

AN ABSTRACT OF THE THESIS OF

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Title: UNDER REPRESENTED MINORITIES IN NATURAL RESOURCE JOBS, OCCUPATIONS AND RELATED ACTIVITIES: AN EXAMINATION OF AFRICAN AMERICAN PROFESSIONALS

Abstract Approved: _____

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The fact that African Americans are under represented in the natural resource professions is well known and commonly acknowledged. Terms such as "conspicuously absent," "a manifest imbalance" and "zero representation" have all been used to describe the current status of African American natural resource professionals. ^{Historical} The data suggests that in the past 20 years, the ^{of cult professionals} numbers have been as low as two-tenths of one percent nationwide. There is no clear understanding as to why there are so few African Americans in this field, however, there is shortage of practical suggestions for improving the situation in the future.

~~It was the intent of this study to provide~~ ^{ed} ~~critical and useful~~ ^{ed} information need to understand the inhibitions, biases and barriers that are related to the under representation of African Americans in this ^{at professional levels in} natural resource field. ^{HELP? FULLY?} In order to accomplish the goals and objectives of this research 10 ^{were recommended by:} oral history interview were conducted and a mail out survey was designed to examine and report on the current status of the under representation African Americans in natural resource professions.

- 1) LIT
- 2) OCM
- 3) SURVEY

The survey was mailed to 80 natural resource professionals nationwide. A total of 61 usable replies (76%) were received and included in the study. Descriptive statistics were used to analyze the individual questions and the chi square test was used to test four alternative hypotheses. The level of significance was set at .05.

The findings in this study point to several critical factors that contribute to the under representation of African American in natural resource professions. In order for the under representation to be corrected , these factors must be made known and addressed. Only after a clear understanding of the problem ^{AS?} is represented can long term solutions be considered. The information presented here will be beneficial to the entire natural resource community and its endeavor to increase career options for under represented minorities in the coming years.

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APPENDIX B 1

INTERVIEW WITH
CEDRIC COONEY

DATE: FEBRUARY 20, 1992
PLACE: CORVALLIS, OREGON

APPENDIX B 2

INTERVIEW WITH
MICHEAL GRICE

DATE: FEBRUARY 29, 1992
PLACE: PORTALND, OREGON

Today is February 29 and I'm with Michael Grice, and we are in Portland, Oregon. Okay, Michael, today I need to ask you just a few questions, like your age, and what do you do?

Okay, Michael Grice, originally from Portland, Oregon. I completed my undergraduate work at Cornell College in Mt. Vernon, Iowa, and did additional undergraduate work at American University at Washington D.C. I did my Masters at Reed College in 1971, and am a Doctoral Candidate at Portland State University. My field is Education - I have served as an educator, and as an administrator, and am currently working as a researcher in the Public Information and Communications Department for the Portland Public Schools. I've been involved in education for the last 22 years.

The reason that I chose to interview you, Michael, is because you are the President of the World (interrupted)

World Arts Foundation, Inc. Which is a community organization which has the purpose to promote and preserve African-American contributions to American life and world culture. And with that, it has a 501C3 - that is a non-profit, tax-exempt corporation. We serve as an umbrella for other organizations, one of which is Urban Forestry Incorporated, which is a local community development organization designed to create educational opportunities and strategic planning and implementation of design models for the inner city relative to natural resource use and economic development and youth development.

And how long have you been doing this?

We started the planning for Urban Forestry Inc. in 1987 and incorporated in 1990.

And have you always known that you wanted to be involved with natural resources, or is this just an aside...

No, my life work is to link the arts and education. I didn't really think much about natural resource use, except that through being involved with Outward Bound, Pacific Northwest Outward Bound School, which I serve as a board member, I have had an increasing interest in bringing natural resource concepts into the inner city. Primarily for beautification purposes, because the main problem that I see in the inner city is blight. There are a lot of other problems, and blight really is an outgrowth of economics and lack of economics in a community. But, blight is something that I think we can cure, and I think that it can make a difference. Where we have youth development programs, like

Self-Enhancement, even your 4-H programs that are part of Oregon State University's Extension Service, and these programs typically help young people, give them better sense of themselves, give them some skills, and can contribute to their better well being. But, the community still looks the same. So, I'm interested in having an impact where the community begins to look different, and that different look is a result of young peoples' work, and that work is a combination of physical work and academic study about natural resource use, as well as applications of techniques, such as ornamental horticulture, and landscaping, and design, and design architecture. Which, then the work is done the community will look different, blighted areas will be refurbished and renewed, and that the young people who have made the investment in it will protect it and can claim it as part of their success. So that their transformation, their healing, as it were, through programs like self-enhancement, or 4-H, or YMCA, or church-youth development programs, instead of just helping the mind of the child we want to help the mind of the child by transforming the environment that they live in.

