November 7, 1968

What are we trying to do? How can the faculty be of use in defining our goals and implementing them?

1. Educate poor students: a. financially poor?
   b. disadvantaged but promising?

2. Educate poor students: a. regardless of race?
   b. concentrate on blacks?

3. Attempt to increase proportion of blacks
   a. concentrating on disadvantaged?
   b. regardless of financial or other need?

4. The critical problem of finances
   a. Do the existing financial constraints determine program?
   b. Do we determine what we want to do and go out for the money?
   c. If b, what realistic hopes have we of funding and by when?

5. If we decide to decide what we want to do, how do we determine what we want to do and can do?

6. What constraints are there beside financial on the number we can handle?
   a. What is the number of eligibles? How determine this?
   b. Can this be determined from defensible criteria of educational promise? plus financial need? plus state residence if this is desirable?

7. Do we need to think of a social requirement of this state and perhaps a national requirement for college educated blacks that could give us a target?

8. Do we need to think of what we can do within the constraints of not helplessly diluting standards to develop educated blacks to meet a crisis need? If we think so, can we persuade the requisite others?

9. Does a rational appreciation of state and national need for some effective college level education with this type of student suggest exploration of the techniques used by the military and other unconventional approaches to achieve a desired and desirable goal? Should we accept as in war time a production target of a product meeting specifications defined by the social and economic need that we are prepared to produce even if it requires the kind of retooling we accepted in war time?
Ted Brown: Faculty received a package from the admin. We want details about next year. How many tuition & fee waivers are you asking for, etc?

Perry: Admin can get what it wants from the faculty.

Long: Maybe SWP is backing off, for compelling reasons; if we “admit” we had better be ready to come along with full power behind it. If he does what he wants, we better be ready to back.

Weil: Mobilizing broad-based support from outside.

Green: We could also mobilize internal support — new curriculum, etc.

Policy decision needed.

Perry: Who do these student go off the program? What supporting

- Needs done done. Topics educational support.
- Some already want to leave the program.
- Program may go real broad, for more reasons
- To take in more SEOP students.
- Next year

- Students who are not in the program.

Perry: We have three objectives. Haven’t defined.

Ted Brown: If you ask JWP his goals, he will answer "what you actually want done." Better to get them to describe their perception of it.

Green: Long range goals, plans, immediate problems? ① success

Long: Program was based on actual doing-being. This is a long political base.

Rade: Evaluate the current program, in terms of goals.

Long: You are imposing goals on a chaotic situation.

Log: Program detail

Long: Assume JWP agrees of us in what we want.

1. What would be a realistic response by this institute in terms of the needs in this state?

What are the constraints?

What can we make on to accomplish, together, given these constraints?

* What would staff members like to have asked of their bosses?
Everyone doing the urgent and not the important

What are we trying to do?

1. Educate poor students: a. financially poor
   b. disadvantaged but learning
   c. Concentrate on Blacks

2. Educate poor students: a. regardless of race
   b. Concentrate on Blacks
   c. Concentrating disadvantaged
   d. Regardless of financial or other need

3. Attempt to increase proportion of Blacks
   a. concentrating disadvantaged

4. What factor is not controlling?
   a. Availability of students
   b. Money
   c. Availability of educational resources

5. The critical problem of finances
   a. Do the existing financial constraints determine program?
   b. Do we determine what we want to do and go out to
   c. If & what realistic hopes have we of funding a program?

5. If we decide to what we want to do, how do
   we determine what we want to do and can do?
6. What constraints are there beside financial on the number we can handle?
   a. What is the n of eligibles? How determine this?
   b. Can this n determined from defensible criteria of educational promise? Plus financial need? Plus state residence if this is desirable?
7. Do we need to think of a social requirement of the state and perhaps a national requirement for college educated blacks that could give us a target?
8. Do we need to think of what we can do within the constraints of not hopelessly diluting standards to develop educated blacks to meet a crucial need? If we think so can we formulate the requisite others?
9. Does a national affiliation of state and
natural need for some effective college level education with the type of student suggest exploration of the techniques used by the military and other unconventional approaches to achieve a desired and desirable goal? Should we accept as in war time a production target of a product meeting specifications defined by the social and economic need that we are prepared to produce even if it requires the kind of retooling we accepted in war time?
Problems - Financial

- Staff salaries
- Discretionary Funds for慰问s

Do We Have an Exit Program

Employment assistance
- in C-U

Regular

1) Are we the first people that are in our program to find a job?
2) How many people are in our program?
3) How many people in our program are looking for jobs?
4) How many people will we end up with?
5) How will we measure success?
6) How will we measure failure?
7) Will this program attract new?

Financial Management

- Weekly/Healing

Financial Counseling
Staffing

605 students, excluding ~20 deficient for one term or another, including 48 from C-U (resident, or married, or older).

Problems

Older students will be out of res. hall soon, and unreachable.

Shelley - Sheldon manages things, says what can't be done. Sees lack of trust in Chancellor's division

Conference on Investment in People:
ALTERNATIVE: A PROGRAM FOR THE POOR

Assumptions: There are a substantial number of persons who are being deprived of the opportunity for full participation in the society because they do not have the financial resources necessary to support themselves through the period of higher education. These are people who are basically well able to participate in and benefit from the educational work of the university; while there may be occasional minor catch-up needs, there are no significant educational shortcomings in their background preparation. (Is this a realistic assumption? Any data?) Since the opportunity for full participation should not be available only to the well-go-do, universities, and particularly state universities, have an obligation to make the educational experience available regardless of personal wealth or family wealth.

Recruiting. Recruiting efforts should be aimed at making known to those who might otherwise assume that higher education was not available to them the fact that a program exists which will provide it. Motivation may be a significant problem due to the stifling effect that long-term poverty may have on individual initiative and hope. However, the assumption that there are no major educational deficiencies suggests that the individual has been sufficiently motivated to obtain a substantial pre-college education.

Educational Program. It follows that no special educational program is required. Presumably the individual will desire integration into the educational and social life of the university on an equal basis with other students. However, to the extent there is a special "culture of poverty", some special courses or curricular adjustments may be necessary; these would require further identification of needs.

Financing. This is of course the central function of the program. Presumably a combination of grants and loans would be packaged to meet the particular needs of each individual. Part time work might be a possibility, depending on academic strength.

Housing. See comments under Educational Program.

Placement."

Size. The size of the program should be determined by the
available funds, assuming substantially increased amounts. The need to broaden educational opportunity for this segment of the society would have to be balanced against other demands for limited financial resources, taken in the light of alternative mechanisms for providing improvement in the economic status of the poor. Since no discrimination will be made among recipients on the basis of race, color, or other non-economic factors, the impact of the program on other social problems will be variable, depending on distribution among the poor, and geographic regions served.
ALTERNATIVE: A PROGRAM FOR BLACKS

Assumptions: As a matter of educational policy the program is justified on the grounds that the society's goals (equal opportunity, justice and harmony, etc) can be materially enhanced by substantial infusions of well-educated blacks into positions of leadership and influence in both the black and white communities. The University should bear a major responsibility in producing such individuals.

Recruiting: Recruiting efforts should be aimed at getting the best qualified and brightest students possible (i.e., those with intellectual ability commensurate with that of other students sought). In addition, qualities such as leadership potential should be taken into account. The aim is to bring into the university those who have the qualities sought, but who would otherwise have not gone on to higher education, or would have gone to significantly inferior educational institutions; motivation may or may not be a problem.

Educational program. The program should be geared to the specific students enrolled. Assuming there is a large enough pool of able students available (this is an assumption that will have to be tested as the program develops), there will be no need for mass remedial work such as rhetoric or math. Special courses might be developed in comparative cultures, the use and abuse of legal systems in the ordering of society, and other such courses, keyed to a high level and taught by our best people; the students should be given considerable voice in the development here. Other than this, and special tutoring or curricular planning for individuals in need of such assistance, the students would pursue the regular academic programs.

Financing. An assumption, subject to empirical testing, is that a major obstacle for most able blacks in the pursuit of higher education is financing. The program therefore should provide full financing for the student, so that he will be freed of financial worries, and so that he can devote full time to his studies (and participation in the non-course part of the life of the educational institution) without the necessity for outside employment during the school term. If a means test is employed, it should be
limited to his own resources, and designed to constitute an absolute minimum intrusion into the personal affairs of the student.

Housing. Housing arrangements should be such that the student is offered an opportunity to participate in the life of the university on a purely random assignment basis, or, at his option, on a grouping basis with other blacks. (Should this be by roomate, whole floor, entire dorm ?? should it be discouraged, encouraged, or treated neutrally ?)

Placement: Since one purpose of the program is to provide an infusion of blacks into the white power structure, placement should be a major activity of the program. This is not to say that the student is told where he must work upon graduation; on the contrary, the choice of working in the black community or the white, the north or the south, is solely the student's. But if the choice is to be a realistic one, there must be openings available on other than a token basis in the large white centers, business and professional. The university should use all its power and influence in finding or making such openings.

Size. The size of the program should be limited only by the available number of students. The program is the highest priority in terms of the university's obligation to support and nurture the society that supports and nurtures it; financial and other resources should not serve as constraints that limit the program's scope.
ALTERNATIVE: A PROGRAM FOR EDUCATIONALLY DISADVANTAGED
Assumptions: There are a substantial number of persons
who are being deprived of the opportunity for full partic-
ipation in the society because they have not had the edu-
cational background necessary to prepare them for successfully
completing a program of higher education (ie, university
level training). This deprivation may have come about
through a number of causes; racial discrimination in housing
patterns resulting in significantly inferior public school
training; living in poverty conditions resulting in inferior
schooling similar to that in racially affected situations,
or requiring wage earning activity at an age when it materially
affected the ability to attend school; or cultural patterns
(themselves the result of racial or economic discrimination)
which discount the value of education for whatever reasons.
The individuals involved may have completed public schooling
but in a school system markedly inferior in preparation
to the norm; or they may have dropped out at some point along
the way. These persons represent a tragic waste of human
resources, and are the products of society's failure to live
up to its stated goals. The society, through its agent the
university, has an obligation to such persons to do all it can
to salvage something from their lives, at the same time benefiting from the realization of this
human potential.

Recruiting and Admissions. The individuals involved could not
under existing standards be admitted to the university; and
if admitted, could not successfully complete the various
college programs. It is unlikely that the future generation
of nuclear physicists, computer designers, or top professionals
will come from this group, although occasional individuals
may of course "make it"; on the other hand, a substantial
part of the group may show marked development given the
proper curricular program. Motivation will likely be a
significant problem, as well as distrust of the whole idea.

Educational Program. A major emphasis will have to be placed
on the development of an appropriate educational program,
keyed to the specific needs of the individuals involved.
For some, a catch-up program of verbal and non-verbal skills will be sufficient to enable them to subsequently move into the regular curriculum. This will have to be adjusted to meet the needs and progress of the individual student. For others, much more than catch-up will be involved, and for some the likelihood of ever phasing into the regular curriculum may be remote. In these latter situations, the question of academic versus vocational training has to be realistically faced, and the role of the university versus other education and training institutions must be reexamined. For all of the students, there will be a need for carefully structured and developed tutoring, counseling, and guidance activity, requiring a substantial administrative and organizational structure.

**Financing (and other resources).** It is assumed that many of the individuals who are educationally disadvantaged are also economically disadvantaged, since the two so often go together. There will be a need for full financial assistance for many if not most; outside employment is obviously undesirable in view of the already existing educational difficulties for the student. Loans are probably not a promising possibility, since future economic growth is limited for most of the group, and motivational pressures may militate against their general utility. In addition, the program demands described in the preceding paragraph indicate the need for a major allocation of both financial and other resources within the university itself.

**Housing.** Housing and other social and extra-curricular activities would have to be carefully planned in light of the special conditions under which these students would be operating. In addition to racial and economic characteristics which might set them off from the other students in the university, their educational incompatibility would be a significant source of friction and potential tension and possible disruption. The psychological and implications
for the students in the program, the other students, and the faculty and staff should be carefully explored, and the planned responses geared to this understanding. **Placement.** Since it is unlikely that most of the students in the program will be as attractive to employers as the other students competing for jobs, special consideration will have to be given to placement problems. These problems will be even more acute for those who are not able to eventually phase into one of the regular curricula, either because they follow a special track, or because they drop out before completion.

