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## "Relations of Institutions to Minorities in Urban Areas"

Samuel E. Kelly

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Samuel E. Kelly  
"Relations of Institutions to Minorities in Urban Areas"  
Portland State University  
February 27, 1975

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BILL HARRIS: The Black Studies program, along with the university's AAA committee, is pleased to participate in this portion of the Vital Partners Week activities. We'll have the following people participating: Ada Reid will sing "Lift Every Voice," Dean Cease will do a short explanation of what Vital Partners' celebration is about, the speaker will be introduced by Doctor Lee Brown, and I will make a few closing remarks. At this time, would you please stand for the singing of "Lift Every Voice."

[piano]

ADA REID [singing]:

*Lift every voice  
And sing 'til earth and heaven ring  
Ring with the humble needs of liberty  
Let our rejoices rise high as the listening skies  
Let it resound loud as the rolling sea  
God of our weary years  
God of our silent tears  
God who has brought us thus far on the way  
Thou who hast by thy might let us into the light  
Let us resound loud as the rolling sea*

*Sing a song*

*Full of the hope that the dark path has taught us*

*Sing a song*

*Full of the hope that the present has brought us*

*Facing the rising sun of our new day begun*

*Let us march on 'til victory, oh 'til victory is won.*

[applause]

HARRIS: It's very appropriate to have Dean Ron Cease participate in this program for two reasons. First of all, he is the university's coordinator for Vital Partners Week, and also because Dean Cease has been intimately involved with the Black Studies program, in fact, under his academic administration for his first four years or so. So at this time I give you Dean Ron Cease.

RON CEASE: Thank you very much, Bill. Let me indicate a little bit, I think, as background, how this program got started. As you know, we have a new president, Dr. Joseph Blumel, who was previously the vice president and before that had the job that I currently hold. In conversations with the Mayor and with others over the last several weeks and months, the two of them and those that they talked to thought it would be... make a lot of sense to have a conference that would stress the strengthening of old ties that the university currently has with community, community agencies and community groups, and to highlight the need for creating new ties that would be long lasting and relatively permanent. So, in putting together the conference Vital Partners, we are trying to do two things, then. One, to use this as a substitute for the more formal inaugural ceremonies to highlight and recognize the new president and his administration, and secondly, to strengthen and develop new contacts between this institution and the various parts of the larger Portland community.

Now, although this conference highlights our relationships with the city of Portland, this is simply, I think, a symbol of the larger relationships that we have and are interested in developing with the larger Portland community, so that obviously, in terms of this week and the weeks that will follow, we're more than just... concerned with more than just the relationships with the city. The county, business groups, civic groups, any sort of group you want to think of that has a part to play in the larger Portland area, we're very much interested in.

We have, I think, for those of you who have a program... excuse me just a minute.

[speaking off mic, indistinct; resumes on mic]

If you do not have one of the programs for the week, we still have the rest of today, tomorrow, and some events that are scheduled on Saturday, and you are welcome and encouraged to participate in any of those activities. Let me mention two of these that I think are of particular

interest. One is a lecture this evening in the public auditorium, which starts at 8:00. If any one event of this whole week is a substitute for a presidential inaugural, that is it. Our featured speaker is David Crombie, who is currently the Mayor of the city of Toronto, Ontario, Canada. The event tonight will be hosted by the city, Neil Goldschmidt, the mayor, will be the master of ceremonies, Doctor Blumel will be introduced, we will have the speaker and some other events. There are activities that will also take place this evening, there will be an informal reception following the lecture and the discussions. We would encourage you to attend if you are at all free this evening.

Tomorrow at 11:00 there is a kind of a wind up panel, where the chairman is... the panel is chaired by, as it indicates in your program, by John Schaar from the University of California at Santa Cruz. He is not able to be with us this week because he had a severe automobile accident. His place has been taken by Leroy Ramir, who is the associate dean of the Graduate School of Public Policy at Berkeley, and he's here and will chair this panel tomorrow. The purpose of the panel is to bring the university community and others from the larger community in, and a number of local government officials, to talk about some of these mutual problems, mutual interests, and to get some idea of perhaps where we might go with these in the weeks after this.

