

VIRGINIA TECH CONDUCTOR

A GUIDE FOR OUR JOURNEY TOWARD EXCELLENCE, EQUITY AND EFFECTIVENESS

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Page 4 -- A three-part symposium examined segregation, desegregation, and resegregation, with Christiansburg Institute as a case history.

Good news

Class creating a beloved learning community

by Danny Axsom

Earlier this year, Matt Powers, a graduate student in landscape architecture, heard a presentation that emphasized the great diversity of opportunity offered to those who enter his field. Powers was struck, however, by the lack of demographic diversity he saw among landscape architects. At Virginia Tech, for example, in landscape architecture there are no Black faculty, graduate students, or undergraduate majors.

While thinking about this lack of diversity and taking a summer course in multicultural education, Powers came across a poster seeking submissions for the design of a

Martin Luther King, Jr. memorial. He saw the competition as an opportunity to bring diverse students together around a project that was inherently multicultural. With the help of the Office of Multicultural Affairs, the landscape architecture department, and the local chapter of Alpha Phi Alpha (King's fraternity and, at a national level, sponsor of the competition), Powers has made the class a reality.

The 19 undergraduates who comprise the class represent different majors and ethnic backgrounds. Powers' conviction is that this diversity will be an asset and that the process of creating the design will be as important for the students as the outcome. According to the

course syllabus, "The design of a memorial that represents a champion of multicultural cooperation can only be conceived through multicultural cooperation."

The skills necessary to complete the project - team building, recognizing multiple perspectives, managing conflicts, seeing differences as not necessarily deficiencies - are skills central to any effective learning community, within and beyond the Virginia Tech campus. Powers has attempted to create what he calls a "beloved learning community," after King's concept of an harmonious, inclusive, nonviolent society.

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Multicultural Fellows workers for diversity enhancement

by Barbara Pendergrass, dean of students

Is there anyone out there interested in diversity and creating a campus community that values inclusion?

That question led to the establishment of the Multicultural Fellows Program. With funding from Office of the Provost, the Dean of Students Office, the Office of the Vice President for Multicultural Affairs, and the political science department joined forces to find an answer. The response to the October 1998 call for applications for the Multicultural Fellows Program confirmed that the answer is an overwhelming YES.

Forty-one individuals submitted applications to be fellows. This response indicates that there are many faculty members and staff interested in helping Virginia Tech continue its journey of becoming a welcoming and positive learning community for all.

The first class of 10 fellows has met once a month since February 1999. Their focus is how to move beyond "preaching to the choir." Fully recognizing that there is no panacea for the barriers to diversity and that the lack of healthy dialog results in stagnation, their desire is to find a way to provide all members of the community with current and relevant information on diversity. The aim of their first project, *The Conductor*, is to promote continuous dialog on diversity in the campus community. *The Conductor*, a twice a semester thought piece, captures a variety

Please see 'Fellows' on page 3



Danny Axsom
associate professor of psychology

"The Fellows program appeals to me because it has the potential to improve the quality of life for everyone in the university community, certainly those who have traditionally felt disenfranchised, but also members of the majority culture."



Richard Connors
associate professor of electrical and computer engineering

"My primary area of interest includes the recruiting and retention of minority and women faculty into the College of Engineering. Also, I am interested in issues of campus climate."



Virginia Fowler
professor of English

"I have a long-standing interest in helping to make Virginia Tech an institution that not only includes diverse populations of students, faculty, and administrators but also fosters an environment in which those diverse populations can feel safe and comfortable."



Tom Jensen
associate professor of biology

"I am proud of Virginia Tech as an institution and as a community of faculty and students it has attracted. I believe that a diversity of backgrounds, interests, and viewpoints is healthy, especially in an atmosphere of intellectual exchange."



David Winston
Extension dairy scientist

"I have a strong desire to be a multicultural fellow because I want to be a positive influence in the university community and want to be part of the solution, not a part of the problem."



