

A PROPOSAL FOR MODEL SCHOOLS

A MEMO SUBMITTED TO RICHARD NIXON

FROM SAM WILLIAMS
JOHN CAMPBELL
FERRELL PAGE

STUDENT COALITION
WILLARD HOTEL
UNITED CITIZENS FOR NIXON-AGNEW
CHARLES RHYNNE, NATIONAL CHAIRMAN
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Before WHY NOT (or the "model schools") proposal can be presented as legislation the following points need to be researched in more depth.

1. The cost of carrying out WHY NOT in approximately 20 schools in the initial year.
2. The duration of the grants and how they might be renewed.
3. The proposal refined and organized into booklet form.
4. A schedule of deadlines for the participating groups' planning and implementation of programs.
5. Approximately 20 schools representing the variety of existing institutions must be screened and briefed on the proposal. Pre-requisites for qualification would be a cooperative administration very interested in playing a larger role in the urban community.
6. The drafting of a major Presidential speech to introduce the idea of WHY NOT.
7. The possible use of the surrogate candidates as Presidential visitors and guests at participating colleges.
8. The adoption of a name for the plan. WHY NOT conveys the challenging, incentive, ^{and} daring of involved youth on the campus today. WHY NOT!

"Colleges whose concept of education stops at the walls of ivy give little but the option of dropout to students seeking participation in the real world. In contrast, a college that combines the opportunity for off-campus service experiences with the opportunity for on-campus academic reflection on the experiences, can engender in their students a thirst for educational involvement complementary to their thirst for societal involvement." ¹

Proposal for a "MODEL SCHOOLS" program in the Nixon Administration to develop and expand service programs involving young people.

A DIRECTION

Mr. Nixon in his speech "Today's Youth: The Great Generation" said:

"Our future leadership must provide our young people with a cause to be for; a commitment to the right to be unique; a dedication to social responsibility on a person-to-person basis.

"We are not talking here about a way to work off youthful enthusiasm; we are talking about a way to work in a sense of idealism and meaning that will grow throughout a person's life.

"There are 7 million college students today. The universities they attend are often close to and sometimes contribute to, urban problems. We have seen how government can make use of academic facilities as "think tanks" to move in on difficult projects. Every university must become a "think tank" for its local community.

"In that way students will add realism to their education, as they bring needed services to their communities.

"Some of this is well under way in pioneering colleges across the country; but now it should become a way of college life.

"The idea of bringing the resources of youthful energy to bear on urban problems is beginning to take root; what is needed now is a national commitment to provide incentive and financing to the great challenge facing this generation of Americans."

This proposal outlines how this national commitment might be started - to be concentrated initially at the education centers, but grants to be available to states, cities, and institutions whose projects fit the proposal's guidelines.

To marshal the national resources of our young people to confront our social problems in general, and the urban problems in particular, the Nixon Administration must be aware of the magnitude of work that can be done through volunteer student groups and individuals primed by federal funds in a systematic approach.

The "Model Schools" program attempts to achieve several distinct results:

1. Bring additional education resources to bear on social problems.
2. Provide a constructive outlet for the dissatisfaction many students feel with society by giving them the opportunity to develop and expand student resources in meaningful programs of social value.
3. Provide a worthwhile supplement to the formal education of the university.

¹Donald J. Eberly, "Service Experience and Educational Growth," Educational Record, Spring, 1968.

WHAT STUDENTS ARE NOW DOING

The importance of volunteer community service by students can not be over-emphasized. One individual helping another who is in need is one of the basic tenets which can build a revitalized society in our country, not only in the communities surrounding our nation's colleges and universities, but in every community. The suppressed radicalism of youth cries out for programs which can harness their energies for social betterment and which rely heavily on the principle of volunteerism.

Many groups already exist that use student volunteers in basic educational (tutoring, remedial reading), community action (recreational programs, organization of local newsletters), and rehabilitative (work in mental hospitals, prisons) activities. But many campuses lack even the basic organizational structure, and often where it does exist it suffers from a general absence of coordination, organization, experienced guidance and sufficient funding. Often the scope of a school's involvement in its neighboring area depends too much on the energies and time of too few members of the university community.

Many creative and helpful community programs do exist:

Memphis has a Volunteer Service Bureau that handles the placement of workers in over 200 positions in 50 non-profit agencies.

