



THE ACHIEVEMENT GAP AND WHY IT IS OUR GREATEST CIVIL-RIGHTS ISSUE

Archon Rod Paige

Nu Boulé's Grammateus Ricky Raven interviews Archon Rod Paige on his new book.

Archon Ricky Raven: Your new book, *The Black-White Achievement Gap: Why Closing It Is the Greatest Civil Rights Issue of Our Time*, calls attention to a national crisis in our classrooms. Why do you view this as a civil-rights issue?

Archon Rod Paige: In today's America one would be hard-pressed to identify a single area, in medicine, literature, music, the arts, business or sports, in which African Americans have not ascended to the very top in their chosen fields. The swearing in of Barack Obama as the forty-fourth President of the United States is highly visible evidence that racism and discrimination no longer represent a barrier to success; education underachievement is a much bigger obstacle. There is a street saying

that makes the point: Racism and discrimination can slow you down, but lack of education can knock you out. The black-white achievement gap is the major obstruction impeding progress for African Americans and the primary civil-rights issue of our time.

Raven: What exactly do you mean by achievement gap?

Paige: The achievement gap refers specifically to the difference between the performance of white students and black students on academic assessments such as SAT and ACT scores, and to graduation rates. Admittedly, there is a need to improve academic performance of all American students. But African American students'

underperformance on average is so pronounced that special attention to this problem is warranted. At every grade level they score well below their white peers on just about every scholastic measure in use today.

Raven: Aside from the obvious economic disadvantages, what are the ramifications of this gap for African Americans?

Paige: Of all the various negative consequences of the black-white achievement gap, the confirmation it yields for supporters of the blacks-are-less-well-endowed-intellectually-than-whites argument is by far the most offensive and destructive. The idea that blacks are genetically intellectually inferior is not confined to a few way-out psychologists and white supremacists. Deep in the minds of many whites – and perhaps many blacks – resides a good deal of receptivity to this abhorrent notion. Most Americans today have scant, if any, memory of the pre-1954 educational struggles of African Americans. For the most part, their point of view regarding the educational potential of African Americans is based on what they have personally seen or experienced. And what they have seen or experienced is that almost without exception African Americans lag behind every other ethnic group on every academic assessment imaginable. The black-white gap continues to reinforce the stereotype and stigma of racial inferiority. This burden weighs more heavily on today's young African American students than all the yesteryears of slavery and creates a vicious cycle. The idea that the gap exists because of inferiority reinforces low expectation, which leads to low achievement and expands the gap. The negative ramifications continue to grow with this self-fulfilling prophecy, extending its deleterious effects far into the future, eroding the educational potential of young African Americans.

Raven: How do you explain the existence of this gap?

Paige: Socioeconomic disparities, a sociopathological culture and black identity are commonly cited by experts, and all these arguments have validity. But the issue boils down to whether or not one believes all children can learn. Based on years of personal witness to the work of committed teachers in “break-the-mold schools,” I believe the answer is yes – absolutely yes – and this is why I am a firm and unabashed proponent of the educational-deprivation theory: The primary cause of the gap is that low-achieving students have been deprived of the educational essentials that support learning at high levels. All children can learn at high levels when they are taught at high levels. That means receiving educational support from factors outside the school; it requires a commitment from the entire education triad of home, school and community. Children on the negative side of the gap suffer from educational deprivation, and the gap persists because it has been allowed to; it is a problem nobody owns.

Raven: Why do you urge the African American leadership community, rather than educators, to take ownership of the problem?

Paige: Closing the achievement gap in a single school is one thing; closing it nationally is quite another. It simply

cannot be done without the concerted, sustained effort of local, state and national leadership working together. Leaders must inspire communities to become involved. Rather than continuing to rehash the age-old controversy about the causes of the achievement gap, blaming racism and discrimination, African American leaders must move forward. My goal in writing *The Black-White Achievement Gap* was to compel our leaders to work together with educators to create schools of quality across America, and to work with service-oriented and faith-based organizations, corporations, policy makers and parents to implement gap-closing intervention strategies in the beyond-the-school factors. Authentic leaders have been at the forefront of all the great social, economic, educational, legal and political movements responsible for African Americans' progress to date.

Raven: Did the desegregation-integration movement of the 1960's and 1970's have anything to do with this shift in African American thinking?

Paige: I think it did. There was a change in our leadership of the 1950's. After *Brown v. Board of Education* the focus shifted. The tactics used by leaders were quite different. They became more willing to confront difficult issues head-on. Subsequently our leadership came primarily from elected officials, many of whom had to have a much broader perspective of the issues in order to get elected. So we had a shift, not only with kids' being able to go to schools usually considered white, but we also had a shift in leadership style and the type of leadership people we had. Prior to *Brown v. Board of Education*, our leaders were much more specifically focused on defeating elements that were impeding the advancement of African Americans toward racial equality and social justice.

Raven: In your book you discuss a framework for service that will, in your opinion, close the black-white achievement gap. You address such topics as direct service to children and parents, service through African American faith-based and service-oriented organizations, and service through public organizations, corporations and businesses. Will these require that a large number of black folks change the way they live?

Paige: No, I don't want to redesign the way black folks live their lives. But there are elements in our society that could stand some internal evaluation. We could improve our overall well-being by redirecting our focus toward a more developmental approach. Of course education would be one of our primary vehicles, but we should use the awesome power we have in many of our organizations to point education toward developmental activities rather than focusing on barriers of racism and discrimination. I don't want to stop the fight against racism and discrimination, but I do want to elevate our arguments and efforts.

Raven: Could you give our readers an example of what you think would be an important developmental agenda?

Paige: Many of the programs within our organizations are doing good work. But many could achieve more if they were pointed more toward educational development. For

example, many groups, including faith-based organizations, have educational programs. But these could be better designed and operated and more strongly financed or could have a different kind of leadership. They could have better coordination with the home and school. Many sororities and fraternities sponsor scholarships, and that's good. I think there should be some consideration now for programs that would expose young kids to the possibilities that will exist for them in America if they get a good, strong education. By helping them see their potential, develop stronger faith in themselves, and see that there are other ways to achieve than having a three-point jumper or a rap song, we point them toward developing skills and better attitudes.

Raven: To take off on your reference to the three-point jumper and rap music, we know that an obsession with sports and rap has had an impact on our children. To what extent have these had a negative impact on education?