**Size.** Size of the program would have to be determined by a balance between the number of persons in need of and who could benefit from such a program, and the total cost to the university's central function in the running of the program. It would have to be recognized that the program is at variance with the traditional central thrust of higher education, at this campus - the care and feeding of excellence in intellectual attainment. This is not to say that there have never been diversifications from this thrust - Saturday afternoons in the Fall are testimonials to the fact of variance - nor is it to say that this university or any university has been uniformly successful in achieving this goal. It is to say that, no matter how we may deny elitist pretensions, and speak of universal equality as a shared goal, the single characteristic that separates the university from all other institutions is its focus on intellectual attainment, an attainment that is measured by only one standard, excellence, no matter how operationally defined. Given this, any program with other goals and characteristics, while it may complement the university's efforts and may well be an appropriate activity for the university to engage in, still cannot be said to share in the central thrust. A program such as has been described in the preceding paragraphs, requiring not only substantial financial assistance for its students but also a major reordering of educational priorities within the university, must be looked at in cold, unsentimental terms if a proper perspective and balance is to be attained.
A Program for the University of Illinois

The possible programs, or types of programs, are envisaged as falling into three broad categories (the Long-Term Player theme):

I. A program specifically for black;

II. A program for the year (economically deprived);

III. A program for the educationally deprived.

These categories are not mutually exclusive and the adoption of one as a basic operating guide will obviously include elements of the others. However, there will exist different sociological premises and subsequent long-range goals depending upon the point of view adopted. It is my wish to consider here which of these programs is most relevant for the U of I and discuss the long-term consequences of its adoption.
Questions to be considered in analyzing these programs are basically the following:

a) Can the university properly (and effectively) concern itself with such a program in terms of its constitutional (legal) basis, its educational function, the cooperation of its faculty and student body?

b) Should the university concern itself with such a program?

If programs not eliminated by a) and

b) we may ask,

c) given the political, economic, and social restraints which are likely to exist, which type program can the university develop and manage most effectively? However, the effectiveness with which the program can be carried out must be balanced against the need for the program.

This last question then naturally
causes us to ask - which type of program is most needed in terms of the political, economic, and cultural goals of the community (local, state, and national)? For me this leads to a definite conclusion that we should concern ourselves with the development of a program primarily for blacks.

The problems which beset this country demonstratively seem to me to be overwhelmingly social in character and the proposed solutions non-racial (practically every program developed nationally to deal with the social problem is invariably cast in some form context - "the poor", the "educationally deprived" - to give the appearance of being "non-discriminatory") that there exists a crying need for a program which directly addresses itself to the heart of the problem - blacks. Blacks are more as than ever "an American dilemma." Furthermore, there already exists a multitude of institutions which concern themselves with the task of educating the "poor" and the "shrew." However, these institutions are concerned with the broad
spectrum of persons in those categories—which will normally produce to be white, (or only because whites are more likely to take advantage of these programs). Canada, the Chicago Junior College District, Indiana, a $10,000 a semester and 30,000 students; the various small state colleges and extensions of the U. of I.; and even the newly developing community junior colleges, none of these institutions really address themselves to the problem of educating black students.

Also, I believe this as an essentially different problem from that of educating Negroes for the purpose of integrating into the white world. It should be clear by now that this type of education (which I referred to as the "evaporation mode") does very little to help the black community as a whole, and therefore is not leading towards resolutions to the problems that face us. (We are all familiar with the statistics which show blacks to have a relatively worse of now and show the gap between blacks and whites growing.) In fact,
This "evaporation mode" aggravates the problem by allowing a very few of the most talented and intellectually capable Negroes to "escape" thereby removing the very best people from the black community ("integrating" them into the white world) and leaving the community worse than before because of the loss of these people.

It would benefit the total community (white and black) if there existed a black intellectual class which devoted its talents to the improvement of the black community, and exercised a leadership role that resulted in the development of a positive racial and cultural pride which is to be distinguished from the negative "hate-whitey" mood which is developing among black people, and which is a direct result of the leadership vacuum which has been filled by well-intentioned, highly committed, but sometimes misinformed and rash youths. And it also should be distinguished from the current middle-class Negro leadership whose only solution is to integrate everyone into
the white world (not necessarily a bad solution, simply an impossible one). Since such a class of black leaders does not exist (in sufficiently large numbers) one must be created. (The lack of existence of such a class on this campus is evidenced by the fact that long term programs which may affect the future blacks in this state are being planned by white committees — even though there are at least enough black faculty members to form a committee!)

It is here that the question posed earlier becomes relevant. Can and should the University of Illinois, a basically white middle-class institution, develop a program which has as its goal the education of future black leaders? In effect the University already is involved (or thinks that it is) in such a program. Is it a just a question of the kinds of leaders which will emerge?

Local

The advantages of such a program are that it need not be large (settle for
a smaller number of black leaders or appeal to a large number of educated Negroes) yet it is somewhat "elitist" in character and may appeal to those in the university who feel that this in the "elite" educational institution in the state; and it could co-exist simultaneously with whatever "normal" admissions program the university initiates for black.

The most difficult question I have not considered: how does one train leaders (or is it a matter of identification?) and especially black leaders (which involves the development of a new black consciousness and racial pride which is racial and separate without being bellicose and defensive) in a white institution?

Should there be a black studies department? Should the program be "hidden" within the normal structure of the university? What will be the role of white students in such a program? Can it possibly work without more black faculty and graduate students?
These and other questions left unanswered will have to be considered in developing a working model for such a program. This note (wandering) is primarily an argument (plea) for a certain type of program.

W. E. Morrey
The purpose of this outline is to delineate the major general considerations involved in establishing a special educational opportunities program SEOP, and to suggest particular considerations involved in limiting the scope of the program to a particular segment of the general population from which recruits might be drawn. It is based on the notion that the SEOP is more than an economic aid package, that it involves a coherent, whole effort to provide educational opportunities for the participants. It does not, however, concern itself with the longer range questions of program lifetime, nor with job placement, etc.

For the purposes of this preliminary outline, four alternatives will be considered:

A. A program for poor students, with no special a priori race restrictions, no limitations as to type of community, etc.

B. A program for poor as in A, but limited to urban poor. The distinction between urban and rural in the following is based on the definition of an urbanite as one who resides in a community of total population about 10^5.

C. A program for the "educationally deprived".

D. A program for blacks only, without regard to educational or economic background.

There are other restrictive classifications which are perhaps as useful, or more so, than these. These, however, do appear to span the range of possible characteristics, and serve to illustrate the types of distinctions which must be drawn.

T. L. Brown
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<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
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<tbody>
<tr>
<td>Racial-Social Compositions</td>
<td>Blk (80), Wht (20)</td>
<td>same</td>
<td>same</td>
<td>Blk (100)</td>
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<td>Urban (90)</td>
<td>Urban (100)</td>
<td>Urban (80)</td>
<td>Same?</td>
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<td>Rural (10)</td>
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<td>Primary Admission Criteria</td>
<td>Economic</td>
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<td>Evaluate Schools</td>
<td>Race</td>
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<td>Geographic</td>
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<td>Relate to Economic?</td>
<td>but large poor</td>
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<td>Secondary Admission Criteria</td>
<td>Geographic</td>
<td>Geographic</td>
<td>Geographic same, Geographic</td>
<td>Academic excellence</td>
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<td></td>
<td>Racial distribution. Academic</td>
<td>same</td>
<td>but higher risk</td>
<td>group?</td>
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<tr>
<td>Recruiting</td>
<td>Statewide-emphasis on cities? Use of special recruiters?</td>
<td>Statewide-cities only</td>
<td>Statewide-reuse special procedures</td>
<td>Statewide-use black recruiters?</td>
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<tr>
<td>Housing</td>
<td>Housing problems common to all undergraduate students. Demands for segregation by black students might raise problems. Conflicts on basis of race or other social factors might arise between project students and others. Identification as project students, grouping of them, etc. could create problems.</td>
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<tr>
<td>Counseling, Remedial, Preliminary Programs</td>
<td>Increased quality and quantity to counter lower adaptability to University life. Although in details the counseling and other programs would vary with type of input, the differences are in details rather than in scope of service needed. Special courses and programs as vehicles for learning skills can be a possibility for any of the possible groupings.</td>
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<tr>
<td>Goals - Measures</td>
<td>Educational - output of degrees, general level of attainment of participants. Economic - participation in economy at higher income, more informed level. Social - Reaction in parent community - reaction in larger statewide community. Reversal of effects of social injustices.</td>
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To: Ad-Hoc Faculty Group

From: David Eisenman

February 13, 1969

Next Wednesday, February 19, Prof. Mark Hale of the School of Social Work and, with luck, someone who can represent the Political Science department, in a discussion of their MPA program, will be with us.

Lunch at 11:45 or so; then session in Prof. Pines' office.

DE/mt
Week 3/5/69

1. How have Organics for Quality Education
   - Quality
   - Family
   - Social community

2. Decision Making in Congress
   - Harry

3. How have relate to Society & its Problems
   - Policy

Winter Solberg - a polit science
Heinz - Social community

Smith 77th - an example of the whole community
Long - His own unique view
Pries - Interdisciplinary research

1. Community
   - Apex: Divine Renzulli, the Applied Research Model
   - Long: Harry, market discipline


1) Double things:

Long: a) No relation of state govt. We are not a major problem-solving state
   - Staffing institution
   - Planning
   - Preparing social indicators - report on the state of the state
   - Public attention to inadverntaneous

Rush: What are the problems, why don't you go to people?

Long: I'll complete up this up all bottom for top feedback.

b) How are not an active; leaders passive. Accepting govt., because, would have had trouble. The Harry - Peters - Obrador - constitutet in
in football, basketball, and out-of-state consulting.

Rothman: Bordewich (c) — is our woman. ILIR will be working hard. The old coalition is breaking down.

Long: Som Gove does have contacts. We have the Com. Can. convey and what are we doing?

Green: Could we shake up the binomial budget to reflect the real societal needs? Could the money go away (known failure) from cost, not in physics.

Rive: It isn't the binomial money just — it is the wording of the program.

Askin: Is this time? Actually, only new programs get looked at carefully by the Higher Board. Couldn't we juggle considerably within our existing budgets.

Askin: The concept of the incremental budget arena. We need to rejiggle.

Long: The admin. will both new program. This will not initiate new ones. Winning doesn't winning. Strength adds strength.

Askin: Public Schools and Washington School project was rejected in jurisdictional grants.

Long: It would be nice to see some of these rejected committee reports to see why they were rejected. Does it have a cognitive problem or a political problem or both?
Heifetz: We wanted to establish an interim basis the service from the social science which would be required by G.I.s.

Long: The Urban program (Geniac) was thought of in terms of $500,000. That tells you what the increments are likely to look like.

—- (Jim Cooke)

Koch

Heifetz: Ask the ad to assign a min. staff to do the inventory of the local social situation, and to act as a clearing house for collaboration in this area. Ma.19-20

Beyond this we suggest what Ill. might do (in terms of what other U's are doing) actually.

Long: This sort of thing should be done in Gove. He is an expert on race. Needs only program people.

Heifetz: Field Service


What you say in individual faculty will be going out on their own, in individually in groups, to get support.

Guer: I protest. The whole cettting the U, I know has gone down hill. But you all suffer - we teach your students too.

Long: I don't agree. They U's don't have any better academic and do a lot better than this one. I don't like the Great
Many theory of U.S.

Agreement: You can't hire for slots. You can't have excellence everywhere. Excellence helps weakness. CSL will attract social scientists who wouldn't be caught dead here if it were just the Soc. Sci. dept. to attend them.

Long: ~ an administrator ~ a faculty and a working ~ a scouting device at once. It is time for the children to grow up.

Gram: We were after X ~ the Dean thought about $25,000 and it would take > $35,000.

Get away from the zero-sum game in why we cut each other up. Set up a group to look at debts. Why are we able to...

A piece of this would go into the Atlantic thing. ~ in Breezy's part.

Long: The organized search process by committee ought to appeal to Rogers & Kelton etc.
Prins: 1) we make fellowship nomination available to L.A. & M.N. 2) flage to depth, see Carter & P. and see if other support to add to Carter support.

Mr. Waring share aging concern, you go — like Lyud Pohdar. Politi' should dete. Findless descriptive stuff why pretend to be basis for predictive and strategic work.

Wed. lunch for Senior noon
To:    David Pines, Director  
       Center for Advanced Studies

From:  Norton Long  

Subject: Number of Students in 500 Program.

The number of students to be enrolled in the 500 Program next year will shortly be made public. As compared with the past year, the new figure will have the appearance of a significant retreat. In all probability, it will be greeted by serious protest. This protest may well provoke further unfavorable response to the Program.

The protest and the reaction to it might be at least partially transformed into a useful discussion of Program objectives, their merits and the appropriate recognition of the Program's importance and urgency by an immediate informed public discussion of the target goal of new enrollees for next year. Addressing ourselves to this number makes specific and concrete the opportunity costs of the program and the justification for accepting them. Foremost in some peoples' minds is the fact that slots for the program come presumably at the expense of denying better qualified whites admission. In addition the enrollees are high risk and high consumers of teaching and other resources. On our standard academic criteria, there would appear no justification for the reverse discrimination. The reverse discrimination has to be justified on other grounds. Such grounds might be the high priority needs of the society for educated blacks. Additional educational grounds might be the educational advantage to white students of an exposure to an important element of the society's population.