Students work with the Memphis Area Project-South which sponsors "clothes closets" to provide families with essential clothing when disaster hits. MAPS also oversees "planned parenthood" programs in South Memphis and nutrition classes that give instruction in planning well-balanced meals to the poor Blacks in Memphis.

The Human Opportunity Corporation in Austin has begun a foster grand-parents project. It recruits aged low-income persons to work with retarded children.

The University of Texas Law School has a Human Rights Research Council staffed with law students to inform low-income Negroes and Mexican-Americans of their legal rights and privileges.

The Community Involvement Committee at the University of Texas at Austin has submitted recommendations for field work in their personnel management program to work with minority groups and the hard-core unemployed to try to place them in better jobs.

One school offers special programs for black students before registration and continuing help to those who need it during the academic year.

The University of Chicago has allotted funds for a Summer Institute in which black students prepare talented eighth and ninth graders for college preparatory work.

Students at the University of Illinois at Chicago Circle provided transportation one summer for low-income children for trips to the city zoos, parks and museums.

A Community Arts Foundation in Chicago recently started a creative theatre for ghetto residents and held productions in alleys.

The Interdenominational Theological Center at Atlanta University has special preparatory courses for future ghetto ministers.

The University of Pennsylvania sponsored a program in criminal law and litigation, in which students accompanied police during their regular round of activities and assisted public defenders. Class credit was given for this work.

The Law School at the University of Detroit has a legal aid program for ghetto residents.

One group works on developing extracurricular activities within the walls of a prison -- sports, chess or bridge clubs, music lessons, quiz teams, managing of a literary magazine and the institution newspaper, management of an institution radio program for inmate education, and participation in weekly discussion sessions.

One student committee works with boys who are confined to a state reform school in Westboro, Massachusetts.

One group of student tutors works with children in the third and fourth grades to help them to express themselves better, by having them dictate tales to the tutors, pound out their ideas on old typewriters, write short poems, make science observations, keep scrap books of thoughts, and mementoes of trips.

One program maintains an up-to-date collection of college, business and vocational school catalogues, a library of information on college board examinations, financial aid, and on "A Better Chance" and other available compensatory education programs.

COPE is a Boston organization designed specifically to place teenagers from low-income areas in institutions of higher education, done by representatives from the admission offices of the local universities, colleges and vocational schools.

At one school four qualified volunteers (including one who just completed the course) are currently teaching their second round of a 10-week computer class for ghetto residents.

Some imaginative tutors have started a biology learning room with a group of children who were introduced to the world of nature, foreign to their asphalt and cement world, by raising gerbils, hatching chickens and baby spiders, and growing plants.

A council of Intercollegiate Affairs in Boston encourages cooperation among student volunteer programs engaged in similar activities on different campuses.

Boston University's school of Nursing has sought out 27 young women from Roxbury who were interested in the field of nursing but who lacked the academic credentials for admission. Through a program, these girls have been successfully brought into the regular nursing program.

Boston University offers its facilities for recruiting and training of volunteers to any outside organization.

Harvard Business School students assist Roxbury ghetto businessmen.

Some schools have programs to provide better training for prospective teachers who want to work in ghetto schools.

Members of the Michigan State University Marching Band, "Band Brothers", offer free music lessons to children from low economic areas of Lansing.

In one area "Community Gardens" were established on urban redevelopment land. Through the purchase of shares, the community owns these gardens and the crops grown on them.

Students operate several community cooperative stores in the west side of Lansing, Michigan.

A program of consumer education "SHOP ALOT", uses student volunteers to aid inner-city residents in their shopping.

In one community, teenagers from the inner city were given the opportunity to operate a student-run radio station.

One faculty department sponsored a housing study to determine which low cost housing designs would best suit the needs of the people who will inhabit them.

One university has as a requirement for the degree of Master of Governmental Administration the assignment of students to various departments of city government.

Temple University has a Vice President for Urban Affairs to coordinate all activities with the community and has the responsibility for a Center for Urban Affairs and the Student Committee Action Center.

Project College Bound is a six week summer program for Philadelphia high school graduates from low-income backgrounds who have been accepted at colleges, but have specific educational deficiencies.

One school developed a counselor workshop--a three week summer institute to increase the professional competence of city high school guidance counselors in their work with students from minority groups.

