

**JOHN HAY
WHITNEY
FOUNDATION**

ANNUAL REPORT
FOR THE PERIOD
July 1, 1972—June 30, 1973

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111 West 50th Street, New York, New York 10020

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To the Reader:

The Foundation has made a commitment to support individuals and small groups of individuals who seek changes in their working and living environment — in education, in employment, in their relations with government or with other institutions and agencies. They are people who, by virtue of their place in the society, have little control over the conditions that determine how they shall live and work. The Foundation supports proposals by such individuals for changes in the immediate circumstances of their lives that would give them a larger measure of control and a larger opportunity for self-determination.

We select persons from low-income groups and from groups often discriminated against, who design and conduct studies and analyses that could improve their condition. We are an operating foundation. That is, we not only provide the financial resources to assist these individuals in learning about and solving specific problems; but during the course of their work we participate in the preparation of the research and analysis. And our primary concern is to ensure that their recommendations based on careful work receive a fair hearing and an opportunity to be adopted.

In addition, the Foundation itself initiates each year a small number of inquiries of a wider and more general scope that deal with the needs of the same population as the individual and group projects.

During the past three years, the suggestions of friends of the Foundation have been very helpful. I hope the readers of this report will send us their comments.

A handwritten signature in black ink, reading "Joe Hay Whitney". The signature is written in a cursive, flowing style with a large initial "J" and a long, sweeping underline.

December, 1973

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WORKING TOWARD CHANGE

In 1970 — after twenty-five years of support for the humanities — the Foundation, in the words of an advisor to the Foundation, dedicated its resources to “loosening the grip the *inhumanities* have held us in”. In its new program the Foundation chose to support small teams of independent individuals that would analyze specific problems and recommend solutions to them. During the past three years this approach has worked well, and generally the recommendations are timely and persuasive.

However, there is natural and legitimate pressure on the Foundation to join in efforts to implement these recommendations, to work to get results and to help to correct the situation that stimulated the work effort in the first place. The project recommendations call for action-change-correction or improvement; they call for results, not only the important first steps, like publishing and conferences, which may lead eventually to changes and improvements.

Therefore, the Foundation has found that it must distinguish between the actions it takes to achieve results and the results themselves. It often must continue to support the project leaders as they actively seek — in partnership with the Foundation — educational and governmental change after the formal period of the project ends. No laws prevent this, but foundations have not generally considered it their business to work in the market places of society for the implementation of their reports.

The John Hay Whitney Foundation recognizes that it fulfills a role by helping individuals — who normally would not have the opportunity — to prepare and to publicize their views on a subject. But once the Foundation chooses the people, the problems, and the projects, it takes on a greater responsibility — to help the project participants to succeed in achieving the specific improvements they seek.

The record of achieving results during the third year — when the first-year projects were being completed — is mixed. In some cases,

there are demonstrable results; in some, it is too early to expect results — which may come later, and may not come at all.

Actions Taken To Achieve Results

Published reports usually have limited effect. This year, however, several were outstanding and made an impact on the relevant institutions. The group of women analyzing **sex discrimination in the Boston municipal government*** produced an encyclopedic report that contains a nonpartisan analysis of the subject matter along with substantial, detailed material for encouraging changes in employment practices either voluntarily or through litigation. The report of the **Brooklyn Continuing Education** project received wide acclaim for its thoughtful analysis of extensive, personal interviews and its sharp recommendations for change. Ernesto Galarza's two reports concerning **Alviso** and the use of **bilingual and bicultural education materials in the San Jose schools** are remarkable in developing detailed proposals out of the educational and other issues facing Mexican Americans. These various reports not only affected their immediate situation, but have been disseminated throughout the United States.

Conferences can begin a process of change. The **Boston Continuing Education** project brought together, for the first time, inner-city women of Boston with the institutions from which they were seeking educational opportunities. The **East San Jose Studio Laboratory** group enabled educational administrators from the Santa Clara Valley to meet directly with the parents, students and artists who produced the lively, exciting and original materials of the Laboratory. Perhaps, the conference that stimulated the most new activity was that held by the **Quinault Indian** group on timber resources which assembled twelve other Indian tribes with similar timber resources problems.

Organizations often emerge from the team projects and they some-

*Details of the Foundation projects begin on page 10.

times can provide a vehicle for results. WINNERS, a group of inner-city women, grew out of the **Boston Continuing Education** project. An informal Neighborhood Council in **Alviso** has developed around the information process started by the team project in that area. Small groups of women have been organized in several departments of the **Boston government** in response to the project there on municipal sex discrimination. Sometimes, a team project will find a way to sustain itself after Foundation support is ended. The **Newark project on experimental educational design** carried on for a second year with Model Cities funds, and the **California project on public school financing** expanded its activities through grants from larger foundations. All the projects seem to develop a special presence in their area because of their very existence and the fact of Foundation support. This has been most apparent in the projects in Maryland, Tennessee, Alabama, and Texas, that are part of the Foundation's interest in the future of **Black Public Colleges in the South**.

