# SANKOVA: LOOKING BACK AS WE MOVE FORWARD

***By Archon Robert J. Rivers, Jr., Epsilon Delta Boulé***

*Before a gathering of 500 people, on June 1 Archon Robert J. Rivers, Jr., of Epsilon Delta Boulé, Williamsburg, Virginia, delivered the keynote address "Sankova: Looking Back Aßs We Move Forward" at the third annual Pan-African Graduation ceremony at Princeton University's Alexander Hall. Archon Rivers, Princeton '53, recounted the university's history of racism and the events that took place during the 1940's that eventually led to the admission of African Americans to that institution. The following is excerpted from his remarks.*

*One note on the language: Archon Rivers uses the term "bicker process," which describes "a selection process formerly used at Princeton that discouraged diversity." While this phrase would have little meaning for anyone who was not a member of the Princeton University community, its relevance was significant enough to warrant its remaining in the text.*

Archon Robert J. Rivers, Jr.

It has been almost sixty years since my last opportunity to speak at a graduation in Princeton. When I graduated from Princeton High School, I spoke at the ceremony held in McCarter Theatre, and the personal feelings of honor and privilege have never gone away. Graduation is an important rite of passage that will take you into the future, and we pause this evening to honor you and your successful pursuit of dreams. My respect, admiration and congratulations also go to your family, friends, mentors and the distinguished Princeton faculty – the believers who supported your journey. Personal thoughts from the past magnify my congratulations, and this evening I will go back to a very different time to talk about people, events and my own dreams.

Princeton is the place where I was born, the place I grew up. Princeton University was a southern school with strong southern social preferences. It just happened to be above the Mason-Dixon Line. Important defining events took place at this university in the 1940's, during and after World War II, and the resulting changes significantly and profoundly altered the course of history for African American students. I would like to frame those early changing times with a personal perspective. James Baldwin said that "the great force of history comes from the fact that we carry it within us," and this evening's presentation is a small but important part of what I carry within me. It is what I see when I look back to those years shortly before I became a Princeton undergraduate.

These events are framed by a deep and strong family history. Ancestral generations and a probable slave master are buried a few miles from here. My grandfather planted the elm trees you see lining Washington Road as you drive into Princeton. Aunts and an uncle moving with the great migration began arriving at Princeton's McCosh Infirmary in 1918,

and they gave many, many years of loyal, respected service. My father worked for forty-three years as a Tiger Inn servant and university dormitory janitor. My loving mother became a live-in maid for a Princeton professor's family. She died last year at the age of ninety-seven – after seeing four grandchildren graduate from this university. My brother was a varsity football coach and head varsity baseball coach. Yes, my family has many very personal stories to tell about the highs and lows at Princeton University, but this evening my focus will be on those important defining events of the 1940's.

In 1940, when I lived with my mother in the professor's house, Princeton would not have been able to identify a single African American who ever received a baccalaureate degree from this university. John Chavis became the first enrolled African American in 1792, and reliable sources have concluded that Robert Lincoln Poston was a student here in the early 1900's, before he became Marcus Garvey's secretary-general. Princeton's total for 200 years? Two undergraduates – and neither graduated.

*A son of Old Nassau... a Negro youth whose choice of a college was decidedly affected by racial barriers.*

The following was written by Frank Broderick in *The Daily Princetonian* in 1942: "While 13,000,000 Negro Americans look for signs of their admission to a rightful place in American democracy, Princeton continues its principle of white supremacy and, in an institution devoted to the free pursuit of truth, implicitly perpetuates a racial theory more characteristic of our enemies."

Princeton's comfortable southern social traditions were interrupted by World War II. Our nation and the university were forced to reexamine fundamental human values. Frank Broderick from New York City, Princeton class of 1943, challenged the humanity of the university by calling attention to Princeton, white supremacy and Nazi racism in the context of a war to protect democratic values. War disrupted business as usual, and the voices for social justice were growing louder. The voice of the campus was the *Princetonian*, and Broderick was its editor.

In 1942 he and his coeditors published three very courageous editorials entitled "White Supremacy at Princeton." Prior to printing these editorials, Broderick interviewed Walter White, the NAACP executive director, and Paul Robeson. The editorials attacked the university's social and intellectual hypocrisy, and the campus erupted with emotional conflicting opinions.