Susan Trulove
PR coordinator, Research and Graduate Studies

"The honor would make my activities in support of the EOAA committee official, would broaden my opportunities to support equal opportunity endeavors, and would be educational."



Josiah Tlou
associate professor of teaching and learning

"My interest is of long standing both as an instructor of a course on multicultural education in the last twenty years at Virginia Tech and as a consultant in this field in the past 15 years in schools in Virginia."



Charlotte Waggoner
safety engineer, Environmental Health and Safety

"It is our responsibility as university members to take ownership and actively look to improve Virginia Tech by challenging our ideas, questioning our status quo, and looking for ways to incorporate new ideas and alternatives into the 'system'."



Delores W. Scott
associate provost for retention and academic success

"I have a fundamental belief in equity and human rights for all people. This belief is grounded in my personal experience of being denied the right to attend public schools for four years because of resistance to desegregation."

Basil Vareldzis
former family medicine and preventive medicine physician at the Schiffert Health Center

He is now a physician and assistant professor of family medicine at the University of Wisconsin, Madison, where he works at the University Health Service and teaches medical students and residents.

When applying to be a Virginia Tech Multicultural Fellow, he said:

"I would like to contribute to making Virginia Tech a welcoming and nurturing place for people of different racial, ethnic, cultural, and sexual orientation backgrounds."

What do you think?

by Richard Conners, associate professor of computer and electrical engineering

Well, things did not go exactly as planned. The web page was not properly set up to record any comments you may have wanted to make in response to the first column. Since there are no responses to report on in this issue, we will move on to a more controversial topic that was in the news just a few weeks ago. As before, I hope we can generate responses from across the spectrum of possible views. To respond, go to the diversity forum web page (www.diversity.vt.edu/forum.html) and click on "Join the discussion now." Then click on the title of this column. I have been assured that you will be able to record your responses and I will give selected excerpts in the next issue of *The Conductor*. Good topics are critical to this column's success. If you have suggestions please send them to multicultural@vt.edu.

As you may be aware, there has been a good deal of debate in the commonwealth about the admissions policies of the University of Virginia. This debate resulted from some comments that were made by a member of that institution's board of visitors. It quickly escalated to the Governor's office. The debate is centered around U. Va.'s use of race as a factor in making admission decisions and the constitutionality of using this as a factor. Efforts to diversify university campuses across the country nearly always seem to generate alarm about admissions standards for students and hiring standards for faculty members and staff. In response to the debate, the faculty senate at the University of Virginia passed a resolution. The purpose of this column is to solicit comments about what is contained in this resolution, which is at the top of the page.

What do you think about the resolution? In particular, what is the value of diversity in the classroom and throughout the university? Must or should affirmative action be one of the stated goals of higher education? What might the impact to the nation be if it is not? Should race be a factor in admissions/hiring policy? Must it be used to create a good learning environment? What about the Constitution and its guarantees for equal treatment under the law? Any other comments about this resolution would also be appreciated. Please, no "yes" or "no" answers. People can have varying views based on the consideration of different factors. Hopefully this topic will generate some interest and provide us with a diversity of views.

The Virginia Tech Conductor

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Perspective

U.Va. makes the case for affirmative action

University of Virginia Faculty Senate Resolution: Regarding the University of Virginia's Current Admissions Policies, October 4, 1999

(On October 9, the statewide 'Faculty Senate of Virginia' endorsed the resolution and altered it to make it relevant to higher education in Virginia.)

The Faculty Senate recognizes the value of diversity in the classroom and throughout the University and underscores the importance of maintaining that diversity. We also recognize U.Va.'s successful history of minority recruitment, retention, and graduation. Equal opportunity must be one of the stated goals of higher education. The consideration of race, as one of many factors for admission to the University, is both appropriate and justified. The University's policies which have led to these achievements have created a rich and diverse educational environment absent from the one-gender, one-race classrooms of the past. Consequently, we endorse the educational goals of equal opportunity and diversity.