So what types of children or students do you work with?

Well, youth who live in the community, primarily.

Okay. Not necessarily African-American students? And when you say "the" community...

Well, when I say "the community" - North-Northeast Portland.

Which is primarily...

This is where all the African-Americans live. When I say "all", I mean 90% of the African-Americans in Portland live in North-Northeast.

Okay.

So, by focusing on that community, even though we're not exclusively working with African-American children, by focusing on that community we will certainly not miss working with African-American children. And you saw evidence of that today, in the class. [the class that Michael is speaking of is the Saturday Academy class]

Right.

So, we pick the children, based on interest, and introduce them to science and technology, or mathematics and technology - applications of same.

What would you like to see happen in the future as far as African-Americans are concerned in regards to career opportunities, awareness and overall attitudes towards natural resources?

Well, ideally I'd like to see people have a greater appreciation for natural resources - at the family level. That is, a better understanding of how to maintain your property so that it looks good. And that can come through making tools available. A lot of people don't keep their property up because they simply don't have the proper tools. I don't, for example, have a power edger - I have a hand edger, a power edger would enable me to put an edge on my yard, which even after I mow it would make it look better. Having a spreader, so that the fertilizer that I put on there, and having a watering system so that -- if it's grass that I want, for example, which I understand isn't environmentally the most productive use of our natural resources, but in terms of aesthetics, it is. Flowering plants and vegetation which is native to our environment here, so that we're making the best use of our native vegetation. Knowledge, at the family level, so that kids can know it, and their parents can know it, through some kind of community resource center. And that community gardens could emerge and be managed by people in the community. Not only community gardens for food - which would be helpful - but also community gardens for flowers. So... some of that, of course, you have to have a nursery, and that's not out of the question.

In regards to career opportunities, what would you like to see?

Well, I'd like to identify among all the natural resource and related industries, what are the most productive, where are the highest paying jobs? Who holds them? How did they get those jobs? What is it that African-Americans, or people of color, or poor people would have to do to secure those jobs? Are they a matter of education? Are they a matter of experience, or are they a matter of connections? Or commitment by the organization to bring people into the organization? So that we just simply have more opportunities for people to access jobs that are good paying jobs, not just working in the industry. So, work is one thing, the level of work is something else.

Do you think that there is a need for African-Americans to seek jobs in the natural resources?

Yes, because it will diversify our economy. It also provides an opportunity for the application of skills that they acquire through schools and colleges. And, it also would give people an opportunity to seek African-Americans and other people of color in fields other than the traditional fields that we see them in, and

that we tend to associate them as being in, such as janitorial work, or school teaching, or what have you.

Can you -- well you just kind of did -- but can you identify any possible stereotyping problems concerning natural resources why is it typical of the African-Americans to... and the reason why African-American students don't go into natural resource fields?

The number one reason that I think that they don't go into resource fields is that they don't know that they exist. They don't know anything about it. For example, and I don't know if you count this as a natural resource field, but the grass seed industry - there's two elements about the grass seed industry, one - it's location outside Northeast Portland, and two - the amount of land that you have to have in order to have a grass seed crop. Nonetheless, we're the Grass Seed Capitol of the World - the largest grass seed industry in the world, here [indicating Northeast Portland]. And, no one from the grass seed industry has ever come to recruit, or impact the curriculum, or get anybody involved in it, in my knowledge. Other areas, such as paper mills, Crown Zellerbach and Boise Cascade and Weyerhaeuser, we simply don't know about the various jobs in there. What we tend to, when we go to those industries, if we go there for a job, we typically aren't prepared for jobs beyond entry-level jobs, and so if they give you a job they give you a job as a janitor, or in some entry-level, or custodial capacity. And yes, you're working for the company, and you're on their rolls - or you may be a receptionist - but in terms of being a decision maker, or a manager, or a policy setter with that organization, we don't know the career ladder, we don't have advocates within those organizations to make sure that you get opportunities, or you know, are made aware of opportunities as they come open to you, and that contributes to stereotyping. Because people see people working in janitorial jobs, and they think that's what we want to do. Or, they see people working in janitorial jobs and make assumptions about what we're capable of doing.

Decision making, and advocacy, and mentor types of positions--how do you feel about African-American students needing African-American mentors? I've had people tell me that it's not necessary for a Black student to have a Black mentor, how do you feel about that?