I'm very pleased that Black Studies was able to put together today's program. Perhaps I ought to indicate very briefly how we worked out the format and the program for this week. The planning committee decided that there were two or three big events that we simply had to have: we had a lecture on Tuesday night and this lecture tonight are two of those, and then decided that the rest of the program, we would leave it up to the departments and academic programs within the institution to put together. And Bill Harris and his group decided they wanted to put together this program, we were able to find some money from our triple A fund to finance the appearance of Dr. Kelly from the University of Washington. We are pleased he's here, we're delighted that Black Studies was able to put this together, and hopeful that the rest of the conference will go well, as I think it has to this point. Since it's half over at this point, it started Saturday, I think we're now going downhill—by that I mean it's not getting worse, it's getting better—but at least I see the thing that is going to be over at some point. I suggested to Dean Hoffmann of social science the other day that I was going to jump off a bridge when this was over. He said, "Well, why don't you jump off a bridge before it starts? That way you won't have to go through the whole week." And I said, "Well, I'm still very curious, and until I see the week I'm not going to do that." But everything has been going very nicely, we've had good crowds, we've had some very good people, and I'm delighted to be at this one and pleased to welcome you to the university, and to be part of Vital Partners Week. Thank you, Bill.

HARRIS: The man who is going to introduce our speaker is certainly no stranger to this campus, for those of you who've been around I guess at least a couple of years, two to three years. Dr. Brown was formerly with the Administration of Justice program here, played a very integral part in getting the grant funds to... that now makes it possible for the university to have the Ph.D. Criminal Justice program. He has been very much involved in many community affairs around, probably much to his demise, in some cases. So, at this time he has left the academic community in part—in part, because he will continue being involved with Portland State—but presently he's the Director of Public Safety of Multnomah County, which means he is the sheriff, or the man; and Dr. Lee Brown will introduce our guest speaker.

LEE BROWN: Thank you. We are certainly honored today to have a very distinguished speaker, a very distinguished college administrator as our featured speaker. He has an authority in several areas of urban systems, having been instrumental in establishing several ties between the University of Washington and the city of Seattle. He's a very appropriate individual to participate in our Vital Partners ceremonies here at Portland State University. Samuel E. Kelly entered the United States Army as a private in 1944, and he served in numerous key military assignments, retiring as a Lieutenant Colonel in January of 1965. Dr. Kelly received an A.B. degree in history with distinctions from West Virginia State College in 1959, a B.S. degree in education, summa cum laude from West Virginia State college in 1963, a M.A. degree in history from Martial University in 1960, and a Ph.D. degree in higher education from the University of Washington in 1971.

Professionally, Dr. Kelly was an assistant professor of military science at West Virginia State College for five years, an instructor in U.S. and European history at Everett Community College, an assistant professor of U.S. and Far Eastern history, Assistant Division Chairman of Social Sciences and administrative assistant to the president of Shoreline Community College. Currently he serves as the Vice President for Minority Affairs at the University of Washington, where he also is an associate professor of education.

Dr. Kelly's lasting social community affiliations are many, including Alpha Gamma Mu, Phi Alpha Theta, Omega Psi Phi fraternity, Alpha Omicron [...], the board member of the Battelle Seattle Research Center, Church Council of Greater Seattle, and Seattle Urban League. He serves on the board of directors for the First A.M.E. Church, an executive committee member of the Seattle OIC, Co-Chairman of the Minority Steering Committee of the Council on Higher Education, and advisor in the doctorate program for higher education at University of Washington. At this time I'm very pleased to present our featured speaker, Dr. Samuel Kelly.

[applause]

SAMUEL E. KELLY: My brothers and sisters, sometimes when people start introducing me I hardly know what's going to come out, and when it gets out I hardly recognize myself.

Portland State University is in trouble. And I have a lot of things I want to say in these next 30 to 35 minutes, and I'm distressed by some of the things I've observed coming in and out of this area, as infrequently even as I do. The subject, as we talk about relations of institutions to minorities in urban areas, is a thing that I'm very, very vitally concerned with, and have an awful lot to say about. I somewhat feel like a brother who was a member of Alcoholics Anonymous, and was about to give a speech, and on his way to the lecture hall he stopped by a party and consumed too much liquid delight from the wrong punchbowl, and as he ascended the platform in the lecture hall, he blurted out, "Brothers and sisters, I want you to know that I am full of my subject."

Well, I'm full of the subject when it starts to... we start to relate the kind of critical things that we've been talking about in our history, particularly over the past dozen years, to the urban setting, and especially as it affects the constituent elements of the university. So, bear with me while I ramble through some of the things that come to mind as I started to put this thing together, regarding Portland State University.