Yes, Virginia, we are different

Here are excerpts from University of Virginia President John Casteen's remarks on affirmative action, presented to the Virginia Tech Board of Visitors in August.

Those who read last week's *Inside UVA* know that I have profound concerns about both the biased terms of the ongoing debate about affirmative action and its possible impact on our student body and on our faculty. There are several points to be made.

One is a fundamental historic fact that few nowadays want to remember: This state spent some 25 years in and out of court asserting that it would not adopt affirmative action as a policy for admission to its public colleges. In the desegregation plans endorsed by every governor since 1970, and indeed still in the state budget, Virginia committed not to affirmative action but instead to equal opportunity in recruitment. Why does the point matter? It matters because management by goals and timetable, which is the mechanism of equal opportunity, as opposed to affirmative action's quotas and deadlines, has in truth been Virginia's approach from the beginning. The debate about affirmative action oversimplifies both Virginia's legal history and the fact of what has been done here to build success in the last quarter century or so.

Second, a morally responsible view of Virginia's history, and specifically of actions taken by the state itself in defiance of law, must acknowledge a second reality of Virginia's actions in our time: Alone among the American states, the Commonwealth of Virginia seized, closed and locked public schools in 1958 rather than desegregate them in accord with orders of the United States Supreme Court. The General Assembly abolished the compulsory attendance law, disbanded lawfully elected local school boards when they attempted to comply with the law

of the land, and made grants from tax dollars to allow students to attend segregated private schools — all with the articulated goals of keeping Black children and White children from attending school together. In one school district, the schools remained closed for six-and-a-half years.

So a unique question needs to be addressed before anyone assumes that our Virginian concern about academic access for minority students is the same as all others: What effects linger across generations when children grow up in a culture where as a matter of defiant law the General Assembly and the Governor chose to close schools and deny education over allowing those children's parents or grandparents to study in classrooms open to every child, regardless of race?

Regardless of lawyers' debates, however, the moral imperative is that Virginia and persons who care for her and her children, all of her children, must assume an ongoing commitment to remedy the consequences of actions well within living memory. This moral imperative belongs peculiarly to Virginia. No other state did what Virginia did. And until Virginia finds a moral resolution to its history of abandoning education itself, much of the national debate is all but irrelevant to Virginia's moral problem.

This is not easy. The legal guidelines are all but hopelessly ambiguous, and the most recent case involving racial preferences compounds the ambiguity. Regardless, we have a powerful moral motive to take every lawful step to assure that the stream of talented, highly qualified, successful minority women and men who have moved successfully from here into Virginia's and the nation's mainstream, continue to flow. These students are an asset of value to the University, to the Commonwealth, to the Nation.

A reflection on planning and luck

by David H. Radcliffe, professor of English, Virginia Tech

Educational testing and affirmative action, like so many products of modern social science, are sad illustrations of the rule of unintended consequences. Both have achieved limited results — enabling children of talent to compete with children of privilege, and enabling minorities to penetrate the professions — but only by introducing new inequalities. Advocates of the one rightly point to the evils wrought by the other. From educational testing we learn that college aptitude is not equally distributed across the population; from affirmative action we learn that the regime of government can be as much an enemy of justice as the regime of privilege. From both we learn, or ought to learn, the relative impotence of grand planning, for after 50 years of educational testing and 30 years of racial preferences it still requires luck for bright kids to get into elite colleges and luck for minority children to get an even break. Calls for more or better versions of one or the other begin to sound like the argument that Marxism didn't fail because it was never really tried. It was tried and it failed, as have other attempts to achieve justice through social engineering.