Paige: Sports and music have been overemphasized to the point where kids have no idea how unlikely they are to gain fame through those activities. Some will, and we applaud them. But there are other ways to succeed – by earning a law or medical degree or an M.B.A., or going into business like the outstanding African Americans who sit in corporate boardrooms all across the United States and who are essentially invisible to these kids. We must find a way for kids to understand that a three-point jumper and a rap song are slim possibilities. It is much easier to get a high SAT score and attend a fine university and earn a degree in something you enjoy.

Raven: How can African American leaders at all levels – national, state, city or church – help their constituents understand this achievement-gap problem?

Paige: I don't think you can solve problems you don't understand, so the first thing would be to try to understand. Leaders with staffs should delegate a staff member to track the issues via the press and research available and provide the principals with a complete overview. At our conventions and meetings we should bring in speakers like Ron Ferguson and Roland Fryer from Harvard, or Katie Hitchcock from the Education Trust – people who specialize in this field and can help us understand the issues. To change our attitude and actions we have to go through a five-step taxonomy: awareness, understanding, concern, dissatisfaction and action. You need dissatisfaction with the educational progress of our kids to get to the kind of action we need to change it, so I would propose programs that raise awareness, promoting understanding and concern, which will then lead to dissatisfaction and finally to action.

Raven: Why does there seem to be so little dissatisfaction among African Americans with the relatively low education level of our children?

Paige: I really don't know. I see some evidence of it, but we are focused on other issues. I read a paper called "The Canary in the Mind," which laid out three categories of explanations for the gap. The first was socioeconomic – issues such as slavery and the economic conditions

of African Americans point to poverty's correlation to failed education. The second was a pathological view, concerned with social impediments in the African American community such as crime, poor role models, high drop-out rates, teen pregnancy and other factors plaguing inner-city youths. The third was an explanation probably best explained in *The Bell Curve* by Richard J. Herrnstein and his partner, Charles Murray, who essentially said that the gap derives not from any pathology or any economic deprivation but from a fact of nature – that genetically African Americans were inferior intellectually. Wrong! It has nothing to do with DNA; which leads me to a fourth explanation, mine, which I call educational deprivation: Kids are failing academically because they are deprived of the elements necessary to succeed, namely educational support in the home, the community and at school. They lack someone who believes in them and has high expectations that they will succeed. This point is now being emphasized in many institutions and communities, proving that kids at the lowest poverty levels can succeed.

Raven: Do you think this unawareness cuts across all African American economic groups?

Paige: It cuts across all economic groups, but it reflects itself differently at various levels of economic development. I hate to use lack of economic development as a reason, because that suggests that first you have to improve the economic situation before you can deal with the academic issue, and I don't agree with that. We have too much evidence now that kids can succeed despite tough economic circumstances. It's much more difficult, but it is possible.

Raven: What would you like to see Sigma Pi Phi Fraternity do? What role can Archons play in helping bridge this achievement gap?

Paige: I earlier suggested gaining understanding to raise the level of concern, which will lead to a dissatisfaction that will cause good action. I'd like to see that organization dedicate one of its meetings to reading an article, "Rumors of Inferiority," that appeared in *The New Republic* in 1986 and speaks to this issue. The same thing would be true for other organizations like The Links, Inc., and Jack and Jill of America, Inc. Every time I speak to these groups I leave the meeting thinking that those kids are going to make it. They have the kind of support they need. What percentage of our population do these kids represent? When I speak to people in subsidized housing it's a different world – not only economically but attitudinally. However, I found that people in both groups want their kids to do well.

Raven: What is your goal for *The Black-White Achievement Gap*?

Paige: To begin a national discussion about this problem and have our brightest people begin to deal with it. I want to put it on the front burner as a discussion topic.



My involvement in the practice of medicine for the past twenty-five years as an orthopedic surgeon and teacher of medical students and residents has allowed me a fairly unique perspective on the trends and the direction the medical “profession” is going. (Note: quotation marks around the word profession – because, in my opinion, it has devolved.) I recently reviewed a student handbook for students attending my medical school (College of Physicians and Surgeons of Columbia University in New York – then and now a top-tier school) from 1974 to 1978 and was

MEDICINE: *No Longer a Profession*

By
Archon Reginald Manning
Alpha Sigma Boule

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reminded of the intense competition even to obtain an interview for admission. There were 145 students in my class; 53 (36 percent) had matriculated from Ivy League colleges, and many others from such schools as Stanford, MIT, Amherst, Haverford, Swarthmore, Vassar, Smith and Wellesley; those not from these iconic schools were no less intelligent, motivated, focused, competitive or formidable; they were all among the best and the brightest students of their time.

Fast forward to the present: The playing field and players have dramatically changed. In the 1970's medicine was considered one of the best professions, so there were many applicants – more than there were openings for enrollment, roughly ten applicants for each seat. Hence medical schools were extremely selective. In recent times the number has greatly declined for a number of reasons:

1. The marathon of learning and training from medical school to residency to fellowship.
2. The ever-increasing tuition.
3. The prospect of owing hundreds of thousands of dollars in loans upon graduation.
4. The likelihood of becoming an employee of a health-maintenance organization (HMO) or other institution rather than an independent.
5. The income ceiling's annual decline along with a constant rise in overhead.
6. The number of malpractice lawsuits and cost of malpractice insurance, which continues to escalate; in high-risk professions such as obstetrics, neurosurgery, anesthesiology and orthopedic surgery insurance can cost well over \$100,000 each year.
7. The prospect of a career that is often not lifestyle-friendly and which has become increasingly less rewarding.

An increasing number of our best and brightest are no longer applying to medical schools. Consequently, far too many young physicians are underachievers with subpar knowledge. The urge to excel seems too infrequent considering that this is a field in which decisions often have life-altering consequences.

In my day, many students who were not immediately accepted into medical school would often complete a master's degree or perform laboratory work in order to bolster

their application and then reapply. Another option for those with a burning desire to become a physician was to attend a foreign medical school.

Today such students have the option of attending an offshore “factory” – a two-year “medical” school that offers a basic science education only. Such institutions do not offer any clinical experience and are therefore unable to confer the degree of doctor of medicine. Graduates must subsequently enroll in an accredited medical college to receive clinical experience and a medical degree. Tuition for these “factory” schools tends to be quite costly; most students are sent by wealthy parents, and many older physicians refer to this route as a back door into the profession.

The creation of so-called physician extenders (that is, nurse-practitioners and physician assistants) has no doubt siphoned off other potential applicants who are opting for fewer years of training while also avoiding the headaches and responsibilities associated with becoming and working as a physician.