But the above activities, published reports, conferences and organizations, while they are important beginnings, are still *not* the actual results—the improvements—sought by the project. They are still one giant step removed from change. The next step is where difficulties begin—usually because the project recommendations call for changes that mean that *some other part of the society has to give something up*.

Toward Improvement and Change

Many times specific improvements and changes come about by administrative procedure, changes in or adoption of new rules, and by judicial review. Engaging these processes means that the project is at a stage where it can expect opposition. Our record to date is small, but the Foundation foresees greater activity in these areas.

By administrative procedure, several major policies and practices of the **Boston municipal government** have been changed to allow women

greater participation on a more equitable basis. Mexican culture, Spanish language **Studio Laboratories in San Jose and San Antonio** were incorporated in the school systems after their value was shown through an experimental year with Foundation support. The Foundation-supported group of **black firefighters** can take credit for changes in the administration of a federally funded national recruitment program. In each of these cases, opposition was met from groups who felt threatened by the proposed change.

On the legislative front, the State of Georgia is considering a bill to supplement educational benefits for **Vietnam veterans** and the final report of a Foundation-supported project is providing independent and objective information useful to policymakers and all interest groups irrespective of their views. Laws were amended concerning **Alviso** to allow greater control by residents of that community. Three current projects started in 1972-1973—**Employment Opportunities for New York State Ex-offenders**, **Aid to Emotionally Handicapped Children in New York City**, and the **Legalization of Unlicensed Liveries (Gypsy Cabs) in Chicago Taxis**—will present independent and objective studies which contain information relating to changes in state and municipal laws and regulations.

Finally, judicial review can be used to obtain results. Although the Foundation has not yet joined a legal suit, it has supported projects which have developed materials that may be useful in litigation. Most notably, this is the case with the **Boston Municipal Government Sex Discrimination** project and the **Quinault Timber Resources** group.

The Application of Knowledge to the Improvement of Social Welfare

During the past three years, the Foundation has learned how hard it is to get results from its projects; but, the Foundation also has learned to encourage follow-up activities by project leaders that may lead to results

and it has recognized that the Foundation must continue its commitment to a problem until improvements are either forthcoming or not.

The complexities of most problems can discourage the active pursuit of concrete results and can encourage a neutral passive stance. But as our commitment is to the *application* of knowledge to the improvement of social welfare, the Foundation must measure its worth in the years ahead, not by its good intentions, but by the actual, beneficial results it achieves. The summary of projects that follows indicates a beginning in this direction.

REVIEW OF PROJECTS

This review is in two parts: 1) a description of projects from prior and current years, in which there were Foundation-supported and assisted efforts developed to achieve results, and 2) a summary of projects from prior and current years that have not had time, as yet, to develop specific action to achieve results.

Projects Started in Prior and Current Years with a Description of Foundation-Supported Actions Taken

Prior Year

1. Planning for three new schools in Newark • Charles Bell

The city's Housing Authority and Board of Education agreed to locate schools in three new housing projects. Foundation funds and assistance were provided to enable a team of community residents to participate effectively in the preparation of plans for the educational design of the school.

\$40,000/January 1, 1971 – June 30, 1972

ACTIONS TAKEN TO ACHIEVE RESULTS:

- Held extensive discussions on the issues in urban education with officials from the Board of Education, the Housing Authority and representatives of parents and teachers.
- Prepared a report of its work which attracted funds from the Model Cities Program for the team to continue for a second year.

RESULTS:

- Board of Education accepted the architectural plans and educational specifications prepared by the team including the terms of

a community-controlled teacher selection process. Ground broken on two of the three sites.

- Two additional groups organized around new housing projects have adopted techniques and policies of this project.

2. Informing residents of Alviso of development pressures on their land • Ernesto Galarza

Alviso, formerly an unincorporated 14 square mile tract of land northeast of the city of San Jose, now a part of the city, was the object of various outside development schemes aimed at assessing, re-zoning, and/or “renewing” it. This team was supported to help Alvisans, a predominantly Mexican-American group, understand and respond in their best interests to these schemes.

\$66,135/January 1, 1971 – September 30, 1972

ACTIONS TAKEN TO ACHIEVE RESULTS:

- Translated the technical language of the planners and developers into understandable Spanish for the residents; a periodic newsletter gave community residents up-to-date information on the issues.
- Prepared and printed *Alviso: The Crisis of a Barrio*. Copies were widely distributed to community residents and others in similar circumstances.

RESULTS:

- As a result of an independent and objective exposition of the subject matter, Alvisans now have a greater voice in the governmental policy-making process.
- Helped establish a Neighborhood Council as the voice of Alviso in dealing with private and public developers.

3. Introducing Mexican-American learning materials into San Jose schools • Ernesto Galarza

This team organized, with Foundation assistance, a Studio Laboratory to create learning materials drawn from Mexican-American culture for use by Spanish-speaking pupils in San Jose schools. These materials, created by Mexican-American parents, teachers and students, were to replace the Spanish-translated Anglo materials.