The effect of educational testing has been to sort and rank students and colleges in a system that emphasizes disparity; the effect of affirmative action has been to use to impose mandates and rules which are clumsy, unjust, and often harmful to those they aim to help. While we will not return to the prewar system where colleges were diverse with respect to abilities and uniform with respect to culture, the old system had qualities worth emulating as we reconsider affirmative action. First, admission was based largely on the achievements of individuals in actual subjects, not the probability of success based on

statistical sampling. Second, differences in the educational missions, regional character, and admissions policies of colleges afforded more substantial choice than in a system stratified by testing. Third, instead of measuring success against a peer group, colleges measured success in terms of moving students from local high schools below to employers and professions above, a system that encouraged colleges to respond less to educational elites and more to the demands of the communities they served. Fourth, colleges exerted pressure on high schools to raise standards. Diddling with admissions policies is presently much less

affirmative than going after failing school districts hammer and tong.

A century of failed progressive social policies ought to persuade us that there are no easy, and certainly no universal ways of addressing the competing human goods of

It makes perfect sense that Americans would support affirmative action but hate mandates and quotas.

liberty and equality. But if America has been more successful than other nations in coping with these conundrums it is surely because we have been more willing than most countries to work from below, to experiment with alternatives and to recognize failure as well as success. It makes perfect sense that Americans would support affirmative action but hate mandates and quotas. This consensus should be the starting place for the next round of reforms, recognizing that the diversity Americans desire must coexist with uniformity under the law. Admissions policies, where they violate the 1964 Civil Rights Act and intentions of the Bakke decision are not acceptable, however well meant. That conceded, it will be easier to broaden the conversation about affirmative action and to get new parties involved. There is no lack of good will toward minorities among those who deplore misguided social policies whose burden has fallen disproportionately on those least able to help themselves.

What might we do to make our community more welcoming

Prepared by Charlotte Waggoner, safety engineer and Multicultural Fellow



Every student is a valued customer. They pay a lot of money to get an education here. Even for those on full scholarships, somebody has to pony up the dough. They want their money's worth. Although many staff don't directly support students, they support faculty and staff who in turn support the students. Faculty and staff are valued customers by association. How would you treat someone who bought from you an expensive car or diamond bracelet? This is the level of service we should provide to all our contacts.

Todd D. Pukanecz
Programmer/Analyst, CALS and 229
Distance Education



Just as no reasonable human being has ever been able to hold on to their prejudices while united with other cultures towards a common goal; so we must find that perfect medium, be it class, club, or social activity, that brings all Tech students to work together among diverse groups of their peers.

Taj Mahon-Haft
Undergraduate Student, Architecture

Correction

We reported Sandra Griffith's title incorrectly in the last issue of *The Conductor*, when she responded to "What might Virginia Tech do to make the campus a more welcoming community for all?" She is assistant to the director of the Office of Minority Engineering Programs. We left out "to the." We apologize.



Tech would be a more welcoming campus if the smiling faces were really smiling faces. Communication should be less online and more in person. I think all incoming students should not just be assigned an academic advisor, but also placed in a support group. It is a shame that, as large as this campus is, so many students feel isolated and alone no matter what their ethnicity, race, class, sex, etc. More interaction between administration and students would be beneficial also. In addition, I think if all administrators, faculty, and staff admitted that there is a problem with diversity and then worked collectively with students to create solutions, Tech might be a lot more welcoming.

Shadawn Smith
Graduate Student, English



If one thing should be improved it should be the size of the classes, especially lectures. Many lectures are so big that they are intimidating, and it also limits interaction with the professor. Therefore, a good suggestion is to create smaller groups so students can interact with each other. Basically, all it boils down to is the one nice person you meet at school, whether it be a residential advisor, professor, or peer.

Tahniah Mendez
Undergraduate Student, English



There are only two things that universally offer comfort and welcome: food and music. We indicate welcome by smiles and openhanded gestures. We show welcome by removing our hats to show ourselves unarmed. We remove our coats to show trust. We at Virginia Tech are known for excellence in sports and academics; we need a cultural identity. I think we should create a choir for those of us who cannot sing. So that we can build a new sense of community. And make everyone welcome.

