Inventory and Activities in the field of Human Rights at the University of Connecticut

CONNPEP STUDENT AID NEW CAREER CAREERS CONNTAC CURE UPWARD BOUND SPECIAL PROGRAMS TUTORING COUNSELING AND TESTING UG CURE UPWARD BOUND STUDENT INVOLVEMENT SUMMER PROGRAM URBAN SEMESTER CURE CONNPEP STUDENT AID UPWARD BOUND SPECIAL PROGRAMS TUTORING COUNSELING AND TESTING UG CONNPEP STUDENT AID STUDENT INVOLVEMENT SUMMER PROGRAM

prepared by Lawrence L. Parrish Chairman Emeritus Council on Human Rights and Opportunities April 1973
FOREWORD

In the fall of 1969 the first edition of this Inventory was produced. At the time of its formation in April, 1968, the University Council on Human Rights and Opportunities had been charged to survey the University's efforts in the area of human rights and opportunities and to come forward with recommendations for extension and improvement of those efforts.

It was not until the following fall that I could assemble and issue the first public document, and a year later, in the fall of 1970, I put together a supplement to the original. Both of these were distributed to all members of the faculty, administration, and professional staff in order that relatively complete factual information be available to those who had an interest in evaluating progress and planning for the future.

The Foreword of the first edition had this to say about the intentions of the Inventory: "In itself...the Inventory makes no boasts nor apologies. Depending on his own perspective and aspirations for this institution, each reader will reach his own evaluation of what is represented here. Some, seeing how much remains to be done, will no doubt say that achievement to date has been meager, while others, reflecting on what has been accomplished, may feel a sense of satisfaction that we have come so far. If a judgment may be hazarded here, it is that both reactions are valid: we have done, and are doing a good deal; much more is necessary and possible." Now, three years later, the same conclusion seems warranted: we have done a lot but need to do more.

Lawrence L. Parrish
Chairman, April, 1968–June, 1972
INTRODUCTION

After a lapse of two years it now seems desirable to undertake another inventory of activities in the field of human rights and opportunities at the University of Connecticut. Recognizing that many persons who receive this booklet will not have the former editions readily available for comparison, this edition has been designed to stand by itself by reproducing the items appearing in those earlier editions. It then proceeds to describe programs and activities initiated since the summer of 1970. Where appropriate, brief comments appear on the earlier programs in order to give some idea of the direction and magnitude of changes which may have occurred.

Unfortunately, however, the limitation of time and resources available for this project* has made it impossible to determine with certainty the current status of every program or activity mentioned in earlier issues of the Inventory. In most cases it is probably safe to assume that earlier programs not referred to in the 1972 comments have continued into the present without notable change. In some cases the completion or termination of a program is noted, but there seems a good possibility that other activities could have ceased or become quiescent without that information having reached this Inventory.

Problems of definition and organization have been dealt with according to the scheme devised in 1969. The Introduction to that Inventory dealt (in part) with these matters and is reproduced here for guidance in the use of the present document.

"Since the field of human rights and opportunities is infinitely broad, the Council has defined it for practical purposes (at this point in time) as involving problems of minority groups, poverty, and urbanization as they

* Or, in a few cases, the failure of members of the institution to answer requests for information.
exist separately or in combination. This Inventory, therefore, attempts to list those activities of the University and its members which deal in some manner with any of these three areas. It will be noted that the University is concerned with such problems as they exist within the University or affect its operation as an educational institution; in addition, students, faculty, administration, and staff are involved in many ways with problems of race, poverty, and urbanization in the community outside the University.

"The problem of organizing the diverse information in this survey has been solved by grouping activities and programs in four major categories—Special Programs, Service Groups, Schools and Colleges, and Academic Institutes or Centers. It will be noted that in some areas the activities carried on are official, scheduled assignments for the personnel involved. Other activities may, however, be part of the self-directed, unscheduled effort of an interested individual. This dichotomy is reflected in the organization of the material under Schools and Colleges and elsewhere when appropriate. In such cases, three subdivisions within a school are employed:

**Formal Programs and Scheduled Activities**

"These are considered to be activities which have been incorporated into the continuing work of the institution. They may involve faculty, staff, and students working as part of their regular assignments in conjunction with some phase of the University's operation, including formal academic programs. In general, such programs or activities are expected to carry on over an indefinite period of time even though the individuals operating within them
may not be permanently assigned. No attempt has been made to include courses offered as part of the regular academic program.

Activities of Individuals

"Included here are the many individual efforts in which members of the University may become involved as part of their own self-directed activity intended to make some contribution to the solution or amelioration of social problems and, perhaps, to contribute to their professional or personal development. Included under this heading are both research and action types of activities.

"The survey revealed many individual efforts to assist and encourage disadvantaged students within the context of the normal educational process. Since such activities appear to be inseparable from a teacher's total performance, growing as they do from his attitudes and sense of commitment to his students, no effort has been made to list them as separate activities. Their importance in the total effort of the University to serve students from disadvantaged backgrounds must not go unrecorded, however.

Activities Projected

"When information for this document was being collected during the spring and summer of 1969, a number of proposals were under consideration in a number of areas. They are listed here with the understanding that some may in the meantime have been incorporated into the ongoing operation of the University, while others may still be under consideration or even have been abandoned."
"Many items listed in this Inventory include the name of an individual who is either in charge of the program, or from whom more detailed information can be obtained. Descriptions of programs have been kept brief and, as a result, are general in nature."
In such a large and varied institution as this University there are, of course, many programs operating in many parts of the organization. Some are the responsibility of one of the major sections of the institution, such as the School of Education or the Cooperative Extension Service. Descriptions of such programs will be found in their appropriate places. This section—Special Programs—describes those which are not included in some other major organizational unit of the University. In a few cases it refers the reader to descriptions located elsewhere.
Advisory Committee For Physically Handicapped Students (R. Hewes, Chairman) 1970

This committee is composed of members of the faculty and administration and physically handicapped students. It shapes the immediate and long range policies that contribute to the creation of a significant program for physically handicapped students. The Committee is advisory to the President, and the members are appointed by him.

Some of the Committee's principal activities have been:

A. An initial exploring of the advantages of converting health records of undergraduates and graduate students to the data processing system. This conversion would result in precise identification of students with major and minor physical handicaps. (Dr. Wandersee)

B. Identifying the resources on campus for the physically handicapped and preparing a brochure describing these resources. (Dr. Fisher, Dr. Tappan, Mr. Kolano, Mrs. Corry)

C. Surveying campus buildings and making recommendations for ramps and railings and beveling of curbstones at street intersections. (Dr. Cohen, Mr. Cusick, Mr. Kosloski, Mr. Stauffer)

D. Informing high school counselors about our program for physically handicapped students. (Mr. Cusick)

E. A member of the staff of the Wilbur Cross Library has been designated to work full time with physically handicapped students. She supervises the extensive program for recording textbooks at the library for blind students. Two hundred and eighty books have been recorded during the last two years.

She is also available for assisting blind students and physically handicapped students with a limited tolerance for standing in identifying source material for term papers and pulling the material from the stacks. She works with our blind students on a project that will result in the Braille Typewriter being used for the greater educational advantage of blind students. (Mrs. M. Cross)

F. Dr. Hollis Fait of the School of Physical Education has been developing a program of physical exercise for the physically handicapped. He has been assisted by Mr. Stanley Kosloski. The new
annex in the Physical Education Building contains special facilities for the physically handicapped.

G. Mr. Cusick moderated a series of panels, both on and off campus, in which the physically handicapped students participated. During these sessions the topic discussed was: "What Turns Me On; What Turns Me Off."

1972

Since the original report on this activity, most of the work then under way or contemplated has been continued. Numerous buildings and curbs have been ramped, the library program continues to expand, and plans for other services and aids to handicapped students are well along.

In addition, the full time position of Coordinator of Services to the Handicapped has been created and staffed as a part of the Student Health Service. The Coordinator works with the Advisory Committee, whose Chairman is Robert E. Hewes, Dean of Students. In this manner, close liaison is maintained with that major division of the University.

Other new developments:

A. To facilitate accessibility, the Coordinator serves the student from a newly established center in the Commons Building.

B. A close liaison has been established with agencies sponsoring handicapped students. This has developed communication with more college-bound handicapped students as well as providing interpretation to those agencies of student needs and problems.

C. An objective (of the Committee) of increased in-college and postgraduate employment has been partially completed. Several of the more severely handicapped are now employed in responsible jobs. Efforts will now be directed towards post-graduate placement through coordination with Counseling & Testing and the Placement Office.
D. Early interviews with in-coming handicapped students and continuing guidance and counseling have improved the students' capabilities in attaining academic goals. Closer liaison with involved faculty members has increased their understanding and appreciation of problems.

E. The services have reached out to the temporarily handicapped who are immobilized, providing for these as well as certain of the permanently handicapped special services (such as monitoring exams, taping or Brailing exams, securing syllabi and book lists, notes, etc.

F. An art program for the blind and brain damaged has been a successful on-going part of the program.

G. A student organization (C.R.U.T.C.H.: Community Resources United in Total Concern for the Handicapped) has become an activity of the ASG. The objectives are:
   1. better understanding of self.
   2. community education concerning the handicapped.
   Through this group the handicapped students have become more involved in the mainstreams of college life.