If attending an offshore “factory” is entrance via the back door, then attending an osteopathic medical college is entrance via the side door. I am at a total loss as to why one country would need two different medical degrees: a traditional M.D. from an allopathic medical college, and a nontraditional degree from an osteopathic medical college, the D.O. This is not an attempt to correct a shortage of physicians in the United States. There is no shortage; there is, however, a maldistribution – an issue never adequately addressed and which is certainly not being addressed by these additional avenues into medicine.

There has been a recent trend toward opening new traditional medical schools in the United States. This will merely serve to increase the number of American-born and -trained physicians and decrease the number of foreign-born and -trained physicians who might enter into the American system. Meanwhile, as long as there are undesirable regions in the country in which to establish a medical practice, and as long as the reasons for such undesirability are not addressed, there will continue to be a shortage of physicians in these areas.

What has happened over the past twenty-five years that has had such an adverse effect on the field of medicine? As in many complex and fluid situations, the causes are multifactorial.

After acceptance into medical school, many of today’s students are content to perform at minimally acceptable levels. Those who do desire to stay late for extra learning have been prevented from doing so (at least in the state of New York) by regulations enacted in 1989 (New York State Code 405 of the Bell Commission) that require they leave the hospital by a certain hour if they were on call the night before. In medicine there is no substitute for experience, particularly in fields where one must perform procedures. These regulations result in missed opportunities for young doctors to further develop, hone and refine their surgical skills. As a consequence of these regula-

tions, residents may be better rested, but they complete their training programs with less of an armamentarium of surgical cases. These regulations result in having fewer residents in-house, and those who remain often get assigned to “cross-cover” patients of other services less familiar to the cross-covering residents.

Now an ever-increasing dependence on technology is prevalent, with less emphasis on the time-honored and proven old-fashioned tenets, such as taking a proper medical history and performing a proper and thorough physical examination. One evening I was on call for the orthopedic-surgery service at a busy inner-city hospital when the general-surgery resident paged me; he was covering the orthopedic service (already a problem), and the case concerned a young male basketball player who, according to the history, had ruptured his Achilles tendon. As I questioned the young physician, it became clear to me that a complete physical exam had not been performed. When I asked him what his working diagnosis was, he said it was an Achilles-tendon injury, but he could not confirm that diagnosis, he said, because the MRI machine was down. “So how did we confirm the diagnosis in the dark ages

before MRI machines?” I asked. After a silent pause I inquired if he had heard of the Thompson test. “No,” he replied. I suggested he Google it to learn how to perform this simple yet effective Achilles tendon examination. I will never know whether or not he did it.

Another consequence of the information explosion is that patients tend to be a bit more knowledgeable, somewhat less trusting and much more demanding. Often it seems as if there is less respect for the physician and for his or her judgment, years of training and expertise. The medical profession is no longer held in the high esteem it once was, due at least in part to the proliferation of litigation wherever there is the potential for a windfall settlement, but specifically litigation against members of the medical profession and the negative media attention that invariably follows, tainting the public’s perception of it.

As the adage goes, a little bit of knowledge can be a dangerous thing: An increasing number of patients who come to me for an orthopedic evaluation demand an MRI study to confirm my diagnostic impression. They have no idea what the limits of and indications for an MRI study are, and I must explain that an MRI study is just a picture like a plain X-ray, and that each study has its strengths and weaknesses. For some problems, a plain old-fashioned X-ray actually is the diagnostic modality of choice.

The irony is that despite the ever-increasing access to medical information, many patients are taking less responsibility for their own health. They often don’t know what medications they are taking. Repeatedly I have encouraged patients to write the names of their medications on a piece of paper and keep it with them or simply bring their various medications in a bag.

Keeping appointments is another problem. Usually a doctor will advise a patient on when to return to the office or clinic. It is not uncommon for patients to skip

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appointments for legitimate reasons such as illness, family emergencies or severe weather conditions, but some skip appointments because they feel better. In this case a simple call to inform the physician and staff would seem courteous and appropriate, but this step is often overlooked. Sometime later those same patients may call and demand to be seen right away, as an emergency, because they have run out of medication (which may actually have been prescribed by another physician), or because they need a new physical-therapy prescription or because their symptoms have returned.

I tell patients that often the only difference between a small medical problem and a large one is simply time – the time it takes to grow and develop. And if something goes wrong, patients may blame the physician or his staff for not reminding them of their scheduled appointment. Whatever happened to American adults' being responsible for their own decisions and actions? When I was a child going out to play, my parents would say, "Be careful out there!" Today, however, when an otherwise responsible adult trips and falls on the street he is ready to sue someone because there was no sign telling him to watch his step!

Physicians no longer drive the machine of medicine. To the best of my knowledge, the United States is the only developed country that has allowed the dictation and determination of the policies, procedures and pricing of medicine by the private sector to the degree that it has. This is not to state that physicians were not interested in the bottom line, which was driven by work and the innovation of new techniques and technology. But now the bottom line is often determined by denying or delaying care and by denying or diminishing reimbursement – well-established techniques of HMOs. (However, I would be remiss not to acknowledge that HMOs have helped us by supporting preventive measures.)

Patients increasingly come to my office complaining of unsuccessful surgery. An optimal outcome depends on two things: a well-done procedure and a complete course of postoperative physical therapy, only one of which is under the direct control of the surgeon. Excellent surgery cannot compensate for substandard or incomplete physical therapy and vice versa.

There has also been a disruption of the traditional physician–patient bond. Physicians are now termed "health-care providers" while patients have been designated "covered lives." Unless physicians are in a traditional private-practice setting, the patients are no longer truly theirs; they belong either to the HMO or the hospital. Of course physicians strive for the same results, but there is a distinct difference in their relationships with patients.

For many reasons medicine is no longer the choice profession it once was, and I offer as further evidence a marked change in the demographics. Since its inception the profession in the United States has been dominated by white males. There are increasingly large numbers of women and Asians (including Indians) and even some traditional minorities (Latinos, African Americans and

others of African descent) entering and graduating from U.S. medical colleges. While this is to be roundly applauded as indicative of progress toward equal opportunity in America, the corresponding falling numbers of white males suggest that the profession is not as coveted as it once was. When have people in power voluntarily yielded positions of power and advantage unless those positions have lost their luster and potency?

