activity as
21 a result of tribal conflicts.

22 So basically, the police department
23 does deal with this kind of motivation on such
24 a regular basis that it is an integral part of
25 our very existence.

1 The way in which we attempt to deal
2 with this is to focus on the education and the
3 supervision of our police officers.

4 We sponsor a police academy in the
5 city of Lawrence, which far exceeds the state
6 requirement of 360 hours training for police
7 officers.

8 Director Denny sends KU police
9 officers and Sheriff Loren Anderson of Douglas
10 County sends his deputies to our police
11 academy, so that we train far more extensively
12 than most other areas in Kansas.

13 Additionally, we do have a very
14 active in-service training program.

15 Both of these programs, the academy
16 and in-service, focus on hate motivation and
17 sensitivity to diverse populations.

18 The second way in which we try to
19 insure a proper police response is with close
20 supervision.

21 It is my belief that internal affairs
22 is one of the most essential divisions within a
23 police department.

24 I consider internal affairs to be a
25 win/win situation. If we have a complaint

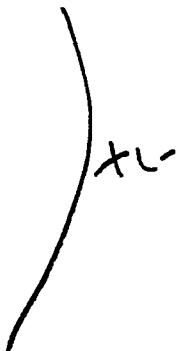
1 against the police officers and we disprove the
2 complaint, we win. If we have a complaint
3 against a police officer and we find that the
4 police officer has acted improperly, then we
5 can take disciplinary steps for separation and
6 again, the department and the society
7 presumably wins.

8 So we focus very intensely on
9 internal affairs.

10 The future, as I see it, is going to
11 be much more complicated for all of us in law
12 enforcement in particular.

13 While some countries in the world,
14 such as Iran for the last decade, have pursued
15 an overt act of trying to make a more and more
16 homogeneous population with the virtual
17 elimination of populations and sub-populations
18 within it, the United States is becoming much
19 more heterogeneous in its population.

20 Law enforcement has had some problems
21 with these, Kansas law enforcement has had some
22 problems with these immigrant populations
23 coming into the United States, such as the Mung
24 tribe, the Korean influence, Vietnamese
25 influence.



1 Additionally it would not surprise me
2 if as we march into the 90's, we might have
3 immigrant populations coming to us fleeing from
4 Hong Kong, and with them very small proportions
5 or perhaps a proportion of those individuals
6 will include members of Chinese triads, which
7 will bring a law enforcement problem.

8 We will probably have immigrant
9 groups from the East Block, one way or the
10 other, to get to the United States, and of
11 course should other groups, and I'm just
12 picking this out of the air, other governments
13 such as South Africa, those five to seven
14 million people would probably try to immigrate
15 somewhere, and with them it is entirely
16 possible we would have additional law
17 enforcement problems.

18 In law enforcement our focus is
19 clearly on the victim and the individual in the
20 criminal justice system who's most often
21 forgotten is the victim.

22 We deal with the victim, we want to
23 focus on the victim, and we want to do that
24 with overwhelming popular support from the
25 community, for fair and professional law

1 enforcement.

2 We need to continue to try to stress
3 community involvement in law enforcement
4 actions, continue stressing education and close
5 supervision for police agencies, and with
6 those, perhaps go into the 1990's with law
7 enforcement agencies capable of providing
8 enlightened service for the future.

9 MS. RIOJAS: Thank you very much.
10 Does anyone have any questions?

11 MS. KELLEY-JOHNSON: Yes, I do.

12 MS. RIOJAS: All right.

13 MS. KELLEY-JOHNSON: I was wondering
14 what you base your statistics or your
15 information or your data on, that you know,
16 there will be probable cause for law
17 enforcement, enforcement as far as you know,
18 the South Africans, the Oriental, this flow
19 into this country.

20 You know, I don't understand where
21 you get those statistics.

22 And then I heard you give a list of
23 you know, the blacks versus black,
24 black/Indian, black Asian and everything, but
25 what I don't hear you saying is the middle

1 class white, you know where other than the skin
2 head versus the skin head, you know, I didn't
3 hear you say that there were middle class white
4 crime against blacks, against Indians, against
5 Hispanics.

6 MR. OLIN: I believe I started with
7 white versus black, and I can break those down
8 to middle class versus black if you'd like or
9 wealthy versus black.

10 MS. KELLEY-JOHNSON: Okay, and then
11 where do you get your data on that, that
12 there's a probability --

13 MR. OLIN: Let me give you and
14 example with a problem with an immigrant
15 population.

16 This is an anecdotal example, but
17 just one that creates a problem for law
18 enforcement, all right?

19 We were called approximately four
20 years ago, to a residence in the city of
21 Lawrence, and the problem was the beating of a
22 child. The individual was about ten or eleven
23 years old.

24 When we arrived the father opened the
25 door, and the father was Vietnamese. He opened

1 the door in western clothing, and at the same
2 time there was a grandmother there who was
3 wearing traditional Vietnamese clothing. Both
4 the grandmother and the father spoke no
5 English, so they called for an older daughter
6 to come out.

7 The daughter came out, she was
8 dressed in western clothing, had American
9 accented English, she was able to translate for
10 the police officer and again, our presence
11 there was solely to check on the welfare of the
12 child, that was it.

13 So when we finally got to
14 interviewing the father, his response was, I am
15 the father of this family and therefore I can
16 do whatever I wish to this child or whatever I
17 wish to any of my children, because that is the
18 way that it is.

19 We tried to explain to him the
20 Constitution, we tried to explain to him the
21 law, we tried to explain to him that his
22 neighbors were the ones who had called, we
23 tried to do everything that we could to involve
24 ourselves with the cultural impasse.

1 We finally just demanded to see the
2 young lady. The young lady came out and she
3 was dressed punk rock style, with hair orange
4 and that was the whole problem. The problem
5 was that she had adapted to a style that he did
6 not think was appropriate and so he felt that
7 he had every legal right to beat her.

8 Now that creates a law enforcement
9 problem, because law enforcement officers are
10 increasingly inserted into situations that are
11 not clear.

12 If we are to continue to be
13 representative of our population and to respond
14 correctly to our community, it will require
15 police officers that are more and more educated
16 about diverse cultures and more capable of
17 responding in complex situations in stead of
18 just taking black and white answers to very,
19 very complex answers. That's my only point.

20 MS. KELLEY-JOHNSON: The example that
21 you gave though, is not a cultural problem,
22 because I have neighbors and I have friends
23 whose children have become punk rockers, and
24 the parents are executives in Fortune 500
25 companies and the same dog gone thing is

1 happening there, and you can't -- it's not a
2 cultural thing.

3 So the fact that you think it's a
4 cultural thing causes me a problem.

5 MR. OLIN: No, it wasn't that I felt
6 it, it was that the father felt it.

7 You know, our problem was merely
8 explaining our presence to this father who did
9 not speak English, and to explain to him how
10 the police can invade his property and check on
11 something that is none of our business, that's
12 where the tension comes.

13 We have to be more sensitive in the
14 way in which we approach these situations so
15 that we can handle them in more complex ways.

16 DOCTOR ~~GASTON~~: 57 languages in
17 Lawrence.

18 MR. OLIN: Yes, sir.

19 DOCTOR ~~GASTON~~: How many can you, as
20 the chief of police, speak?

21 MR. OLIN: Three.

22 DOCTOR ~~GASTON~~: Good. What is the
23 capacity of the police force now?

24 MR. OLIN: What is the capacity?

25 DOCTOR ~~GASTON~~: The diversity.

1 MR. OLIN: Diversity, I don't know
2 the statistical diversity of 75 police
3 officers.

4 I could provide you with that
5 information, but off the top of my head I don't
6 know.

7 If I could follow along the
8 questioning that was asked Director Denny, I
9 can tell you that in the last two years we have
10 begun a different kind of recruiting process,
11 with an emphasis on recruiting minority
12 applicants.

13 That process was not started three
14 years ago because I was not chief three years
15 ago.

16 We have attempted very hard to
17 recruit qualified applicants across the board,
18 and during the past two years we've had
19 approximately 280 applicants, and of those we
20 have had three black applicants, one of whom we
21 hired.

22 But we have a very difficult time
23 even getting applicants.

24 The other point that we have that is
25 just overwhelmingly devastating to us is on

XXXX

1 those occasions when we hire and train a
2 minority applicant, the federal government
3 comes in and steals that individual from us,
4 because we're a great training ground, and then
5 the FBI comes in or the DEA comes in, or
6 customs comes in, and we cannot compete
7 financially nor in the area of prestige.

8 MS. RIOJAS: One of the things in
9 being in the employment industry and the reason
10 why we went into this business, was because I
11 felt there was a great deal of job
12 opportunities that were not being made
13 available to minorities.

14 Companies are now using us to find a
15 minority executive material for them, and they
16 have asked us, how is it that you can find
17 applicants when we haven't been able to, and my
18 comment has always been, you have to go where
19 they are.

20 You don't go --

21 If you're seeking, truly seeking
22 minority applicants, you don't advertise like
23 you do for the white community, you use
24 different methods of recruiting.

1 If you really are interested in
2 recruiting minority students or minority
3 applicants, then you need to have someone who
4 understands how to do that recruiting to get to
5 them.

6 MR. OLIN: I certainly don't disagree
7 with that.

8 MS. RIOJAS: Okay, do you have
9 someone doing that?

10 MR. OLIN: Yes, we do.

11 MS. RIOJAS: Good, good.

12 Any other questions?

13 (No response.)

14 MR. OLIN: Thank you very much.

15 MS. RIOJAS: Thank you very much.

16 Our next presentor is Eladio Valdez
17 III, is he here?

18 MR. VALDEZ: Yes, I am.

19 MS. RIOJAS: Good. Representing the
20 Hispanic American Leadership Organization from
21 KU.

22 Thank you for being with us today.

23 MR. VALDEZ: Yes, this is going to be
24 fun.

1 MS. RIOJAS: This is going to be fun?
2 Only a young person would say it's going to be
3 fun.

4 MR. VALDEZ: I didn't mean it in a
5 bad way.

6 MS. RIOJAS: He's cute.

7

8 ELADIO VALDEZ III

9 Madam Chair and members of the
10 Advisory Committee, my name is Eladio Valdez
11 III, and I am --

12 MS. RIOJAS: Do you think he's
13 falling apart?

14 MR. VALDEZ: Anybody here?

15 MS. RIOJAS: Just throw it on the
16 floor, it's okay.

17 MR. VALDEZ: It's not because I'm
18 nervous.

19 Okay, basically I'm a senior, I'm
20 majoring in exercise science, I've served as
21 two time past president for the Hispanic
22 American Leadership Organization at KU, and I
23 got asked by Ascension Hernandez to come up
24 here and represent students of Kansas, and I
25 can be honest and say I represent the members

1 of HALO, and I will leave it at that, at KU.

2 Okay, before I go on, I'd like to
3 kind of have my introduction with my personal
4 experience of growing up and I'll relate that
5 to what I'm going to go into.

6 When I grew up I never heard anything
7 that Hispanics did for America, all I heard was
8 from George Washington on, I never heard
9 anything except whites, and I said what did my
10 people do? ?

11 All I saw in the media was that we
12 were getting busted for gang violence or we
13 were outlaws from the westerns, and you know,
14 if it wasn't for my parents, that I would come
15 home and say what did grandpa do and stuff, and
16 they would say well he worked his butt off for
17 us and we're doing the same for you, then I
18 think I would have fallen into the same trap
19 that a lot of other minorities do, they don't
20 have pride in their heritage because they don't
21 get it from outside sources except their own.

22 So I was lucky enough to have parents
23 that could tell me that I was a good person,
24 because of my skin color it didn't matter.

1 So that's why I've chosen to get
2 involved in things like this, because you know,
3 it's really kind of frustrating, but I've
4 learned how to deal with it.

5 I think in response to the question 7
6 has there been a rise in racial tensions on the
7 college campuses, I definitely think there has
8 been a rise and these are the three reasons.

9 The first reason has been a constant 1
10 reason which I alluded to before, that our
11 youth today are brought up to be ethnocentric
12 and ignorant because they're not exposed to
13 different cultures, they're only exposed to the
14 white male perspective.

15 So it's kind of hard not to blame
16 them for growing up the way they do in many
17 cases.

18 So that's been a constant problem.

19 The second thing is the swing in the 2
20 social environment.

21 In the 60's and early 70's it was,
22 you know, very activist, and that challenged a
23 lot of Americans to look at their own values
24 and their own attitudes towards different
25 races.

1 Well now in the 80's and the late
2 70's, you know, people aren't doing that any
3 more, so what happens is that you get these
4 incidents that are more blatant, they're more
5 out in the open because people haven't even
6 looked at their own attitudes before they start
7 saying something about somebody, because they
8 haven't been challenged.

9 The third thing is the Reagan era.
10 Conservatism is only good for the majority of
11 the population, and the majority of the
12 population are white, so basically that allows
13 them to keep their stranglehold on everything
14 from the media to education to government
15 politics, and that leaves a lot of people out.
16 and Reagan has done a good job at doing that.

17 So that's why you're starting to see
18 a swing towards the other end now, towards a
19 little bit more social activism.

20 I think those are the three -- those
21 are three main sociological causes for the rise
22 in racial tensions.

23 Now I would like to go into the
24 extent of incidents from the Hispanic
25 perspective, and I would like to share a

1 personal experience that happened to me.

2 During my junior year at KU -- I
3 wasn't brought up speaking Spanish, my parents
4 both learned Spanish first, but they both
5 flunked out of kindergarten because they had to
6 learn English, so they wanted me to continue to
7 --

8 MS. RIOJAS: They flunked out of
9 kindergarten?

10 MR. VALDEZ: Yeah, well all they knew
11 was Spanish.

12 But they wanted me to -- you know,
13 since we are in America, they wanted me to
14 learn English first and then try to learn
15 Spanish.

16 Well at the time, they tried to teach
17 me Spanish and I didn't want to, because I was
18 kind of -- I was short sighted, I didn't
19 realize the importance of it.

20 So I was taking Spanish here in my
21 junior year, and I waited until my junior year,
22 because my major, I couldn't fit it in, so it
23 took me two and a half semesters to decide to
24 go an extra semester at KU just to take my
25 language -- take a language, which is all extra

1 stuff.

2 So I go to the first class and the
3 first thing the teacher says is -- there's
4 about 20 people in the classroom and she says,
5 I want you people to know that you have an
6 advantage over those taking German and Italian
7 and French, you people in this room are taking
8 Spanish because let's face it, Hispanics are
9 invading the United States.

10 When she said that I just kind of --
11 you know, it was weird, because that was the
12 first time that I had ever been faced with that
13 from somebody else, except I joked around a lot
14 with my own friends who were mainly Hispanic,
15 but that was a first time in a formal setting
16 when I heard something like that and I didn't
17 know what to think.

18 I thought she might have been joking,
19 but I said I'll wait until after class and just
20 ask her about it and a few students chuckled.

21 So then we went into our first
22 lesson, greetings, we said hola, adios, stuff
23 like that.

24 After that first lesson she said, I
25 guess now after -- you can brag about how much

1 you've learned already in my first class, the
2 next time you see a Mexican in the hallway, you
3 can say ^hola, but you better hurry up and say
4 adios, otherwise they'll think you're trying to
5 pick up on them, and then made a few more
6 students laugh, and I didn't laugh this time at
7 all, I said this is kind of going too far.

8 So after class I went up to her, in
9 the Spanish 104 class of all classes, and I
10 went up to her, waited until all the students
11 left, and I said you know, there are few things
12 you said that made me feel very uncomfortable
13 and I just want to address them right now, and
14 she said okay, go ahead, sure, and so I said--

15 I asked her about the term invaded,
16 you know, what did she mean by that, was it
17 just came out the wrong way or what did she
18 mean by that, and she goes it's exactly what I
19 mean, we're being invaded, look at how the
20 immigration, you know, Mexico, things like
21 that, and so she didn't take that back, and I
22 said okay, well what about the other joke you
23 made about Hispanics -- or if you see a Mexican
24 in the hallway you better say adios after you
25 say hola, what were you trying to -- what was

1 your point, and she apologized for that, she
2 said well I didn't mean anything by it, it was
3 just a joke, and I said yeah, it was a joke but
4 these people are going to take your joke
5 seriously the next time that they're in a
6 position to -- if they're in a position to be
7 an employer, they're going to hold all these
8 beliefs that instructors like you give to them
9 because you're supposed to be in a position
10 where you're respected.

11 So she was all -- she apologized for
12 that, but I didn't leave it at that, I thought
13 it shouldn't be tolerated.

14 So I wrote Steve Ramirez who was on
15 the Kansas Advisory Committee in Hispanic
16 Affairs. I called him first and asked him what
17 I should do, and so he told me the proper
18 things to do, and I have some documentation.

19 We sent a letter to --

20 He and I, separate letters, sent a
21 letter to the Spanish department chair, and we
22 cc'd everybody from the executive vice
23 chancellor to the vice chancellor of student
24 affairs, the dean of student life, and so I'll
25 get this to you guys later. But I have

1 documentation on that.

2 We got a response letter from the
3 Spanish department chair saying, you know, that
4 the instructor -- that it wasn't -- that it was
5 more out of insensitivity than anything else,
6 and stuff like that.

7 But the thing was, she did apologize
8 to me, and I just told her to watch herself
9 from then on.

10 So they wanted me to talk to her more
11 about it, and I thought myself, that I had done
12 enough. I had confronted her in person, one on
13 one, and I just wanted to make him aware that
14 this stuff goes on in his own Spanish
15 department, that's all I wanted to do, and to
16 have him maybe do some sensitivity training for
17 Spanish instructors. So that's what I did.

18 But that really taught me that you
19 never know when to expect it or where it's
20 coming from.

21 I did hand out some questionnaires to
22 other HALO members, so I got a handful of them
23 there, which I will hand into Ascension when I
24 get finished with this and he can show you
25 them.

1 But basically what I got out of these
2 questionnaires was some of the other type of
3 incidents. They basically are all ignorant or
4 insensitive remarks, mainly racial slurs,
5 that's the extent of things that have been
6 happening to the people that respond to the
7 questionnaire.

8 I've only had to deal with, besides
9 that incident, I've only had to deal with
10 people making jokes or stereotypical remarks,
11 so that's the extent of it as far as we -- as
12 far as I know from these things and from my
13 own.

14 But as far as violence or anything
15 like that, I haven't heard anything that has
16 occurred toward Hispanics on the KU campus, but
17 just numerous types of those jokes.

18 Okay, I would like to go into two
19 incidents in particular that has affected the
20 campus, has affected everybody on campus, and I
21 go back to a couple of years ago when the Ku
22 Klux Klan came up to KU.

23 Not surprisingly there was a lot of
24 protest by students the night they came, and
25 the response to that, the administration,

1 starting down through Doctor ~~Malice~~, she
2 instituted a minority issues task force to find
3 out how things are, what's the status quo of
4 the campus climate, and recruitment and
5 retention and things like that.

6 That was implemented in -- that task
7 force was started in 1988, the spring of 1988,
8 and basically the report came out the next
9 November, '89 -- it came out the next fall I
10 should say, and so it just basically said well
11 these are the recommendations, and then that
12 there was going to be some implementation
13 programs in November of '89 I should say.

14 So they were giving it a couple of
15 years, you know, according to the
16 administration they were going to give
17 implementation steps that they had taken to
18 fulfill this report.

19 But the funny thing is about this
20 whole thing was there was very, very few
21 students on this task force. I mean the
22 majority comprised of administrators and
23 faculty and people like that, but I can count
24 on two hands the number of students, I would
25 say a lot more -- there was very little racial

1 students on that task force.

2 At the time, I didn't know what was
3 going on, so I didn't address it or anything
4 like that, it was just you know, a few -- our H1A60
5 own president at the time did get to be on it,
6 and she was kind of distraught too at the lack
7 of student involvement to assess the campus
8 climate after all, because we make up probably
9 the -- the students make up the whole
10 institution except for the 1500 or 2000 people,
11 you know, we make up 20,000 people, so it was
12 very curious to us that it happened.

13 So basically a lot of things were
14 done, but there were a lot of little things
15 that could be done.

16 So from the administrators'
17 perspective, they were doing the things that
18 they could do, but from the students, a lot of
19 them didn't feel the effects of this.

20 So as you might have guessed, some of
21 the student groups -- a group formed, called
22 the Black Men of Today, they wanted to address
23 specifically, you know, black recruitment,
24 because it had gone way down in retention.

1 That's what happened in October, they
2 had a protest about the task force report and
3 the lack of activity.

4 So then that kind of died down until
5 just recently, the SAE incident, which involved
6 a black woman who was going to deliver pizza at
7 two in the morning, and she got -- reportedly
8 got struck by a member of the fraternity and
9 had some racial slurs expressed to her.

xxx

10 So out of that, you know, all of us,
11 a lot of students, groups, got together and
12 started saying you know, what is the University
13 going to do about this.

?

14 After two weeks, the students thought
15 it was inadequate action that the University
16 had taken, so they had another student protest.

17 Since then, the administration is
18 starting to work with students. I've talked to
19 a lot of students that have been in meetings
20 and they feel that the administration is trying
21 to work.

22 But what I want to get out of this,
23 the two patterns are, after the Ku Klux Klan,
24 the administration did not act until after the
25 students had protested at the KKK and you know,

1

1 they let them come up and everything, but
2 afterwards, after the SAE incident, the
3 interaction between the administration and
4 students didn't really start again until after
5 the students protested, so you see a pattern
6 there, and it's happened just in the past
7 couple years.

8 As far as policies go, our officers
9 met with Doctor ^{Ramirez} ~~Mailee~~ and Skip Turner, who is
10 the director of affirmative action on Tuesday,
11 and -- because they invited us.

12 Since then, they've invited each
13 group separately to address their issues, and
14 so out of that I have a copy from our vice
15 president of the progress of that meeting, the
16 results of that meeting.

17 But basically, I'll go ahead and from
18 what I've seen in my four years here and this,
19 and everything else I've seen from the task
20 report, I will kind of go over the main
21 policies that indirectly or directly are
22 contributing to the issue or this issue of
23 rising tensions.