Colleges and universities in the United States are just now beginning to get themselves into great trouble. It may turn out to be the worst trouble that has visited upon the campuses a few years ago by the antiwar movement, and the angry "minorities" and assorted other groups, who were dissatisfied with the apparent inability of institutions of higher education to stand for anything meaningful, while the nation struggled with major social and cultural problems. They will remember, as you recall, they were ambivalent and ambiguous about America's involvement in a war that it is only now safe to condemn. Most colleges and universities safely avoided any significant commitment to the grievous, racial problems that mayors, congressmen, high school principals, city councilors, and others could not avoid. Sure enough, some of them established low- and middle-level programs that were designed to be ephemeral, to last only as long as the soft money put up by federal agencies lasted. My own institution, for instance, I must say, turned out to be a rather shining exception in this one important regard: its president did make a major commitment to the equality of opportunity in higher education by making the concerns of minorities and minorities' ideas an important and integral part of the university's administrative and budgetary procedures.

As a consequence of that commitment, in the interval between 1968 and 1974, its enrollment of minority students increased from a handful to 11.2% of an overall enrollment of 35 thousand

students. This happened because its presidents, Odegaard before, in the beginning, and now John Hogness, had a better sense than many of their colleagues of what was at stake; and it also happened because brothers and sisters were about ready to tear down the administrative building, and took command and did make some demands back in the crucial years of '68. This was a tribute to these men, but a sad commentary on the rest of my university, when it had to be dragged, kicking and screaming, into the act of involvement that we now see, to a degree. In this respect, my university is why nearly every other university, because it fails to perceive what is at stake and is unwilling to commit its intellectual and financial resources to the challenge and the problems. That failure is not separate, distinct, and isolated from the larger troubles that colleges and universities are now letting themselves in for. Indeed, it is merely symptomatic of a larger malaise, and a larger malaise is simply that higher education will not be, or has not been, sufficiently pushed to involve itself in society's problems.

In my view, a pervasive racism in our social, economic, and political institutions, in concert with the ebbing of the student protest and with the withdrawal of the United States from Vietnam, has allowed colleges and universities to get themselves temporarily out of the scrape they were in recently with minority groups. But, alas, greater troubles are now looming, and they are a part of the same pattern at a time when the rest of the nation is being forced, however slowly, into taking risks in order to solve the nation's urgent problems. Colleges and universities do not want to emerge from their hallowed sanctuaries, from the ancient privilege of doing only what faculties want them to do, and in the ways in which faculty want them to do it. I speak here of the inability of the higher education hierarchy to perceive adequately the extent to which they should be partners, and will be required to be active partners in devising solutions to our societal problems. America's domestic problems are, essentially, in the '70s, urban problems. I submit that colleges and universities are inextricably interwoven in those problems, and must be active partners in working out solutions to them. There, I think... there no longer is a time when you can insist on being passive observers who conduct academic studies, participate as outside consultants, and make recommendations for solutions. Again, colleges and universities are a part of the problem as well as the solution. The problem exists downtown and in the communities, and very obviously on your campus.

These urban problems can be perceived, in my view, in two ways. Institutions of higher education have evolved into powerful economic forces in their own right. My own institution has a biennial budget of 430 million dollars. I understand that biennially, you have a budget of about 30 million dollars. Those are large... those are large sums. They command a large part of every state's budget; every taxpayer shares in supporting that. At my own institution, for example, we were, until very recently, the second largest employer in the state of Washington after the Boeing Corporation. Our university employed more than ten thousand of the state's

working force. Its students spend very large sums of money in the local economy. The university lets very large contracts for capital construction and spends great sums on services. It does this within the context of urban communities that face a complex variety of modern problems. Thus, the university, like other institutions of higher education, has an obligation to use its influence—its economic influence—in a socially enlightened way.

I believe that my own institution is very much like colleges and universities, in that it does not pay this obligation as much attention as it should. It does not, for example, work as hard as it should in employing minority architects, contractors, and capital construction. As an aside, over the past three years, we have finally gotten about five, six million dollars of a capital construction budget of something like 150 millions of dollars in the hands of minority architects, and I think that is shameful.

It does not work as hard as it should in bringing middle and high-level minority administrators to the university. People who could have an important influence on their own communities. In this regard, my school would seem to be only somewhat better than Portland State, where I'm told there are no Black senior administrators. This is comparable to, in my view, the pattern of colleges and universities everywhere. High-level white administrators generally do not have the problems of minority communities on their minds. The University of Washington is physically adjacent to the largest minority community in the Northwest, but there is little association between my other eight university vice-presidents and other high campus officials, and minority business and civic groups. There is a strong and active association, however, with the Elks Club, with the Chambers of Commerce, and the Lions Clubs, and the rotary clubs, however, because it seemingly is easy for them to see their own mutuality of interest.