I believe the social need for educated blacks and its urgency is the most persuasive justification of reverse discrimination. The public discussion of this need in an informed, dispassionate manner could help to clarify the public interest in the Program. Consideration of the quantitative goal of next year's Program enrollment has the immense advantage of making our good intentions specific and compelling an honest confrontation of costs. This seems to me an urgent and worthwhile undertaking.

NEL:hs
Feb. 5

Player: Strategic Occupations

1. Able Blacks
2. Disadvantaged

What is reaction of colleague, and what could you do?

McGuire: I talk business student.

Washington U, Indiana, Wisconsin, Business School. Consortium recruits black students for MBA program, preceded by summer in St. Louis. This is completely funded by business firms.

Summer program is very important. Some blacks have never been around whites, some have never been around blacks.

Time: A year from this summer. Get money from businesses in the meantime, restrict.

Money is the greatest problem.

Recruitment costs.

Aids: Staff, Shirley at Washington.

Note: Law — only the bad standards are maintained.

Hick: if we take blacks and turn down "qualified whites"?

Letter: We need faculty. How about an additional section...?

McGuire: Reduce undergrad program — let our undergrads take some.

Perhaps less funds at good level but not undergrad.

Perhaps recruiting right from corporation to upgrade their own people.

Northwestern has 25 corporate fellowships for MBA.

McGuire: We could take two by Fall 70 or not Fall 69.

Recruiting & Fund Raising should be controlled — McGuire has a special assistant who needs to be state dept of commerce secretary and knows all the businessmen in the state.
Pines: Background

Plager: Have talked to Addison since last week's meeting at Pines'. The strategic occupations concept was received quite favorably by Addison and people he consulted with in the meantime. He said things like "Yes, there is a demand; the cities are going black; top priority to filling needed slots..."

Alpert: I see two issues:
1. You propose that w/in given colleges there be separate efforts to increase number of blacks -- programs to do this
2. Commonality between and among these individual efforts

Attraction of students has always taken place through the individual colleges; it is traditionally decentralized.

Plager: I see it this way:
1. you ask departments if they have or can develop programs which fit the strategic occupations objective
2. then the University gets involved in brochuirement and also in assisting a common program to develop

Atkin: Dean Alpert, does it scare you that the U. might announce a program for blacks in 6 or 7 out of 77 departments?

Alpert: These are professional schools, in which you would put these programs; you can argue that there is real demand from your (employer) clients for such students. Therefore it would be valid for these departments to decide on their own -- without reference to what other departments ought to be doing -- what they themselves need. ... The route is for the program to be proposed by the departments or colleges to the higher administration; if it goes this way, we avoid discussions of the sort which arise from questions like yours. If someone brings a good idea to me, I just go to work for him -- if it is a good idea. I don't tell departments what to do.

Plager: So the 7 colleges come in and say "in the long run we will have a more integrated program, but right now we want to go ahead with individual, separate programs and learn as we go how much they have in common and how feasible it is to take advantage of the commonalities that appear. Right now we need from you, centralized 1. fund-raising and 2. recruiting." How do you react to this?

Alpert: I can see the real need for training which teaches people about organizations and how they work. (Many of your proposals have the word "administration" in them.) But I don't know about a program "for blacks."

Pines: Cities is the focus. Not just "for blacks."

Alpert: Further, don't use the words "recruiting blacks." We have to be careful about the lexicon. And beyond lexicon, conceptual problems need to be straightened out: First, just try to find qualified blacks for existing critical programs -- in each college Brochuremanship Then try for real educational commonality: we don't have 35 programs in computer science, we have one; we got it by letting those who saw they needed it get together and say how it would be done.

Plager: OK How do we get the latter thing to happen?
Alpert: (reference to the attempt to do something in "organizational sciences") It does not take all 7 to get going. Just a mob of 2. It takes a professor with real intellectual -- not just social -- commitment (N. Long translation -- takes more than liberal do-good cry-babyism) and a dean who will back him up.

So: 1. Atkin and Litterer write up a proposal
   2. select the "key man" -- director of program, or institute, or whatever
   This is a way to focus the idea. Sometimes it is not a man, it is a building -- like MRL; but often you know just what a program is all about the instant you hear the name of its director.

Atkin: The commonality in our case resides in the problem area. People from different disciplines start to cope with the problems in different ways. Some are comfortable at a very abstract level; others want to work on real things. I hope we could have both.

Alpert: I'm glad you said that. What have I done on this campus? Basically, CSL.
   There, what welds the group together in not the building, or the discipline, or the particular personality of the director, but the problems. I picked a name for the place (Coordinated Science Laboratory) which was suggestive of almost everything and exclusive of nothing.

   I claim that it is possible to have the more sophisticated investigations of the Litterer-Fiedler type tied to very practical applications...

   I can make an instant organization, by the mere expedient of creating a committee, getting a letterhead, starting to seek support.

Ted Brown: Zeroth order: everybody doing what he was doing before, except special efforts to locate students, get them through
   First order: seminars on the concept of strategic occupations, perhaps; or "city problems"...

Alpert: Don't come in and tell me how many people you have behind the idea, how many departments, etc. Ultimately when the proposal gets written, one guy holds the pencil. Get a proposal.

Pines: Other common features might be: 1. internship program 2. C-U as a model city

Alpert: Don't let anyone hear you talking big like that; no quicker way to get shot down.
   However -- a set of somewhat more modest examples of the types of things you actually know you have the people to do would be good. The trick is to find a problem small enough to solve but big enough to be non-trivial. This is not easy.

Brown: Should the proposal, program statement, contain economic considerations? Tuition and fee waivers, etc., required?

Alpert: That will be different in each college; incidentally, is there no place for engineering in this? They have more assistantships and fellowships per student than any other bunch.

Plager: One reason law would like to join a common, university-wide effort is that although our program has top priority in the law school it has very low priority in the university generally. We would gain by being part of something with more university-wide importance.

Alpert: Can't ask for money for blacks; everybody is doing that; need ONE GOOD IDEA.
Web. FAC AD HOC GROUP

Litten: Could identify a number of issues -- housing, core studies, etc. in the administrative office building. Several reasons why, which, on the Chancellor's request, could look into these things.

Kemp: Planning commission is entirely inadequate. Departments have been given the charge to plan their 10-year future.

Ploeger: Let's pretend we start an entire new program. Then we restructure one from scratch.

Blodis: There is so big that we all assume the U. can do everything. Bring your side horse.

General Questions:

1. What sorts of research go on about ourselves?
2. What sort of staff assistance is provided to committees?
Flage, Long, Pine

Developed parallel programs for block, poor, ed, depr.

...wrote in a dense medium. Speed of propagation was too slow last season.
Mississippi
Otherwise qualified for SEAP
High instructional cost.

[interstate compact]

Exit program: stuff

12/25: 1. Administrative pleasure: can't save classrooms, already oversubscribed
2. Let me tell you about Illinois politics. Even if we could convince legislative, they would tell you that their constituents don't want it.
3. Token project anyway. Whole project is fighting for its life—how to ask, what is the cost of trying to shove on them this one for out-of-state students at high instructional costs! Other states, legislature, and passing even stricter barriers against out-of-state students.
   Higher admission standards as well as higher tuition.
   California is doing it. It will be administratively ruinous.
   Not so bad at undergraduate level. We have all sorts of diversity here.
   Maybe Demetri can grease them, but unlikely. If the money appeared, maybe could sneak them in.

Shelly will have to decide if he can afford a man in his budget for tax.
To: Members of Ad Hoc Faculty Group

From: Dave Eisenman

Re: Meeting of Tuesday, January 14, 1969 with Dean Cribbet & Prof. Goldberg

Last year Law received 50 complete applications for the few (7) places in their program for black students. This year already there are applications from 20 who are quite qualified. No problem with "standards": they are authorized to waive the usual requirements for up to 5 students per year. So far have never used this option: all students meet competitive requirements (which in turn are above minimum requirements). Conclusion: there is an adequate supply of students who need no remedial assistance, a cut below the best law students, perhaps, but still quite competitive. There does seem to be competition from other schools for those in the top fifth of applicants; however, odds are very good that an offer to a second-fifth black applicant will be accepted by him, the gentlemen reported.

Law's ability to enlarge their program is limited, then, primarily by finances at present: there is no lack of qualified students and the college can accommodate up to 25, as we were suggesting. It will be even easier if allocations to enlarge the school from 225 to 375 freshmen are approved (at present 1200 applications are received each year).

At present more applications are received from Southern black colleges than others.

Law's decisions are based heavily on promise of "leadership." Past civil rights activity, etc., are indicators.

Apparently there has been some discussion among law educators indicating that perhaps a few of the good law schools ought to concentrate on taking in these students—five schools with 60 students each rather than 60 schools with 5 students each.

To publicize their program, Law writes to every school in the country which is black or has a high percentage of black students. Now (3rd year) the grapevine is beginning to take some of the load and these flyers are supplemented by word of mouth. No recruiters have been sent out, except in a few exceptional cases where Law literature went along with people doing something else primarily. Also, student in summer programs for law-oriented college students from poorer black institutions (run by Harvard, Yale, etc.) are circularized with personal letters.

Money: Law faculty contributed $8,000. A handful of corporations have "bought" 3-year, $2,500 per year, packages. But out of roughly 25 large corporations, 20 have turned down Cribbet and Goldberg, who have gone out as a team. They are told of all the places where the corporations are already contributing; others don't see why they should give to a law school (even when Cr. & G. stress that they are looking for potential leaders); others want to know why law firms aren't giving ("mostly because it would come directly out of the pockets of the partners — unlike with corporations, which have foundations").
Cribbet noted that our broad-spectrum plan, involving as it does a number of different graduate departments and divisions, will be more likely to attract money. "Corporation giving is likely to be to business schools," he said.

Prof. Brandis observed that a black lawyer required no capital to get into action; might make him more likely to have an impact than a business grad who will be inclined to go into an existing corporation and have an effect only on a second order basis.

"We don't give to state schools," was the typical foundation response to Cr. & G. although Ford did indicate in 1966 that it might come through if matching funds could be found. M. Atkin pointed out that Danforth is now interested in black education in a big way.

Discussion turned to the program we had outlined. Cribbet commented that he would add engineering as a 6th graduate program. He felt that the program as outlines was extremely defensible in terms of the Almy report conclusions that we were to be primarily a graduate and research institution; there ought to be a place at such an institution for a program for exceptional graduate and research blacks.

Asked to apply his legal talents to destructive criticism of the program as outlined, Dean Cribbet could think of the following arguments:

1. by selecting on color and not sticking strictly to competitive standards for the very best students you are undercutting your own avowed educational mission

2. it may be that a graduate program for black leaders is an internally inconsistent idea: too much education may alienate a black from inner-city residents with little education (Prof. Litterer countered with the argument that since these students may in a number of cases be recruited from existing positions in inner cities, and since the program will take a shorter time than undergraduate degrees, you will actually get a much higher rate of return than in an undergraduate program)

Dean Cribbet asked if special courses were anticipated. He was told that the idea of a "core curriculum" had indeed been discussed.

Dean Atkin asked for discussion of whether program size might affect the rate of "evaporation" Cr. & G. answered that the resolution from the black students condemning the Law School's decision in Addison's case certainly demonstrates that a solidarity develops; however, to what degree that is a matter of playing with dynamite was clearly open in everyone's mind.
To: Ad Hoc Faculty Group

From: Eisenman

MEETING TOMORROW, Tuesday, January 14, 1968

in Rm. 219, Law Bldg., at 1:30 p.m.

Dean Cribbet will discuss the law program currently in its _th year, and whether it could be expanded to 25 students/year, and what that would take, etc.

The session is not expected to run later than 3 p.m.
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To: Ad Hoc Faculty Group

From: Dave Eisenman

Re: Meetings of Wednesday, January 8 and Friday, January 10, 196

WEDNESDAY MEETING:

Discussion was concentrated on graduate programs designed to turn occupations. Long discussed the "colonial model", in which we view our cities as strongly analogous to the situation in a colony, with nial power is faced with the problem of developing native talent and professional roles. Long suggested that we need an inventory

In the subsequent discussion stress was put on:
1. the strong positive effect which the existence of any undergraduate program for blacks
2. the great benefit of having black graduate students, bothuates and to attract black faculty
3. the higher chance that a graduate program for blacks will
4. the greater ease of working with students who have already perhaps military service or some working experience

Whether or not an undergraduate program designed to channel people (or to select people who will go there through previous appropriate was discussed. That we must continue our undergraduate programs; it must tackle people who have non-trivial handicaps, was stressed. Providing people who can enter the graduate programs, such institutions like the UI will pioneer larger undergraduate programs that it can be done and how it can be done. In addition, such programs their relevance to education of all students: whites will benefit program on campus.
middle class; Brown argued that this would not be leading the out to the constraints too easily -- tackling the easy problem, like one. Long pointed out that it was a problem of balancing the im functioning output with the slightly longer-range need for a bro. Along the way there was some discussion of whether ghetto blacks are more likely to go into the ghetto in strategic occupations.

