



## Daniel Jeremy Silver Collection Digitization Project

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### **MS-4850: Daniel Jeremy Silver Papers, 1972-1993.**

Series II: Subject Files, 1956-1993, undated.

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University Circle Development Foundation, correspondence,  
memoranda, and reports, 1962-1966.

A SYNTHESIS OF INTERVIEW REACTIONS . . .

A PART OF THE REFINEMENT PROCESS

WITHIN THE UNIVERSITY CIRCLE INSTITUTIONS, FORTY-FIVE PERSONS--  
REPRESENTING ELEVEN DIFFERENCE INSTITUTIONS--WERE INTERVIEWED. . .  
REACTIONS TO THE GENERAL PHILOSOPHY OF THE REPORT WERE PREDOMI-  
NANTLY AFFIRMATIVE, AND IN SOME CASES UNCOMMONLY ENTHUSIASTIC. . .

"The jungle must be alleviated. We have no choice but to help. Our efforts must be sincere -- not lip service. The institutions in University Circle must be the champions of the surrounding neighborhoods."

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"----- was quite delighted that University Circle is finally involving itself in this problem. He hopes that it represents honest recognition on the part of University Circle that the original program was devised without consideration of its effect on local areas. Had this been acknowledged, it would have been desirable to investigate expansion into the unstable Alta Area rather than the stable Wade Park community. Belief that honesty here is the best policy."

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"Overall, -----'s reaction was that the report itself was very commendable, reflecting depth of thought and preparation and conveying a commitment to neighborhood relations improvement. Perhaps neighborhood relations is not anything more than an idea, for there is no glimpse of what the neighborhoods themselves think about the relationship. Thus, another step to be taken would involve ascertaining from neighborhood informants what image the people have of themselves and what their desires and aspirations are. In short, more background material is needed before a series of programs are talked about."

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"----- said he was impressed with the document. It contained good ideas and that the philosophy of interdependence was sound. He felt, however, that the recommendations in the report were heavy in what he called staff action and not heavy enough on cooperation and involvement of people in the area. There should have been more emphasis on social planning and involvement on large numbers of people."

\* \* \* \* \*

"As a 'mental capital', University Circle institutions have an obligation to fulfill the needs of society which has fostered their development. It is significant that in many communities -- Yale, Temple, Harvard, Wayne, University of Michigan, and others -- universities have recently begun to take the lead in this area. University Circle institutions must be real metropolitan institutions-- not just branches of the east side suburban community."

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IN ONLY A COUPLE OF CASES WERE THERE STRONG EXPRESSIONS OF RESERVATION ABOUT THE UNIVERSITY CIRCLE INSTITUTIONS MAKING A MARKEDLY INCREASED COMMITMENT IN THE DIRECTION OF MORE ACTIVE NEIGHBORHOOD RELATIONS PROGRAMMING . . .

"----- feels that Case's activities are oriented towards the national level rather than the local community. He feels that it is important to have good relationships with surrounding neighborhoods. However, he does not feel that this is the priority item in the light of the importance of the basic research program and the raising of academic standards."

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"----- said his reaction was negative because: (a) University personnel are already stretched to the limit and financial resources are too limited to meet all the educational requirements; (b) there is more being done than meets the eye, and these activities fulfill the University's responsibilities as an urban institutions."

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IN A FEW INSTANCES THERE WERE EXPRESSIONS OF REAL DOUBT ABOUT THE INSTITUTIONS' WILLINGNESS TO MAKE THE LONG-TERM POLICY COMMITMENT THAT IS INHERENT IN A PROGRAM OF THIS KIND . . .

"----- felt that the report was well conceived and the recommendations fine if the dominant institutions were prepared to implement them. It would go a long way toward establishing rapport and a sense of participation. On the basis of past performance however, ----- seriously doubted whether there would be the kind of support that was necessary in the matter."

\* \* \* \* \*

"----- doubts if the institutions are really prepared to make the commitment that is necessary to do a really effective job in the area. However, he feels the neighborhood relations program is extremely important. It is particularly important to be concerned with the safety of students. It would be disastrous if just one student were seriously attacked and this incident became a national item."

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"----- said the basic idea of the report: "We're in the area and damn well better be part of it" cannot be challenged. But he sensed a movement in the other direction quite often in the University, which wants to be like Harvard--a national institution. Some people identify quality as academic aloofness and a national student body, and feel that these are incompatible with attention to local matters. He does not agree that they are incompatible, and feels that W.R.U. should recognize its responsibilities as an urban institution. This is something in which the responsibility cannot be assigned to the Foundation and forgotten about; it requires institutional commitment."

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IN ONE CASE, THE DOUBTS WERE BASED PURELY ON THE MAGNITUDE OF THE PROBLEM -- A SENSE OF TOTAL DISCOURAGEMENT AT ACCOMPLISHING ANY MEASURABLE RESULTS . . .

Interview Reactions  
Neighborhood Rel.

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"----- said he did not know how meaningful the report and the concepts were. He had some real questions about the suggested solutions to the problems. The problems of the neighborhoods are too basic--social and economic rudiments of life --for educational, cultural, and medical institutions to do much about. At best, they can only play around with solutions. Two such problems are mobility and employment.

"----- applauds the intent of the report and supports it, but he has a feeling of hopelessness with respect to concrete proposals for solutions."

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THAT THERE ARE SERIOUS PROBLEMS INVOLVED GOES WITHOUT SAYING. ONE OF THESE IS THE INEVITABLE COLLISION OF UNIVERSITY CIRCLE EXPANSION PLANS WITH THE INTERESTS AND ASPIRATION OF NEIGHBORHOOD RESIDENTS . . .

"The higher income Negro area is a very good neighbor. The people, however, are living there because they cannot live in other places commensurate with their abilities. They don't necessarily want to live there, but are forced to. Though it is not a segregated neighborhood since whites can move in. But to force these people out (as the report indicates) will be doing an inhumane act in the name of the humanities, and does nothing but compound the already gross social injustices these people suffer. If University Circle exercises eminent domain there thru the City, it will be the ultimate in hypocrisy and will degrade every institution and faculty member in them."

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ANOTHER BASIC PROBLEM RESTS ON THE DYNAMICS OF RACIAL ATTITUDES IN THE METROPOLITAN AREA . . .

"-----said that the report was very good, realistic and progressive, "but I doubt it will be implemented'. To the people for whom it was written and for the Board of Trustees, it is



Neighborhood Relations  
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quite radical, and while lip service will be given to it, these people are not about to engage in solving the problems of the central city--i.e.: the Negro problem. ----- favored the action-oriented approach instead of the approach used hitherto--high sounding statements in the newspapers. The document can be used as a working document, but do not subject yourself to the cynic's reproach by publishing it. It could be issued to people working in these areas --professional, indigenous leadership, et. al.-- as a demonstration of willingness. We have reached the point where we have to 'cut out the crap and fluff'!"

\* \* \* \* \*

"With reference to the increasing demand for action from the Negro community, ----- felt that University Circle should not pull any punches. The problem is predominantly a Negro problem and shouldn't be pussy-footed around with a lot of abstract talk. Work on getting cooperation for better housing and jobs. There is no reason to be embarrassed to think in these terms. It is difficult--especially with respect to the Boards of the institutions--but we must be courageous. If we--the supposedly intelligent and cultured people of the community--do not take the initiative, who will?"

\* \* \* \* \*

THE DIFFICULTY OF THE PROBLEMS AND THE EXTREME IMPORTANCE OF ESTABLISHING MEANINGFUL TWO-WAY COMMUNICATIONS VIRTUALLY COMPEL THE ASSIGNMENT OF FULL-TIME STAFF TO THE PROJECT . . .

"It is very important that there be full-time and adequate staff to work on the program. There should be paid people doing their jobs all the time and keeping up on events. It must also be a good staff with much attention being paid to details, as well as to the development of overall policy. Good sources of information must also be developed."

\* \* \* \* \*

"The University Circle Development Foundation needs a person on its staff . . . who has doors through which he can build the concept of better relations."

\* \* \* \* \*

"----- felt that from the way the report was written it seemed that University Circle was going to do what it felt was necessary to be done --the strong arm was not concealed. She felt that the people in the neighborhoods might react more favorably if the strong arm were more veiled. This can only be accomplished if University Circle goes to neighborhood leaders and says, 'These are our plans. How can we make them as little disruptive as possible?' This must be done on a close level if the leadership can be found and developed."

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"The Foundation needs a person on its staff who also has a University appointment . . . who has open doors through which he can build on the concept of better relations within the institutions and their processes . . . and who can work with community leaders. The requirement is a stiff one -- he must be a double expert and capable of dealing with the problems. The project easily demands one full-time person."

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INEVITABLY, ONE MUST SEARCH FOR UNIVERSITY CIRCLE'S OWN SELF-INTEREST IN CARRYING FORWARD A PROGRAM OF THIS KIND. IT CANNOT BE COINED IN TERMS--PURE AND SIMPLE--OF A CONTRIBUTION TO THE SURROUNDING NEIGHBORHOODS OR TO THE COMMUNITY AS A WHOLE. ONE ASPECT IS ITS RELATIONSHIP TO THE IMPLEMENTATION OF THE UNIVERSITY-EUCLID URBAN RENEWAL PLAN . . .

"No urban renewal project goes very far unless a strong group is pushing it. Thus, beyond Phase I not much will happen in the Euclid-105th area unless there is a focal point of leadership in the community or University Circle. The leadership must come from University Circle because of the lack of it in Hough and Glenville, and the growing paucity as time goes on."

"He believes that nothing disastrous would happen to Case or University Circle if the institutions would not pursue a policy of good neighborhood relations. However, he believes that several things would fail to happen--the most important of which is that the Urban Renewal Project would never get off the ground. ----- pointed out it is impossible for the institutions to adopt a policy to stand pat. This would be tantamount to a negative decision. Therefore, the institutions have to do something."

ANOTHER ASPECT IS THE POTENTIAL PSYCHOLOGICAL BENEFITS TO BE  
REALIZED BY STUDENTS . . .

"----- feels that one of the most important aspects of any neighborhood relations program is a sense of being with the community that we can impart to the students. From his experience, there is every indication that the students at Case tend to be living in an isolated little island. They have no sense of the general community that surrounds them, nor any idea of social citizenship. Therefore, any program or activity that might develop this should have the students actively participating in it for their own education."