It's not necessary to have a Black mentor. But you do have to understand -- the mentor has to understand the life, and the times, and the dynamics of being African-American. Whether they're African-American or not really isn't so much an issue, because really advocacy is advocacy. Someone is going to make sure that you get an opportunity, someone's going to help you follow up on things, someone's going to explain the situation to

you, and help you read the landscape within an organization. Anybody can do that, if they will. So, you know, just like teaching kids, what you need are caring individuals. People who are willing to help you. And the things that mitigate that are people's own insecurities about how their peers will understand their willingness to help people of color. Because their peers aren't. And so, therefore, it's more rare, or more uncommon for a white or a Caucasian, or a European-American to assist and African-American with his career goals, than it would be for an African-American to assist another African-American with his career goal. But a lot of African-Americans are in a position, and they're not aren't assisting anybody, either. But, they don't have a commitment. They also are under pressure not to appear to be giving advantage to other people of color. The one advantage that they do bring to that situation, when you do have an African-American mentor is that they're likely to understand the situation of the mentee [student] a little better. And therefore, you know, be more willing to help. Because they may have come from similar circumstances. Whereas, a white who helps didn't likely come from that kind circumstance and is helping through another lens, it can be effective.

In keeping on the same lines with the type of situation that a person may come from, can you relate the social climate, as it is now, in urban communities, to certain environmental issues? Do you think that, just for example, here in the Northwest, we have the big controversy with the timber workers and the spotted owl, do you think that the members of the African-American community are concerned with the (interrupted)

Not at all. Not at all. They don't understand the spotted... they didn't know they had a spotted owl. So, they certainly don't know the impact of losing a spotted owl. And frankly, I don't either. And I studied the issues, and looked at it from both sides. I think that the timber industry, and keeping people employed is far more important than the spotted owl. However, I do understand the balance of nature and that if you mess up one part you can eventually mess up other parts. And so, therefore, you want to try to keep that balance. But I don't... you know... at what price? But I don't think that the average resident in North-Northeast Portland knows enough to care about whether the spotted owl is an issue. Or, knows enough about economy to know about the way that the timber industry helps their own economy locally, in terms of housing industry, housing starts, you know, et cetera, et cetera. They want a job. And they want a good job. And they're willing to go to school and to work for it. But not if they're going to be discriminated against, then they're going to be discouraged. And so, when you think about what's really needed, it's vehicles to encourage African-Americans to be motivated to pursue careers, to work hard, and so forth.

What would you suggest that some of those vehicles may be?

Industry and government locate, right visibly in the community. Or, to put their logo, or their billboards, or their outreach program visibly in the community. In establishing a presence in the community people will become knowledgeable about the organization, become a little more knowledgeable about the issues that the organization has to contend with. So that visibility is -- it seems like a simple thing, but I think it's really critical. I think that's one of the things that missing. You know, if the U.S. Forest Service were to establish an outpost in Northeast Portland, where when they go to sign kids up for employment that they had their big sign up, and say, "We've got 50 jobs here, and we're going to take the first 50 applicants, and after that we're going to leave our little brick kiosk here, with news about what's going on in the forest, for people to take or leave", I think that establishing that presence -- most people don't know there is a U.S. Forest Service, or that the Parks Department -- you know, the National Park Service, or the U.S. Fish & Wildlife have any connection, or any interest in them.

Do you think that that's a problem? Not appearing to be interested in their community?

Yes.

It causes a dis-interest in the agency?

I don't know if it causes a disinterest in the agency, it's the people within the agency. You know, where they come from. They're interested in their community - wherever they come from. And if they came from Northeast Portland they would have a better understanding, and be the ones within that organization that would advocate for an outpost in North or Northeast Portland. But, I don't know where they come from. And, they don't have much connection to... we're segregated in our social environment. So, it's not surprising that they don't have much of a connection.

As far as education is concerned, what would you suggest?

Well right now there's a movement afoot under the rubric of what they call Environmental Education. And because of the times we are in, as the general population becoming increasingly aware of the role of environment plays - you know, packaging and recycling and whatnot... I just heard an interesting piece of data yesterday that now that we have an active recycling program in place, the amount of tonnage of waste is down. And, there was a tax, or a surcharge that was flowing into the community based on the

What do you think government agencies, or state and local agencies, what's their responsibility?

To convene a think tank of African-Americans, to find out what's needed and how it can be carried out, and then to provide some sustained support over a period of time to do research. To find out whether what they're investing actually works. Of course I think -- they're not obligated to just throw money where we think money ought to be thrown, but to find out what actually can work. But in so doing they will have invested significantly. And out of that think tank can come programs like Urban Forest Rangers that is sponsored by the U.S. Forest Service, or Fish & Wildlife, and put people like you, and me, and Leroy, or Bob Zyback in charge of those programs, who know the kids and can pull the kids, and you know, hold them, to carry out things that we think need to be done.