Finally, the group decided to meet again on Friday to discuss growth to MBA, MPA, and degrees in Soc. Wk., Law, school administration.

FRIDAY MEETING:

Prof. Litterer presented a sketch of a program in business admin in addition to the printed material, he reported verbally that, at staff would be a necessity. The total cost for a two-year each year, would be about $250,000 per year in the second year a

Prof. Green then discussed the OEO's program, recently funded an English departments will be involved, called "teachers of teacher" Ph.D. program for teachers now in school systems who would like the teaching of school system supervisors or staff for state dep Dean Atkin indicated that it was entirely within the intention of especially for black candidates.

There was then some discussion of a possible CORE PROGRAM for all MBA, law, etc.). Some specialized training in dealing with people have racial hostilities or other difficult characteristics was so that we avoid the mistake of building a program which over-emphas mathematical approaches -- essentially, engineering models. Ins paid to considerations of values and esthetics -- subjective way The ability to question even the values of the program itself our argued. Prof. Litterer cautioned that the program encourage problems and limit the degree to which they pursue the fascination of
January 10, 1986

TO: ad hoc Committee

FROM: J. A. Litterer

Special modifications of masters programs in areas: Public Administration, Business Administration, and possibly Social Work if they are in developing a program in administrative aspects of the permit them to join in an effort to provide a cadre of personnel for the urban social structure. It is suggested modifications of these programs take on the following:

That the program adds new class of groups of and above the usual or anticipated enrollment.

That the CAPUSS students be adequately supported tuition and all expenses covered, plus a flexible allowance program to permit the individual needs of students to be satisfied.

That steps be taken to permit students to enter his choice even if he has not met the usual requirements as far as course preparation is concerned. Well mean an additional semester or more of study prior to entering the formal part of the degree

That the program be open to those students who have sufficiently high grades and other appropriate scores who announce they want to prepare for entering various administrative posts in the changing social structure.
That each program provide for directed field study in the semester prior to his internship, each program would be arranged to permit study one day per week during this semester working in longitudinal research of their future employment.

That the program include special work to prepare students in handling interpersonal relations between welfare workers and the poor and the holders of administrative functions. This training could be jointly sponsored by the departments involved.

That if possible each degree program permit at least one semester as a ½ time teaching assistant.

Cost:
- Each department would take 25 additional staff members.
- 2.5 FTE/department, total.
- .5 FTE/department, administrative.
- 3.0 FTE/department, total.
- 1.0 FTE/department.

$16,000 for each FTE.

First year budget, 25 students — $125,000.
Blackboard for
FRIDAY, JANUARY 10, 1969

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- photos/brochures for 25/1/69
To: Ad Hoc Faculty Group

From: Eisenman

Meeting TOMORROW, Friday, January 10, at 1:30 in the Law Building second floor conference room, 219.

To be discussed: Graduate Program for blacks, strategic occupations. Preparation for meeting with Alpert and/or other Grad. College people who should be in on such a discussion.
**FRI. 1/10/69**

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<th>Strategic Occupations Program</th>
<th>Participating Units</th>
<th>Selection Criteria</th>
<th>Implications for Educ. System</th>
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<td>1 Able Blacks Program</td>
<td>U.S. public admin.</td>
<td>Black cultural, degree motivation, intellect</td>
<td>Utilize assigned programs if feasible</td>
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<td>2 Disadvantaged Blacks (Experimental Program)</td>
<td>JG 6</td>
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<td>Create new program of model</td>
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<td>Bus Ad</td>
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<td>Core program description, behavioral, normative, relationships</td>
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- Able Blaarks Program
- Disadvantaged Blacks (Experimental Program)
Littler presented his paper

Glean: Teacher of Teachers of Teachers Ph.D. program

in NYU college; supervision in school systems

Education.

Take, as student, people who are all

Ph.D.: Core program where each person takes

Programs in each department or unit.

These together

Relative to Core programs:

Atkin: Value and aesthetic considerations, subject-

etc., are left out of programs for admin-

stration. They are highly objective and

mathematized. Education they see doing sensitivity training.

Littler: We have ways to train "change-makers"

Atkin: Need a program which includes question-

ning.
Atkin: I just want to get people thinking in some engineering models.

Plauen: "disputed emanualism." Atkin: Social science.

Lottier: In the core we need a spiritual framework for reference, personal philosophy, to keep his bearings out in the job. Need to talk of this type of work to society.

Lottier: This will be an apraxia-producing situation. A pseudo-scientific social study will appeal. Interpersonal relations stuff. Try to transcend boundaries, integrate, come closer to life.

(2) Do we want a separate entering group writing program? Or what?

1. What can present departments do?
2. What could they do at an innovation?
3. What does society need?
Wed 1/8/69

1. Norton pushed for (D)

Black "leadership:" strategic occupations
1. Look at an array of cities - see what role blacks will be moving into, see if there is something the U. can do
a) teachers, municipal bureaucracy (civil service)

Brown: Dept. selection in hand, if cultural roles
Little: Black B.A.'s for Bus. & Public Administration
U. Mass. Want to induct to get people who could use further education
Ph.D.: Law program — also, Education Administration

Price: Extension is dearly someplace we should be looking

Long: How about law and, etc., in ghetto situations.

Williams: Designing low cost housing for the sublumbo

Rev: Faculty & Students

Ph.D.: Consulting group — to small business, etc.
How about undergraduate program?

Long: Undergraduate block program justified in terms of education for the white.
Green: Successful graduate programs have terrific impact on undergraduates.

Pogue: If there is an undergraduate program

Brown: But good programs are the easiest; the hard problem is the undergraduate hurdle.

Pogue: Favour undergraduate phone

1. project into good programs
2. project into the competition desired
3. scarce resources --- all blocks not getting in should seek performance levels matching own. The whole range from C to A

Brown: don't think the black middle class?

Pogue: Agro program should be of substantial size — but at a particular level of performance

Pine: VETERANS

Brown: City College Program $10 million for 3,000

Pogue: Brown: Pogue: what is middle class are what we get? Do you worry about who get them from?

Lony: We have to do these things in order to show the way to the other institutions. We ought to take on toughest problems. The multiplier effect. Identify this as a point of research

Pine: Programs are incentives for black faculty

C-14 for white education! C-15 — to lead the way in the state
D-13 = Strategic Occupations D-15 — Spofford undergraduates, Ord. T.A.'s, and to program "C"
D-2 Good Division MBA, MPA, Law Sch., School Adm, Soc. Work.
F-1 Veterans
To: Members of Ad Hoc Group

From: David Eisenman

Re: Summary of December 31 session, attended by Brown, Atkin, Paley, Pines, Plager, Brandis, Eisenman

Brown, Massey, and Plager had drafted alternative program comparisons, which were read. In the brief discussion which followed, Prof. Brandis suggested that the UI is perhaps the least appropriate state institution to take on the problem of a program for educationally deprived students (a satisfactory definition of educational deprivation had not yet been reached). Dean Atkin's comment on the papers presented was that we must not fail to recognize that out-of-class arrangements may be as critical, or more critical, than curriculum and formal program.

Professor Brandis suggested that one approach is to consider what the UI can do best; at this point Director Pines suggested a 2-dimensional array, which the group proceeded to develop. A copy of this grid is attached.

Some useful distinctions from the preliminary discussion are:

1. training specialized people to carry out a desirable social task (such as education of minorities) vs. actually carrying out these tasks. Should we do either, neither, or both at the UI?

2. tactics vs. policy. How about black residence hall floors, or institutes of Afro-American culture? Even if we find that they are necessary, we ought to distinguish between means and ends.

I. Definitions (refer to grid)

A. It was agreed, more or less, that by "educationally disadvantaged" students generally was meant students who seemed to have appreciable undeveloped potential. We agreed to restrict our attention, for the purposes of discussing a possible UI program, to those who have evidenced significant intelligence (IQ?), have at most only minor deficiencies in training (high school course pattern), but have considerable motivational, reading, or other skill deficiencies. It was agreed that there are types of cultural deprivation which are serious, but these enter into the definition only in so far as they show up in the types of measurement we usually apply, i.e., as they contribute to low test scores -- whatever the tests — entrance, or course exams.

B. Within the classes of the poor are those whose homes nevertheless provide intellectual and motivational support for youth, and those where college would not be expected to occur as an alternative, to parents and peers.

C. The group "Black" was defined to be those students who are black and are either educationally disadvantaged, poor, or both.
In all three of the preceding groups one should keep in mind that we are interested in a full range of abilities, comparable to the range seen in our current middle-class students. There is, after all, no problem for the very talented black or poor student in attracting financial aids; there is a considerable problem for the student who will just be average, or below average but still capable of finishing a degree program.

D. The group "black leaders" was taken to be those students who have a high likelihood of serving in highly strategic and socially useful capacities after they leave the university. This group, then, could include people of exceptional ability who will provide black executive talent to government and industry, for example, but at the same time would include rather less gifted students who took strategic occupations, such as secondary school teaching.

E. Other minority groups could include racially distinct groups but it might also take in sons -- perhaps more importantly, daughters -- of blue collar workers who, although perfectly capable of higher education, simply do not consider this option.

F. "Able blacks" was taken to be the class of those blacks who were neither educationally disadvantaged, nor, on the other hand, particularly educationally oriented. That is, students who are capable of meeting our competitive entrance requirements but either are not interested in higher education or not in education at our particular institution.

II. Program Elements

Once the different groups -- or the separable problems, several of which might be common to a single student -- had been defined, the group discussed what considerations would determine the fifteen "program elements" which appear on the grid. Discussion will be indicated by specifying which "box" is under discussion. For example, D-5 is the question of what supportive services would be required if the UI was to concentrate "black leader" prospects.

A-1. Brown: Chicago's Harrison high illustrates the difficulties. Students who rank very high in class do miserably on ACT and other tests. Clearly, though, you can't take a student who is in the bottom half of his class and reject someone near the top when neither does well on tests, even if the former may have more potential but motivational problems as well as restricted opportunities. (Or can you?) Group decided that this group offered especially difficult admission criteria problems.
A-2 High availability. So should measures be taken to insure geographic distribution?

A-4 Mix of academic and remedial; summer program?

A-5 Major requirement. Tutoring. Need tutors, special program, faculty.

A-6 Program may take 5, 6, or more years; problems with existing federal aid limitation to four years.

A-7 Stimulation, or discouragement, if in with other students? Experimentation indicated. Integration of study halls, courses into the residence?

A-8 Complex. May not be shared interests with other students

A-10 Summer school, perhaps; or employment which enhances the program. Placement assistance may be needed during college years, but consider program a failure if it is needed at the end.

Our discussion of category B, the poor, was not particularly exceptional except for two points: 1. many student will come from depressed areas, where so few students have ever gone to college that the prevailing conception will be that college is only for the super-bright. We might have a recruitment effort on our hands. And we must fund for the student who does not qualify for scholarships but still can hold his own with a large number of students who at present pay their own ways. Requires something like the Carnegie Commission recommends.

III. Meeting, Wednesday, January 8, at the Center for Advanced Study at 11:45. All are asked to consider what each "box" on the grid ought to have put in it. Our goal is to fill in the programs which tackling each of these groups would require, then fill in the "Rationale" and "Feasibility" boxes, prior to choosing the optimum program for the University of Illinois, in light of its resources, and state and federal needs and likelihood of supplying money to see them met.
Dec 31 Meeting

Differences
Brown: smaller than he expected
Plow: 3
Atkin: out of class assignments will be very important

Brooks: "we are the poorest state institution to receive educationally deprived. "Bash Peabody" may be a counsel of despair; assimilation in the American way.
3. "Let go: Jackson State - Mississippi: Miss. has a higher proportion of its Negroes in college than Illinois. Its worst weaknesses is in its faculty. In or - 2 graduates of Jackson State have gone there. Impact of black graduates should be great.

What can we do best?
Pins: this is another matrix - what can we do best?
Atkin: black separatism comes up very early. Chicago urban coalition ...
Even living arrangements continue, etc. the part of the educational program.
Brown: black institutes, etc. - abroad. But that does not mean we ought not do it.

Plow: these are tactics, not policy
Atkin: A values Box
Plow: other institutions look to us for curriculum and program ideas.
Plow: training people to carry out a needed function no. actually carrying it out themselves.

Gannon: Don't believe
A-1 Admission of edu. disadvantaged top students get low ACT scores.

Roger: [crossed out] operationally define:
- Agent has intellectual capability
- Underdeveloped potential

Ted: A-1 already means we have a serious problem.
A-2 no lack of students; no extra security

A-3-4-5

A-7 Brown: Some compartmentalization might avoid trauma.