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AND ANOTHER IS IN THE REALM OF THE PUBLIC SAFETY OF THE PERSONNEL OF UNIVERSITY CIRCLE . . .

"----- felt that we could choose to ignore the neighborhood situation, but implied that the status quo would only be a temporary situation. He illustrated the the course of status quo would eventually have its repercussions to our detriment even on the national level (e.g.: stabbing of the College of Chiropody student)."

\* \* \* \* \*



"----- felt the report had done an excellent job, was forthright and full of good ideas. But he was disappointed about the low voltage given to the human safety factor in these neighborhoods. In fact, he felt this was a very serious problem; said that on reliable sources he has reason to believe that the statistical reduction of crime in the Fifth District was not true; the police were reducing felonies to misdemeanors. The areas were actually more dangerous than they were ten years ago."

\* \* \* \* \*

"----- said there was no getting around it. There are many degenerate people around Euclid-East 105th--negro and white. Something needs to be done. Conditions have improved since the advent of the Patrol. But this is only a start. One Negro mother and child on the way to the Music School Settlement saw a policeman killed on a bus some years ago; this was a determining factor in their withdrawal from the Settlement program."

\* \* \* \* \*

ALSO, IN USING UNIVERSITY CIRCLE LEVERAGE FOR THE ACCOMPLISHMENT OF BASIC PLANNING OBJECTIVES . . .

"University Circle ought to use its influence for the construction of new freeways which run nearby so as to make itself readily accessible to the whole area. The new urban pattern with its new centers is one reason why ----- favors concentrating cultural elements in this area."

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A NEIGHBORHOOD RELATIONS PROGRAM MUST HAVE REAL MEANING AND MUST SHOW CONCRETE EVIDENCE OF SENSITIVITY AND GOOD FAITH. IT MUST BE FAR MORE THAN A MERE CATALOGUE OF SELF-SERVING STATEMENTS. WITH THAT IN MIND, IT IS WELL TO RECOGNIZE THAT ACTIONS SPEAK LOUDER THAN WORDS; THERE SHOULD NOT BE A GREAT DEAL OF PUBLIC FANFARE TO HERALD THE INITIATION OF THE PROJECT . . .

"Many of the things proposed will be misinterpreted and open to legitimate criticisms of false piety and patronization since University Circle was planned with absolutely no thought given to the surrounding neighborhoods. This should be a 'flaming liberal' document! But--here the dilemma. It would then probably not be acceptable to the various boards of trustees. How to resolve the hornet's nest? Don't circulate the document widely. Use it only for selective re-action-getting purposes."

\* \* \* \* \*

"----- felt that University Circle should be wary of SASS people who tend to seek the perfect. It is important to find indigenous leaders, give them assistance and planning--but not burden them with an elaborate structure of leadership--favors 'quiet help' which would be modest endeavors in many directions. It should be a natural evolution--not some suddenly announced program. There is also need for some central supervisor or coordinator. The Advisory Committee should be at a high level with people of power and prestige on it."

\* \* \* \* \*

"----- noted that life is marked by self-interest motivation and that pious statements were not of much help. One must get out and acknowledge the self-interest and see if cooperation between two forces is possible within that framework--e.g.: the Hough Community Development project started working the landlords and tenants and brought them together in coffee hours et. al. on a block-by-block basis. . . . the Circle ought to assign staff to work as liaison officers with various groups and neighborhood leaders. A concrete act of support would be an appropriation of money for this purpose."

\* \* \* \* \*

PART AND PARCEL OF THE REALIZATION OF THIS OBJECTIVE IS THE NECESSITY FOR THE UNIVERSITY CIRCLE INSTITUTIONS TO REACH INTO THE SURROUNDING NEIGHBORHOODS -- TO CREATE A REAL SENSE OF RAP-PORT BETWEEN THE INSTITUTIONS AND THE PEOPLE . . .

"----- would like to see the cultural vitality developed in the neighborhoods themselves rather than have the institutions send it to them thru artificial seminars and courses. These have been tried before and do not appear to have done much good. He would have the cultural vitality injected into the neighborhood by drawing together cultural elements throughout the metropolitan area and locating them in the Circle. This in essence is what has developed in Greenwich Village and the College Avenue neighborhood (San Francisco)."

\* \* \* \* \*

"----- felt that in informal education programs attention ought to be given primarily to leaders who, with a training background, can then work on the problems of literacy and the like in the neighborhoods. The university, he felt, should remain within the limits of its resources and expertise, which is training leaders."

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"The massive rehabilitation in Hough ought not be attempted without some concern for the relocation problems of those involved. The University Circle ought to be on record not only for its concern with the surrounding areas, but also in favor of the moral positions which alone can solve the problem. Financial assistance and relocation, a breaking down of the middle class housing barriers which contain the Negro in the central city. It was the lack of such a position that caused the Catholic Church to withdraw its support of the Hyde Park-Kenwood Community Council.

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"Much good would accrue from this if University Circle would show concern for human values -- something urban renewal has lost sight of. University Circle must recognize that one cannot change a neighborhood by white transplantation. A change and uplift must be made by the Negroes themselves--self-help and involvement in what is being done."

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HERE, FOR EXAMPLE, ARE SOME SPECIFIC STEPS WHICH SHOULD BE UNDERTAKEN AS VARIOUS ASPECTS OF THE PROGRAM ARE IMPLEMENTED . . .

"Identify the leadership--religious, political, professionals, et.al. Explore areas of common interest with them individually. Involve clusters of leaders in the planning of policies. Follow the normal community organization process.

"Work through existing community organizations. Use them as a sounding board for ideas and suggested uses of the Circle's resources. Don't go in there with a blueprint and try to sell it; work out programs together.

"Call a meeting, more or less formal, sponsored by community leaders, University people and leaders who no longer reside in the areas, but who still have influence. Have this meeting evolve from preliminary contacts and soundings. If need be, ask the leaders about steps to take.

"Once programs are established jointly, it remains for structure and staff questions to be worked out. They must be adequate for carrying out what is needed and for continuous operation. Perhaps some programs will require not a blueprint, but a flexible mechanism which will permit the people themselves to determine what is done."

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PERSONNEL AT ALL LEVELS IN UNIVERSITY CIRCLE SHOULD BE MADE AWARE OF THE BASIC PHILOSOPHY THAT UNDERLIES THIS EFFORT. FOR EXAMPLE, BOARDS OF TRUSTEES . . .

"The Boards of Trustees as yet have not been involved other than on an occasional conversation basis with the neighborhood relations problem. ----- was enthused enough about the report that he feels copies should be supplied to at least some of the members of the Board."

\* \* \* \* \*

"If there is not commitment at the top, it makes it difficult for the people, like ----- to act. The policy must also be on a multi-institutional basis because of much cross-referral. The attitude does not necessarily have to be pro-Negro--just one of accepting each person on his own merits. We have an obligation to meet our national disgrace such as has been demonstrated in Mississippi. We have a right to expect Negroes to upgrade themselves; but at the same time we must help him get going and not hinder him."

\* \* \* \* \*

ALSO, FACULTY . . .

"If we are interested in having faculty help in working with the neighborhoods, some recognition ought to be given to these people, for recognition is all that people in the academic field have. It should come from the President, the Dean of the Faculty, or the chairmen of the departments. University Circle should get faculty involved through the groups that mean most to them--departmental encouragement. Many faculty members are not asked to help and do not volunteer. But these people ought to be tapped thru a personal approach--not a general letter. It is also important that University Circle make a greater effort to point out to faculty what is being done in a physical and non-physical sense --and why."

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"Certain faculty members who are asked to make a substantial investment of time in this project should have some financial incentive for doing so. This recognition would thus demand more conscious investment of time and thought."

\* \* \* \* \*

AND STUDENTS . . .

"The image of the students and of the University must be enhanced, and the students must be provided with a means of contact with the surrounding neighborhoods, since they are pretty well insulated otherwise. It has long been the policy of the University administrators to insulate the students from the area--which reason, because of muggings and rapings. But there has been no attempt to discuss this problem with responsible leaders--particularly in the Glenville area."

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ONE OF THE WEAKNESSES IN THE ORIGINAL REPORT THAT WAS POINTED OUT BY SEVERAL INTERVIEWEES WAS THE FACT THAT IT DID NOT ADEQUATELY REFLECT REACTIONS AND ASPIRATIONS OF PERSONS FROM OUTSIDE THE UNIVERSITY COMMUNITY. WITH THAT IN MIND, SEVERAL KEY LEADERS FROM OUTSIDE UNIVERSITY CIRCLE WERE INTERVIEWED FROM SUCH WIDE-RANGING FIELDS AS: (a) JEWISH COMMUNITY FEDERATION; (b) URBAN LEAGUE; (c) SETTLEMENT HOUSES AND AREA COUNCILS; (d) HOUGH COMMUNITY DEVELOPMENT PROJECT; (e) CHURCHES AND OTHERS. THERE WAS A UNANIMOUSLY ENTHUSIASTIC AND URGENT RESPONSE TO THE GENERAL PHILOSOPHY OF THE DOCUMENT. . .

"First ----- said that as a statement of philosophy it was most heartening and a great statement of principle. In general, the University is not as intricately bound up in the community as a whole, as it should be. There should be academic learning AND emphasis on the practical aspects of living. The report--while it has a narrow base--(investment in the area)--is a strong commitment and welcome as long overdue."



"The Negro neighborhoods do not look upon University Circle as an ally. It's up the hill. But if the Circle could take an active role in helping solve the problems of the neighborhood communities around it, it would go a long way in demonstrating willingness to follow through on the principles expressed in the document."

\* \* \* \* \*

"But ----- was impressed with the report and the cognizance it showed in raising many key and important questions throughout. This leads him to believe that University Circle is concerned and interested in contiguous areas, and he indicated he was gratified to learn of this. He was pleased also to see that some of the suggestions had already been implemented, which again indicated sincerity and commitment.

"----- felt that the kind of propositions which are set forth are sound and are a sign of real cooperation between University Circle and his community. The report also represents an awareness of some very, very basic needs for his community. He did react that these recommendations would require an elaborate community organizational structure over and above physical planning, and that their implementation would require the services of a competent Community Planner."