A huge crowd attended a forum, and a panel debated "Should Negroes be admitted to Princeton?" The African American press ran front-page headlines. The Undergraduate Council voted against admitting Negro students, and a minority but significant number of the faculty agreed with the council. Letters to the "Prince" opposed African American students on campus, three to one.

Princeton's president informed the board of trustees about the matter at their next meeting, but no action was taken and no clear sense of direction emerged. In 1942 the university's priorities did not include admitting African Americans.

During the controversy a nineteen-year-old young man from Princeton's black community also submitted a letter to the "Prince" that was printed on the front page. Andrew Hatcher introduced himself as "a son of Old Nassau... a Negro youth whose choice of a college was decidedly affected by racial barriers." His heartfelt moral appeal asked Princeton to make the right decision by deciding to admit Negro students. Andrew Hatcher did not benefit from Princeton's academic excellence, but his talent was appreciated by others. He became a speechwriter for John F. Kennedy during Kennedy's presidential campaign, and he was President Kennedy's first official African American appointment, becoming associate White House press secretary.

Frank Broderick's undergraduate years were interrupted by the war. When he came back to Princeton after the war, he was still deeply committed to social justice, and he became the student director of Princeton Summer Camp in 1946. The camp, in Blairstown, New Jersey, was run by Princeton University students with advisory support from faculty and administration.

Although the camp for boys had been in operation for many years, African American youngsters always had been excluded. Broderick appealed to his university advisers to allow a small group of black youngsters from town to attend the camp as a "social experiment," and the advisers agreed. I happened to be one of the eight youngsters who arrived at the camp that sunny day in August. The camp's African American chef kept an eye on the situation, and anyone who seriously anticipated trouble must have been relieved and surprised.

The "experiment" benefited all campers, and it resulted in a very positive learning experience for Princeton students and Princeton's administration. The experience also became a defining moment for a 14-year-old African American: I began to think seriously about personal possibilities at Princeton University.

Frank Broderick later became director of the Peace Corps in Ghana and the first chancellor of the University of Massachusetts in Boston. The camp's chef, George Reeves, was also a highly respected community leader. His son-in-law in later years became the mayor of Princeton Township, and Mr. Reeves's grandson, James Floyd, graduated from Princeton in 1969. Jim also received an ABPA Alumni Service Award in 2003.

A series of organizational changes took place over the years that eventually led to the present Princeton-Blairstown Center. Many of you probably received your introduction to undergraduate life at an Outdoor Action Program held at this center.

Princeton's rigid position against African American admissions was forced to change in 1945, and the force for change came not from within, but from the U.S. Navy. During the war, in order to increase the number of commissioned officers, federally funded V-12 college training programs were placed in colleges and universities across the country.

Four highly qualified African American students were assigned to the program at Princeton. The university's admissions officer was not a significant factor in the selection of individual participants.

I was about to enter Princeton High School when they arrived, and the entire African American community was very excited. Three of the students, Arthur Wilson, James Ward and Melvin Murchison, are remembered with pride by older members of today's African American community. Melvin Murchison did not graduate from Princeton, but he remained long enough to become the school's first African American varsity football player. Arthur "Pete" Wilson was captain of the varsity basketball team for two seasons, and our community was very impressed when he appeared in an exhibition game against a local African American team in the gym of "our school" – Witherspoon School for the Colored. Jim Ward eventually married the daughter of a local family, and he has repeatedly described how important the African American community was in helping him deal with the university's very different social climate.

Twenty years later Carl Fields also recognized the value of community support, and he developed a program to introduce Princeton's students to families in the African American community. The program served as a "home away from home," and it improved the social experience of Princeton's African American students.

The years immediately following World War II became an important chapter in the history of African American education at Princeton. The three students remaining in the V-12 Navy program graduated, and 1947 marked the first time ever that African American undergraduates received baccalaureate degrees from Princeton University. John Howard received his degree first, on February 5, and he went on to enjoy a rewarding career as an orthopedic surgeon in Los Angeles. Pete Wilson received his degree a few months later, on June 9. He eventually became a U.S. marshal in Illinois. James Ward received his degree on October 1 and went on to become legal counsel and investigator for the Texas Commission on Human Rights.

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I contacted Mel Murchison's wife a few years ago to learn more about his life after Princeton. He majored in chemistry at Virginia Union University in Richmond. Later he graduated from Carnegie Mellon University with a degree in metallurgical engineering, and his career as an engineer eventually took him to the U.S. space program in California. He participated in the development of the booster for Apollo XI, which successfully orbited the moon. He died in 1993, and his obituary remembered Princeton University. Princeton should remember Mel Murchison.