[Leroy Patton enters the conversation at this point his remarks will be indicated with the initials LP]

During the interview we passed by a group of students outside, planting trees right outside of a house here, [at this point Michael has parked the car and is outside talking to the people working planting the trees] in a residential district right here in Northeast Portland. There are five African-American students, they might be between the ages of 6 and 10, maybe 6 and 11, and they're standing around watching the white children plant their trees. And there's one little guy with a shovel in his hand - he's not really doing a good job with the shovel, but the instructors aren't showing them how to use the shovels. The instructors appear to be willing -- I don't know if there are these people's homes and they're planting trees, or whatever.

[LP] No, these are not their homes.

Okay, these aren't their, LeRoy says, but their all white -- all the instructors are white, and they have the students helping them plant the trees. But the instructors are doing more of the work than the students are. And I don't see them supervising the students too well. But I think it's a well worth... it's an effort, and the students aren't digging, they're sitting around.

Friends of Trees.

The name of the organization is Friends of Trees.

[LP] You know who that last gal you talked to was.

Sociana?

amount of tonnage of garbage that was going in. And because they have less garbage going in, there's less money available to the community. As a spin-off of a recycling program, which of course is a positive step. You know, making better use of recycling raw materials, and all that. But if you ask people, "Why do we recycle?" I don't very much that they could relate it to energy.

So, have you heard anything about the program in Northeast Portland? Are people responding to the program? [the recycling program]

Yeah they're responding to it. I'm responding to it because my garbage prices went up about 20%... 50%.

If you don't recycle then...

I don't know if it had anything to do with whether I do, or whether I don't. Garbage prices went up... at the same time that the recycling program came in. So that's the way most of the people associate with it, you know. It costs more.

And now it's a cost thing. And now recycling costs, and so now there's maybe another negative thing about the environment.

Doing the right thing, yes. And another thing I was going to say, when you say 'environment', everybody tries to categorize, and so, now when you say 'environment', a lot of people think of the environmentalists as people who are these radical environmentalists, creating havoc, taking jobs away from the timber workers. Whereas, when we're talking about environmental education, the question people would ask is, "Are you educating people to be environmentalists, and therefore creating more of these radical types people, or what?" Or they're saying, "If your going to have environmental education, which side of the coin is it going to be on? Is it going to be on taking care of the environment by managing the timber lands correctly?" Because harvesting is a part of -- that's why forest fires aren't really a problem. Before we had forest fire fighters there were natural forest fires, and nobody's going to fight them, they eventually burned themselves out and then the land renewed itself, you know, for thousands of years before we even got here. But the question about environmental education is, "environmental education - well what type, and for whom? You know, with what kind of outcome, what kind of people will we have who've had environmental education?" That's why, you know, on the issue that I'm on really is one of community development. Bettering our community by having them become better acquainted with how they can make use of their

environment. That's the environmental education I'm talking about.

Is it important, when we're developing environmental education curriculums, is it important to develop them specifically for the needs of each group, or do you just develop one across the board, and then just implement it?

Well, if you want it to work it definitely has to be tailored to the needs of a group in a community -- in a particular community - or for a particular population, I think. Or at least tailored to that group. In other words, you may have one standard curriculum which has a set of benchmarks or criteria that make people more environmentally aware of the kind of grass that they plant - that needs less watering, or the kinds of shrubs which are native to this region of the country, which are going to grow best in our natural climate, or whatever. But in terms of community development, the needs of the Northeast are far different than the needs of the Southwest [referring to Northeast and Southwest Portland]. And so, the environmental education that we're going to be involved in for urban forestry directly relates to cultural resource inventory, identifying sites which would be the most appropriate sites for improvement, planning that improvement, identifying which species of wildlife, and which species of vegetation belong there, and inventorying that, preparing sites - then, doing some planting and some managing, and clean-up, which usually comes to people's minds first, is one of the last things that we do. You know, when they say, "We want to get kids involved in environmental education," and lot of people say, "All we have to know is that they can clean that up." But the kids don't want to clean up somebody else's mess, and we don't want that to be their education. And not only that, but when we are doing these things - when we're planting grasses and plants, and shrubs, and trees - when we're improving lots from blight to mini parks, we also want to incorporate where mathematics plays in this, what do geography and demography play in this, how do we use resources, research techniques to accomplish our cultural resource inventory, and which businesses are related to that. Which are the most profitable businesses? And, where can we do any business here? Putting kids in business attire, having them go interact with the business people who relate to the various industries that supply the plants that supply the bricks that we would be using to integrate architecture with the landscape. The landscape design architects, so we're looking at the aesthetic qualities. The professionals and the business people are the people that I want the kids, when they get through with this to become.

Right.

