

SELF-HELP THROUGH PROVIDING NEIGHBORHOOD LEADERSHIP

A project submitted under Title II of
the Economic Opportunity Act of 1964

Project Originator: San Diego Chapter
Congress of Racial Equality
2965 Imperial Avenue, San Diego, California

PREFATORY REMARKS

Urban ghettos in California are ethnic enclaves comprised predominantly of Negroes, but with some Mexican-Americans and Caucasians usually fringing the more densely Negro slum center. Poverty, low education, high unemployment, hopelessness and resultant apathy, are common to large segments of each group. Despite the commonality of their problems, these racial groups are often divisive, unorganized and resentful of each other.

The problem is really the interracial one of securing basic human rights, but it has focused on the Negro because the oppressions he has faced are so severe that he has been forced to move to dramatic counter measures. The so-called Negro revolt, if successful, promises measures which will elevate not only the Negro but the Mexican-American, other non-Caucasians, as well as the poor Caucasians. Hence, the project to be described here will focus on the Negro, since the historical stigma of his color singles him out and makes his plight more desperate. It should be made clear, however, that the aims and objectives of this project apply equally to all the unfortunates of whatever race facing the pains and frustrations and disharmony of the crowded, poverty-ridden ghetto in Southeast San Diego.

Even in 1965, American society, including San Diego, relegates the Negro to an inferior caste within that society. This is an intolerable situation, whether measured pragmatically or ethically, and unless corrected soon by non-violent means, can only generate violence and disorder. Centuries of the degradation of racism have created a hostility turned against self and against other Negroes. This has resulted in character and personality problems, instability of family, and a divisiveness which has worked against organization of the Negroes under strong leaders.

A Negro ghetto, overcrowded with unemployed or under-employed, electric with a resentment bordering on hate, desperate with economic, familial and educational frustrations, and without a powerful leadership structure, poses a terrible threat to itself and to the wider society.

Family poverty within the present Negro caste is a syndrome, not just a lack of money, and any corrective measures must recognize this fact. The syndrome is more complex in the case of the Negro, but is also applicable to the poor Mexican-American, the poor Samoan, the poor Filipino and the poor Caucasian. Poverty cannot be cured by money alone. At this point in history, the Negro, and to a lesser extent, the Mexican American, has been so severely disadvantaged that compensatory, not equal, treatment has to be given him if he is to be quickly brought to par with his more favored white compatriot.

The unique complexity of forces operating within the non-white community and the learned mistrust and often open hostility toward the white skin that exists there makes it imperative that Negroes and the other racial minorities, even if otherwise less qualified, search out the corrective methods and provide the leadership in implementing them. Time for peaceful solution to all the evils of racism is rapidly running out; hence, no delay can be brooked in the rapid development of an indigenous leadership to effect this peaceful solution.

The civil rights organizations have proved their selfless dedication to the cause of justice, hence should be viewed as ready, trustworthy allies to be used in the "war on poverty." The project herein submitted by San Diego CORE will be completely independent of the militant civil rights activities of CORE. San Diego CORE will welcome the partnership of other interested organizations in initiating this project. The project is so designed that the beneficiaries, not CORE, will soon determine the policies and will administer these policies.

PROGRAM OBJECTIVES

The program is designed to give leadership, cohesion, community strength, pride and effectiveness in the Southeast Area of San Diego necessary for development of self-help programs in the fields of employment, housing, family stability and education. It will train young Negroes, Mexican-Americans and whites in leadership techniques. It will enlist residents from all social classes to work cooperatively toward the betterment of the Southeast Region. It will channel the strength and energies of this predominantly Negro community against those obstacles to an integrated, educated, prosperous society. It will, through the media of formal classes, advertising, newspapers, television, etc., instill pride in being a Negro or a member of any racial minority. Concomitant to the development of these prerequisites to effectiveness, concerted effort will be made to generate jobs, to disperse minority families throughout all areas of San Diego, to solidify family structure and to seek solutions to the de facto segregation in the San Diego School System.