The university's firm position against racial integration began to soften after the war. Some of those returning white GIs who had fought beside black comrades saw an even greater need for social justice, and they established the Liberal Union in 1946. This student organization invited Walter White, Eleanor Roosevelt and other speakers to the campus. I have never forgotten the scene where Princeton students taunted and threw snowballs at the NAACP executive director.

The first indication from Princeton expressing any interest in admitting African American students came in the spring of 1947. The dean of students indicated that Princeton was evaluating black students for possible admission, and the following fall Joseph Ralph Moss – or Pete, as I knew him – became the first African American undergraduate to be admitted since John Chavis and Robert Poston. Moss received his baccalaureate degree in 1951. He also came from Princeton's African American community, and his graduation was a significant milestone for the university and that community.

Two years later three more African American students appeared on campus. In 1949 I filled out an application for one college: Princeton University. Fortunately, and with divine help, I was accepted. Two other African American students also accepted Princeton's offer. Grady Smith was an extraordinary young man. He was born on a sharecropper farm in Alabama, and he migrated to New Jersey with his family in 1939 to live in the tenement district of Jersey City. Ten years later he entered Princeton University with a four-year scholarship that paid all expenses. Royce Vaughn, from Cleveland, had been accepted by many schools, including Columbia, Harvard and Yale. He chose Princeton.

I have been asked many times "why Princeton," particularly when there appeared to be so little university commitment. My Princeton education actually began in the community long before I became an undergraduate. Unpleasant social encounters resulting from white privileges and preferences became a boot camp for survival. The enriching part of my education came at Witherspoon School for Colored Children – a school made excellent by excellent teachers and a nurturing environment. And the motivating experience I enjoyed at Princeton Summer Camp was also very important.

But the time I spent cutting beans and dusting furniture in the professor's house was also valuable (the discipline to do it right, and on time). The experiences I had as a youngster working at the Prospect Avenue eating clubs also added to my Princeton training: taking care of the coal furnace at Dial Lodge before I went to school in the morning; or working with my brother at Tiger Inn, serving turkey à la king before the football games; or working as a bartender when I was still in high school. I was not attracted to Princeton because of life in the eating clubs, but the experience was part of my education. After I became a Princeton student, I was insulted without apology by the bicker process, and I rarely returned to Prospect Avenue even after I graduated. In fact, the traditional Princeton eating clubs offered very little social comfort for most of the early African American undergraduates.

In 1949 I added these experiences to my dreams, and I chose Princeton. The challenge was certainly exciting, but it was more about changing times and increasing optimism about access to opportunities for African Americans. And it was about pride. Paul Robeson, Jackie Robinson and Dr. Charles Drew were some of my heroes, and their individual excellence stood tall against the racist rhetoric about black inferiority. And the standards for acceptable legal and social behavior finally were beginning to change. The social reality of two separate worlds still existed, and I wanted to be well prepared for opportunities in both worlds. Princeton barely had opened the door, but I saw a chance to benefit from its academic excellence. That, for me, was the primary attraction. The social experience, although sometimes unpleasant, also would prove to be valuable.

When the three of us arrived on the Princeton campus in 1949, things were very different, especially as defined by tuition, which amounted to a few hundred dollars each semester. We joined a freshman class of approximately 700 young men, and the class, without us, was essentially all white. Most came from prep schools, and most were either Episcopalian or Presbyterian. No African American had ever held a faculty position at Princeton, and there were none in 1949. And there were no African American administrators or coaches. Exclusion and conformity were important social values, and the sensibilities of an African American student – too few to be visible – were rarely considered by administration or classmates.

By the time I graduated in 1953, much of the joy we shared as freshmen had disappeared. A few days after completing his freshman year, Grady Smith attended a picnic with former high-school classmates, and the joyful gathering became a shocking human tragedy when Grady drowned in the Passaic River. I attended the funeral with great pain and sadness. More than 1,000 people from all walks of life came to his funeral, including the governor of New Jersey, who recalled his meeting with Grady when he was elected Boys State governor. The governor and everyone present knew that we had lost a great future leader. The pain, joy and enormous frustration revealed by Grady Smith's life still cloud my vision when I look back.

