

The Great Unfinished Work of Our Society
Ideologies of Poverty - (see Poverty in Affluence)

Getting information
and finding ways to
guide local community
agencies

Educational Dimensions of Formula.

All-out Political Struggle (Poverty in Affluence)
(Only the Fed Govt can
Abolish Poverty.)

The Educator & the Child of Poverty / The Assault
new Institutions for Needs on Poverty
old & new - (The assault on Poverty)

Three Problems in Combating Poverty.
measures to Reduce Poverty
~~Domest~~ The attack on Poverty
1 Poverty in America.

main

Tolson - Rehabilitation of inmates -
Prison - See Tolson - measures to
Reduce Poverty - pp 73- Poverty in America

In go Fed. Govt Institutions have been concentratedly
the King of Teacher

- Blasts our participation - State Technical
Services Act.

Traditional Recipe would have
Cottage and the Anti Poverty
Formula.

A - Park framework
for
From Anti-Poverty
Expenditure
Policy

NATIONAL PROSPERITY

$$Y = C + I + G + X$$

Gross Net Product = Domestic Consumption Gross Investment Govt + Foreign Exp. + Imports

G.N.P. Steadily Rising - See next FRB Report.
has increased ten fold 1933-1961

Expenditure
as a formula
measured to the
evolution of poverty
for modern
the Assessment of
Poverty

- Distribution
marginal propensity to consume -
expresses the response of consumption to
changes in income when consumption function
is constant.

Distribution - Income Distribution & Society
pp 112 - by R.H. Lampman

Equitable distribution of wealth - what should be
the pattern

- Security - Competition & Discrimination

Structural Unemployment

W.D. FA Recasting the analysis in terms
of structural unemployment
in a broader (many) of unemployed
of total labor force.

New Institution

I could suggest a floor of minimum standards of living
- Fighting Abolition of poverty

Govt Programs

National Program Director - The Big Breakdown
recharging of some Community Action Programs

Emp. out
Recommendation
The Big Breakdown
Poverty

(11)

In his article, "Only The Federal Government Can Abolish Poverty," Michael Harrington asserts that,

"The actual implementation of a program to abolish poverty can be carried out through a myriad of institutions, and the closer they are to the specific local area, the better the results. . . . What they lack is money and the support of the American people."

The traditional Negro Land-Grant Colleges are eminently qualified to reach the masses of the non-white unemployed and to receive federal support for conducting anti-poverty programs.

IV Re-Vitalizing And Expanding The Role of the Land-Grant Colleges in The Anti-Poverty Formula

As I see it, the role of the Negro Land-Grant College is to assist with the structural reforms of educating the children of poor parents, the parents themselves, meeting the general problems of structural unemployment and the redemption of the working life of people and exerting influence on the body politics to maintain by appropriate fiscal and

of the people in the target areas to overcome poverty provided the financial resources are available).

3. The job of manipulating any one of the functions is a continuing one and requires ^{some} re-organization of existing Negro local youth institutions and expansion of its program to include more laboratory experiences in the community.

Summarization of ~~the educational dimension~~ ~~of the implications of the~~ discussed can best be accomplished by two quotations from persons having studied the poverty problem. Nathan Glazer suggests that,

"It is axiomatic to me that Negro organizations whether they educate, train, advise, employ, organize or what not - can potentially do more with Negro clients than can governmental organizations. It is in the stimulation of the individual and group effort, whether motivated by profit, charity, by group pride, or by the desire for individual fulfillment or salvation that I see the most productive courses we can follow to overcome poverty."

See
Poverty -
America
for details →

Glazer, Nathan -

monetary measures, a prosperous and continuous expanding economy that will facilitate the creation of job opportunities that will absorb new skills and training.

A. Re-definition of Community -

The predominantly Negro South must expand its definition of Community. At one time efforts could be concentrated in the immediate environment. At other times it may be directed toward a metropolitan center within the state in which it is located, and it should have at its disposal such skills and know-how that its ~~own~~ ^{needed} services ^{would} be sought in areas outside of the state.

Edgar May - offers a challenge in re-defining the Community, "~~What we must~~

"What we must do today is to show the new poor by going back where they are. We need to go back into the slums. The Community's gap is now such that we cannot close the gap simply by a sermon. It is not going to be bridged simply by a news article, or by a television show, and I am saying to concede by a book. But it is going to be by a lot of responsible Americans who must go back to the slums."