24 The first one is, obviously it's
25 recruitment. The population of Hispanics has

1 tailed off, although it is increasing, it has
2 tailed off. Native Americans has kind of
3 tailed off, Asian Americans, it has gone up,
4 but blacks have gone way down.

5 So that tells you right there, you
6 know, those are the results, those are the
7 facts.

8 So that's a problem that they need to
9 deal with, because the fewer minorities on this
10 campus, the less safe a lot of students feel
11 that are minorities.

12 It kind of shows in a way, and there
13 has to be reasons for this, and there are
14 reasons, and they're being looked into.

15 I will give --

16 I have six points as far as the
17 policies, and I will give credit where credit
18 is due.

19 The administration has hired an
20 assistant director in admissions, specifically
21 for minority recruitment. They hired him this
22 fall, and he's a great person, we've gotten to
23 know him real well, our group has, and that's
24 one good thing.

1 The other good thing is starting in
2 the future, from based on the meeting our
3 officers just had, the administration is going
4 to start funding groups like HALO and BSU, who
5 go out and bring up high school students on
6 this campus. 2

7 We did it on our own and tried to
8 show them how good KU is, that was our own way
9 of trying to help recruitment, so they're going
10 to start funding that in the years to come,
11 that's what they said.

12 So that's a positive note too, the
13 fact that we can work together to bring up
14 students.

15 The other thing as far as
16 recruitment, I mentioned the recruitment of
17 students, the recruitment of faculties is
18 another main issue. I mean that's really -- 3
19 that's even lower than the percentage of
20 students on this campus. So that's being
21 addressed to, and that's what the
22 administration basically said, that they're
23 aware that there is a low percentage of
24 faculty, that's what they told our officers
25 when they met with them.

1 MS. RIOJAS: And what, and what?

2 They know that obviously if you look
3 around and don't see brown skins, it doesn't
4 take a brain to figure that out, but and then
5 what...?

6 MR. VALDEZ: Right, right.

7 MS. RIOJAS: Right, what?

8 MR. VALDEZ: All it says is that the
9 University -- this is what the report says, I
10 wasn't at the meeting.

11 But they basically said that they
12 would try to recruit more, we're were speaking
13 specifically for Hispanic faculty, and that's
14 what they told us.

15 The next thing is retention. As you
16 know, nationwide, probably -- I can speak for
17 Hispanics only. A third of Hispanics that
18 start out college will finish college, I don't
19 know the percentage of African Americans, but
20 that seems to be somewhat consistent here too
21 at KU.

22 But although the retention is about
23 40 per cent -- 40 per cent attrition rate for
24 all students, so I will acknowledge that fact
25 as well.

1 But as far as what the University has
2 done toward retention, there is a peer
3 counseling program that has been initiated this
4 semester by the Office of Minority Affairs, and
5 it affected 50 students.

6 In the future they said that they
7 will put more money in this program, because we
8 told them it was paramount that they have role
9 models and they pay these students to be role
10 models for the students that do come into the
11 University.

12 That's another way that the students
13 and the administration work together to keep
14 students on this campus.

15 And so the officers said that there
16 was definitely -- there seemed to be a
17 commitment towards more funding in the future
18 in that respect.

19 Also in the future, Doctor ^{Rumaley} Malles
20 told us that plans are underway to construct
21 the multi-cultural center, and that has come
22 about as a result of one of the 11 list of
23 demands that -- out of the student protest.

24 DOCTOR GORDON: Who told you that?

25 MR. VALDEZ: Who told us that?

1 DOCTOR GORDON: Yes. That plans were
2 underway to construct a multi-cultural center?

3 MR. VALDEZ: Okay, the University is
4 in the process of forming a committee to make
5 plans to build a multi-cultural center. That's
6 what was said at this meeting.

7 DOCTOR GORDON: We talked about it
8 and there's no commitment for it until they
9 employ the director of office of minorities and
10 establish an advisory board to explore the
11 possibility.

12 MR. VALDEZ: Okay, well then I have
13 to talk to my --

14 DOCTOR GORDON: Please do so.

15 MR. VALDEZ: All right.

16 MS. RIOJAS: And that's even worse.
17 You felt bad enough as it was and now you
18 really are going to feel bad.

19 MR. VALDEZ: Where's a pen at now?
20 Well like Doctor Gordon says, there
21 he goes, okay.

22 Now under curriculum, Hispanic
23 material is virtually nonexistent, especially
24 in the history courses, let alone any other
25 minority material.

1 So what they told us from this
2 meeting is that they're aware that the
3 curriculum lacks Hispanic and black and Asian
4 American, Native American contributions, and
5 that they're going to start focusing on western
6 civilization, that's where they're going to
7 start at, start bringing in Hispanic material
8 in a few courses like western civilization.

9 They told us the course is going to
10 take a few -- it's going to take a long time to
11 incorporate changes like this into the
12 curriculum because their instructors currently
13 have had no exposure or experience with
14 Hispanic materials. That's another thing we
15 were pushing for.

16 Sensitivity, basically you could tell
17 there needs to be a lot more emphasis, because
18 if you're brought up not being sensitive for
19 the first twenty some years of your life, then
20 it's kind of hard to change overnight.

21 So I guess we got -- we need to work
22 with what we've got.

23 We just told them that under-
24 sensitivity, instead of having somebody come up
25 and -- well in addition to somebody giving them

1 sensitivity training, why don't they have more
2 realistic things such as also having students
3 that could represent, you know, that could be
4 mature enough to discuss stuff like things they
5 need to realize when they work with students,
6 to maybe incorporate students into the
7 sensitivity training, and maybe even hire them.
8 We thought that was not out of the
9 possibilities or reasons.

10 The administration is aware that
11 sensitivity training pretty much -- well for
12 lack of a better word, pretty much sucked so
13 far.

14 MS. RIOJAS: Pretty much what?

15 MS. KELLEY-JOHNSON: Sucked.

16 MR. VALDEZ: On a level of one to
17 ten, it's about a two.

18 MS. RIOJAS: Two.

19 MR. VALDEZ: Yeah, she agrees.

20 But they've acknowledge that and
21 they've said that we'll see what happens.

22 Okay, the minority affairs office,
23 before I explain what's going on with minority
24 affairs, I want you to know some of the history
25 from when I've been here.

1 I've been here four years, we've had
2 three directors, it's been a revolving door.

3 To the students, when you go into an
4 office that's located on the third floor of
5 Strong Hall and it's located in the very corner
6 of Strong Hall, which is the administration
7 building, that sends a message of how important
8 this office is to the University.

9 So a lot of students, right when you
10 walk into the office, it takes five minutes to
11 get there, so right there it tells you how we
12 feel that the administration feels about
13 minority affairs.

14 The director --

15 I've gotten to know all three
16 directors, and basically regardless of who's in
17 there, they're put in an uncomfortable
18 position, they're in a hot seat because they're
19 dealing with sensitive issues here, I mean
20 they're not just normal students, normal as in
21 normal concerns, you're dealing with minority
22 students.

23 So the director has to try to please
24 both the students and the administration, who
25 they both have different ideas, I'll leave it

1 at that. He has to try and be as objective as
2 possible.

3 So basically, whoever gets in there,
4 they're not going to win, they're going to lose
5 either way, they go for --

6 They try to implement stability into
7 this office, then they're going to have to
8 neglect some of the time that they're going to
9 spend with the students and the students aren't
10 going to appreciate that.

11 If they make a complete turn around
12 and say okay students, I'm going to help you
13 out with this, then they're not going to get
14 much respect from the administration.

15 So it's very predictable what's
16 happening right now and it's kind of sad, but
17 we need to change the politics that go on in
18 that office and the way it's structured and
19 everything, just as much as the directors,
20 because I haven't heard of any other offices
21 that have had three directors in the past four
22 years.

23 Also, speaking from the Hispanic
24 perspective, the office has tended to be more
25 black, and there's reasons that we do

1 acknowledge, you know, there's more blacks on
2 this campus, they're more outspoken than us,
3 and so that's fine if they're going to get more
4 concerns.

5 But when we went up there a few times
6 in the past, we didn't feel like we had the
7 commitment there.

8 So we've had to have our own battles
9 a little bit in the office, trying to get equal
10 treatment.

11 We feel the same way, Native
12 Americans and Asian Americans are almost
13 nonexistent in that office, and there's reasons
14 for that.

15 So basically, this year though, they
16 hired a Hispanic for the assistant director,
17 his name was Tom Herr^era, and he did a lot for
18 us.

19 That was the first time --

20 The secretary said there was more,
21 like twice as many Hispanic students in the
22 office than black students, because Tom, and it
23 just goes to show you, we need the right type
24 of chemistry in there and somebody that can
25 relate to us, a Hispanic.

1 Unfortunately he left, he got a
2 better job, a lot better paying job, it was a
3 great career move for him.

4 So right now -- he stayed in there
5 for about four months and now he's having fun
6 over at Kansas City as the assistant city
7 manager.

8 So the administration did firmly tell
9 us, and the officers thought they were honest
10 and sincere, that they were trying to recruit a
11 Hispanic into that position again.

12 So this past year has been our most
13 productive year with the minority affairs
14 office, because of that addition and we want to
15 keep that.

16 Another thing that concerns us with
17 that office is they celebrate black heritage
18 month, but they don't acknowledge Hispanic
19 heritage month, although that was new the first
20 time this past year, they had always had
21 Hispanic heritage week.

22 Granted, the students should take the
23 initiative to a certain degree, but it seems
24 that a black history month, the administration
25 takes a big role in planning a lot of events

1 for the whole University, but they really
2 haven't done anything for Hispanic heritage
3 month.

4 So we just want that to be instituted
5 within the next couple of years.

6 MS. RIOJAS: Well you realize,
7 Eladio, that the greasy -- or the squeaky wheel
8 gets the grease?

9 MR. VALDEZ: Go ahead and translate
10 it to me.

11 MS. RIOJAS: Okay, what I'm saying is
12 that like when you have a group that is
13 organized and says no, you will not do this or
14 this is not fair, then the administration is
15 going to respond. But if you wait for
16 something to happen, believe me, it's not going
17 to happen.

18 MR. VALDEZ: Right. Well yeah, we
19 talked about that, so we're going to basically
20 show them again.

21 We've been showing them a lot of
22 things that we can do and we'll see what they
23 can do from there.

24 DOCTOR GORDON: Yes, but in all
25 fairness to that office, they don't really have

1 a black history week, they just coordinate.

2 MR. VALDEZ: Right.

3 DOCTOR GORDON: They don't have their
4 own program.

5 I did that a few years ago, we used
6 to do it from (inaudible).

7 So what they do, they just write u s,
8 what do you plan to do next year, (inaudible).

9 MS. RIOJAS: Do you have a black
10 faculty?

11 DOCTOR GORDON: Yeah.

12 MS. RIOJAS: Do you have Hispanic
13 faculty helping?

14 MR. VALDEZ: They're helping with
15 black heritage?

16 MS. RIOJAS: No, I said do you have
17 Hispanic faculty helping to coordinate the
18 Hispanic heritage month celebration?

19 MR. VALDEZ: The only faculty --

20 MS. RIOJAS: Do you have Hispanic
21 faculty?

22 MR. VALDEZ: The only Hispanic
23 faculty that we know of is Fred Rodriguez, that
24 we know of, that we -- I mean he was our past
25 advisor.

1 MS. RIOJAS: Is he a faculty?

2 MS. KELLEY-JOHNSON: He's in
3 education.

4 DOCTOR GORDON: We have two in
5 education.

6 MR. VALDEZ: But yeah, it goes back
7 to the numbers in the first place.

8 Okay, currently though, right now,
9 some student groups are are odds with the
10 director, largely because -- I think it's
11 because of miscommunication.

12 Tom being in there, he told us a lot
13 of day to day things that he saw that weren't
14 brought up out in the open.

15 So this brings me to my next point,
16 that I think the biggest thing that the
17 administration needs to do is to improve -- and
18 students, they both need to improve
19 communication between each other.

20 I mean I think that when you don't
21 communicate with somebody, you start forming
22 your own assumptions and they get blown out of
23 proportion. When you mix those assumptions
24 with emotional feelings, and irrational
25 feelings, so I think a lot of that -- I think

1 if the administration takes the lead though,
 2 then that would be less room for the students
 3 to complain that we didn't know about these
 4 programs, you know, we didn't get this
 5 information until it was too late.

6 So in terms of taking the lead, I
 7 think the administration should take it upon
 8 themselves to have more things like advisory
 9 boards with student leaders from different
 10 groups, things like that.

11 That way, if something does arise, it
 12 didn't blindsight us, and vice versa with them.

13 So I think the biggest overall
 14 problem is communication, by far. XXV

15 I mean an example of this is as far
 16 as whether or not have many things been
 17 reported as far as racial motivated incidents,
 18 I think that a lot of students -- a lot of
 19 things go on that aren't reported.

20 I think the two biggest reasons are 1
 21 that many students don't know the procedures
 22 for reporting it, and also many students don't XXX
 23 think the administration is going to do
 24 anything, and those are assumptions, both of 2
 25 them, to a certain degree.

1 I think that's something that
2 communication could help out.

3 Basically, that's all I have to say.
4 I guess to summarize it all, KU is just like
5 any other institution, I'm not going to
6 downgrade it as far as -- you know, I love it
7 for a lot of reasons, and there's these things
8 that are a result of big, big, complex
9 sociological things that you know --

10 I see many students are just products
11 of the way they grew up, and I don't take
12 anything personal if somebody says something,
13 because I just kind of try to educate them.

14 So I think that there needs to be an
15 acknowledgment of this problem first, and there
16 needs to be --

17 People need to look at their own
18 attitudes before they can address other people,
19 and then they need to find out about the other
20 person before they make any assumptions.

21 So I think that's probably why we
22 have all these problems and I don't know if
23 they'll ever go away, but we'll see what
24 happens.

1 I appreciate Ascension inviting me to
2 talk to you, I hope it was of some help, and
3 I'm opening myself up to questions.

4 MS. RIOJAS: I would like to offer
5 just a bit of advice or a comment.

6 MR. VALDEZ: Okay.

7 MS. RIOJAS: When you hear minority
8 students, Hispanic students, feeling like they
9 don't belong or they feel uncomfortable here,
10 tell them that their families have been paying
11 taxes to the state of Kansas for many years,
12 and those tax dollars have been going to
13 support this institution, so they own part of
14 this institution.

15 Make sure that you hold the
16 institution accountable for your tax dollars,
17 that is the bottom line.

18 MR. VALDEZ: You're right.

19 MS. RIOJAS: And don't let them ever
20 kid you any other way.

21 MR. VALDEZ: You're right and a lot
22 of us are unaware that.

23 MS. RIOJAS: Okay, remember that you
24 and your family's tax dollars go to support
25 this institution, and don't you dare ever let

1 anyone make you feel like you don't belong.

2 I had to say that.

3 Next?

4 DOCTOR SUH: What do you tell foreign
5 students from Mexico or some other Spanish
6 country about your situation here?

7 I mean do you tell them -- you tell
8 college student from Mexico that we are paying
9 these -- by high schools --

10 MR. VALDEZ: Do I tell them this?

11 DOCTOR SUH: Yeah.

12 MR. VALDEZ: I think I can only speak
13 from my experience.

14 In talking with a few of the students
15 that were from Latin American countries, they
16 feel that they're just guests here, they're
17 just visitors and they're here to get their
18 education and then they're out of here, so they
19 try to -- they're like, you take care of your
20 own affairs, I'll get my education and leave,
21 that's my experience with them.

22 MS. RIOJAS: And they're treated
23 differently.

24 MR. VALDEZ: Yeah, they are.

1 MS. RIOJAS: They're treated
2 differently.

3 General speaking, the students from
4 another Hispanic country, comes from a
5 different --

6 First of all, there is a different
7 social level that we have, a different cultural
8 level that we have, so that it's not -- it's
9 like apples and oranges.

10 MR. VALDEZ: And they hang around --
11 The people from the different
12 countries, of course they hang around each
13 other because that's who they can relate to, so
14 they have their own support groups too.

15 MS. RIOJAS: Any other questions?

16 DOCTOR GORDON: Yeah, have you
17 explored the possibility of establishing a
18 coalition between your group and the other
19 ethnic groups that we label as minorities,
20 you're not going to use that word, but I use it
21 to clarify it.

22 MR. VALDEZ: Yeah, it's term given by
23 the government.

24 Yeah, have we explored it, a couple
25 of times in the last couple of years as a

1 matter of fact, ~~Shanick Larry~~ (phonetic), who
2 is the president of the minority business
3 student council approached our vice president
4 and also some of the ^{the} SU representatives about
5 forming an advisory kind of like a round table
6 for the black and Hispanic groups, and try to
7 get the Native American group that was trying
8 to form at the time, and nobody really took it
9 under their helm.

10 People wanted to do it, but no one
11 person stepped up to the challenge, so that's
12 out be the wayside.

13 DOCTOR GORDON: Leadership.

14 MR. VALDEZ: Well I won't say
15 leadership, because a lot of people could have
16 done it, been capable of it, but nobody wanted
17 ~~wanted~~ to put it high on the list --

18 MS. RIOJAS: To make that commitment.

19 MR. VALDEZ: Yeah, take the
20 commitment, the ball and run with it.

21 And then there was a group called --
22 now that is called Students Concerned about
23 Discrimination, and it was started up by a
24 member of the Hillel organization, and they
25 contacted the gay and lesbians student services

1 of Kansas, contacted our group, the ^{BSU} ~~SU~~, in the
 2 beginning, and since then they tried to go
 3 under -- they were trying to unify all the
 4 groups basically, regardless of how much
 5 discrimination one group faces compared to
 6 another. The fact is, we all face the same.

7 They didn't get the ^{BSU's} ~~SU's~~ support,
 8 they've gotten Hillel's and they've gotten
 9 (inaudible), but they haven't gotten official
 10 support from Black Men ^{of TODAY} ~~Now~~ or our group.

11 The reason for our group, I can only
 12 speak for this, is we feel it's important how
 13 you do something as well as what you're trying
 14 to do in the first place.

15 I can say I want to cure cancer, but
 16 how I do it can alienate a lot of people, so we
 17 feel that this -- because we're so different,
 18 and the way they've been trying to coordinate
 19 this united effort, it's really shaky, we don't
 20 feel we want to put our group's name behind the
 21 shaky effort.

22 But we do have members of our group
 23 in it, so we left it at that, and they weren't
 24 really pleased. It just happened this past
 25 Monday that we finally voted on it and voted it

1 down.

2 But that's been the last major
3 effort, and I think the major problems was
4 again, they're just totally different values
5 and backgrounds challenging up against each
6 other.

7 Those are the two attempts that I
8 have been aware of that were made this year.

9 MS. RIOJAS: Thank you. Just one
10 other thing along here, you know, you mentioned
11 failure of some of these things.

12 Can I also assume, just because I
13 also have a student at KU that your time -- I
14 mean you're there to get an education.

15 MR. VALDEZ: Right.

16 MS. RIOJAS: To try to run around
17 organizing things is obviously a time consuming
18 effort.

19 MR. VALDEZ: Right.

20 MS. RIOJAS: That and your financial
21 resources also come into play.

22 MR. VALDEZ: Oh yeah.

23 MS. RIOJAS: So that that in fact it
24 would probably be best for the University to be
25 looking at organizing in some position or a

1 person to coordinate that, as opposed to the
2 burden falling on the students.

3 MR. VALDEZ: Oh yeah, it's so
4 unstable, if they rely on students to make
5 changes.

6 I mean but if we can --

7 MS. RIOJAS: Not that they shouldn't
8 have input.

9 MR. VALDEZ: Right.

10 MS. RIOJAS: But that the actual
11 coordination fall in the --

12 MR. VALDEZ: It would be wonderful.

13 MS. RIOJAS: -- administration.

14 MR. VALDEZ: It would be wonderful if
15 the administration would realize that the way
16 the groups come in each year and say their
17 piece and the University waits them out until
18 they leave, and it would be nice if they would
19 listen to these to see that there is a pattern
20 here.

21 It's going to get even more active,
22 because I think the times are switching.

23 So yeah, I definitely agree.

24 MS. CHAVEZ-MARTINEZ: Eladio, you
25 talked about calling Steve Rameriz when he was

1 with the state Hispanic affairs office.

2 MR. VALDEZ: Uh-huh.

3 MS. CHAVEZ-MARTINEZ: Do you know how
4 the Hispanic affairs counselor on campus that
5 you can go to for direction?

6 MR. VALDEZ: At the time I called
7 Steve it was because I had known him and no,
8 there isn't, there wasn't anybody that I
9 thought I could turn to.

10 MS. CHAVEZ-MARTINEZ: Do you know how
11 many, what per cent of the faculty, is
12 Hispanic?

13 MR. VALDEZ: Did you have --

14 DOCTOR GORDON: Almost less than
15 zero, you know, two in education, that's all I
16 know of.

17 MR. VALDEZ: Yeah, I think one of our
18 members said there was nine out of -- including
19 graduate assistants an things like that.

20 MS. CHAVEZ-MARTINEZ: I think that's
21 something important that we need to look at.

22 MR. VALDEZ: Right.

23 MS. CHAVEZ-MARTINEZ: Also, you
24 mentioned a peer counseling program and to use
25 those as role models.

1 MR. VALDEZ: Yeah.

2 MS. CHAVEZ-MARTINEZ: Those are other
3 students, and a lot of times we need faculty,
4 we need older people to be our role models, our
5 mentors.

6 MR. VALDEZ: Right.

7 MS. CHAVEZ-MARTINEZ: It's true of
8 many campuses through their speakers bureau,
9 they're bringing noted Hispanic leaders in from
10 across the country to address not only the
11 Hispanic students but all the students.

12 There is such a large selection of
13 national Hispanic leaders and people that are
14 gaining credibility in corporate America that
15 are Hispanic, so that would be something that
16 your group or any Hispanic group, or minority
17 group, might go to the administration and
18 demand their fair representation to get these
19 speakers that are brought in.