H. Objectives for the coming year include:
   1. increased emphasis on counseling and placement.
   2. preparation of large tactile maps and impressed notebook maps for mobility assistance to the blind.
   3. purchase of a low-vision reader for the partially sighted.
   4. improvement of the center to provide privacy in counseling and improved services.

Afro-American Cultural Center  (J. Lyons, Director)

1969

Established in the spring of 1969, the Center is centrally located at the Storrs Campus. It is intended not only to be a cultural center for Black students, but also to serve as a means of bringing together students of different races in a setting which emphasizes Black culture. The organization of Afro-American Students has the major responsibility for planning and operating the programs of the Center.
1970

During the first full year of operation (1969-70) the Center offered a number of classes, including work in Swahili, Black dance, drama, and art. It sponsored cultural programs for the entire campus. It has plans to introduce Black exhibits and a modest "Paperback Gallery in the Black Experience" at the Center. A number of successful receptions were held, attracting large numbers of Blacks and Whites.

1972

The Center has continued to expand its successful and varied programming of cultural and artistic events for the University community, as well as its services to individual Black students. Many noted Black scholars, artists, and performers have appeared on campus under the sponsorship of the Center and have visited with students at the Center.

The Center's goals have been defined as follows: 1) To provide Black students with a wide range of activities which, combined with their regular academic load, will make their University experience a rewarding and relevant one; 2) to encourage Black students to acquire the skills necessary for the survival and continued development of the Black community; 3) to challenge the natural talents and abilities of the Black students; 4) to spread knowledge of the Black experience and culture throughout the University community; and 5) to demonstrate that the University community has too long omitted a vital aspect of the educational process; namely, the Black experience.
Community Involvement Program

1969

This program was established by the Board of Trustees in April 1968. The Board authorized the University to grant paid leaves of absence to a maximum of 25 members of the faculty at any one time in order to permit them to become involved in community action. The University Council on Human Rights and Opportunities assists in the administration of this program by helping faculty members locate appropriate projects and certifying their proposed involvement as appropriate for the purposes of the Community Involvement Program. Leaves of absence are actually granted by the academic administration of the University. During the academic year 1968-69, six members of the faculty had either part- or full-time leaves under the program.

They were:

1. Brian Klitz, Music Department. Part-time leave first semester, nearly full-time leave second semester to work with Narcotics Addiction Research and Community Opportunities (NARCO) in New Haven. His major task was research, planning and development work leading to the creation of an educational program on drug addiction.

2. Neil O. Littlefield, School of Law. Part-time leave spread over both semesters working with the Neighborhood Legal Services Center in the North End of Hartford, specializing in consumer law problems.

3. Garald Sazama, Economics Department. Part-time leave during second semester to work with local groups in Willimantic on an approach to the rehabilitation of substandard housing.

4. James Scully, English Department. Full-time leave during the second semester to work in the Matthew Project ("Street Academy") in Hartford. This project aims to reinvolve high school dropouts in the educational process by interesting them in an informal educational venture.

5. Michael Simon, Philosophy Department. Full-time leave during the second semester to work as coordinator and expediter for the Hartford Office of the NAACP.
6. Donald Weckstein, School of Law. Part-time leave during first semester to aid the Department of Community Affairs in legislative research and drafting in preparation for the 1969 session of the General Assembly.

1970

Although this program remains in force, no faculty members took advantage of it during 1969-70.

1972

There have been no leaves under this program since the academic year 1968-69, when the leaves described above were granted.

CONNPEP (Connecticut Precollegiate Enrichment Program) (J. Norman and D. Ivry, Co-Directors)

1969

This program, begun in the summer of 1967, deals specifically with the problem of talent waste among bright but under-achieving high school youngsters from low income backgrounds. It attempts, through a seven week summer residential program at Storrs and a year-round academic follow-up, to remedy the low level of preparation and motivation of disadvantaged high school students with academic potential, and to redirect them towards successful post-secondary education. Approximately thirty students, the majority of whom are Black, are selected every spring at the end of their freshman year in high school to be in the program for four summers and three academic years. Each year thirty new students are added to the program so that there will be 120 students on campus after four years. These students, after a summer program of academic, cultural, athletic and social activities
are closely followed during the school year. Academic tutoring is available to each student after school and a monthly program is planned on the Storrs campus. Our field staff visits their homes every few weeks to work with their families to reinforce CONNPEP goals. Close cooperation with the inner city schools is a year-round part of the program.

1970

During 1969-70, a decision was made to limit the campus experience of the students to three summers instead of four. In view of the fact that for the first time its students were ready for college, the CONNPEP staff was heavily involved in seeking college placements during 1969-70. CONNPEP is now part of the National Upward Bound Program and receives federal support.

1972

This program continues to operate on the basic plan developed at its inception, with the modification described in 1970. Thus, its total enrollment is now about 90% of CONNPEP's first graduating class (1970), 80% went on to college, while 96% of the graduates were placed in 1971. Just over 30% of these students attended the University of Connecticut, with the others going to about fifteen public and private colleges and universities. Most students were admitted to more than one institution and received extremely generous financial aid awards.

CONNATAC (Connecticut Talent Assistance Cooperative)

1969

This University is one of a number of institutions of higher education in the State cooperating with CONNATAC, which is a placement service to guide
youngsters to institutions which best meet their academic requirements. It also provides up-to-the-minute data on admissions and financial aid opportunities for its clients. Its offices are located in Hartford.

1972

The University continues an active participant in the CONNTAC program.

In June 1972 the offices of CONNTAC were moved from Hartford to Middletown, Conn.

Council on Human Rights and Opportunities (D. L. Holmes, Executive Director; Donald Gibson, Chairman)

1969

Established in April 1968 as an advisory group to the President and the University at large. Consists of a Council of 39 members of the faculty, student body, and community, an Executive Committee of six, with a Chairman who spends full time on the work of the Council. During its first year, the Council concerned itself with a number of subjects, among which were:

1. Recruitment of Black faculty members.
2. Recruitment of Black undergraduate and graduate students.
3. Recruitment of minority group employees for the University.
5. The problem of racial prejudice within the University community.

The Council also established a summer program (Student Involvement Program), financed in part with University funds, under which, in the summer of 1969, nearly 60 students of the University were working in various community action agencies in Hartford, New Haven, Bridgeport, Stamford, Norwalk, Middletown, Danbury, Willimantic, Norwich and New London. It also assisted in the administration of the University's Community Involvement Program. (See Community Involvement Program). (See also Black Resource-Persons Program, CURE-Education '68 Project).
possibility of attaining classified status and eventually a Bachelor's degree exists, only a very limited number have thus far approached either goal. Most students have thus far remained at the unclassified status, preferring to take only selected courses which will relate to the work with the Community Renewal Team. While plans have been considered for expansion and perfection of the New Careers concept at the University of Connecticut, no immediate changes in the program are foreseen.

Ombudsman (C. W. Oliver)

This office was created in the fall of 1969; the primary objective of the Ombudsman is to help individual employees, students, faculty, and administrative personnel resolve grievances associated with matters of racial respect. He also attempts to reduce the number of problems by detecting patterns of complaints and recommending desirable changes in policies and procedures. In specific cases, the Ombudsman makes investigations and attempts to arrive at solutions agreeable to the parties. He may make recommendations to the President of the University for disciplinary or other action.

Pilot Program for Cultural Enrichment at the Stamford Branch

1969

This program, conducted in the summer of 1968, was designed to provide cultural and educational enrichment for a group of disadvantaged youngsters from the community. Facilities of the Branch were used, and a number of faculty members and students were involved. (Mrs. Y. Frank)
Project Emergency, Inc. (R. Craddock, Treas.)

In 1970 a group of minority faculty members and administrators, primarily Black, decided to establish a fund from which relatively small loans and grants could be made to Black and Puerto Rican students facing financial emergencies. The fund is a private venture, financed by contributions from interested members of the community, and administered by a committee of three, which is elected by the Board of Directors.

Racial Understanding and Respect

1970

Although it is not possible to list all of them, it seems worth noting that throughout the past year there was a more-or-less continuous scheduling of meetings, training sessions, lectures, symposia, panels, films, and discussions on the subject of race and race relations. Many groups participated in offering these opportunities to the University community, among them local church groups, student clubs and organizations, and faculty members. (See also references to related programming under (1) Center for Black Studies, (2) Division of Student Personnel, Educational Programs in Residence Halls, (3) Afro-American Cultural Center).

In addition, a full day of discussion of Black-White relations on the campus involved a great segment of the student body and faculty under the new "Metanoia" plan, first suggested by President Babbridge and subsequently implemented following endorsement by the University Senate.

Furthermore, plans were made for extended efforts in human relations training during the academic year 1970-71. A Boston Consulting firm,
K-O Associates, was retained to work with University people in this field. A number of Schools, Colleges, and Departments established committees to study ways in which their involvement in the over-all University effort could be expanded.

In October 1969, a new position of University Ombudsman was created to assist in the achievement of racial understanding and respect in the University. Mr. Charles Oliver is now (Fall 1970) the Ombudsman.

1972

In this area the frequency and number of scheduled events concerning race and minority/majority relations seem to have diminished in comparison with the earlier period. On the other hand, there have been direct challenges to "racist" attitudes or behavior by campus groups, such as the Committee Against Racism, and the Student Committee Against racism, both formed in 1972. In addition, the office of Ombudsman and the Council on Human Rights and Opportunities have been seeking actively to combat racism and to promote racial understanding and respect. (See descriptions of these offices under Special Programs.) In 1971 the Council on Human Rights and Opportunities sponsored a motion in the University Senate challenging racist behavior in the classroom.