The problem has a second level, however, and it is the traditional one of the institution as an academic enterprise. Academicians are, in the latter half of the twentieth century, among the country's elite decision-makers. The country looks to university faculty members and researchers for solutions to massive problems. It looks to them to shape the skills and perceptions of new generations. It looks to them to prepare society for the new demands of a rapidly changing social and economic life. It is not readily seen to what extent colleges and universities are failing in this role because of their traditional, hide-bound conservatism. They have been adept at taking credit for more than they've done, and adroit at creating the illusion of great accomplishment. I can best indicate this by quoting briefly from the proceedings summary from a recent department of housing and urban development conference held in San Francisco. And I quote: "The role of the urban involvement is one that postsecondary education has largely neglected in the past. Urban colleges and universities are being called upon in the '70s as never before to bring a new meaning to life in urban communities. During the '60s,

major social changes took place that created tremendous pressure on key institutions of government. These institutions turned to colleges and universities for assistance. Higher education was of little help, however, in formulating the major national policy goals in healthcare, economic development, and community change.”

All of this is to say that what your institution and my institution is doing—is *not* doing—for minorities is only one part of the larger pattern of higher education’s general failure to involve itself in solutions to modern, urban problems. In this connection, it is well to look closely at college and university faculties as an institution that, left to itself, will respond only slowly, if at all, to modern challenges; and when these modern challenges have an ethnic perspective, moving university and college faculties is very similar to moving a graveyard.

Portland case is a state [clears throat] is a case in point, as is my own institution. Portland’s Black population is, I am told, about 22 thousand, a total population of about a million. And yet, Portland State’s Black student enrollment is about 200 to 250, or about 2 to 2 and one half percent of total enrollment. It is one, I understand there is one, Black tenured professor at Portland State and six instructors in a total faculty of 225 to 250. That, to me, is shameful. If we are really concerned about the theme of what we are about, Vital Partners, this Black Studies program is not a degree-granting program. What this means is that Portland State, a partner in the city of Portland and a complex urban problem involving minorities, has chosen to do very little about it. You’re jiving. It would be interesting to know if what I said about the University of Washington’s failure to use its economic influence in a planned and enlightened way does not equally apply to Portland State. It would be the subject, in my view, of a very interesting inquiry. It’s a near certainty that it does apply, which would only mean that Portland State fits well, very well, and at home in the national pattern. At this point, those of you who are minority students and faculty may well ask, “Must we fatalistically accept this, or is this our unalterable fate?” Well, I think not. Indeed, I believe that although we are in the midst of what I would suggest is a high degree of social regression, we have developed during the recent years a ferment on campus, many, not a lot but many, of intellectual and moral resources necessary for a successful struggle.

I have said that colleges and universities are just now getting into greater trouble over their failure to involve themselves more meaningfully in urban problems, and in the economic and social problems of the country generally. We are going to have an opportunity to apply the intellectual and moral resources to which I have referred. We need to think carefully about how we will apply them. We need to acknowledge to ourselves that racism is no small enemy, and that it cannot be wiped out with revolutionary slogans or by blindly obeying every impulse to demonstrate or riot. Some useful things were accomplished by these tactics, to be sure, and I

applauded them, took part in them. And who can say that they may not be compelled again? It is my studied opinion, in fact, that the gains made so far in the area of minority education perhaps would not have been achieved, had not Black students raised hell and confronted academicians nationally with their demands.

I am really suggesting that in 1975, we are simply at a different time, a time which calls out for a somewhat, perhaps, different approach. One of the weaknesses of the confrontive, rhetorical approach is that in the end, it just isn't enough. We must not delude ourselves into thinking that it is. Such a delusion makes it easy for us to neglect our homework on vital issues, to neglect the opportunity to win through the presentation of empirical data and facts, through sharp, intelligent argumentation. I think some fresh approaches are in order. I think that we should abandon the silly notion that those who care nothing for equality of opportunity, who in the past were caused some embarrassment or humiliation by angry confrontations, are stupid just because we don't like them, or because we have subjected them to some little humiliation. That is, in my view, an unforgettable mistake, and I've heard that across the country. They aren't stupid, no, they aren't stupid at all. However much you want to discredit a vice-president or a dean or a Ph.D., you had not better think blithely, and assume that they aren't smart. They may not be nice or full of sensitive regard for injustice, empathetic with our cause, but they can generally be counted on to be smart, patient, and persevering. They are, in the most part, busy now, thinking, pulling printouts out of computers, at least at my institution, and reading up on ways to justify doing things in the same old ways, or in doing things in ways that won't upset legislatures, regents, or faculty members more than is necessary. Protecting their own vested interests, and the status quo.