— May, Edgar - The Road to Understanding
Assault on Poverty - 1966

Behavioral and/or social science courses, through laboratory experiences, be designed to promote the college in the Community and to close the Gap between town and gown. This idea is not new. ^{Some} ~~of our~~ colleges strayed from the Concept.

B. Commitment To Leadership.

Because traditional Negro Land Grant Colleges have been dependant upon the public, especially the State legislature and the State department of education, Unusual restraints on political and social action programs ^{These restraints} by the political power structure. ^{Political Clingings} on the institution was not favorable for active participation unless it was in the realm of a "clean-up" campaign. Also since the social system was against the involvement of aggressive leadership ^{among} by the Negro male, this leadership lay dormant.

Once the curtain rose on a new drama where revolution burst forth and created a new era in human rights and emphasized the dignity of all men, the College was not ready to encourage this leadership and give it the competence ^{and} confidence needed. In the mean time, ^{many} the College ^{which} had lost rapport with the Negro Community ^{and} ~~had~~ ^{had been} characterized by them as a mainstay of segregation and a perpetuation of the white man's ^{middle class} values.

In an age marked ~~is~~ so many wars by Apathy and hostility it may ^{be} more immediately important to put questions in the minds of our contemporaries than to try to put answers there. It would be useless to distribute answers to people who are not asking questions. It is urgent then that many neighborhoods and communities be organized to ask questions and that leadership, whether real or imaginary, be brought forth in an effort to translate anti-poverty to the people and to encourage answers from them ~~to~~ ^{portending} solutions of the problems. Let the College give direction and training so that the poor can be hired to abolish poverty.

It is implied here that the colleges must again take leadership to identify and train community leadership; that programs must be directed toward families of the poor as well as the individual; ^{and} that the isolationism that exists between education, the political process, and the Negro community must be eliminated. We must get into the social and political fray and join the political dialog as well as cultivate exchange among church laity and servants of the church if a new commitment to leadership is to be made meaningful.

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C. Comm. Homent To
Building A Reservoir of Information

Recently, explosive research ~~by~~ ^{performed} by whites have yielded ~~is~~ ^{valuable} information about the Negro. Many have been characterized as experts on the problems of the Negro and have provided useful information for the formulation of action programs and public policy. This is commendable and should be encouraged. However, this does not relieve the Negro institutions from expanding its reservoir of information in depth and width about Negroes and their problems.

S. M. Miller ²¹ gives some direction for research when he admits that:

"The analysis of data and the development of new concepts have not kept up with the increasing differentiation within the new working classes and the lower class...

Many pressures and counter pressures exist in any stratum. Despite a model pattern, considerable variety in values and behavior occurs. Because cross pressures affect the lower class to a considerable extent, we should look for types of behavior patterns even among people apparently very similar in objective characteristics.

Miller, S. M. "The American lower class: A theoretical approach" published in New Perspectives on Poverty, edited, Arthur B.

A recent ~~publication~~ Monopower - Automation
 monograph published by the U.S Dept of Labor,
 titled, Negroes In Apprenticeship cites that
 Negroes and school officials seem to know
 little about what Apprenticeship is, how to get
 into it, and what kind of careers it offers.

Our colleges must accept the challenge
 of engaging in more research with the use of
 established experimental designs; by setting
 up more demonstration and pilot projects
 in the communities and computerize the
 results so that needed information can
 be used in problem-solving.

D Innovative Teaching For The Black Man.

Traditional Negro-Land Grant Colleges
 have a job to do. As the social revolution
 progresses and the attitude of white Americans
 change, desegregation may proceed at such a
 pace as to make innovative teaching for the
 for a particular group ~~Black man~~ unnecessary. But, presently, there
 is a need for these institutions to be realistic.
 There must be improvement of the black man's
 status now. We can use a combination of white
 and non white talent and all the financial
 resources we can muster to accomplish this
 end. ~~Criticism of this approach at this time~~
 but there are many advocates.

17.