\$30,000/January 1, 1971 — March 31, 1972

ACTIONS TAKEN TO ACHIEVE RESULTS:

- Convened a state-wide Studio Laboratory "Open House" to demonstrate to other bilingual districts the results of the team's 15 month effort.
- Conducted top-level discussions with officials from the State Department of Education and the U. S. Department of Health, Education and Welfare.
- Ensured that the original philosophy of the Lab is retained as it was being institutionalized in the school district by supporting an original member of the team, to work as liaison with the school district.
- Prepared and printed 1,000 copies of *Bilingual, Bicultural Education in the San Jose Unified School District* for distribution throughout the United States.

RESULTS:

- The Studio/Lab, in concept and in practice, is now an integral part of the learning process of the San Jose Unified School District with a budget of \$40,000.

Government funds in the amount of \$30,000 have been provided to extend the "lab" concept throughout the surrounding Santa Clara County. Teachers, parents and administrators attend the Studio/Lab in San Jose.

4. Improving continuing education programs for older, low-income, inner-city, women • Suzanne Lipsky, Mary Goode

As many older women began entering or re-entering universities through continuing education programs they found that the course offerings, class times and style of the schools were largely geared to a student population of young, white adults who were free from other major obligations. The Foundation supported the efforts of and assisted Boston-area women who sought to make constructive suggestions as to how twelve area universities could better respond to their special needs.

\$64,000/September 1, 1971 — August 31, 1973

ACTIONS TAKEN TO ACHIEVE RESULTS:

- Convened the first Boston conference on Continuing Education for Women.
- Published *The Urban Women's Guide to Higher Education in Metropolitan Boston*, 1973.

RESULTS:

- Established The Women's Inner-City Educational Resource Service (WINNERS) which received a \$200,000 grant from the Fund for the Improvement of Post-Secondary Education for a counseling program.
- Assisted the formation by twelve Boston universities of a Continuing Education Council.
- More older, inner-city women are being admitted to the universities with scholarship assistance from the universities.

5. Investigating sex discrimination in Boston municipal government • Susan Meredith

Publicly employed women, concerned that they were being discriminated against in hiring, promotion, and other employment practices of the city, were aided by the Foundation in documenting their grievances and developing a model municipal personnel code.

\$61,900/July 1, 1971 — December 31, 1972

ACTIONS TAKEN TO ACHIEVE RESULTS:

- Convened regular discussion sessions with small groups of female employees of the city.
- Produced discrimination data which may form the basis of a law suit against the City of Boston.

RESULTS:

- Succeeded in getting the Boston Police Department to remove restrictions against females taking examinations for promotion to certain upper-level administrative positions.
- Caused major changes in the personnel procedures of the Boston Redevelopment Authority, including allowing employees access to their personnel files, equalizing promotion policies and establishing grievance procedures.
- Revised maternity regulations in union and non-union contracts with the city.
- Upgraded positions in the Rent Control Administration.
- Encouraged federal and state agencies to be more aggressive in their enforcement responsibilities of civil rights law and statutes.
- Helped establish an Affirmative Action Plan for the entire municipal government.

6. Improving continuing education programs for lower, low-income, inner-city women • Jolly Robinson

Like the women in metropolitan Boston, those in New York City were finding schools such as Brooklyn College unresponsive to their higher education needs. They wished to engage the school in serious and constructive discussions about new designs for continuing education programs. Foundation support enabled them to suggest alternative designs.

\$35,000/September 1, 1971 — October 31, 1972

ACTIONS TAKEN TO ACHIEVE RESULTS:

- Published a 308 page final report under the title, *Project Second Start: A Study of the Experience of a Group of Low-Income Women in Adult Programs at Brooklyn College*. Distributed 1,000 copies to educators and students around the country. The replies indicate an enormous increase of interest in this field during the past ten years. About half the replies come from colleges and universities now undertaking or planning to undertake special programs for women.
- Helped establish a coalition of women's groups on the Brooklyn College campus to press for the establishment of a Women's Center as an integral part of the university.

RESULTS:

- Influenced the formation of a Women's Studies program in the undergraduate and evening curriculum.
- A group of faculty and students are working toward the establishment of a Women's Center.

7. Reviewing sales by the Quinault Indians to timber companies of land and timber rights in the state of Washington • Nelson Terry

The Quinault Indians long suspected that their dealings, administered by the Bureau of Indian Affairs, with major lumber companies might have contained provisions not in their best interests. This effort was funded to enable the Indians to undertake a detailed investigation and analysis of the transactions.

\$20,000/October 1, 1971 — June 30, 1972

ACTIONS TAKEN TO ACHIEVE RESULTS:

- Organized material and established procedures for a massive law suit against certain lumber companies and the Bureau of Indian Affairs.