Royce Vaughn attended Princeton for four years, but he received his baccalaureate degree from another institution. He has enjoyed a successful, fulfilling life as an artist and community organizer. He has gained recognition for his California Collectors' Series, and he is CEO of Omni Business League in San Francisco. We remain close friends, and he is a loyal member of our class.

If it had been possible to look into the future and see how Princeton would affect my life, I never would have believed it. In 1953 the struggle was not over. I have said before that I could not sing "best old place of all." But fifty-five years later I count my blessings because I have been richly rewarded by unpredictable opportunities – and Princeton has changed.

*My generation has been called the silent generation, but you are about to join the global generation.*

Therefore, I must look back from this day with humble respect to remember and celebrate the lives of President Robert Goheen '40, Dean Carl Fields and Frank Broderick '43. On the day I was born, no African American or woman had ever received a baccalaureate degree from Princeton University, and we were not included in thoughts about "Princeton in the nation's service." The courage and human understanding of these three giants affected my life – and your lives. And the quality of a Princeton education has been enriched for all students.

In a few days you will join the growing thousands of African Americans who have graduated from Princeton University since those defining events in the 1940's. The campus today and the celebration here this evening reflect Princeton's new vision – and the triumph after struggle is what I see as I look out over this wonderful audience.

My generation has been called the silent generation, but you are about to join the global generation, and there are so many needs, so many challenges, so many opportunities. James Baldwin also reminds us that "history is... present in all that we do." I would like to return one day to hear what you have within you.

Thank you, and God bless.

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*Archon Rivers is a former professor of surgery and associate dean at the University of Rochester Medical School. A native of Princeton, New Jersey, he completed his M.D. at Harvard Medical School in 1957. He has subsequently served on the board of trustees for Princeton University.*

# THE PARADIGM OF CHANGING POLITICAL DYNAMICS: JENA 6 TO SEAN BELL – RECLAIMING THE FUTURE OF OUR YOUTH

***By Grand Sire Archon Robert L. Harris***

*Excerpted from comments given at the 83rd Annual Convention of the National Bar Association (Presidential Showcase Seminar), Houston, Texas, July 29, 2008.*

As the 37th president of the National Bar Association, I am delighted to have been invited this morning by President Vanita Banks to be a part of this distinguished panel to discuss some of the endeavors of Sigma Pi Phi Fraternity (the Boulé), through its Social Action and Public Policy Committees, to address the tragic plight of our young black males. Perhaps some of you have never heard of the Boulé. I have the honor of being here today as its 44th Grand Sire Archon. Founded in 1904, the Boulé is the oldest Greek-letter organization of primarily African American men. It has more than 5,000 members and 119 member boulés (chapters) throughout the United States and the Caribbean.

Its membership consists of some of the most accomplished, affluent and influential leaders who are making lasting contributions to their communities, society and the world. For more than a century, Boulé men such as W.E.B. Du Bois, James Weldon Johnson, Raymond Pace Alexander, Martin Luther King, Jr., Whitney Young, Benjamin Mays, Vernon Jordan, Ken Chenault and numerous others have played key roles in changing the American landscape. As black professionals, we believe that we owe it to future generations of black males to chart a path that will prepare them to take the mantle of leadership. Education is the foundation of that preparation.

With fewer than 50 percent of young black males graduating from our public high schools, we know that the implication of these statistics is staggering, with enormous consequences not just for the Boulé but for black America in general. Below is the Boulé's position on the young black male and our recommendations for ameliorating this dilemma. While these comments reflect the work of our 2006–08 Public Policy Committee, it is important to note that our 2008–10 Public Policy Committee, chaired by past NBA president Dennis W. Archer, will meet with the members of Congress who are members of the Boulé (Archons) to review our current policies and discuss how they may perhaps become a part of the national legislative agenda.

The fact that we are having this seminar today is an awakening to the reality that the future of our youth is in jeopardy. Accordingly, my remarks focus on what the Boulé, in concert with other professionals, can do to have an impact on this tragedy.

## THE STATE OF YOUNG BLACK MALES

Young black males are in a crisis that is destroying the lives of thousands of black men and their families and diminishing the quality of life in their communities and the nation. The crisis is defined by significant degradation of cultural values and socially unacceptable behavior, low academic achievement, high rate of unemployment, excessive incarceration and deteriorating health conditions. Unaddressed, these conditions will jeopardize the social and economic gains made by African Americans in this country and threaten our future ability to compete in an increasingly global economy.