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QUITE UNDERSTANDABLY, HOWEVER, THERE WERE EXPRESSIONS OF IMPLIED CRITICISM OF INSENSITIVE POLICIES OF THE PAST WHICH HAVE TENDED TO WIDEN THE GULF BETWEEN UNIVERSITY CIRCLE AND ITS SURROUND NEIGHBORHOODS . . .

"The underlying assumption is that the institutions are anchors or stabilizing elements in the neighborhoods. ----- feels that this is a false premise. A very good case in point

is University Circle; here you have a multitude of institutions, but the neighborhood still has gone to hell. Are institutions a contributing factor to this deterioration? ----- said he hadn't thought this through as thoroughly as he wanted to, but it seems to him that this is a very important question which needs review and consideration--an omission in the report."

\* \* \* \* \*

"----- did not see any mention of the kinds of help Hough could look forward to from the City. Institutions are not as forceful as they could be. They seem to work with the City in areas of mutual benefit, but only half-heartedly when the stake is less tangible or more general. Why does University Circle commend Deputy Inspector in the Fifth District at the same time Hough neighbors would like to run him out of town on a rail because of poor performance? The institutions must militate for action. If all the forces of urban renewal were applied to Hough, it would be just great--but they won't be. If the cultural and educational institutions pushed to the fullest their objectives, it would be fine; but they seem content with a limited job."

\* \* \* \* \*

"No urban renewal project goes very far unless a strong group is pushing it. Thus, beyond Phase I not much will happen in the Euclid-105th area unless there is a focal point of leadership in the community of University Circle. The leadership must come from U.C. because of the lack of it in Hough and Glenville, and the growing paucity as time goes on. The WRU leadership Training Program has only limited impact on Hough because leaders move out and have no contact with recent developments. The program isn't large enough and the problems are too great. It's like trying to move a mountain by moving a ten-pound stone."

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"University Circle should implement one aspect of the original plan which never was--namely, consultation with member institutions and interested groups on development plans. There is no official channel for this at the present time; the only channel has been that of information giving by the administration. ----- thought there should have been more two-way communication. Had there been, for example, the quest for eminent domain--the great setback--might have been avoided."

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"As to the leap between what is professional and the actual implementation----- noted that there are a number of hard problems and wondered about the degree of support. He has what he calls touch-stones of University Circle's concrete commitments. These indicators include: (a) leadership by the Circle in effecting the School Housing Committee's program of capital expansion (80% of which is scheduled in the Hough Area); (b) enthusiastic participation in the Yough Development Project. To date, there has been little effective participation by institutional personnel despite the enormous resources that are available."

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IN VIEW OF THE EXISTENCE OF THIS GULF, IT WOULD SEEM VIRTUALLY NECESSARY TO ESTABLISH SOME ORGANIZED MECHANISM WHEREBY UNIVERSITY CIRCLE CAN WORK SIDE-BY-SIDE WITH SURROUNDING NEIGHBORHOODS IN TACKLING PROBLEMS OF JOINT CONCERN. UNIVERSITY CIRCLE WILL HAVE TO TAKE THE LEADERSHIP IN MANY RESPECTS, BUT IT MUST DO SO WITHOUT THE APPEARANCE OF DOMINATION . . .

"----- feels that the Circle should spearhead and organize a power coalition to get support for the University-Euclid Project through a Community Council or Conference. The coalition should include a majority of the interested groups in the area and should operate in the truest sense of a coalition--with alliances changing on different issues but always with the majority of the groups working together.



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"University Circle personnel should be willing to play the role necessary and accept the fact that they may 'get only sixty cents back on the dollar invested'. The impression he gets from talking to people is that University Circle is a self-contained unit; you are either in or out.

"If it could be developed in University Circle, a nationalistic kind of feeling -- 'We take care of our own, and we include the Foundation' -- would be good. Something like 'Buy America'. Though he admitted he was opposed to this kind of idea in principle, it would have considerable merit for the area and could be fostered through employee recruitment, scholarships, personnel involvement in the area (including living), and support of the area goals (e.g.: School Levy). This could be a strong morale factor."

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"----- said he thought University Circle could be a catalytic agent for bringing together diverse neighborhoods--e.g.: Alta and Hough. It is not necessary to get together to fight; we might just get together to 'sing' and as a result of the contact at a common meeting over common problems, spontaneous action might follow. As each community acts separately, but on the same pressure points, it might get something done."

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UNIVERSITY CIRCLE DEVELOPMENT FOUNDATION  
2009 Adelbert Road Cleveland 6, Ohio

August 21, 1962

NEIGHBORHOOD RELATIONS  
UNIVERSITY CIRCLE

I. Inventory of On-going Programs

A. Organizational  
B. Research

1. Two Doctoral theses on the educational aspirations of students and parents in the Hough Area. These are being done by the Education Department in conjunction with the Cleveland School Board.

2. A study on the feasibility of educating the city's handicapped children with a reasonable number of normal children. Plans for a building to serve both an educational and treatment function have been drawn up and the attitudes of architects and teachers are being sought. There is the possibility of getting a Ford grant to pursue the study begun by the Education Department.

3. Doctoral dissertation in the School of Applied Social Sciences (SASS) on 'gang' groups and deviant behavior groups in the Hough Area.

4. A study by a Sociology doctoral candidate on a grant from the Social Security Commission which is experimentally testing methods of raising the occupational sights and aspirations of Negro boys from fatherless homes.

5. A five-year study of the factors affecting the Ludlow community is near completion.

C. Strategical

1. Working relationship between The Temple and the Fidelity Baptist Church on problems of employment of Hough residents.

2. Epworth-Euclid Church's quiet help in selling a church building below market price to a Negro congregation which sought new facilities. The ministerial staff has continued to lend assistance to the Negro congregation by working with and helping its leadership.

D. Educational

1. Program whereby students in the Education Department are assigned to schools in culturally deprived areas for the sophomore year observation period (elementary school) and the senior year student-teaching period (junior high school).

2. Youth Development Training Program conducted by Western Reserve University. This is an inter-departmental project which seeks to train personnel who come into contact with youth. It is scheduled to run for three years beginning in the fall of 1962. The first year will be spent in developing a curriculum and setting up the courses to be offered in the second and third year. In part supported by a \$151,500 grant from the Department of Health, Education and Welfare. Total of 350 participants in second and third years.

3. Area Leadership Training Courses conducted by SASS and Cleveland College in conjunction with the Welfare Federation, which is designed to train leaders from Area Councils. The first year (1961-62) was devoted to developing a curriculum and holding pilot classes. In the fall of 1962 the program will continue on a full-scale basis with courses or institutes involving 200-300 lay leaders.

4. Inter-group Summer Workshop conducted by Sociology for teachers and professionals in the field.

5. Students in SASS, as part of their graduate work, spend three days a week working with supervision in the following neighborhood agencies: Bell Center, Alta Settlement House, Family Service Association, County Welfare Department, University and Mt. Sinai Hospitals Social Services Department.

6. Cleveland College of WRU has offered the following courses which were specifically directed toward adult education in areas of public concern: Pastor's Study Group on Metropolitan Problems; P.T.A. Leadership Course for more effective participation in educational matters; and a course for volunteers working with retarded children.



E. Neighborhood Action

1. The Student Christian Union (SCU) has sponsored work-study weekends in the Hough and Glenville areas. These weekends involved helping in neighborhood or church-work projects and participating in joint religious observances.

2. The SCU conducts a tutoring program for students at the Glenville High School. The project was begun in February 1962 and involved 15 students from Reserve and Case.

3. The SCU is conducting a summer tutoring program for Addison Junior High students at six location in Hough.

4. Faculty wives at Case are engaged in volunteer work with Hough students at Emmanuel Episcopal Church.

5. Oliver Schroeder, Law School, is active in a consultative capacity with Area Councils Associations. His speciality is public safety.

F. Medical

More than any of the institutions noted above, medical affiliated groups are directly engaged in providing services to the public. Thus, there are no programs specifically oriented to surrounding neighborhoods per se; although the service-areas of the Hospitals encompass parts of such neighborhoods.

1. Whole range of clinic services--e.g.: Obstetrics, family, continuity--of University Hospitals and Mt. Sinai. University Hospitals services are primarily in the Cedar-Scoville-Central area; Mt. Sinai, primarily in the Hough Area.

2. Emergency Ward services, 70 per cent of volume being non-emergency and non-trauma cases, thereby making them an extension of the clinical operations.

3. In-service training for University Hospitals and Mt. Sinai personnel--e.g.: dietary assistants, nurses, medical technicians, etc.

4. Dental School Clinic services on a nominal-fee basis.

5. Participation of nurses in the Nursing School programs providing training in cooperation with the Visiting Nurses Association.

G. Recreation

Neighborhood high schools utilizing the Case athletic facilities for basketball games, etc.

H. Social Agencies

Alta House and Music School Settlement have many activities directed to the residents of the surrounding neighborhoods.

II. Recommendations for On-Going Programs

A. Strategical

1. Establish a clear set of goals. Determine the order of priority which these goals should have in the light of the following criteria:

- a. Impact on community needs.
- b. Usefulness in stimulating University-Community identification.
- c. Appropriateness to experience and/or interest of institution.
- d. Availability of funds.

\* 2. Expand area hiring program. Systematically analyze what skills are hard to find in University Circle; train small groups of adults in the direction of developing these newly trained people where it is appropriate.

3. Systematically explore natural areas for member institutions to relate to the surrounding neighborhoods in an educational, religious and cultural context.

- a. Lend assistance to science clubs in area schools.
- b. Active support by University Circle in City-wide and area issues of education and urban renewal.
- c. Improve contact between University and Mt. Sinai Hospitals with neighborhood leadership to foster a better image.