Recruitment of Minority Personnel

1970

A continuing effort is being made throughout the institution to increase the representation of minority groups in faculty, administrative, and other positions. One indication of progress is the following item extracted from
The President's Newsletter of December 8, 1969. "In the first 78 years of the institution's existence, perhaps three or four Black faculty had been hired. Today, there are 23 administrators, another 18 faculty (a few of whom are among the 23 staff) and authorization of 11 more Black staff."

At the End of August 1970, the total number of Black faculty, administrators, and professional employees stood at approximately 75, of which about 31 were teaching faculty.

Progress is also reported in the employment of minority-group persons in non-professional positions.

1972

The drastic reduction of hiring throughout the institution in the past year or two has had an adverse effect on the recruitment of minority personnel. Efforts still continue to assure that members of minorities will be sought out and given full consideration when vacancies are being filled, but the drive to increase dramatically the numbers of minority persons on the University staff has become more and more difficult to sustain.

During the academic year 1971-72 there were 26 Black teaching personnel (nine were graduate assistants or lecturers) and 47 members of the administration and professional staff. Several Spanish speaking staff members had also been secured. By the fall of 1972, however, a few of the minority group members of the University had left for new jobs or further graduate work, and some of them had not yet been replaced.

The period since 1970 has seen the development of a much more active concern over equality of job opportunities for women. (See Commission on the Status of Women and Women in the University under Special Programs).
South Arsenal University Center

1969

In 1968 the University leased a warehouse at 45 Canton Street in North Hartford. The building was renovated, and approximately half of the floor space was made available to the South Arsenal Neighborhood Council for use in its educational, recreational, and community development work. The other half of the area is used for University-operated programs, particularly the Hartford Urban Extension Program being conducted by the Cooperative Extension Service, and the Legal Assistance Program carried on by the students of the University's Law School.

1972

The University's connection with this facility and the programs conducted has been terminated.

Student Involvement Program
See Council on Human Rights and Opportunities for description.

1970

The program was slightly expanded for the summer of 1970. Sixty-two students worked at twenty-nine agencies in fourteen cities.

1972

By the summer of 1971 the Program was supported only by work-study funds administered by the Student Aid Office, since University funds were no longer available. Again, about sixty students were involved. Expectations were that 1972 would see about the same number of students participating.
Student-Operated Tutoring Programs

1969

Starting in 1961, University students organized a program to tutor elementary school children in North Hartford. This program has continued to the present and similar programs have been developed for youngsters from Willimantic and the Mansfield State Training School. During the 1968-69 academic year, an additional tutorial program was undertaken as a project of the Organization of Afro-American Students. In 1968-69, approximately 400 University students were involved working with approximately 400 children from the three centers mentioned.

1972

These programs continue to operate on essentially the same basis, though the special program operated under the leadership of the Organization of Afro-American Students in 1969 has not been continued. The remaining programs involved (in the fall of 1972) approximately 375 University students working with a slightly larger number of children.

University of Connecticut Summer Program
See Service Groups: Division of Student Personnel for description.

The Urban Semester
See College of Liberal Arts and Sciences for description.

1970

During 1969-70 the number of students enrolled was increased, but otherwise the program continued in essentially the same pattern. Director for 1969-70 was M. Wogan.
1972

During 1970-71 and 1971-72 the program continued without basic change in its size, its objectives, or its format. Director in 1970-71 was M. Wogan and in 1971-72 J. Howard and R. Battle.

**Willimantic Breakfast Program**

1970

This program was begun in February 1970 by members of the University's Black Student Union and Organization of Afro-American Students. Under the program, the students served free breakfasts daily to poor children of school age in Willimantic.

1972

This program completed.

**Willimantic Tutor-Companion Program**

1970

Bilingual students work with disadvantaged Puerto Rican families in Willimantic. Each student meets individually with two children between the ages of one and three in the pre-school enrichment phase of the program. Students also work closely with the children's parents serving as companions and providing liaison between them and the local community. The program will begin its second year of operation in the fall of 1970. (Jack M. Chinsky)

1972

Program officially terminated in summer 1972, after three years of operation.
Women in the University

In May, 1972, a new Assistant Provost (G. Shea) was appointed, to take office in June. One of her first assignments was to prepare the University's "affirmative action plan" called for under the procedures of the federal Department of Health, Education, and Welfare. Over the long term she was expected to work toward the equalization of the status of women throughout the institution.

(See also Commission on the Status of Women, above.)
SERVICE GROUPS
Continuing Education Services: Conferences, Institutes and Non-Credit Extension

1969

Formal Programs and Scheduled Activities

A. Offering a lecture series in the fall of 1969 in Manchester, Connecticut. Eight two-hour sessions in this non-credit course will deal with the subject of the Report of the National Advisory Commission on Civil Disorders—the "Kerner Report."

1970

During the past year, the Board of Trustees approved a resolution calling on the 1971 General Assembly to appropriate special funds to support Continuing Education Services programs for minority groups. The Trustees were informed that little has been done by CES to schedule course related to racial understanding because of the requirement that this Division offer only programs which are self-supporting. The fees charged for these extension offerings have tended to reduce the capacity of low-income minority group members to take advantage of the University courses and discouraged development of CES work related to the Black experience.

Formal Programs and Scheduled Activities

A. The non-credit extension course based on the Kerner Report ("American Civil Disorder") was given in Torrington rather than in Manchester as reported in last year’s Inventory. It will be reoffered in the fall of 1970 over closed circuit television.

B. Continuing Education Services, Non-Credit Extension, has contracted with the Connecticut General Life Insurance Company of Bloomfield to train teachers to train trainers who will train hard core unemployed, uneducated persons in the CRT Training Center in the old Fuller Brush Building.

Will attempt to train the uneducated adult whose job entry level is below standards within a period of six to eight weeks. Training of the trainers took place on campus, using faculty from the Schools of Education and Business Administration. Subsequent follow-up and evaluation will take place over the next eighteen months.
The National Alliance of Businessmen, Labor Department, and University are working together on this venture. (John J. Farling)

1972

Formal Programs and Scheduled Activities


B. Adult Basic Education Workshops to train teachers and administrators to teach and train illiterates and non-English-speaking adults. Two workshops in the summer of 1971 plus two scheduled for the summer of 1972.

C. Statewide introduction of new teaching curriculum guides for English as a second language and basic guides for education using closed circuit television (UConn).

Continuing Education Services: Institute of Public Services

1972

Formal Programs and Scheduled Activities

A. In the spring of 1972 offered "Executive Seminar in Minority Group Relations" for a group of about thirty state and local government employees, including police.

Continuing Education Services: Labor Education Center

1969

Formal Programs and Scheduled Activities

A. Conferences on "The World of Work—All About Jobs" offered for persons working with youth—school counselors, placement officers, etc. (Held in Hartford, New Haven, New Britain during 1968-69). (J. Glynn and others)

B. A 20-session course in conversational English for non-English speaking factory workers in Hartford. (S. Nesselroth)
C. Studies of occupational needs and educational requirements in health service occupations (1967) and in the printing industry (1968). (D. Pinsky)

D. A study of minority employment in the construction industry to be conducted in 1969-70. (D. Pinsky)

Activities of Individuals

A. Director serves on Board of Trustees of WACAP (Windham Area Community Action Program) and as Chairman of its Personnel Policy Committee. (J. Glynn)

B. Staff members serve as consultants to local and State Labor Councils in their efforts to establish cooperative housing in Willimantic-Windham area. (R. Kanter and J. Glynn)

1972

Formal Programs and Schedules Activities

A. Minority Employment in University Construction

In November, 1970, President Babbidge called together members of his administration, along with Mr. John Glynn and Mr. Lawrence Rosini, to explore ways to assure the presence of minority trainees in the work force involved in University construction. Dr. Frederick Adams, Mr. Glynn and Mr. Rosini were appointed a committee to develop an equal employment opportunity plan for the University and seek ways for its implementation.

Throughout the winter and early spring, the Committee met with officials of the AFL-CIO, of the Workers Defense League, and other interested parties, and developed a plan, along with an ancillary plan to increase the number of minority employees hired directly and trained by the University. The final package was submitted to President Babbidge in April, 1971, but has not been implemented.

B. Minority Employment in Classified Services

Mr. Rosini has also worked with Mr. Harry Kammer, Mr. Bertram Wilson, and Mr. Roger Peters of the Personnel Office, to determine the number of potential University positions that might be offered to minorities. He has also worked with Mr. Peters to develop a training program for University employees to assist them in increasing their awareness of black-white issues on-the-job.
Toward the implementation of the equal employment opportunity plan, Mr. Rosini has worked closely with members of the administration, faculty, and staff to develop an organization with interest and resources in dealing with racial concerns on campus. At the present time, members of the organization are working to develop ways of overcoming the obstacles to achieving an integrated work force on campus.

C. New England Poor Peoples Congress - December 3-4, 1971

Labor Education Center Department hosted and helped finance this meeting.

D. Mr. David Pinsky and Mr. John Glynn, after completing a Dispute Settlement Training Program at the University of Connecticut Law School, were certified as Mediators for Community Disputes in February of 1971.