20 MR. VALDEZ: Have these role models
21 come in, I agree, that's a good idea.

22 DOCTOR GORDON: There are no more
23 questions, I want to thank you so much for
24 coming.

25 MR. VALDEZ: Okay.

1 DOCTOR GORDON: Ms. Garth, are you
2 ready?

3 MS. GARTH: Yes.

4 DOCTOR GORDON: Do you want to
5 introduce yourself, or do you want me to
6 introduce you?

7 MS. GARTH: You can introduce me.

8 DOCTOR GORDON: Frenchette Garth, she
9 is the president of the Black Student Union at
10 the University of Kansas.

11 She is not the president as of this
12 day, but we are very happy that you are present
13 madam, so go ahead with your story.

14 FRENCHETTE GARTH

15 Okay, first of all, my name is
16 Frenchette Garth and I am a member now of the
17 Black Student Union at the University of
18 Kansas.

19 I am a junior, majoring in political
20 science and history.

21 In dealing with the University of
22 Kansas, I have found that there are two
23 problems that exist at the University of Kansas
24 concerning black students.

1 1
 2 One is the students have a
 3 misconception about the University before they
 4 get here, and²two, they do not have support
 5 from administration and staff to deal with
 6 those misconceptions once they get here and
 7 realize what's happening to them.

8 Therefore, it cause a problem in
 9 retaining students.

10 In looking back over the records of
 11 the last ten years, the University of Kansas
 12 black student population has went from 1600
 13 down to 642 out of about 28,000 students at the
 14 University of Kansas, so that's pretty sad.

15 We make up about 2.3 per cent of the
 16 population at the University of Kansas.

17 I don't want to paint a really,
 18 really bad, bleak picture of the University of
 19 Kansas, because I understand that universities
 20 and colleges are just a subsection of what
 21 happens in the real world, and so we have to
 22 deal with those things.

23 But we are finding that in an
 24 institution of higher education, that we are
 25 not having administrators understand what the
 26 problem is and deal with the problem.

*check
out*
 1980 - 879
 1989 - 642
 26,320

1 I think one of the popular quotes is
2 from Chancellor ~~State~~^{Budig}, when forced to speak to
3 students about the situation with Ann Dean,
4 which is what I'm going to talk about later,
5 that he did not realize that there was a
6 problem.

7 I think that understanding from ten
8 years ago, reducing to 642 students, there he
9 ought to see that there is a problem, and that
10 is where our situation lies.

11 We're finding that there are two
12 different codes of ethics for students at the
13 University of Kansas, there is a code of ethics
14 for minorities and then there is a code of
15 ethics for non-minorities.

16 Minorities in effect, get the rough
17 end of the deal when dealing with situations at
18 the University.

19 The example that I'm going to use is
20 Ann Dean. Ann Dean is a sophomore at the
21 University of Kansas, from St. Louis.

22 On March 30th, Ann was delivering
23 pizzas to the Sigma Alpha Epsilon house, and
24 was assaulted at that house.

1 At the time that the assault
2 happened, the students felt that they did not
3 know who to go to. They did not know if they
4 should have gone to the minority affairs
5 director, if they should have gone to the vice
6 chancellor, and therefore they organized
7 themselves, because they did not feel that they
8 had an outlet to go to.

9 From that, we have found that there
10 is still not been anything done.

11 The University says that their hands
12 are tied because this situation happened at an
13 off-campus residence, and therefore the
14 University has no control of what happens on
15 off-campus, and because this situation is not
16 outlined in the student handbook, they don't
17 know what to do, which in effect is the wrong
18 answer.

19 This individual --

20 We are also finding a hard time from
21 the Lawrence community, because since this was
22 an off-campus incident, therefore you realize
23 that the Lawrence community, the police
24 department, should therefore do something about
25 that.

1 But Jim Floyd, the district attorney,
2 was going to wait to decide if he was going to
3 prosecute this individual until he found out
4 further information, I really don't know.

5 But the end result comes to deed that
6 Mr. Floyd did not make up his mind until
7 yesterday, after finding out the individual
8 that assaulted Ms. Dean, this weekend assaulted
9 a white individual, while drunk, with another
10 individual, and this individual that he
11 assaulted was trying to get him to report an
12 accident and he assaulted this man.

13 Now the district attorney has decided
14 to prosecute this individual in Ann's case, as
15 well as the case assaulting this man.

16 This is a problem that we have to
17 deal with at the University.

18 We also understand that there is not
19 a united effort by the University to truly help
20 out black students.

21 At the University there is a
22 situation, an organization, called Associated
23 Students of Kansas, which is at all the regent
24 schools.

1 This organization is seeking to make
2 the University of Kansas equivalent to peer
3 institutions to raise the pay of faculty and
4 staff to make improvements to the University.

5 But another plank in their plan is to
6 decide if they're going to have qualified
7 admissions for campus students or not.

8 Now one of the criteria for this
9 qualified admissions is that the ACT scores of
10 these individuals must be 23, and that they
11 must have a GPA of 3.

12 Now in realizing that the ACT has
13 proven to be sexually and racially biased, and
14 that the average African American score on that
15 is 14, I think we realize where the problem
16 lies.

17 And so they told us that to deal with
18 this problem, that they would make special
19 arrangements for minority students.

20 That's not going to get it. That is
21 not the answer.

22 And so when asking these individuals
23 to tell us exactly if you're going to have
24 qualified admissions or not, they tell us well
25 we really don't know because we're divided on

1 this ourselves, so we'll get back to you on
2 that.

3 What we're finding is that when they
4 send out literature about ASK, they do not have
5 in there that they want to have qualified
6 admissions, so that by the time that we find
7 out that this is in their plans to have
8 qualified admissions it's already going to be
9 there and it's already going to be passed, and
10 the students coming after us will have to deal
11 with that on their own.

12 I do like Ms. ^{Rodriguez}~~Rodriguez~~'s point about
13 our parents and ourselves have paid taxes in
14 the state, and therefore we should be able to
15 attend the University of Kansas if we see so to
16 do that.

17 But if ASK plan goes through, we'll
18 find a decrease in the minority student
19 enrollment at the University of Kansas and
20 other regent schools if this goes through.

21 There is so much that I want to talk
22 about.

23 We're also finding that the
24 University is allowing groups to work against
25 each other.

1 When I say that, I'm speaking about
2 African American groups in general.

3 There was a group, and it was alluded
4 to earlier when Eladio spoke to you, there's a
5 group called Black Men of Today, and there's
6 also a group called Black Student Union.

7 The Black Men of Today helped
8 spearhead the campaign for Ann Dean, along with
9 us, SCAD.

10 We are finding now that when the
11 University is sitting down and is talking with
12 student organizations about the situation that
13 happened, the University talks to SCAD and the
14 University talks to Black Men of Today, the
15 University has admitted Hillel, it has admitted
16 HALO, and it has admitted Black Student Union.
17 So what we're finding there is a superficial
18 effort on the University's part to deal with
19 this kind of problem.

20 And dealing with this problem with
21 minority students, all organizations need to be
22 present instead of just choosing two groups
23 that they feel they have to deal with.

24 DOCTOR GORDON: Demand it.

om rtted?

1 MS. GARTH: Yes, I am trying to do
2 that so these are just a little bit of the
3 problems that are happening at the University.

4 We're also finding that we're not
5 getting the scholarship money that is needed
6 for black students to go to school.

7 We find that black students attending
8 college have to work anywhere from 20 to 40
9 hours a week, just to attend school to get an
10 undergraduate degree, and that realizing that
11 spending 20 to 40 hours a week working, and you
12 need to be spending 20 to 40 hours a week
13 studying, I think that you'll find out that
14 most black students graduate lower in their
15 class than they should be.

16 So these are problems that we find
17 have become institutionalized and manifested in
18 matters which deny students quality education
19 at the University.

20 Let me see, I could talk -- I'm going
21 to open this up for questions because like I
22 said before, I really don't want to paint a
23 really bleak picture of the University of
24 Kansas because it is a good school.

1 But we're finding that just being a
2 good school is not enough that they're going to
3 have to truly be concerned about the needs and
4 concerns and the wants and the futures of the
5 students that come through that school, and I
6 don't feel that at this time they're doing that
7 adequately.

8 So I'm going to open myself up for
9 questions.

10 MS. RIOJAS: You know I think that
11 the most glaring statement that has been made
12 here, between you and Eladio, is the fact of
13 how the minority enrollment has fared in the
14 last few years.

15 MS. GARTH: Yes.

16 MS. RIOJAS: And I would think that
17 particularly, when you have a minority group
18 that is the second largest in the country, and
19 the involvement of that group in the student
20 body has gone from 1260 to 642, in how many
21 years?

22 MS. GARTH: Ten.

23 MS. RIOJAS: In ten years?

24 MS. GARTH: Uh-huh.

25 MS. RIOJAS: I'm just --

1 I mean have you asked as an
2 organization, why -- what is happening here?

3 MS. GARTH: Okay, the argument now is
4 retention or recruitment, that's what you'll
5 hear a lot of times.

6 Is the problem recruiting these
7 students or is the problem retaining these
8 students, and so no one has been able to define
9 what the actual problem is, and so until they
10 define what the actual problem is, they can't
11 put any program into effect to battle the
12 problem.

13 MS. RIOJAS: You mean they can't tell
14 if their students are coming in? They don't
15 have this data in this computer technology age?

16 MS. GARTH: They're not using it,
17 that's it.

18 MS. RIOJAS: Okay, and then on top of
19 that then they can't figure out if they're
20 losing students?

21 MS. GARTH: No. This is the problem.
22 Like I said, the most profound
23 statement that can be made is by the
24 chancellor, saying I did not realize that this
25 was a problem.

1 You know, that's it, that they don't
2 realize that it's a problem.

3 MR. ACRE: Working as I do in western
4 Kansas, with affiliation with ten community
5 colleges, I am amazed to hear the problems that
6 you're having here, because this is just
7 apparently in Lawrence.

8 The opposite of what we're finding
9 and what is turning out to be in the smaller
10 community colleges and the colleges in the
11 western area.

12 MS. GARTH: Right.

13 MR. ACRE: No even something as small
14 private colleges, the number of minorities are
15 increasing drastically, and this is the thing
16 that we go through.

17 But I did find that in working with
18 the community college this week, they say that
19 they're having difficulty, that KU does not
20 want to accept --

21 MS. GARTH: And will not accept
22 credits.

23 MR. ACRE: Credits from the other
24 schools.

25 MS. GARTH: Uh-huh.

1 MR. ACRE: And I know for a fact that
2 some of the other students that have come here,
3 white students that have gone through, said
4 that their qualifications and what the work
5 that they do in the larger universities, is
6 nothing compared to what they do in some of the
7 small colleges.

8 MS. GARTH: Right.

9 MR. ACRE: It's a sad situation that
10 the large universities are taking this turn and
11 this attitude.

12 MS. GARTH: Well we all have to
13 realize that it's all about money also.

14 If you deny certain credits, then the
15 students will have to take those classes again,
16 which therefore makes more money for the
17 University, which the Universities have gotten
18 away from educating students to taking money
19 from students.

20 MR. ACRE: That's true.

21 MS. GARTH: And that we're having to
22 deal with also.

23 MR. ACRE: That's the whole thing.

24 MS. GARTH: More money just doesn't
25 make enough. They make a lot more money

1 getting us in there and getting us out in one
2 year, than they do keeping us in there for four
3 years and getting a degree.

4 MS. CHAVEZ-MARTINEZ: I would also
5 like to comment on your comment in that
6 traditionally minorities have fared better at
7 community colleges, and historically that's the
8 case.

9 And there for a while we were
10 actually having the choice, as she put it, to
11 go to a major regent university, and that that
12 choice should not be taken away at this point.
13 That I think is an issue that needs some
14 perusal.

15 MS. GARTH: I think that you're
16 finding that a trend across the nation is that
17 students -- black students are no longer
18 attending predominantly white colleges, that
19 they're attending either predominantly white
20 community colleges, or that they're going to
21 black institutions of higher education.

22 I think that unless a situation
23 drastically turns, and this --

24 To be truthful, this is not just a
25 problem with KU, this is a problem throughout

1 the Big 8 schools.

2 We're finding that Iowa, Oklahoma,
3 Missouri, they're all having the same problem.

4 MR. ACRE: True.

5 MS. GARTH: It's just how the
6 administration is dealing with the problem.

7 We're finding that the administration
8 at KU is just falling short.

9 DOCTOR ~~GASTON~~: I think I understood
10 that it is falling short in a lot of respects,
11 a lot of areas, compared to a lot of the other
12 Big 8 schools, I'm glad you brought this out.

13 DOCTOR GORDON: I'm too close --

14 Do you have more questions?

15 (No response.)

16 DOCTOR GORDON: If not, we'd like to
17 thank you so much for coming.

18 MS. GARTH: Well thank you.

19 DOCTOR GORDON: The next speaker is
20 Lawrence Thomas, from Washburn University.

21 Thank you for coming.

22 MR. THOMAS: Thank you.

23 LAWRENCE THOMAS

24 I would just like to thank you guys
25 for inviting me, Mr. Hernandez, for asking me

1 the Big 8 schools.

2 We're finding that Iowa, Oklahoma,
3 Missouri, they're all having the same problem.

4 MR. ACRE: True.

5 MS. GARTH: It's just how the
6 administration is dealing with the problem.

7 We're finding that the administration
8 at KU is just falling short.

9 DOCTOR GASTON: I think I understood
10 that it is falling short in a lot of respects,
11 a lot of areas, compared to a lot of the other
12 Big 8 schools, I'm glad you brought this out.

13 DOCTOR GORDON: I'm too close --

14 Do you have more questions?

15 (No response.)

16 DOCTOR GORDON: If not, we'd like to
17 thank you so much for coming.

18 MS. GARTH: Well thank you.

19 DOCTOR GORDON: The next speaker is
20 Lawrence Thomas, from Washburn University.

21 Thank you for coming.

22 MR. THOMAS: Thank you.

23 LAWRENCE THOMAS

24 I would ~~like~~ like to thank you ~~for~~
25 for inviting me, Mr. Hernandez, for asking me

1 to come and speak to you guys and help solve
2 some of these issues that exist on our
3 campuses.

4 I guess basically I'm going to just
5 touch on some issues and incidents that we've
6 been facing here at Washburn.

7 Washburn is a municipal university,
8 the last municipal university, the only
9 municipal university left in the United States,
10 and therefore it is basically an extension of
11 the ^{Topeka}~~Wichita~~ community.

12 We see a lot of incidents of racism
13 with very respected professional positions. We
14 see ~~the~~ the director of the KBI making racial
15 remarks that aren't really handled in an
16 expedient manner, even though I guess he was
17 reprimanded and I think fired. I don't think
18 that the situation was handled with the
19 appropriate degree of expediency, and the
20 appropriate degree of corrective measures.

21 Also, the incident with the physician
22 making blatant racial comments, and then the
23 professor here at Washburn University
24 specifically, I don't think that was handled in
25 an appropriate and expedient manner either.

Carroll
DOCTOR GASTON: What was the case,
one specific case?

MR. THOMAS: Well it was -- I don't know if should say her name or not, but there was a professor here, a criminal justice professor, she is an adjunct professor, she only taught from time to time, and well basically she said -- she was telling some jokes to the class, and I was a member of the particular class, I think it was correctional treatment of sex offenders.

She was just telling us some jokes, you know, about past working experiences and so forth, and she was saying that she was happy that she had finally gotten a federal job as opposed to some of the state jobs that she had held, because she had ~~like~~ a whole bunch of fringe benefits and so forth, like special holidays that she could get off, like Martin Luther Coon Day, and then she corrected herself and said Martin Luther King Day, and some of the members of the class approached her, it was ~~the~~ probably one of the largest classes that I've ever attended at Washburn, it was during winter intercession, and these classes are generally

1 pretty large because people are trying to get
2 ~~the~~ quick extra credits ~~of classes~~, they're
3 usually pretty easy and short based and
4 everything, and you just get a quick A, that's
5 my idea at least.

6 And there was about 70 people in the
7 class and only four of the students were black.

8 The four of us got together and
9 approached her and asked her about the incident
10 and she said that ~~she~~, she was sorry and
11 she was just talking fast, and that she didn't
12 mean to say it.

13 One of the students, Dashell Wand~~x~~,
14 asked that she apologize to the class the next
15 day, and she agreed. So she apologized and
16 said that ~~she~~, she was just speaking
17 rapidly and that she didn't mean to say it and
18 she hoped that we could just put it behind us
19 and move on, and things of that nature.

20 But I found that to be inappropriate
21 as well, because I think if she said it, it has
22 to be a vivid part of her mental vocabulary,
23 and it's probably indicative of her social mind
24 set.

1 Then on to the administration's
2 response to it, well I guess that a lot of
3 people would think that they handled it in an
4 appropriate manner, by calling her in and
5 talking to her I guess, and having her go to
6 some kind of workshops, but I don't think that
7 was the right thing --

8 ~~I guess~~ I guess it was okay, it would
9 have been great as part of the overall
10 response, but I think something more severe
11 probably should have occurred, to send a
12 message, ~~you know~~, to other professors and
13 students and the Washburn community as a whole,
14 that ~~things~~, things of this nature won't be
15 tolerated and just take ~~the~~ a hard line stance
16 against it, rather than the shallow, short
17 based response that they initiated.

18 What I was going to talk a little bit
19 about is some racial problems that I've
20 experienced as a student just here recently,
21 but I was asked not to discuss them.

22 The one particular one concerning the
23 election, I won't, but if you guys have any
24 questions about it I can talk to you about that
25 later.

1 MS. RIOJAS: What about the election?

2 MR. THOMAS: The student elections,
3 well I'm not really sure to the extent that --

4 MS. RIOJAS: What student elections?

5 MR. THOMAS: ~~Oh~~, here at Washburn, to
6 elect the president and the vice president of
7 the student body, and to elect the senators
8 that make the decisions for the students, and
9 allocate money to equitably disperse student
10 activity fees back into the student population,
11 by way of student groups and so forth, those
12 elections.

13 MS. RIOJAS: So the activities money
14 is allocated to each group, is that the idea?

15 MR. THOMAS: No ma'am, well what
16 happens, there is an activity fee that is
17 collected by the University at enrollment,
18 \$14.00 for a full time student and \$7.00 for
19 part time students.

20 The University gives this money to
21 the student government, and then the student
22 government, the students that are elected by
23 ~~all the members of the~~ -- all the
24 students here at Washburn, they ~~select and~~
25 decides who gets the money.

1 This is usually a pretty big thing
2 here at Washburn. I think last year
3 \$138,000.00 is what the activity fee equaled,
4 and the money that was dispersed. I think this
5 coming year it will be \$164,000.00, but I'm not
6 certain, somewhere in that area. ~~But that's~~
7 ~~the elections.~~

8 MS. RIOJAS: So what happens to that
9 money?

10 MR. THOMAS: ~~What happens to the~~
11 ~~money?~~

12 MS. RIOJAS: ~~Oh huh.~~

13 MR. THOMAS: It goes to the different
14 accounts within the student government, like
15 for group projects, executive salaries, ~~student~~ *great projects, intramurals*
16 ~~groups~~ and student groups petition the senate,
17 which are the elected members, they petition
18 the senate, they say well ~~we want~~ -- I'm the
19 president of the biology club and we want to go
20 on a field trip to study, ~~you know~~, the
21 biological aspects of the water down in Texas
22 or something like that, and so they say well
23 why do you guys want to do it, and do you think
24 it will be really beneficial, and then they say
25 well yeah, and they say how much money do you

1 need, and they say we need \$1,000.00 to send
2 ten people, and they say well we'll give you
3 \$800.00 to send six people, or something like
4 that, or they negotiate it, or they just say
5 you can have exactly what you asked for or they
6 say you can't have any of it at all.

7 MS. RIOJAS: Okay, so then what is
8 the representation on your student government
9 body, that makes these decisions?

10 MR. THOMAS: What's the
11 representation?

12 MS. RIOJAS: Right.

13 MS. CHAVEZ-MARTINEZ: How many black
14 students, how many white --

15 MS. RIOJAS: How many minorities do
16 you have on that, that make those decisions?

17 MR. THOMAS: Well this year, for the
18 89-90 school year, there ^{were} ~~was~~ two black
19 senators, myself and another student named
20 Chris Preston. There weren't any black
21 executive staff members, ~~which would be like~~
22 ~~the~~ -- we have a two-tier branch government, as
23 opposed to the federal government which has
24 ~~the~~ the legislative, judicial and executive,
25 we only have the legislative and the executive.

1 There weren't any members on the
2 executive branch, there were two on the
3 legislative branch, which is a 28 member body.

4 Debbie Hernandez was the only
5 Hispanic representative and all the rest were
6 ~~like~~ Caucasian.

7 MS. RIOJAS: Does that cause a
8 problem in the allocation of the money do you
9 think?

10 MR. THOMAS: Yeah, ~~I think it does,~~
11 I'm certain that it does.

12 MR. ACRE: Is your student government
13 elected by the student body or by the
14 organization?

15 MR. THOMAS: Okay, well what happens
16 as far as the president and vice president,
17 they run as a team, and then they pick six
18 other people as their executive staff, which is
19 the president, vice president, chief of staff,
20 budget director, public relations director, two
21 intramural directors and the executive
22 secretary.

23 So those two are elected and they
24 pick the other six.

1 Then the 28 senators are elected by
2 the student body, individually.

3 MR. ACRE: By the entire student
4 body?

5 MR. THOMAS: Every member that pays
6 their \$7.00 or \$14.00 activity fee, they're
7 members of the eligible electorate at that
8 point.

9 MS. CHAVEZ-MARTINEZ: So the issue
10 that you were told not to talk about involves
11 then, an election process and where perhaps
12 there may have been some unfairness, and this
13 is in the undergraduate school, right?

14 MR. THOMAS: Right.

15 MS. CHAVEZ-MARTINEZ: Okay, do you--

16 MR. THOMAS: ~~The graduate school~~, the
17 graduate students and undergraduate students
18 vote.

19 MS. CHAVEZ-MARTINEZ: Okay, but not
20 the school of law?

21 MR. THOMAS: Right, with the
22 exception of the school of law.

23 I wasn't told not to talk about it --
24 well I'll let ~~him~~ -- *Mr. Hernandez explain*

25 MR. HERNANDEZ: Let me clarify.

1 When I was interviewing the people to
2 come, the one thing that we didn't want to get
3 involved in, is if there was a complaint in the
4 process, that wasn't completed, that the
5 students or the presentor shouldn't talk about
6 that case then, because it might go to court or
7 it might have some kind of impact.