It is also foolish, foolish and bad strategy, not to acknowledge good and honest help from administrators and faculty members, or to treat good will as if it weren't really welcome. It is true that such help in our cause has been a very scarce commodity; and it is true that occasional good will does not merit endless gratitude. We have a monumental job to do, and we won't get close to the end of the job with only occasional support and good will, but I see little to be gained in some of the mindless hostility that I've witnessed across the country. I would urge those of you who are students to think carefully about this. What little change you have experienced and been a part of in recent times is only a small part of the wave in the future. The changes that are coming are going to be in response to much more complicated economic and social pressures, pressures which will involve minorities and non-minorities alike. The changes that are about to be brought will require our best skills, our best intellectual effort, and great discipline. You should be developing those now. You can opt now to be involved in an important way in change, or you can surrender to the delusion created by the small successes we have thus far achieved. The extent to which we realize this will decide the extent to which

our minority culture and heritage becomes an integral part of the kind of country we are going to have in the years just ahead. Much is at stake for you and your children. A great deal is riding on the kinds of decisions you are going to have to make soon. I hope that you will think very, very seriously about them.

As the bi[cent]ennial approaches, we are right to remind the country that there are certain truths that Black people hold to be self-evident, and that among them are the right to know ourselves, our own history, free from the images imposed upon us by people who prefer myths to the vigorous pursuit of new perspectives on our society and our history as a nation, and the right to discover our own voices and our potentialities, and programs of study at colleges and universities that belong as much to us as to anyone else. And at a time—the same time—we should be determined that the social regression we are experiencing now is not allowed to become the sort of experience that Blacks faced in the aftermath of Reconstruction following the years of 1877. Much of that responsibility rests with us. As I said earlier, I believe that during the past few years we have developed the intellectual and moral resources needed to have a decisive influence in shaping our future, however so few. We need to believe now, as Hannibal said, that we will either find a way or make one.

In conclusion, let me admonish, and I would hope, challenge those three constituent elements of the university: the students, the faculty, and the administration. To Black students, I would say: please don't perpetuate the myths bequeathed to you by white society. You can do what you really want to do. We can do more than dance, run, kick, catch, and throw. We can be more than tailbacks and wide receivers. We are not innately inferior, notwithstanding what some of our friends say at Berkeley and at Stanford. Get off the idea that the culturally naturalistic thrust—a beautiful thing—which supports Blackness, means easy grades from professors, and especially Black professors. Get off their backs, out from under the whist games and into the books. We need your talent to start nation-building. I ask you to unite and do your homework, and I would suggest to you that you remember the easy way out may also be the easiest way to disaster.

To the faculty, I would say several things. I would plead with you to look at Black studies as a legitimate academic endeavor. We Blacks are not, at this point in time, in this position in history of our own choosing. It seems to me as a student of history that white America has much to do with where we are. Hence, what Aristotle meant to the Greeks, Dr. Alain Locke, DuBois, et cetera et cetera, means to Black people. When our students come to you and wish to explore their beautiful identity, have some degree of empathy and understanding and read like hell in those areas of Blackness, which heretofore you have had little interest or exposure. I would suggest that you seek out Black academicians with talent, there are many. Relate to them in their own lifestyle, and don't try to make them over into nice little white Black boys. That will

be mutually reinforcing, and ultimately smack of the abstract notion seldom achieved as the true American dream.

To the administration—there is much we could say to the administration. For starters, I would say: provide that beautiful synthesis for faculty and student cooperation in an effort to achieve an outstanding student program. You're not doing much if you're remaining neutral, and you expect Black students to walk off the street and come in here and register to go to Portland State University, and support them only in the meantime. I would ask you to provide the financial support for meaningful tutorial, reading study skills, and recruitment, to increase your numbers and guarantee the output we seek. I would ask you to provide the moral courage to deal with the faculty regarding the affirmative action thrusts. I would ask that you don't accept the tacit notion, as Harold Seidman suggests in his book "Politics, Position, and Power," that universities may have presidents, but presidents don't have universities. I see you as more than the men and women who make out the biennial budget, payroll clerks, and act as keepers of the peace and street cleaners. I plead with you to move on this responsibility and provide this kind of synthesis of which I have spoken.

And ultimately I would ask, lastly, that Black students know yourself. As my father told me, "To thine own self be true." To thine own self be true. None of us are free until all are free. I don't care where you're living, how many maids you've got, or how many shorts you're driving, or how many deuce and a quarters are out on the block. Society still perceives of you—it's not polite in mixed company today to say it, but I think it's generally true—still perceives of you as something different and something innately inferior. We've got to do something about that. They still perceive of you as "nigger," hey? Well, I think you can take a negative concept and develop something positive about that, just like students who develop something out of saying, "I am Black and I am beautiful." When I was 12 years old, 14 years old, the last thing I wanted to be called. Somebody called me Black, I had to charge his head, but look how students have taken that. You can't tell me I'm not a handsome Black man, I'll fight you about that now. First, last, and always, remember yourself.