Nikki Giovanni
University Distinguished Professor



We as individuals and a collective group must make the choice at every level of service to embrace and celebrate diversity, thereby absorbing the talent that individuals contribute to Virginia Tech now and into the next century. This choice involves a commitment to "continuous assessment and improvement of university-wide efforts to create and sustain a more diverse and inclusive community of learners". I believe we can all make this commitment if we set aside stereotypes, prejudices, and phobias and make the choice to participate in our Shared Governance system in a positive manner.

Milko V. Maykowskyj
Senior Programmer Analyst
Library Systems



As a staff member and a mother of two, I feel Virginia Tech should open a full-time on-campus daycare for children of faculty, staff and students. It should be run with full-time salaried employees and have hours comparable to those of local daycare facilities. This reality would cut down on absenteeism, use of whole blocks of sick leave due to the distance our children are from us and their doctors, stress of trying to find quality and affordable care, etc. It would also give the students who are majoring in the human development areas more of a chance to fit experience into their class schedules. This idea might not benefit "all" but it would definitely benefit many.

Robin Atkins
Administrative Staff Assistant
Office of Multicultural Affairs

Learning community ...

Continued from page 1
Powers' efforts appear to be working. The class offers an opportunity for a dialogue, he reports, that is all too often missing. In an attempt to arrive at a collective understanding of the meaning of King's life and message, students have asked one another about cultural differences they have long wondered about but not felt comfortable broaching (interestingly, Powers says that whites and blacks often ask the same questions about each other). Another goal of the class is to enhance students' sense of empowerment; Powers has tried to give students a voice so that they feel their perspective is taken seriously. Students have commented about the novelty of being asked what they think, from their perspective. As one sign of students' commitment to the class, when the deadline for submitting designs to the national competition was changed from Dec. 1 to May, all but two students agreed to prolong the class until the end of the semester, even though it was originally a 10-week special study.

Calendar

Compiled by David R. Winston,
Extension dairy scientist

Cultural Celebrations

Hanukkah is the Festival of Lights that commemorates the revolt of the Jews in 165 BCE. It is an eight-day celebration that will begin on December 4 and conclude on December 11.

Christmas is the Christian community's celebration of the birth of Christ and is observed on December 25.

Kwanzaa is the African-American celebration of family and community. It was created by Dr. Maulana Karenga in 1966. It is celebrated with various rituals over the seven days following Christmas. There are seven principles associated with Kwanzaa: unity, self-determination, collective work and responsibility, cooperative economics, purpose, creativity, and faith.

Martin Luther King, Jr. Day will be observed Monday, January 17. Dr. King was a minister and civil rights leader.

Black History Month is celebrated during February.

The Memorial will eventually be built in Washington, D. C., on the mall near the Vietnam Memorial and near the site of King's famous "I Have A Dream" speech. Powers hopes, of course, that the class' submission will win. But in another sense - by creating a setting wherein people from diverse backgrounds enrich one another's learning toward the pursuit of a common, important goal - the class can already be considered a success.

Fellows...

Continued from page 1
of perspectives and topics on diversity.

The reasons individuals volunteer as Multicultural Fellows vary. Several have worked on diversity issues for many years and the program provides them with a way to join forces with others of like mind. Some see themselves as neophytes when it comes to diversity but have a strong desire to make a difference. The fellows program provides them with the vehicle they need. Others want to enhance their understanding of diversity and learn new tools for recruitment and hiring.

Join the discussion at www.diversity.vt.edu/forum.html

Unpack your assumptions

Affirmative action in admissions to higher education - whose rights?

by Richard Shingles, professor of political science

Affirmative action in admissions to higher education is supposed to be limited to race-sensitive, active steps to identify and consider qualified minority applicants. However, reports that some colleges and universities admit minorities with lower college entrance examination (SAT) scores than whites have led to concerns that affirmative

action lowers standards, promotes unqualified persons, and is unfair to White applicants. This unease is understandable, but it is based on several assumptions that do not withstand close scrutiny. The former presidents of Princeton and Harvard universities respectively, William Bowen and Derek Bok, address many of these assumptions in their book, *The Shape of the River* (1998).