8 And I'm not sure, but our last
9 conversation you said that that issue was
10 resolved.

11 But basically -- and I think there
12 was a newspaper comment on that, I'm not sure.
13 I kept thinking that somebody said that it was
14 in the Capitol Journal, but that there was a
15 ticket where the presidential, vice -- the
16 president, vice president for the student
17 government, two tickets, and the one that was a
18 winning ticket was Mr. Thomas and another
19 gentleman.

20 MR. THOMAS: Mark Harvey.

21 MR. HERNANDEZ: And that Mr. Thomas
22 was not seated because of your campaign.

23 MR. THOMAS: Campaign violations,
24 allegations of campaign violations.

1 MR. HERNANDEZ: And then if it's been
2 resolved, then you may want to talk about it
3 but you don't have to.

4 MR. THOMAS: Well I just wasn't sure,
5 because I didn't -- you know.

6 MR. HERNANDEZ: Yes. If it's been
7 resolved and there's public knowledge --

8 MR. THOMAS: Well to the large extent
9 I guess it has been resolved, but I guess it's
10 unresolved in some people's eyes, and I think
11 that's what we talked about, and I think that's
12 probably why you -- you know, since it was so
13 recent, and it is resolved to a large extent,
14 but some people still feel -- you know, have
15 problems with it, I thought that was basically
16 why you felt that we would kind of leave it
17 alone for now, because there's a bunch of other
18 stuff to discuss.

19 MS. CHAVEZ-MARTINEZ: Are you aware
20 that the same thing occurred in the Washburn
21 School of Law less than three years ago?

22 MR. THOMAS: No ma'am, I wasn't.

23 MS. CHAVEZ-MARTINEZ: It was a
24 similar incident.

25 MR. THOMAS: No.

1 MS. CHAVEZ-MARTINEZ: I didn't know
2 if you were, that's why I was curious as to
3 whether this occurred in the undergraduate or
4 the school of law, because the same thing did
5 occur at the Washburn School of Law.

6 MS. RIOJAS: I hear something else
7 though, that the money that is collected for
8 activities, how are --

9 The ratio of that money that is
10 disbursed to the different groups, are
11 minorities then -- anything but white,
12 Anglo-Saxon --

13 MR. THOMAS: Well it's kind of
14 misleading.

15 MS. RIOJAS: Do you understand what
16 I'm asking?

17 MR. THOMAS: Yes, it's sort of
18 misleading because when you just take the
19 student group moneys, which is about \$26,000.00
20 for 89-90, I'm not certain for 90-91, but about
21 \$26,000.00 for 89-90, the -- all the black
22 groups, ^{and I} ~~that~~ think there's maybe four or five
23 if you include Citizens Against Apartheid, but
24 there are at this point, probably more non-
25 minority students involved in ~~it. I think~~ *Citizens Against Apartheid.*

1 There's like the African American Male Task
2 Force, which I'm member of, the Black Awareness
3 Council, which I'm the president of presently,
4 and the African American Male Task Force, and I
5 think I'm forgetting somebody, but I think
6 there's about four.

7 Now if you take the population of the
8 students here -- ~~the black population~~, the
9 black student population, we probably get more,
10 in accordance with the black student population
11 ~~that~~ -- a higher percentage. ~~I think you know~~
12 ~~what I'm trying to say.~~

13 MS. RIOJAS: No, I don't.

14 MR. THOMAS: Okay, we get --

15 MS. RIOJAS: You're getting your
16 share is what you're saying?

17 MR. THOMAS: Right. Of the
18 \$25,000.00, we're probably getting our share,
19 but of the overall fees that are given to the
20 student government to disburse, I don't think
21 that -- well I'm certain that we're not -- it's
22 not equitable.

23 MS. RIOJAS: Okay.

24 DOCTOR GORDON: And how about the
25 Hispanic --

1 MS. RIOJAS: I'm asking about the
2 minorities.

3 Are the minorities getting their
4 share of the overall?

5 MR. THOMAS: I would have to say
6 definitely not, I don't think they are.

7 ~~I mean when you look at -- well the~~

8 ~~money that gets --~~
The Student Government

9 What [^] they use the money for, I guess
10 if you look at it in one way, I guess it could
11 be argued that they are, because a large sum, I
12 think like \$53,000.00 goes to the yearbook and
13 the review, which is the -- The Review is our
14 student paper.

15 If you look at it in that aspect,
16 that serves all the students, ~~as you can say~~
17 ~~well you know minority students --~~

18 MS. RIOJAS: I wasn't looking at it
19 in that aspect.

20 MR. THOMAS: Okay, well if you do,
21 I'd have to say that ~~you know~~ it's an
22 equitable disbursement.

23 But if you look at ~~it just like~~
24 things that ~~are~~ directly benefit or directly
25 interest minority students, then ~~again~~ -- well

1 ~~the~~ we had a comedy night, and I guess
2 comedians can be funny no matter what color
3 they are, just like two Caucasian comedians,
4 and I attended just to see, because I was a
5 member of STUDENT GOVERNMENT and we sponsored it.

6 MS. RIOJAS: Were they funny?

7 MR. THOMAS: Well no, I didn't go to
8 see if they were funny, I went to see if there
9 were any black students there, and I think
10 there was like -- I counted ~~500~~ four out of I
11 think 360 students.

12 And I mean I guess it could be argued
13 that if black students would have come, they
14 may have found it funny, but ~~that~~ -- just
15 from talking to ~~you know~~, fellow minority
16 students, that kind of thing really wouldn't
17 have interested them.

18 I mean there are students that would
19 like to see ~~the~~ Dick Gregory, he's been here
20 in the past, you know things of this nature.

21 I mean I think we spent like
22 \$11,000.00 ^{on Comedy Night} we allocated \$6,000.00 and we ended
23 up spending like \$11,000.00 on this event.

24 It really wasn't of a very much
25 interest to the minority population.

1 But there were things that were of
2 interest, that ~~were~~ -- they chose not to
3 sponsor or fund.

4 DOCTOR GORDON: I want this question
5 to reflect that.

6 Who controls the activities?

7 MR. THOMAS: Well, the student
8 government, well we're having our retreat
9 Saturday.

10 Every year they have -- ~~before~~ --
11 ~~when~~ all the new officers are elected, they
12 have a retreat to plan for the upcoming year,
13 and they say okay, like are we going to have
14 two major projects or three major projects,
15 whatever, and say they pick ~~the~~ two major
16 projects and say okay, we'll have a concert and
17 we'll have ^{comedian or} ~~like a comedy~~, bring in two big name
18 comedians. We'll have ~~one~~ a comedy concert
19 and a musical concert, and those will be our
20 two major expenditures. It's basically done
21 like that.

22 So it's just the student government ^{who}
23 decides.

24 DOCTOR GORDON: So what you're really
25 saying is that because you don't have large

1 minority representation in student government--

2 MR. THOMAS: Right.

3 DOCTOR GORDON: That decision is
4 actually made by the members of the --

5 MR. THOMAS: Exactly.

6 DOCTOR GORDON: Is that what I
7 understand you to say?

8 MR. THOMAS: Exactly.

9 But the argument against that is well
10 minority students should run for office,
11 because all you have to do to run for office is
12 have ~~like~~ a 2.0^{G.P.A.} and get ~~like~~ 50 people to sign
13 a piece of paper for you, to get on the ballot
14 and then get yourself elected by campaigning.

15 DOCTOR GORDON: Did you run for
16 office?

17 MR. THOMAS: I was the only minority
18 student, I think. Let me think, I was trying
19 to remember if there was a Hispanic student.
20 No, Debbie Hernandez didn't run for re-
21 election.

22 I guess I was the only minority
23 student that ran for president or vice
24 president position, and I ran simultaneously as
25 a senator as well and I was the only minority

1 that ran for senate, so I guess it could be
2 argued that if you don't run for office, then
3 you don't ^{get representation} -- I don't know.

4 MS. RIOJAS: It shouldn't be it.

5 MS. CHAVEZ-MARTINEZ: Why do you
6 think minorities students run for office?

7 MR. THOMAS: I think that's an
8 important question.

9 ~~From~~ -- just from the people that I
10 talked to, they just basically said that the
11 ~~whole~~ overall attitude in the student
12 government is kind of ~~like~~ an elitist attitude.

13 Most of the minority -- I'm sorry,
14 most of the fraternal and sorority
15 organizations over the recent past, have
16 basically ran it, and they really --

17 Well a lot of people say they really
18 wouldn't feel comfortable.

19 It's been the same argument with why
20 ~~they say why don't~~ minority students ^{DON'T} apply for
21 yearbook and student newspaper positions, is
22 that they wouldn't feel comfortable.

23 I guess that could be argued as a
24 good point, and some people might say just get
25 in there and do your best, whether you feel

1 welcome or not.

2 MS. RIOJAS: We need some trail
3 blazers, don't we?

4 MR. THOMAS: I guess.

5 MS. RIOJAS: Any other questions?

6 (No response.)

7 MS. RIOJAS: Thank you very much for
8 your time and your comments, we appreciate it.

9 MR. THOMAS: You're welcome.

10 MS. RIOJAS: And we wish you well.

11 MR. THOMAS: Thanks.

12 MS. RIOJAS: Is Professor Raymond
13 Spring here?

14 DOCTOR RAYMOND SPRING: Yes.

15 MS. RIOJAS: Raymond Spring is
16 academic affairs with Washburn University and
17 is vice president.

18 Thanks very much for coming this
19 afternoon.

20 DOCTOR RAYMOND SPRING: Thank you,
21 Madam Chair.

22 DOCTOR RAYMOND SPRING

23 We are pleased that this Advisory
24 Council has chosen Washburn as the site to hold
25 this set of hearings, and we hope that they are

1 welcome or not.

2 MS. RIOJAS: We need some trail
3 blazers, don't we?

4 MR. THOMAS: I guess.

5 MS. RIOJAS: Any other questions?

6 (No response.)

7 MS. RIOJAS: Thank you very much for
8 your time and your comments, we appreciate it.

9 MR. THOMAS: You're welcome.

10 MS. RIOJAS: And we wish you well.

11 MR. THOMAS: Thanks.

12 MS. RIOJAS: Is Professor Raymond
13 Spring here?

14 DOCTOR RAYMOND SPRING: Yes.

15 MS. RIOJAS: Raymond Spring is *in*
16 academic affairs with Washburn University and
17 is vice president.

18 Thanks very much for coming this
19 afternoon.

20 DOCTOR RAYMOND SPRING: Thank you,
21 Madam Chair.

22 DOCTOR RAYMOND SPRING

23 We are pleased that this Advisory
24 Council has chosen Washburn as the site to hold
25 this set of hearings, and we hope that they are

1 productive.

2 I will try to assist you in getting
3 back on schedule, but I also want -- what I
4 wanted to say ~~is~~ expended somewhat as I've
5 listened.

6 MS. RIOJAS: Thank you.

7 DOCTOR RAYMOND SPRING: So I want to
8 mention first a few things about Washburn as an
9 institution.

10 As Larry Thomas, who is in fact our
11 first black president or vice president of the
12 Washburn student association to my knowledge,
13 as just indicated, we are the last municipal
14 university in the United States. That has some
15 good sides and -- some up sides and some down
16 sides.

17 But it appears at least that that's
18 what we're going to be for some time.

19 In any event, we are very much tied
20 to the Topeka community in that respect.

21 As far as racial and cultural
22 diversity in this institution is concerned, I
23 might just tell you that we have a population
24 of 11 per cent students of the traditional
25 minority classifications.

1 I use that term too, advisedly, as
2 Mr. Gordon indicated awhile ago, it's become a
3 term that's been extended, the term minorities
4 has been expanded so much, that it's hard
5 sometimes to understand who we define by it.

6 That 11 per cent would be those that
7 are traditionally classified in general and
8 federal reports and so on, Black Americans,
9 Native Americans, Hispanics, and Asian
10 Americans.

11 Of our 11 per cent, about half are
12 black, about a third are Hispanic, ~~13~~³ per cent
13 I believe are Asian American, and ~~1~~¹ per cent
14 Native American. That tells you the student
15 breakdown in the University.

16 As far as the faculty and
17 administration, overall employees of the
18 University would be 11 per cent in those four
19 minority classifications.

20 The faculty is -- the full time
21 faculty would be six per cent in those minority
22 classifications, and executive level of
23 administration ten per cent. That tells you
24 something about how we're made up.

1 I would like to refer first if I
2 could, to -- briefly only, to the incident --

3 I don't want to dwell on it, but the
4 incident that Larry Thomas referred to with
5 respect to what became known in the Topeka
6 newspaper as the racial slur incident last
7 January.

8 Madam Chairperson, you were out of
9 the room when he was talking about it.

10 Basically it involved an instructor,
11 an adjunct instructor who was teaching in an
12 inter^Scession course, which began and ended in a
13 period of about two weeks, who during the
14 course of discussion at that point, she was
15 talking about why she was working for the
16 federal government, and one of the things that
17 she said was you get a lot of extra holidays,
18 and one of the holidays -- and this happened to
19 be just the day before as I recall, she said,
20 one of those holidays of course is Martin
21 Luther Coon Day, I mean Martin Luther King Day.

22 As you can imagine, that got the
23 attention of the four black students --

24 MS. RIOJAS: It got my attention.

1 DOCTOR RAYMOND SPRING: I'm sure it
2 did, I'm sure it did.

3 The four black students, of whom Mr.
4 Thomas was one, approached her after the class,
5 spoke to her about that reference.

6 She apologized to them at the time
7 and said that she hadn't meant it, she had
8 stumbled over her words at the time.

9 They said that they thought it would
10 be appropriate for her to apologize to the
11 class and at the next class session the next
12 day, she did apologize to the class.

13 As it happened as a matter of fact,
14 she was videotaping those classes for the
15 benefit of her students, so when the matter
16 finally reached us in administration, and I
17 want to tell you that it reached the Kansas
18 Senate and the press before it reached us in
19 the administration. As a matter of fact our
20 president, I believe, was reading a letter that
21 came from the Kansas Senate, which was his
22 first knowledge of the incident, at the same
23 time it was in the Topeka newspaper.

24 But in any event, there were four of
25 us that looked into the incident, I was one,

1 our director of affirmative action, our
2 director of minority affairs and the dean of
3 the college of arts and science.

4 We looked into it and we had the
5 benefit of the videotapes, which she -- she was
6 doing it, they were her tapes, she voluntarily
7 provided them to us for review.

8 I can't tell you everything that has
9 been done with respect to that, I can explain
10 to you of course the individual is not an
11 employee of the University because she was an
12 adjunct instructor teaching only in that ~~two~~
13 ~~year~~ -- two week period.

14 We did request some things of her,
15 and she has voluntarily -- she is not an
16 employee, she could tell us no, but she has
17 voluntarily participated in those things we
18 requested, and has cooperated fully in all
19 we've asked.

20 Because of her privacy rights, I
21 can't go further than that.

22 But as a result of this --

23 And it was clear to us, I can say
24 this, it was clear to us that this was clearly
25 unintentional.

1 Now whatever anyone concludes about
2 whether there is a mind set that causes it to
3 happen or whether it's you've been around it
4 enough that you've heard it and it comes out
5 when it shouldn't, whatever, but what this
6 caused us to think about was the fact that
7 whatever the reason that this statement was
8 made, and whatever explanation there might be,
9 the feelings that it generates, and the
10 concerns are so close to the surface, that we
11 need to pay more attention to that issue of the
12 subconscious or the unconscious or the close to
13 the surface aspects of prejudice,
14 discrimination, and all those kinds of
15 concerns.

16 And as a part of that, and this is no
17 complete answer, but as a part of it, we
18 generated a series of seminars dealing with
19 cultural diversity, racial harmony, and that
20 total complex of issues about how people can
21 get along together in this world that we have
22 today.

23 Those seminars are ongoing at this
24 time. We're about half way through the series
25 and we've asked all of our employees on a *all*

1 voluntary basis, to participate, to attend the
2 seminars, there are repeat sessions.

3 At this point in time, about half way
4 through, I think the last count was about 175
5 of our employees voluntarily have gone to the
6 sessions.

7 The particularly good news about that
8 is that we've had a number of requests from
9 employees, for more, for additional sessions on
10 this subject.

11 A number of employees have said my
12 God, I didn't ever realize what this meant, what
13 this did or how someone else felt. I've done
14 that, and I didn't know I was hurting somebody
15 by it.

16 So we think we've done some good with
17 this, and we do plan to see if we can't do some
18 more with it.

19 As a matter of fact, I've been told
20 that our new administration in the Washburn
21 student association, of which Mr. Thomas is a
22 part, is planning to begin its administration
23 with the traditional retreat with which they
24 always begin, and make one of those seminars a
25 part of that initial retreat. So the student

1 association will begin in that way too.

2 So there are some things happening.

3 That is not to say at all that
4 everything is perfect here, or that we have all
5 the answers, we know very well we don't, but
6 we're working at it and we're attempting to get
7 some things done.

8 Having told you one of the
9 difficulties, one of the stories involving a
10 real difficulty and a real problem, and I might
11 say that I thought the students involved in
12 that incident that I was just talking about,
13 acted extremely appropriately.

14 As a matter of fact, the matter got
15 carried very heavily in the press, the
16 instructor in many ways, and innocent members
17 of the instructor's family, suffered from that
18 to some extent, and I know the students
19 involved felt badly that that aspect had
20 occurred too.

21 I want to tell you a good side of
22 some of the things that have happened because
23 it reflects some of the things that can be done
24 in education, and this relates to our school of
25 law.

1 We have in Washburn Law School at
2 this point in time, the highest minority
3 enrollment in the midwest, of all the law
4 schools in the midwest. That's about 14 per
5 cent enrollment in the law school.

6 We've worked fairly hard at
7 developing that kind of an enrollment. We have
8 in the last two years in the law school,
9 received four Patricia Roberts Harris
10 scholarships.

11 Those are federal scholarships and
12 about the best scholarship to law school any
13 student can get.

14 There aren't very many awarded
15 nationwide, and we've gotten four of them, and
16 it's largely been because of the thrust to
17 develop a minority enrollment in the law
18 school.

19 There were a lot of chances taken, a
20 lot of admissions granted to students who by
21 the traditional criteria would be marginal
22 admissions.)

23 There was a lot of extra time spent
24 by faculty with those students in order to
25 achieve their success.)

1 In many respects we knew full well
2 what we were doing was attempting to get
3 someone through law school who could at best,
4 go out, work within the minority community,
5 give assistance within their community,
6 probably would not have a major, substantial
7 law practice in the overall sense, but would
8 have some impact working with their own group.

9 Today we can say we are now
10 attracting minority students who upon their
11 graduation, will be able to compete for the
12 best jobs available to any student graduating
13 from the law school, and that's the objective
14 that we have.

15 That as a matter of fact, is the
16 objective that some of our alumni out in the
17 major law firms have had for some time, who
18 have said, you give us the minority students who
19 meet the criteria we're looking for and we'll
20 hire them. Well that's what we're trying to
21 do, and we're getting to that point today.

22 So there is a good side and there is
23 something that can be done, and that's one of
24 the things that we've done.

1 Again, not everything is perfect at
2 Washburn, I wish I could say that there isn't a
3 drop of racist blood at this institution,
4 obviously I can't.

5 I wish I could say that we have at
6 least reached the point where we can guarantee
7 that there will never be any other incidents
8 here, certainly we can't, but we do work at it
9 and we think we are achieving step by step,
10 some successes along the way.

11 I would happy to respond to any
12 questions.

13 MS. RIOJAS: Thank you.

14 Go ahead Doctor Gordon.

15 DOCTOR GORDON: Does it represent
16 it's many -- or you say minority?

17 DOCTOR RAYMOND SPRING: Of the four
18 basic minority classifications traditionally
19 used.

20 DOCTOR SUH: Okay. But only those?

21 DOCTOR RAYMOND SPRING: Yes.

22 MS. RIOJAS: What is your population,
23 student population at Washburn?

24 DOCTOR RAYMOND SPRING: Our student
25 population is 6,500. We have a minority

1 enrollment of 717.

2 MS. CHAVEZ-MARTINEZ: Okay. Just out
3 of curiosity, and this is from my own personal
4 experience at law school, many of the black
5 students there were not "American" black, they
6 were in fact blacks from other countries as
7 opposed, and is that reflected in these
8 statistics?

9 DOCTOR RAYMOND SPRING: I don't
10 believe it is.

11 I haven't been in the law school the
12 last year and a half, I've been over serving my
13 term as -- my term in the correctional sense in
14 some respects, as vice president.

15 But I don't believe so, I know and
16 from my service working with admissions at the
17 law school and with financial aides~~s~~, it is
18 traditional not to consider people -- well
19 blacks for instance, who come from Nigeria,
20 from traditionally black countries, as
21 minorities for those purposes, because
22 obviously they aren't. They aren't minorities
23 for the reason that we define minorities in
24 this country.

1 So I can't say certainly that they're
2 not in those figures, but I know for most
3 purposes we don't count them that way.

4 MS. CHAVEZ-MARTINEZ: What about
5 faculty at the law school, as far as Hispanic
6 faculty in particular, is there and will there
7 be, or can you perhaps refer us to an
8 individual who would be able to give us the
9 information as to any attempt to replace the
10 one Hispanic attorney that was there as a
11 professor, who was Bill Piatt, and he's been
12 gone now for a couple of years, and to my
13 knowledge there has never been another Hispanic
14 attorney.

15 Now Susanna was a student and a
16 mediator and also gotten, so again --

17 DOCTOR RAYMOND SPRING: Susanna did
18 serve on the faculty for a year after
19 graduation, but she is gone.

20 There is no other Hispanic on the
21 faculty at this point in time.

22 I can tell you it is perhaps -- you
23 know, we are always looking for minorities.

24 We have our second black faculty
25 member coming in this fall, albeit as a visitor

1 at this time, and all I can say is that
2 Hispanic will be one of the criteria that we
3 will be looking for as we recruit, because we
4 have for some years now, looked for that kind
5 of diversity in the faculty.