Little story and conclusion I like to tell is, a brother in Chicago train station, about twenty of us catch a train bound for New York—and this will date me—over in the corner of the rail... train station, there was a scale, and he went up to the scale and dropped a penny in the scale—probably have to charge you half a dollar these days—out flew his fortune! First thing his fortune said: "One. You are a nigger." Said, "Two. You weigh 200 pounds. Three. You stand six feet one. And Four, in twenty minutes you're gonna catch a train bound for New York City." And the brother scratched his head and said "My, my, this scale knows up some stuff." Brother looked at the scale, kicked it, and went back on the scale and dropped a penny again, and out

flew the same fortune. Just minutes later, a Choctaw Indian came up. And we'll use the stereotype to make the joke more enticing. Choctaw Indian: headband, feather, blanket, moccasins, tomahawk. Went up to the scale and dropped in a penny and out flew his fortune. Said, "One. You a Choctaw Indian. Two. You stand five-ten. Three. You weigh 240 pounds. Four. You're on your way to a reservation, back across over there into Montana." Indian brother said "Hmm." Black brother over in the corner was watching, observing this, and he finally went up and touched the shoulder of the Indian brother and said, "My brother, let me borrow your headband and your tomahawk, and your moccasins." So they exchanged regalia, and the brother went up 'long side the scale, sneaked up on the scale, put his feet up and dropped in the penny. Out flew his fortunes! "One. You still a nigga." [through audience applause] Says "Two. You still weigh 200 pounds. Three. You still six feet one. And now, baby, you done messed around and missed your train."

[applause]

HARRIS: The only part of that presentation I hope you enjoyed was the end, the joke. The remainder of it, I think, gives us a sense of direction, a sense of responsibility on all of our parts. At this time, our Dr. Kelly has consented to take a few questions, if—and only a few—if some of you have some.

AUDIENCE 1: Dr. Kelly, how do you feel the state system of higher education... what is its responsibility to the community if it hasn't been prepared to take advantage of the institution? Does it have any responsibility at all, in the traditional sense? For example, the inner-city schools have not prepared to advantage of the system of higher education. Are the systems of higher education obligated to provide secondary education to members of that community?

KELLY: Thank you. Responsibility of state higher education with respect to problems of the inner city, with respect to taking advantage of educational opportunities and this kind of thing—are they obligated to do that? Is this what you're getting at?

AUDIENCE 1: Well, it seems to me at this point, the Oregon State system of higher education has put more emphasis on disqualifying people than qualifying people.

KELLY: Yeah, okay, okay. That's a good question. I teach a course on the urban community college, and we have some slop-overs in terms of other institutions of higher education, and interestingly enough, we reviewed about twelve different states' plans in terms of higher education, and the goals, the various goals, the objectives of the universities et cetera, the systems sound like someone was just parroting them backwards and forwards. And among the

goals, you'll find, to improve the quality of life of the community and all these other high-flown kind of things, but we seldom do that. Yes, I think that higher education is obligated to do that. I think higher education has a responsibility, particularly—and people don't like me to say this, but I will say, I say it in my cabinet meetings, and to the board of regents at my own university—particularly, since we have not had access, minority people, to the institutions of higher education, and I think that it is their responsibility to support us in that endeavor, since we are systematically excluded. And I think there's an awful lot of data to support that. Look at the graduate output, nationally, for instance, in terms of Black, brown, yellow, reds, and that I think will support that. Yes, I think higher education state-wide has a responsibility to respond to the kind of peculiar needs, and I think that they should reprioritize to include the ethnic dimensions among the highest priorities, notwithstanding this garbage of economic downturn, and whatever the rubric is that says, "We can't do anything for you because we're broke." I don't buy that.

AUDIENCE 1: Thank you.

KELLY: Yes, Darrell?

DARRELL: In what ways are the University of Washington reacting to the recent Supreme Court case that kind of...

KELLY: DeFunis v. Odegaard?

DARRELL: Right.