Brown:

B-2 Rural towns where every bright student never thinks of coming

B-3 People in every respect qualified but are not coming

C
To: Group

From: Long, Pines & Plager

In view of the currency of the issue, and the fact that the Group has already developed some familiarity with the issues, we suggest that the Group adopt as its priority item for immediate discussion and action the question of the university's role in the education of blacks. We suggest further that the discussion take the form of development of a 'model' for a program at this university. The model might include the following:

a) the purpose of the program (differentiating between a program for blacks, a program for the poor, and a program for the educationally deprived);

b) identification of those areas of university activity specially affected or in need of changes in order to carry out the purpose of the program - possible areas:
recruiting
admissions
academic program
housing
employment
social
placement
others??

c) optimum size of the program, for right now and for specified periods in the future, in light of
To:

From:

-2-

(1) non-cash resources available in the university to meet the needs identified in b above (such as buildings, etc.);
(2) cash resources available or attainable through federal, state, and private sources.

In developing the model, we may wish to meet with affected students, faculty, administrators, in various combinations.
December 5, 1968

To: Members of the Ad-Hoc Faculty Group

From: D. Pines and S. Plager

There will be a luncheon meeting of the group on Wednesday, December 18, at 11:45 A.M. in the Center for Advanced Study.

Agenda:

1. Further discussion of identification of issues and assignment of priorities*
2. Review of group membership
3. Choice of regular meeting time

*Members are urged to circulate in advance of the meeting any detailed thoughts they may have concerning specific items for group consideration. If one copy is sent to DP at the Center, we will xerox it for other members of the group.

DP/mt
November 26, 1968

To: Members of the Ad-Hoc Faculty Group

From: D. Pines and S. Plager

There will be a luncheon meeting of the group on Wednesday, December 4, at 11:45 A.M. in the Center for Advanced Study.

Agenda:

(1) Report on status of SEOP program
(2) Discussion of this group's functions and goals--see Plager draft
(3) Identification of issues and assignment of priorities
(4) Review of group membership
(5) Choice of regular meeting time

DP/mt
Some Comments on the Big Saturday Meeting, 11/9/68

1. JWP makes the following unsupported statements, the support for which I would like to see: "If we stick to a need criterion, we will get blacks." --(1.)

"If I had my dromers, I would have done the whole thing as quietly as possible. (for two reasons: comfort of participants, absence of support for such stuff)" --(2.)

"We will get blacks if we keep our definition of poverty and recruit in the ghettos. Besides, poor whites tend to drift more easily into colleges, so we don't worry so much about them." --(3.) (subsumes (1.) above)

"Our critics are not really our problem. Our friends are more a threat." --(4.)

--------------- (But is it not our critics who inflame our friends?)

"Only way you could mount a real attack on underutilized human resources, as Norton has just described, would be to set up a whole new administrative unit, complete with its own faculty." (Long had suggested that we need to face several serious problems at the present: 1. getting blacks in to the University 2. preparing blacks and others for leadership roles in a troubled society 3. retaining and developing the potential of lots of bright guys who drop out, completely or just effectively

In other words: dealing with the underdeveloped talent in the state -- the really talented people (not second-class programs for second-class minds), as indicated by some evidence -- and doing this both because we have the people and because it is a serious research problem, with societal pay-offs, as well. We could assume a leadership role in this field.)

"If you created this separate unit -- and you need all of it, not just a few very talented people at the top, who would be hanging in space unless they had a backing of faculty -- you would have a black college and a white college."

"I don't make the mistake of assuming that if a man is black, he is disadvantaged." (But you do seem to imply that if he is disadvantaged, he is black. Despite national figures that some 70% of the poor are white, and so on. Or, if not that disadvantaged implies black, then your assumption is that disadvantaged and black combined imply need of assistance, while disadvantaged and white combined are still not a bar to significant, effective, self-help.)
people who could help us: how can we get them involved optimally?

1. black alumni — Sammy Raynor, Carol Easton, et al

2. BSA

3. Ogilvie "full-time use of University space": legislative support for summer programs

4. Industrial leaders — money, political support in the state for programs for disadvantaged people. Also jobs for exiting students and for summer work.

5. Professional fund raisers who specialize in this sort of thing — take MLK seed money, apply it to a professional campaign for foundation support.
Genetic or analytic

1. Try non-academic
2. The graduate program: Jorie Toney II
3. The 500 program

Management Consultant?

A. Management consultant?
B. Organizing support from faculty: but we'll need that what is professorial is intellectually respectable and work supporting.

2 Saturdays' worth of lead in

C. Study Group: the American political party. Can we apply anything we learn in this context? Not a senior.

He needs a faculty group to stand up and work. He may not know that he needs this. Communication of ideas, concerns.

Five-fold framework approach :

N. Need to: 1. More his connotation. We need to show that our agenda corresponds with his.

Hypothetical sketch of

Major policy-making devices - U's relation to white/black communities.

How to handle these kids once we book them.
Agent: Faculty must be brought in to knowing the goals and constraints.

Long: Cannot admit as a staff; we can provide effective staff while we meet if we want to try.

Agent: What else we going to stop doing. We have just so many dollars.

Student: Those several things I'd like to squeeze out?

Agent: It can't be done by accretion. They just can't add it to the budget, and send it to the legislators.

Long: So this is a real constraint. Let's not get people's expectations up.

Piers: Maybe can do something with volunteers.

Long: Maybe it takes more people to direct the volunteers than to handle the project themselves.

Agent: Need a well-thought-out -- rather than '12 men, strong and true.' Also an honest, blunt statement of the problem.

I wasn't consulted, but -- clear that one man wasn't enough to run the program.

Tunna: Who are the people?

Piers: Lott's consider: 1) the call -- is working

Agent: If the condition is 100% of enemy groups should be responsible enough to keep its mouth shut.

Long: Bone of contention at the Chancellor's meeting of Concern.

Gene Mackenzi: Accomplishable goal must be identified.
Debates:

1. Providing a structure in which nibbling people, except unidentified, are given a charge — freed from departmental ties.

2. People who are not to work, brought together with the existing departments.

Encouragement way:

0.3. who would be missed, counter productively.

Incentives?

Stickers: Need specific people. Long: Kind and fair. Perhaps we should.

Aspect: Need at least one guy who can tell one when he sees one.

Long: Need some real incentives, when the place has its current reputation.

Aspect: S. Wheeler Sooner.

Stickers: Have the problem of tenured professors. Departments have to play a role. If a guy is a member of a department, there is no way to free think from the department.

Long: Exploit specific departments, specific people who you think you may want. MCL is the example.

Long: You are saying, do it, then look for institutional support.

Long: Build the better marketing, hope for presence of imitation.
If I read my notes and consult my memory correctly, at the Saturday, November 9
meeting, Alpert and Long were both suggesting a new unit to tackle the problems --
which seem to intersect to a great degree -- of underdeveloped human resources
and of educational reform. Alpert discussed an experimental college, with a
graduate research faculty; Long discussed fusing action programs -- like SEOP --
with carefully calculated policy decisions for the University, based on a careful
and professional calculation of the state's needs and resources; Atkin discussed
the development of a unit for policy studies -- a group who do research into the
conditions, or who perform experiments designed to predict ways of dealing with
conditions, which call for public policy decisions.

JWP feared that an attempt to do any of these things would be in the end merely
the creation of another second-class group within the University who would have
no support from or status in the eyes of the regular faculty and who would
be dealing with second-rate students -- or perhaps, if it were to go the other
way, with honors students again.

I wonder if Atkin, Long, and Alpert would like to sit down, each, and write
a description of how an experimental college might work, in which there are
students, faculty both teaching and doing research on and with the students, and
some administrative ties to policy making bodies in the University and the state
if not the nation.
STATEMENT OF PURPOSES AND FUNCTION

The group sees itself as a group of faculty members with a basically similar outlook on the social order, and the role a great university can and should play in the improvement of that order. The group considers that it is able to bring to an issue its best judgment as to what the university should do to contribute to the resolution of the issue; that the group will then act to bring about a consensus not only among itself but among its various constituencies; and that the group will then, with the support of its constituencies, work to have its program enacted by the relevant decision makers.

The advantages this group has over other, more formal, institutional units are: the makeup of the group is not intended to be representative of all shades of political and social views, so that it is free to innovate without the felt need for 'political reasonableness' and compromise with every interest; the group is not a part of any official hierarchy, and so it is not constrained by any previously adopted official positions, nor is it limited to a pre-ordained chain of command in its efforts to determine facts or advocate programs; the group has no fixed constituency to which it is responsible, so it is free to shape its supporting constituency to fit the shape of the issue before it; the group is multidisciplinary, and hopefully representative of some of the best of the intellectual and political resources of the campus.

Some of the limitations on the group are: the effectiveness of the group is largely dependent on the prestige of its members and their willingness to expend that prestige (and reasonable amounts of time and effort) on the formulation and promotion of the group's programs; by definition the group is not part of the established power structure (altho some of its members may be) and potential conflict with the establishment is an inherent part of its activity; should the group prove to be successful in one or more of its efforts, it is likely to engender hostility not only from those at whose expense success was attained, but from others as well who may look upon the group as a potential threat to their own power position.

One additional point is perhaps worth noting: whatever may be the ultimate form of the scorecard, the group provides an opportunity for a number of the faculty to get to know and perhaps understand each other in the context of real life issues, in a game being played for significant stakes, and not just an academic exercise. Indeed, the desire to play for stakes worth playing for is one of the commonly shared views of the members of the group.

SOME POSSIBLE ISSUES FOR GROUP CONSIDERATION

1. What is the role of the university in preparing blacks for leadership positions in the decades of social conflict ahead? How should that role be carried out?

2. What is the role of students in the governance of the university? How should that role be structured?
3. What should be the university's formal relationship with its student body? Should there be a Dean of Students, and if so, whose man is he, and what kind of man must he be?

4. What can be done to streamline the decision-making apparatus, especially those parts involving faculty participation?

5. Assuming the conducting of an educational program is the central function of a university, what role does student discipline play in it, and how should that role be performed?

6. . . . . . . .

S. Plager
REPORT ON MEETING OF CONCERNED FACULTY, WEDNESDAY, NOVEMBER 13

After reviewing the meeting Saturday, November 9, with the chancellor and members of the SEOP administrative group, discussion turned to what actions this group should take. Discussion included reference to these topics among others:

a. the serious degree to which all faculty are uninformed of what is going on in the planning and in the implementation of major programs at the University.

b. the growing credibility gap ("we know what we are doing, everything is under control; thank you very much for your concern but our friends are our biggest problem" vs. underfinanced, understaffed, undefined programs which show no indication of changing for the better in these respects)

c. the degree to which the president retains control of relations between the U. and outside sources of power -- business, labor, government, even local government -- and how this tends to make impossible the development of the type of power base a chancellor would need to do anything but the most trivial programs.

d. the absence of any reasonable estimate of what a program like the SEOP costs in terms of staff time, resources, etc.

e. the related problem of wishful-think; chancellor and others do not know what the problems are and are not acting to find out.

f. the various time-bombs imbedded in the SEOP program:
   1. do-gooder reaction when students flunk out and they attribute this to a combination of administrative inefficiency and mismanagement and failure to call them when they had just what we needed
   2. the reaction from blacks and others when it is announced that the program will be cut in half next year
   3. massive discouragement among the students themselves when they find themselves with no money to go home, to buy art supplies, etc.

g. discussion of what can be done now to affect SEOP for next year:
   1. assessment of University's resources -- can we, in fact, handle a program of this sort even if money is no problem?
   2. creation of alternate sources of black students; if we haven't money or resources for underprivileged and impoverished blacks, at least we can recruit blacks who can come in under competitive stds. and pay

h. discussion of whether we (our group) can agree internally with Norton that the state and the country need a crash program, with the sort of urgency and resource re-allocation that characterizes wartime
   1. do black people want it
   2. cost-benefit considerations of what it would do to the University
i. techniques of effecting improvements in the running and planning of the SEOP program:
   1. we should generate questions which are in the self-interest of the people running the program to have answered
   2. channel our concerns and ideas through the Senate committee on Equal Opportunity; make it focus on the problems and work toward their solution
j. which led to a temporary retreat into the question of what this group is supposed to be doing, anyway
   1. concern with long-range policy making; need to gain credibility and reputation of being worth consulting, perhaps by working on SEOP
   2. concern with developing a leadership at the university, meeting the urgent needs of society and not leaving their discovery and discussion to be the exclusive property of the SDS, as at present this involves agreeing on what we ought to do, what we can do goal definitions need to be realistic and must take constraints into consideration
   3. concern with seeing that concern is well-directed; have a broad charge to step into the present vacuum as a start on the bigger problem of preventing such vacuums from appearing in the future
   4. concern with establishing a power base in the faculty so that we can offer not only advice, but backing and genuine resources for that advice or and for any proposals of merit, regardless of their genesis

k. discussion of whether "our" constituency is the faculty or the administration; that is, if we are supposed to be stepping in to assist the admin. in order to win its attention and to be admitted into future policy development, or if we are supposed to be cultivating the faculty so that they, collectively, will appear in that role to the administration

l. Long's immediate goal of beefing up the SEOP by bringing together business and govt. leaders with admin. figures who have over-estimated opposition and underestimated hard support

m. agreement that this group will continue to act severally (Plager on admission of black law students, Long on human resources conference, etc.) but keeping each other fully informed so that all operations can be strengthened agreement that this group will have to consider two major topics before it undertakes any more-concerted action:
   1. our role in the SEOP matter
   2. our University's role in attacking serious social problems, such as, in helping provide black leadership

General satisfaction was expressed with how far the group had come, considering its size and the little time it had been together.