RESULTS:

- No administrative or legal review of the Quinault Indian complaints has, as yet, taken place.

Current Year

1. Attempting to change teacher attitudes towards Mexican-American students • Lillian Chavez

Teachers in the elementary schools of New Mexico, predominantly white, are suspected of carrying attitudes towards Mexican-American students that are injurious to the teaching/learning process. Chavez's project documented this phenomenon and sought to suggest ways to alter such attitudes.

\$4,000/January 1, 1972 — December 31, 1972

ACTIONS TAKEN TO ACHIEVE RESULTS:

- Researched patterns of discrimination by Anglo teachers against Mexican-American pupils in two New Mexico elementary schools.
- Initiated and participated in several working seminars designed to increase teacher understanding of the needs and aspirations of Mexican-American youth.
- Encouraged parents to be more actively involved in the education of their children.

RESULTS:

- A few individual teachers have changed their approach and attitude towards Mexican-American pupils, but widespread change among the majority of teachers has not yet been achieved.

2. Monitoring an effort to increase black and Hispanic representation in the nation's fire service • David J. Floyd

Excluded from the administration of a federally-funded program to increase the numbers of blacks and Hispanics in fire departments, a group of firefighters was supported and assisted by the Foundation to monitor the recruitment program. Their final report revealed weaknesses in the program and made constructive suggestions about how the program could be improved.

\$5,000/March 1, 1972 — June 30, 1972

ACTIONS TAKEN TO ACHIEVE RESULTS:

- Visited several major cities and conducted extensive discussions with fire department officials and administrators of the program, and persons who stood to benefit from the program — young black and Hispanic youth.
- Mobilized local black firefighters' groups to get involved in the running of the program.
- Convened a working seminar of firefighters to begin work on a booklet, *National Recruitment Guidelines*, and to review litigation against fire departments which allegedly discriminate against black and Hispanic people.
- Prepared and printed: *Report on IAFF-Administered Recruitment Programs Within Five City Fire Departments — Boston, Chicago, Cleveland, Memphis and Washington, D. C.*; given wide distribution in the relevant publics.

RESULTS:

- Responsible for the hiring of blacks in the policy-making roles of the program and effected other changes which were advocated in the final report.
- Partially responsible for increased litigation activity and successful suits against fire departments in several cities, among them, Baltimore, New York City, Chicago, Los Angeles and Montgomery, Alabama.

3. **Strengthening the effectiveness of the Title I Committee in District 27 (Queens)**

- Ronald Heath/Arlene Pedone

This Title I Committee has taken seriously its role as “the only parent group that is designated by law to advise Community School Boards on all funded programs”. As the Committee took this posture, the members found that they needed to familiarize themselves with the jargon and thinking of professional educators and to have some

knowledge about the role of Albany and HEW in the funding and administration of the ten Title I schools in the district. This funded effort helped Committee members to become better informed about school matters and the Committee and the schools more effectively.

\$6,400/July 1, 1972 — February 28, 1973

ACTIONS TAKEN TO ACHIEVE RESULTS:

- Engaged the President of the New York City (Central) Board of Education, Community School Board, representatives of the State Education Department responsible for Title I, and other education officials in extensive discussions about the role and scope of the Title I Committee in the delivery of education in District 27.
- Participated in Title I workshops sponsored by the Lawyers' Committee for Civil Rights Under Law and in other ways kept informed about the complexities of the administration of Title I.
- Revealed inequities in intra-district Title I funding and developed a new formula to decrease these inequities.
- Encouraged district parents to increase their participation in the administration of the Title I program and in other school matters.

RESULTS:

- Responsible for the Title I Committee now being able to meet with the Community School Board at their monthly policy-making meetings.
- Succeeded in getting the Community School Board to use a more equitable formula in the disbursement of Title I funds.
- Succeeded in getting the District Superintendent to issue, for the first time, job descriptions for all persons who were paid out of Title I funds.

4. Examining federal policy in the narcotic addiction field • Diane Lacey

Lacey convened a national conference of leaders from the black, Mexican-American, and Native American communities to discuss the impact and implications of federal policy and law towards narcotic addicts and the non-white communities. Lacey has begun a one-year effort to stimulate and organize research along the policy direction lines which emanated from the conference.

\$28,000/January 1, 1973 — June 30, 1973

ACTIONS TAKEN TO ACHIEVE RESULTS:

- As a result of the conference, the White House Action Office on Drug Abuse Prevention sought minority group views from consultants.

RESULTS:

- A minority group section has been added to the annual Methadone Conference of the National Association to Prevent Addiction to Drugs.

5. Designing new early education materials which draw on the black experience and attempting to introduce them in kindergarten and elementary schools • Mary McDonald

McDonald's work is an experiment to establish that black-oriented learning materials enhance the learning potential of youngsters; and, is attempting to introduce such materials in the Durham public school system.