So, we want to relate to: who are the architects, who are the lawyers, who are the builders and contractors, who are the skilled craftsmen, the carpenters, and the brick masons, and what is it that they do, and how do the people -- maybe they work for a company. How do you get ownership of a company that takes care of its own community? The people who pour concrete, and lay sidewalks? We want that. I want the kids to do that. That's part of our built environment. Not just our natural environment, but our built environment makes up our whole environment. In other words, when it's all said and done, I want our community to be more economically viable and environmentally conscious, simultaneously.

Okay. That's where I was going with that. Okay, as far as environmental education is concerned, there's an on-going thing here in Portland, or in Oregon, I suppose, and it's Outdoor School. How do you think Outdoor Schools fits into the scheme of things for African-American children?

For African-American children I think that it's like anything else - I don't think that the experience for African-American children at Outdoor School is any different from the experience of other kids at Outdoor School. So, in order to make it meaningful for African-American children you would have to tie it to the African-American community. And, as far as I can see, the Outdoor School experience isn't really very neatly tied to the regular curriculum, but more specifically to the experience or the community, that support African-American students. But then, I don't have a great knowledge about the Outdoor School. I do know that it's intended to acquaint students on a one-time basis, once a year - they try to get all the sixth graders out there, so therefore it can't have much continuity with other things. It's like a course within a course. I went out on an Outward Bound course, I spent a week on a river, and it wasn't really connected to anything except my life experience, you know. The willingness to take challenges, to go and do things that you wouldn't otherwise do. And, you know, self-initiating. But the rest of the kids don't have a choice about it, they're dragged out there, and they're made to do this, and they learn some things about the outdoors that they wouldn't otherwise know, and so, it's useful to them in that sense, as it adds to their pool of knowledge. How it relates to, or is intended to help them relate into their regular experience, I don't know. But, I don't think the experience is much different for an African-American child than it is for any other child that goes to Outdoor School, because they're in sixth grade level, and they're just there, you know, they do it.

In respect to education, what can education do to encourage African-American students to go into Natural Resources? I'm really concerned about the lack of representation.

Well, okay. The only thing that the public schools can do -- a couple of things. One is pretty drastic, and that is to have an environmental requirement on their graduation. So that they have to have that in order to complete it. Or, a school could have that, which wouldn't be tied to graduation, but it could be a school requirements, or a school expectation. There is an extensive and growing program of environmental awareness in education at Madison High School. A friend of mine by the name of Sally Creason just called me, and she's got X number of kids involved in natural resources explorations, and they're going out to Smith-Ivy Lake and looking at the interface between wild land, wetlands, and urban lands. And so, but that's an initiative by an individual because of her interest, and she's stirred up the interest in some young people and they're doing some things. So those are things that the schools can do - set up expectations within a school, or requirements for graduation. But, there's no African-Americans students that she's involved with in that program, because she, being a white female, is not going to attract them, necessarily, unless she had a personal relationship with one that's convincing. What I find is - and this is why we structure Saturday Academy the way that we do - once you create a critical mass of African-American students, where we have ten African-American students, we could add two or three Hispanic, or white students to that group, and the momentum of the class would not be lost. It turns out that it's an all African-American class with all African-American teachers in an environment that's totally integrated, so it's an artificial set-up. But it's set up like that so that we have total control - culturally - and we can use whatever language we find suitable for the situation, and to create a level of comfort for the students, yet high level of expectations. I mean, we're teaching them some pretty sophisticated stuff. They don't know it, because we tell them that this is the easy stuff. You know, but learning to program Pascal is no small thing, and they're not teaching that to kids in school. So, I guess what I'm saying is that the schools can do one thing, but the other part of it is that youth development organizations, particularly traditional youth development organizations, like YMCA and the Boy Scouts of America, and the Explorer Posts have to one recruit, and support and sustain African-American men and women, and two go and recruit and execute environmental education or natural resource use programs. That they recruit the students and that they have pods of teams, just like we have Little League Baseball teams, or Pop Warner Football teams, or community this, and community that, have those people in those roles.

[LP] Yeah.

Lisa Sociana?

[LP] Yeah.

She used to run the Northeast Employment Opportunity Program.

[LP] Yeah, she's in Gresham now.

Oh, she works at a private industry council.

[LP] Yeah, in Gresham.

And she has bought a house and moved into the neighborhood.

[LP] Yes, I now that.

White folks are buying up the property, do you know what I'm saying?

And now they want to get their community...

Green, oh yeah.

Green. And because more and more white people are moving into the community, now there's a thrust for urban renewal, where before when the community was mostly African-American that thrust wasn't there. Why do you think...

