

Call Number: 02-00-45 Side A

The Form and Function of a Fiscal Policy for Future Alaska Netzer and Ylvisaker

Summary created by: Jacob Metoxen

Date of creation of summary: 3/13/2013

Notes: Original on 7 inch reel. Master copy on CD. **Sent CD copy of Side A to Kansas City Public Library as it is a continuation of 02-00-44 which we deaccessioned. (RLR 6/13/13)**

The recording is a continuation of the 02-00-44, Kansas City Group Discussion of White and African American Relations. A man apologizes for his disorganization and seems to be preparing to mediate to the group. He says some of the group was in a class today with Syd [Sith?] and he thinks maybe introductions are in order. The group introduces themselves. The group goes around the room and introduce themselves as Chip [?], Dwayne Thomas, Nancy, Gregory, Doug, Toni, Ambrosias. He says last week they were tying a couple ideas. One of the things that struck the mediator was what the group was talking about in terms of black history. He says he thinks the kids in the group have something to say about the way things go on in school, what the learning process is, the role of the students, and how it can be improved. The mediator says his problem is to write something about the way social studies are taught in schools. He says social studies can be defined as the study of man. He asks the students what they think is missing and what they think is being done right in their educational experience. In general, what do they think will fit them best for when they get out of school? One of the students says he would like if the teachers were required to teach the grade level they are in because some teachers belong in junior high school or grade school. The mediator asks if the group feels that they as students ought to have some say in the selection of teachers. Greg says he doesn't think so because the students don't know which teachers are qualified. Greg also believes some teachers skip around the subjects. One student says he has to disagree with Greg because it is the students who are receiving the education. He says that one teacher skipped around in a book because she knew that all the students had known Columbus discovered America. One of the male students says that the books they learn from teach from a bias point, saying that Americans were "goody goody" here and the parts where Americans weren't good get skimmed over. One of the female students agrees that they are being taught a bias view. An older woman asks the female student what happens if the teacher doesn't follow the rules, the student say that the class is more interesting. One student says he would not always put the blame on the teacher because sometimes it is the equipment that they have to work with. He says some of the textbooks are out of date and that there should be new textbooks with heroes that are more recent. The man moderating the discussions asks who the new heroes are. The student who suggested putting the new heroes in the books says that John F. Kennedy and Dwight Eisenhower should be mentioned. And not only presidents, but Nobel Prize winners for example. One of the female students says when current figures are mentioned, they are just mentioned here and there. She says she doesn't care what Jefferson or Washington did because what they did isn't presently changing her life.

At 14:00 a student asks why the students can't learn about what is benefiting them right now. The female mediator asks the students if they know why Columbus discovered America. The students say that it was a mistake. Toni says that the students know Columbus traveled to find land because any country in power wanted land. A male student says that some of the things discussed in the textbooks don't make sense and a teacher told him after class that Lincoln actually had money. The moderator says that there are contemporary examples of people not going to college such as Harry Truman. The man says that approximately half of the people who signed the constitution owed money to the English crown. The first thing the signers did was say in the constitution that all debts to England no longer existed. Greg says the only thing he learned that is current events was about the astronauts from Apollo 7. One of the students says "Ed, you're supposed to call my mother and get that lunch money" to the moderator.

At 24:15 the moderator asks the students about the problems of the city. The students say that they never discuss what is going on in the city during class. A student says that when banks get robbed, sometimes they will talk about it. The students say that they bring it up, not the teachers. Greg says that Mr. Stone, who went to Yale and Harvard, was talking to students and most of the students want to know what is going on in the city. The moderator asks if the teachers and the school should be something to start talking about problems in the city such as racism. One of the male students says that people would be surprised how many white people wanted to improve the relations between White and African American people in the city. Ed the moderator asks Toni if her perspective of looking at the teachers as a lost cause is correct. Toni says that that's the way it is but it is not the administrations fault because they have to go by what the education says. Toni says that she doesn't think that the situation is hopeless. Toni says that so much prejudice is ignorance.