E. The Labor Education Staff was enriched in 1971-1972 by the employment of one part-time work study student and one full-time faculty member from the minority community.

Activities of Individuals

A. Windham Area Community Action Program (WACAP)

Mr. Glynn served as Vice-Chairman of the Windham Area Community Action Program until December, 1970.

B. Mr. David Pinsky served on the Human Rights Committee of the Connecticut Chamber of Commerce.
Cooperative Extension Service
See College of Agriculture and Natural Resources.

Division of Library

1970

Library Committee on Black Studies. This Committee was established in October 1969.

A. Since that time a variety of bibliographies and selected reading lists have been prepared for existing programs in Black Studies.

B. In order to better inform the University community of the Library holdings in Black Studies areas, the Committee started a series of selected lists of Recent Acquisitions received by the Library. The first publication in the Wilbur Corsi Library Booklist series, BLACK VOICES IN THE SIXTIES, describes selected pamphlet materials in the Library's Special Collections Department. Two other publications, LIBRARY GUIDE FOR BLACK STUDIES and BIBLIOGRAPHIES FOR BLACK STUDIES have recently been completed and will be available for use during the fall 1970 semester.

C. The Library lobby has been the setting for several exhibitions of art and other work by and about minority groups.

D. Library staff members have participated in the experimental teaching program of the Center for Black Studies.

E. Long range programs in the area of human rights and opportunities are being developed, and the Committee has been assisting in this.

1972

A. The Committee on Black Studies has become inactive.

B. In the past two to three years the Library has strengthened its collections in the area of human rights and opportunities by the expenditure of some $40,000 for material relating to Black Studies, American Indians, and women; in particular the collection of journals relating to Black Studies has been increased during this time.
Division of Student Personnel

1969

The University has committed itself to extend educational opportunities and services to members of minority groups who, in the past, have not attended the University in large numbers. The Division of Student Personnel in a number of ways is assisting in the efforts to increase the numbers of students from such groups and provide for them various kinds of help which they may need as a result of economic, cultural, or educational deprivation.

1. Freshman Orientation

Plans were implemented to increase emphasis on the subject of race in the program for the fall of 1969. The entire freshman class was exposed to a film which provided the basis for a discussion of racial problems by Black members of the University's student body. In addition, interested faculty members conducted evening discussion groups in the dormitories dealing with race relations on the campus.

2. Admissions

In the past several years, increasing emphasis has been placed upon recruitment of Black students. Two full-time Black Assistant Directors of Admissions give considerable attention to this phase of the Admissions Department's work. Enrollment of Black students in the University has increased from approximately 170 in the academic year 1968-69, to over 350 for the academic year 1969-70. The University made a grant of $5000 to the OAAS to assist in recruiting efforts by that organization. Plans have been developed to expand recruiting efforts to the predominantly Black high schools in the major cities in the New England Region.

3. UConn Summer Program (J. N. Grant, Director)

This program, started in 1967, brings a group of educationally disadvantaged incoming freshmen to the campus each summer. Some of these have been admitted to the University despite some educational deficiencies. They receive intensive help in reading, writing, and mathematics. Efforts are made to follow their progress and offer them continuing help with their academic work as they move on into the regular program. Approximately 60 were enrolled in 1969. Enrollments were about 20 in 1967 and 40 in 1968.
4. Student Aid

Financial aid, available to all needy students, is, of course, open to those with special disadvantages. In addition, however, some special resources are available for persons who are economically disadvantaged and also from minority backgrounds. Members of the UConn Summer Program are generally given full support. Funds are available to assist students coming to the University through the good offices of CONNTAC and some awards are made on the basis of merit to Black students. A full time Black Assistant Director of Financial Aid has been appointed effective July 15, 1969 and another is being sought.

5. In the Counseling and Testing Center, a part time Black counselor was added to the staff during the past year.

1970

A. Admissions

Starting on September 1, 1970, the Admissions Office will have a Puerto Rican Assistant Director and will increase the attention given to recruiting Spanish-speaking students.

During the year 1969–70, intensive recruiting of Black students continued, with the result that about 220 new students were admitted in the fall of 1970. Total enrollment of Black undergraduates for 1970–71 is estimated at about 600.

B. Summer Program

After three years of progress for this compensatory effort, the Summer Program has helped 106 students now enrolled at the University. Of the first 20 of these high school graduates admitted to the program in the summer of 1967, 14 were juniors this past year. Of the second class of 39 students, 32 were sophomores. Of the 1969 group of 60, more than half had QPRs above average at mid-semester. Enrollment for the summer of 1970 was 80.

C. Student Aid

The Trustees adopted a resolution calling for direct financial aid from the 1971 General Assembly for students at the University from poverty level backgrounds. The appropriations, which would make it possible for these undergraduates to complete their first two years with minimal concern for costs, would also tend to raise the number of these students applying for admission and remaining in school. The resolution was prompted by a recommendation from
the Policy Committee on Scholarships and Financial Aid, which had assigned top priority to these students as far as assistance is concerned.

In a campus referendum the student body voted approval of a proposal to establish a scholarship fund for disadvantaged students by imposing a tax of $5.00 on each student. The Board of Trustees stated, however, that sufficient emergency funds had been secured from other sources to make the self-imposed tax unnecessary at this time.

D. Counseling and Testing Center

The staff of the Center is active in both counseling and reading improvement work with students in the Summer Program as well as broader clientele, during the regular academic year. It is planning to expand reading skills program to cover a wider range of academic skills needed by some students.

The Center is seeking a Black female counselor to work especially with female students from minority groups.

In addition to the foregoing items mentioned in the previous Inventory several new developments concerning the work of this Division took place during 1969-70.

E. Educational Programs in Residence Halls

The Division offered a large number of formal orientation and educational programs in dormitories, on such matters as race relations, drugs, and how to help blind and other handicapped students. These programs were of growing importance, especially as part of the University's increased efforts to reduce attitudes of racial hostility.

F. Programs on Race Relations and Human Sensitivity

This program extended over two days in February 1970 and included all personnel in the Division of Student Personnel. It consisted of small group discussions and several general meetings with outside speakers. Its purpose was to assist members of the Division to be more aware of their own racial attitudes and to improve their ability to relate effectively to students.
G. Housing Policy

Extensive study and discussion of the University's approach to the assignment of rooms in University dormitories took place during the year. It involved student-faculty committees, many ad hoc groups, the Division of Student Personnel, and the Board of Trustees. One principle which went into effect was that no group of residents would henceforth be permitted to select the persons who would live in a particular dormitory or other facility. A second principle provides that members of minority groups may, if they wish, secure housing assignments which insure that there will be a group of such minority persons living in the same residence hall rather than only one or two.

1972

A. Freshman Orientation

By the summer of 1972 the whole pattern of orientation had changed in response to the change in the University calendar, which brought students back for the fall semester around Labor Day. Freshmen were brought to campus during the summer in a number of relatively small groups. These groups were further broken down into small discussion groups and one of the topics included, at the discretion of the discussion leaders, was minority relations on the campus.

B. Admissions

Although the personnel shifts from time to time, the Admissions Office continues with the same general approach to the recruitment of minority students. In the past two years, however, the effort devoted to the search for students from Spanish-speaking families has been intensified.

C. Summer Program (H.F. Simons, Director)

Though there has been continuing experimentation to develop the best approach to the work of the Program, the size and basic format have not changed.

D. Student Aid

Basic policies and procedures have been continued from those developed in earlier period. Financial squeeze of the past year or two, plus the introduction of tuition, have created more intense problems for Student Aid Office and the disadvantaged students it attempts to assist. (See also "Project Leadership" under
Council on Human Rights and Opportunities, and "Project Emergency, under Special Programs).

E. Counseling and Testing Center

Since the summer of 1970 the Center had had two Black counselors on its staff, out of a total of six and one-half. Members of the staff have worked intensively with students of the Summer Program during its six-week session.

F. Student Union

Has added minority personnel to staff. In 1970 the Board of Governors established the Black Experience Committee, which has presented a number of cultural and educational events involving Black or other minority performers, artists, and speakers

G. Activities Office

As part of its responsibility for working with student organizations, has attempted to assist the program efforts of various minority group organizations registered with the University: Organization of Afro-American Students, Puerto Rican Student Movement, Chinese Student Association, Indian Student's Association, Arab Cultural Club, and the Shalom Group.

H. Office of Placement and Career Planning

Has not been in a position to implement projects particularly directed towards minority groups. Has attempted, however, to remain alert to the possibilities of offering special help and hopes it will soon become possible to add a minority counselor to the staff of the office.

Graduate Admissions Office

1969

Is seeking a Black Assistant Dean of the Graduate School to be responsible for recruitment of graduate students from predominantly Negro institutions and elsewhere.
1972

In 1971 the new position of Assistant Dean of Graduate Student Affairs, Recruitment and Fellowships was finally staffed. The new Assistant Dean engaged in a number of activities designed to stimulate the recruitment of Black and other minority students by graduate departments of the University. Small amounts of money were set aside for fellowships for minority students. As of the fall of 1972 the further development of a minority recruitment program had been delayed by the resignation of the first man and the difficulty of finding a successor.

Personnel Services Division

1969

Under the supervision of the Vice President for Financial Affairs, this Division is responsible for recruitment and training of classified personnel and with the management of personnel services and benefits.