\$8,000/January 1, 1972 — December 31, 1972

ACTIONS TAKEN TO ACHIEVE RESULTS:

- Produced a set of black-oriented early education materials and used them on an experimental basis in day care centers in Durham, Washington, D. C., Madison, Wisconsin, and other cities.
- Engaged some of the teachers in the Durham public school system in seminars and workshops to educate them on the philosophy

behind such materials and to convince them of the value of these materials in the school system.

RESULTS:

- McDonald-produced materials are now in use in several classrooms of the Durham public school system, and are slowly gaining broad acceptance.
- Several learning centers and training institutions across the country have requested materials from the project and have used some of these in schools and universities.

6. Developing criteria for new public school financing plans such that the special needs of pupils from low-income communities, particularly black and Mexican-American, are addressed • Robert Singleton

This project represents an extension of the project initially funded by the Foundation in February, 1972. During the first half of 1972, the project alerted low-income communities to the implications for them of new public school financing plans. In this funded period, Singleton began work on outlining a plan from the perspective of the major consumers of public education in California — blacks and Mexican Americans. Singleton's work has since attracted the attention of other foundations and is now funded at a much higher level so that the effort is appropriately expanded.

\$15,000/July 1, 1972 — December 31, 1972

ACTIONS TAKEN TO ACHIEVE RESULTS:

- Conducted on-going analyses of the implications of various financing plans and launched a conference series to publicize the issues in black, Chicano, and low-income communities.
- Built the project into a large-scale effort — Education Finance Reform Project — which has developed the capability not only to monitor newly proposed financing plans, but to advocate effectively in behalf of the needs of low-income education consumers.
- Prepared and presented scholarly papers to inform education

officials from the National Urban League and other action agencies so that they can develop informed positions on the education finance reform issue.

RESULTS:

- Uncovered critical concerns for the low-income education consumer that would not otherwise have received attention from education policymakers and was responsible for some of these concerns being incorporated into educational finance planning.

7. Exploring the feasibility of waiving tuition and fees for Vietnam-era veterans who are Georgia residents and are admitted to one of Georgia's public colleges or universities • Joseph Westbrook

In 1971-1972, the G.I. education benefits program provided a single veteran with \$175. per month, while he was a full-time student; married veterans with no children, \$205. per month and married veterans with dependents an average of an additional \$40. for each dependent. Everyone aware of the high and rising costs of higher education, including the appropriate Congressional committees, agrees that this is an inadequate payment schedule. Westbrook, himself a Vietnam veteran, investigated whether the State of Georgia could supplement G.I. education benefits by introducing a "tuition-free" plan for Vietnam-era veterans in the state's public colleges and universities. If successful, this would be a unique federal and state government partnership to encourage more veterans to seek college-level training.

\$10,040/July 1, 1972 — November 30, 1972

ACTIONS TAKEN TO ACHIEVE RESULTS:

- Undertook an intensive speaking and writing program within Georgia and beyond to inform veterans, community groups, the Veterans Administration and education officials of the major issue facing veterans who aspired to collegiate education.
- Prepared and printed: *The Case for State Tuition Assistance for Georgia's Vietnam Veterans*; widely distributed in Georgia.

RESULTS:

- Partially responsible for the serious consideration being given to supplement the G.I. benefits program.
- Inspired veterans in Alabama and Florida to consider initiating similar efforts.

**Prior Year and Current Year Projects — Too Early For
Actions to Achieve Results**

Prior Year

1. Helping Puerto Rican migrants in southern New Jersey • Maria Canino

This project has investigated the life of migrant farmers and the availability of public services and other resources which can be used by migrants. It also analyzed the role of the Government of Puerto Rico in this situation.

\$60,710/October 1, 1971 — March 31, 1973

**2. Documenting the impact of the U.S. Forest Service on Appalachian development
• Si and Kathy Kahn**

The Kahns analyzed the costs and benefits which flow to Appalachia from the policies of the Service. The analysis paid particular attention to the effects of land programs on the lives of the low-income residents of Appalachia.

\$6,000/March 1, 1972 — February 28, 1973

**3. Analyzing the higher education needs of college aspirants in central Brooklyn with
reference to Medgar Evers College • Albert Vann/Milfred Fierce**

This study has reviewed the higher education needs of the area's residents and developed a model for a responsive community-based college. The team members and community residents are about to urge their findings on the administration of Medgar Evers College and

the officers and boards which have a voice in the control and governance of Medgar Evers.

\$58,250/July 1, 1971 — December 31, 1972

Current Year

1. Introducing new music textbooks which draw on Mexican-American culture into the San Antonio and Edgewood Independent School Districts • Mary Esther Bernal

San Antonio and Edgewood Independent School Districts have predominantly Mexican-American student bodies. In 1971-1972, the San Antonio District had over 46,000 Mexican-American students; 62% of its student population. In Edgewood, there were nearly 21,000 Mexican-American students; 90% of the enrollment. Yet, there has been little revision in the curricula or teaching methods used by the districts to respond to the new majority in the schools. Of the 359 songs found in the music textbooks in use, only 25 make reference to Mexican-American culture. The San Antonio district is issued 5,530 music textbooks each year; Edgewood is issued 1,448. Bernal documented the lack of music textbooks which draw on Mexican-American culture and will attempt to convince the Texas Book Authority that Hispanic music textbooks should be more widely used in the two districts and in other Texas school districts with appreciable numbers of Mexican-American students.