6 MS. RIOJAS: I see where you have
7 this information minority enrollment, 717, and
8 then you have full time total employees, 559,
9 and then you have it broken down as men, women
10 and minorities.

11 Are minorities also counted in the
12 men and the women?

13 I call it double dipping.

14 DOCTOR RAYMOND SPRING: Are they --
15 I'm not sure I understand the question.

16 MS. RIOJAS: Okay. You know many
17 employers would love to have a Mexican woman,
18 and if she's in a wheelchair even better, they
19 give three points for that.

20 DOCTOR RAYMOND SPRING: Okay. Are
21 they counting --

22 Can I tell you a story about that?

23 MS. RIOJAS: At your own risk.

24 DOCTOR RAYMOND SPRING: It's a story
25 from 1974, so you will have to appreciate that

1 it was a different time and a different
2 perspective.

3 When I was dean of law school and
4 made a decision to hire a young woman on the
5 faculty, she may have been the first woman we'd
6 hired on the faculty at that time, and I called
7 her and she was delighted at the offer.

8 The next day she called me back and
9 she said, dean, she said there's something that
10 I think you really need to know, in fairness to
11 you, before we finalize this, she said I need
12 to tell you at this time that I'm pregnant.

13 I said that's wonderful, and she said
14 what do you meant that's wonderful? I said
15 that fills two squares for me.

16 MS. RIOJAS: Okay.

17 DOCTOR RAYMOND SPRING: As I said,
18 it's a different time and a different day.

19 MS. RIOJAS: Right. Ten full time
20 faculty, so then ten -- are they also included
21 in the men and women, those ten minorities?

22 DOCTOR RAYMOND SPRING: Can we
23 consult my expert?

24 UNKNOWN SPEAKER: Yes, that comes
25 from the EEO ^{to} ~~spec~~ report, and that's how it is

1 reported on EEO -6

2 MS. RIOJAS: Okay, so then how many
3 minorities do you really have?

4 UNKNOWN SPEAKER: The ten are ethnic
5 minorities, they're not considered ^{u, i, i} minorities.

6 MS. RIOJAS: Okay.

7 DOCTOR RAYMOND SPRING: The women
8 would clearly not be treated in that category.

9 MS. RIOJAS: Okay, okay.

10 Are there any other questions?

11 MS. CHAVEZ-MARTINEZ: I don't have
12 any questions but I do want to comment, because
13 I have worked very closely with (inaudible) in
14 recruiting students to the law school and to
15 the University there, and I think that he has
16 done a terrific job in trying to make a
17 difference there, and that's my personal
18 observation also.

19 DOCTOR RAYMOND SPRING: Thank you.

20 MS. RIOJAS: And I want you to know
21 that I almost came to this school. John
22 Henderson and I had talked about it, and I
23 decided not to do that, and I became a stock
24 broker instead.

1 DOCTOR RAYMOND SPRING: In many ways
2 you've probably done better, but we wish you
3 had.

4 MS. RIOJAS: We did really well,
5 thank you very much.

6 DOCTOR RAYMOND SPRING: Thank you.

7 MS. RIOJAS: Our next -- do you all
8 need to stand up for just a minute?

9 Let's stand up for five minutes.

10 (Off the record.)

11 MS. RIOJAS: Our next speaker is
12 Doctor John Seuh, and I hope I said that
13 properly, did I?

14 DOCTOR SEHUH: Yes, you did.

15 MS. RIOJAS: Oh wonderful. Vice
16 president of student affairs at the Wichita
17 State University in Wichita. Thank you for
18 being with us today.

19 DOCTOR SEHUH: I am the associate
20 vice president.

21 MS. RIOJAS: Associate vice
22 president, oh, what the heck.

23 DOCTOR JOHN SEHUH

24 I have provided packages of material
25 for your reading and record.

1 I think probably in the interest of
2 time I will try to skim through what I have
3 provided for you and then we can move on to
4 your questions.

5 It's important to realize that people
6 who attend Wichita State primarily are older,
7 part time students, who are faced with
8 balancing responsibilities with their college
9 attendance.

10 Nearly one-third of our student body
11 is married, and the median age of the student
12 body is 28.2 years, the average credit hour
13 load is nine semester hours per term. More
14 students own their homes than live at home.

15 So as a result, we have a very
16 different student body than the traditional
17 cohort of students that one would think of when
18 attending a college or university.

19 We don't have a substantial
20 proportion of undergraduates 18 to 22 years old
21 like you might find at other institutions.

22 As a consequence of the
23 characteristics of our students, most of whom
24 are from Wichita in Sedgewick County, issues on
25 campus related to bigotry, violence and

1 harassment, in many ways reflect the status of
2 human relations in the city of Wichita and the
3 surrounding area.

4 To a great extent, the campus
5 reflects the attitudes and actions of the local
6 citizenry, because drawing boundaries between
7 Wichita State University and the city is
8 artificial. There is a seamlessness between the
9 campus and the city, and if you want to talk
10 about that I can, but I'd just as soon drive
11 on.

12 Given this context, I'm pleased to
13 report that large scale problems that are
14 manifested by acts of violence, widespread
15 vicious verbal harassment or other similar
16 uncivil acts have not been a part of our
17 experience to the best of our knowledge.

18 That is not to say however, that
19 incivilities have not occurred on our campus,
20 in fact they have. But as a general statement,
21 I'm pleased to report that we've not had to
22 address macro-inequities on our campus.

23 Let me give you some examples of the
24 kinds of problems that our campus has
25 experienced.

1 Members of the historically Black
2 Greek letter organizations have expressed
3 concern that their organizations are not
4 understood by the traditionally white Greek
5 letter organizations.

6 International students have reported
7 that their customs, culture and language are
8 not understood and appreciated by traditional
9 U. S. students.

10 Students of color have indicated
11 concern about their lack of representation in
12 various communities and boards, have indicated
13 that the programming seems to be directed too
14 often toward traditional age white students,
15 and that the facilities and services do not
16 take into account that there are special needs
17 and interests.

18 International students are
19 particularly disturbed that they have to pay an
20 additional \$26.00 per semester as a fee to help
21 support the office of international programs.

22 While these students require some
23 special services from universities that are not
24 required by U. S. citizens or students, they
25 are unhappy that they are the only

1 international student body in the Kansas
2 Regents System, who have to pay an additional
3 fee.

4 There have been some recurring
5 problems in residence halls, that have been
6 expressed by students of color, they would like
7 to see changes in food service menus and more
8 representation on specific committees and
9 student staffs.

10 From time to time students of color
11 have expressed concern about the attitudes of
12 some instructors who are condescending towards
13 them.

14 In these instances, the vice
15 president for student affairs works ^{with} ~~for~~ the
16 department ^{chair} ~~share~~ and the faculty member to
17 rectify the situation.

18 Among its faculty and staff, Wichita
19 State does not have diverse representation of
20 people of culture. Efforts are being
21 undertaken to recruit more people of color to
22 the faculty and staff, and in some situations,
23 direct hire appointments have been authorized.

24 As an overriding principle, Wichita
25 State attempts to develop and maintain an

1 environment in which ^{incivility} ~~instability~~ is not
2 tolerated.

3 The University statement of student
4 rights indicates that acts or threats of
5 violence will not be tolerated and a copy of
6 that is in the packet.

7 Because of the University's special
8 mission, we are especially concerned when
9 problems listed above are called to our
10 attention.

11 Planning has begun to put programs in
12 place to address root causes and specific
13 problems.

14 A number of steps have been taken by
15 the University to address the perceived and/or
16 real problems of inequality on campus, and I
17 would like to cite a few of these for you.

18 Over a year ago President Armstrong
19 appointed a commission on cross cultural
20 assessment, chaired by Dean William Harmon,
21 ^{who is} ~~he's~~ Dean of the University College, to examine
22 the University's ability to respond to the
23 needs of a cultural student population. A copy
24 of the commission's report is enclosed with the
25 other material.

1 Progress has been made on a number of
2 issues and other responses are being
3 formulated, ^D developing financial support for a
4 number of the initiatives is a major problem,
5 given the type fiscal constraints within which
6 the University is required to operate.

7 How tight? We've given back to the
8 state in this fiscal year, about a million and
9 a half dollars.

10 My own budget has been cut, Dean
11 Harmon's budget has been cut as well, and this
12 is particularly difficult because we are
13 approximately three-quarters of the way through
14 the fiscal year and we're giving money back.

15 So frankly, we're running out of
16 cash.

17 We believe that the University has
18 experienced more high level black student
19 participation in student government this year,
20 than in the recent previous years. Black
21 students hold several seats now on the student
22 government association senate.

23 It sounds like we are organized
24 somewhat the way Washburn is, and really the
25 student government power is situated in the

1 student senate, and some progress has been made
2 there.

3 Members of the Pan Hellenic Council,
4 and for those of you who are not familiar, that
5 is the historically Black Greek letter
6 organization governing group, have completed a
7 very successful year of philanthropic activity
8 with the community.

9 Among their activities have been
10 contributions of food to local food
11 distribution organizations, donations to the
12 Salvation Army, the Red Cross, and local
13 churches, and fund raising activities for other
14 charitable organizations in the city.

15 I think these groups do as good a job
16 of philanthropic work as any student
17 organizations I've ever run into and I'm very
18 proud of what they've done.

19 Earlier this year, several student
20 organizations comprised mainly of students of
21 color, developed a minority resume book to
22 assist in the job search process. This book is
23 made available to any employer upon request.

24 Technical support was provided to the
25 organization by the WSU office of placement and

1 career services.

2 Through a self-assessment, student
3 fees have been collected to ^{support} afford an
4 educational opportunity fund, a portion of
5 which has been assigned to the office of
6 international programs.

7 In turn, this office has made these
8 funds available to international students as
9 stipends to support their presenting programs
10 about their culture at various sites around the
11 city of Wichita.

12 Approximately 65 presentations have
13 been made to community groups this academic
14 year.

15 At the beginning of the 1989-90
16 academic year, the minority mentoring program
17 was begun. This program is also funded by the
18 educational opportunity fund, which in effect
19 is a student self-assessment.

20 This program resulted from the study
21 commission by President Armstrong, mentioned
22 earlier in my remarks.

23 Fifteen students of color are
24 participating in the program as mentors to
25 first year students.

1 An evaluation of this program will be
2 conducted at the end of the academic year. We
3 hope to find more resources so that we can
4 expand it.

5 Approximately 750 students are living
6 in University operated residence halls.

7 We began a program this year, to help
8 defray room and board charges, to recruit more
9 minority students from high schools in the
10 state of Kansas.

11 During 1989-90, nearly \$13,000.00 in
12 award were made to minority students. Now that
13 doesn't sound like a lot of money, but we don't
14 house very many students, and so for us that's
15 a substantial commitment.

16 Approximately \$20,000.00 have been
17 targeted for the program for the 90-91 academic
18 year.

19 The characteristics of students we
20 want for these awards are strong academic
21 performers, B students or better, and
22 demonstrated leadership ability in some aspect
23 of high school, such as sports, drama, clubs or
24 student government.

1 We give about a \$1,000.00 to each
2 student to help defray the housing costs.
3 Training
 ~~Printing~~ experiences have been
4 planned for student affairs staff and issues
5 related to the cultural backgrounds of our
6 students. The goal of this training is to make
7 sure the staff and the student affairs division
8 are sensitive to and understand the cultural
9 subtleties and nuances of the diverse student
10 clients whom we serve. Additional training
11 sessions ^{will be} ~~were~~ made available to members of the
12 University community from time to time. Our
13 first session is tomorrow. ~~It~~ will be offered
14 by Doctor ^{Decma} Demus DeSilva, who is the director of
15 Operation Success.

16 Wichita State University strives to
17 offer a program support system designed to
18 respond to the individual needs of its diverse
19 student population.

20 Inherent differences reflected in the
21 diverse student body, should contribute in a
22 positive way to the University experience of
23 our students.

24 If the University fails to recognize
25 this potential for the creation of a more

1 enlightened community, the loss in human
2 understanding far exceeds the benefit and value
3 of post secondary education.

4 We hope at Wichita State that we will
5 provide leadership for the community by what we
6 say and more importantly by what we do.

7 Perhaps as a guiding thought, I would
8 like to quote A. Barton Giamatti, the former
9 president of Yale University, who wrote in
10 1988,⁽¹⁾ of all the threats to the institution the
11 most dangerous comes from within, not least
12 among them is the smugness that believes the
13 institution's value is so self-evident it no
14 longer needs explication, its mission so
15 manifest it no longer requires definition and
16 articulation. Silence does not assert that
17 institutional behavior, how the institution or
18 college treats people within it, invests its
19 money, admits students, promotes faculty,
20 comports itself vis-a-vis other social
21 institutions is every day in a thousand
22 different forms, how the college or university
23 teaches. The place teaches by example. In
24 this fashion it is a model for ethical or moral
25 behavior or it is not, but however it acts,

1 people within and without draw lessons. "

2 I would be glad to take your
3 questions.

4 MS. RIOJAS: Thank you very much,
5 those are very powerful words indeed.

6 Any questions?

7 DOCTOR GORDON: Yes, I have a couple
8 of questions. They have to do with your
9 faculty population.

10 You have a department of minority
11 studies there, and I remember reading a few
12 years ago about what was to become of that
13 department, can you shed some light on that
14 please?

15 DOCTOR ^{SCHUH} SEHUH: I am sorry, I didn't
16 hear --

17 DOCTOR GORDON: I read your report
18 also as a possibility of combining that
19 department with another one and you are losing
20 more black faculty, already faculty than
21 before.

22 DOCTOR ^{SCHUH} SEHUH: I think it is true
23 that we have lost some minority faculty, there
24 is no question about it.

1 Frankly, I came prepared to talk
2 about students and student affairs and --

3 DOCTOR GORDON: Okay.

4 DOCTOR ^{SCHUH} SEHUB: I mean if you have
5 some questions I'll find the answers for you.

6 DOCTOR GORDON: Yeah, well we are
7 concerned with all aspects of the University,
8 not only related to students, but students have
9 a lot to do with the faculty.

10 I would like you to characterize
11 Wichita State, I just wish that I had some
12 other documents to suggest that you are
13 actually an (inaudible) and that you are
14 carrying on some urban activities in Wichita.

15 DOCTOR ^{SCHUH} SEHUB: Let me give you an
16 example of urban activity, that I can speak to
17 for my division.

18 In the beginning of January, I
19 expressed concern to the director of our
20 recreational sports program, about that we
21 don't have enough links to the community, and
22 he said let me see what I can do.

23 Two weeks later he came back with a
24 proposal that we instituted a national youth
25 sports program on our campus, which is

1 sponsored by the NCAA and the federal
2 government, and no campus in Kansas offers such
3 a program.

4 I looked at the material and I said
5 let's do this as best we can, as fast as we
6 can.

7 He said well the deadline to submit
8 an application for this is about two weeks from
9 now, so I said let's make this our highest
10 priority.

11 We got the material together, sent it
12 off to the NCAA, and our hope was that we would
13 be able to start a program for 250
14 disadvantaged young people, ages 10 to 16,
15 starting in the summer of 1991.

16 The NCAA liked the proposal well
17 enough that we're going to start in 1990, and
18 so my hope is that we can continue to do those
19 kinds of things, that is to say, link ourselves
20 with the community.

21 The linkages between Wichita State
22 and the community, are so legion and so common,
23 I mean I literally could lecture you for the
24 next hour. I don't think you want to listen to
25 me for that long, at least as I teach classes

1 students tell me an hour for me is more than
2 enough.

3 But there are all kinds of examples,
4 the relationship that we have with the Wichita
5 community.

6 Perhaps not some of --

7 Perhaps they're not as diverse of a
8 variety of relationships with the Wichita
9 community as we should, but our president is
10 sensitive to that, and as he addressed our
11 student affairs division at the beginning of
12 this calendar year, he made that point very
13 clear, and I think that's very definitely on
14 his agenda.

15 DOCTOR GORDON: Well I don't know the
16 relationship between the University of Wichita
17 and the black community and the Asian American
18 community and the Native American community, I
19 go to Wichita very, very frequently, so I got
20 to know more about it.

21 That's what I'm worried about,
22 because we have a very unique opportunity in
23 that this is the only (inaudible) University.

24 DOCTOR ^{SCHUH} SEHUH: Believe me, we
25 understand that.

1 DOCTOR GORDON: And (inaudible).

2 DOCTOR ^{SCHUH} SEHUH: I came to Wichita
3 State after working at an Indiana University
4 for nine years.

5 DOCTOR GORDON: Okay.

6 DOCTOR ^{SCHUH} SEHUH: And the shift in
7 mission, and how we do business has been
8 dramatic for me.

9 Now I've been there just about three
10 years, so that's a dramatic difference between
11 how works at the state flagship research
12 institution compared with an institution that
13 definitely and specifically has its mission to
14 find and serve the needs of the urban
15 environment.

16 MS. RIOJAS: How is your Hispanic
17 population here, in your student body and in
18 your faculty?

19 DOCTOR ^{SCHUH} SEHUH: Let me try to answer
20 it quantitatively and qualitatively.

21 I think one of the things that we're
22 trying to do in the student affairs division is
23 help the Hispanic students get organized.

24 This spring there is a major schism
25 between two elements of an emerging HALO

1 organization.

2 I spent quite a bit of time with
3 them, trying to get a sense of what the issues
4 were.

5 One of my -- in fact my key associate
6 has quite a little bit of experience in helping
7 organizations get developed and organized, and
8 she has spent time with them, helping them
9 develop their constitution.

10 I think they're at the point now
11 where they are organized.

12 Last year's student body president
13 was a student of Hispanic descent, Steve
14 ^{Cisneros} Scicineros (phonetic).

15 But we're not doing enough, I mean
16 I'm not going to kid you into telling you that
17 everything is great, because they aren't, but I
18 think we're trying hard.

19 MS. RIOJAS: Well you know, there are
20 so many ways in perpetuating violence and
21 bigotry and one of them is by exclusion.

22 I think as a child, if I learned
23 anything it was that in Kansas City, Kansas,
24 there were three main groups, the white, the
25 black and the Hispanic, but we called ourselves

1 Mexicans.

2 Blacks were hated by the white
3 community and I used to tell my black friends
4 that they're so lucky that they hate you,
5 because they at least recognize that you exist.

6 I don't even exist, which is even
7 more heinous than to be hated.

8 And so that's why I'm asking, what is
9 your Hispanic student population and your
10 faculty, because you see that tells me
11 something.

12 ^{SCHUH}
 DOCTOR SEHUH: I can tell you one
13 thing, that ~~X~~ two years ago ^I used the direct hire
14 approach to appoint a department head in one of
15 the departments that I'm responsible for, and I
16 will continue to do that whenever I can.

17 MS. RIOJAS: Good. Is that Hispanic
18 from this country?

19 ^{SCHUH}
 DOCTOR SEHUH: Oh, I'm trying to
20 think, Ms. Cortez's ^{Cortez's} background, oh yes, I'm
21 trying to think what generation she is, I think
22 she's second generation.

23 MS. RIOJAS: Good.

24 ^{SCHUH}
 DOCTOR SEHUH: But no, she is not a
25 native of Mexico, no.

1 MS. RIOJAS: Thank you very much, any
2 other questions?

3 (No response.)

4 MS. RIOJAS: If not, we appreciate
5 your patience in making this presentation to
6 us.

7 DOCTOR SEH^{SCHUIT}UH: Thank you very much.

8 MR. HERNANDEZ: Madam Chair?

9 MS. RIOJAS: Speak.

10 MR. HERNANDEZ: I would at least to
11 acknowledge that Doctor Seh^{Schuh}uh is one of the
12 administrators that was here at the beginning
13 and stayed to the end.

14 MS. RIOJAS: Oh, no doubt in my mind.
15 I thought he was with the CIA or something
16 there for awhile.

17 I thought boy, we've got some spies
18 here.

19 Thank you very much for your
20 interest.

21 Our next presentor is Doctor Susan
22 Scott, assistant dean of student life at
23 Manhattan.

24 DOCTOR SCOTT: I've got some
25 handouts.

1 MS. RIOJAS: How about if I keep your
2 bag and you keep the handouts?

3 DOCTOR SCOTT: No, this is one of my
4 favorites.

5 (Laughter.)

6 DOCTOR SUSAN SCOTT

✓ 7 I have a couple of our ~~counselors~~
8 reports that if you can share those I would
9 appreciate it.

10 Thank you very much for convening
11 this, and I really do appreciate the
12 opportunity to visit about an issue that I
✓ 13 personally find ^{is of} relatively great concern at
✓ 14 Kansas State, ~~and many others are too.~~

15 I want to spend some time talking
16 about a couple of incidents that have happened
17 in the last twelve months, give you a feel for
18 how that compares to past years, and then I
19 would like to turn our attention to the task
20 force report on minority student retention and
21 ~~undergraduate minority student retention,~~
22 because I think that that will help us see that
23 in addition to some of the more publicized
24 incidents, that there's a more subtle but
25 pervasive climate issue that we have taken a

1 year to study, found to be of great concern to
2 us, and then finish with recommendations from
3 the task force report and some status report on
4 how we have begun to address some of those
5 recommendations.

6 In the past twelve months there have
7 been two incidents that I think have received
8 quite a bit of attention in the press, and I
9 think probably are indicative of other
10 incidents that ^{may not be} are not reported in the press.

11 One occurred last June, and it
12 happened in a tavern in Aggieville, and it's--
13 I won't give the name of the tavern or the bar,
14 but it dealt with profanity that was displayed
15 by the management of the bar on their
16 stationary, directed at a group of Hispanic
17 students who were there, who were celebrating,
18 who had asked for permission to be there, and
19 this was San Juan night and the remarks were
20 particularly derogatory toward San Juan, the
21 celebration and students themselves.