I cannot think of many physicians who are encouraging their children to pursue the career; this is telling. The crux of the matter is that nobody outside of the medical field seems to really care. As long as the HMOs and the pharmaceutical companies maintain their profit margin, and as long as the work of medicine is accomplished, nothing else seems to matter. I have long since realized that very few people in this country care about physicians until they need the expertise of one. At times it feels and seems as if physicians in the United States have been reduced to technicians. I like to think that we do perform a fairly important and necessary function, but this country apparently values entertainers and athletes infinitely more. Effective March 1, Medicare reduced physician reimbursement by 22 percent. What Medicare dictates today regarding physician reimbursement will be followed by the insurance companies. How much more will physician reimbursements decrease next year and in the years that

follow? What I don't understand: If we do it right, why is that worth less and less every year in terms of reimbursement, while if someone even thinks we did not do it right, the resulting litigation or out-of-court settlement can be worth literally millions. Why does medical malpractice have to work on the contingency system? If you limit physicians' income, why not limit the malpractice attorneys' income as well (for example, \$250,000 plus expenses for any medical-malpractice case that has been successfully litigated). Why do the attorneys deserve up to one third of the award? This only drives up the award demand to better line their pockets.

Physicians in the United States have been too passive for too long. They have become their own worst enemy. Doctors have been mastered by the old divide-and-conquer stratagem. The different specialty groups have looked out only for themselves, while all of us have been victimized. The American Medical Association has done little or nothing to protect the interests of its constituents, which is why I have never joined. But as physicians are painted into a smaller and smaller corner, negative and untoward consequences may ensue—possibly strikes or some sort of mass cooperation (probably short of unionization).

There are only two professions where anything less than 100 percent success 100 percent of the time is looked upon as abject failure: that of airline pilot and that of physician. With the upcoming specter of poorer medical care that is undoubtedly coming, given the attitude and work ethic of far too many of those who are currently receiving their training, one thing gives me solace: I'll know which physicians to avoid and which to engage.

*If you limit
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WHITE-COLLAR CRIME IN THE BAHAMAS

by Archon Anthony Johnson
Delta Lambda Boulé

In November the Bahamas Institute of Chartered Accountants invited Archon Anthony Johnson of the Bank of The Bahamas risk-management department to discuss white-collar crime. The following are excerpts from his speech:

The Bahamas Institute of Chartered Accountants (BICA) is one of the gatekeepers for our financial-services sector. My background is not law enforcement. However, I can draw on my previous association with the Financial Intelligence Unit (FIU) and indirectly with the Royal Bahamas Police Force (RBPF) to speak on this topic, relevant for several reasons: Crime prevention has become a national priority, right up there with matters pertaining to the economy; white-collar crime has always been a concern for businesses in particular; law enforcement, both locally and internationally is constantly challenged in efforts to deal with white-collar crimes and needs the support of its respective communities.

What is white-collar crime? In the aftermath of the recent Bernie Madoff scam in the United States, most, if not all, of us should have some idea of what this entails.

The term *white-collar* crime was coined in 1939 by Professor Edwin Sutherland in a speech he gave to the American Sociological Society. He defined it as “crime committed by a person of respectability and high social status in the course of his occupation.” He further believed that criminal behavior is

learned through interaction with others and that white-collar crime overlaps with corporate crime because of the opportunities that arise in the corporate environment. Although there has been some debate as to what qualifies as white-collar crime, the term today generally encompasses a variety of nonviolent crimes, usually committed in commercial situations. Many are difficult to prosecute because perpetrators use sophisticated means to conceal activities through a series of complex transactions, and if caught they usually have the means to afford the best legal defenses available. The FBI estimates that white-collar crime costs the U.S. government more than \$300 billion annually.

An Internet search provides the following list of the most common white-collar crimes in the United States: insider trading, public corruption, antitrust violations, trade-secret theft, money laundering, counterfeiting, embezzlement, blackmail, bribery, extortion, kickbacks, environmental-law violations, and numerous types of fraud, including phone and telemarketing, bankruptcy, credit-card, health-care, insurance, bank, mail, government, financial, securities, computer and Internet.

One may wonder how many of these offenses apply to The Bahamas, and how Professor Sullivan's characterization of white-collar crime applies. Based on statistics of the RBPF for 2008 and 2009, white-collar crimes include forgery, fraud by false pretense, possession of forged documents, and stealing by reason of employment or by reason of service and counterfeiting. No definition of these categories was provided, but professionals in the field of accounting or financial services probably have some idea as to what these terms imply.

In researching this subject matter I found some interesting newspaper articles – for instance, “Dames: White-Collar Crime ‘Alive and Well’ ” (*Nassau Guardian*, February 18, 2003). This piece encapsulates comments made by the officer in charge of the RBPF's central detective unit, Marvin Dames, in an interview on a local radio talk show. He alluded to the prevalence of corruption, real-estate fraud, check fraud, insurance scams, money laundering and stealing by reason of employment. He also pointed out that white-collar crime, although not regularly publicized in the press, is a routine occurrence.

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“CID Chief Says White-Collar Crime Up in 1990” (*Nassau Guardian*, October 20, 1990) features comments by the chief superintendent of the criminal-investigation department, Basil Dean, during a speaking engagement for a local civic organization on Paradise Island. His address was intended to “sensitize the public to the growing problem that we face in this country today in respect to white-collar crime.” He spoke of schemes involving fraudulent land and vehicle sales, stealing by employees, misappropriation of funds, computer fraud, forgery, bigamy, failure to properly declare, false insurance claims and check kiting. According to Dean, in the business community cases were often withdrawn as plaintiffs were primarily concerned with seeking police assistance in recovering their properties.

Nine years later, on May 20, 1999, the same newspaper published a piece with comments by Arlington Butler, minister for public safety and immigration: “White-collar crime poses a serious threat to Bahamian society, and the danger lies with the fact that this behavior has been accepted as normal.”

My recent discussions with a senior police official gave me the impression that the RBPF is actively engaged in processing many white-collar cases for which specifics cannot be disclosed because these matters are either

now before the courts or investigations are under way. Such investigations are consuming a considerable amount of the RBPF's time and resources and are consistent with the aforementioned opinions of Dames, Dean and Butler several years ago.

Recent headlines in local media concur: “Kerzner Employee Charged With Stealing \$10,000 by Reason of Employment” (*Tribune*, October 28, 2009); “Five Accused of Defrauding the Royal Bank of Canada” (*Tribune*, October 28, 2009); “Ex-Policeman Sentenced to Two Years for Extortion” (*Nassau Guardian*, October 20, 2009); “Police Bust Counterfeit Money-Making Scam” (*Tribune*, October 26, 2009); “John S. George President Accused of Failure to Pay \$100K in NIB Contributions” (*Tribune*, October 28, 2009); “Attorney on \$1.6M Theft Charge” (*Bahama Journal*, April 11, 2008).