At the University of Pennsylvania, the University Council on Urbanism and Related Human Resources is conducting a survey of the University's schools and research centers in developing interdisciplinary faculty seminars on urban problems and charting a university wide approach to the study of urban life.

The Temple University Hospital has developed a program for low-income mothers, giving pre-natal and delivery care.

A sorority developed a charm course (make up, hair care, personal hygiene,

posture, etc.) for children from broken or inadequate homes.

The Wharton Graduate School of Business has a Business Practice Service to provide management service to ghetto business people.

One school developed a pilot program connecting housing rehabilitation with vocational education, providing part-time and summer employment for high school students.

One University opened its olympic pool to poverty children during the week and provided instruction for an entire summer.

One city has started traveling libraries to visit ghetto areas.

Secretarial schools have developed technical-vocational courses in clerical skills to help needy girls find jobs.

One student group started a program of working with young urban children as tutors, playground aides, and group leaders for boy and girl scouts. They also work in hospitals in the escort service, as candy strippers, in feeding patients and other assignments through the Red Cross. Others work with handicapped persons, the mentally retarded, the deaf school, and many others.

Volunteers from MIT have used their special skills in mechanics and science, for use on building radios, erector set projects, three-dimensional maps of the moon, airplane and rocket models for children.

Tutoring Plus in Boston has produced its own textbook called "Tutoring On-A-Shoestring".

Michigan State University has established an Office of Volunteer Programs to provide greater university support in advising and coordinating all student voluntary service activities and organizations as well as to encourage the formulation of new programs.

One school developed a 13-week television course in Negro history and culture which was subsequently reproduced for use in teacher training in state-supported schools.

The University of Pennsylvania has a course, Urban Social Change and Human Development, designed to assist the planning student in understanding the process of social change in the urban environment through studying the attitudes of low-income and minority populations toward housing, renewal, education, employment and welfare services. A special reading seminar is offered to familiarize the planning student with interdisciplinary literature on poverty, combined with intensive field experiences in a critical slum area near the University.

The State of Michigan has a division of Volunteer Services. It is an information center for all volunteer programs for all the colleges and universities in Michigan. It provides assistance and advice for individual student projects. A statewide Governor's Conference is held annually for the directors of individual programs and projects on the respective campuses. The division does not provide program monies, but provides assistance wherever possible. Presently, there are about 10,000 student volunteers in Michigan at 27 different campuses. From this outstanding example set by Michigan student volunteers, both Governor Romney and Lt. Governor Milliken have encouraged broader volunteer activities to be undertaken by all segments of the population.

New York City has an URBAN CORPS internship program designed to offer college students the opportunity to participate first-hand in an urban society by taking a direct part in its administration. For eligible students, the program also provides a way to earn money through the use of college work-study funds. The URBAN CORPS is administered for the City of New York by the Office of the Mayor, in cooperation with the Department of Personnel. The URBAN CORPS is a cooperative venture of the City, the Federal Office of Education and the participating colleges and universities. Every assignment is individually prepared by the requesting agency or department, and is evaluated as to its applicability for a college student internship program. The majority of assignments are within existing agencies and departments, in on-going projects. Other assignments make the student a part of special task-force groups. Students may also be assigned to the central staff of the URBAN CORPS, working on the administration and operation of the program itself.

WE PROPOSE A "MODEL SCHOOLS" PROGRAM

that can offer qualifying schools of all sizes grants which would develop service programs that offer the promise of a more constructive and meaningful role both for students as well as to those in "neighboring communities". The program would focus our society's educational techniques and talents on the problems of life - either in our rural or urban areas.

It will not be simple to qualify for grants under this program. The government has neither the means nor the desire to invest public funds in an expensive program whose net effects will be marginal, wasteful, or visible only after protracted delay. We intend to help only those schools, cities, states, and institutions whose plans really serve to help others in their struggle for a more meaningful and productive life. We propose the following guidelines for determining an applicant's qualifications for the benefits - and achievements of this program. Many of these speak directly to the university educational structure, as initially, work will probably be concentrated here. But the overriding generalities of realistic and complete planning will apply to all.