KELLY: Good question, again. My class last night, the assistant attorney general Jim Wilson lectured my class regarding the posture of the university with regard to the acquisition of minority students. We are continuing the march. At no time during the entire litigation—and I think we need to hear this as Black people, too—at no time during that entire litigation did the University of Washington falter or decline in recruiting students to its professional schools, and particularly its school of law. Dick Roddis, the dean of that school, happens to be a close friend of mine, and Dick, without pressure from me—I'm sure he knows that I would've been raising hell if they didn't—without pressure from me, continued in a somewhat revised way to recruit and admit Black students in greater numbers the following year, and subsequent years. So, we're responding in a way that we will continue the march. And again, I would compliment the two of our presidents, who were unusual in that way—Charles Odegaard, I was with him about four years, with the current president a year—I think these are unusual men, who have themselves commitment in this area.

And I think that without commitment from the top—the president of this university, I met him once, only in a fleeting way when I lectured here last summer for Dr. Helen Edmonds, and I know very little of him as a person but in a fleeting way—I think that without the kind of commitment from the top that looks at priorities, and includes the ethnic dimensions that I’m talking about in those priorities, it’s going to be hell to tell the captain, you see. And I think in the main, with a proper approach, the proper exposure, if the brass on this campus is willing to be exposed to what I’m talking about, that is very easy. That is very easy. I can share everything we’ve done. I’ll come down here for nothing. I’ll drive my own car, ride a bicycle or a kiddy car, if necessary. Getting me is no problem, I’m cheap, you see. So, there are things that we can do, and I do that because our people need the kind of thing that we are doing, and I do that out of a sense of knowing that after having looked at over 50 colleges and universities in 14 states in this country, that what is going on in Seattle in the student program, and the recruitment and financial aid support cannot be equalled in any other state.

Give you a for-instance. 11.2% of the student body is minority students. 6.8% of the state population consists of minorities. Now, that’s gotta say something. The last year, we graduated over 400 minority students, the year before, 301. The year before, 175. The year before, 92. We will graduate 500 this year. You see, it can be done, and I want to remind you that even though the brothers and sisters themselves provided the impetus, the drive; the synthesis that I’m talking about, Sam Kelly Black, working with other white vice presidents, and kicking their shins under the table, an empathetic president, and an outstanding board of regents—five of ‘em are great, a couple of ‘em ain’t worth a fiddle a damn, but that’s okay—just so we got five of ‘em on our side. You can do some things, even during a periodic downturn, that are unusual in the history of higher education in America, and I believe, with the DeFunis thing up there as we are moving, and we will continue to move, that is not hurting us at all. One last question? It’s [...], if some of y’all want to challenge this, go ahead. Just have your stuff together. [laughter in background] Yes?

AUDIENCE 3 [off mic, partly inaudible]: [...] Was the University of Washington making any type of effort to push their minority students up into the HA, administrative justice, seem to have all the money nowadays. How can we get where the money’s at in order to stop some of our own criminal problems that they think we have?

KELLY: Yes, good point. The LEA funds have been appropriated to the law and justice program at the university. It is under the leadership of... oh, the guy’s name escapes me, we had a meeting just two days ago because we’re going to have a student law conference, a regional conference in October, and we have been able to get some funds. Now, the extent to which

they've gone into "our problems" [laughs]... I really have some problem with that but, okay. I'm not too well abreast of that, because it's a very, very new program. I'm not too well abreast of that. We do have a very eminent sociologist who is doing some very fine study with respect to the urban scene, and how unlike the problems we face are to suburbia, and just why the statistics with respect to crime and other kinds of things that happen in the inner city are like they are in terms of police, arrest authority, and this kind of thing, being much more active in the inner city, and some very interesting kind of conclusions are being drawn as a result of his works. Yes, my brother?

AUDIENCE 4: Sir, in the city of Portland—or in the state of Oregon, I guess I should talk about it in that sense—two or three high schools are responsible for a large inmate population in the county jails and in the state. In other words, 40% of the inmate population represents three student bodies. How... at what point do you work as a community to show people that maybe education is directly related to... that of a high school directly related to the path of incarceration? It seems to be a problem, it seems like people... I mean it's, it's clear, but it seems like it's not being taken notice, and I'm trying to get that information out. When you go to a county jail, in a county where Black people represent 4% of a population, that county jail population is 30, 40% Black and they're all from the same high school. It seems that attention should not be in correction but possibly education... How do you feel about changing this?