\$12,000/August 1, 1972 — June 30, 1973

2. Researching the history and exploring the implications of American citizenship for Puerto Ricans • Jose Cabranes

This research effort documented a history of the legislation which collectively naturalized the people of Puerto Rico in 1917 as American citizens. It compiled, edited and annotated relevant Congressional and other materials conferring and confirming American citizenship on Puerto Ricans. The Puerto Rican Legal Defense Fund and other agencies seeking to clarify the citizenship obligations and rights of Puerto Ricans will find this work useful.

\$12,830/October 1, 1972 — July 31, 1973

3. Widening the access to jobs for ex-offenders • George Carson

As in other states, there are in New York State a variety of laws and regulations which prohibit ex-offenders from pursuing employment in certain occupations and disqualify them from certain training opportunities. This team project was designed to identify and analyze the parameters of these laws. Emphasis was on youthful offenders whose rehabilitation is partially contingent upon the ability to be gainfully employed. Researching case histories, Carson detailed the effect these prohibitions have on ex-offenders. The project sought to promote the full rehabilitation of the ex-offender and help create a new pool of manpower resources.

\$41,450/November 1, 1972 — October 31, 1973

4. Monitoring compliance by local public housing authorities with federal laws and regulations • Bernice Crawley

Nearly three million people reside in public housing which is administered by some 2,000 local housing authorities. A quarter of these residents are recipients of some form of public assistance and the rest are largely made up of the working poor and the elderly. In 1971, as a result of much protest, two pieces of federal legislation were adopted. One, the Brooke Amendment, stipulated that no tenant should pay more than 25% of his or her income for rent. The other is a model lease and grievance procedure adopted by the U. S. Department of Housing and Urban Development (HUD). For over a year public housing residents have complained that many local housing authorities violated these new federal laws and the accompanying regulations. Crawley's group conducted a year-long study to determine the extent of non-compliance. The results will be useful in persuading local housing authorities to comply and in encouraging regional and federal officials responsible for compliance to do a more effective job.

\$34,000/January 1, 1973 — December 31, 1973

5. Establishing an information bank and communications program intended to serve the black population of Appalachia in its quest to maximize its benefits from government "Appalachian" programs • Jack Guillebeaux/Clarence Wright

Blacks in Appalachia (1.3 million of the area's 18.2 million population) contend that the federal programs designed to serve the needs of the people of Appalachia neglect the black sector. They cite the Appalachian Regional Commission (ARC), with an annual budget of \$34 million, as the major example of a government agency without any blacks in policy-making positions. Guillebeaux and Wright have documented discriminatory patterns in the operations of federal agencies and programs in the area. Also, they have developed a storehouse of information on government "Appalachian" programs for the use and benefit of residents of the area.

\$16,000/September 1, 1972 — August 31, 1973

6. Documenting transportation needs and services on Chicago's West Side with special reference to the livery cab business • Charles Harris

This project conducted an independent transportation survey of Chicago with specific reference to cab service on the west side. It measured transportation services against transportation needs as perceived by inner-city residents. The survey attempted to document in an objective and independent manner the extent to which non-licensed livery cabs fill transportation needs of west side residents. The findings of the survey will be useful in the discussions among city and state officials, owners of licensed cabs and workers in the non-licensed livery business and other groups about the future of non-licensed liveries in Chicago.

\$58,700/September 1, 1972 — December 31, 1973

7. Documenting and exposing inequities in service to emotionally handicapped children in New York State • William Jesinkey

Emotionally handicapped children who come from low-income families appear to receive different treatment from state and city agencies

and public schools than those who come from middle and upper-income families. The former tend to be treated as socially maladjusted; the latter are not. The consequences of this distinction are severe, and the disadvantages multiply as the child grows older. This team documented this problem, especially in relationship to the response from the public schools and certain municipal and state agencies.

\$31,080/July 1, 1972 — June 30, 1973

8. Analyzing the present policy-making system of the Oakland Planning Commission and suggesting alternatives • Buford Johnson

To most residents of low-income communities, the manner in which the local planning agency conducts its work is unclear and strange. Inadequately informed about planning matters and unable to participate in day-time proceedings these residents find themselves unable to reach informed positions on the zoning and other planning-related issues which affect their homes and lives. This analysis suggested ways whereby low-income residents could have wider access to and assume a greater role in the workings of the Oakland Planning Commission.