It should not be construed from this sample of reported cases that only local residents are involved. There have been a number of cases involving nonresidents, either working in our jurisdiction or here temporarily on business, ending up engaged in activities ranging from fraud to money laundering.

Further, a cross-border connection cannot be ruled out, as indicated by the establishment in 2000 of the Financial Intelligence Unit (FIU). The Bahamian FIU is one of approximately 110 such entities making up an international umbrella organization known as the Egmont Group, headquartered in Toronto to fight money laundering and financing of terrorism.

In 2008 the three major categories of cases reported were fraud by false pretence (166), stealing by reason of service (145) and stealing by reason of employment (121). The total dollar value of these accounted for 99 percent of all reported cases for the year. The stats for the first half of 2009 show a marginal decrease in the number of reported cases but a 30 percent increase in the dollar value of property taken. The interim statistics point to a possible dollar value of \$16.5MM by year-end 2009 – an increase of 160 percent over 2008.

There are points of distinction between white-collar and blue-collar crime: The types of crimes committed tend to be a function of opportunities available to the potential offender, with white-collar employees having more than blue-collar employees to exploit. White-collar employees are usually educated, intelligent, affluent and confident, holding jobs that may allow them unmonitored access to large sums of money. Dollar amounts

taken tend to be larger for white-collar crimes. Blue-collar crimes, also known as street crimes, tend to entail less profitable acts such as theft, vandalism, rape and muggings. They often involve use of physical force, attracting media coverage; in the corporate world the identification of a victim is less obvious and the issue of reporting is complicated by a culture of confidentiality designed to protect shareholder value. A person who holds up a convenience store at gunpoint will more likely draw attention that results in a call to police. Blue-collar crime is generally associated with persons from a lower social background than those who commit white-collar crimes.

Cases of white-collar crimes reported indicate trends that have developed. No business appears to be immune to it, but strong internal controls may serve as a mitigating factor leading to early detection and minimizing of loss. Perpetrators may be male or female, although most of the reported cases have featured males. The highest-profile cases involve financial institutions – namely banks, trust companies, insurance companies, attorneys, real-estate brokers and investment-management

When white-collar crime is characterized as “alive and well” in our society, it suggests that such behavior has become accepted as normal or routine. More specifically, as former minister Butler said, the message, regrettably, is that there is nothing wrong with criminal behavior as long as you are not caught. And even when he or she is caught, the embarrassment of prosecution and exposure in the media for the perpetrator is momentary and a small price to pay for the financial benefit derived. In other words, crime pays!

Criminal activities, regardless of their form, undermine our quality of life. They drain resources, resulting in cost increases that are ultimately passed on to the general public, and induce others to follow the example of those who appear to have gotten away with crime. According to Butler, when white-collar crime becomes pervasive within the strata of society that is expected to guard and preserve its moral fabric, the entire moral social structure is threatened. White-collar crime also weakens public confidence in business, as evidenced by the general reluctance on the part of many business practitioners to publicly disclose and prosecute perpe-

He spoke of schemes involving fraudulent land and vehicle sales, stealing by employees, misappropriation of funds, computer fraud, forgery, bigamy, failure to properly declare, false insurance claims and check kiting.

concerns. RBPF statistics along with media reports suggest an increase over time in incidences. Most cases involved employees or agents misappropriating funds of their employers or principals; however, in some cases employers misappropriated funds of their employees.

According to the former minister of public safety and immigration, Arlington Butler, such crimes tend to be committed by persons of the middle and upper classes whose lifestyles and status have high value in Bahamian society. Professor Sutherland’s findings support that view, adding that perpetrators tend to be educated, intelligent, affluent and self-confident, using their intelligence to con victims into believing and trusting in their credentials; thus they can simultaneously partake in both legitimate and criminal behavior while remaining unsuspected. Many do not start out as criminals and never see themselves as such. However, their lives tend to evolve in such a way that they eventually find themselves on an unintended path from which it is difficult to escape.

trators. If left unchecked, such criminal activity could undermine our reputation and competitive position as an international financial center and a good place to do business. Last but not least, we must be mindful of the legacy we leave future generations.

In addition to the dollar value of property taken, we should also consider the loss of the victim’s time and the emotional trauma, reputation damage and loss of goodwill.

What can we do collectively to address the issue? It is evident that police require demonstrated ongoing community support in order to address this problem. They cannot do it alone. We can begin by respecting others’ property rights and avoiding greed, immediately reporting any suspicions of criminal activities to the police, implementing proper internal controls in our businesses, and exercising caution and prudence in our personal affairs.

Yes We Can —

by Archon Dennis R. Upton
Grapter, Beta Theta Boulé

Improve Race Relations

Would you be willing to meet with twelve people you have never met before who come from different ethnic groups (three African Americans, three Hispanics, three Jews and three Caucasians) for two hours per week for six consecutive weeks?

Would you be willing to meet with such a diverse group to help total strangers identify root causes of problems and develop practical solutions on the subjects “Why is there distrust and disharmony in the racial groups in my community?” and “What should be done to improve race relations?”

Alternatively, would you be willing to meet with a different group of diverse strangers for two hours per week for six consecutive weeks to help this group reach consensus and develop practical solutions on the subjects “What are the primary causes of racial tension between African Americans, Hispanics and the local police department in my community?” and “What should be done to improve relations between the police force and these racial groups?”

“Yes, we would,” was the response of Archon Lonnie D. McIntyre and Archousa Ruthie Collins McIntyre of Beta Theta Boulé, Knoxville, Tennessee, who have responded to the challenge to improve race relations in the greater Knoxville area.

Archon McIntyre and Archousa Ruthie are qualified facilitators for diverse community groups seeking solutions to race issues. In 2008 they joined the board of directors of the Race Relations Center of East Tennessee and immediately immersed themselves in helping to fulfill the mission of this nonprofit agency. The Race Relations Center was founded in 2003 as a regional antiracism initiative and a clearinghouse for antiracism information and resources. Its primary mission is to build racial justice and inclusion through dialogue, advocacy, research and training. Soon after joining the board of directors, during a five-day training program in Atlanta, Archon McIntyre and Archousa Ruthie received certification to facilitate race-relations sessions using a technique called Dialogue for Change, a program designed to bring racially diverse groups together for intense but candid conversation regarding racism in their communities.