Affirmative action in college admissions is rampant.

The fact that race conscious admissions occur at all leads some to assume that they happen all the time, that most minority students get into college through affirmative action, and that most whites are victims of "reverse discrimination." The opposite is generally true. Most schools do not accept blacks over whites with higher test scores; they accept all qualified candidates (B&B: 15). That type of affirmative action in admissions is only applicable to the 20 to 30 percent of schools that are sufficiently competitive to have many more applicants than openings. Though race sensitive admissions contribute to lower average Black SAT's in these schools, the distributions of Black and White test scores overlap significantly, with many Black students accepted on the basis of their higher scores (B&B: 19-20). White dominance of higher education is by no means threatened by minorities. African-Americans continue to be highly under-represented in nearly all colleges and universities, other than historically Black institutions. For example, as of 1996, although blacks constitute 20 percent of Virginians, they comprise only 4.4 percent of students at Virginia Tech, and this number has been declining in recent years.

College entrance exams are, and should be, the primary basis for admission. College entrance exams are poor predictors of performance, as measured by grades earned in college and by matriculation rates. Nationally, SAT scores explain only 25 percent of the variance in college grades (Fischer et al, *Designing Inequality*, 246: n34). This means that three-quarters of the variation in grades cannot be predicted by college entrance exams. Within the most selective colleges and universities, SAT's predict only 15 to 20 percent of the variance in academic performance for whites and an even smaller percentage for blacks (B&B: 277). Above a certain threshold (1100) combined verbal and math SATs have almost no relationship to grades or matriculation rates (B&B: 60-61, 74-75). For this reason, admissions offices in highly competitive schools use test scores as only one criterion in admissions, typically to select qualified applicants with scores above a certain threshold. Other factors are used in deciding who within this pool will be admitted. These factors include: personal statements, letters of recommendation from teachers or other close acquaintances, employment histories, and extracurricular activities. This process is highly likely to admit minority students who have demonstrated a capacity to overcome serious challenges.

Affirmative action promotes unqualified persons. A corollary assumption (the "mismatch" thesis) is that it is actually a disservice to minorities to allow them into the most prestigious and competitive schools where they are certain to fail. To test this assumption, Bowen and Bok studied the student records and careers of more than eighty thousand applicants who were admitted to twenty-eight academically selective colleges and universities between 1951 and 1989. All of these schools admit Black applicants who have test scores well below those of most whites, but who demonstrate promise

using other criteria. Eight out of 10 Black students in the class of 1989 graduated within six years. Another third of those remaining matriculated later. The most selective schools had the highest Black matriculation rates. (B&B: 60-61). An in-depth analysis of 40,000 applicants to five of these schools reveals that nearly 75 percent of the Black applicants had

White dominance of higher education is by no means threatened by minorities. African-Americans continue to be highly under-represented in nearly all colleges and universities, other than historically Black institutions.

higher combined SAT scores (1098) than the national average for White test-takers. (B&B: 18-19). Compelling evidence of the competence of Black students admitted through affirmative action is provided by a profile of Black matriculants from the 28 schools who would not have been admitted with race-neutral admissions. Of the 700 graduates from the 1976 entering class who would have been rejected, more than 225 went on to earn doctorates or professional degrees; nearly 125 became business executives; and well over 300 became leaders of civic organizations, a much higher proportion than for White matriculants. "Generally speaking, the more selective the school, the more the student achieved subsequently" (B&B: 281).

Students who have high SATs have a "right" to admission. There are several problems with this assumption.

There are conflicting, ambiguous and perhaps irreconcilable claims of "rights." Universities must try to balance the alleged "rights" of whites with very high SATs with the "rights" of minority applicants with lower scores who have overcome a segregated, unequal education and still score above the threshold designating qualified applicants. Given the modest

association between SATs and college grades, higher SAT scores hardly merit a greater right to college admission. Although some state constitutions recognize a right to a minimum education, there are no laws guaranteeing a right to higher education (based on either

high individual test scores or group disadvantage).