A Black Administrative Assistant to the Director of Personnel was appointed February 1, 1969. His primary responsibility is the recruitment of Black and Puerto Rican classified employees. He has been actively recruiting in Willimantic and Hartford and is currently exploring the establishment of a Day Care Center for children of University employees. It is hoped that low income housing for employees, to be built by the University, will be available by February 1970.
Formal Programs and Scheduled Activities

A. Research

1. Poverty and assimilation in the small urban centers. (W. Groff)
2. Paths out of poverty: Establishing educational, occupational and cultural relationships for the climb out of impoverishment. Northeast regional research. (W. Groff)
3. A comparative analysis of two homemaker projects located in poverty areas. (W. Groff)
4. Socio-economic consequences of migration into Connecticut (E. Stockwell)
5. Residential segregation in Connecticut. (E. Stockwell)
6. Demographic Research. (E. Stockwell)
7. Gerontological research. (Although the aged are not considered a minority or disadvantaged group, a relatively large number of them are disadvantaged.) (W. McKain)

B. Some active recruiting efforts are in progress to attract 1) physically handicapped students and 2) minority-group students for training leading to careers in agricultural production and science. Further planning and efforts to secure financial support for expanding this activity are under way. (J. Brand)

1970

A committee on minority groups in the College of Agriculture and Natural Resources has undertaken a number of activities in the field of human rights and opportunities. The committee, which reports directly to the Dean, has recommended efforts to increase enrollment of Black students at both the undergraduate and graduate level. Black high school seniors have been brought to the campus and shown the facilities and programs of the college. Funds are being sought to expand this activity.

The committee has also recommended increased participation of Blacks on the professional and clerical staff, and is preparing a report on curriculum changes recommended to enhance racial understanding and respect in the
college. Recommended changes include development of a multi-disciplinary course on the Black experience and contributions in agriculture and the inclusion of courses in Black Studies in the group requirements of the college.

Another activity of the committee was to participate in the first University "Metanoia" on racial respect and understanding. The committee sponsored and led a college-wide discussion on racial respect for both staff members and students.

Funding is being sought to continue and expand the activities of the committee and to implement recommended changes. (R. Farrish, N. Ray, K. Hadden, K. Robinson, G.A.L. Mehlquist, H. Fuchs, H. Eaton, J. Wraight)

1972

Formal Programs and Scheduled Activities

A. Research

The research activities described in 1969 are still active, with the exception of the item, "A comparative analysis of two homemaker projects located in poverty areas." Additional participants in the research efforts listed are K. Hadden and H. Rosencranz.

B. A coordinated work project at the Arboretum for youths employed under federally funded Summer Action Program under direction of First Presbyterian Church, Stamford. Youths, primarily Black, learned by doing.

Conducting a training course twice annually for volunteer guides who introduce school children to the Arboretum and to the different ecological habitats. Emphasis is on interrelationships of plants and animals in a given environment.

Through funds made available to the Bartlett Arboretum Association, a summer program in marine and terrestrial ecology was held in 1971 for inner city children, grades 4–6. The program was carried out
under the direction of the Stamford Public School System personnel with the Arboretum staff cooperating.

Cooperating with Quintard Center for the elderly poor in arranging for a garden club program in which it is expected that area garden clubs will cooperate. (E. Duda)

C. A continuing effort is being made to recruit minority staff (professional and classified) and students.

D. All search committees have been asked, by the Dean of the College of Agriculture and Natural Resources and the Director of the Cooperative Extension Service, to substantiate by record the extent of their efforts in notifying as many sources as possible for job opportunities.

College of Agriculture and Natural Resources—Cooperative Extension Service

1969

The Cooperative Extension Service extends the University campus throughout the State. It develops and conducts educational programs with people based on their problems. Major program areas include Agriculture, Family Living, 4-H and Youth Development, Community Organization, and Resource Utilization. In recent years, it has developed more intensive programs in urban settings.

Formal Programs and Scheduled Activities

A. Home Economics Project for 100 low-income families in Portland, Connecticut. (B.P. Smith, V. Zanelli)

B. Windham County community planning and financial resource development. Setting up of a community chest type program for ten towns. (B.P. Smith, D. Francis)

C. Program developed in Lymerock for low-income families emphasizing Home Management. (B.P. Smith, D. McMahon)

D. Closed-Circuit T.V. training for program staff members of senior citizens centers. Program originated from Storrs campus. (B.P. Smith)
E. Programs via closed-circuit (talk back) T.V. to train 150 community leaders in Consumer Education to conduct effective programs in Credit and Connecticut Consumer Laws. Training used for work with families of limited resources available to all of the University branches. (E. Petterman)

F. Closed-circuit (talk back) T.V., Stretching the Food Dollar, "Meat from Store to Table," for community leaders (professional and para-professional). (J. Czajkowski)

G. Recruiting, training and employing 18 indigenous women to work as program aides in expanding Nutrition Education to over 1,000 low-income families. Six weeks; training period followed by continuous in-service education while employed. Program is being conducted in New London, Norwich, Danielson, Willimantic, Hartford, Bridgeport, Waterbury, New Haven. (J. Czajkowski)

H. Coordinated Summer Recreational Program in Clothing Selection and Clothing Construction for 11-15 year old girls (Hartford), in conjunction with Greater Hartford Chamber of Commerce, and three Hartford insurance companies, and Hartford Home Economics City Supervisor. (E. Keane)

I. During the past year held four statewide meetings (total attendance 245) for para-professionals. Meetings included information on program and resources in Home Economics and Family Living available through University of Connecticut. Participants were para-professionals working for community action agencies, welfare departments, redevelopment agencies, Family Relocation and Cooperative Extension Service, etc. (D.A. Lane)

J. County Extension Home Economists and State Home Economics Staff provide consulting services, training and supporting educational materials in Nutrition, Home Management, Consumer Education, Home Furnishings, Clothing and Child Development and Family Relations to various urban agencies. Major training activities relate to agencies employing professional staff and para-professionals conducting programs relating to family problems. (D.A. Lane)

K. Home Economics Extension Staff has developed printed resource materials used by urban families and individuals and urban agencies to aid them in home management and all phases of family living. Appropriate publications have been developed in easy-to-read Spanish for Spanish-speaking families. (D.A. Lane)

L. Hartford Urban Extension Program—The Cooperative Extension Service launched a two-phase effort in November, 1968, aimed at developing programs in Home and Family Living and 4-H Youth Development with Inner City adults and youth. Headquarters for the program are at
the South Arsenal University Center at 45 Canton Street. Here the Extension staff coordinates the activities of four apartment satellite offices located at Charter Oak Terrace, Dutch Point Colony, Bellevue Square and Stowe Village. The apartments serve the 13 inner-city target areas—five adult program assistants selected from the neighborhoods and trained by two Extension professionals work directly with over 700 families in the 13 neighborhoods. Ten Youth Program Assistants working under the guidance of a professional youth worker have enrolled 935 4-H members in a continuing year-round club program. In addition, 1,250 other youth are participating in Extension activities consisting of summer recreational programs, conferences, workshops and special projects in art, drama, sculpturing and photography. Training for Program Assistants consists of a twelve-week course followed by weekly in-service sessions. (N.A. Ray)

M. Major 4-H youth education programs are being conducted in inner city neighborhoods of New Haven, Middletown, Portland, Waterbury, Bridgeport and Hartford. (See separate report of Hartford Program). Smaller programs are in operation in New London, Norwich, Norwalk and Putnam. 4-H programs in the cities are planned with the assistance of local people to help assure activities of interest and value to the boys and girls of each community. In general, 4-H programs include projects in mechanics, woodworking, electricity, horticulture, clothing, foods, child care, home furnishings, crafts and leadership. Activities include camping, tours, conferences and recognition programs. (R. Aronson)

Summary

Middletown-Portland—Programs located on Bank Street, Portland and at Long River Village and South End Neighborhoods of Middletown. Staff includes one-third professional position, 25 volunteer leaders (including many Wesleyan students). There are 135 4-H members. (L. Wilhelm and B. Maynard)

New Haven—Program is located in the Hill neighborhood with an office at 649 Howard Avenue. Staff includes one and one-third professional positions, one program assistant, one half-time secretary, 14 part-time program aides and four volunteer leaders. Membership is approximately 200. (C. Derby and L. Sims)
Bridgeport—Program is located at Beardsley Terrace. Staff includes one-fifth professional position, one program assistant and 16 volunteer leaders. Membership of 175. (L. Sims)

Waterbury Program is located in several low-income neighborhoods. Staff includes one-fifth professional position, one half-time program assistant and six volunteer leaders. Membership at 75. (E. Jacobson)

State 4-H Conference offering program with emphasis on "Society in View" to inner city and low income participants from Bridgeport, Hartford, Middletown, Portland and New Haven. (O.S. Trask)

State Senior 4-H Camp providing opportunity for leadership development in an integrated program including participants from low-income families in Bridgeport and New Haven. (O.S. Trask) Seven county 4-H camp programs provided camping experiences for approximately 175 low-income children from major cities. (County 4-H Agents)

4-H Citizenship Short Course providing opportunity for 11 low-income youth from Bridgeport, Hartford and New Haven to visit Nation's Capitol and participate in citizenship related activities conducted by the National 4-H Foundation for 300-4-H members representing Connecticut and other states. (R. Aronson and K. Robinson)

N. Low-income agricultural producers or individuals seeking means of supplementing income through agricultural efforts have been and can be aided by programs of technical consultation and education throughout the state with particular emphasis in Windham and New London counties. (C. Whitham)

O. Extension staff has provided support of low-income programs through consultation with many state and local agencies, citizen groups and individuals.
Several of the programs listed previously have expanded in size and scope. In addition, some new activities have been added.