The success that each demonstration program can have will depend on the quality of its planning, and the degree of cooperation it elicits from the various governmental bodies concerned (i.e. students, administration, faculty, community bodies, "Model Cities" people, and those in local Urban Coalitions) as well as private interests. The absence of this cooperation between contiguous areas is wasteful, as well as blind to the reality of urban life.

GUIDELINES

Service activities proposed should respond to the real needs of the community, by indicating a relevancy to the community given the realities of the environment.

Adequate identification must be made, of the areas which would be best served through student help in the community, schools, recreation centers, medical and mental hospitals, and probation departments.

Long term goals should stress the encouragement of community residents to work with existing educational institutions to develop new programs especially in the technical-vocational field.

Programs should be designed to nurture ghetto residents with recognized ability -- intellectual, academic, artistic, or athletic.

The programs should foster the development of local and private initiative and widespread citizen participation in the planning and execution of the program.

Local community groups should be encouraged to eventually develop and finance their own programs, and where possible people in the community should be trained to continue the specific educational or recreational project.

Contact should be made with local community agencies and school systems to insure program coordination with the present community activities.

Students should have a hand in assessing the nature of the service required and defining the task to be done.

Consideration should be given to involving adolescents in tutoring and counseling younger children for their mutual benefit.

The program planned should be consistent with successful programs of the past, as well as integrated into what they are now doing.

Experiences of often overlooked organizations like the YMCA should be utilized.

Planning should indicate sufficient provisions for organization and supervision of all aspects of the program.

There should be sufficient planning for projects to continue annually.

The program should be manned in each area by a single authority with adequate powers to carry out and coordinate all phases of the program. There must be a serious commitment to the project on the part of school and local people.

There should be adequate professional supervision, as well as adequate orientation and training, of the needed volunteers, and possible use of fulltime social workers explored.

"Tutoring" programs should include information guidance counseling, family services, school-home liaison, referrals, motivation-building, and recreational activities.

Emphasis on volunteerism should be evident and the areas where salaries are necessary made very explicit.

There should be evidence that the appropriate departments and groups within the university have been contacted to seek support for the proposed program.

The program should reflect an attempt to make full use of the university structure, not only its students, but scientists, economists, architects, mathematicians, as well as buildings, athletic fields and libraries. Attempts must be made to focus research resources on problems facing the city, such as traffic congestion, air pollution, housing, transportation, public health, etc.

Where possible a joint effort, exchange, or coordination of programs with neighboring schools should be made.

Lectures and special programs should be open to the community and scheduled with some attention to their interest and needs, e.g., a Black American series.

Evaluation of tutorial programs should be made through aptitude and psychological testing.

Plans should indicate an awareness of existing Federal programs which could provide financial support, and of techniques and projects which have provided successful examples in other areas of the country.

Institutional support should be available as needed, with a possible sequential development along these lines:

- a) an initial commitment to the educational value of properly executed service experience;
- b) faculty assistance in training and orientation;
- c) possible future provisions for academic credit for service experience;
- d) sufficient financial backing should be available so as to permit all students to participate;
- e) greater use should be made of work-study funds in projects that both socially productive as well as financially remunerative to students;
- f) greater use should be made of work-study funds for off-campus work, both during the academic year, as well as during summer.

GRANTS OF THE PROGRAM

We recommend that participating groups receive two types of federal assistance:

1. special grants be made for programs to groups whose plans justify the expenditure and fulfill the guidelines of this proposal and give promise of a meaningful impact on those participating.
2. that all available grants and urban aids in the fields of education, welfare, economic opportunity, and related programs be continued or expanded where justified.

Plans will be reviewed by a national office according to the preceding prerequisites. The national office will be staffed with people knowledgeable about the available federal funds as well as with individuals experienced in the planning and implementation of volunteer programs.

The research staff will have as its duties the gathering and distribution of all information that may be of use to submitting bodies, as well as the planning and organizing of relevant national and regional seminars and conferences on student social-work activities.

Small pamphlets, educational materials and the results of training conferences and leadership workshops would be provided to new and expanding organizations, or to those who wished to improve the quality of their program.

Another important aspect of the information gathering function would concern the financing of special student projects. A student group interested in working with the mentally ill at a local hospital would be able to obtain from this office information as to the funding programs in various government agencies which might be appropriate for its financing. The office would also assist the student group in preparing the proposal for federal funds.