DESCRIPTION OF THE APPLICANT ORGANIZATION

The Congress of Racial Equality, made up of blacks and whites, finds its philosophic base in the Christian ethic most eloquently stated by Thoreau and Gandhi: Evil cannot be countenanced but neither can that counter-evil, violence, be used to overthrow it. Non-violent, passive but inexorable protest and resistance is the credo and is the technique. The members of the Congress of Racial Equality are for the most part middle class, well educated Negroes and whites who take the essentially conservative position that black nationalism is no answer; that white supremacy enforced by police power is no answer; that a policy of gradual change is no answer, as the recent race riots dramatically demonstrate. The only answer, and one that

must come quickly, lies in non-violent but militant pressure to break the destructive cycle of racial discrimination; i.e., employment discrimination leading to poverty; poverty and racial segregation leading to slums; slums and educational discrimination leading to poor schools; all of these factors leading to poorly prepared workers, and then a repeat of the whole cycle.

San Diego CORE has since 1962 been a chartered chapter of the National Congress of Racial Equality. National CORE is incorporated as a non-profit organization under the laws of the State of New York. The constitution of the San Diego Chapter of CORE charges ultimate authority and responsibility to the active membership with direction delegated to an Executive Committee composed of the offices and present officers listed below:

Chairman	Kenneth Pennington, Jr.
First Vice-Chairman	Ralph Shackelford
Second Vice-Chairman	Rosemary Laws
Recording Secretary	Peggy Finch
Corresponding Secretary	Charles C. Collins
Treasurer	Brister Murdock
Auditor	Leonard McBride
Auditor	John Feare

At present, the active members of San Diego CORE number 48 with 55 associate members and 137 contributing members or friends of CORE. The chapter has no specified geographic boundaries and has members from all parts of greater San Diego. Its office is at 2965 Imperial Avenue, and its meeting place is Memorial Recreation Center, 2902 Marcy Street. Its physical, operational and psychological center is Southeast San Diego, or more specifically, the Negro ghetto of San Diego.

CORE has since its inception in 1942 been concerned with the poverty syndrome within the Negro and other minority segments of American society. San Diego CORE has for the last three years focused its energies and efforts in battering down the racial barriers to employment. It has elected to try to break the familiar and unhappy cycle within the employment sector, reasoning that if more Negroes could get jobs they might be able to leave the ranks of poverty, emerge from the confines of the ghetto and give their children the advantages of equal educational opportunity.

San Diego CORE will take the initiative to shepherd this project through to a solid beginning and will welcome other organizations and groups interested in joining efforts to develop this training program for indigenous leaders in Southeast San Diego. CORE sees its role as project originator and provider of specialists to train the young community leader trainees. Eventual control will reside with representatives of the community who will be the beneficiaries of the project.

STATEMENT OF THE PROBLEM

The problem, as it relates to the Negro, has a history of many centuries and has been described by historians, sociologists, statesmen, playwrights and poets. Suffice it to say here that the general problem describes a circle with the beginning point being the enslavement of the Negro by the white for the latter's economic advantage. The stigma of slavery, skin color and inferior education made it easy to keep the Negro as a segregated, poorly educated, economically exploitable member of a caste within the wider American society. In 1965, as a group, the American Negro has a markedly lower average income, an inferior education,

a shocking school drop-out rate, a much higher incidence of crime, alcoholism and narcotics addiction, an unstable marriage condition and higher divorce rate, and a much higher incidence of illegitimacy of children; impoverished Negroes populate the jails, the asylums and the welfare rolls, become victims of landlords and usurers and are psychological casualties in a society which most often treats them as inferior, invisible or non-existent. Their condition of poverty is therefore exacerbated by all the other factors described, creating a psycho-social syndrome which cannot be cured simply and quickly by giving money to the poverty-stricken Negro--although that has to be a first step.

For the Mexican-American, the problem is, over the generations, less stern since the physical difference from the white majority is less marked, allowing for easier escape from the ghetto and from all the oppressive forces. For the first or even second generation Mexican and for the poorly educated, impoverished white on the fringes of the ghetto, the picture is only different in degree rather than kind; it is gray rather than black in its oppressive coloration. The delineation of the problems described below will focus on the Negro, but only for the purpose of emphasis. The lower class Mexican and the lower class white suffers from the same social ills as the lower class Negro and needs the same social prescription: well trained community leaders who can help him help himself.

Specific to San Diego, the needs of the Negro and other minorities in Logan Heights and other depressed segments of Southeast San Diego, not now being met by other agencies, are these:

1. Training of young Negroes and, in lesser proportions, Mexican Americans and whites in community leadership and in the details of community resources and how to use them.

A whole cadre or team of young slum leaders needs to be so trained.

2. Assessment of personal problems and programming of solutions to them.

Systematic canvass of the minority families should be made by trained ethnic leaders to assess individual problems, advise on routine matters, and to present more difficult problems to a panel of volunteer specialists representing various community resources. Follow-through on these cases should be done by the trained community leaders.