\$16,000/July 1, 1972 — June 30, 1973

9. Planning for an experimental school district and for local self-government • Robert Newby/Ronald Bailey

This study has compiled the research data and materials to enable residents of East Palo Alto and East Menlo Park, California, to forward their desire for a community-controlled school district and for community responsibility for public services. Both communities now rely on outside school boards and municipalities to provide education and other public services. This planning effort responds to the desires of community residents to have a greater role in the day-to-day services which affect their lives.

\$65,000/June 1, 1972 — May 30, 1973

10. Researching state-wide law enforcement in Texas • Julian Samora

There appear to be widely different levels of accountability among the several state-wide law enforcement agencies in Texas. This study examined the performance of the Texas Rangers and other such major agencies to determine whether there is a correlation between the degree of public accountability and the professional quality of the agencies' work, particularly as it relates to the Mexican-American community.

\$45,369/November 1, 1972 — December 31, 1973

11. Analyzing the effects of the Talmadge Amendment on the WIN Program • Beulah Sanders/Elaine McLean

The 1971 Talmadge Amendment to the Work Incentive Program (WIN) contained provisions which affected the job training eligibility requirements, type of jobs, day care and health services and other activities which welfare recipients may participate in. Sanders, McLean and thousands of other recipients complained that the Amendment, rather than improving the WIN Program, has made for a worse program. There is some concern that WIN II, as the new program is called, tends to unduly restrict the type of training recipients may acquire, and the recipients claim that the greater reliance on state and local units to implement federal guidelines has also obstructed their desire to move off the welfare rolls and onto payrolls.

This team is gathering information on these problems and is preparing an objective analysis of the program.

\$45,000/November 1, 1972 — October 31, 1973

Foundation Initiated Activities

During the year under review the Foundation expanded its work in the three designated F.I.A. fields:

- The reorganization of the public higher education system in selected southern or border states;

- An Exploratory Project for Economic Alternatives;
- The use of federal funds for American Indian education.

This program category allows the Foundation staff and trustees to initiate projects and activities based on information generated by Team and Independent Projects. Our work under this heading benefits from the counsel of knowledgeable persons in the particular field and is carried on by the staff and outside individuals identified by the Foundation.

• **The reorganization of the public higher education system in selected southern or border states**

The courts continue to press HEW to require ten states (Louisiana, Mississippi, Oklahoma, North Carolina, Florida, Arkansas, Pennsylvania, Georgia, Maryland and Virginia) to disestablish their dual systems of post secondary education if they are to continue to qualify to receive federal funds. These states are required to develop plans which will show how the public higher education system will be desegregated. Since in many of these states blacks comprise a substantial proportion of the population, for example, Mississippi — 37%, Louisiana — 30%, and in some there are public colleges and universities with predominantly black student bodies and faculties, it is important to have effective black involvement in discussions about desegregated education systems. It is to ensure such involvement that the Foundation has chosen to undertake projects and activities in this field.

1. Enabling the leadership of black public higher education to be effective participants in the planning for the future of Alabama's public higher education system • John Baker/Carl Marbury

The Alabama Commission on Higher Education has begun to develop a master plan for public higher education in the state. Even though blacks constitute 26% of the state's population and there are two major black public universities, there is no top-level representation

from the black community on the Commission. This project assisted a team of educators so that they could monitor the work of the Commission, contribute in the planning process, and develop a capacity to critique the state plan effectively.

2. Researching a document which details a rationale for re-designating Texas Southern University as a Special Purpose (Urban) University • John Lash

Like several other black public colleges, Texas Southern University (TSU) has had to respond to the challenge of the sixties and the current decade which stipulates that a school must be identified in ways other than the race of the majority of its students. Unlike other similarly-situated schools the TSU administration has charted a clear urban direction for TSU making it *the* university for all Texans interested in studying and researching in the urban sphere. This study documented this development of a new direction for a traditionally black university.

3. Conference of the Role of the Traditionally Black Colleges in Statewide Systems of Public Higher Education • Elias Blake

With the Institute for Services to Education, Inc., (ISE) the Foundation co-sponsored and directed the first "Conference of the Role of the Traditionally Black Public Colleges in Statewide Systems of Public Higher Education", held in Washington, D.C., on November 11, 1972, which brought together nearly all the presidents of the affected colleges, lawyers who had worked in this area, educators and others who have been involved in black higher education. The Conference provided the first opportunity for an extended exchange of views between educators and non-educators (principally lawyers). These two groups have long held suspicions of each other and have built barriers to meaningful communications. The Conference helped to break down some of these barriers and to open new channels of communication. After this meeting the presidents of the black public colleges began to

step up their work in developing policy guidelines for the future place of their colleges' public higher education systems. A full account of the Conference is described in a final report.

4. Compiling information on black participation in the public higher education systems of selected states • Reginald Stuart

As a follow-up to the Conference the Foundation began to expand its interest and work into new states: Arkansas, Mississippi, Virginia, Texas and Florida. We engaged the services of Reginald Stuart to collect data on the public higher education systems in these states with particular reference to the extent of black participation at all levels. These reports were useful to the Foundation as it planned its involvement in these states and were freely shared with other persons and agencies who were also working on this front.