A subcommittee consisting of Long, Plager, Eisenman, and Massey was delegated to meet with Ted Brown's Senate committee on Equal Opportunity to convey to that group some of our concerns and ideas which have emerged from these meetings, to assist them in focussing their efforts.
Chancellor J. W. Peltason
112 English Building

Dear Chancellor Peltason:

As I understand it, you will be expected to make a brief statement of the goals and the constraints on the Special Educational Opportunities Program. The other members on your staff will make contributions as the discussion requires.

Sincerely,

Joseph H. Smith
Staff Associate

JHS/mc

Copies to: Messrs Kahr
Levy
Perrino
Satterlee
Shelley
A Reminder

SEMINAR

Date: November 9, 1969
Place: Center for Advanced Study
Time: 9 a.m. to 3 p.m.

Messrs: Kahr
Levy
Feltason
Perrino
Satterlee
Shelley

Atkins
Brown
Long
Massey
Osgood
Pines
Plager
Rothbaum
Salisbury
Spiegelman

General Subject: Special Educational Opportunities Program

1. The Special Educational Opportunities Program: Present and Future

2. The Special Educational Opportunities Program as an educational opportunity for the student majority

3. The Special Educational Opportunities Program as an opportunity to educate faculty
November 7, 1968

What are we trying to do?  How can the faculty be of use in defining our goals and implementing them?

1. Educate poor students:  a. financially poor?
   b. disadvantaged but promising?

2. Educate poor students:  a. regardless of race?
   b. concentrate on blacks?

3. Attempt to increase proportion of blacks
   a. concentrating on disadvantaged?
   b. regardless of financial or other need?

4. The critical problem of finances
   a. Do the existing financial constraints determine program?
   b. Do we determine what we want to do and go out for the money?
   c. If b, what realistic hopes have we of funding and by when?

5. If we decide to decide what we want to do, how do we determine what we want to do and can do?

6. What constraints are there beside financial on the number we can handle?
   a. What is the number of eligibles? How determine this?
   b. Can this be determined from defensible criteria of educational promise? plus financial need? plus state residence if this is desirable?

7. Do we need to think of a social requirement of this state and perhaps a national requirement for college educated blacks that could give us a target?

8. Do we need to think of what we can do within the constraints of not helplessly diluting standards to develop educated blacks to meet a crisis need? If we think so, can we persuade the requisite others?

9. Does a rational appreciation of state and national need for some effective college level education with this type of student suggest exploration of the techniques used by the military and other unconventional approaches to achieve a desired and desirable goal? Should we accept as in war time a production target of a product meeting specifications defined by the social and economic need that we are prepared to produce even if it requires the kind of retooling we accepted in war time?
Present members of faculty group

Commerce
  Bus, Ad.
  Joseph Litterer (Economics)
  Royall Brandis (Economics)

Engineering
  Gordon Baym (Physics)
  Walter Massey (Physics)
  David Pines (Physics)
  Charles Wert (Metallurgy)

Education
  Mike Atkin (Science Education)

Institute of Labor and Indus. Rel.
  Mel Rothbaum

Law
  Sheldon Plager

LAS
  Richard Green (English)
  Norton Long (Poly. Sci.)
  Sol Spiegelman (Microbiology)
  Ted Brown (Chemistry)
  Charles Osgood (Psychology)
  Martin Fishbein (Psychology)
  Abram Paley (Mathematics)
Long: We tackle a critical national problem, state problem—esp. in the cities—and we stay with traditional educational methods. This may not make sense.

Patrick: a) what can the faculty, a faculty do.
   b) what are goals; from implement? — 2 problems.
   1. Nothing can be done about the faculty.
   2. Much of our problem comes from our friends. People i charges we daily day looking over shoulder.

Shelty: Good: get these kids through grades.

Patrick: Institution's goals vs individual goals. They are different; not necessarily in conflict.

Pliego: Can't separate the designing and the implementation.

Just: We started on this program off, as long says, a sense of national emergency. We knew that massive response was necessary. But we started doing our part. We are not waiting for the old school.

Fear of refusal, guilt feelings—also reasons why people are for it. But last iClear's—let's find people who can get through with a little help.

JSP (corresponding Pliego) (ie: which a black, poor or wealthy):
We use "cultural disadvantage"—covers poverty,
discrimination, poor schools. We need this explanation.

3 arguments: 

1. Socioeconomic: high school that serve poor money
   discrimination
   Needed to keep down to poor because of federal guidelines.

JWP: look upon a lot of people come in who are black,
but not reading. Should we have been admitted unless this
had been a program for blacks? But US Govt. won't like
this, and it is politically very hard. If we stick to
need, we will get blacks. [Oh yeah?]

and have a pilot program, a Mickey Mouse response.

LGP: Let's not play games. We need to develop base, etc.

JWP: I agree, but I was assuming those who want us to
lend all other institutions - the junior colleges, other state
minorities. Feds are often us to have conference to bring these
institutions along. We say, maybe next year. Not now.

LGP: Need to get out of the # game. Show that the qualitative
aspect of the program are justification for it.

JWP: People say, why it? - junior colleges were for this! We mean
we want to show that here are some, a cut below the Super-
Naps, who can make it. But if it is to be a special ed. op.
program, can't handle too many. But losing the "specialness", and
we would change the atmosphere of the University.

LGP: Perhaps we wouldn't be pulling down the institute. This is
not a junior college deal, w/ its perception sense. We all ought
to gain from the situation.

_prep: He exit last - we have a responsibility to plan.
JWP: Again, how we might start thinking about all our dropouts. We never would have got the faculty's attention for just $500. But this $500 they are watching.

I don't mean to downgrade the jr. college. We tried last year to get only students who otherwise would not have gone to college.

JWP: Which one do you pay to get things accomplished? We have 12 million people, 12% of them black, in Illinois.

LWP: Is that book? Why does that downgrade the program?

JWP: And in fact, the Mississippi kids, for example, are valuable to us. Just like the foreign students.

LWP: What price do you pay to get things accomplished? We have 12 million people, 12% of them black, in Illinois.

LWP: Was outside financing?

JWP: Also instructional dollars and space: we are turning away thousands of "qualified" people.

LWP: Again - relative gains and losses. Not taken on the more difficult problem until we are underfoot.

Next year, state will insist on some over quotas and what report to competitive standards. And this thing is sexy - all sorts of schools come out of such programs, 600 supply of students way go down.
Murray: What is the first constraint on #3s?

JWP: We took it all we could get. 535. Perhaps.

The political problem - next year only have room for a total of 3,000, of all kinds. We would have 10,000 applicants for the 3,000 spaces. How many do you get aside for blacks? Ten, how many can we handle? Takes about twice the resources. Then there is the financial aid for them.

Next year, main limitation will be financial aid for non-students.

Saldanha: Lack of aid for an educationally sound financial package.

HEW's Mr. Hornekele says - industry will flock to you.

Dr. Malshtein - regional commissioner for education. Congress will buy supplemental aid appropriation.

This is a federal program. It is both in W-5 and loan. The "out and out" is cut from $58 million to $13 million. Show trend.

Long: Northwestern Business School has 25 corporative . . .

JWP: Money is a problem, but did not determine #3s in this basis.

Player: Give the constraints again.

Answer: 1 available space  2 $ for the student, and $ for the institution  3 available people  4 staffing the program.

We could re-order our priorities... but...

Long: Doesn't that force you back into an assessment of the needs of #11? We are altering our program because it is not in step of the state's needs.

JWP: How many can you give a quality education to?
Long: OK. How do we make up one's mind rationally about these constraints?
JWP: Model does not exist. Why will predict the number.
Pleas: Let's assume no financial constraints. This means available people is no problem - we can find all the students we want. Then we are left w/ what we want to allocate of ourselves, and with the money and resources where some don't get in.
JWP: I personally feel comfortable with our current projections.
Our current model: at end of Sophomore year, they ought to be autonomous. Perhaps financial aid. This year we took transfer students at junior level - by then they ought to be on their own.
By the 11th they ought to be competing successfully by other.
Egbert: Success of this year can't be isolated from the outlook.
Ahmed: If I were in Washington and had all sorts of money, and I were asked for the upper limit on # of blads to send through - I would say, you can't even handle your usual students.
Pleas: Good. We are getting down to internal constraint.
Pleas: Internal support of student and faculty in a constant.
Pleas: We need to be a little less worried about failure, or about having a neat model. "Necessity is the mother of invention.
1. Judging grading. D for Deflated grades
JWP: All for inflated grades. [!!!]
423 hits receive G.E.O.
We will get blacks by any

JWP: Definition of poverty + recruitment in ghettos. Poor whites
drift in more easily vs. college, so we don't worry so much about them.

Peters: Back to the 2 constraints we come to. Would you have
a program for blacks? Would it be for rich or poor blacks?

JWP: I don't assume every black man is disadvantaged.

JWP: For their disadvantage the only excuses for admitting him?

Long: How are some success models — Sidney Poitier, etc.? Why?

JWP: We don't need them for Harvard's super guys. We
have success models already.

JWP: The other constraint: If white deciders that there has
got to get in, get money, get grades, get preferential discipline. Here
the following
belief.

#3 of blacks is necessary if they are not to feel alone —
but too many arouse whites hostility.

Long: Your model is Pigmoline. They get white, and they graduate
and pass. That might be other models.

For some, do it via jobs to educate a special group for a special societal
role? I see it as

JWP: Right & Middle class: "My son the doctor."

Long: We are going to have black doctors, black medical of black
communities. Ought we not emphasize the writing of phoneline?

Osseo-Smith: They come out diverse. Regardless of model you use.
Peters: Well, we teach English so people can get jobs. But we must
avoid trying to make anyone ashamed for speaking Yoruba or Yoruba.
Smith: Back to Booker T. and WEB. DuBois. What do black folks need?
1. They need to learn to work up their hands — Booker T.
2. DuBois — something else.

We ought to let students get basic tools and then decide for

himself if he has retained an interest in the problems of the ghetto.
I am not sure there are tools why are specially suited to "Black".

Money: The kid will apply by themselves the theory black culture.

We need to give them general-purpose tools. [Do we?]

TWP
Departure of UI or bad black
1. By the time they get to college level they have been so deprived,
   so do-motivated, etc. All of these things.
   Ability to do the things we measure. The educational measure
   is culturally biased.

Ergot: We get caught in an own sensation we say these students are
the same as others except for educational background. I
guess their IQ's will be about the same as our whites. The brightest
kids will quickly get into ed reform, etc.

Interim:

Dick Ger: Content raised by Atlee. Capacity of faculty to handle
the program. There are a lot of playpoints here. What are they
doing or able to do? I come from a department destining itself
and putting out tremendous effort — Maybe here we have a
problem. Some departments called upon more than others.

Agent: Should we re-assign our priorities?
Adapted to these working up today the problem:

- It doesn’t matter whether the solution is right or wrong. What is crucial is the pressure on time and resources.
- We can, or we wouldn’t be here. Osgood and Long can talk to each other — ending up as a synthesis, or just enlighten us.
- I see this as a golden opportunity for ad reform, without which we shall perish.
- Good job on blades...

Shelley: That’s not what these kids came for.

Agent: The white came also for "an education." But implicitly they are asking for change.

- We have our own thing too. We are not just alternati, we are interested in our own health. There can be many different objectives but they merge in common action.

Agent: The major never states objectives; see problems. Before the blades, we would have been on a precipice.

- There are great needs in the faculty to get out of the routine of the 12 hour day they put in, and marry in the new demands — the white student who says — you are irrelevant, or immoral, ... maybe a bigger problem. We cannot afford to turn people off the minute they say something foolish or live up on indecent constraint. They are growing, but they are simple.

Pros: The acceptability of the program. A way to weld ships together.

Cons: The cost of the program.

Agent steps out of the room.

Agent, in the corridor: "I would do it entirely solo now." — the result of a police raid.

Agent: A Ph.D. doesn’t know the game better.
JWP: There are some political constraints. But time constraints were more important. Last spring was a sense of urgency.

Now, faculty are getting involved—through finding problem. Need new people to talk to, and then to get into problem.

Agent: Centripet. all things... is really a key fear.

JWP: You can't go, or, not. And people aren't rushing over to offer their help. We are overloading our advice and offer of help.