A. **TV Food Featurettes, "Stretching the Food Dollar to Improve Family Nutrition."** Every Wednesday at noon on the Dick Burtel Show, WTIC. (Home Economics Extension Staff responsible for the Foods and Nutrition Program.)

B. **Special Cooperative Program**

Through a memorandum of agreement with the New Haven Redevelopment Agency, Home Economics Extension staff are training homemakers and nutrition advisors in nutrition education.

The Hill Health Center in New Haven has assisted in training nutrition aides in interviewing techniques, and providing the services of a psychiatrist. In turn, Extension home economists have trained their community health aides in nutrition education.

There are other agreements and arrangements being worked out for specific cooperative programs in other areas of the state. In each of the areas, workshops and conferences to train staff that make up the nutrition team for Headstart and Day Care will be continued and expanded.

C. **Through a grant from the Commission on Aid to Higher Education, Home Economics Extension will be conducting an exploration of employment training and aspirations of auxiliary workers (aides) in Home Economics and related areas as a framework for development of new career ladders in Home Economics. (D.A. Lane)**

D. **Printed resource materials have been developed on the Puerto Rican culture, their foods and traditions. Extension-sponsored meetings have been held with neighborhood leaders and key professionals on Puerto Rican Foods and Traditions. These publications have been used throughout the state by various agencies and organizations.**

E. **The Extension staff has been coordinating program efforts with other agencies working in the communities, collaborating, supplementing and complementing their staff efforts. Some of the major organizations that have been involved are: Public Housing, Family Planning, Health Agencies, VNA, Social Services, Head Start, Community Action, City and State Welfare, Credit Union, Human Rights and Opportunities, etc.**
F. A publication "The Food Stamp Program" has been developed to inform families of the eligibility for Food Stamps. This leaflet is available to families in the state, and was prepared by Mrs. Betty Pattison, Extension Home Economist, in cooperation with the Extension Nutritionist, Extension Family Economics and Management Specialist, and key representatives of the Welfare Department.

G. Speaking for the Consumer. A weekly 15-minute television program running from October 5, 1969 – June 17, 1970. Televised on Channel 8 and Channel 6 to inform the consumer of the many rights he has under Federal and State Laws and to help solve the ever-increasing problems of modern living.


I. There are several programs and activities available to 4-H teens.

State 4-H Winter Outing – A three-day program at No. Colebrook provided opportunity for inner city 4-H youth to experience wintertime out-door recreation activities with other 4-H members. (O.S. Trask)

State 4-H Conference at Moodus offered a program with emphasis on "Today's Hangups to Older Youth" including inner city and low income participants from Bridgeport, Hartford, Middletown, Portland, New Haven and Waterbury, with representatives serving on the Planning Committee. Teens also have the opportunity to assume leadership roles in 4-H camps as counselors and take responsibility at county 4-H fairs as officers and superintendents. Inner City 4-H members participate. (O.S. Trask)

County 4-H Camp Programs – provided camping experiences for approximately 200 low-income children from major cities. (County 4-H Agents)

State 4-H Teen Weekend – at Hartford County 4-H Outdoor Center with a program focus on "Do Your Own Thing" included inner city youth from Bridgeport, Hartford, Middletown-Portland and New Haven. (O.S. Trask)

A Weekend Camping Program in October was offered to a group of 150 4-H'ers including youth from inner city programs of the above mentioned cities.

J. Students working on the Hartford "March for Hunger" were assisted by the Hartford Urban Extension staff in making the decision on the
local recipient of the funds from the March. Extension assisted in the organization of a committee representing 11 agencies who suggested three possible projects. All three programs were investigated and the Supplemental Food Program for McCook Hospital was selected. This program is aimed at improving the health status of young children, not only through the distribution of United States Department of Agriculture surplus foods to malnourished children, but also by helping the mothers to learn how to better feed their children and families including the mothers themselves.
(Students involved: Phillip Penn, Scott Wildman and Sandy Brubaker—Staff: N. Ray and R. Lawton)

K. Charter Oak Terrace – Land Use Proposal – The Hartford Charter Oak Terrace land use proposal, A People and Their Land, represents the combined efforts of the Cooperative Extension Program (at the University of Connecticut, Storrs, and in Hartford County) as well as several city and state agencies, to provide an information planning guide for community discussion and decision by the Charter Oak Neighborhood Council which represents 1,000 families living in apartment housing.

Proposal contains background information on acreage bordering the South Branch of the Park River as it relates to soils, flood plain, highway and traffic patterns and industry. In addition, material is provided on the various community services available, and on family characteristics, with particular attention paid to the age groups most in need of recreation and other activities.

Community Resource Development agent Fred Nelson, with Cooperative Extension staff resources, has offered to work with the Neighborhood Council in an advisory capacity so as to provide additional information for the Council's discussion on planning best use of the land.
(Brad Smith and Fred Nelson)

1972

Formal Programs and Scheduled Activities

The following information pictures recent activities in older programs, plus some new developments.

A. The Connecticut Cooperative Extension Service has developed an "Action Plan for Progress" which is an affirmative commitment to assure equal employment opportunity in all aspects of its operations affecting employees and applicants for employment.
B. In addition to the Action Plan for Progress in equal employment opportunity, the Connecticut Cooperative Extension Service is in the process of developing "An Affirmative Action Plan" to insure that all Cooperative Extension Service educational programs at all levels, i.e., state, area, town, community and neighborhoods, are provided on a non-discriminatory basis and are open to all without regard to race, color, national origin, sex or religion. This action program will be developed by July 1, 1972, and fully implemented by December 31, 1972.

C. The Extension Specialist in Agricultural Engineering has conducted the following educational programs.

Alternate Learning School—Hartford: Provided consulting services and supporting educational materials for the development of a program in "Simple Electricity and Electronics" for members of the School. Conducted an "On Campus Day" for members of the School with subject matter training and a tour of the campus. (E. Palmer)

Inner City Youth Programs: Continued to support the electrical and woodworking projects carried on in the inner cities by providing subject matter, training programs and educational materials. (E. Palmer)

Closed-circuit (talk back) TV program on March 22, 1972 concerned with water quality and water programs for community leaders and teachers. (Program developed and organized by A. Holloway and E. Palmer)

D. The Expanded Nutrition Education Program: This program has continued to expand during 1970-71. This is made possible through funds from USDA allocated as part of a nation-wide effort to improve nutrition of low-income families. Forty Extension aides work in five units located in Bridgeport, Waterbury, New Haven, Hartford, and the Northeast (Willimantic, Danielson, New London and Norwich). Four aides have been promoted to Extension Program Assistants.

Six Extension Home Economists and two nutritionists provide orientation and in-service training and supervision for indigenous neighborhood aides, enabling them to work with families and youth in target areas to increase their ability to manage available resources to improve nutrition of family members.

Special educational materials have been developed for use in the program.

Over 50,000 families (with 250,000 members) have been contacted through the Program from its start to March, 1972.
More than 15,000 different youth have been involved during the past two years, and almost 400 different volunteers have assisted with the Program during the past two years.

2,500 families have been "enrolled" in the program. This means that they have received assistance over an extended period of time. The program families include 13,750 persons – an average of 5.5 members per family.

Collaboration with other agencies and organizations has increased during the past two years. Examples of agencies involved are Public Health, Child Health Clinics, Hill Health Center in New Haven, New Haven Redevelopment Agency, Community Unwed Mothers Organizations, Day Care, Head Start, School Lunch Program Directors, Food Stamp Programs and State and local Welfare Departments. (J. Czajkowski)

A closed-circuit (talk-back) TV series "Stretching the Food Dollar" and "Fruits and Vegetables for Vitamin Value from Store to Table" was given for community leaders, both professional and paraprofessional. (J. Czajkowski)

E. Workshops have been conducted for Waterbury staff in the area of home furnishings. The major objectives were to train inner city staff in construction methods so they in turn can teach and advise families they work with. The workshops were on curtains and draperies.

The Home Furnishings Specialist also worked with program aides in Waterbury on candlemaking. As a result, a group of 13-14 year old unwed mothers participating in a program conducted by two program aides, J. Tyson and P. Sockwell, wanted to learn the process and were taught by the Home Furnishings Specialist.

In the Hartford inner city 4-H program leader training was given in candlemaking and roller shades. This training was also given in New Haven and Bridgeport for adults and youth.

The specialist also worked with two Hartford program aides to demonstrate candlemaking for WTIC. The film was then made available to Extension for use in training. (E. Hartley)

F. In the area of Consumer Education: "Speaking for the Consumer" was a weekly 15-minute television program running from October 3, 1971–June 12, 1972. Televised on Channel 8 and Channel 6 to inform the consumer of the rights he has under Federal and State Laws and to help solve the ever increasing problems of modern living. This represents a total of 160 TV programs.
"Stretching a Buck" television series in consumer education was broadcast over Connecticut Public Television. Over 1000 community leaders participated in 50 classroom centers throughout the state. These leaders indicated that they are working with 80,000 families in the state. Topics included: Food Stamps, Buying Food, Credit, Buying a Used Car and Stretching Money from Payday to Payday.