Describing the focus of Dialogue for Change, Archon McIntyre said, “Every positive change in society is difficult, but getting diverse groups to trust enough to reveal their personal beliefs and values about race in order to solve problems is extremely difficult.” However, he added a note of optimism and philosophical wit: “If President Barack Obama can find the time to bring an African American professor from Harvard University and a Caucasian police officer from Boston to the White House to discuss race relations, then I believe my wife and I have a responsibility to do whatever we can to improve race relations right here in Knoxville.”

To date, Archon McIntyre and Archousa Ruthie have used Dialogue for Change techniques to help several groups achieve significant social progress, particularly

through improved relationships between local law enforcement and minority groups. The Race Relations Center has worked with such groups as managers, executives, analysts, consultants, trainers and sales consultants. Even though race relations is the predominant topic, Dialogue for Change has also been engaged in helping groups establish strategic directions, teaching managers how to facilitate effective meetings, and assisting businesses in working through conflict and internal strife. Archon and Archousa McIntyre are preparing to help other diverse groups tackle problems, including exploring the possibility of salient racial attitudes within the Race Relations Center board itself.

Archon and Archousa McIntyre are retired educators, and they offer their services to the Race Relations Center without compensation. Archon McIntyre has a résumé that can only be described as outstanding. He earned a doctorate in elementary education in 1971 from Indiana University and a postdoctoral fellowship from Michigan State in 1981. He was a Fulbright exchange teacher in Manchester, England, and as if that weren’t enough, he was enrolled in the Louisville Theological Seminary in Kentucky for two years. He taught the GED program for the U.S. Army in Nuremberg, Germany; taught middle school in Indianapolis; and was a professor in the department of education at Michigan State University and the University of Tennessee. He is the treasurer of the Beta Theta Foundation, a 501(C)(3) corporation designed to provide scholarships to high-school students of color in the greater Knoxville area. He has made innumerable contributions to help outstanding high-school students adapt to college life and is regarded as an experienced, knowledgeable, fatherly mentor to the Beta Theta scholarship recipients.

Archousa McIntyre received her B.S. from the University of Indianapolis and an M.S. from Butler University. She loves teaching and has said that her greatest blessing in life has been working with students as an administrator at every level of learning: nursery school, kindergarten, elementary school, middle school, high school and college. She spent two years in Manchester, England, as an exchange teacher and recipient of a Fulbright teaching fellowship. She is a life member of Delta Sigma Theta and the National Association of Black Storytellers.

If educational qualifications and Dialogue for Change certification alone weren’t sufficient to qualify the McIntyres as race-relations facilitators, the number of countries they have visited during their blissful forty-nine years of marriage certainly qualify them as world ambassadors. They have visited England, Scotland, Wales, Norway, Sweden, Denmark, the Netherlands, Austria, Germany, Italy, Spain, France, Greece, Morocco, Canada, Mexico, Alaska, Hawaii, the Bahamas, Saint Croix, Japan, Hong Kong, Singapore, Cambodia, Thailand, Vietnam, Tibet, the Philippines and Indonesia.

They spent November and December in Africa and plan to celebrate their fiftieth wedding anniversary at home in Knoxville in April.

ONE WORLD INTERNATIONAL EDUCATION

By Archon Oscar L. Prater
Epsilon Delta Boulé

Archon Prater currently works part-time as special assistant to the president of Hampton University. For eleven years he was president of Fort Valley State University and for three years he was president of Talladega College in Alabama.

To be successful in tomorrow's world, one will have to be able to relate to people of other countries and their cultures. Today's universities must prepare students to meet this challenge via international-education courses and experiences. Though I had heard of the one-world concept, it was only impressed upon me recently during a trip to Singapore.

The cab ride from the airport to my hotel featured a driver overjoyed by the election of Obama as President. He spoke throughout the entire ride about the greatness of our new President. When I arrived at the hotel, I took out my cell phone and called my wife to let her know I had arrived safely.

I was awakened early the next morning by the hotel's wake-up service and dressed. I was greeted in the lobby by a friendly "Good morning, sir." An ATM machine in the lobby facilitated my need for cash; as usual I placed my card in a slot whereupon my name appeared along with a request for my password, which I punched in, and then I collected my money. At the hotel's front door I stopped to look at the McDonald's across the street; there was a Pizza Hut to its left and an Angus Steak House to its right. I walked down the street past a Radio Shack, several jewelry stores and numerous ladies' boutiques. The buildings were tall and short, much like those at home; the people were all dressed in clothes similar to mine, and I felt as comfortable walking down this street as I would on any street in a U.S. city. But I wasn't in a U.S. city, I was in Singapore – the other side of the world! It struck me that all the comforts and conveniences of home were available to me in this foreign land. And, as it had been with the cab driver, the residents' familiarity with the United States – the people, politics and customs – was astonishing.

I have found this to be true in many of the foreign lands I have visited, including Japan, China and most countries of Europe and Africa.

In China I had an interesting conversation with several teenagers who insisted that McDonald's was a Chinese restaurant – not American. And in a marketplace in Africa I saw as many, if not more, Nike sneakers and Michael Jordan T-shirts as one sees on American playgrounds.

In developed countries I found I could usually buy the same kind of food I could at home, the same clothes and the same electronic equipment. Other than the fact that people were speaking another language, it was hard to tell I wasn't in the United States. These experiences convinced me of the validity of the one-world concept and the importance of adjusting to our new global environment.

Most universities are already making an effort to address this need. In fact, the purpose of my trip to Singapore was to recruit students majoring in tourism and sports management for Hampton University's Global Education Initiative, made up of courses designed to provide opportunities for foreign students to share in the U.S. experience, getting to know our people, and our culture and how things operate.

The mission statement of Dr. Herring, dean of Hampton's College of Education, states: "Our students' future is global and intrinsically dependent on engaging with our international neighbors. Living and working effectively in a global society require learning with an international perspective. The Global Education Initiative promotes international learning opportunities that nurture an understanding and appreciation of cultural differences and sameness."

His statement emphasizes that people of the world will have to work together

to succeed, and this will require operating from a shared frame of reference that will lead us to better understand and appreciate each other.

The five programs that comprise the Global Educational Initiative are Study Abroad, Student Exchange, Educational Training and Internship, Camp Adventure and International Student Support.

The Study Abroad Program is academically challenging while it also offers an experience of the local culture through internships, field trips, volunteerism, living with families and participating in sports and social clubs. The university assists students in getting placed in the foreign institution of their choice.

The Student Exchange Program entails an agreement between a local and a foreign university. American students are permitted to attend a foreign university while students from that foreign university are permitted to attend that American university. Certain conditions for the exchange are specified in the agreement.