FEDERAL COST

Funds will be required to assist participating groups in the implementations of their model demonstration plans. We should not underestimate the problems nor the financial needs involved in achieving these plans. The very scale of the demonstration and its widespread effects on the social structure of a community calls for coordination of the community's planning and administrative resources on an unprecedented scale.

The appropriate Federal contribution to this planning and implementation effort would be _____ million the first year, growing in increments of _____ million per year.

SECONDARY SCHOOL STUDENTS

The scope and depth of the work done by universities, cities, states, or institutions will often require detailed planning, financial assistance, and study.

But there are many things that could be done by our exceptional people in their mid-teens in secondary schools that can also have a massive effect, such as working as tutors in their communities in some of the remedial subjects, in secretarial fields, in home economics, and in the technical studies as well as art, music, etc.

The President should urge each Congressman to communicate with the high schools in his district about the great need for these projects. The national research staff of the "model schools" could provide information for these schools. Congressmen would propose "model" high schools each year and their services projects for consideration of Presidential awards. Given the attention and priority, this could be a very beneficial program, both in terms of the community work and the recognition of the early maturation of today's younger generation.

REWARDS

The President through the research staff and evaluation board would make very prestigious awards to those groups who during a year's time initiate programs most exemplary of the "model school's" guidelines.

It would be called the _____ award, and could involve a Presidential visit, a Presidential dinner, or a contribution of Presidential books or research material. To qualify groups must:

1. show signs of major achievement of benefit to the surrounding community.
2. show signs of massive student involvement.
3. have produced action that is recent and a result of a "model schools" program.

Successful action and innovation, not perfection or completeness, will be the real criteria.

Finalists would be chosen by an impartial board, and their spokesman would come to Washington for a conference and presentation of their program.

Greater use by the President of faculty-student prizes could also be used in areas, one particular individual faculty member or student did or initiated some particularly innovative idea or program by using an educational talent or technique on a social problem.

These rewards would be very important to generate the student-school action that is needed, to stress local involvement, and to stress the need for the teamwork approach to the problems.

SUMMARY

The character of the urban university is weakest in the area of communication and integration. There is a lack of communication both within the university's structure and between the university and those who can effectively utilize its assistance.

Integration goes hand in hand with communication in these areas. If integration seldom exists within academic institutions, it rarely exists within its community. There is an ever increasing need for the university to play a more diversified; participating role.

Higher education is often a symbol of medieval isolation, with the university insulated in its castle from the surrounding environment. When a university does cross the moat to involve itself with the community, the results are often uneven, fragmentary and unsystematic. The emphasis of education remains on the written word. In this change-oriented society the "PhD" and a long string of publications seems negatively correlated with problem solving capability. This program "Why Not" or "Model School's", suggests that the focus of education needs to be shifted away from the "print" to the problem.

The purpose of education is primarily to prepare the student to meet the demands of his world. Students recognize the need for a more relevant educational experience. And the community demands a more involved university. Both need the university to become a more active agent in problem solving and direct service. But in spite of all the recent encouragement from the citizens and students, the university continues its aloof role and at times ignores its responsibilities.

The poverty of an area breeds a psychological handicap for all ethnic groups. Welfare mothers and fathers without jobs frequently transfer their own guilt feelings to their children, and schools often underline the children's uncertainty.

It is here that the facilities of the university and the available manpower of students can have a large impact.

The proposals and requirements of "Why Not" (model schools) address themselves to the full integration of the university's resources in solving the urban problem. The development of increased student power and intensified student participation support our belief that traditional walls must be broken down, both within the university and the surrounding community, in the effort to bring about a more humane urban environment.

To break down these walls and escape from the feudal armor of the castle-and-the-moat, university administrators and faculty must begin to conceive of the university as a total social institution which is different from the aggregate collection of departments and colleges. They must develop with the students a balance between the educational programs and basic research, social advocacy and problem solving. It is for them to develop a balance between scholars and intellectual activists, between student-oriented professors and community-oriented problem solvers. This balance and coordination must be conceptual as well as organizational to succeed.

This academic movement must be with the assistance of student and community advice. The large brain trusts of universities are becoming like the federal government, bastions of bureaucracy where many people become lost. WHY NOT can develop contact between the "little people", the university, and the government. And the link between all of these can be the student.