22 The event -- because two of the
23 students that happened to be there, are truly
24 two of our best and our brightest, one was a
25 Rhodes Scholar this year, and the other will be

1 in contention for scholarships, and I think
2 because of them really having some
3 extraordinary nerve, they were able to bring
4 this to the attention of the community, ~~and~~
5 campus community as well as Manhattan
6 community.

7 They did go to the press, we heard
8 about it in the press on Monday. We met in the
9 dean of students office to talk about possible
10 course of action, and I won't go into details,
11 but over the next couple of weeks there were
12 meetings with the students and finally with the
13 management and the owner of the tavern
14 involved, and with representatives from our
15 office.

16 Several things that were originally
17 agreed to by the tavern owner were not -- did
18 not come to pass.

19 ~~Eventually,~~ including the suspension
20 of the manager who was responsible for the
21 event. He had promised that so that that would
22 happen and as yet there has yet to be proof
23 that has happened.

24 There was to be educational
25 sensitivity seminars throughout the community,

1 Manhattan community, the University community,
2 that this tavern was to sponsor.

3 There was one seminar that was held
4 by the U. S. Kansas Civil Rights Commission,
5 that dealt more with legalities than attitude,
6 so it would be fair to say that that was not an
7 appropriate response.

8 Currently in our student government,
9 there is also a concern.

10 During the funding process of the
11 black student union, from the student governing
12 association, two of the student senators used
13 the phrase "these people".

14 Members of our black student
15 association were very offended by that.
16 Consequently they wrote an editorial in the
17 paper explaining their disgust with that.

18 Our president of the University
19 responded, ~~and in a newspaper letter~~, in a
20 letter to the editors, complimenting the black
21 student union for being forthright and
22 understanding their offense and asking student
23 government to in effect, not remedy the
24 situation but certainly address the situation
25 in some ways.

1 That is currently happening, student
2 government leaders went to a black student
3 union meeting last week, that was a clearly
4 open discussion.

5 They have continued the last couple
6 of days, and in fact tonight at our student
7 senate meeting, there is a cross-cultural
8 communication workshop that is mandatory that
9 begins at seven. It's certainly an open issue
10 at this point.

11 You will see that I've included a
12 handout from our affirmative action office,
13 that talks about discrimination complaints that
14 were received in the affirmative action, and
15 that also includes the dean of students office.

16 You will see that from October 1st of
17 '87 to '88, there were twelve that dealt with
18 national origin discrimination, and/or racial
19 discrimination.

20 I asked for an indication as to how
21 that was with the last twelve months that would
22 have ended September 30th, 1989, and she said
23 that there was a slight increase of
24 discrimination complaints, all of those
25 racially based.

request

1 We don't have those statistics
2 compiled over at least that time.

3 A couple of other incidents that have
4 happened over the last two to three years, led
5 to a racial harassment policy, a racial ethnic
6 harassment policy that you will see included in
7 the information that I gave you.

8 One happened at a basketball game,
9 and although I don't believe that there was a
10 lot publicity about this, I know that it
11 impacted our students of color greatly.

12 It was -- I believe we were playing
13 Iowa State, I can't remember the team, but
14 there were comments made towards one of the
15 players on the other team, and calling him
16 Buckwheat. There was also comments made for
17 another player, calling him Opie, but I think
18 as -- my subjective opinion of that was that in
19 visiting ^{with} students of color, was that was one of
20 the first times there had been a public
21 declaration that hurt them in that kind of a
22 way.

23 And as I said, although it wasn't
24 particularly publicized, I think that that set
25 a climate in a large arena, basketball as you

1 know at K State, is really a big deal, and I
2 think that that set a climate.

3 The other thing was not an incident
4 that was not publicized at all, but it had to
5 do with the hanging of a confederate flag in a
6 ^{graduate} ~~black~~ student's office.

7 That raised our need again for a way
8 to address that, and we didn't have our
9 original racial/ethnic harassment policy in
10 place at the time, so both of those incidents
11 came about -- helped us bring about the policy
12 that you see before you.

13 What I would like to spend a little
14 more time on is the report of the test for some
15 minority student retention.

16 I want to say that this deals
17 specifically with undergraduate domestic
18 minority retention, international students are
19 not included in this report.

20 You will see an executive summary,
21 and I want to just highlight one of the first
22 statements there, and I think you'll see why
23 we're so concerned about this.

24 In the middle of the paragraph, when
25 level of academic preparation was controlled

1 for by using the ACT composite scores, the
2 graduation rates of most minority groups were
3 substantially less than the graduation rates of
4 majority students.

5 This was especially true for under-
6 prepared students where 21 per cent of the
7 majority students who have ACT composite
8 scores, of 15 or less graduated from K State,
9 and the highest graduation rate for any
10 comparable minority group was only 7 per cent.

11 Okay, so that speaks very clearly to
12 what sometimes is the issue and so I think that
13 when you look at minority student retention
14 rates, the blame is placed squarely on the
15 shoulders of minority students in terms of
16 being under-prepared, et cetera. Well this is
17 a clear statistic, and there are many others,
18 that says that, ~~and~~ that is not the case, that
19 there is cultural and social milieu that is
20 contributing to this in ways that are
21 significant.

22 This study was a year long study, the
23 process in and of itself was a real -- was a
24 difficult process but a building process for
25 administrators, faculty and staff and students

1 on campus, as we really struggled with issues.

2 You'll see here in the summary that
3 there were -- the background report I won't go
4 into.

5 The data collection I think is
6 important to look at and you'll have just a
7 summary of that, but the larger reports will go
8 into that.

9 One of the pieces of data was a
10 survey of current minority students, and this
11 was a pencil and paper survey.

12 Generally what you would say was
13 there was a lukewarm kind of feeling about
14 environment issues.

15 Sixty per cent believed that they
16 faced more difficulties than other students in
17 social or cultural needs, 34 per cent listed
18 KSU as their first choice of college, and that
19 compares to 73 per cent of majority students.

20 The minority students found faculty
21 sensitivity slightly -- basically in the mid
22 range, but slightly greater than white student
23 sensitivity.

24 The last statistic is that 19 per
25 cent of our minority students would definitely

1 select K State again, 38 would probably select
2 K State if they were to start college over
3 again, and 43 were undecided or negative.

4 In addition to that, there were
5 personal interviews and Harry Ottenheimer, who
6 is the director of our American ethnic studies
7 program, trained minority student interviewers
8 to do one on one interviews with 105 minority
9 students.

10 There were dominant themes that
11 emerged from this, not necessarily statistical
12 compilations.

13 One in particular that I think was
14 particularly noteworthy for us was the
15 discomfort described in class situations.

16 As I listened to the tapes and as
17 others did, you would hear situations such as,
18 I'm the only black, I'm the only Hispanic, and
19 we can have large lecture rooms, and we can
20 have people say I'm the only person of color
21 among six or seven hundred people, and they use
22 that as an umbrella under which they will talk
23 about their discomfort in class.

24 That came through in several
25 different ways.

1 The last piece of data was one that I
2 mentioned in the beginning, which was a look at
3 our entering class of 1983, and comparing
4 minority groups with the majority students and
5 their success rate or retention rate at Kansas
6 State.

7 The last you'll find here are the
8 recommendations based on this. There are 27
9 recommendations, it's the green sheet in your
10 book.

11 There are several and what I would
12 like to do right now is tell you to take your
13 time in talking with the recommendations
14 specifically, but talking about those that have
15 been talked about today at least.

16 In this document, the changing face
17 of Kansas State University, if you turn to Page
18 8 please, let me just briefly go over a few of
19 the initiatives.

20 Undergraduate recruitment of minority
21 students, scholarship support has been
22 increased 300 per cent over the past three
23 years.

24 Certainly we've had a record
25 undergraduate minority enrollment, as we've had

1 a record undergraduate majority enrollment too.

2 Faculty staff recruitment has
3 increased, I certainly -- no one would say that
4 in fact there is -- are you with me here on
5 this?

6 MS. RIOJAS: No, what are you -- what
7 report is this?

8 DOCTOR SCOTT: Okay, this is the
9 changing face of Kansas State University, it's
10 one that was just issued this spring by our
11 president, and it includes several things, but
12 this is under the section --

13 DOCTOR SUH: Is this one or two, Part
14 1?

15 DOCTOR SCOTT: Part 1.

16 MS. RIOJAS: Oh, okay, there you go,
17 I've got it.

18 DOCTOR SCOTT: There was an increase
19 of 25 new minority faculty and administrators
20 this fiscal year, bringing the total to 105.

21 That's still a very minimal number.

22 ~~Administrative report, you will see~~
23 ~~that there's listed the task force report.~~

24 One of the recommendations was a
25 presidential commission on multi-cultural

1 affairs, understanding that as we have tried to
2 address the issue of the needs of minority
3 students on campus, I think we've made two
4 errors in judgment, one, ~~as~~ we focused most of
5 our resources on social environment, when in
6 fact we have needed to focus more on actual
7 academic environment.

8 The other is that we have designated
9 certain groups, certain offices as responsible
10 for minority student issues, and in fact it
11 needs to be a campus-wide approach.

12 So the commission -- the presidential
13 commission on multi-cultural affairs is an
14 attempt to have many of us at the University
15 assume responsibility for services and for
16 minority student success at Kansas State
17 University.

18 That's in the process of meeting --

19 You will see here that there's a new
20 position, and our lead position dealing with
21 multi-cultural affairs is now in the provost's
22 office, where it's always been ⁱⁿ the student
23 services office before.

24 We are down to one person coming back
25 for a second look around next week, so we're

1 hopeful to have an announcement made on that
2 position.

3 We have focused more on coordinated
4 multi-cultural student activities and
5 organizations that rather than global services,
6 although we still need it, there's a specific
7 need to encourage multi-cultural student
8 organizations in terms of identity, and so
9 that's a new position that looks specifically
10 at that, as well as space in our student
11 services building for racial and ethnic
12 minority groups to have space of their own.

13 There formed from that a council of
14 multi-cultural student organizations of which
15 there are 14 this year.

16 Support for Martin Luther King week
17 and Racial Ethnic Harmony Week, have -- were
18 increased by the University administration.

19 I should say that this is the first
20 year for Racial Ethnic Harmony Week, which was
21 a student initiative.

22 Last year our student body president
23 was non-traditional in many respects, and was
24 born in the Caribbean, raised in Delaware, a
25 black man who had been in the army and was 29,

1 and he brought with him a different view of the
2 University.

3 One of the things that he initiated
4 was the Racial Ethnic Harmony week, and that's
5 a continuing process.

6 We're in the plans for that next year
7 and that did receive quite a bit of University
8 support.

9 The last thing that I will just
10 mention briefly is that on Part 2 there are
11 five major themes for a five year strategic
12 plan.

13 You will see that Number 4 and Number
14 5 deal with diversity issues, including a
15 required course on race and gender, for all
16 students, and certainly -- it's the fourth page
17 from the back. These are not numbered, but if
18 you will get to the fourth page from the back,
19 you will see things for responding to the needs
20 and the circumstances of diverse groups.

21 This is a process that has been going
22 on for a couple of years, and there were in
23 fact several hundred proposals written across
24 campus to address these themes.

1 What you see here is the numbers will
2 correspond to specific proposals that are being
3 considered.

4 Now if K State's financial situation
5 remains as it is today, these will not be
6 forthcoming in the next year.

7 That is the end of my formal remarks.

8 MS. RIOJAS: Thank you very much. Are
9 there any questions?

10 DOCTOR ⁵⁴⁶GORDON: Well just an
11 observation.

12 I attended KSU about 40 years ago?

13 DOCTOR SCOTT: Forty?

14 DOCTOR SUH: Forty.

15 DOCTOR SCOTT: Forty years ago, okay.

16 DOCTOR SUH: At that time I didn't
17 have any kind of member meet me at the campus,
18 but in Manhattan fellowship, -- cut my hair,
19 and then one restaurant didn't serve me, so I
20 said why do you do that, and you know what they
21 said? Because you look like a Japanese.

22 DOCTOR SCOTT: I wish I could say
23 that that was totally eradicated, but it's not.

24 We have much more diversity on campus
25 than we do in our community, and that's as you

1 can see, part of the difficulty with one of the
2 incidents that happened last summer, part of
3 the difficulty. I'm not placing the blame on
4 the community solely, but that's certainly part
5 of it.

6 DOCTOR GORDON: I'm delighted to read
7 that you now have 25 new minority faculty for
8 1990.

9 Can you give us a breakdown of that? *get!*

10 DOCTOR SCOTT: I really couldn't --

11 DOCTOR GORDON: I mean how many are
12 blacks, how many Hispanics, and what is their
13 gender?

14 DOCTOR SCOTT: I don't --

15 DOCTOR GORDON: Are they all --

16 DOCTOR SCOTT: No, they're mixed, the
17 faculty and administrators.

18 I'll have to send that to Mr.
19 Hernandez, I don't have that information with
20 me.

21 DOCTOR GORDON: I would appreciate
22 that.

23 MS. RIOJAS: On the responding to the
24 needs and circumstances of diverse groups,
25 that's wonderful.

1 What kind of evaluation mechanism do
2 you have, to see to it that --

3 I'm assuming that since you have gone
4 this far, now you have set objectives and
5 goals, and how do you -- the time frames and so
6 on.

7 DOCTOR SCOTT: Time frames, we're not
8 that far in terms of time frames, but I think
9 evaluation is a critical issue.

10 That's why I think the study was an
11 important first step, so that we could say one
12 of the recommendations that you'll find is that
13 we spent -- we have at least a half time person
14 to do evaluations.

15 One of the things that is currently
16 being discussed and proposed now, and will be a
17 series of -- will be the focus of a series of
18 faculty meetings beginning in the fall, is that
19 all faculty and administrators should be
20 evaluated on -- well the faculty on two
21 issues, one is inclusiveness within the 1
22 curriculum that they teach, and also a climate
23 of inclusiveness in the classroom, that that be 2
24 a required part of the faculty evaluation.

1 That's also proposed to be a required
2 part of the administrative evaluation, that
3 there will be questions asked as to the
4 person's response to diversity issues and
5 initiative in those areas.

6 Those are being discussed. Those are
7 major steps I might say, as regarding the
8 faculty.

9 MS. RIOJAS: I don't understand
10 inclusion in curriculum, what does that mean
11 please?

12 DOCTOR SCOTT: Now let me see which,
13 exactly which --

14 MS. RIOJAS: Well you just -- you
15 said that.

16 DOCTOR SCOTT: Inclusion in
17 curriculum.

18 MS. RIOJAS: What does that mean?

19 DOCTOR SCOTT: For instance, if
20 you're teaching history that you don't just
21 teach white male history.

22 MS. RIOJAS: I see.

23 DOCTOR SCOTT: That there's an
24 inclusiveness.

25 MS. RIOJAS: Okay, okay.

1 (Inaudible talking).

2 MS. CHAVEZ-MARTINEZ: So that means
3 that there is some multi-cultural education
4 going on?

5 DOCTOR SCOTT: There is some, yes,
6 sure.

7 Particularly in the college of
8 education, they have -- I don't know how many
9 classes.

10 We have an American ethnic studies
11 program, so there are a variety of classes
12 taught through that.

13 Then within the college of education,
14 there are curriculum courses that deal with
15 teaching teachers to develop multi-cultural
16 activities, yeah.

17 MS. RIOJAS: Wonderful.

18 DOCTOR SCOTT: Yeah, it sure is.

19 But we're talking about that for all
20 classes, regardless of what discipline,
21 engineering, whatever.

22 MS. RIOJAS: You know, the concepts
23 are good across the board.

24 DOCTOR SCOTT: Yes.

1 MS. RIOJAS: You know it shouldn't
2 just be for one group, and it's a shame that
3 we're having to talk about these things and
4 these subject matters, with the institutions
5 that are supposed to be teaching.

6 That's really strange.

7 DOCTOR SCOTT: Sad.

8 MS. RIOJAS: I'll say strange.

9 Okay, any other comments or
10 questions?

11 DOCTOR GORDON: How is the heading of
12 curriculum development?

13 DOCTOR SCOTT: You know, no one as of
14 yet.

15 We have an entire committee that has
16 looked at and recommending core curriculum
17 changes and that's diverse.

18 I can tell you that ^{Derry} Jared Freeman is
19 the chair of that committee, who is a professor
20 in psychology.

21 Included in that core curriculum is
22 the recommendation for a required course on
23 gender and race diversity, but that doesn't
24 speak to the issue then of who helps all
25 faculty members as they look at the content of

1 their courses and as they look at trying to
2 expand that to include varieties of viewpoints,
3 we just haven't addressed that yet.

4

5 MS. RIOJAS: Doctor Scott, if you
6 follow through with these plans, Wichita State
7 is going to be the winner --

8 DOCTOR SCOTT: Kansas State, Kansas
9 State.

10 MS. RIOJAS: Kansas State is going to
11 be the winner. You can't lose.

12 I don't know what we can say to the
13 world of this ivory tower, that you're losing
14 it, you know, you're losing by not encouraging
15 diversification.

16 I would urge everyone to read
17 Megatrends 2000, maybe they will learn
18 something there.

19 DOCTOR GORDON: Madam Chairman, I
20 think we need to make a conclusion because we
21 need to hear from --

22 MS. RIOJAS: Well we'll be hearing
23 from them.

24 DOCTOR GORDON: You will hear from
25 them.

1 MS. RIOJAS: All right.

2 DOCTOR SCOTT: Winner not in a
3 comparative sense, just winner in the sense of
4 the --

5 MS. RIOJAS: Right, right, right,
6 thank you very much.

7 Okay, next is --

8 Boy, I'm ready for James Turner,
9 affirmative action, the University of Kansas in
10 Lawrence.

11 MR. TURNER: How do you do, I'm happy
12 to be here and thank you for inviting me.

13 MS. RIOJAS: And we're delighted to
14 have you.

15 MR. TURNER: I would like to see you
16 in this place, Doctor Gordon.

17 MS. RIOJAS: He's displaced?

18 MR. TURNER: Well it just so happens
19 that I see him so many places, and I wasn't
20 aware that he'd be here, but particularly on
21 campus all the time.

22 JAMES TURNER

23 I would like to introduce at this
24 time, if I may, Mr. Tom Berger, who is our
25 University grievance officer, and works in my

1 office as our grievance mediator and
2 arbitrator, and also Doctor David Ambler, who
3 is our vice chancellor for student affairs at
4 the University of Kansas.

5 MS. RIOJAS: Thank you for being
6 here.

7 MR. TURNER: I would also like to beg
8 the commission's indulgence for just a bit.

9 Doctor Ambler has a very pressing
10 meeting, another one pretty soon, in Kansas
11 City, and I was wondering if you had any
12 questions related to student affairs, and
13 students in particular, and the situations that
14 have been occurring.

15 Doctor Ambler has provided a great
16 deal of the leadership in that, and I would
17 hate for him to leave before we got around to
18 it.

19 MS. RIOJAS: Okay.

20 MR. TURNER: So I would to ask if you
21 have some, if we could bring Doctor Ambler up
22 first and talk with him.

23 MS. RIOJAS: I think Mary, did you
24 want to direct some questions regarding the
25 anti-Semitism problem?

1 MS. ESPINOZA: Well we had some
2 earlier, yes.

3 MS. RIOJAS: And apparently you're
4 leading the charge, is that right?

5 DOCTOR AMBLER: (No response.)

6 MS. RIOJAS: Would you like to --

7 MR. TURNER: Sure, please.

8 MS. RIOJAS: And your name again
9 please?

10 DOCTOR AMBLER: I'm David Ambler,
11 A-m-b-l-e-r, I'm vice chancellor for student
12 affairs.

13 MS. ESPINOZA: We did hear some
14 statements earlier, Doctor Ambler, from one of
15 the residence halls there, and it was regarding
16 the anti-Semitism sentiments that are on
17 campus.

18 Basically, a couple of incidents that
19 happened in the fall of '89, November of '89,
20 and one of those, the word JAP was written
21 several times, meaning Jewish American
22 Princess, was displayed in several different
23 areas over this hall, and the allegation that
24 it was not investigated for four days, and that
25 72 per cent of Jewish students that were

1 surveyed responded that they had felt or
2 witnessed anti-Semitic comments or feelings
3 that are on campus.

4 DOCTOR AMBLER: I know that James
5 Denny I think was here earlier in the day from
6 our police department, and they were actively
7 involved in investigating that incident, along
8 with the residence hall staff.

9 I think as is frequent with these
10 kind of incidents, there is a great deal of
11 frustration on the part of the University
12 staff, in the ability to investigate and
13 determine the source of those kinds of racial
14 slurs and so forth is always frustrated by the
15 anonymity of the perpetrators of those kinds of
16 incidents.

17 I would have to say that I believe in
18 the last several years, the Ku Klux Klan was
19 invited to speak on our campus, that the number
20 of reported incidents of anti-Semitic behavior
21 have probably exceeded those of problems that
22 other racial or ethnic minorities have
23 experienced on our campus.

24 We've worked very closely with the
25 Hillel Foundation on our campus, with the

1 Anti-Defamation League, who has visited our
2 campus on several occasions, and with a lot of
3 the programming that is going on through
4 various units in the University to try to
5 address those problems.

6 But there always is a great deal of
7 frustration and when you have an incident, in
8 trying to determine the source of that, and
9 being able to take corrective action.

10 This incident was investigated, there
11 was never able to determine the source of those
12 signs and other comments that were made to that
13 young woman.

14 MS. KELLEY-JOHNSON: Doctor, would
15 you say that the result of the Ku Klux Klan
16 being invited to the University of Kansas, do
17 you think that would contribute to the 30 per
18 cent of the national situations that have
19 happened at KU rates, 30 per cent of the
20 national statistics that there was anti-
21 Semitic activity?

22 MS. RIOJAS: On college campuses.

23 MS. KELLEY-JOHNSON: On college
24 campuses.

verify
57%
not
30%!
per SA

1 DOCTOR AMBLER: I'm sorry, I'm not
2 sure if I understand your question.

3 Do I think that it contributes?

4 MS. KELLEY-JOHNSON: Well one of the
5 speakers quoted 30 per cent of the national
6 average, that KU rated 30 per cent.

7 MS. RIOJAS: In other words, of all
8 the anti-Semitic incidents on college campuses
9 across the country, 30 per cent occurred at KU.