- d. Work through an effective committee structure from neighborhood and community organizations to establish adult education courses.
4. To avoid the danger of being termed paternalistic requires a series of steps:
- a. Identify the leadership--religious, political, professional, etc. Explore areas of common interest with them individually. Involve clusters of leaders in the planning of policies. Follow the normal community organization process.
  - b. Work through existing community organizations. Use them as a sounding board for ideas and suggested use of the Circle's resources.
  - c. Call a meeting, more or less formal, sponsored by community leaders, University people, and leaders who still have influence in the area though they no longer reside in the area. Have this meeting evolve from preliminary contacts and soundings. If need be, ask the leaders about steps to take.
  - d. Once programs are established jointly, it remains for structure and staff questions to be worked out.
5. Work with other agencies and groups to accomplish the goals--e.g: Youth Development Project, Cleveland Board of Education's Inter-group Relations Committee.

### B. Organization

1. Organize an experimental school in the Circle to improve the educational facilities and draw institutional personnel into the area. The school should, however, be open to all residents without restriction.
2. Establish a Student Center through which students could volunteer their time and energy in helping the people of the surrounding areas.
3. Establish a Council of Departments within WRU in which there would be inter-disciplinary discussion and development of programs to deal with the problems of the neighborhood.



4. Develop a Faculty Speakers' Bureau and a Faculty Wives' Volunteer Bureau.

5. Sponsor a Boy Scout troop in the area.

6. Establish effective communications within the Circle institutions to disseminate ideas and information.

D. Educational

1. Expand the educational programs of Circle institutions to permit more opportunities for children of area residents, e.g.: special symphonies, orchestra rehearsals, art appreciation classes, historical and natural history classes.

2. Conduct an institute in credit and budgeting using both economists and lawyers.

3. Provide in-service training function through the Department of Education (WRU) and in conjunction with the Cleveland Board of Education.

4. Provide counselling service by the Education Department for citizens in the area who want and need to be involved in policy matters in education.

5. Provide technical competence of University in dealing with problems of neighborhood conservation and rehabilitation.

6. Institute intensified youth counselling service using University Circle and Board of Education resources--including help in selecting schools and finding scholarships.

7. Establish a program aimed at discussing real estate problems--ie! the rights and obligations of the landlord and the tenants, the economics of rental property, etc.

8. Give more emphasis to the potential contributions of educational institutions as visualized in report recommendations--youth exposure, architectural assistance and research on reducing physical and human deterioration.

9. Improve the School of Business to provide technical assistance to small businessmen. The program should be developed and support for it obtained through organizational channels to avoid the fallacy of an assumed audience.

E. Neighborhood Action

1. Create playfields and picnic facilities within University Circle. Initiate a program (like that in Toronto) of razing structures on corner lots for playfield purposes. \*

2. Establish machinery that would give recognition of achievement to youths in the area in both the arts and the sciences. \*

F. Medical

1. Sponsor a University Hospitals Career Day for high school students.

2. Initiate a program of preventive medicine and improved treatment.

3. Provide University Hospitals with the services of a full-time chaplain.

UNIVERSITY CIRCLE DEVELOPMENT FOUNDATION  
2009 Adelbert Road Cleveland 6, Ohio

July 19, 1962

MEMORANDUM TO: Staff Planning Committee  
Messrs. Donald Faulkner  
Joseph D. Pigott  
Charles B. Womer

FROM: Oliver Brooks

SUBJECT: Analysis of Neighborhood Relations Activities  
of the University of Pennsylvania, Drexel  
Institute and the West Philadelphia Corpora-  
tion

(The following report is based on firsthand exposure to the activities of the educational institutions in the West Philadelphia area during a trip in the early part of June.)

One gets the distinct impression that the three agencies mentioned above are considerably more committed and experienced in the problems of Neighborhood Relations than we are at the present time in University Circle. It should be noted perhaps that the West Philadelphia Corporation is in many respects a counterpart organization of the University Circle Development Foundation and was formed approximately at the same time or a little bit later.

By the very nature of geography, the conditions in the surrounding neighborhoods are a subject of much more immediate importance to the two major educational institutions. This can be ascribed to a number of reasons:

- a. The neighborhoods are a more integral part of the institutions' campuses with no logical dividing lines between the campuses and the neighborhoods;
- b. Attractive suburban residential communities are not available close to the West Philadelphia area;
- c. The racial balance in the surrounding neighborhoods is more nearly an equal one than is the case in the Hough Area;



- d. Like the University of Chicago, there has been a long tradition of faculty and staff members of the institutions living in the surrounding neighborhoods. (The number has nearly doubled in a three-year period.).

The real concern with the problem probably dates back to a memorandum written in 1956 by Martin Meyerson (no Chairman of the Littauer Center on Public Administration at Harvard University). This memorandum was predominantly an evaluation of the problems of the surrounding neighborhoods as they related directly to the University of Pennsylvania. It immediately struck a responsive chord in President Harnwell and shortly thereafter a Committee on University-Community Relations was formed. The Chairman of this committee was Donald K. Angell, who serves a role as the alter ego of the President in many assignments.

The two major steps which grew out of the deliberations of this committee were:

- a. The creation of the position of University-Community Coordinator, whose salary is actually paid by the University, but who serves nominally as Associate Director of the West Philadelphia Health and Welfare Council (more will be said about this position in a subsequent section of this report;
- b. The formation of the West Philadelphia Corporation.

It should be noted that the University-Community Coordinator is in many respects merely an additional staff member of the Health and Welfare Council (cf. Cleveland Welfare Federation). The University pays his salary and modest office expenses in a lump sum to the Health and Welfare Council on an annual basis. Physically, he locates himself in the West Philadelphia Health and Welfare district office and serves as Associate Director of that agency. His primary orientation is a social-work one; although because of his dual role, he naturally brings into the job some sense of University Action with respect to some problems. He does continue to meet periodically with the Committee on University-Community Relations, which has representatives both from the faculty and from the administration of the University of Pennsylvania (a copy of the job description for this position is attached).

Some of the specific programs which deserve mention are as follows:

1. Penn-Drexel Cooperative Educational Program for the Lea Elementary School

This experimental program has been developed over a period of many months by a planning committee composed of administrators and instructors of the public schools and of the two institutions of higher education along with the Director of the West Philadelphia Corporation. Tentatively, the program is expected to afford the opportunity to use and develop new ideas and approaches in the teaching of young children, which will be beneficial to the pupils at the Lea School in the first instance, and later to other schools in the West Philadelphia area, and eventually to the City at large. Faculty members are playing a major role.

Before the creation of the Planning Committee, a professional advisory committee on education, with three representatives from the University of Pennsylvania and three from Drexel, prepared a suggested outline for the program. At this point, the Planning Committee (see above) was formed. The Planning Committee has functioned largely as a negotiator and has incorporated the already-established outline as part of a policy of the Board of Education of the City of Philadelphia. (President Harnwell attended all the meetings of the Planning Committee.) In addition, there is a West Philadelphia Schools Committee, numbering representatives of fourteen citizens' organization in the West Philadelphia area (approximate population, 400,000). This is a continuing group that acts as a constant prod in moving forward with school-improvement programs.

The first efforts in terms of new programming at the Lea School are in the direction of counselling programs and library programs. These present only a start, and there will be additional new programs in future months and years. Apparently, one key element in the situation is the fact that the Lea School has a young, enthusiastic and very able principal, who has taken a very active role in the developing of this program. He views this as a real opportunity in which to make a reputation for himself, as well as to provide a higher quality of schooling.

There have been no special inducements for faculty to participate in the development of these programs in any fashion. Those who have participated voluntarily have done so primarily with a recognition of their own self-interest in the quality of the school system in the surrounding community.

## 2. Councilmanic Scholarships

One rather intriguing device which they have had in Philadelphia for a good many years are scholarships to higher-educational institutions in the Philadelphia area, which are awarded to local young people who are nominated by the councilman from their respective wards in the City of Philadelphia. These nominations are announced with a certain amount of fan-fare, and it has tended to increase the interest of the local political leadership in the problems of the higher-educational institutions.

## 3. Community-Oriented Research

Two major graduate thesis programs are now under way, which have immediate applicability to the surrounding neighborhoods.

One is an analysis of the block club organizations in the West Philadelphia area, which will be used not only for academic purposes, but also as an inventory to help guide the community relations activities of the West Philadelphia Corporation, University of Pennsylvania, et.al.

Secondly, another senior thesis relates to an audit of the Health and Welfare services available in University City (West Philadelphia). This is designed to point up areas of strength and of weakness with an eye to future corrective measures.

## 4. Neighborhood Resources

Under a program called the University City Collaborative, seventy graduate students and fourteen faculty members have been developing a project which will be completed during this summer. It attempts to implement physical and sociological improvements in a limited segment of the University City surrounding neighborhoods. The



participants in the project are chosen on a multi-disciplinary basis with each one providing assistance in accordance with his particular skills or experience. Rather than going into this in any detail now, I will discuss it further at some later date when a written report of the project is actually available (about the end of August.) Following this particular action project, it is expected that a University City leadership forum--approximately forty people representing both the institutions and the local citizens' organization--will be developed. This forum will meet periodically under university sponsorship to discuss in depth various problems of the neighborhood. These sessions will, of course, be well publicized, and it is hoped, will serve a substantial function in educating local leadership and in stimulating neighborhood-improvement activity.

#### 5. Training Courses

By and large, training courses provided by the institutions have not been particularly successful. The most recent one which has been tried and perhaps offers a better promise of success than many others is a course in home-improvement techniques for local contractors.

#### 6. Programs Aimed at Youth

Carl Linn, a professor of landscape architecture at one of the institutions, has developed a private landscaping company, which operates in the North Philadelphia area and which uses the services of many underprivileged and/or under motivated young people. It aimed at the theory that these young people need a real sense of achievement in what they do, and that merely playing games is not enough.

The young people work as partners in the company, realize some percentage of the profits, and carry on the various projects and jobs on a fairly independent basis, with primary guidance coming from Linn.

This is perhaps more an individual effort than an extension of University Policy.

#### 7. University-Community Coordinator

The University-Community Coordinator summarizes his basic functions as follows:

- a. Locating university resources that would be of real value in meeting community problems. Examples . . .
  - . . . Making available scientific equipment for boys' clubs
  - . . . Arranging for use of swimming pools during certain hours
  - . . . Recruitment of faculty for help in specific motivational problems
- b. Advisory role on individual requests for help from social agencies -- a communications link between the social agencies and citizens' groups
- c. Advice to and participation in a variety of citizens' groups
- d. Development of programs designed to fill unmet social needs. Example . . .
  - . . . Special services for children of working mothers
- e. Representation of citizens' groups before appropriate city agencies
- f. Assistance in dealing with relocation problems. The basic approach is to let the city do it, because this is where the legal responsibility lies. But there is an effort to assist and supplement the City's efforts in this field.