Agent: I think you see objectives by looking at the instrument.

JWP: You need involvement in order to get political base. But you cannot have mid-level in the management of the crisis.

Agent: We are being told that if we aren't men and don't have solutions, step aside. [0 Memos & Problems]

Manager: One of your problems is that you try to impose your ideas. To tell people what to do, or simply blocks...

Agent: Omg., is this an administrative declaration of principle, or new faculty get into the act? They are statements of objectives—so abstract that it's meaningless.

JWP: Difference between past-base reality, and actual objectives.
Q: Is there any concern or goals? (among us in the room)

A: Need to define the thing we want to measure.

Also: How to engage faculty, involved, and student input and support.

Sup: Set clear criteria, they are not likely to destroy.

Don is right, majority don't want it. We can't have opposing unless it actually limits people in doing their thing.

The other problem: Everyone wants to run the program. This could destroy it. Most of the attempts to help have not been helpful.

I like what Morton said: Don't think the problems of Berkeley and Stanford were that the students didn't understand. It was that no one was leading. Participatory democracy led to no power.

Somebody has to be in charge. Then we post-audit them. People won't have a freedom of anymore.

Note: In order to lead, you have to have followers. The kids have accepted the SDS indictment. And they also get mad at adults who throw all four cheques and say 'beak.'

Mary: But no matter how strong a leader, you won't win if you don't listen to students.

Long: That's part of leadership: responsiveness and perserverance.

Alpert: Must be open to ideas, complaints (vital problems like Dick Quinn).
The faculty won't block for you so

Plagiarism: “You can't run up the hall if it's not the faculty's hall.

Now, when we decide what the program is, people won't
like it.

People often fight programs because they can't point and
the people don't understand. People get entangled.

JWP: Why don't we use the model of all of our programs.
Weak league. So get law school. Have faculty. "Approve program.
People don't look in detail at the program. But Faculty do not
approve basket weaving.

Plagiarism: The better analogy - is basket at law school showed
than a program, there would be hell to pay from law faculty.

JWP: The difference is that the constituency is limited; ours is
not.

Alpert: Another analogy: I provide computer, you tell me what
your students need. Another analogy: Experimental program:
they will not involve all students, but will involve many
of the faculty.

JWP: But add that "the program is here." So the investor
must be legitimizing of something existing.

Exam: People don't think it in their football.

JWP: Our decision in spring were to have three students then
the whole institution. Many each problem is tackled by the
department. Why do package so much?

Exam: Everybody packages it! That's why.

Financial aid, admissions, housing, tutoring. All large the deal
together.
Dick: Damn, do it pose that program is really not so much a problem? Do it need to be involved in the program? Pherson seems to be going smoothly.

JDP: This program, if anything, is going to be understandable in its impact. English, Math, Psy6, Ed.,—administrative, having—

Paul: So we agree on something and get down to the nitty gritty.

JDP: About a faculty advisory committee?

Shelly: 1. Faculty being involved are primarily freshmen faculty.

JDP: 2. More faculty want to be involved.

Roth: But we can get to work on specific problems.

Scribe: Some people will love, some in debt, and not involved in learning capacity. What are the alternatives? Do we have away to help them? We don't want them being wrenched from the core.

Scribe: The faculty again to have to be involved. The student who flunks out fails to blame the institution. If these kids get faculty support for complaints that they flunk out because of too little money, discipline, or poor staff—etc.—then there will be disaster. —The A1A demo—let's somehow decide it. JDP: The high-level things don't count, that is true. Admin.

Paul: 1. Don't accomplish anything, so ignore the faculty or group talk. We have a good mechanism, for keeping things from happening: we need one to implement changes.
Just: Faculty committees can blame, give legitimacy. But always a dedicated few do it—the actual work.

Agree and Shelley: Our friends will kill us. On someone. Should it be them? How about Ted Bean's committee?

Committee Member: We feel that we are treated, “We will tell you what the program is, and then you can defend it.”

Agree: Bruce Manning's idea are good and can be handled in an orderly fashion. Decisions can be developed.

Osborn: These students are actually seen most by other students and TA's. What have we done to try to get these groups involved?

Agree: These students can be used.

Shelley: Not until they see the students as peers.

Just: CSA is not the same as the TA's. And all the CSA is a force for good, they are also major dysfunctional unit.

Osborn: Then something's very wrong if you can say that.

Agree: CSA is functional for major occasionally dysfunctional. People must admit human faults.

Just: If we can't stand self-deception, we better get an ego.

Disagree. Welcome to recognize a problem! Let's stay toward its solution.

Evenmore:

LUNCH
Afternoon Session

JWP: one such we got to the old faculty centers all the way. A representative elected faculty center of 200 people.

Aspect 1. The same here is education reform.

The are redundance to ways to get in and out of the system. I at least 6 routes today, and all of you know them.

Long: This morning's discussion concerns me that it is not possible to have a major black program without looking at social needs. Now Don talks about general ed. reform. We lose lots of buying skills.

Could we face all these frings need greater general support, by focusing the general problem of underdeveloped human potential. It would get them in high percentages, but would be bigger than that.

Delaying the underdeveloped talent in the state and really talented people, according to some indicators, and losing it both, because we found the people, and because it is a serious research problem as well. We could take a leadership role.

JWP: only possible if you create a new unit. No way of existing departmental structure. Could go the Chicago route. But that was indeed an old college.

Long: Wouldn't we stuff from within?

JWP: Yes. We have talked about that a bit with Rogers and the old college.

We have 2 problem. 0 education. 0 political.
Dr. 2 we lose figured, college analogy. Your guys aren't on the front page.

Agree: You want,

J WP: But they don't disturb the administrative discipline, etc.

Muet: I was talking about the effectiveness of how the piece gets handled. If Mike has asked about the training of people at graduate level, he asks for a very different thing when he writes to Clarence Shelley.

Davis: Need someone at the top level of understanding for the U. functions who could run this.

J WP: He would still be dealing in space apart a faculty, like Don's.

Price: But whatever the Mater's model, and get a constituency for people to put their money where their mouths are.

J WP: Then you have created a two-track system — white college and black.

Smith: The black student is brought into a system where he is surrounded by white students who are better prepared. He would be aided by seeing his white counterpart.

J WP: Blacks are always in competition with their white sitting弥补 sex. How can he develop a sense of self? "Black is beautiful" only goes so far. Where are the white students? Our rural sociologist says they go to locale places, but here.

Price: I say we must get white in his same category.

Long: Yes. In the most conservative sense, this is a program.
for underdeveloped countries.

SJP: But the faculty has decided to be the advance
upper crust institution.

Long: But why can't this be a quality, pioneering, upper crust
program?

SJP: This would be a whole new task.

Long: It gets at the "reverse discrimination" political problem.

SJP: Yes. We aren't looking at priests, for underclass.
We are taking quasible people.

Arth: I think exp. college with remains at undergraduate
level will be a good idea. We need committed at the research
level if it is to be viable. I can think of some very exciting
programs, why combine good and undered lead.

Arth: We need to gain information about experiments we
have: public policy implicit or explicit where we have no
knowledge.

SJP: Existing departments are able to research to their heart's
content.

Arth: As these areas become more laborsome they have
talked more and more to each other. They have not been contributing.

Pine: + ?  Bronnie points + Good departments

SJP: Obverse is huge to death of Sigma for research
Norton's point, though, it that we want the people
involved as well as researching.
Distinguish between getting involved in some thing as a professional prescription by self-proclaimed experts.

Astin: To create new knowledge we work on problems.

It is possible to have esp. college in all nothing published but things happen. But that don't count with the other faculty. It won't be "respectable."

Long: Hutchins failed in trying to separate teaching of undergraduates from making the thing and ideas.

Mum: Now is the time to act on ed. reform.

Rogers: Now we define issues:

- What we discussed just now is so fundamental and pervasive that we will get nowhere specific.

- I see 4 points:
  1. How do we provide, in our institution, this big, for faculty involvement in policy making?
  2. Effective mechanism for educational reform.
  3. What do you and in the future by the 502 program?
  4. How to create new knowledge — how to deal with people?

How can we pull this together: Let's try this.

Could we establish an administrative unit, say a high level board, a faculty (these number already here, part in full time + many additional), which college shall have as the main change dealing of people who have not gotten into our educational system? And could
His group takes over the 500 program as its 1st choice? Then this college could take responsibility for the site for 1 or 2 years.

Acting: But you have to build in research.

JWP: You would end up my "bureaucrat college."

Long: No. This is for those of great talent but adaptive problems.

Acting: Experimental college.

JWP: It's go with to boulded (Min) or to various programs - that is the experience, it seems.

Bryan: These kids don't want different programs.

Acting: Some initiation have been to policy research center. They work of student, air pollution, policy studies on problems of informal gosse independently of problem study.

JWP: All these things are desirable, but they are getting confused. Some people come why wouldn't get in, and couldn't make it out my on help at least ends.

Now why (Plag) have proposed a high power sociological. Debate last year. We were asked to get.

My experimental college is the whole it.

Plag: But that is the problem. All these guys are there, but nobody is in charge.

Plag: Did you see Survey that the program is doing? See?

JWP: It is working.
a while back North & the Sociological Seminar. We are concerned. Administration. Since then we discuss program.

- We shouldn't be surprised. We are trying to address too many problems in a very few minutes.
  1. Need for faculty involvement in policy making.
  2. The function of the faculty in becoming what is going on and how to relate themselves to it.

Shelly solution to 1 would have made 2 worse, perhaps. (JWP: yes.)

I think we must face the whole mechanism we have set up to deal with students — the Dean, Student, and their whole system.

JWP: Shelley's "free-wiring" has been the type of thing which characterized all successful programs of this type.

There is no problem if Shelley handles it, is not also a problem of a non-black student.

These problems are usually solved by a champion. Somewhere. Either a senior, or an advisor, or . . . .

JWP: Who is Shelley's office helps him? (ie: the bureaucracy)

JWP: They make (Shelley) a policy decision to send those kids through — so they would learn the ropes. Shelley for himselfought on quickly.

Money: If the program in trouble?

At least: If people think it is in trouble, it is in trouble. We can't take the usual attitude toward those kinds of things because we worried them.
Green: Would Smith answer: “From the evidence so far, does it look like the English majors will be here filed by the junior year?” Can the present academic structure handle the kids reasonably well?

Hi get at the drop out problem. We need to address our programs to fit their tolerate; but not, perhaps, their deficiencies.

Smith: It can no longer answer that question. Out of touch. Last year my answer would have been “no.” We have not the enthusiasm in our staff.

[Delay] They can’t be math majors in 4 years. Maybe not in 5. Simply can’t get them the curriculum.

Kahn: We have students about to be thrust on an automatic, who don’t.

[Delay] Clarence is looking into it.

Smith: When we were looking at traineehip potential, we found it hard to find blacks qualified role apprentices. The whites were not from the bottom. We found the black line had the engineering college!! Then began the GTCS (Paris: maybe easier to get into the UT than into the Union ??).

[Delay] They will deport. Some for personal reasons, some on usual students. Most of those who have left have done so for personal reasons, not educational or financial.

[Delay] Another dimension of, “Is the program accessible?”

The possible cost to the family, itself and the institution as a whole.

I have discussed among my colleagues a broadening
of primary. Several of the old hands are saying, "These fellows had better shape up and look as or get out."

There are costs and consequences of taking risks. Some of us are committed to work in this area. If we fail, the next step will be harder.

2. These 500 people have very different outlooks and they will — death or critically, shake us up.

2. Faculty may feel that the present political costs to the institution are too high.

In other words, in order to have success you must look beyond the welfare of the actual student.

People have looked at this polarization thing. They find that it washes over, because people seek like-minded people.

Now isn't it remarkable that we all tacitly assumed this was an unmitigated disaster?

3. We took sides. A full fight between these block
takes on new significance.

2. I agree we need a faculty body. I am not yet over to

Plagiarism, however, that we need separate adm. unit.

2. I don't want this to take major time and resources

from our faculty.

I have learned the degree of white racism was not exaggerated and that there are a lot of guilt feelings which are being harmed.

We feel help, however, will build. We will have to sort out hot potatoes from the talented.
West: I would like to defend the way things have run around here.

Eisenhower: I called the Senate last year. I was worried about the fact that the Spencer committee was so lumpy, full of faculty. The middle administration has done extremely well. The committee is still there; still middle administrators.

But the subcommittee dealing with academic policy is not adequate. But we should not make a big thing of it.

JUP: One part of the bureau is the bureaucracy we have here is bad, but no worse than those they will see later.

Long: We have time to do that.

JUP: We are working on them.

Eisenhower: The hell you are. You have said things like that before, and you weren't doing all. That wasn't the point. The point was that non-official

does of communication are important.

JUP: We have no confidence in you because you told us before that you were in control and you weren't. How about

Long: Funding, for example?

JUP: We raised $1 million last year. In November.