The Educational Training and Internship Program features academic courses at a local university along with a work experience. Designed for exceptional students who seek careers in selected fields, this one-semester program enables foreigners to study at a university, participate in field trips, experience American culture, and practice using these experiences in a work environment.

The Camp Adventure Program provides an extraordinary opportunity for university students to participate in a valuable service-learning experience. The program incorporates the principles of service learning into the educational experiences of individuals. The program also encourages global awareness and cultural sensitivity as well as diversity and inclusion.

The International Student Support Program is designed to ease the transition from high school to college for international students. This is accomplished by exposing students to a variety of academic and cultural experiences through courses that enhance English language skills and provide opportunities to engage in campus life and experience American culture.

The world is being linked in many new ways as a result of economic, social and technological transformations, and the links are so strong that major challenges, whether pertaining to health, the environment, poverty or peace and security, require cooperation across borders as essential. Our economy is so globally interconnected that it has been estimated that one in five jobs in the United States is now tied to international trade.

Though our universities and colleges have made efforts to provide opportunities for students to participate in international-education programs, according to May

2007's "Current Trends in U.S. Study Abroad and the Impact of Strategic Diversity Initiatives," in the school year of 2004–05 fewer than 1 percent of students enrolled in higher education registered for an international program, and of those only 3.5 percent were African American; 83 percent were Caucasian, 6.3 percent were Asian American, and 5.6 percent were Hispanic. The low participation rate of blacks further widens the already existing education gap between the races as reflected in standard test scores.

There are many speculations as to why the rate for blacks is low: Cultural factors may contribute, and the majors selected by blacks, insufficient information, fear of travel and a lack of encouragement may also be attributed. While all these reasons have played a role, I share the opinion of those who believe the reasons are rooted in the lack of financial support needed for participation in these programs. The black student in general has access to fewer dollars. Most black students depend heavily on financial aid, with additional funds for international study simply not available.

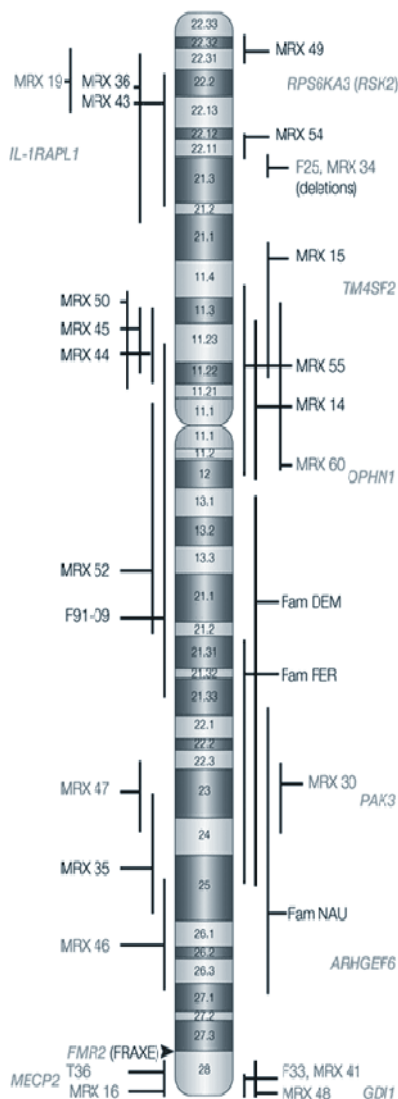
The historically black universities have limited resources to support these programs, and at the institutions with the most resources, African Americans are probably a lower priority with regard to support. Lanitra Berger, a senior manager of research and policy at the Association of International Educators, has stated that because of limited funding many presidents of HBU's often employ part-time staffs to operate their international programs; others employ faculty members to double as program administrators; but only a few, such as Dr. Harvey at Hampton University, have established a division of international programs staffed with full-time employees. Howard Matthews of the UNCF supports adequate staffing and describes programs without it as "pass-throughs" in which students are praised for travel, yet encounter no integration of their experiences with the local curricula.

Recognizing the tremendous need for international education as we move forward, efforts to support black students' participation in such programs must improve. Sigma Pi Phi Fraternity would be an excellent group to take the lead in launching the effort. An endowed fund of \$1 million from the Fraternity in conjunction with the existing support of our university would be an excellent start and make a significant difference in the education of our black students.

By the way, I mentioned the taxi driver in Singapore and his knowledge about the President of the United States; I'm so glad he didn't ask me about the leader of his country!

CLOTHED IN MY RIGHT MIND

By Archon Johnny O. Gibbons
Delta Rho Boulé



Vertical bars indicate the candidate region for the mental retardation (MR) gene mutated in each of 25 (MRX) families studied by the European XLMR Consortium42, with the addition of families MRX 19, MRX 30 and MRX 41, in which RSK2, PAK3 and GDI1 mutations were found. Families in which a mutation has been detected are marked, genes mutated in X-linked mental retardation disorders are shown. ARHGEF6, Rac/Cdc42 guanine-exchange factor (GEF) 6; FMR2, fragile X mental retardation 2; GDI1, GDP dissociation inhibitor 1; IL-1RAPL1, interleukin-1 receptor accessory protein like; MECP2, methyl CpG-binding protein 2 (Rett syndrome); MRX, X-linked mental retardation; OPHN1, oligophrenin 1; PAK3, p21 (CDKN1A)-activated kinase 3; RPS6KA3, ribosomal protein S6 kinase, polypeptide 3; TM4SF2, transmembrane 4 superfamily member 2; F25, F33, F91-09, Fam DEM, Fam FER, Fam NAV and T36, are all family identifiers.

Mental retardation is a condition that occurs in people regardless of racial, ethnic, economic or social background. The 1990 U.S. census estimated that 6.2 to 7.5 million people in the country are mentally retarded or intellectually disabled. One out of ten American families has a family member who is intellectually disabled.

In this country some years ago, individuals born with severe mental and physical disabilities were regularly shipped off to mental institutions, where human beings were very often treated like animals. Some of the most infamous examples of such treatment occurred at Willowbrook State School on Staten Island in New York City, a state-supported institution for people with mental retardation. In 1972 Geraldo Rivera, a young investigative reporter who secretly entered the institution using a stolen key, exposed these intolerable conditions.