### Cultural Values and Behavior

A major determinant of this crisis is the degradation of cultural values – the parameters of good character and the fundamental principles that guide the lives of responsible individuals and participating citizens. Critical factors that

characterize successful cultures are grounded in honesty, respect, civility and the willingness to recognize authority and be governed by accepted norms and values of our society. The rejection of acceptable behavioral standards illustrates the crisis of young black men. Examples include the disrespect for African American women, family and authority; criticism of high-performing academic African American students; the embrace of profane lyrics of rap music; and indulgence in criminal activity. Such behavior evinces a lack of self-respect and disregard for the family and the community.

Many argue that the behavioral crisis reflects cultural confusion over the role of the church and the family and their respective institutional importance and capacity for providing guidance and mentoring. These two institutions must take a more active role in teaching and instilling cultural values, personal guidance and character development among young black men. And it cannot be ignored that more than half of the nation's 5.6 million African American males live in fatherless households, 40 percent of which are impoverished, according to the *Washington Post*.

*The percentage of African American men graduating from college has nearly quadrupled since the passage of the 1964 Civil Rights Act.*

## Education

A dominant feature of the crisis is the low academic achievement of young black men. Their high-school graduation rate is the lowest of any demographic group in the nation. Only one in four African American male high-school students graduates after twelve years of primary and secondary school. A lesser number are prepared to attend college. The percentage of African American men graduating from college has nearly quadrupled since the passage of the 1964 Civil Rights Act, yet more African American men earn their high-school-equivalency diplomas in prison each year than graduate from college, according to the *Washington Post*.

Dropping out of high school severely limits an individual's social and economic well-being. Education makes an individual a better citizen and better prepared for the world of employment. The lack of education diminishes the quality of life in immeasurable ways. It limits parents' capacity to help their children with classwork, it makes them less competitive for employment opportunities, it has a negative impact on their preventive and remedial health care, and it diminishes the appreciation of cultural values that are indispensable to quality family and community life.

## Employment Opportunities

The depth of the crisis is reflected in pervasive and persistent employment problems or part-time or sporadic employment. In 2006 an employment-to-population ratio for African American males was 60.6 percent, meaning 39.4 percent of African American men were not working. The employment-population ratio is a better measure of joblessness than the official unemployment rates, since the latter does not account for those who have given up seeking work or who are incarcerated. It is reported that only 28 percent of African American male dropouts have jobs, compared with 71 percent of white males with the same level of education. The employment problems of young African American men are influenced by the transformation of the American economy.

Over the past three decades, manufacturing jobs have declined as services and information technology have surged; globalization of production and trade has grown rapidly; the skill requirements of jobs have grown steadily; and new job creation has been weak in most urban areas where young black men are concentrated. In July 2004 labor researchers at Harvard University found that one-quarter of the nation's entire population of African American adult males were jobless for the entire year during 2002. Continuing racial discrimination exacerbates the impact of these factors. The *Wall Street Journal* recently reported that a young white man convicted of a felony was more likely to be selected for an employment interview and hired than an African American male high-school graduate of the same age with no criminal record.

## Incarceration

The United States spends an estimated $60 billion each year on correctional institutions. These statistics reflect the national trend as reported by the U.S. Department of Justice, which states that in 2005 the United States had more prisons than any country in the world. Tragically, there are 2.3 million people in our state and federal prisons, representing 25 percent of the world's imprisoned population, of which approximately 40 percent are African Americans and 24 percent Hispanics.

In 2005, for example, the Department of Justice reported that there were 3,145 African American male inmates per 100,000 African American males in the United States, which is nearly ten times the number of incarcerated whites. One in three African American men between the ages of 20 and 29 is under correctional supervision or control. The Justice Department estimates that 10.4 percent of the entire African American male population in the United States aged 25 to 29 is incarcerated – by far the largest racial or ethnic group. Sadly, today there are more African American men in prison than in college, despite the affluence and political clout of African Americans in the United States. Further contributing to the crisis is the discrepancy between the federal court penalty for crack-cocaine and powder-cocaine offenses.

Responding to the Congress's Anti–Drug Abuse Act of 1986, which included harsh new mandatory sentences for

low-level crack offenses, the U.S. Sentencing Commission incorporated its stiff 100-to-1 quantity ratio of powder cocaine to crack cocaine into sentencing guidelines. Today the federal criminal code provides a mandatory minimum five-year penalty for 5 grams or more in first-offense crack-cocaine trafficking; the same penalty applies for powder cocaine only in cases involving 500 grams or more. According to the ACLU, prior to the federal mandatory minimum sentencing for crack-cocaine offenses in 1986, the average federal drug sentence for African Americans was 11 percent higher than whites. In 1990, four years later, the average federal drug sentence was 49 percent higher for African American men.