Long: But Don Henry is perceived as being organized his program.

JUP: Federal funding will be major, by nobody.

Eisenhower: Richard Nixon's got some funds. Why don't you agree?

JUP: History. In July we thought we had funds...

Smith: Josh won't be in. That was his perception.
Eis: "I trusted your man, china ideas and projection clearly"

Elam: "We're going to find the Chicago Bears, etc.

Agrad: The general problem is, how to plug in faculty expertise & come?

JWP: We have no one caring for naming the program.

People complain that we have poorly, and then we discover what more needs.

Eis: Morison's letter. "He won't be responsible for exec. committee.

But we think responsible, and I shall say responsible.

That is to type up the year on the return, I pointed out to him (laughter).

HAYDEN: "Motif would look like Kahler's description of the system.

We have spent $2,000 worth of staff time to say, "Is this the best we can do?"

Now: What do we do?

JWP: We need to do two things:

1) Take present machinery and enrich it to faculty.
2) We need a manager of program in administrative sense.

(not in academic sense).

We need to reverse the direction; we need to treat every problem not like a crisis. (The swinging door).

West: Self-assessment of role in one model JWP suggested for faculty.

Eis: We ought not get excited; but we may lose time on the problem—when we don't get upset about the swinging, for example. Let not write off the seriousness of some.

All: We have no occupational theory.

We have no confidence.

We have to work on the problem of keeping these people.

JWP + Mott: One of our problems:

1) We have too many attitudes entering, too many to subsume.
2) Erwin is not yet organized. There is no "faculty," no
"Walter: Would a family group really govern visible? Do we have leadership for it?"

"Joe Smith: Conference report on disadvantaged.

"Larry: Responsible, accountable (and guilty) of dealing with the states because only power wielded is permanent."

"External support"

"SWP Henry et al. built state support to where we have the best relations of any UI in the country. However, internal support is lacking. We need internal communication much more than external. Execution: Since students love parents, they are not all that separable. (Exchange over Tribune and Joe Smith)"
October 31, 1968

To: D. Eisenman  
N. Long  
M. Rothbaum

From: D. Pines

Attached is a somewhat expanded list of prospective members of what, for want of a better name, I'll for the moment call GEF (Group of Committed Faculty).* The asterisk denotes acceptance of the lunch date plus availability for the following two Saturdays. Sol Spiegelman is eager to join us, but will be away most of November.

*How about CCA as an alternative--Committee for a Constructive Alliance?

DP/mt

Enclosure
Prospective Members of GCF

Agriculture
Vince West
Glenn Salisbury
David Gottlieb

Commerce
Joseph Litterer
Royall Brandis
Don Hodgman

Engineering
John Bardeen
Gordon Baym* (Physics) (<35)
Don Ginzberg (Physics) (<40)
Steve Fenves (Civil Eng.) (<40)
Walter Massey* (Physics) (>35)
David Pines
Frank Propst (Physics-CSL) (>35)
Cam Satterthwaite (Physics)

Education
Mike Atkin
Will Burnett
Robert Tomlinson

Law
Sheldon Plager* (<40)
Victor Stone

LAS
Richard Greene (English)
Wint Solberg (History)
Norton Long (Pol. Sc.)*
Sol Spiegelman (Microbiology)*
(on his return)
Louis Wetmore (Urban Planning)
Ted Brown (Chemistry)* (<40)
Carl Woese (Microbiology)
Charles Osgood (Psychology)*
Hiram Paley (Math)
Harold Gould (Anthropology)
Jean Phillips (James Scholars)

* indicates acceptance.
Wed.

9/13/68

Prize: Remembrance of Saturday +? What do we do next?

Litter: Stream of J.W.P. And sometimes on discussion illustrated the same problem we were onto: how the "50s" is symptomatic of some of real fundamental problems. How can we make the U. more "anonymous," so people can feel involved without burning up tremendous amounts of time.

Murray: Shocked to see that the old hands as unformed as we—a new staff member.

J. L.: Credibility gap. We know something, but we are not trusted.

N. Long: Dormancy to take action. You get the trivial view of the program which we got last Saturday. You get told these are uninnovators, right and left.

Such lack of capacity to build up support for a major program. Especially finding that such a mischievous program exists.

Two: went to see student who is Assoc. Chancellor at the Grid.

It was perfectly clear that D.H.R. controls everything and wants to be the exclusive line of contact of all sources of power—business, labor, even the local community. Chancellor forbidden to develop power base necessary to do anything but the most trivial programs.

Kin: Is that the line?

Long: No hard evidence, but "yes."


Dick: When we talk about inadequate funding, what do we mean—relative to the percent of students?

Long: It is this sort of question which is one of the reasons we are in trouble. Rather, ask “what does it take to get X of students through?” We are not talking about the whole array of people at disadvantage?

Dick: It was clear that the Long view was not the administration view. In my department we were working at top speed just keeping up. Now this program has worked a major disruption on us. I think we are doing more, and doing more well than we get credit for.

Money! We lack information. I find talking to students that a lot of them are leaving. And are not coming back.

The problem is money. Notice that they would be prevented from attending classes if bills not paid.

Play is 1. The program
2. the relation of chancellor to president and its policy implications
3. the faculty student relationship to chancellor. Why brings us back to 0.

One thing I get out of Bill’s meeting—while I admire his health, I am deeply disturbed by his “everybody’s fine, go back to your jobs.”

Mel: We asked what was wrong, they weren’t ready to answer. The chancellor doesn’t even know what the problems are! Wishful think.
Long: I want to show you could not even improve costs of the program. Not because they didn’t want to. This attempt had been made to cost out the program.

There are reasons why you wouldn’t cost out a program…What bothers me is not that we made the commitment without the money, but that there were problems because of it. What worries me is that we are not now facing these costs!

Quite the opposite, the cut contemplated in this program terrifies me! The people at Chicago Circle are justified—You will have explosions on the left, and constant-cry on the right.

Piris: Flash our the program to those not reading formal aid, Veterans, etc.

But Palto has decided he can’t justify that many blocks on Congress.

And how about the resources you need? (Green spotted!)

Long: Again, we are consulting your resources was part of the “left little fringe” deal. We need to assess our resources. If the answer is, we can’t do it, then at least we can be able to say that to the students we turn down.

Piris: A blue-ribbon committee to do this?

Ellen: SEOP during can, Faculty-Smith Comm. on Equal Ed.

Long: Do you need a committee? There are people who have these answers. Mike’s people have fools.

Piris: We also make judgments about what to do with existing resources.

Long: If there is an urgent social need, we can have top priority on such a program. In the work, we learned how to teach
Green: Shelly & Smith also raised an important question: Does our constituency (the blacks) want a crash program?
Long: That is one thing; also, that our society needs some things.
Plays: I was taken aback when Pettena said "if I had my brother, I would do it all quietly."
Long: "If I hate the rats, I'll take the means. But my objective is that, doing things quietly, we can't muster major resources!"
Royal: "This program should turn out people identical except for color."
Money: Discussion of how the goals affect how the program is run is irrelevant.
Plays: But, David, off-admin, doesn't want blue-ribbon committee.
Long: At minimum, regardless of how you stand on the program, there will be that explosion when the program gets cut in half.
Rothbaum: Flayde protecting the staff and "we haven't really" from interaction. What we need to do is see ways to block them up in their own, narrow focus. Then we do a bit of redefinition, moving more in Norton's direction. This will get us to the resources problem, whereas attacking it directly will fail.
Plays: Should the program really continue?
Long: Can't afford to cut it if the explosion...
Rothbom: We must generate questions that are in the self-interest of the people running the program.

Lester: Is the Senate committee capable of promoting the plan why get the attention of this group? I think the Senate committee itself will have a hard time forming. Look at the trouble we have had getting to define our charge to worry about next year's program.

Blaeser: Palermo's advisory committee was supposed to keep him informed of dangers. He asked for it, therefore, he has to listen, but

Pruitt: Their view of the committee is

"I offer these alternatives: which would the four by subjects do you think?" So they are not so good. But might be achievable.

If we are to be a task force, we have things to do before the next time we get at this.

Atkin: As I saw it, we were concerned with the long-term policy making at the US and wanted to gain credibility as such a body by working on this program.

Long: A leadership operation, meeting the urgent needs of the society, is what we need. We can't lead with us can agree on what we think to, and can do.

The goal definition, to be realistic, must be related to the constraint.

Poggi: If we see our charge as stepping into vacuum, but have a broader charge to develop ways to avoid vacuums in the future. Then, why not get some things to the


Faculty conv. allegedly in charge. Go to them, say "get out!" When they don't, then we strike.

Long: Nuts. The way things get done, is not by forcing things along. We are in it, and have to work at sweat.

We can't measure what it costs to bring them here, unless we know...

Long: Purpose of this group was to get some power back in faculty so that it could develop positive proposals, regardless of their origin.

Plagen: Walter & Mel talk about "how to stop in and correct deficiencies in existing programs." Norton is saying "how to establish a faculty group to develop and feedback constructive action."

Mel: To get Norton's goal, we have to be able to hear that lecture and Shelley say: "I had a problem, and thenpeople sound my neck." Internally, what you have shown that you can do something positive — and they define that narrowly — you don't come.

Plagen: But that seems to define our constituency as the admin. Whereas Norton is the faculty.

Long: To do the program Jack wants to do, we have to come up with something much better than what is going across the footlights.

Therefore, the immediate goal is to confront Hay & Riehren with cooperation and goals who will define what they
need. This is being done

Long: I had hoped that this group could lead, and
\underline{could take a place opposite the SDS.}

Hogan: Let's forget continent. Nation: What would you like
to do, clean slate?

Long: I would look at Chic, E. St. Louis, and assess all
these problems who/that entered in poverty race, and urbanology.
1) We would first have to agree that such a vision of the U.
was sensible.
2) Then we would have to go after what was necessary.

Progs: Review: "I don't want the 500 program. It is a bottomless
pit of time and heavily guarded." "There isn't a program,
you can lose any program you want out of the pricing of this
program."

Progs: Our goals are to
1. formulate progressive programs and policies
2. Stages for them.

Long: I agree keep each other informed, work out more and more
times of overlapping interests.

Brick: I was going to say, on what the National Viper for the
Speake was costing the state. I would lie willing to re-do
that paper, which fell on dog years. But if I just do it,
no point.

Long: This fits into the conference on human resources.
Want to build a new cognitive map to replace the old one why/how led to our dissatisfaction. We want to convince - demonstrate that not only is there support, there is actual demand!

Pete: We would like, however, to see that committees are appointed.
Larry: We are all trained to object to elitism.

Mel: Your interests are more general.

1. Chancellor is concerned of some of these things. Helen Atten-Carby: The falling of good feeling stage of committees - being together people of very little in common.

What aspect of concentration come out of this.
And there is a sort of force-constituency - no leadership.

2. Agenda Items

Pete: 1. Our role in 500
2. Our U's role in providing black leadership.

Sue: Interests: The re-definition of our committee's goal.
SEOP

- Type
- Disadvantaged
- 1.2%
- 93
- 78%
- 500
- OE/EDG

Walter:
1) Reviving SEOP - a better undergraduate program
2) "old" blocks -
3) minority group - strategic occupations

Questions:
- What do you think about these programs
- Involvemen - supervision model

A /
- Enough pressure to go back, but need subject matter teacher
- More students is not a goal, a better program, a block teaching a block
- Mel Rothbauer - 12 Block Terminal Waste

Ted Brown - Graduate program

Walter - Should we lower standards?
- Don't hurt people more if we flunk out a high risk

Discussino - too easy to get done with credit
- Motion - ask for funding
Short-term / long-term

How to make mobilize

Bonds - How does Illinois look to blacks?

The "Special Program" - The Washington U. Womans

Bunting: BSA went S. because theirs where there were the most people.

Should it be special

the least of those who want to come

Addison: What kind of student were we looking for?

At black schools, the super-black is the only one who gets offers; how about the 2nd cut?

Price: Should the mediocre student come here? or should he go to somewhere else?

Addison: Some students do poorly at Southern School because they don't like it there.

Long: Let's departments like Physics who can be flexible, make real commitments & places like Colorado don't stint on English talent contain very high grade points.
SEOP conjunction: moth the sign blocks

Lower.

Pros: Do strategic occupations match better to English the Physics model?

Pros: the Spiral

Strategic occupations

6 out of 77 graduate degrees.

Forms of Permit and Funding

1. Career information to likely sources colleges.
2. Special programs for special critical areas

Pros: How do we do this?

Pros: Take advantage of the black gold. Students we love.

Bonds: We shouldn't say "we would like you to consider good work at Illini." Rather, we should say "we would like to help you on your way to the city."

Pros: How do we deal with the "special program" stigma?

Ans: There is a lesson of a label.

Attitudes differ - reflected in recruitment phonology.

Cabs - driver: "You're one of the black 500."

How you recruit is critical.