10 MS. KELLEY-JOHNSON: Do you believe
11 that that contributed to the invitation of the
12 Ku Klux Klan?

13 DOCTOR AMBLER: I'm not sure I
14 understand the source of that statistic, but to
15 suggest that 30 per cent of all the anti-
16 Semitic incidents on college campuses in the
17 United States occurred at the University of
18 Kansas, is outlandish. xx

19 MS. KELLEY-JOHNSON: Wouldn't it be
20 terrible if it were true?

21 DOCTOR AMBLER: Pardon?

22 MS. KELLEY-JOHNSON: Wouldn't it be
23 terrible if it were true?

24 DOCTOR AMBLER: It would be --

1 MR. TURNER: Five per cent I think
2 would be.

is correct

3 DOCTOR AMBLER: Yes.

4 MS. RIOJAS: Our understanding is
5 that the source is not -- it is a credible
6 source.

7 I don't remember at this point, and I
8 would have to go back to the material, whether
9 it was the Anti-Defamation League, or if it was
10 B'nai Barith (phonetic), or what.

11 MS. KELLEY-JOHNSON: Yes, it was from
12 the --

13 MS. RIOJAS: They actually monitor
14 these types of things.

15 DOCTOR AMBLER: Well I've never seen
16 the report to which you're referring, but you
17 know, 30 per cent of any racial incident across
18 the country, occurring in any one campus would
19 be a distortion. The problems we're dealing
20 with on University campuses are not isolated to
21 a particular geographical area of the country.

correct

22 You go to any of our national
23 meetings, higher education meetings, meetings
24 meetings, higher education meetings, meetings
25 of student personnel, and we all share the same

1 common kinds of problems.

2 So you know, I would have to see that
3 figure before I could really --

4 DOCTOR GORDON: Yes, this is the raw
5 data, 18 cases happened on the KU campus
6 (inaudible), and every --

7 DOCTOR AMBLER: But again, I would
8 like to determine where those statistics come
9 from.

10 DOCTOR GORDON: Those were well
11 documented in --

12 DOCTOR AMBLER: Well I'm not saying
13 that 18 didn't occur, I'm wondering if 38
14 occurred across the country, is what I'm
15 saying.

16 MS. RIOJAS: Well and I also --

17 DOCTOR AMBLER: 38 is a very small
18 number from across college campuses, from all I
19 read.

20 MS. RIOJAS: No this was just for
21 Jewish.

22 DOCTOR AMBLER: Yes, I understand,
23 but from all my reading, 38 cases across the
24 country sounds awfully small.

25 I've read 38 in the past --

1 DOCTOR GORDON: Do you have such
2 data?

3 DOCTOR AMBLER: No, I don't. I have
4 it for KU, yes.

5 DOCTOR GORDON: No, not --

6 DOCTOR AMBLER: We could compare it
7 with national data.

8 DOCTOR GORDON: You don't have any
9 data on national?

10 DOCTOR AMBLER: No.

11 MS. RIOJAS: Doctor Ambler, we
12 understand, and again, you know we can't say
13 who's right and who's wrong, but testimony has
14 been given that black enrollment has gone form
15 1200 plus, down to 600 plus, and administration
16 was asked about this and administration said
17 that they weren't aware that this had happened.

18 Would you agree to that statement?

19 DOCTOR AMBLER: No, I would not.

20 Black student enrollment has never
21 been as high as 1200 on our campus.

22 I don't have those figures with me,
23 but I think somewhere over 700 was our highest
24 black enrollment.

1 It is now around 630 I believe, this
2 year, so we have had a slow decline in that
3 number.

4 We've been aware of that, we monitor
5 those figures every semester, and so to suggest
6 that we were surprised is just not accurate at
7 all.

8 MS. KELLEY-JOHNSON: Is this American
9 blacks that you're counting or is this also
10 foreign blacks?

11 DOCTOR AMBLER: I'm talking about
12 native black students.)

13 The number of foreign black would
14 probably show an increase, because our foreign
15 student enrollment has continued to increase.

16 Overall, our foreign student
17 enrollment is about six per/cent of our total
18 population, between six and seven per cent, and
19 our native minority population is between six
20 and seven per cent.

21 Our native minority population has
22 been increasing, but we have been within those
23 figures, a number of native black students has
24 been declining.

1 We have been actively working to
2 reverse that trend and we believe that those
3 efforts will be successful.

4 MS. RIOJAS: Why do you think --
5 That seems so --

6 Well I don't know your business, so
7 that I -- some of my questions can be very
8 naive on the surface, they're not inside my
9 head, but why do you suppose that the black
10 enrollment would be going down at this stage of
11 the game?

12 DOCTOR AMBLER: Well --

13 MS. RIOJAS: You know, we have had
14 the civil rights movement for 30 years, and to
15 see an institution of this size that the black
16 enrollment is actually going down and that's an
17 alarming -- I mean you only had 600 or 700 and
18 you're down to 630, that's a big chunk gone.

19 Why do you suppose that happened at
20 KU?

21 DOCTOR AMBLER: Well I think that
22 there's some indication that undergraduate
23 black student enrollment has been declining
24 across the country, and that we were somewhat
25 reflective of that trend.

1 Our undergraduate enrollment is not
2 growing at KU right now. Our growth has been
3 in our off-campus enrollment and our graduate
4 enrollment.

5 So I think there is a combination of
6 factors that would probably attribute to that.

7 There is no doubt that when you have
8 a racial incident or when you have a group like
9 the Ku Klux Klan invited to your campus, and I
10 want to underscore the fact that it was not the
11 University that did that invitation, it was a
12 student organization and an individual faculty
13 member.

14 But in any event, those kinds of
15 activities that a University has to tolerate,
16 on the other hand has the effect I think, of
17 causing people to question whether or not KU or
18 any institution would have this kind of
19 activity as a place where they would want to
20 go.

21 We have to work hard to counter the
22 effects of a free speech activity when a
23 student group invites this speaker of that ilk
24 to our campus.

1 MS. RIOJAS: Well I understand
2 freedom of speech, I really do, and looking at
3 what happened in other countries when
4 supposedly Lenin said, you know, you cannot
5 disagree, and so therefore you cannot speak,
6 and then we start the spiraling down of the
7 freedoms.

8 However, I wonder how the faculty
9 would feel if a minority organization, be they
10 black or Hispanic, decided to hold a rally and
11 said we are supreme and kill the whites, how do
12 you suppose you would react?

13 I'm not going to ask you to answer
14 that, I'm asking you to think about it.

15 Because you see, it's the same thing,
16 it's the same thing.

17 And I remember how the Black Panthers
18 were treated and in Kansas City, Missouri, in
19 dealing with the Kansas City City Council, and
20 they voted to let the Ku Klux Klan have access
21 to the channel, the cable TV, and so I posed --
22 I called several of the city council people and
23 I said you know, I have no problem with the
24 freedom of speech, providing you allow the
25 Black Panthers and the Brown Berets to express

1 themselves, and that's all that was said, and
 2 they immediately voted no. So you see this is
 3 where the discrimination comes in.

4 DOCTOR AMBLER: I do want to respond
 5 to that, because I personally think about that
 6 all the time.

7 All of us I think, whether we're
 8 white or of color, suffer some time during
 9 their life, some type of discrimination and
 10 just because you're white doesn't mean that you
 11 don't have some understanding of that, so I
 12 think about it all the time.

13 When the Ku Klux Klan was invited to
 14 our campus, I wore one of those little red
 15 lapels that everybody was wearing saying, I
 16 abhor what this group stands for. Yet my
 17 position is one where I have to be out there
 18 defending the rights of student groups to
 19 invite speakers of their own choice to the
 20 campus.

21 Just as two years before the Klan was
 22 invited I had to defend the right of the
 23 minority student group to invite Louis ^{Farrakhan} ~~Faircamp~~
 24 to our campus and to respond to the students
 25 who were offended by his viewpoints and his

1 representation on campus.

2 As much as I would never invite the
3 Ku Klux Klan to campus, as much as I would
4 never support the University as the University
5 inviting that, I do have to tell you that I was
6 exhaustedly involved with students when Louis
7 ~~Faircamp~~ was there, I was exhaustedly involved
8 when the Klan was there, because of everybody's
9 sensitivity.

10 I do believe that a lot of learning
11 occurred. And that we ultimately came out a
12 better University because of those incidents.

13 One of our best student body
14 presidents, a Jewish student, became an
15 effective positive student leader out of the xk
16 Louis Faircamp protest.

17 A lot of students who went to hear
18 the Klan came away understanding that these
19 people are for real, that they believe the hate
20 they spell out.

21 An awful lot of growth occurred
22 because they were there.

23 Just as in the latest incident we've
24 had on our campus the past month, has been
25 stressful, straining, I believe that we are a

1 better institution because we've been through
2 that.

3 And our resolve to work on these
4 problems is even stronger now.

5 So I think about that all the time, I
6 have to, if I'm going to fulfill my
7 responsibility, my commitment to the students
8 at KU.

9 I'm going to defend the Louis
10 ~~Faircamp~~ being there, I'm going to have to
11 defend the right of a student group and an
12 academic sector is going to have defend the
13 right of a faculty member I guess, to invite a
14 Klan member to their classroom.

15 It simply means that we've got to
16 work harder to overcome the impact that such
17 events on our campus have on the way minority
18 people may view the University.

19 Right in the middle of this past
20 month, with the problems we've been having,
21 going unnoticed in the student newspaper, back
22 on Page 3 or 4, were reportings on two events,
23 one sponsored by the Black Student Union, one
24 sponsored by HALO, our Hispanic student
25 organization, recruitment activities for

1 Hispanic and black students, that brought quite
2 a few students to our campus.

3 Many of the students who were out
4 protesting the incident that had happened at
5 the fraternity house, were in those programs,
6 talking to potential students on what it was
7 like to be a minority student on the KU campus.
8 This was a student to student program sponsored
9 by our student organizations, but paid for by
10 the University.

11 This is part of that minority
12 recruitment program, where we are involving our
13 minority students and minority student groups
14 to help us counter the impact many times, of
15 these events that an institution cannot always
16 control.

17 MS. RIOJAS: The sad part about it is
18 that I am sure that there was some uplifting
19 experience to these heinous groups in people.

20 However you said earlier that there
21 had been anti-Semitic incidents increase since
22 the KKK, so you know, somehow that doesn't
23 quite balance, it just doesn't balance.

24 At what price, at what price?

1 MS. KELLEY-JOHNSON: I guess I have a
2 naive question.

3 I have heard several people from the
4 University speak, and they keep referring to a
5 campus organization, a campus group that
6 invited, who was -- what was the group?

7 Who was the group that invited them?

8 DOCTOR AMBLER: The KKK?

9 MS. KELLEY-JOHNSON: Yes.

10 DOCTOR AMBLER: It was a group called
11 Slightly Older Americans for Freedom.

12 (Laughter.)

13 MS. ESPINOZA: Doctor Ambler, I have
14 another question that I would like to ask,
15 because we have heard several minority students
16 today, discuss our topic, the reason for our
17 being here and compiling this information
18 regarding bigotry and violence on college
19 campuses.

20 Several of those students have been
21 from KU, and we have heard their statements
22 regarding the fear, the discrimination that
23 they have felt on campus, the Jewish girl that
24 said 72 per cent of the students, the Jewish
25 students, that had felt discrimination since

1 being on campus.

2 Now a lot of these students said that
3 they had never felt discrimination until they
4 went on the college campus.

5 What is the administration doing
6 about that? What are you doing about relieving
7 these fears, about working with students and to
8 help them?

9 DOCTOR AMBLER: Well I think we're
10 doing lots of things and have been doing things
11 over a period of years.

12 More recently, there has been an
13 upgrading of a lot of the program on cultural
14 diversity, sponsored through both the student
15 affairs units that I'm responsible for, and
16 through student organizations themselves.

17 Our student senate has, the last two
18 years, a very comprehensive program in cultural
19 diversity training.

20 We've made a commitment that we're
21 going to expand the leadership training for all
22 student organizations in the racial, cultural
23 diversity.

24 It is, I think, quite a commitment
25 that we have made, we're going to have to work

1 very hard to fulfill that commitment, but all
2 of our fraternities and sororities, their
3 leadership has made a commitment that they will
4 go through that kind of sensitivity training
5 starting next fall.

6 At the same time, we're going to
7 provide that for the leadership of all student
8 organizations who register with the University.

9 We have over 300 student
10 organizations that form on our campus each
11 year, so we're going to be making a big
12 commitment to that kind of training.

13 There are curricular efforts that I'm
14 not really prepared to speak to, because I'm
15 not responsible for any part of the curriculum.

16 We have under consideration, a course
17 that would have to be -- that would be offered
18 and mandatory of all students, on racial gender
19 topics.

20 There has been no commitment by the
21 University that we're going to be able to
22 fulfill that, that's strictly -- it's going to
23 take a tremendous amount of resource to provide
24 something far across the curriculum.

1 I personally believe that these kinds
2 of things have to be built into the curriculum,
3 that you cannot ask the student affairs
4 divisions of our University to take on this
5 task solely.

6 We don't have a classroom, we don't
7 have a captive audience of students, we can go
8 into residence hall programs, which we do, and
9 do cultural sensitivity training, but
10 frequently you find that it's the believers
11 talking to the believers and you're really not
12 getting out to students who need that kind of
13 help.

14 So I personally believe that it's got
15 to be built into the curriculum ultimately.

16 How or University or other
17 universities are going to be able to do that,
18 I'm not quite sure from their resource base.

19 MS. CHAVEZ-MARTINEZ: I don't
20 disagree with the argument that it needs to be
21 built into the curriculum, but in addition to
22 being built into the curriculum, I believe very
23 sincerely, and I think that in order for it to
24 be successful, there has to be the same thing
25 built into the schools, whether it be the

1 school of journalism, the school of public
2 administration, whether it be the
3 administration.

4 I feel that -- or is there anything
5 happening at KU that would make it or transfer
6 it into a multi-cultural university as far as
7 academics go, is there any direction at all
8 happening at KU that would indicate that this
9 is going to happen there in the academic arena.

10 DOCTOR AMBLER: Yes.

11 MS. CHAVEZ-MARTINEZ: A multi-
12 cultural academics as opposed to mono-culture
13 for example, history.

14 I mean are we learning mono-cultural
15 history or are we learning multi-cultural
16 history?

17 MR. TURNER: Again, I'm not prepared
18 to talk about curricular issues, because that's
19 outside of my area of responsibility. ?

20 MR. TURNER: Let me respond to that
21 for you because I just participated in a series
22 of meetings.

23 The executive vice chancellor on our
24 campus has met with all the identifiable
25 student groups, and they are the SCAD group we

Separate *✓ together*

1 spoke about, Students Concerned About
2 Discrimination, Black Men of Today, and you
3 have met some of them today, the HALO group,
4 the Hispanic organization, the gay and lesbian
5 group, the women's groups on campus and in the
6 past week she has attempted to meet with every
7 representative student organization of that
8 nature.

9 She has specifically asked these
10 groups to itemize their concerns regarding the
11 campus, the curriculum, the climate, the
12 enrollment, the matriculation of students, the
13 hiring and recruitment of faculty and staff,
14 and they have all expounded in writing to her
15 and she has responded back with what we're
16 doing.

17 Specifically in response to your
18 question, she has asked each of those groups to
19 serve just recently on an appointed committee,
20 that is revitalizing as the first course,
21 because it was a course that all the groups
22 called for, the Western Civilization course.

23 She has asked the dean of the college
24 of liberal arts and sciences to work with those
25 groups on all curriculum in every department

grant

1 and that includes journalism, history, english,
2 math and so forth, with the same students, and
3 addressing the curriculum in those areas.

4 And so yes, we have just initiated
5 those movements.

6 And of course this again was partly
7 in response to the recent protest on campus,
8 but more importantly to the visitation of the
9 KKK two years ago, that generated if you will,
10 the minority issues task force action plan,
11 which I have given copies to Mr. Hernandez for
12 the commission, and I hope you have them
13 available there.

14 MS. RIOJAS: Doctor Ambler, the first
15 question, Slightly Older Americans for Freedom,
16 how many members are in that organization?

17 DOCTOR AMBLER: I do not know. We
18 don't require student organizations to turn in
19 membership lists.

20 They file a list of officers with us
21 when they register each year.

22 MS. RIOJAS: Okay. And so I'm just
23 curious about that.

24 You just said something sir, about it
25 seems to me, and this is something that the

1 students have made mention, of the fact that
2 the administration has only done something
3 after the students protested.

4 The KKK after student protest, this
5 last incident, after student protest, do you
6 think that there's going to be a time, or have
7 you -- has the faculty or has the
8 administration been pro-active rather than
9 reactive?

10 DOCTOR AMBLER: I believe we've been
11 pro-active for a long time.

12 MS. RIOJAS: He's being funny, isn't
13 he?

14 (Laughter.)

15 DOCTOR AMBLER: I think everybody has
16 their different perspectives.

17 But we've had a minority fears
18 program at the University of Kansas for many
19 years, long before I was associated with the
20 University.

21 I think there has been many good
22 program efforts there.

23 We have active in student fears,
24 supported, helped the development of minority
25 student organizations and have involved them in

1 advisory bodies throughout the University.

2 I think it has been addressed various
3 ways in different departments, in the
4 curriculum.

5 I think efforts to diversify the
6 staff of the University and the faculty, have
7 been going on for a long time and in my own
8 division, I think we've had some great success
9 in increasing the number of minority staff.

10 Student affairs probably has the best
11 record of any division of the University in
12 terms of the number of minority staff people
13 there.

14 So you know, I think there's lots of
15 things going on.

16 But it only takes an incident of one
17 individual simply to bring focus on the fact
18 that we haven't solved these problems in our
19 whole society.

20 I've been quoted and criticized for
21 this quote, that the fact is that we're in the
22 process now of not just trying to change laws
23 and policies and programs that are
24 discriminatory as we did in the 60's, we're
25 after the hearts and minds and values of

1 people.

2 They come to the University at 18
3 years old, with whatever kind of cultural
4 training or lack of that that they've had, and
5 there's no quick magic wand for a University to
6 wave that is going to make people respect each
7 other, to like each other.

8 It is a process of education and it's
9 one that we cannot saddle one segment of the
10 University.

11 Student affairs deals with students
12 on an individual and out of class basis, it's
13 got to be an institutional effort.

14 Certainly when you have the kind of
15 problems that KU has experienced, you have to
16 redouble your efforts and I think that's what
17 we're in the process of doing.

18 MS. ESPINOZA: Doctor Ambler, if you
19 would allow me, I really do appreciate your
20 patience, and I have one more question with
21 just some of these students that have discussed
22 this, okay?

23 DOCTOR AMBLER: Uh-huh.

24 MS. ESPINOZA: Could not the
25 University assist these minority students and

1 their groups by instead of meeting with each
2 group separately, holding these groups together
3 as a body, teaching them to network while
4 they're there on the campus and giving them a
5 voice on campus, instead of one here and one
6 here, giving them a voice where people will
7 listen to them and meet their needs?

8 DOCTOR AMBLER: Well there is a lot
9 of ways that that is done.

10 I've had a student advisory board
11 ever since I've been there, for 13 years,
12 called Presidents Roundtable.

13 Ever since I've been there, various
14 minority groups have been represented on that
15 body, and they have direct access to me any
16 time they want it.

17 There is the group that Skip
18 mentioned, SCAD, Students Concerned About
19 Discrimination. It is a confederation of
20 minority student groups and we are working with
21 them.

22 DOCTOR GORDON: They have testified
23 here today --

24 DOCTOR AMBLER: Pardon?

1 DOCTOR GORDON: They do not see it
2 that way.

3 MS. CHAVEZ-MARTINEZ: I think the
4 reason is that there is an issue or a lack of
5 continuity.

6 The reason that there is a lack of
7 continuity as I understand it today, is first
8 of all, and taking the office of minority
9 affairs in the last four years there has been
10 how many directors there, three?

11 DOCTOR AMBLER: Three.

12 MS. CHAVEZ-MARTINEZ: Okay, there's
13 no continuity in a situation like that.

14 You have students who are going to
15 school, who are working, or attempting to
16 coordinate some things, but there is absolutely
17 no way that they can impact the University
18 without some type of continuity from the
19 administration and in keeping these programs
20 implemented, which is why I think we have the
21 reactive situations occurring and why you don't
22 have a program that is ongoing.

23 I'm not saying that there is not an
24 attempt at that at this point, what I'm seeing
25 is that --

1 And personally having worked with you
2 in the past, I think that I can say today we're
3 no further ahead than what we really were.

4 I also have students now on campus,
5 personally still experiencing the same things
6 that were being experienced five, six or seven
7 years ago, and my concern is the lack of
8 continuity to enable these programs to develop.

9 That's where I think there is either
10 something going on that's not being
11 communicated between the administration and the
12 students, and I also have the concern about the
13 comment about the student affairs not being
14 able to handle this.

15 I don't think anyone on this
16 committee expects student affairs to handle it,
17 I don't understand why student affairs and the
18 entire University isn't working together on it
19 and why one isn't aware of what the other group
20 is doing.

21 DOCTOR AMBLER: I didn't want to
22 imply that this burden was totally dumped on
23 student affairs.

24 DOCTOR GORDON: I think so.

1 DOCTOR AMBLER: I'm just saying that
2 if you know anything about a University and the
3 role of faculty and how curriculum is developed
4 in different units, you can understand where
5 I'm saying that to try to get an institutional
6 fix on a problem like this is something that is
7 easier said than done.

8 In terms of continuity, yes, we've
9 had some change in the leadership in the
10 minority affairs. We even had a change in
11 where it is administratively located.

12 It is now in student affairs where
13 quite frankly, I think it belongs, because it
14 needs to be connected with the admissions, the
15 recruitment program. It needs to be connected
16 with the financial aid program, it needs to be
17 connected with student activities, and so
18 forth.

19 It is there now, where those things
20 can happen in a much more coherent and
21 consistent way.

22 That's what we're working on, ever
23 since I assumed responsibility for the minority
24 affairs office in my division.