A 1999 report by the Justice Policy Institute (JPI) makes the case for reducing prison incarceration by educating African American men. A new report has found that the shift in new funding from education to prisons is having a devastating impact. In a new policy brief, "Education and Incarceration," the JPI shows that in 1999 only 10 percent of white male dropouts, as compared with an astonishing one of every two African American male high-school dropouts, had prison records by their early thirties. Incarceration fails to achieve its objective of rehabilitation and does nothing to provide the education and training necessary to prepare inmates to reenter society, as reflected in the high recidivism rates of 60 to 70 percent. Incarceration has not led to educational opportunities that develop job skills. In addition, incarceration seldom addresses the psychological or mental problems resulting in the high recidivism rate.

## Health

The health status of young black men is plagued by joblessness, a lack of health insurance and subsequent access to health care. Health issues exacerbating the crisis of the young black males include mental health; STDs and HIV/AIDS, driven by the high incarceration of African American men who return to their communities to place families and partners at risk; cardiovascular disease; and obesity.

According to a 2007 CDC report, "A Heightened National Response to the HIV/AIDS Crisis Among African Americans," the latest data demonstrate consistent and wide health disparities associated with HIV/AIDS in the United States. And while it is a threat to the health and well-being of many U.S. communities, for African Americans it is a major health crisis. In 2005 men made up about 64 percent of HIV/AIDS cases among African Americans in thirty-three states with long-term, confidential, name-based HIV infection reporting. Although African Americans made up less than 13 percent of the U.S. population in 2005, they accounted for 49 percent (18,510) of 38,096 new HIV/AIDS diagnoses that year – more than double that of Hispanic males. African American males age 13 and older accounted for 42 percent of HIV/AIDS diagnoses among all men. Preventive health-care assessments and health education, offered by a community of culturally competent health providers, will begin to address and reverse this critical issue for African American men.

## Recommendations by the Public Policy Committee

**Cultural Values and Behavior:** The committee recommends continued support of faith-based funding and encourages member boulés to offer assistance to faith-based institutions in their communities in applying for such funding to help strengthen families and communities.

**Education:** The committee recommends that the federal government reauthorizes funding and expands the federal TRIO Programs, which have a demonstrated record of success in transitioning first-generation low-income youths into postsecondary institutions.

The committee also recommends that the Fraternity call upon state and federal governments to increase support and expand literacy programs designed to provide job-readiness skills for low-income people, especially those who are incarcerated.

**Job Creation for At-Risk African American Youths:** The committee recommends that the federal government provide tax incentives for the private sector to create employment programs for at-risk youths living in high-crime areas. If the private sector is unsuccessful in creating jobs, the federal government, acting as the employer of last resort, should provide funds to state and local governments to create public-service jobs for youths.

**Controlled Substances Act and the Controlled Substances Import and Export Act:** The committee recommends support of legislation introduced by Congressman Charles Rangel (D-NY) – H.R. 460, Crack-Cocaine Equitable Sentencing Act of 2007 – a bill to amend the Controlled Substances Act and the Controlled Substances Import and Export Act in order to eliminate certain mandatory minimum penalties relating to crack and cocaine offenses.

## Recommendations for the Fraternity

**Member Boulés:** Each member boulé should be encouraged to devote its January meeting to discussing the crisis of young African American males and identifying actions and programs that will address these issues.

**Congressional Delegation:** The leadership of the Boulé should meet with members of the congressional delegation regarding recommendations from the Public Policy Committee.

**Collaboration:** The Boulé will take a leadership role in collaborating with the Congressional Black Caucus, as well as with national organizations such as black fraternities, sororities and others, especially those representing black professionals, to ensure that appropriate policies are developed and enacted nationally and locally to provide sufficient resources to deal with the problem. Moreover, each member boulé is encouraged to work with other organizations in their respective communities by acting as mentors, tutors and support groups for our young black males, teaching them the significance of education, self-respect and core values required for success in life. This should also include black professionals' personally volunteering not only to speak at public schools (especially in our inner cities) but also to get involved in the governance of public schools to help ensure that they provide quality education. Ω