The Committee on University-Community Relations consists of the following persons from the University community: Vice-President for Administration (chairman), President of the University (ex officio), Vice-President for Student Affairs, Director of the Fels Institute for Local and State Government, Dean of the School of Applied Social Science, Chaplain of the University, Director of the West Philadelphia Commission, Associate Professor of Sociology (criminologist), Director of the Greenfield Center of Human Relations; Professor of Sociology (social work), and the Director of the West District of the Health and Welfare Council.

8. Assistance in Housing Code Enforcement

An employee of the City Department of License and Inspection works part-time for the West Philadelphia Commission (lunch hour and evenings) and deals specifically with the problems of housing code enforcement. His duties can be briefly summarized as follows:

- a. Manning the Home Improvement Information Center several evenings a week;
- b. Conducting citizens' group meetings on housing code enforcement;
- c. Reporting on special home conversion problems which may arise;
- d. Lecturing on the City's building and housing code at luncheon meetings.

In essence, this amounts to the West Philadelphia Commission paying a certain amount of money to assure a high standard of housing code enforcement in the University City area.

9. University City News

The West Philadelphia Commission was active in stimulating the development of the University City News, a neighborhood weekly, which has a circulation of several thousand in the immediate neighborhood. It is concerned primarily with the affairs of the neighborhood, although it does also deal with some purely University news items.

The newspaper is run as an independent commercial venture, and the West Philadelphia Commission exerts no formal control over its editorial policies.

10. Community-Oriented Research

The University has made some effort--although limited--in the direction of stimulating community-oriented research by its faculty people. The substantive material of the research does not justify consideration in this report. But one aspect of the technique for stimulating it might be appropriate - - -



The President of the University sent out a letter to a list of appropriate faculty personnel which read about as follows: "We are quite hopeful that rather substantial Foundation grants can be made available to the University for research projects that are specifically oriented in the direction of local community problems. I would like to invite you to submit a proposal for such a research project which might be appropriate to your own academic interests and pursuits."

A good many faculty members did respond with proposals of various kinds. At this early stage, however, few of them have actually been implemented.

#### 11. Rehabilitation and Conservation

The West Philadelphia Commission is participating in a six-months project designed to give graphic illustrations of the possibilities and problems of home rehabilitation and conservation. This is financed partly by a Foundation grant.

The homes will be rehabilitated under special plans developed by four panels of professional experts drawn from neighborhood and University personnel. The panels are on:

- a. Construction;
- b. Architecture;
- c. Finance;
- d. License and Inspection.

At the conclusion of the project, each panel will prepare a written report on its particular phase of the project. These reports will later be used as textbooks for a series of neighborhood meetings designed to guide homeowners in rehabilitating their own homes.

During the six-month period, a full-time staff person will be in residence in the demonstration home (in the middle of the University City area). She will be involved in:

7-19-62

- a. Coordinating the actual rehabilitation work;
- b. Various promotional activities;
- c. Referral of individual citizen requests for assistance and advice.

\* \* \* \* \*

One gets the impression that the technique of the West Philadelphia Commission is based much more on tactful persuasion as opposed to the aggressive power plays that sometimes seem to characterize the Southeast Chicago Commission.

As in the case of Chicago, there would appear to be a wholesale commitment on the part of the institutional leadership that this is an essential part of the operating policy of the institution.

The above memorandum may be an appropriate subject of further discussion at one of our meetings of the Staff Planning Committee.

For the record, there will be another such meeting on Wednesday, July 25, 1962, Tudor Arms Hotel (where else?), at 8:00 A.M.

Sincerely yours,

Oliver Brooks  
Vice President

OB:s

UNIVERSITY CIRCLE DEVELOPMENT FOUNDATION  
2009 Adelbert Road Cleveland 6, Ohio

Nov. 26, 1962

MEMORANDUM

TO: Staff Planning Committee (Neighborhood Relations)  
Messrs. Donald Faulkner  
Allen Fonoroff  
Joseph D. Pigott  
William T. Priestley  
Charles B. Womer

FROM: Oliver Brooks

SUBJECT: Analysis of Neighborhood Relations Activities  
of Morningside Heights, Incorporated

This constitutes another firsthand report on the neighborhood relations activities of a major urban university. Specifically, it is concerned with Morningside Heights, Inc., an organization not too dissimilar from the Foundation, which numbers among its members: Teachers College, Cathedral of Saint John the Divine, Columbia University, Jewish Theological Seminary, Juilliard School of Music, the Riverside Church, St. Luke's Hospital, and the Union Theological Seminary. Some of the historical background on this organization can be found in the University Circle Neighborhood Relations report since Morningside Heights, Inc. was considered in a comparative analysis with the Southeast Chicago Commission.

I would note with some chagrin that the analysis contained in Politics of Urban Renewal (from which the material in the report was drawn) was at least partially inaccurate. Morningside Heights, Inc. has actually made a far greater effort towards development of an effective neighborhood relations program than one would suspect from reading the brief references to it in the Rossi book.

One finds here a parallel to the situation at the University of Chicago and the University of Pennsylvania, rather than one similar to our own. This rests mainly in the fact that many students and faculty persons live within the immediate surrounding neighborhoods rather than in adjacent suburban areas, as is the case here. In this respect, there is much more immediacy to the problems of the surrounding neighborhoods.



My interviews were necessarily limited in time so there are certain details of the below summary which I cannot develop to my full satisfaction.

1) Provision of Venture Capital for Private Development:

Morningside Gardens, a 972-unit cooperative housing project, occupying a two-block area in upper Morningside Heights, stems directly from the promotional efforts of Morningside Heights, Inc. from the inception of the project in 1950, completion required about nine years later.

Nine member institutions of Morningside Heights, Inc. which are physically located closest to the site of the apartment development, actually provided \$700,000 of equity money which was needed to acquire the site for the apartment. The site was made available for this use under Title I Urban Renewal and re-sold by the City of New York to the Morningside Heights Housing Corporation at its written-down value. The total cost of the site was \$1,302,200, of which the institutional contributors provided \$700,000 and bank loans provided the remainder. MHHC is a subsidiary of Morningside Heights, Inc.

Even though the apartments were actually constructed by a private developer, the Morningside Heights Housing Corporation remained closely involved in the project through its entire history. In fact, the carrying forward of this project probably consumed a disproportionately large amount of staff time during the early years of Morningside Heights, Inc. to the exclusion of other activities that might have been attempted.

The Morningside Gardens apartments are comparatively little utilized by people from the member institutions. About 18 per cent of the apartments are occupied by people actually employed by one or another of the member institutions and another 12 per cent of the apartments are occupied by people who are members of one or another of the churches which are member institutions. The individual member institutions were hesitant about investing any of their own institutional money in an effort to reserve cooperative apartments for institutional personnel.

The present occupancy of Morningside Gardens is about 75 per cent white and 25 non-white. There is an effort to maintain this racial balance.

2) Relocation:

When the site for Morningside Gardens was acquired by the Housing Corporation on June 15, 1953, the new owners were faced with the problem of relocating 1,626 families who were then in occupancy on that two-block area. During the course of the relocation effort, 1,201 of these families received some degree of financial assistance.

The Corporation's general policy on relocation was based on: (1) all property was to be maintained in safe condition while tenants remained, but no funds were to be spent beyond the requirements of health and safety; (2) all residents were to be treated as fairly and sympathetically as possible in carrying out the relocation. This relocation was, at the same time, to be conducted as rapidly and economically as possible. The total relocation job took three years.

It is interesting to note that Morningside Heights, Inc. attached sufficient significance to this relocation effort to warrant publication of the booklet on the subject.

3) Building Code Enforcement

Morningside Heights, Inc. has always included as a member of its staff a person who is conversant with the problems of building code enforcement, although actually enforcement procedures have been left up to the appropriate governmental agencies. Morningside Heights, Inc. has always kept in close touch with such efforts, even to the extent of having personnel accompany city building inspectors in some cases, and also in having some personnel appear at court hearings that resulted from violations. From the period of 1958 through 1962, the City of New York conducted six so-called "crash programs" on building inspection. These have resulted in substantial improvement in existing conditions. Morningside Heights, Inc. describes its role as "stimulating and following these crash programs".

4) Youth Programs:

Morningside Heights, Inc. spends nearly \$50,000 a year in providing youth programs of one kind or another. Although the organization has held that it should not maintain social activity programs, the pressures of the deteriorating neighborhood have made it necessary to become increasingly involved. The

institutional interest is to occupy young people who might otherwise harass institutional property and personnel. This does not seem to be the subject of concern of any existing social welfare organization with the result that no agency has made a primary effort on the streets near the institutions to divert the children to sports or purposeful work. The staff of Morningside Heights, Inc. has been investing its energy in this direction.

Early this year, with financing provided by the Weeks Fund of the Riverside Church, Morningside Heights, Inc. published a rather detailed report on the youth program of its organization.

Supervisory time has been contributed not only on a professional basis by Morningside Heights, Inc. youth workers, but also on a volunteer basis through a separate organization called the Adult-Youth Association of Morningside Heights. Some of its activities have included: (1) supervision of weekend summer baseball leagues, using Baker Field (Columbia football stadium); (2) the provision of winter basketball leagues, using the facilities of the Teachers College Gymnasium; (3) recruitment of volunteer referees from the Police Youth Squad; (4) development of volunteer study hall programs with personnel help being provided by students at the Jewish Theological Seminary.

Most recently, the Riverside Church has made available the Stone Gymnasium, which will provide supervised recreation and study space for many neighborhood youths.

#### 5) Provision of Community Facilities:

Three or four years ago Columbia needed permission to provide expanded athletic facilities using part of city-owned Morningside Park. As a condition of this objective, Columbia agreed to make the completed athletic facility available to the neighborhood at all times when not actually being used by the University. This amounts to about 200 days a year of neighborhood utilization. In all, Columbia spent about \$200,000 for the development of the Columbia-Community Athletic Field.