At 31:40 the door opens and people walk into the group. Greg begins discussing a play scene depicting a riot [Greg is involved with the play] where the leader of one big group gets shot. The man who got shot's best friend, Johnny, has been with him for three days since the rioting started. The riots have been going on all over: California, Detroit, Harlem, and other major cities. The man, who was shot, Little T, tells his friend not to let his mother come because she will take Little T home. The friend, Johnny, says that Little T has too much going to be scared because Johnny has seen Little T fight; he fights too hard to be scared of a woman. Little T tells Johnny that Johnny doesn't know his mother. "She about killed my daddy and made a nigga out of him." Johnny tells Little T that the cops are breaking through barricades. Little T gives the group a plan for when the cops come down with the buses. He tells them to go and grab the glass in the street and then there are people with firebombs. As soon as the police buses hit the glass then the firebombs get thrown at them. While the plan is being put to fruition, Little T's mother shows up. The mother is upset; she listens to the white man and believes he is right no matter what. There is a big explosion and the mother asks what happened. Johnny says that the police buses must have blown up and the mother said that they had lost their minds. Johnny told Little T that he can't wait for the doctor anymore so he is going to go fight the cops. Johnny starts to walk off the stage and then he stops and comes back. He tells Little T that he hopes Johnny doesn't die but there is nothing more after death. The guy walks off the stage and mother tells Little T that his best friend doesn't even care for him so she tells him he can stay and die for all she cares and she starts to leave.

Little T gets the gun and before she can leave he shoots her. The play ends. Greg says that is how they come about their discussions of if Johnny was justified in leaving his friend there to die. Greg says his friend is justified because fighting for what they believe in is more important than one person dying because people die every day. Greg says the vice principal thought the teacher of the play was trying to overemphasize and get everybody interested in drama but Greg said that the teacher was trying to prove a point. Greg said only have the people at the boy's club [Boys and Girls Club?] got to see it. The students protested because everyone who did get to see the play said that it was really good but the administration wouldn't let them perform the play again. Greg says that they do the play in the suburban area with white people because they get more response from the audience. Greg says the playwright's name is Jimmy Garrett from Chicago under the leadership of Leroi Jones [Amiri Baraka], who is an amateur playwright. Greg says they changed the play so it could benefit more people. Greg discusses being at Oak Park [High School in North Kansas City] one of the boys stood up and asked why all the black people are being violent all of the sudden. Mrs. Esco [sp] the director got upset. Greg says Mrs. Esco could pass for white but she says openly that she is black. Mrs. Esco asked why white people think that African Americans are being violent when the white people have been violent for over 400 years. Greg said they did the play at Shawnee Mission East and the play will soon be done at Shawnee Mission South. One of the adults asks Greg if they plan on going to Southeast High School and Greg says that Southeast is on their list. Ed says that the play wouldn't necessarily go with every day school activity and Greg says it would in the drama department. Ed asks the students if there are other ways besides sitting and class and taking notes that could keep the students interested. A female student says she feels that the play such as the one being given by the students at LaSalle is a way for students such as the African American ones, to release their feelings instead of doing things like burning down houses. The female moderator asks the students what they want and one of the male students says he wants everything she wants and wants everything that she can get [white people]. A female student says they just want a chance to the things that white people can do like eat a restaurant at the same tables and to live in the same neighborhoods. She said all they want is the freedom to be able to do what they want.

At 48:15 the male moderator asks the students if their schools are in anyway blocking their drive towards equality. Greg mentions that Mrs. Esco was telling him the previous night that there was a time when the white students got the new school books and the African American students had to use the old books. Greg says that it is a known fact that students from LaSalle, Lincoln, and Central are inferior to white suburban schools. The first five graduates from white suburban schools got to go to Yale or Harvard. One of the female moderators asks the students who has power if the students and teachers are powerless. They say the board of education. The male moderator asks what good does just having warm bodies in the schools? One of the female students says it does nothing but help the schools get federal aid. One of the students says that he believes even if the schools got better materials for learning they would still be behind because the students started behind when they were in grade school. One of the female students says she attended Bingham [George C. Bingham Academy of Arts] and was in a math class called Contemporary Math. She says she thinks that was the only junior high school that had the class and maybe Central Junior High School and LaSalle. One of the male students says even if it is too late for the current students, he wants to make it better for the next generation of

students. The students discuss the process of dealing with their current situation and how to approach the problems. An older female begins asking the students if they are forever going to be blocked off....The recording ends.