New activities or programs being planned: Consumer education television programs in Spanish by Spanish-speaking people to be broadcast in March and April, 1973. Partially funded by the Commission on Aid to Higher Education.

Research: The effectiveness of television as a teaching technique—interviews with participants to determine their perceptions of television as a teaching technique being conducted in the Spring of 1972. Funded by Extension Service Special Needs, U.D. Department of Agriculture.

G. Training of day care personnel. This is a continuation of the program called "A Time to Learn," a series of six closed circuit television programs designed as inservice training for day care personnel. A result from that series is that a day care center in one of the communities now has a new director, and the day care staff is presenting a creative kind of a program rather than doing custodial care for children. Tapes were made of this series and have been used extensively throughout the State in the last six months in inservice training programs for day care and nursery school staff. A workshop was held in the Hartford area for day care staff and other professionals planning day care inservice training programs.

The inservice training programs using these tapes have been conducted by members of the State Department of Education and State Department of Health who work very closely with the day care and nursery schools in Connecticut. Expansion of these programs is scheduled for the future. (P. Nuthall)

H. Paraprofessional Career Development: Home Economics Extension is working to improve the career development opportunities for paraprofessionals in Home Economics and related services. Extension has also been involved in contributing to the Home Economics or Family Living training phases of the programs of other agencies employing paraprofessionals in the State. Home Economics Extension sponsored a Career Development Day at the University of Connecticut campus to discuss the issues. Dr. Frank Riessman, a pioneer in the paraprofessional concept, spoke at the meeting, in which 400 people participated, representing professional, paraprofessional, and employer. Follow-up committee work by various groups is taking place.
Following this special meeting, minority staff members were instrumental in helping establish a Career Ladder Committee to examine the educational needs of Extension paraprofessionals. (Chairman, E. Jacobson)

I. A State 4-H Teen Council has been developed to guide program development of teen programs throughout the State. There are 22 members from counties and cities and the Council represents 4-H membership from urban, suburban and rural areas. (N. Ray, D. Buscaglia, M. Goodchild, C. Derby, W. Rouse, M. Kirchner, T. Hurdle, J. Broughton)

J. 4-H Camping Program: County administration and staff were notified July 8, 1970 of responsibilities in conducting 4-H camping programs. "No person shall be denied benefits or excluded from participation on the grounds of race, color, or national origin." The Connecticut Extension Director has the responsibility for insuring that this directive is implemented.

K. Examples of Formal Programs and Scheduled Activities in Counties and Urban Areas.

1. Middlesex County

Member of planning committee for the orientation of new tenants for living in an ultra-modern housing project. Areas covered: home management, home furnishings and nutrition. Done through request from Middletown Housing Authority and Greater Middletown Community Corporation. 4 volunteers work with families. (V. Zanelli)

Long River Village Project. 4 volunteers work with families in the Long River Village housing project on Mondays and Tuesdays for adults and with 4-H girls on Wednesdays. (V. Zanelli)

A "Soul Food Cook Book" is being written for use by all Extension Groups in Middlesex County and throughout the state as requested. (V. Zanelli)

Continue to train neighborhood leaders in the Middletown–Portland area who are in turn working with families with limited resources in the Bank Street Area. (V. Zanelli)

2. Middlesex 4-H Programs

4-H programs in limited resource areas of Bank Street, Portland, Long River Village, the South End neighborhoods of Middletown and in East Hampton have been organized. The staff includes 11 volunteer leaders and support from the 4-H agents. There are 83 4-H members. (L. Wilhelm, M. Wager)
Camping: The Family Association from both Long River Village and East Hampton utilize the County 4-H Camp for their own camping program each summer, as well as "inner city" attendance during the regular camping season. (L. Wilhelm, M. Wager)

Special Interest: Long Lane School, a state correctional institution for delinquent girls, maintains a 4-H horse club with 2 volunteer leaders and a membership of 10 girls on a rotating basis. (L. Wilhelm, M. Wager)

3. Hartford Urban Extension Program

The Cooperative Extension Service launched a two-phase effort in November, 1968, aimed at developing programs in Home and Family Living and 4-H Youth Development with inner city adults and youth. In January, 1971, the program became the Expanded Nutrition Program.

Headquarters for the adult program is at 121 Wyllys Street, Dutch Point Colony. Here the Extension staff coordinates the activities at six learning centers located at Dutch Point Colony, Charter Oak Terrace, Bellevue Square, Stowe Village, Nelson Court, Parker Memorial and 47 Vine Street. The Centers serve the 13 inner city target areas. Six adult nutrition aides selected from the neighborhoods and trained and supervised by two Extension Home Economists work directly with 432 families in the 13 neighborhoods. (R. Lawton, A. Blanco, H. Walker, E. Lee, L. Burney, N. Strickland, A. Velez)

The Spanish-speaking phase of the program began in November, 1968. A Spanish-speaking Home Economist and one aide comprised this unit. To date 293 families have been worked with on a continuous basis. Approximately 1000 families have been worked with on a non-program family basis. (A. Blanco, A. Velez)

In November, 1971, the Cooperative Extension Service played a major role in planning and conducting a Nutrition Seminar. It was held at the Hartford Burgdorf Health Center and was attended by 200 individuals from various city, state and public agencies. A nutrition exhibit entitled Cultural Food Patterns—The Puerto Rican was developed by the Extension Home Economist and was presented jointly with Catholic Family Services. (A. Blanco, R. Lawton)

The Hartford Urban Extension Staff served as a consultant on the Hartford "March for Hunger." The Bushnell Cooperative Supermarket, North Hartford Community Corporation was identified as a potential recipient of funds from the March. Arrangements were made by the Extension staff for Mr. Leonard Dickerson, Outreach Minister, Horace Bushnell Church, to meet with youth
representatives, and for Mr. Dickerson to appear on WTIC-TV. The Cooperative shared funds from the "March for Hunger."

The consumer education TV program series, "Stretching a Buck" in five segments was coordinated by local, county and urban staff. Six centers in Hartford and one each in New Britain, Bristol and Manchester reached 150 representatives of social case workers, paraprofessionals, urban Extension aides, home health care aides from Hartford Hospital, homemaker teachers from Family Services, etc. The Community Renewal Team of Hartford is rerunning this series for their staff. (M. Kabot)

June 1, 1971, the 4-H Youth program became coordinated at the Robert Mack Center, 47 Vine Street, Hartford. Facilities include staff office space on the third floor and program rooms in the basement. One agent, an administrative assistant and six program assistants are responsible for program activities. The staff includes E. Walters, J. Broughton, V. Perry, F. Toules, C. Bent, C. Cross, J. Valasquez, Mr. Barlow. Activities and programs are as follows.

4-H project programs serve 350 youth. In addition to the foods and nutrition programs, clothing, woodworking and photography comprise the main interests of urban youth.

A successful exchange program of the urban and county staff and program leaders was recently held concerning history and tradition of Black culture. The highlight of this program was a soul food dinner planned and prepared cooperatively by the urban and county staff. (J. Broughton, M. Kirchner)

A State 4-H Teen Council has been organized to plan all teenage programs. Representatives from Hartford County include two from the Hartford urban program and one from the county program.

Camping experience opportunities for Hartford inner city youth through camperships has been administered through a Coordinated Camping Committee representing YMCA, YWCA, Boy Scouts, Campfire Girls, and 4-H. Through this organization approximately 60 youth attended 4-H camps in the state in 1971. Funds were provided by the Greater Hartford Chamber of Commerce.

Funding is a great problem. A proposal has been made that the representative organizations sponsor their "own" funding in a coordinated organization. Hopefully this will facilitate obtaining funds along with planning and administering the respective camps. (E. Walters, J. Broughton)
Effective February 1, 1972, the Urban 4-H and Home Economics staff and program was placed under interim administrative organization with the Hartford County staff and program. This was intended to facilitate cooperation, coordination and administration of the total county Extension program.

Through initiation of a local leader, a program is being planned through the Defense Contract Administration Services District. This organization encourages its employees (engaged in defense contract projects within an area) to become involved in their Domestic Action Program in local communities. Major Frederick Colm, U.S. Air Force, is promoting and coordinating a proposed project through the county and urban 4-H staff.