3. Increasing employment opportunity for racial minorities.

An aggressive campaign to seek out employers willing to hire Negroes and other minorities should be launched by the community leaders. Jobs so generated should be posted with the Urban League and the California Employment Service for placement of qualified Negroes, Mexicans, etc., in these positions. Follow-up of unemployed so referred should be made by the community leaders.

4. Job internship for minority youth.

The community leaders should negotiate with employers to give Negro and other minority youth a chance to learn business skills in non-paying or subsidized work experience. This sub-project could be tied in with the Work Opportunity portions of the Economic Opportunity Act.

5. Desegregation of housing.

Systematic search by the trained community leaders should be made to find realtors and landlords in the white community willing to sell or rent homes to Negroes and other minorities throughout every sector of San Diego. Financial, legal and psychological advice and assistance to the non-white breaking out of the ghetto should also be provided by the leadership team.

6. Development of race pride.

Classes in Negro history and Negro culture should be given geared for both youth and adults. The young leaders would act as recruiters for these classes and instructors of them.

7. Searching out, providing of aid and follow-up of high school drop-outs.

Members of the cadre of young community leaders should seek out, encourage and provide information to these casualties of the school system on how to secure further training or at least get started in some significant pursuit.

8. Development of minority-owned businesses and service agencies.

The trained community leaders should seek out those members of minorities interested in starting small businesses or organizing service agencies and arrange contact with representatives of the Small Business Administration for information on loans and for legal and business advice.

Wherever feasible, these persons should be encouraged to start their businesses in the white community.

9. Establishment of lines of communication for dialogue between the ghetto and the white power structure.

The trained community leaders should establish a close reciprocal relationship with the police, welfare and other local government agencies so they can interpret these agencies to the residents of the ghetto and in turn explain the psychological dynamics of minority groups and their behavior to the policeman, welfare and other agency workers.

10. An efficient, effective and non-degrading system of referrals to community services.

Since the clients with whom they will be working will often be plagued

with illness and/or be in the throes of legal and domestic problems, the trained community leaders should be thoroughly briefed on the availability of health, legal and domestic relations assistance to be secured at a nominal fee or without fee. They should give aggressive assistance to those experiencing difficulty in securing these services.

11. Search for and release of talent.

The community leaders should systematically search for intellectual and other talent among Negro and other minority students and should help these students and their families find means of bringing this talent to full fruition. They should also work out a system whereby the more talented youth give free or paid tutorial service to those students less endowed.

12. Neighborhood self-improvement organizations.

The trained community leaders should organize neighborhood groups and help them plan ways and means of improving their own lot and in applying pressure at the right places to get the services they deserve from the city government and the public utilities.

13. Development of sources of financial backing.

The able Negro and Mexican is often checked from creating enterprises by inaccessibility of capital. The team of young community leaders should encourage and, if necessary, help organize Negro and Mexican credit unions, saving and loan associations or even a bank owned and controlled by ethnic minorities.

PROGRAM SPECIFICATIONS

The Executive Committee of San Diego CORE will take initial responsibility of establishing operating policy and administration of this policy. Since San Diego CORE, or a coalition of civil rights groups, will be the contracting agent, it (or they) will continue to have fiscal supervision over the project and will have continuing power to confirm the appointment of the permanent staff. However, as soon as possible, a grass roots committee will be formed to take over the policy-determining function, to act as a screening board for selection of community leader trainees and to give advice and counsel to the permanent staff.

This Policy Committee will number 35, with each member representing approximately 1000 of San Diego's 35,000 Negroes, Mexican Americans and Caucasians in the Southeast area. The Logan Heights, Emerald Hills and Paradise Park tracts will be roughly divided into thirty five 200-family clusters. Each cluster will elect one member to the Policy Committee. In this way, there will be built-in community involvement and absolute assurance that the beneficiaries of the project will have major responsibility for policy determination. The Policy Committee will meet monthly to hear a progress report from the Project Director and to make policy decisions on current issues and problems.

The planning, organization and day by day administration of the project will be done by a full-time Project Director. The only other staff member will be a stenographer-clerk. The Project Director and stenographer-clerk should be hired as quickly as possible after the project has received approval. The Project Director will then proceed to make the 35 geographical subdivisions of the Southeast area and have each elect a member to the Policy Committee.