1 Again, I welcome it, I want it,
2 because I think we are the people who are
3 committed to try to provide that continuity.

4 Sure, racism occurs everywhere, but
5 frequently these incidents are in the out of
6 class social relationships between students,
7 and so that's what student affairs people do
8 best.

9 So we are trying to provide that
10 continuity.

11 Before we had the recent change in
12 leadership in that office, we had two directors
13 that probably spanned well over ten years.

14 We've been trying to diversify that
15 office even, and we've had our first Hispanic
16 staff member in there this year. Unfortunately
17 he's going on to his chosen career in urban
18 government management.

19 But we think that's just the
20 beginning of having a much more diversified
21 staff.

22 MS. RIOJAS: You know in my business,
23 we are aware that corporations who are the
24 bottom line is profit and loss, they have
25 become aware that if they want a piece of the

1 action from different community groups, they
2 have to have those groups represented on their
3 staff and on the executive level, financial
4 analysts, and I'm not talking all EEO or
5 affirmative action, their financial analysts,
6 their human resources, their directors of
7 planning, of marketing, and these Fortune 500
8 companies are sending out memos, we realize,
9 and they're meeting with various organizations,
10 we realize the potential of this market,
11 therefore please help us, and they want
12 contracts, groups of people, they want all
13 kinds of involvement.

14 But the first thing that they're
15 doing is they're getting people on their
16 staffs.

17 You know, I'm wondering at --

18 And they realize that if they want a
19 piece of the market it's just not enough to say
20 that well we've got this one person over here,
21 and parade that person like it used to be done.

22 Now that person has to really have a
23 definite part in the organization, and have
24 some authority for policy making decisions, or
25 at least the authority to implement those

1 policy decisions.

2 And I look at the --

3 And they know where their dollars are
4 going to come from.

5 This University, your University, KU,
6 receives its money from the taxes of the people
7 of the state of Kansas, and those people
8 comprise all these groups we've been talking
9 about.

10 It seems to me that those people who
11 have higher education and who have studied
12 planning and psychology and sociology and all
13 those good "ologies" that are out there roaming
14 around, would see to it that those communities
15 are represented proportionately on their staff.

16 Because you see, what would happen do
17 you suppose if these groups, and God forbid I
18 would never encourage anybody to do this, but
19 if they were to say no, we're not going to pay
20 our taxes, you want our money, you put our
21 people on those faculties and on your staff,
22 and we'll give you our money.

23 You see, KU has been in existence for
24 many, many, many years and generations and so
25 what we're talking about today is something

1 that is long overdue.

2 And I'm just asking you to think
3 about it, because what I've been hearing today
4 is a high level of frustration.

5 You wonder -- it makes one wonder how
6 long can that level of frustration be
7 maintained under control.

8 I urge you to consider it.

9 DOCTOR AMBLER: Believe me, we
10 consider that all the time, and I --

11 MS. RIOJAS: Soon.

12 DOCTOR AMBLER: I agree with you.

13 MS. RIOJAS: Very soon.

14 DOCTOR AMBLER: I agree with you and
15 I think we are and have been working at that
16 kind of diversification.

17 MS. RIOJAS: We've been --

18 We have one Hispanic on the faculty,
19 and how long has this institution been in
20 existence and how long has my entire family
21 been paying taxes, Doctor Ambler?

22 DOCTOR AMBLER: Again, I don't have
23 the --

24 MS. RIOJAS: Don't apologize, please.

1 DOCTOR AMBLER: I'm not apologizing,
2 I don't have those figures, I can only respond
3 for my --

4 MS. RIOJAS: Thank you.

5 MS. CHAVEZ-MARTINEZ: And how can we
6 get hold of information regarding the amount of
7 money at KU and how it's spent, that's one
8 question.

9 The second question is -- well that's
10 the main question I have.

11 DOCTOR AMBLER: The amount of money?

12 MS. CHAVEZ-MARTINEZ: Okay, revenues.

13 DOCTOR AMBLER: The total --

14 MS. CHAVEZ-MARTINEZ: Endowment money
15 is an example.

16 I mean I know that there is a lot of
17 money in endowment, I know that there is so
18 much given for scholarships and that there is
19 so much given for salaries, and there is so
20 much -- given to us and I want to know how much
21 is left getting interest and if --

22 Break it down so that we have an idea
23 where the money is going and how it's being
24 used to promote the programs and the things
25 that we're talking about.

1 DOCTOR AMBLER: Well I think the
2 University's budget is a public document.

3 Through Skip's office we could
4 certainly provide you with whatever information
5 you want.

6 We also have a report on our minority
7 scholarship programs, that's available to you
8 in terms of how many students are funded by
9 various minority scholarship programs.

10 The endowment association is a
11 private organization, but the scholarship
12 report that I referred to is a lot of private
13 scholarships that come through the endowment
14 association.

15 MS. CHAVEZ-MARTINEZ: Okay, when you
16 say the endowment association is a private
17 association, could you explain that a little
18 bit further?

19 DOCTOR AMBLER: It's a private
20 organization that raises money to support the
21 University, and it is not a state funded
22 operation, it is not under the control of the
23 chancellor, the governor of the state of
24 Kansas. It's under the control of its own
25 board of directors.

1 MS. CHAVEZ-MARTINEZ: Okay, and could
2 we get a list of the board of directors then of
3 the endowment association?

4 DOCTOR AMBLER: Sure.

5 MS. RIOJAS: Doctor Ambler, I was
6 just handed a copy of this cartoon that was --
7 came out of the Kansas City Star on April 12th,
8 1990, and it shows a group of Klansmen, and it
9 says too obviously --

10 DOCTOR AMBLER: I've read the
11 cartoon.

12 MS. RIOJAS: Obviously of African
13 background and they say, I don't know about you
14 but these KU pep rallies make me nervous, and
15 there's a cross burning, with the Klansman,
16 that should worry me if I were you.

17 DOCTOR AMBLER: Of course it worries
18 me, but I have to say I think that's the worst
19 kind of journalism I've ever.

20 MS. RIOJAS: Only because it didn't
21 make you feel good?

22 DOCTOR AMBLER: Pardon?

23 DOCTOR GORDON: The report I hear
24 from the students --

25 MS. RIOJAS: Any other questions?

1 DOCTOR GORDON: I have one other
2 question that I will try and add, let me try on
3 this.

4 DOCTOR AMBLER: Doctor, I'm going to
5 have to leave.

6 MS. RIOJAS: Thank you very much for
7 your interest and for the time that you've
8 spent with us.

9 DOCTOR AMBLER: I do appreciate your
10 work and your interest.

11 MS. RIOJAS: Thank you.

12 DOCTOR GORDON: I think that what we
13 have seen is that looking at the situation of
14 bigotry on this campus, we also know that all
15 around the country a number of people in charge
16 of these programs, i.e., the -- they usually
17 are in the minorities and sometimes women.

18 We cry that we want blacks and put
19 them on the groups in upper level of our
20 administration, presuming that you've done
21 that, much of what they're talking about came
22 as a result of that movement 20 years ago,
23 demanding women and blacks in these places.

24 But once we get the blacks and women in
25 these places, we discover now that these are

1 not really -- things are getting even worse.

2 The question is, are we a part of the
3 problem or part of the solution.

4 MR. TURNER: I think both.

5 In my belief, and I've been the
6 affirmative action director at several
7 institutions over the last 25 years, and in my
8 work I have seen period of time when it seems
9 the whole nation is moving toward the right
10 direction, the 1960's, 1970's.

11 I also see periods of time when our
12 very leadership aim us in just the opposite
13 direction, and I saw that over the last ten
14 years in the White House.

15 I have seen periods of time when
16 students did not feel the tensions of what was
17 going on, because we seem to be moving in one
18 direction one time and one in another.

19 I think that the most irresponsible
20 organizations are those that have the
21 opportunities to do things and they do not,
22 institutions of learning, and not just higher
23 education, have been largely responsible for if
24 you will, the decline that we've seen over the
25 last few years, not only in numbers, but in the

1 kinds of atmospheres we were trying and
2 attempting to build in the 1960's and 1970's.

3 I fully agree with your statement
4 that had the situation of the KKK visiting our
5 campus been reversed and it had been the Black
6 Panthers, they would not have --

7 MS. RIOJAS: Oh, you bet, never give
8 the --

9 MR. TURNER: Academic freedom would
10 not have been an issue.

11 MS. RIOJAS: Not in a million years.
12 They were thrown out of the country
13 or in jail.

14 MR. TURNER: Exactly. They were put
15 in jail or out of the country, but I can speak
16 to that personally because many of them were my
17 best friends.

18 I'm saying this, and I'm saying it
19 with --

20 I didn't come here to defend
21 institutions of higher education, I did not
22 come here to defend KU, nor did I come her to
23 cast aspersions on certain administrations in
24 the White House, what I'm saying is that
25 particularly at institutions of higher

1 education where the opportunities are there and
2 should be there for changes to be made, and
3 where change usually is made under pressure in
4 this country, we get lax when we want to be lax
5 in those areas, when we feel no pressure to do
6 anything.

7 I think particularly at predominantly
8 white institutions, those things occur.

9 I've noticed that the kind of
10 movement that is going on across the country
11 now, regarding students becoming actively
12 concerned about their environment and so forth,
13 actually again this time began on the
14 predominantly black and the institutions that
15 have predominant minority populations as
16 students.

17 They began again because what was
18 questioned were the issues, not necessarily the
19 activities, the climates, not necessarily the
20 activities.

21 MS. RIOJAS: Uh-huh.

22 MR. TURNER: Because generally, on
23 the predominantly white institutions, the
24 activities don't exist. You don't see them
25 except among individuals whose hearts are in

1 the right place.

2 When there is no pressure coming from
3 any direction on these campuses, they tend to
4 let things fall by the wayside and start
5 stressing things like academic freedom and
6 first amendment rights, above and beyond the
7 real serious, moral issues that we have to
8 face.

9 The moral issues have to do with the
10 death of our students, our kids before they
11 become students in impoverished areas, the
12 drugs that are being focused into the
13 communities not only by the federal government,
14 but by the other illegal sources that are
15 focusing drugs into those communities, the
16 prisons that are receiving the populations that
17 the colleges and the universities and high
18 schools should be receiving.

19 Those are the issues that I feel
20 higher education has been completely negligent
21 in addressing those issues.

22 Why? Because the pressure is not
23 there. I appreciate the kind of pressure we're
24 getting now, I'm just appalled that it takes
25 those kinds of pressures to get individuals

1 motivated to start doing things.

2 I am appalled when it takes a threat
3 of taking funding away, I don't think that
4 helps anything.

5 But when it takes that threat, our
6 laws are based on the fact that we can -- the
7 affirmative action laws are good as far as
8 employment is concerned, because we can
9 threaten them with removal or non-award or
10 contracts and removal of dollars.

11 I haven't seen that enforced very
12 much, even in the 20 years that it's been in
13 effect, and I think that's the responsibility
14 of certain agencies that monitor those
15 institutions.

16 As I've said, I've been at several,
17 and KU is no better and no worse than any of
18 them that I've ever been at, but I think
19 institutions of higher education have to take
20 the responsibilities for themselves.

21 Certainly as long as I'm at KU, and I
22 hope Jake, as long as you're there, we're going
23 to continue to push these people, not as a
24 campus so much, because the recognize what
25 their campus -- their University-wide

1 responsibilities are, but the dog gone
2 individuals, I can count on my hand I think,
3 the number of people on our campus who have
4 shown us serious commitment toward the minority
5 students, that has been continuous over the
6 years, and that has not needed pressure to have
7 them address.

8 I can guarantee you that the hand I
9 count them on, I'll find that they're all
10 minority because they have a personal interest
11 in it.

12 A few white instructors have
13 continued to be in the forefront. Certainly
14 our Jewish instructors have continued to be in
15 the forefront, but I'll guarantee you it's
16 those with those kinds of heartfelt personal
17 interests that have always been in the
18 forefront of even working with the students and
19 communicating with the students.

20 One of the things that I will say is
21 that I found very appalling when we did look at
22 the campus climate from the perspective of the
23 students was, that all of the University seemed
24 to think in some form or the other, they were
25 communicating with the students.

1 They were so blatantly surprised to
2 find that the same issues of the 60's and 70's
3 are still here before them today.

4 MS. RIOJAS: That's what --

5 MR. TURNER: It's like the most
6 educated people in the country and the state
7 are the most ignorant about what's going on
8 around them, when it comes to minorities and
9 when it comes to women's issues, when it comes
10 to religious issues, age issues even, until
11 they get near retirement.

12 Well that's what I say, I'm an
13 affirmative action officer, I monitor cases and
14 complaints of discrimination that are brought
15 to my attention, as well as those activities
16 that are brought to everyone's attention.

17 We had 97 cases of discrimination
18 brought -- complaints of discrimination brought
19 to our office in the last year, and five of
20 those went formal.

21 Tom has some good information on
22 that, but of those 97, we mediated in each
23 case, and in each case we found that not only
24 were there things like internal policies after
25 people that are hired that are just as

1 discriminatory as those preventing them from
2 getting employed, but there are individuals who
3 are running systems that perpetrate those
4 individual -- and they're not written policies,
5 they're policies of individuals again, that do
6 this.

7 I'll give you one good example.
8 Minority students get a large part of their
9 resources once their students on campus and
10 work study funds, college work study funds, but
11 if you look to see who hires minority students,
12 you're going to find on our campus, at least
13 I've found in looking at it, that you can go to
14 Jake Gordon's office and find minority students
15 employed for work study, you can come to my
16 office and go to minority affairs and you can
17 go to many of the faculty's offices who are
18 black and other minorities and find those
19 minority students there, but I guarantee you if
20 you want to find them anywhere else on campus
21 you're going to have to go out to McDonalds or
22 Burger King or even those kind of laboring
23 jobs.

24 And those, believe me, are difficult
25 to get in Lawrence, Kansas, because it is run

1 sort of in a way that things of nepotism from
2 the community carries over.

3 If you're a family member or friend
4 of someone you might get a job, but how many
5 minorities come into Lawrence, Kansas who are
6 family members or friends of a largely white
7 community?

8 Those are the kinds of situations
9 that have become more and more revealed to me
10 as I personally studied the campus and assessed
11 it for certain things the report said we've
12 used, but also from the mechanisms that we've
13 had in place over the years.

14 Those mechanisms have remained in
15 place, but depending on one, the
16 administration, and two, the sensitivity and
17 sincerity of the faculty, staff and other
18 employees and administrative employees on
19 campus, whether or not they're enforced to the
20 degree that they should, depends on that level
21 of sincerity.

22 It is my estimation that on KU
23 campus, that sincerity has probably risen more
24 in the last three weeks than it has ever in the
25 past six years that I've been there.

1 MS. RIOJAS: You know, I feel that
2 one of the things that I learned, I remember in
3 the early 70's, when people would say, you
4 can't legislate morality, and I'd say no, but
5 you can sure modify behavior.

6 MR. TURNER: Behavior, that's exactly
7 it.

8 MS. RIOJAS: And that is, where it
9 seems to me like we're going to have to go back
10 to that very basic philosophy.

11 You know, I was asked by a reporter
12 today, what would you do, and I said well it's
13 like I would say to my children, that is
14 inexcusable behavior.

15 MR. TURNER: Let me give you a very
16 good example of that on KU's campus.

17 I came here in '84 and to my
18 knowledge, there has never been any program
19 that demanded an accountability in the area of
20 equal opportunity, affirmative action, civil
21 rights or anything else, from any employee on
22 the college campus.

23 I had no idea that even such a policy
24 that would evaluate persons and determine their
25 merit pay increases based on their

1 effectiveness in those areas.

2 Do you know that in researching for
3 the students information, in the past few weeks
4 I discovered that a year before I got here, a
5 document was promulgated by the then executive
6 vice chancellor who is no longer with us, at
7 least no longer on campus, I don't want to
8 imply that he's passed away, that specifically
9 states that every employee on the University
10 campus will be evaluated on their anniversary
11 when their merit pay increases are being
12 considered, for their responsibilities, their
13 adherence to principles and laws associated
14 with that, but also their effectiveness in
15 administering the University's stated
16 commitment in those regards.

17 If I didn't know it existed, do you
18 thing it's being applied anywhere on campus
19 with our faculty or anywhere else?

20 It's -- I have just placed it in our
21 new policy document for search screening and
22 selection as one that will be enforced by the
23 affirmative action office, simply because I
24 just discovered it.

25 I was in --

1 Our action report called for it to
2 happen when it already existed, and it was just
3 not being enforced.

4 I can guarantee you that nobody I
5 asked on campus about such a thing, knew of its
6 existence.

7 MS. CHAVEZ-MARTINEZ: There is one
8 more issue that has not been addressed today,
9 that has been a concern and on my mind, because
10 of your particular role.

11 Perhaps you could respond to it, and
12 that is of course recognizing that we're
13 working in an area of civil rights and that we
14 have the federal courts and the Supreme Court,
15 has definitely begun to withdraw from some of
16 the protections that we had, which I should
17 think will eventually affect affirmative
18 action, and recognizing also that as the state
19 of Kansas, how we should or maybe want to look
20 at the responding in order to insure protection
21 for those rights.

22 Do you see or have any
23 recommendations on what we may be looking at,
24 at this point?

25 MR. TURNER: Well --

1 MS. CHAVEZ-MARTINEZ: Because we talk
2 about reaction versus pro-action, and we will
3 be reacting if don't begin to look now at what
4 we have.

5 MR. TURNER: Exactly.

6 And again, I think it is sort of a --
7 it trends, it crosses all our lives, political,
8 economic, social.

9 We've got to begin doing several
10 things. One has to do with that enforcement,
11 again, and I perfectly agree with you because
12 that's my statement exactly, I probably can't
13 control individual ways of thinking or their
14 attitudes, but eventually you can get people
15 sensitized probably, and so forth.

16 MS. RIOJAS: Twenty years.

17 MR. TURNER: But their behavior is
18 immediately --

19 MS. RIOJAS: Immediately, darling,
20 immediately.

21 MR. TURNER: And we can increase and
22 intensify in Kansas, our legislation, and we
23 can call for that intensification, whatever is
24 dismantled at the federal level for whatever
25 reasons.

1 Kansas can go beyond that and we
2 should.

3 We should hold our legislators
4 accountable, particularly when we're doling out
5 funds to institutions, organizations and so
6 forth, in this state, to dole out those funds
7 with the very idea in mind that if you're not
8 positively progressing in an evaluated way, a
9 statistically reportable way, an apparent way,
10 of implementing the commitments that we're
11 discussing here, then dog gone it, go find your
12 funds elsewhere.

13 MS. CHAVEZ-MARTINEZ: If you will
14 tolerate just one more question.

15 MR. TURNER: Sure.

16 MS. CHAVEZ-MARTINEZ: Then I'll quit,
17 because I feel it's tied in.

18 The reaction and the attitude of the
19 Kansas courts, have you found them more or less
20 favorable, or have you found --

21 MR. TURNER: In looking at them, I've
22 found them in comparison to the federal
23 government, yes, more favorable, because they
24 have addressed parental issues, women's issues
25 and so forth.

1 I've found them very favorable in
2 that regard.

3 When it comes to minorities, I have a
4 feeling that it has been status quo, and they
5 have been pretty much following the form and
6 fashion of the federal government.

7 But I think more importantly, is that
8 lacking a clear mandate in a positive direction
9 from that level, they're choosing not to react
10 at all.

11 MS. RIOJAS: Are there any other
12 questions?

13 (No response.)

14 MS. RIOJAS: Comments. There have
15 been some very provocative and profound
16 statements made today.

17 We appreciate your time and your
18 effort.

19 I was just wondering what would
20 happen if the citizens of the state of Kansas
21 would pay their taxes under protest, as they
22 did at tax reappraisal time, and I wonder what
23 would happen in the state legislature.

24 If no one else has any further
25 comments, I will --

1 MR. TURNER: I might just say that I
2 did see that work once when a community, a
3 municipality down south where I used to live,
4 put their taxes in escrow, and the legislators
5 of that community responded immediately.

6 MS. RIOJAS: Immediately.

7 MR. TURNER: And nobody went to jail
8 because they did either.

9 MS. RIOJAS: Were you not finished
10 yet?

11 MR. TURNER: Oh, Doctor Berger has a
12 summary of our grievances, and certainly we
13 have done that.

14 I think I've given that to you
15 verbally, but we will probably like to leave
16 the document with you Mr. Hernandez, so that we
17 can -- so you can have that at your disposal
18 here.

19 MR. HERNANDEZ: And Mr. Turner did
20 give me some -- a big report on the profiles of
21 the (inaudible).

22 MS. RIOJAS: Okay.

23 MR. TURNER: Yes, please do know that
24 Mr. Hernandez has that for your review and
25 disposal.

1 Several documents are attendance
2 patterns over the last several years, five
3 years, on all students. They do separate out
4 the foreign nationals.

5 The University of Kansas hiring
6 profiles for the last three years are
7 available.

8 KU policies on sexual harassment, KU
9 grievance procedures for handling cases of
10 discrimination, are last three reports on the
11 minority issues task force are available to
12 you.

13 And preliminary highlights of
14 activities for the coming year are also
15 available, and we did include our EEO report
16 and I think you're familiar with that document
17 too.

18 MS. RIOJAS: Okay, we can just
19 contact your office?

20 MR. TURNER: Please do, yes.

21 MS. RIOJAS: Thank you very much.

22 MR. TURNER: Thank you.

23 MS. RIOJAS: Committee, thank you
24 very much for your time, your patience and your
25 interest.

COMMITTEE MEMBERS

ANA RIOJAS, Chairperson
Kansas City

FRANCIS E. ACRE
Dodge City

JEANNIE CHAVES-MARTINEZ
Parsons /

MARY ESPINOZA and DR. JOHN C. GASTON
Wichita

SENATOR SHEILA G. FRAHM
Colby

DR. JACOB U. GORDON and DR. BURDETT A. LOOMIS
and CHARLENE KELLEY-JOHNSON
Lawrence

DR. IL RO SUH
Overland Park

LEROY TOMBS
Bonner Springs

MELVIN L. JENKINS, Director, Commission's
Central
Regional Division