In ^{his article} discussing ~~the~~ Strengths of
The Poor - Frank Reisman has this
to say about a particular Black movement:

"Black muslim ~~movement~~ ^{movement} success
is rooted in its call for Negro pride,
stress on dignity of black people....
whatever is wrong, pathological or evil
in the black man has been imposed
from without and not intrinsic to his
character, culture or make-up... Regardless
of whether or not this represents an over-
statement, it nevertheless provides a
significant model for the architects
of an anti-poverty movement to consider
because it supplies a novel action-
oriented formulation of the relationships
of assets and liabilities of a "have-not"
population."

Dr. Nathan Hare, former assistant professor
of Sociology at Howard University and one of the
most outspoken critics of racial conservatism
at Negro colleges throws out a provocative charge.

"Black colleges may well become in the
minds of innovative youth, the place to go for

→ Reisman, Frank's article in Shostak's book-op cit
pp 144-146 42

→ Hare, Nathan - Behind The Black College
Student Revolt - Ebony magazine - special issue
August, 1967

18 So debate, discussion and fresh ideas.
If administrators are flexible enough
to keep pace with, and channel this
new student vigor, then black colleges
are almost certain to emerge, in an
attentive shaky world, as a vanguard
of a brave new spirit of social change
which will be of ultimate benefit to
all concerned."

Innovative teaching can improve the
lot of those attending colleges, drop-outs and
pushed-out youngsters in the community and
adults striving to ~~arrive~~ achieve social
and economic acceptance. Negro youngsters from
the working class ^{the lower middle class} are unable to meet minimal
standards for employment in other than menial
~~the~~ lower status jobs." The fact is that the
massive inefficiency of the public schools where
masses of negroes attend does the discriminating
for any prejudiced employer, so that he doesn't
have to do it for himself." Dr Kenneth Clark,
former director of the Social Dynamics Institute
of the City College of New York, points out.

A report, Man, Education & Work, by Grant Veen
based on a year long study gives ^{new} direction
for innovative teaching; It warns that
~~Empower~~ automation monograph. Roots of Inequality
pp 10

- 19 The national economy and social structure will suffer irreparable damage unless the schools provide for more and far better education on the semi-professional, technical and skilled levels. The report calls for a massive response on the part of American education - particularly higher education - to the challenge of a changing world of work. This response will involve new thinking about a system of education in which 86% of students - the high school drop-outs, the high school graduates who do not go on to college, and those who do not finish college - are entering a technological world of work unequipped with the tools they need for survival.

IV IT CAN BE DONE.

Milton Koch describes how a private college in New York, through special projects, gave assistance to the disadvantaged. What happened to the college itself in promoting the programs for the disadvantaged is noteworthy.

An imposing array of college professional personnel has participated in these projects. About 50 members of the instructional staff with added personnel working in a supportive capacity, have been actively engaged in the increasingly demanding work of improving education of the disadvantaged. As an added dividend, much of the course content in the traditional

6. Proposals ~~to~~ For Research & Special Educational Programs

Efforts by the Nixon Administration to reduce the national debt has far-reaching ramifications and specific effects on FOMR. Some projects may not be funded for next year. Government, as a source of funding innovative projects, will become less attractive. More emphasis should be placed on seeking funds from private foundations and industrial enterprises. The faculty is encouraged to ~~continue~~ propose projects. Some projects approved by the Dean of Academic Affairs must meet the guidelines of public and private agencies.

- (7) Courtesy on Campus: There are too many reports of ~~disrespect~~ or acts of discourtesy by faculty, students, and especially ^{the} clerical staff. This is a (minor) problem but ~~numerous~~ ^{failure to} be courteous create major problems & human relations.

- (8) Faculty Hopefulness: Many faculty are ~~hoping~~ ^{hoping} that the administration will improve their working conditions. Others are waiting for adjustments in salaries. We are in national competition to keep our own faculty and to recruit ~~new~~ needed ~~new~~ professionals. A sellers market has certainly been created in specific academic fields.

See 8
accounted

8. Evaluation - This is a special challenge. The university must continue to evaluate existing programs and to plan revisions in keeping with role & scope projections and especially to include our unique - our special education flavor. We must proceed with deliberate speed to improve the quality and productivity of our existing programs as they relate to our revised goals and a new commitment to ~~scarce~~ limited skilled human resources and scarce financial resources.