Because they set policies. They're moving in and they're setting the policy, so they set the policy in their own interest. And of course, it's in the community interest. This is why I when I was saying earlier, I was focusing on North, Northeast community where the concentration of African-American families live, then I don't have to say that I'm focusing on African-American kids, which is unacceptable. But not only that, we get to select. If we say "city-wide" then they're going to try to water it down. If we say we're going to help African-American students, or African-American male - which everybody's focusing problem, people have a problem with that because it's exclusive. Whereas if we focus on a geographic area we know that we can get African-American students.

[LP] That's what they did all along.

Uh huh.

They know who they're going to do it with, but they don't put that into the proposal.

Okay.

Going back for a minute. You've mentioned 'and with people like yourself' referring to me, how or better yet what would you suggest that we do to get more people "like me."

Okay, number one is that have to get a critical mass. They have to get more than one or two people. They have to get a bus load and provide support -- and when I say support I mean financial support, counseling support, community support in those communities like Corvallis where the people can go to school and sustain themselves. And go through programs with a cadre of individuals like yourself. That's number one. That's one thing that they have to do. The other thing that they have to do is to provide, in the same way that they're providing you, with jobs in the meantime. In the summertime, and year round, so that people can help sustain themselves and get practical experience and see what their possibilities for advancement in that field are. So that they get practical, hands-on sense of or a feeling for the field. And then they have to realize, also, that people who are willing to apply themselves as much as you're willing to apply yourself... like you were saying to the kids earlier today [early during the day before the interview I was asked to do a career-awareness type presentation to Saturday Academy students] the world is going to be your oyster. You're not going to have to stay in natural resource use, so when they get through that's your choice to be in Fishes and Fish & Wildlife. You know, you can go to Bonneville Power, you could step out and into private consulting, or go into teaching. You know, teaching or administration. I mean, once you get to a level where you're willing to work and know how to go to school and succeed, then there's no guarantee that those persons are going to stay in that particular field that they now invested in, unless they get some kind of agreement in the beginning, or something like that, and I don't think they're going to go that far. So, a critical mass, so that people have a support system in order to go through, or get through the stuff.

I think that that's important, the word "support system". Do you think there's a lack of support for minorities going into Natural Resources? Or maybe I'm just seeing it from the wrong side.

No, there's definitely a lack of support.

[LP] One of the reason you've got a lack is you do not have people in those fields - period. So if you've got one or two, that's not support, because you asked that person to support or guide

you, and since there's no other models the person that you asked to support you has nobody they can fall back on if they fall out because they don't have time to do something, it looks like there's no support. We're talking about a less than 1/2 percent of professionals in the field that are of color.

Could you introduce yourself?

[LP] I'm LeRoy Patton, Portland Public Schools.

Thank you.

You know, through Bureau of Indian Affairs, Fish & Wildlife. We went to Vale, Colorado for the National Park Service 75th Anniversary, and I discovered this buddy that was working that day at the Fish & Wildlife Foundation. And the resources that are available ... not only through private foundations, and things like that which those are available because we've got better access to them, but the amount of money that goes into the U.S. Department of Agriculture, you know, is amazing. And all we're looking for in our program is what, about \$150,000, LeRoy?

[LP] Right.

So all we're looking for is about \$150,000 to start with.

[LP] But you see, people are not offering us money because they really feel like they can do it themselves. And so they don't want to offer to another group, especially an unknown group, a grant that they could probably fund themselves. So one of the ways they get out of it is by saying, "Well, what kind of innovating things are you going to do?" Well, most of the things you suggest are things they've either tried, or don't think will work. Well, if they're going to decide whether they're important, or whether they'll work or not, they're not really asking you. They're asking you anything question - "How can I keep you from being successful." "Tell me what you're going to do."

Well, one of the things that is really different from say our goals, Urban Forestry, Inc., and goals of organizations that so far that we've encountered with Federal government, or Federal programs - U.S. Forest Service included - is that their vision of getting people to come to work for them is different from our vision of sustaining a community. They could care less about the community. If they met their goal of getting 10 or 20 more African-American employees in their ranks, then they've met their objective. Well, we aren't interested in getting up 20 or 30 employees. That would be nice - that's a good by-product, we'll

help them do that, but our objective is to have a stable community. And so, in order to do that we're not interested in a program that gives kids summer jobs at \$4.75 minimum wage per hour, we're interested in having an educational program that will teach kids the kind of things that will help them, no matter what field they go into. To give them mathematical training, to teach them how to use "ArchInfo," how to use database research, etc., etc. Okay, so they haven't been as receptive to that kind of proposal as they have been to proposals that simply have the kids pick up a shovel and put on a vest and go do some lawn maintenance.

So do you think that discourages students - to do lawn maintenance, instead of doing a real job that they can potentially find themselves doing as a career? Do you think we need to get career-type jobs, something that they will, or could possibly do?