Most importantly, the principal obligations of American universities are to the American public and the university community, in that order, and not to individual applicants. Diversity in higher education is in the interest of the university community because it provides a wider range of perspectives in the pursuit of truth. It is in the public interest because it prepares all students to live and work in an increasingly diverse America and to compete in a global economy; because it prepares minorities (who are projected to be 40 percent of the U.S. population by 2030) to shoulder their full responsibilities as citizens and workers; and because, in the long run, it will contribute to a racial equity and harmony that has eluded America throughout its history.

'Segregation, Desegregation, Re-Segregation' examined

by Alicia Cohen and Ben Dixon

Virginia Tech was the site of a symposium on "Segregation, Desegregation, Re-Segregation: Lessons Learned about Equity in our Schools." In the first session of the three-part symposium, Peter Wallenstein provided an historical review of the impact of public education policies including facilities, teacher salaries, and curricula during the era of school segregation from the period 1870-1950. Jacqueline Eaves and Marcy Schnitzer reviewed the history of the Christiansburg Institute (CI) as a case study illustrating the positive and negative impacts the transition from segregated to desegregated public schooling had on an institution with a long history of providing for the educational needs of the Black community.

O. Battle and Delores Scott provided reactions during the first session. Battle, a graduate of CI, spoke of her memories as a child who attended the all Black school. She remembered a school supported by the Black community where teachers instilled pride and a "can do" attitude in everyone. Scott recalled growing up in Prince Edward County. In 1959, local officials closed the public schools in this county as part of the "massive resistance" movement in Virginia. School children were sent off to relatives and parents in other states to continue their education. Others were educated in churches and homes where teachers continued to teach despite the school closure.

The second symposium session featured Andrew Lewis, who provided an historical review of the Massive Resistance movement in Virginia. Marcy Schnitzer then reported more of CI's history. N. L. Bishop spoke about the time he spent at the Christiansburg Institute as a student and how he made the transition from the all Black school to an integrated high school. He recalled how he and other young Black students shared their concerns with White students and teachers by inviting them to sit down and discuss issues related to the treatment of people of color in a desegregated setting.

Robert Dobson also shared his experiences at CI. He was one of nine teachers who were still teaching there when the school closed. He shared his experiences as one of the first

Black teachers at Christiansburg High School.

Charles Johnson and Walter Price were reactors to the presentations. Price spoke about what led him to attend CI. He and his parents were dissatisfied with the teachers assigned to his classes early in his schooling, so they decided a better education could be found at CI despite the distance they had to travel to the school.

Johnson spoke of the structure and discipline that was part of the CI experience. He recalled that students were not aware of the poverty that was part of their lives because they had no basis for making comparisons. Once he entered the military, he found that his education at CI put him in good stead as he compared his skills with those of others in his company.

The final symposium session featured Wayne Harris, superintendent of Roanoke County Schools. In his presentation, "Seeking Educational Equity: Still a Necessity," Harris suggested that equity is grounded in the expectation of high standards for all. Continuing the symposium theme, he showed through a series of court cases, that the country is in the middle of a quiet reversal of policies and practices of desegregation and integration. His premise is that we have come full circle with a new segregation gaining momentum.

Elaine Dowe Carter continued the Christiansburg Institute case study. She reflected on the future of the Institute and reviewed the new goals, mission, and plans to preserve the history of CI.

Reacting to the presentations were Jean Crockett, assistant professor of special education; Charles Day; Terry Arbogast, superintendent of Floyd County Schools; and Lawrence Cross, professor of educational research.

The symposium was sponsored by the Office of Multicultural Affairs, history department, College of Arts and Sciences, Graduate School, educational leadership and policy studies, teaching and learning, and the Virginia Tech Chapter of Phi Delta Kappa in cooperation with the Montgomery County Human Relations Council. For more information, visit: <http://fbox.vt.edu:10021/chre/elps/EPI/SYMPOSIUM/index.htm>.