6) Street Patrol:

A street patrol consisting of a chief, sergeant, and nine patrolmen became active on April 16, 1962. The patrol is unarmed except for a night stick. At the present time, it is working from 6:00 P.M. to 2:00 A.M., but some changes in these hours may be tried as soon as the men have learned the area well.

In view of the fact that most recent full-year budget of Morningside Heights, Inc. was little more than \$100,000 a year, it becomes clear that neighborhood relations activities represent a very substantial segment of the total mission of this organization. One gets the feeling as well that there is a real sense of conviction among the staff that this is a job which must be done if the institutions are to continue to find Morningside Heights a viable place in which to operate and expand.



Sincerely yours,

Oliver Brooks

Excerpt from YALE NEWS - 10-10-62

YALE, NEW HAVEN COMBINE FORCES  
UNDER FORD FOUNDATION PROGRAM

By: Joseph I. Lieberman

Town met gown in the Fellows Lounge of Saybrook College last night to map the initial stages of undergraduate Yale's involvement in a two-and-a-half million dollar program to awaken human resources in New Haven's depressed areas.

The project, known as Community Progress, Inc. (CPI), is being sponsored by the Ford Foundation in association with President Kennedy's Committee on Juvenile Delinquency and Youth Crime.

Among those attending the meeting last night were a number of Yale undergraduates active in Dwight Hall, Mr. Herbert Cahoon, Coordinator of Social Services for Yale, Dr. Laurence Paquin, superintendent of schools for the city of New Haven, and Dr. Max Doverman, director of the Youth Development Project of CPI.

People and Opportunity

The goal of the overall program, according to Dr. Doverman, is to work with "people who act in a deviant manner because of basic frustrations, people for whom a better life is blocked by barriers. Our aim is to break the barriers to opportunity by developing better education, housing, mobility, employment, and leisure time activities. This is also very much a research project and we hope that we will come up with some things that are applicable to many other cities throughout the country." Yale's Sociology Department will probably take part in the research phase of the program.

CPI plans to make a concentrated attack on six neighborhoods in, what Dr. Doverman describes as, New Haven's 'grey areas'. Social workers, administrators, specialists in housing and employment opportunities, and lawyers will all be involved in the attempted reawakening of these problem areas.

Excerpt from "Yale News"  
10-10-62

### The Community School

The focus of the entire program is a new concept of the 'community school'. Ten schools in the six CPI neighborhoods will be open after school hours for studying, neighborhood activities, adult education, and recreation. The New Haven Board of Education has been given one million dollars of the Ford Foundation funds to strengthen its teaching programs in these areas.

Plans for integrating and expanding three existing Dwight Hall educational programs with CPI were discussed last night. These programs are the volunteer tutoring service, Hillel at Winchester, and teaching deputations.

Craig Jensen, 1964, chairman of the tutoring service, reported that 12 tutors have already begun meeting with their students this year and approximately 150 more will be needed under the expanded program with CPI. One student is assigned to each tutor for a two-hour session once a week. Classes are held on the Yale campus. A new phase of Yale student participation will be to oversee afternoon and evening study sessions in the high schools for students who are unable to study at home.



UNIVERSITY CIRCLE DEVELOPMENT FOUNDATION  
2009 Adelbert Road Cleveland 6, Ohio

Dec. 19, 1961

MEMORANDUM TO: Staff Planning Committee  
Messrs. Donald Faulkner  
Joseph D. Pigott  
Charles Womer

FROM: Oliver Brooks

SUBJECT: Summary Neighborhood Relations Discussions  
With Julian Levi and Jack Meltzer

The following is a summary intended to bring out the basic points raised in a discussion with Julian Levi, Executive Director, South East Chicago Commission, and Jack Meltzer, consultant planner for the University of Chicago. The meeting was held on December 14, 1961.

In simple terms, the SouthEast Chicago Commission is the political action arm of the University of Chicago, and is closely identified--from a personnel and a financial point of view--with the University. In addition to serving as Executive Director of the Commission, Levi also serves as a member of the staff of the Chancellor of the University. Likewise, the Chancellor of the University serves as the Chairman of the Board of the Commission.

The main Board or Committee of the Commission has a membership of 90--drawn almost exclusively from the residential neighborhoods involved in the 2,000 acre area that is the subject of the Commission jurisdiction. Its day-to-day operations are under the guidance of a 15-member Executive Committee.

From a staff point of view, the Commission is heavily weighted in the direction of inter-action with the community. As director, Levi himself is intensely sensitive to political considerations and enjoys a close and very workable relationship with the administration of the Board of Aldermen of the City of Chicago. Among his main staff personnel are: (a) Professional sociologist who has special

knowledge in the field of law enforcement and public safety;  
(b) Retired Fire Officer who has special training in the fields of building inspection and housing code enforcement;  
(c) Community relations director who has detailed knowledge of residents of the community and of various neighborhood organizations, and is extremely active in assisting in the relocation of family units that are displaced by campus expansion.

It is worth noting, too, that the financing of the South East Chicago Commission is closely tied to the neighborhood. Some \$40,000 of the annual budget is raised intentionally from neighborhood organizations and individuals.

The organizational framework is based on the premise that the South East Chicago Commission expresses the self-interest of the University of Chicago. In performing this function, however, it also expresses the self-interest of many other groups and individuals in the neighborhood community.

In terms of its public posture, the South East Chicago Commission in many respects preempts the public spokesman role of the University with respect to those activities that impinge directly or indirectly on the activities of local government. It is difficult, however, to delineate exactly where the dividing line is drawn. The duality of this functional relationship makes it possible for the University to disassociate itself from heated political controversy and thus retain a comparatively pristine image in the eyes of the community. It is always possible for example, for the University to repudiate some of the specific actions of the Commission, if such a course would appear to be justified.

Fundamentally, Levi views the South East Chicago Commission as a professional service organization that is providing many thousands of dollars of on-going service to the residents of the community. Service in this sense can largely be defined as those activities which tend to stabilize and support the community. The scope of the service includes: (a) Blocking of undesirable mortgages; (b) Building inspection and assistance to the City of Chicago in enforcement of housing code; (c) aggressive attack on crime or exploiting victimization of residents of the neighborhood; (d) prevention of neighborhood organizations which oppose the interests of the South East Chicago Commission; (e) Provision of planning services; (f) Active support of neighborhood organizations; (g) Assistance in solving relocation problems.

In the provision of all these services, there is a high degree of inter-action with administrative officials of the City of Chicago. By way of example, the City recognizes that Commission planning talent is more comprehensive than that available at City Hall. The City thus defers to Commission planners in many problems that relate to the area and, in fact, seeks advice from Commission staff personnel in a variety of problems throughout the City of Chicago.

1. Property Acquisition

Property acquisition procedures of the University of Chicago and the Southeast Chicago Commission are essentially carried forward by three separate corporate vehicles.

- A. University of Chicago purchases land directly that is needed for campus expansion in the fairly immediate future. There is a continuing conscious effort to recognize that educational dollars are difficult to obtain; therefore, a real effort is made to keep property acquisition costs within reasonable limits.

Most recently, the Board of Trustees of the University authorized the expenditure of \$12,500,000 for the acquisition of properties--primarily in the Woodlawn area south of the main campus. Of this amount, \$4,500,000 represents properties needed for future campus expansion; \$8,000,000 represents potentially vulnerable properties that will not be needed for foreseeable campus expansion.

- B. Midway Property Trust represents essentially "soft money" that is used to purchase distress properties that are immediately vulnerable to dangerous blight and deterioration. In the purchase of these properties, there is a conscious recognition that there will be some net cost to the University. This is justified on the basis of the necessity for stabilizing the surrounding neighborhood.
- C. University City Realty represents straight university endowment money which is invested in real estate. Such investments are evaluated on the basis of normal market place investment considerations. They are purchased in anticipation of a fair return on the investment.



In the above categories, about \$20,000,000 has been spent to date. About \$8,000,000 has been spent for (A); the remainder has been spent in categories (B) and (C).

## II. Special Inducements to Faculty, Staff, et.al.

There are two basic programs which have been developed to encourage University-oriented people to live in the surrounding neighborhood:

- A. Rent Subsidy Program: This program is particularly applicable to lower level faculty personnel and to married graduate students.

Its implementation is based on (a) detailed examination of all well-maintained rental properties in the area; (b) establishment of a gross normal rent for each of these buildings.

When some of these buildings find it difficult to sustain full occupancy, the University steps in to provide the difference between "normal rental" and the amount that the faculty family or graduate student is in a position to pay. Total net cost of this program is running about \$80,000.00 annually.

This has tended to develop an artificial tenant demand that has had a stabilizing effect on the total neighborhood.

- B. Mortgage Assistance Program: (NOTE: Levi admitted that there had been some mistakes in concept at the outset of the program.) In the potential purchase of property by the individual faculty person (within a prescribed geographical area), the purchaser was expected to negotiate for the best possible first mortgage. If the deal was still beyond his financial means, and if other factors seemed to dictate the desirability of the purchase, the University would setp in to underwrite a second mortgage to cover the balance needed.

The main problem that emerged was that this procedure tended to build in an added premium on acquisition costs.

Some measure of relief of this problem has been achieved, however, by (a) expanding the geographical area of the neighborhood in which such second mortgages are appropriate; (b) establishment of a Faculty committee to evaluate in detail such proposed second mortgage arrangements.

It should be noted, however, that the fundamental inducement is not predominantly a financial one. Rather, it is environmental in nature--i.e.: proximity to the University of Chicago campus and its related intellectual climate and availability of first-class educational facilities in the elementary and high school levels.

It has been the initial intent that the neighborhood development area of the South East Chicago Commission should dominate a public high school district. By this means, it would be possible to work toward a level of public education that would appeal to a University-oriented community.

The University of Chicago does operate a private school from the elementary to the high school levels, and this has filled some of the educational vacuum.

There is a conscious effort to sell the philosophy that you have got to live near the University in order to take full advantage of its intellectual climate and resources--club activities, et. al.

NOTE: Annual expenditures for the operation of rental properties was pegged at \$300,000 per year--not including subsidy rental arrangements indicated in (A) above. It was not clear whether or not this represented a net cost.