You must adopt instruments that will acquire data for the purpose of studying these elements.

- 1) Input: The potentialities, needs, and problems of the student who enters this university
- 2) Process: Problems, difficulties, processes in orderly progression ~~through the~~ ^{through} the programs for freshmen through the senior year.
- 3) Output: The end product of the interaction of the student with his curricula during the time enrolled.

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The Legislature, we hope, will ~~assist~~ ^{assist} in solving the problem of keeping you on the job. The Administration will unequivocally utilize objective measures in allocating raises. Recommendations have been made by your immediate superiors. All recommendations and adjustments ^{desires and the} will be reviewed by the budget Committee. Appeals may be directed through channels to me.

It is my sincere hope that we can mold an administrative team that can improve your working conditions and change your hopefulness into a fervent desire to unselfishly serve the university.

Challenges For The Administration.

"Issues of educational and administrative policy are frequently presented as unsolvable because it is very difficult to reduce alternatives ^{that} they pose to a simple calculus of gain or loss."

These paraphrased words coming from David Norwick, federal government employee, apply equally valid to educational administration and serve as a basis for the challenges that I have set to follow. The complexity and scope of the problems previously outlined require exceptional and specialized attention.

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Analysis

The development of applied Systems Analysis technology and alternative solutions to problems are essential if I am to improve the decision-making process. Thus, there will be an early implementation of the planning, programming and budgeting system for this university as well as conforming to the CODE and PPBS of The State University System. Special attempts will be made to establish management control and cost effectiveness techniques in order to improve planning and administering the budget. Every effort will be exerted to identify and implement Analysis techniques in making administrative decisions. Not once will machines be substituted for ^{human} intelligent and sensitivity to your problems.

In a document assembled from pieces of work by Elias Blake, Frederic Thompson, Conrad Snowden and Joseph Turner in an overview of the 13 College Curriculum project these applicable words may be found.

"In seeking to develop new goals for education and new ways to achieve these goals, we do not know all the answers. We want to try out ideas, see what happens, get feedback, and try again. We are still in the invention, innovation, and feedback stage."

Let us combine our efforts to provide ^{an unusual number} ~~some~~ peer models of more desirable patterns of Academic behavior and Communication Skills.

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This quotation asserts philosophically my stand on curriculum change and Curriculum relevancy to student needs. More than anything else, there must be innovative changes in curricula, teaching techniques and evaluation of students. Every student must ~~those faculty~~ ^{acquire} Communication skills before being awarded a degree. All of you know that this is the basic weakness of our student, yet collectively we allow them miss the acquisition of basic Communication skills. None the less important is the fact that any student exposed to your teaching should acquire minimum vocational skills. Each course offered should have objectives and eventually ^{provide} ~~prepare~~ the student with a marketable skill. Once again may I remind you that we are not in the business of producing middle-class snobs. Though we are a market place for ideas, students should know that their education is also relative to the needs of their Communities and the improvement of the welfare of the masses ^{who} ~~who~~ have not had the opportunities they have enjoyed. ~~Now I know~~ I know what I am about to say is true, but I firmly believe in the philosophy. It may be difficult to attain but it should serve as a goal.

Thus we can best meet the entire demands for quality education through individualized instruction. This may seem idealistic but individualized instruction is geared to an advanced educational philosophy that considers each ~~child~~ ^{and} student a unique person with some eagerness to learn. This approach, wedded to useful modern media tools, can help mightily to upgrade ~~from~~ and to produce quality instruction. Remember that as we implement the programs proposed in the Role & Scope report, all of our efforts should be flavored with the techniques ^{and} expertise acquired over the past 80 years of ~~from~~ history. In spite of the apparently insoluble nature of our many problems, ~~from~~ has indeed enjoyed conspicuous success in preparing thousands of students to become good citizens and effective producers in the world of work.

My/ Other challenges ~~and~~ commitment to a sound philosophy of education are:

- 1) Creating an Academic climate in which students are motivated to learn and thereby develop better ~~students~~ ^{habits}; A climate in which faculty want to pursue new ideas and teaching techniques and hence refine the educational product; A climate in which the Administration recognizes quality research, ^{and} proposals and develops ~~programs~~ ^{initiatives} for ~~development~~.