With the Policy Committee acting as a screening body, the Project Director will then recruit 35 community leader trainees, one to work with each of the 35

clusters. The minimum qualifications for selection as a trainee should be these:

1. Ethnic minority man or woman, preferably between the ages of 21 and 35, who, in the judgment of the Project Director and the Policy Committee, have qualities predictive of leadership potential. Four or five Caucasians should be among the trainees both to represent the whites in the Southeast area and to experiment with racially integrated leadership.
2. Have a personal dedication to the rapid but orderly integration of minority groups into all facets of American society.
3. Have the personality traits to allow them to be aggressive without being unreasonable; to rapidly establish positive relationships with the people with whom they will work; to quickly learn how to teach; and to engender the trust of both the black and the white communities.
4. Be unemployed or under-employed at an income level below that stipulated by the Economic Opportunity Act of 1964.

These 35 community leader trainees would embark on a one year program of training and community involvement under the supervision of the Project Director. For two evenings per week they would have two hours of class work following a diversified curriculum of: a) description of the community, b) neighborhood organization, c) canvassing of employers, d) resource agencies in the community, e) leadership training, f) interviewing techniques, g) Negro (and/or Mexican) history and culture, h) teaching methods, etc. For one full day per week, probably Saturdays in most cases, the community leader trainees would work in the field meeting the specific needs outlined in the section "Statement of the Problem." Before the end of the year of training and involvement, evaluation would be made to determine the value of continued training for this pilot group. Initial assumption would be that

this group would have achieved basic preparation and experience in community leadership and, therefore, a second group of 35 could be selected for the second year of operation of this project. By this progression, 35 young community leaders would be trained each year, and, in the process of their training and direct work with the community, many inroads would have been made in the fight against the poverty syndrome among San Diego's Negroes and other ethnic minorities. Probably of equal importance, a grass roots leadership structure would be established within the Southeast community which would do much to both eliminate the cause and build a leadership bulwark against the futile and destructive riots such as occurred in Watts.

ADMINISTRATION AND PERSONNEL

As defined, this project would give full employment to a Project Director and a stenographer-clerk and would give partial employment to 35 trainees per year. It would draw its personnel completely from the community which it would serve. It would give direct monetary benefit to the staff and to the trainees, a value not to be minimized but secondary to the anti-poverty measures carried out by the community leader trainees.

The Project Director should be a Negro or Mexican-American college graduate who has risen from the lower social strata of the minority sub-culture. Such a background will assure an ability to speak the language of the deprived slum dweller as well as that of the white and black power structure. He, or she, should, if possible, be local to San Diego so there is an intimacy of knowledge of the problems unique to San Diego. The applicant should have demonstrated concern and involvement

in the struggle for equal employment opportunity, equal educational opportunity, desegregation of housing, and in the building of racial pride. The applicant should be known for drive, energy, patience and dedication to the goals of equality and justice. He, or she, should have the trust of the Southeast community as one effective in dealing with men of wealth and power but as a champion of their cause, not as a collaborator or, to use the perjorative term, an "Uncle Tom." The applicant should have been active enough in community affairs to make specific training for the position of Project Director unnecessary.

The stenographer-clerk should be a young, well-trained girl, preferably Negro or Mexican-American. She should be particularly adept in human relationships since she will be receptionist and will have to handle all office calls in the frequent absence of the Project Director. She should be able to meet the same typing and shorthand standards as those established by local civil service for the position of stenographer-clerk.

The Project Director and the stenographer-clerk would, after review of applications and interview screening, be selected by the Executive Committee of San Diego CORE, or by its counterpart if a group of agencies undertake this Project. Confirmation of these appointments for a second year would be made by the Project Policy Committee at the end of the first pilot year. The community leader trainees would be recruited by the Project Director with the advice of members of the Project Policy Committee. They would be selected and/or dismissed from training upon the recommendation of the Project Director and confirmed by majority vote of the Policy Committee.