According to an Internet article in *The Arc* recounting the exposé, “by 1965, with over 6,000 residents in an institution planned for just 4,000, Senator Robert Kennedy was calling Willowbrook a ‘snake pit.’” The article goes on to point out how Rivera chronicled the inhumane and horrid living conditions of the men, women and children who were residents there. His documentary, *Willowbrook: The Last Great Disgrace*, won a 1972 Peabody Award and led to government investigations that resulted in the permanent closing of Willowbrook in 1987.

As stated in a *New York Times* article on Sunday, October 25, 2009, abuse of the intellectually disabled remains a problem in the United States today. The article points out that “a two-year investigation of deaths at Pennsylvania’s largest state institution for the mentally retarded led to the filing of charges today against six doctors, including

two who were charged with involuntary manslaughter.”

The article quotes one expert who tracks abuse cases across the country for the Institute on Community Integration at the University of Minnesota: “It gives you shivers. I’ve never heard of anything like [it] . . . obviously someone’s under the perception that these are not human beings.” It was found that doctors at the facility used sutures and surgical staples to close wounds without giving the patients anesthesia.

In 2000 the state of Tennessee was sued in federal court by the U.S. government because of its treatment of the mentally retarded in such institutions as the Arlington Development Center, which had developed a reputation for mistreatment of the mentally retarded, including physical abuse and rape; in some cases individuals were beaten to death. The resulting decree called for the closure of such institutions around the state and the establishment of alternative models that would provide better care.

As a result, organizations such as the West Tennessee Family Solutions (WTFS, wtfs.org) were created. The founders, Dick and Carolyn Johnson, established WTFS out of concern for what would happen to their daughter Carla – who had been a resident at Arlington Development Center – after they passed on.

A U.S. Department of Justice press release dated March 19, 2004, underscores the urgency with which the Johnsons pursued the development of a model facility to take care of their daughter and other Arlington residents. That press release stated that federal attorneys “announced today that a former employee of the Arlington Development Center, a Tennessee state mental facility, was sentenced to 37 months in prison and three years supervised release for repeatedly beating and physically abusing a severely mentally retarded patient.”

And the press release continues:

Leon Cecil Bratcher, formerly an aide at the Arlington Developmental Center, pleaded guilty in U.S. District Court for the Western District of Tennessee in October of 2003, to conspiring to deprive patient James Johnson of his federal constitutional right to be free from abuse by state employees. . . . A second defendant, Tovi Brewer, also a former employee of the Arlington Development Center, pleaded guilty and was sentenced to 31 months imprisonment on February 20. . . .

In their plea agreements, Brewer and Bratcher admitted that in 1997 and 1998 they routinely slapped and punched the victim in the head and chest. The abuse, Brewer and Bratcher conceded, was intended to get Johnson to follow commands and to punish him for engaging in impulsive behavior caused by his disabilities. Brewer, Bratcher and others covered up the abuse to protect one another.

The WTFS was founded nearly a decade ago and had a shaky start, followed by several years of instability. The organization now, however, has an \$8 million budget and owns forty homes covering a twenty-five-mile radius in and around the Memphis metropolitan area. It serves some sixty-eight adults in those homes and employs nearly 200 people. This budget may appear to be unusually costly, given the number of individuals served, yet a few years ago, in institutions like Arlington, the state was spending an average of \$1,000 a day per person. Today WTFS is providing comprehensive services to people with intellectual disabilities for an average of \$400 per day. The level


of need of service for each recipient determines the number of staff required to provide appropriate care. Some individuals require the presence of two staff members twenty-four hours a day.

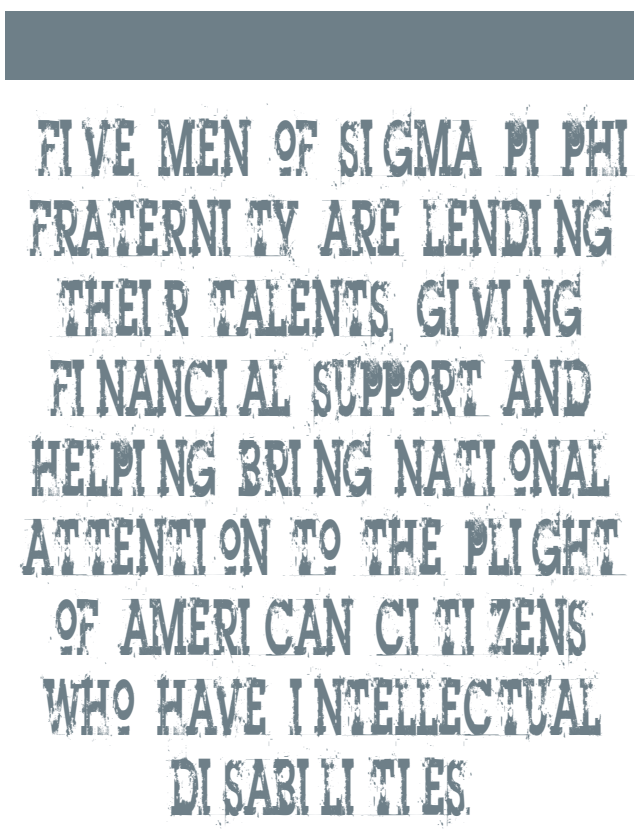
In July, Archon Charles H. "Chuck" Beady, Jr., of Beta Gamma Boulé, Jackson, Mississippi, became executive director of WTFS. Upon assuming the position, he formed the executive director's National Advisory Council and asked me to serve as chairman. The council was assembled to advance the goals and purposes of West Tennessee Family Solutions. The mission of WTFS is to provide the highest-quality support as well as opportunities for individuals with intellectual and developmental disabilities to lead successful and satisfying lives within their communities. A variety of services are provided, including supported living, nursing, supported employment, community-based day services – whatever it takes.

Our National Advisory Council consists of twelve members from places as diverse as Alaska, Pennsylvania, Maryland and Mississippi. Including Archon Beady and myself, five men of Sigma Pi Phi Fraternity are lending their talents, giving financial support and helping

bring national attention to the plight of American citizens who have intellectual disabilities. The other three men are Archon Robert Smith of Delta Boulé, Memphis; Archon Paul Smith of Beta Mu Boulé, suburban Maryland; and Archon David Beckley of Beta Gamma Boulé, Jackson, Mississippi.

It is an honor and a privilege for us to support our fellow citizens who, in most instances, cannot speak up for themselves and in other instances cannot speak at all. Since joining the council and gaining a better understanding of the challenges faced by people with intellectual disabilities and by their families, when I give thanks to God for allowing me to wake up to

another day "clothed in my right mind," that particular prayer takes on an entirely new meaning. 



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