Yes.

Because lots of times students are discouraged when they have to dig a trench, or...

Well see, and this is where we banged into them last year, is we don't want them to dig trenches. We wanted the students to go around in the community, interview the oldest people, identify where the oldest trees were, put that stuff on a map, make plans about how does this community compare to some other communities. They don't want to pay the kids to do that. They only wanted to pay the kids to put on a hard hat and have labor that they could take pictures of and put in their magazine as "This is what we've got kids doing this summer." And that's not what kids wanted to do.

And that's right. That's where some of the stereotypes come in as to why they don't want to go into these careers, because "if I'm a forester then that means I'm going to have to do manual labor." Which, there's nothing wrong about manual labor, but...

No, there's nothing wrong with manual labor, and in fact I want them to do manual labor, too, because you have to learn how to work, but I don't want them to do only manual labor. I want them to learn how to do business. You see, while we're doing manual labor somebody is making bucks at the stockbroker's table, in forest products. How do they get into those jobs.

Okay.

That's the job that I'm interested in them doing. Who's trading the forest futures, and what kind of background to they have?

[LP]I think one of the problems is that the people in the agencies expect the kids to go on to other things, but they're offering nothing for them to learn. Having a shovel is no problem, but if it's not connected to anything then you can't tell the kid, "Well maybe later on you can become a forester." Because nobody's told him how, who, when, where, or what. So that's just an empty statement that's made to keep him digging. And if he says, "I don't want to go into Forestry" - all he knows about Forestry is that they've offered him a shovel, or a chain saw, or some physical labor, and that's all he knows about the forest. We don't teach it in school. It's not a common subject in middle or high school, so there's no way the student can know anything about where is this going to lead me, or what (interrupted)

Or, "How do I get from digging the trench to trading stock. And if you map that out... and this is why LeRoy Patton really has taught us a lot in this area in analyzing the support that we give young people. That it has to be ongoing. Those kids that we had in class this morning - we've had them since last summer, and it looks like we're going to keep on having them, because they won't go away. You know, normally we have ten kids for ten weeks, and that's in, we get another ten. This time they elected to come back. Now next term we'll probably going to let them go with Malcolm Madison, [the computer instructor at Saturday Academy] and have him teach all of them Pascal and get another fresh ten so we can continue to get a new crop, and then get that ten for the spring, and get them engaged in the summer, because I think this grant is going to go through. And although it's going to be manual labor, to a certain extent, you know, we're going to be the school supervisors and it doesn't have to be all manual labor. A lot of it's going to be following the plan that Bob Zyback gave us, which is the Cultural Resource Inventory, identifying who are the oldest people, where do they live, how many of them are there, what is their story.

So the students have to have transferable skills, not just a "job."

[LP] Right.

Right.

And that's the important key here - transferable skills.

[LP] And they have to know it. You can't tell them that this math, or this reading, or whatever they're doing, is going to have a meaning somewhere else.

Right.

[LP] That's got to be plotted out, and shown, and discussed. You need their view of it. Because they've already been inundated at home and other places with what racism has done to our people, to our fields, to the things you can do. So some of them don't think, even if you tell them, "Well you could become a forestry, you could become a nurseryman, or a biologist", they don't think that's possible -- sometimes from what they've heard. From people who have been involved, and been discriminated against. So, it's a bigger job than just offering opportunities and saying, "Well, when you get through with this maybe you can do so and so." They need to know how that's going to happen, and what is their responsibility. Well, part of it's knowledge.

One way, although this program that we're going to do this summer is just going to be a first step - ultimately we'll have six businesses - but let's just start with one - a landscaping business - so that the students, while they're getting practice in using the different tools, with a summer program like this, in the Fall they will take the best kids, or the number that want to go on, and translate those skills into a business where they prepare people's lawns for the winter, where they then take care of getting contracts to do landscaping during the winter. And mix that landscaping with landscaping design - brick work, masonry, and concrete work, iron work, etc., and actually have a business. They will study their competition - who is in business right now? What do they do? Who makes the most profit, is it ChemLawn? Is it Seven Keys Nursery? Who's doing the landscaping? Somebody's doing it, and doing a lot of it. How are they doing it? How much equipment do they need? What kind of overhead do they have? And if we can get that subsidized then we can afford to pay them good wages. We can start out ten and eight dollars an hour, and have them for a scale, you know, up to ten, twelve dollars an hour. And with that kind of wage, then we demand great work from them. But if you're only paying them \$4.75 an hour the kids say, "Hey, that just isn't very much", well, you're going to get \$4.75 worth. And that's one of the flaws in these summer programs, they start out paying them minimum wage. They gave me a formula to calculate the cost for paying wages, it was \$4.75 an hour - \$6.50 for supervisors. So that's how I had to calculate the costs for this proposal. But what I want to do is in a program where we control the dollars, then we can say, "You're doing \$6.00 an hour work."