KELLY: Sure. Yes. I have a staff of 60 full-time people and 125 part-time people on a biennial budget of 2.3 million dollars. On that staff are about 8 people who are involved in a special program, a very high-risk program, we call it the Resident Release Project. In other words, we now have about 30 people who reside in the dormitories in the University of Washington, who are themselves actually incarcerated, working their ways out of the institutions by going to school. They live there, they sleep there, there is a bed-check made, they do have furloughs and other kinds of things, which is truly unique in the nation in regard to the commitment of a major university in this area, which I insist is another responsibility. Our people in that program, along with 18 counselor recruiters, full-time staff on my staff, go into every high school in the state and talk precisely to that point—the advantages of education et cetera—and of course it makes quite an impact when you've got a guy who's been in the joint for eight or twelve or fourteen years, that's about to get paroled in two years, and is now finishing a degree at a major university. It makes quite an impact. I would invite any of the staff here to come up and talk with us, matter of fact we did have some people from Portland up to look at our program, and I would share the resources, our successes and our failures—we've had some, but certainly not as high as traditionally one would think—and we have been labelled an outstanding program. Even to the extent that there are now about 18 colleges and universities with which

we are in contact, looking at developing the kind of programs there at the university, so there is some national impact.

My goal in starting that program was to have the state itself involved with so many people who are in minimum security that we would drag out four to five hundred ex-felons and slam down Walla Walla, all those little bird cages or rats' nests. That was the goal of that program, and I hope that we'll do that within the next two or three years, if we continue along the kind of line that we are, with respect to decreasing the return rate. Yes.

AUDIENCE 5 [off mic, partly inaudible]: In 1970 [...] sent a survey out to some 600 institutions, to colleges and universities requesting information about what was being done, particularly for minority students, with regard to support [...]. Of the 600 somewhat students that were contacted [background voices talking over speaker] doing something for minority students, and much of that had to do with providing support services... [voices in background] For the past two or three years, however, about 200 institutions have maintained, have maintained special programs for minority students [...] What inclination or opinion would you have about special services for minority students, offered in a central location, versus disseminating those services into traditional-type departments, and if you can at all expound on any kind of a survey... that might have some kind of correlation between services that are offered and the success of students [...]

KELLY: All right, one, I am at a... at daggers' points with some of my very good friends at California, friends at Cal Berkeley, because that's essentially what the Cal Berkeley model is: the dissemination of services throughout the university in such a way that you... that makes them invisible. The only thing is that they're not bringing the numbers of students. I believe—and I have spoken to this and I have written a model for it—in a highly visible program. I believe in a structured program. I believe in a director for minority affairs, as it were, and I know that game pretty well. I believe that each of these groups, Black, brown, et cetera, ought to have representatives in that particular office, that do precisely the kinds of things you're talking about. I believe in a multi-ethnic staff and support for those.

I can offer you my own statistics, and I would be very happy to mail you our annual report, to give you our results and a study which should be completed on this program within the next six to nine months. There is very little data nationally, which would suggest which is better and which isn't. However, I know this: that the programs that were more highly structured and had hard money as their underpinning are the ones that have held on. Stanford was jiving, I just left Stanford last week, and Stanford isn't doing very much down there. Reed is jiving. There are some areas... University of Pittsburgh, where I was just about three weeks ago, doing fine

academically, oddly enough, but in terms of going out and getting the students, and the kind of support of services necessary to overcome that kind of deficit, you know, pronouncing the [...] and all this other stuff, which is necessary, I'm not... I don't want you to go 'round talking 'bout I be doing dis and dat and d'other... do that, but also learn to pronounce the [...], and all I'm saying is I want the kind of supportive services that guarantee success, and that guarantees to some degree the output that we seek. In my view, what is going on, I have a tutorial program that tutors about 800 students each quarter. There are 85 part-time paid tutors in that program, and there are six full time staff. We know that 82% of the students we've tutored in particular courses receive C+ or better grades in the courses in which they were tutored. Now, someone suggests they would have probably done that anyway. Well, I'm not willing to take that risk. I'm not willing to take that... I want some guarantees when we bring our students in, not the revolving door concept. That's about as best as I can do.

One of the problems in being involved in one of these programs is, all of a sudden I have it with the faculty senates, I have it with some of the sharpshooters, we've got eight other vice-presidents at my university; all of these sophisticated kinds of questions are being asked now, like the program was in existence 15 years ago, you see. And we know that most of these programs came into existence as a result of the death of MLK, Brother King, and white faculties and administrators were scared to hell and coerced into doing them. And they got some guilt money to start them, and we also know that many of these programs were funded by Rockefeller and Ford's soft money, and the two or three year cycle ran out, and the institution let them, somewhat, abate. That's where you get the [...] study. That's what that's really saying. Hard money wasn't put into very many of these programs, and where it was, they generally were doing pretty well. In my budget, except 150,000 dollars, every dollar is from the state legislature. Every dollar essentially is approved by the board of regents; the concept is approved of the board of regents.

[program ends]