### III. Neighborhood Stabilization Efforts

Levi indicated that the South East Chicago Commission carries on an on-going and aggressive program of using its leverage and knowledge to stabilize the neighborhood. One fundamental tool in this effort is the maintenance of exhaustive files on all properties in the area, including such information as (a) type of occupancy; (b) description and amount

of outstanding mortgages; (c) market value appraisal; (d) past record of building code violations; (e) past record of any criminal violations on the premises; (f) ownership and record of recent real estate transactions.

Levi cited a number of instances in which this information had been used . . .

. . . There were three Chicago lending institutions which had been making mortgages available to undesirable owners--persons with records for habitual building code violations and similar records. In each of these cases the South East Chicago Commission went directly to the responsible executives and/or the Board of Directors of these institutions to obtain cooperation. In some cases, the pressure exerted by the Commission was such as to bring about changes in the administrative management of the firm involved. In all cases, it was effective.

. . . The Commission has made available its records on persons in the neighborhood in order to help Chicago police solve such crimes as aggravated assault.

. . . The Commission has played an active role in assisting in finding relocation housing for persons displaced by University expansion and/or clearance of deteriorated housing.

. . . The Commission has promoted an active social action and welfare program to serve family units that need such help.

This activity has primarily been aimed in the direction of developing a real sense of common interest between the Commission and the residents of the neighborhood. According to Levi, it is looked upon as an organization that provides real and measurable benefits. This has made it possible to forestall the development of any organized opposition.

#### IV. The Extent of the University Commitment

Levi emphasized time and again the importance of a real sense of commitment and participation on the part of the University. The University of Chicago has an endowment of \$278,000,000 and has made a conscious decision that the expenditure of 10% of this sum to battle against neighborhood deterioration and blight is a wise and self-interested course.



He likened the problem to that of picking up a watermelon. "It's not that picking it up is so difficult; the real problem is getting your arms around it."

He has made a conscious effort to delineate carefully the financial dimensions of all his proposed programs, recognizing the difficulty of asking men with fiduciary responsibility for any "open end commitments".

Individual members of the University family participate actively in support of the program, but they do so purely as individuals--not as representatives of the University.

Likewise, some members of the University community have joined forces with opposition elements. There is no conscious effort to inhibit their activities in whatever directions their individual consciences might dictate.

#### V. Some Concluding Notes

. . . Levi referred to the desirability of a financial structure and cash flow arrangement similar to that outlined for the Research Laboratory Development (University-Euclid Urban Renewal Project area). (See "Preliminary Prospectus for University Circle Research Center.")

. . . Levi noted that in some cases the Commission had implemented "early acquisition" procedures for properties to be purchased later by the Chicago Land Clearance Commission. This was aimed primarily at stabilizing deteriorating properties--scheduled for eventual clearance--which represented an immediate threat to the neighborhood. In many of these cases, the properties were made available for urban renewal re-purchase by the City at either acquisition cost or market appraisal--whichever is the lesser figure.

. . . There has been comparatively little organized ethnic or religious opposition to the program. At the moment, however, there is substantial opposition being generated by the Catholic Diocese--mainly based on the family dislocation that will result from proposed clearance. This would of course result in a substantial readjustment of presently operating churches and parochial schools. Levi feels confident already existing support and momentum will obviate this opposition.

South East Chicago Commission

vs.

University Circle Development Foundation

COMMENTS ON COMPARABILITY

- . . . The potential residential inducement factor of the public school system does not exist in as marked a degree in University Circle because of the proximity of such well-established suburban communities as Cleveland Heights and Shaker Heights. There are comparatively limited residential alternatives available in the reasonable environs of the University of Chicago -- thus more incentive to locate within the University community.
- . . . The University of Chicago is the single dominant force in the community. In contrast, the U.C.D.F. represents many cultural and educational institutions, with sometimes divergent interests. The problems of an aggressive and identifiable unifying force is not as easy of accomplishment in Cleveland.

O. Brooks

List of Questions posed to Julian Levi

- 1) How do you view your personal role and your organizational role in relation to -- The City of Chicago, University of Chicago, and the neighborhood?
- 2) How does University policy relate itself to problem of stabilizing the neighborhood?
- 3) What general thoughts on University staff or faculty do you have regarding their active participation in neighborhood problems?
- 4) What about ethnic and racial problems?
- 5) Is University role in community one of power structure leverage or active participation in neighborhood, or both?



July 11, 1963

MEMORANDUM TO: Neighborhood Relations Coordinating Committee

Messrs. Willard W. Brown  
Nathan M. Cohen  
Arthur Leary  
Daniel J. Silver  
James E. Vail  
Howard Whittaker

FROM: Oliver Brooks

SUBJECT: Initial Meeting of U.C.D.F. Neighborhood Relations  
Coordinating Committee

This is an effort to bring to your attention some pertinent background material as homework in anticipation of the initial meeting of the above group. As you know the meeting has been scheduled as follows:

Time: 12:00 Noon  
July 18, 1963

Place: Wade Park Manor  
(Room will be posted under U.C.D.F.)

First, a bit of review. The essential take-off point for this activity from the point of view of the Foundation was the completion of a report entitled "University Circle and its Surrounding Neighborhoods", which was completed early last summer. In the wake of that report, a series of in-depth interviews were conducted with a broad group of faculty and staff persons within University Circle and a somewhat more limited group outside the Circle. These interviews produced: (a) A series of general reactions; (b) A partial list of the already existing activities of the member institutions that impinge directly on the problems of the surrounding neighborhoods; (c) A collation of recommendations for action from all of the interviewees. (A summary of these results is contained in pages 1-24.)

Hand-in-hand with this interview process, I made sporadic efforts to explore with some measure of thoroughness the on-going efforts of other urban universities. (Memoranda on these results are contained in pages 25-49).

In addition the whole matter has been the subject of rather intensive discussion from time to time within URCH -- a group consisting of Messrs. Carothers, Ferguson, ~~Glennan~~, ~~Millis~~, and myself which meets on a regular weekly basis as one of the key communications mechanisms within the Foundation structure. ~~The general~~ approach



has received enthusiastic affirmation from this group. During these discussions, it was agreed that each one of these so-called "initial members" of the Foundation should designate one member each to serve as a member of the Coordinating Committee.

Finally, the Board of Trustees of the Foundation has given authorization for the hiring of one staff person to spend full time in the preparation, refinement, and implementation of an on-going program. It has been generally agreed that this program should go forward with a minimum of chest-beating and public relations accoutrements and, hopefully, with a maximum emphasis on concrete results that can speak for themselves.

To steal the words that one of you used in your interview on the subject of the report:

"Public deeds have to be done -- concrete and visible programs and services provided -- but presented in a routine fashion as part of an overall contribution to the community. Make haste slowly and quietly!"

As you have undoubtedly noticed in our most recent newsletter, Mike Copperman, a recent M.A. recipient from the School of Applied Social Sciences, has joined our staff to work full time as Community Relations Coordinator. He is equipped to bring to bear on the situation a rather varied background, a high degree of maturity, and some practical working experience in the House area and the County Welfare Department. One of his first efforts, since joining us, has been in the direction of testing the program with a much broader group of outsiders than were reached in the original interview process.

It seems to me that the intensely volatile racial situation of the moment makes crystal clear the need for a highly sensitive approach to the whole gamut of problems.

During the refinement process of the past twelve months, I should hasten to note that we have not been wholly inactive in the development of at least some specific programs and the establishment of a variety of lines of communication -- this latter being of immense importance, it seems to me. Rather than putting these items in writing in this memorandum, I will attempt to summarize them orally when we get together.

At the moment the Committee membership consists of those listed at the forefront of this memorandum plus myself and Mike Copperman, who will essentially serve as staff to the Committee as well as in his regular staff assignment within the Foundation. We should, however, consider the addition of two or three more members of the Committee, but I would prefer to forego this step until I have had an opportunity to seek your advice on the matter of appropriate additions to the membership.

7/11/63

We need your advice and guidance on a variety of issues, including:  
(a) Establishment of priorities with respect to the implementation of specific projects; (b) Evaluation of overall strategical considerations in the face of the fast-paced changes in the community attitudes and structure; (c) Assistance in evaluating possible new sources of outside funds to help in financing new programs.

I am immensely appreciative of your willingness to serve and will look forward to seeing you on July 18th.

Sincerely yours,



Oliver Brooks  
Vice President

OB:b





LIST OF ENCLOSURES

- I. A Synthesis of Interview Results . . . . .Page 1
- II. Inventory of On-Going Programs and  
Recommendations for New Programs . . . . .Page 18
- III. Experience at the University of  
Pennsylvania . . . . .Page 25
- IV. Experience at Columbia University. . . . .Page 34
- V. Excerpt from Yale Daily News . . . . .Page 39
- VI. Experience at the University of Chicago. . . .Page 41



July 15, 1963

MEMCRANDUM TO: Neighborhood Relations Coordinating Committee

Messrs. Willard W. Brown  
Nathan E. Cohen  
Arthur P. Leary  
Daniel J. Silver  
James E. Vail  
Howard Whittaker

FROM: Michael Copperman

SUBJECT: Student Volunteer Bureau

The purpose of this memo is to indicate some thinking about the organization of a Student Volunteer Bureau designed to serve some of the member institutions. At this stage the organization of the operating principles have not been fully refined. However, there is the possibility that a graduate student from S.A.S.S. might be assigned to the University Circle Development Foundation for field training. This student's major assignment would be to staff the proposed Student Volunteer Bureau. Since this would constitute a term commitment on the part of the Foundation, we would like your guidance now on the appropriateness and practicality of a Student Volunteer Bureau.

#### I. RATIONALE

One must evaluate the creation of a student volunteer bureau in its relation to the Foundation's overall objective of developing a sensitive and meaningful neighborhood relations program. The basic criteria which have been suggested as a measuring stick against which to evaluate proposed programs are . . .

- . . . Impact on community needs
- . . . Usefulness in stimulating university-community identification
- . . . Appropriateness to experience and/or interest of the institution or its representatives
- . . . Availability of funds

Measured against these criteria, it would seem that the proposed student volunteer bureau can lay claim to considerable attention for the following four reasons:

1. In the field of Negro relations the student volunteers individually and collectively would help promote good intergroup relations.