• Exploratory Project for Economic Alternatives

From projects we now support, we have learned the value of involving people in responsibility for their own education and government. As a result of this experience, we are interested in exploring the ways by which participation of individuals and communities in the economic system can be enhanced. Are there ways to include those who are ordinarily excluded in economic decision making and in ownership of elements of the economy?

This Foundation and the Stern Fund joined in creating The Exploratory Project for Economic Alternatives to carry out our joint interest in this field. The two foundations invited others to join in the financing and sponsorship of the work; and, by 1973, twelve foundations had agreed to participate.

Gar Alperovitz and Geoffrey Faux are the co-directors of the staff that includes researchers, a librarian, political experts, journalists, and economists. The project has the informal cooperation of a wide variety of persons from both academic and non-academic backgrounds.

During this period The Exploratory Project gathered materials from all over the United States on small-scale economic experiments as well as research on the effect large systems — like energy, land, transportation and corporate activity — have on smaller activities.

The work is being carried forward into 1974 when the project will present materials to the American public in an effort to contribute to a broad discussion of the future economy of the United States.

- **The use of federal funds for American Indian education**

With the assistance of consultants the Foundation staff began work on a review and analysis of how public funds improve the education process for American Indians. After several consultations the Foundation has now chartered its path for this program area and work is expected to begin in full-scale in the next year (1973-74).

Related Activities

Occasionally there come to our attention activities which do not neatly fit our program guidelines but which nonetheless embrace our interest. The Foundation chose to contribute to a few of these as a vote of our support and as a way for the staff and trustees to keep up to date in a particular field. This category of support ended June 30, 1973. During 1972-73 seven payments were made under this category:

1. **Participation in an inquiry into censorship of high school journalism** • Robert F. Kennedy Memorial Fund

\$2,500

2. **Partial support for an investigation of executive branch expenditures of federal funds for American Indian education** • The Coalition of Indian Controlled Schools

\$1,000

3. To help defray transportation expenses to a law and education conference of Mexican-Americans • Center for Law and Education (Harvard University)

\$1,200

4. Support for the preparation of a revised report on Trading Posts in the Southwest • John Lewis

\$2,000

5. Partial support for expenses at the 1972 Household Technicians Conference • Veralyn Hamilton

\$500

6. Support to enable four Harlem residents to participate in a new program of the Empire State College • Bank Street School of Education

\$2,347

JOHN HAY WHITNEY FOUNDATION

Statement of Expense

FOR THE TWO YEARS ENDED JUNE 30, 1973

	<i>For the Period July 1, 1971- June 30, 1972</i>	<i>For the Period July 1, 1972- June 30, 1973</i>
Research projects		
Team	\$256,824	\$345,678
Independent	38,406	105,250
Foundation Initiated	25,992	158,529
Indirect project expenses	58,156	103,813
Publication and implementation expenses	—	41,880
Administrative	127,320	146,887
Summer Institute in the Humanities	—	67,268
Fellowships and awards program	195,518	6,125
	<u>\$702,216</u>	<u>\$975,430</u>

NOTE: The sources of funds for the above expenditures, except for expenses of the Summer Institute in the Humanities, were contributions received from Mr. John Hay Whitney. Operations for fiscal 1974 have been budgeted in the amount of \$1,000,000. While such amounts are not presently available from the funds in the Foundation, it is anticipated that contributions will be received during the coming year for payment of operations budgeted.

General Information

The John Hay Whitney Foundation is a private operating foundation which conducts its own work. In the course of its work, it principally supports and assists individuals, singly or in teams, who manage research-action projects in the education or government field. It also supports projects and activities which are initiated and designed by the staff and trustees. Persons who seek funds must themselves be affected by the specific situation they propose to investigate.

Support is given to low-income individuals and individuals from groups often discriminated against, such as American Indians, Black Americans, Mexican Americans, Puerto Ricans, women and residents of Appalachia, although support need not be restricted to members of these groups. The Foundation does not support academic or general research, nor does it provide financial assistance to students, and it does not make grants to organizations.

The Foundation operates under two major program headings: Independent and Team Projects, and Foundation Initiated Activities:

Independent and Team Projects—these are research-action efforts, proposed by persons from outside the Foundation, which focus on a specific issue or problem in the education or government field and aim to formulate recommendations for constructive change.

Foundation Initiated Activities — as the name implies, in this program category, the trustees and staff of the Foundation are the initiators of projects and activities aimed at alleviating some particular condition. Such initiation is usually in response to some pattern of complaint or inquiry which has come to the attention of the staff in the course of receiving and responding to proposals. The Foundation joins with the persons directly affected to carry on a designated Foundation-initiated activity.

Applicants for funds should begin by sending a letter which fully describes the situation to be studied and outlines the possible results which will be realized as a result of the proposed effort. A staff member will respond with an indication of the Foundation's interest.