In addition to the paid staff members and trainees, there will be professional specialists who will volunteer their time as contribution in kind to help make up

San Diego CORE's portion of the Project's budget. A partial listing of those volunteering professional service follows:

David Kroll, L.L.B.	Legal Resources
John R. Feare, M.A.	Interviewing Techniques
Charles C. Collins, Ph.D.	Teaching Methods
Anna M. Collins, A.B.	Library Development and Research
Ann Yost, A.B.	Social Welfare Resources
Richard Robinson, M.A.	Educational Resources
Abel B. Sykes, Jr., M.A.	Negro History and Culture
Kenneth Pennington, Jr., M.S.	Leadership Techniques
Andrew Neher, M.A.	Sociological Factors
Harold K. Brown, A.B.	Leadership Techniques
James W. Leasure, Ph.D.	Economic Factors
Donald Lee Roper, M.A.	Domestic Relations Resources
Lawrence E. Woodward, M.A.	Credit Union Organization

The usual services of the Urban League, the California State Employment Service, the Citizens Interracial Committee, the Chamber of Commerce, the Mental Health Society, the San Diego Medical Society, the Fair Employment Practices Commission and the services of the Executive Director of the San Diego Economic Opportunity Commission can all be expected without cost. Major effort will be made to secure the consulting services of the Western Behavioral Sciences Institute in the dynamics of leadership, in the use of group processes and in preparing the research design by which this Project will be evaluated. Mr. Jack Katz, Executive Director of the San Diego Economic Opportunity Commission has volunteered to act as liaison in soliciting this significant contribution from the Institute.

BUDGET SUMMARY

	<u>Contribution of E.C.C.</u>	<u>Contribution of S.D. CORE</u>
<u>Salary of Permanent Staff</u>		
Project Director (50 week year)	\$11,500	
Stenographer-Clerk (50 week year)	5,500	
Social Security, Health Insurance, etc.	1,000	
<u>Fees for Consulting and Educational Services</u>		
Specialty Consultants (100 hrs. @ \$10 per hr.)		\$1,000
Teaching of Leader Trainees (208 hrs. @ \$10 per hr.)		2,080
Supervision of Classes in Negro History and Culture (5 hrs. per Leader Trainee or 175 hrs. @ \$10 per hr.)		1,750
Research for Course and Library Materials (100 hrs. @ \$10 per hr.)		1,000
Consulting Services of the Western Behavioral Institute		
<u>Hourly Pay for Leader Trainees</u>		
35 Leader Trainees (12 hrs. per week @ \$1.25 per hr. for first 3 months)	6,825	
35 Leader Trainees (12 hrs. per week @ \$1.50 per hr. for second 3 months)	8,190	
35 Leader Trainees (12 hrs. per week @ \$1.75 per hr. for third 3 months)	9,555	
35 Leader Trainees (12 hrs. per week @ \$2.00 per hr. for fourth 3 months)	10,920	
<u>Travel Costs</u>		
Mileage for Project Director (200 miles per week @ .08¢ per mile)		800
Conference Travel		200

	<u>Contribution of E.O.C.</u>	<u>Contribution of S.D.CORP</u>
<u>Office Costs and Supplies</u>		
Office Rent, Equipment and Upkeep		\$1,080
Office Supplies	\$ 500	
Postage	1,050	
Newsletters and other Public Relations		800
<u>Capital Outlay</u>		
I.B.M. Large Carriage Electric Typewriter	416	
Electric Stencil Duplicator	302	
Spirit Duplicator	254	
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Total	\$57,012	\$7,710
<u>Project Grand Total</u>	<u>\$64,722</u>	

EVALUATION

Evaluation of the project will be accomplished in several ways. Each quarter, the Project Policy Committee will submit a subjective assessment of the progress of the program. They will rate the effectiveness of the Project Director, and each representative of a neighborhood cluster will make a critical analysis of the community leader trainee assigned to work with his constituency. These reports will be submitted through the Executive Committee of San Diego CORE to the local Economic Opportunity Commission.

The Project Director will keep a simple diary of activities in which all aspects of the project are described. This record will be available for perusal by the Policy Committee, the Executive Committee of CORE and the Executive Director of the San Diego Economic Opportunity Commission.

The Treasurer and the two Audit Officers on the Executive Committee of San Diego CORE will make monthly audit of the expenditures approved by the Project Director. Any deviations from the project budget will be reported to the Executive Director of the Economic Opportunity Commission.

Two months before the end of the pilot year, the Project Director will submit a summary report of the accomplishments and will give justification of any recommendation for continuance of the project. This summary report will have an evaluative endorsement added by the Executive Committee of San Diego CORE and will be forwarded for study and decision by the San Diego Economic Opportunity Commission.

If the talent of the Western Behavioral Sciences Institute can be secured, request will be made for a specialist in social research design to develop a series of evaluative instruments by which the worth of the Project can be ascertained while in progress and when concluded. The findings of such a study could be the primary determinant in decision to terminate the Project after one year or to continue it for an indefinite period.