[LP] So we'll pay you \$6.00 an hour.

So we pay you \$6.00 an hour. And he, who likes to sit on a curb most of the day, hey, we're going to pay him \$4.00 an hour. So there's some incentive. Because right now, you're getting 4.75,

I'm getting ~~4~~ 4.75, you're working your tail off, I'm drinking Coca Cola every time you see me. I'm getting paid the same money that you're getting paid, and I know it, and I'm not going to get fired, because I'm doing the minimum. I'm doing all that you're asking me to do. You can do more than I ask you to do, but I can't pay you more. There's no incentive for you to do more than the minimum. And that's the business part of it, there's no incentive built in to our schooling.

[LP] But more than that, I think you have to talk about, well why do we need to work for money? Because what can you do with \$4.75 an hour - you can't do anything. If you wanted to emancipate yourself and get an apartment, pay for your own clothes, or anything like that, you'd have to work an awful long time, at \$4.75 an hour, to be able to afford that. So the incentive's already taken away by it being so low. You can't maintain yourself at any level. So, that's a dis-incentive to me.

You'd have to work 15 hours a day, to get off the dependency roll. And for that all you'd have to do is do the projections. Ask kids, you know, to work out their expenses on the one hand, and then calculate their earnings. Not to mention the taxes and so forth that they're going to have to pay, and add it up. And as I say, do the math. And on a computer they can do projections throughout the year. And they can see, you know, that it's not going to add up. And so then what's the incentive? To have pocket change?

[LP] And pocket change, if you're going to buy anything but a Coke or a hot dog is one thing, but you try to buy, right now, Nike shoes - the popular brands are from \$90 to \$190 a pair. Now how long do you have to work for a pair of Nike shoes, at \$4.75 an hour? You compare that against, you're talking about going to school - what are you going to study in school if you keep spending all your time working at \$4.75 an hour to get some shoes, shirts, or something? So, it's really not cost effective nor is it reasonable to expect kids to want to do that work, when even the accessories they want to wear are way out of reason, because of cost.

The research that I want to do is looking at, let's find that people who have decent incomes, and work backwards from there. See what do they do to get there. Let's find the youngest people.... next year I'm invited to be a guest speaker for The Young President's Club. These are people who are presidents of corporations -- major corporations under the age of 25 years old. So, what we want to find out from them is what do we do to be prepared to do this.

I think that can work with Natural Resources as well. We have to go back and find out exactly what it took for people to get to where they are. Did it take incentives -- high incentives for you to take this job? Did it take -- or was it an internship that got you to take this job? Or was it someone who gave you support, because regardless of what type of support - they were there for you.

And, what is their educational level? Because I think what you're going to find is when you go into the private sector there are a number of people who are making good money who have not gone to college. And what you have to find out is how did they manage that? And the hypothesis is that we'll find out is that the family network is still in place, and that people have been extended opportunities, whether or not that school really wasn't a factor, knowledge really wasn't a factor - they learned it on the job, and then were advanced, because they knew it. So once you know it, it doesn't matter what kind of degree you've got.

So one of the things that students are getting is that you have to go to school to get into this field. You won't be able to get this job unless you have the proper education. Are you saying that this is not necessarily always the case.

Right. You have to have skill at the job, and you have to have interpersonal skills. There are some ancillary skills that go along with it, that we accumulate, being educated. How to relate to one another and how to solve problems, how to make critical judgments.

That's the end of the interview with Michael Grice. And the additional voice that you heard was LeRoy Patton.

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APPENDIX B 3

INTERVIEW WITH
CHARLES JORDAN

DATE: MARCH 26, 1992
PLACE: PORTLAND, OREGON

APPENDIX B 4

INTERVIEW WITH
MARCUS JONES

DATE: APRIL 3, 1992
PLACE: PURDUE, INDIANA

APPENDIX B 5

INTERVIEW WITH
LONEY STEWART

DATE: APRIL 4, 1992
PLACE: PURDUE, INDIANA

APPENDIX B 6

INTERVIEW WITH
BILL VIDRINE

DATE: APRIL 4, 1992
PLACE: PURDUE, INDIANA

APPENDIX B 7

INTERVIEW WITH
KEN WILSON

DATE: APRIL 8, 1992
PLACE: CORVALLIS, OREGON

APPENDIX B 8

INTERVIEW WITH
RALPH CRAWFORD

DATE: JUNE 8, 1992
PLACE: CORVALLIS, OREGON