2. The students by their volunteer work will serve as a bridge between the member institutions and the people in the surrounding neighborhoods in a natural and non-paternalistic way. By relating to small groups, by tutoring elementary, junior and senior high school students, etc., they will help the member institutions relate to the surrounding neighborhoods.
3. The students will be making a contribution to the solutions of problems that exist in the inner city.
4. The experience of volunteer work will serve the volunteers as a meaningful learning experience which will supplement the academic education that they receive. In this respect it will make the academic experience more meaningful and prepare the students for adult citizenship.

## II. AUSPICES

There are several possible alternatives here.

1. The University Circle Student Volunteer Bureau could be officially sponsored by the U.C.D.F., Case, Western Reserve and, hopefully, by the Art and Music Institutes.
2. It can be under the auspices of the Central Volunteer Bureau of the Welfare Federation.
3. It can be a joint sponsorship of the member institutions and the Welfare Federation.
4. It can be student administered completely independent of the institutions.

Experience in other universities show that there is a wide range of practices: (a) The University of Cincinnati has a staff person from the Central Volunteer Bureau on campus to recruit volunteers from the School of Education; (b) Temple University in Philadelphia has a member of the administrative staff responsible for the recruiting of student volunteers. This staff person works in cooperation with the Central Volunteer Bureau of the Health and Welfare Council. The staffing is done by the Temple University; (c) Harvard University, through the Phillips-Brooks House, has its own volunteer recruiting program which is completely independent of the Central Volunteer Bureau; (d) Students at the University of Chicago have formed their own organization which engages in tutoring activities. They consult with faculty members. The University



approves of their activities but the students do not ask for approval nor do they apparently want University sponsorship.

### III. STAFFING

There are several possibilities here.

#### (1) Exclusive operation by Central Volunteer Bureau

Traditionally in Cleveland, the recruitment, training and placement of volunteers has been assigned to the Central Volunteer Bureau. There is merit in having one central office for such activities. Mrs. Lucas, Director of the Central Volunteer Bureau, has considerable experience in the recruiting of volunteers. Members of her staff recruit high school and college volunteers for placement in a variety of institutions and organizations. They recruit college volunteers from John Carroll, Notre Dame Academy, Ursuline, Lake Erie College, Fenn, Baldwin-Wallace as well as Reserve and Case. The Central Volunteer Bureau was established to coordinate the activities of all the volunteers to prevent duplication and overlapping of functions. Mrs. Lucas is aware of where students can be placed and what agencies are prepared to accept student volunteers. Consequently the staffing of the Volunteer Bureau by Mrs. Lucas is a distinct possibility. In fact the Central Volunteer Bureau feels very strongly that they have competence and jurisdiction in this area, and they will strongly resist - at the very beginning at least - a bureau that will not be under their control. There are, however, certain drawbacks.

- (a) The staff person would not promote the idea of the student volunteer bureau. The staff person assigned to this task would interview students in an appropriate agency. Once this task was completed the staff person would be reassigned to other duties at the Central Volunteer Bureau. Consequently, the growth of the Volunteer Bureau would be severely restricted.
- (b) Their orientation is not directed to the surrounding neighborhoods. Consequently, the staff person assigned by the Central Volunteer Bureau would not see as one of their purposes the acting as a bridge between the institutions and the surrounding neighborhoods.

- (c) Mrs. Lucas own orientation appears overly protective of the volunteer. Unconsciously the staff person assigned to this job would be attempting to place students in "safe" placements, such as hospitals or organizations outside of the inner city.

(2) Joint Operation by Central Volunteer Bureau and U.C.D.F.

A graduate student would be assigned to the agencies for field work two days during the first semester and three days during the second semester. If the initial interviewing of volunteers is performed by the Central Volunteer staff person, the S.A.S.S. person might be assigned the job of promoting and recruiting of volunteers as well as the staffing of advisory committees of students and agency personnel for recruiting and evaluating purposes.

(3) Operation by Universities and U.C.D.F.

It might be feasible to obtain a Foundation grant that would make staffing of this Bureau possible on a full-time basis under University and Foundation auspices. This does not necessarily preclude any of the two alternatives mentioned above but it is a possibility for consideration by the Coordinating Committee. It would preclude, however, the possibility of being able to undertake this operation in this coming fall semester.

IV. SUPERVISION

Here, too, there are a wide variety of practices among other universities on the question of supervision of volunteer activities. Some universities, such as the University of Chicago, have volunteer activities carried out entirely by the students with no supervision on the part of University personnel. The recruiting of students, the orienting, training, placing of students is entirely directed by other students. At the University of Pennsylvania the recruiting of students is performed by the University-Community Coordinator who is the counterpart to the Community Service Coordinator of the U.C.D.F. At the University of Pennsylvania the students are placed in a high school for tutoring purposes. The entire operation is under the supervision of the University-Community Coordinator.

1. If the staffing of this operation is performed by the Central Volunteer Bureau, supervision of this person will rest with Mrs. Lucas. The role of the universities in this respect will be to make it possible for students to register for volunteer

activities by indicating an interest in such activities, possibly at registration time. The information would be given to the staff person who would then contact the students, interview and place them in an appropriate agency. There would be no on-going student committee or faculty committee that would help promote the idea or recruit participants. Consequently no supervision would be entailed. The Central Volunteer Bureau would maintain contact with the agencies where the volunteers are placed, but this would be more cursory than on-going.

2. If a S.A.S.S. graduate student is wholly responsible or supplements the work of the staff person, this person would have the responsibility for actively promoting the idea and recruiting volunteers. Consequently, other students should be involved in the promotional process. A functioning committee consisting of representatives from the three major religious organizations, student government, and the fraternities, could be formed. It is not clear at this point what the role of the universities should be with reference to such a committee. Additional information will have to be obtained as to what control the universities would want to have with such a committee. It would appear that the college would want to be able to maintain some type of control over an activity that they are, in effect, sanctioning without stifling the initiative or freedom of movement of the students.

#### V. SCOPE OF VOLUNTEER ACTIVITIES

Experiences at other universities indicate a wide range of student volunteer activities. Possibly the most extensive is at the Phillips-Brooks House (Harvard University). Students volunteer for tutoring work, for work in mental institutions, correctional institutions, prisons, settlement houses, community centers and hospitals as well as work connected with various fund drives. In addition to this there is a group known as HUT (Harvard Undergraduate Teachers) who work approximately 10 hours a week within classrooms of local schools. The requirement for admission to this program is that each applicant must be at least a junior and have honor grades in his or her major field of study. Volunteer work is also built in to some course requirements at Harvard.

Here in Cleveland, primarily through the Student Christian Union, volunteer activities have been previously organized in tutoring of junior high school students, in work-study camp weekends, in tutoring of students at Glenville High School, and



in clean-up, fix-up programs at Alta House, and in one or two churches in the surrounding neighborhoods. A few volunteers have also done some work at the Cleveland State Hospital. There are approximately 50-75 students engaged in the above activities.

The possible scope of student volunteer activities is virtually unlimited. Mr. John Cox, of Bell Settlement House, indicates that he would like to be able to start a fine arts program at his settlement house on Saturday mornings. Hopefully student volunteers who have skill in arts and crafts and music would be able to man such a program. Mr. Cox stated that he could on occasion use some help from psychology majors for testing. He could also use some volunteers from the political science department to help register residents for voting campaigns. There are fix-up, clean-up campaigns within the University-Euclid Urban Renewal Project and Glenville. There is work that can be done with street clubs; with leading of small groups in settlement houses; boy scouts and girl scouts; with supplementing the work of the Department of Recreation within the school system. There is work that can be done within some of the local churches. Volunteers might be placed in the Department of Welfare.

In general, one could divide the type of volunteer activities into two major categories. (a) An on-going program where the volunteer stays with it for a period of 6-10 weeks. (b) A one-shot program such as a fraternity giving a lecture at a settlement house or painting of furniture or fixing-up of a church.

At this point a number of basic questions present themselves:

- . . .Should the initial activities be restricted to either the on-going projects of 6-10 weeks duration or the one-shot projects?
- . . .Should the scope of the initial project be restricted in any way? For example, should the starting project be limited to a tutoring project?
- . . .Should the volunteer bureau be interested in the entire gamut of volunteer operations - either at this stage of the game or at all? For example, does a student volunteer program at Cleveland State Hospital come under the scope of neighborhood relations? Should the volunteer work be concentrated in the immediate surround neighborhoods? Is one type of volunteer activity more worthwhile than another? Is the location of the volunteer activity important? If so what type of activity should be promoted first and where should the activities be conducted?

. . .How extensive an involvement should be sought from the University in this project? For example, should an attempt be made to interest the Department of Education in initiating an honors program similar to Harvard's? Should the undergraduate course in Social work have field volunteer work built into it? Should similar involvement be sought from the other departments? If the answer is yes, to these and similar questions, what is the correct method of approaching the interested parties?

On the one hand, the type of staffing that is decided upon may determine the answer to some of these questions. On the other, the scope of the volunteer operation may determine the type of staffing that should be sought.

#### VI. COSTS

There will be some costs involved in such an operation, regardless of whether a S.A.S.S. graduate student or the Central Volunteer Bureau staffs the operation. While the cost may be minimal, it will be necessary to determine who will bear the responsibility for these costs. A certain amount of supplies, postage, posters, coffee, etc. may be necessary if a viable program is to be undertaken. There is also the question of office space and meeting space. If the S.A.S.S. graduate student staffs the operation and a student functioning committee does most of the work, it will be necessary to provide them with a place to meet and do the necessary work. The Foundation has no available space for this purpose. It will be necessary for one of the universities to provide this space.

#### VII. PITFALLS

In an operation of this kind it might be well to recognize certain possible liabilities that might accrue from the program.

Middle-class white volunteer students who go into hard-core inner city neighborhoods may do so with a variety of motives. It is conceivable that without the proper orientation and training the volunteer can do more harm than good in the field of intergroup relations. Also, the volunteer may have some certain biases reinforced by experiences that are not quite what the volunteer had anticipated they would be.

There are also some pitfalls for the university in this operation which it might be well to place on the table at this stage of the game. The active recruiting and promoting of student volunteers to do work in the inner city neighborhoods may result in the awakening of civic interest on the part of these students which may take a form within the University Circle that may not be to the liking of the universities.