Student tutorial programs already exist across the country and provide a perfect link with the community upon which the university can build. Tutorials are beneficial to all parties involved if these parties involved ~~if~~ are given a role in the planning and supervision. Many successful tutorials have been initiated by local residents. The residents of a ghetto in Cambridge, Massachusetts, created Tutoring Plus. In the summer of 1964, a group of teenagers met with a few older neighborhood youths who were attending college. All were trying to answer the question of why a small number of the older youths had made it to college while few of the rest had even finished high school. Tutoring Plus now involves M.I.T. students, the Polaroid Corporation, and Christ Church in Cambridge. The successful example of Tutoring Plus points the way for the university, the city, and WHY NOT.

In an increasingly open and secular ~~xxx~~ society, young people are concerned with their own identity, the nature and quality of their society and their relation to men everywhere. Tutorials bring a share of awareness and individual identity to both tutor and tutee. Ghetto youths often feel unable to deal with their environment, much less change it. This alienation is often translated into a self-fulfilling hostility towards any future efforts at personal or neighborhood advancement.

This alienation can be overcome by student volunteers running their own programs in conjunction with neighborhood community groups and parents. Student-run tutoring programs have inherent flexibility which enables them to be revised constantly to meet individual needs. They can operate with little of the stigma attached by adolescents to schools and agency sponsored programs.

First of all, the student volunteer is not too much older than the individuals they work with, thus contributing to a sense of comradeship and understanding between tutor and tutee. Secondly, the college student, by his very presence, is likely to provide the youth with a role model which is not merely a postiche of guidance counselor cliches but one which can communicate directly with the youth, overcoming a great deal of their time, energy, and thought, to the interpersonal relationships that are an integral part of any advancement activity. The student, merely by his presence at college, is likely to have access to all types of information his tutee may request.

Many problems of student programs can be overcome with the active interest and participation of the university. The nature of a student's life, at first not much to do and then too much, can work to the disadvantage of these programs. Some substitute for money is necessary to encourage steady participation. Course credit is the logical suggestion. Very few schools give credit for undergraduate field work, but the majority of schools do for graduates. This discrepancy needs to be changed.

The successful characteristics of student volunteer programs are relevant to any larger effort at community and university involvement. Projects must be initiated on a small scale with supervision reflecting consultation with university, community, students, city and private enterprise. Projects should also be allowed to develop slowly to find adequate and responsible local leaders. Immediate funding of uninvestigated projects may end in misspent funds, which could severely damage the entire effort. Quality planning is most important. Freedom of program selection must be guaranteed to each locale. Student committees must remain in control of volunteer programs with local citizens. Experience has shown that properly run volunteer programs attract the sincerest and highest quality workers. And that the introduction of remuneration often alienates the socially motivated and attracts the organization~~er~~ joiner or job hunter. The quality of service then drops. Public do-gooders with their weekend house painting serve only to irritate the ghetto resident.

Tutorial programs are only a fraction of what a university can do in an urban center. Not only do courses need to be changed to reflect urban problems but new priorities and policies need to be stated. Why should a city have to employ outside economists or mathematicians when the university's are available? Why should computers and programmers be hired when limitless research hours are available on campus waiting direction? WHY NOT could use the university facilities in the summer, its athletic fields, museums, lecture rooms, its buses, pools and tennis courts. WHY NOT could work with the city's and the citizens' needs through the university's resources. The "model schools" program would show that the government and the university are willing to give a greater responsibility to the student. No longer would there be a lack of communication within the university and between the university and those who can effectively utilize its assistance. No longer would segregation exist between departments, students, the community and the university. WHY NOT seeks to coordinate and redirect the energies of education to problem solving within the city and to problem solving training for the student.

Can we prepare our students to face that challenge better if we make working in it part of their education, maybe even for credit? Can we go beyond the research and problem-solving with our colleagues in the community of institutions, and relate ourselves to our ghetto neighbors to improve their environmental condition? Can we even go beyond the poorly developed programs and technologies of today and develop new visions of neighborhood life to which both residential and university communities contribute? Is it possible that the urban university can become a more vital mover in all of its missions by making this attempt? WHY NOT.

In a society characterized by accelerating change in all of its sub-systems, the problem solving urban university seems an inevitable trend. Will we be forced to it, or will we anticipate events and take leadership? That is the question. The answer is WHY NOT.