This program parallels the concepts of Junior Achievement. The woodworking project in Hartford will produce home, club or farm signs on order from local suburban clubs or individuals. This concept is to teach skills of producing a marketable product using the necessary business acumen. (M. Kirchner, E. Merritt, J. Broughton, E. Walters)

Special Summer Projects for 1972: The Hartford County Extension Service office and the Urban 4-H office at the Mack Center are cooperating with the Community Renewal Team by "employing" two (each) Neighborhood Youth Corps students during the 1972 summer. These inner city "hard core" youth will have an opportunity to learn some basic office skills such as operating office equipment, processing mail, typing and using the telephone. At least one of the individuals at the Mack Center will be responsible for the maintenance of the office and program areas. (E. Walters, J. Broughton)

In addition to these activities, work has been done with other agencies. Examples of these activities:

a. A Nutrition education program was conducted for enrollees in the MOST program being conducted by Travelers Insurance Co. (R. Lawton)

b. Consultant on nutrition for Head Start programs, a project of the Greater Hartford Community Council. This project includes working with Head Start Teachers and training them in important areas, one of which is the importance of nutrition. (R. Lawton)

c. Extension participates on the Food Stamp and Nutritional Information Committee. (R. Lawton, A. Blanco)

d. Help was given to a group of 75 leaders in Project Co-Op on "Shopping for Clothing." (M. Kabot)
mothers participating in the Parent Program. A coordinator works closely with the program planning. Willie Gray is conducting a program on "Ways to Good Meals." It includes discussion, demonstration, showing of slides, and sampling the finished product. She demonstrates the preparation of a simple, economical, nutritious breakfast. (W. Gray, L. Sims)

Connecticut Public Health Annual Association:

Audience: 50 persons from the medical profession
Program: Examples of how a program aide teaches nutrition at a Child Health Conference, by Beretha Huff and Leonides Cordova, Extension Program Aides
Methods: Showing of slides
Apple peanut slices
Purple cow milk
Milk with guava juice
Response: Very favorable to doctors and health educators.
Comments: "That is what I consider practical, realistic, ways to teach nutrition." Dr. Bohan, Health Director, City of Meriden.
(B. Huff, L. Cordova, L. Sims)

Dwight Summer Program: A representative from the Department of Community Affairs suggested the Expanded Nutrition Education Program as a resource for improving the cooking class for girls. The program coordinator contacted the home economist. (L. Sims)

A meeting with the director, cooking teacher and home economist took place at the site of the program. The importance of stressing nutrition in the cooking program was accepted. An agreement was made to have Bettie Alston, Program Aide, work with the cooking teacher in planning and implementing nutrition. The results of Bettie's involvement was seen in a decrease of cost and improvement in the content of the program. (L. Sims, B. Alston)

"Know and Sew Knits": A training program on this subject held for Home Economics teachers in the New Haven area who will be minority group teaching. Attendance of 50 teachers. A similar leader training on this same subject is to be done in Waterbury. (A. Malone)

4-H: A Youth Development Day Camp for youngsters from New Haven City. Cooperative effort with other youth organizations. 150 youth to attend day camp a day. (C. Derby)

4-H overnight camp for 50 city youngsters from the New Haven area to attend for 1 or 2 weeks. During the summer there will be special activities for the city youngsters in the Hill area.
8. New London County

A series of nine classes in nutrition was conducted for T.V.C.C.A. (community action) day care cooks. Attendance averaged 16 with 10 being awarded certificates. Visual aids included the film strips "How Food Affects You" and "Feeding Your Young Children." Food preparation skills were also taught. Aides work closely with several of the centers and assist in meal planning and teaching new skills.

Six community aides for Groton G.R.O. (community action) have been helped in a series of six meetings with lesson plans and visuals for teaching nutrition and family budgeting.

The Home Economist has acted as consultant on menu planning with cooks at day care centers in Norwich and New London. (J. Hazen)

Participated in Child Health Conferences for Mothers in New London, discussing foods and nutrition and related subjects. (J. Hazen)

Extension Expanded Nutrition Education program Homemakers' Days have been established in the spring and fall. These days are planned to increase the experiences of homemakers beyond their local community. Homemakers were involved in the planning and the presentation of the program. Because of this experience, they are now ready to participate in the planning of the total Extension program. It also provided the opportunity to identify leadership and abilities within the homemaker's groups and to utilize these talents in our Extension programs. (J. Hazen)

In 4-H: Organized two 4-H clubs in Midway Oval section of Groton with volunteer leaders. 17 girls are in the program.

Organized one club in Laurel Hill section of Norwich - 15 girls - with volunteer leadership. 4 adults are involved in the leadership.

Organized one club in Hamilton Ave. section of Norwich with 6 girls and 1 volunteer leader. (B. Ladabouche, R. Smith)

School of Business Administration

1969

Activities of Individuals
A. Research on consumer behavior among Black population. (J.M. Duker)

B. Research on problems of settling public service disputes, including those involving community groups. (R.L. Stutz)

C. Originator of a demonstration project involving cooperation of several organizations to provide transportation from an urban ghetto to job-training facilities for hard-core unemployed. (J.M. Duker)

D. Two faculty members serve as members of the Executive Committee of the Council on Human Rights and Opportunities. (D. Ivry, L. Parrish)

Activities Projected

A. Aid to minority-group small business men: Stand ready to provide informal consulting and training help for persons interested in operating small business.

1970

Formal Programs and Scheduled Activities

A. Have established a Committee on Economic Development of Non-Whites. (B. Boyce, Chairman)

B. Above Committee sponsored a meeting of the faculty on "Metanoia Day," May 6, 1970, to discuss race and racism.

Activities of Individuals

A. Expanded research on attitudes among Black population and advertising to Blacks. (J. Duker)

1972

Formal Programs and Scheduled Activities

A. In the academic year 1971-72 the Committee on Economic Development of Non-Whites sponsored the "Urban Business Intern Program." The purposes of the program were stated to be: (1) to provide students with an opportunity for practical application of their educations to real world problems; (2) to help serve existing needs for volunteer workers in urban, social programs; (3) to assist in bridging the gap between the business world and the people of urban minority communities which will, it is hoped, lead to a
greater participation in business by the people of those communities; and (4) to provide business students with a keener appreciation of the problems of non-White people, and the role that the business community can serve to help alleviate these problems." The program took the form of a three credit course and, in addition to classroom work on the campus, provided assignments for students to work with minority business men in Hartford. The Course enrolled about 30 students during 1971-72 and was expected to have about 15 in the fall semester 1972-73.

Activities of Individuals

A. Study of the status and future of Black-owned insurance companies. (J.Duker, C.E.Hughes)

B. Faculty members serving on the Council on Human Rights and Opportunities: D.Ivry, Z. Malinowski

School of Business Administration: Center for Real Estate and Urban Economic Studies (CREUES)

See Center for Real Estate and Urban Economic Studies under Academic Institutes or Centers.

School of Education

1969

Formal Programs and Scheduled Activities

A. Teacher Training—New Haven—Hamden

The program is designed to give student teachers a better understanding of education in metropolitan and urban areas. Major features include: a professional semester with School of Education students living in the New Haven area; special continuing seminars concerned with working with disadvantaged children in ghetto areas; the employment of lecturers from the inner city; and the commitment of a team from University staff who devote a major portion of their time to the project. (A.J.Pappanikou)

B. Teacher Training—New London—Groton

This program is funded by the Connecticut Legislature (P. L. 761).
N. Special Program for Social Studies Teachers in Disadvantaged Areas

A program is being developed wherein students in their junior year act as "participant observers" assisting Hartford teachers in preparation for student teaching. (U.O. Hennen)

O. Inservice Education

Working in New Haven with a group of high school English teachers on a non-credit basis. Goal is to adapt teaching methods to the needs of disadvantaged readers in the inner city. (I. Baker)

P. Cooperative Vocational Project with Hartford Industries

The reading consultant at Hall High School in West Hartford is working with a faculty member on a program under which a group of 12 underachievers in the modified track will be given a semester of vocational orientation in conjunction with some key Hartford industries. (I. Baker)

Q. Faculty Institute on Inner City

The four State Colleges and the University of Connecticut have joined forces in an effort to develop more faculty leaders who can provide direction to colleges and universities in meeting urban education needs.

Key faculty members of the University and State Colleges were selected to participate in a two-week summer training institute (1969) dealing with inner city problems. The hope is that these faculty members will serve as "influentials" in the development of programs that will overcome problems caused by the unique characteristics of urban life.

R. Training Teachers to Work with Handicapped Children in Disadvantaged Communities

A five year program supported by a grant from the U.S. Office of Education. Will train teachers and other education personnel to work more effectively with young children in disadvantaged areas. Objective is to prevent or reduce effects of a variety of handicaps on their educational achievement. (J. P. Cawley, A. J. Pappanikou)

S. Teaching the Talented

A graduate program designed to attract and train personnel for the specialized task of working with high potential youngsters from economically and culturally disadvantaged backgrounds. Supported by the U.S. Department of Health, Education, and Welfare Office of Education. (J. S. Renzulli)
Activities of Individuals

A. One faculty member serves as a member of the Executive Committee of the University Council on Human Rights and Opportunities. (F.L. Bass)

1970

Formal Programs and Scheduled Activities

A. Educating Teachers for the City - Two residential centers in New Haven-Hamden and New London-Groton stress involvement - involvement not only in the classroom and school, but with community groups and individuals, in short, involvement in the total city situation. The interaction between students, between students, faculty and community persons seems to be a vital part of the success of these programs. Approximately 70 elementary, secondary, and special education pre-service teachers have participated in these programs this year. (C. Ross and R. Verdi) (Revision of Item A and B on p. 17 and 18 in 1969 Inventory.)

B. Understanding Handicapping Conditions among Disadvantaged Children: Detection, Prevention, Control and Remediation

This program provides regular educational personnel, i.e., experienced teachers, supervisors, administrators and college teachers, with an opportunity to develop a greater understanding of the nature of handicapping conditions among children residing in disadvantaged areas. It is centered at both Storrs and the Arsenal Elementary School in Hartford; however, as indicated below it touches schools and colleges in several states.

The Intern Program (1) prepares experienced teachers to work with handicapped youngsters in the regular classroom and to assist teachers-in-training and beginning teachers in developing individualized approaches to instruction, (2) provides administrators an opportunity to develop an awareness of the needs of these children and equips them to communicate the child's needs to the educational community and the community-at-large and (3) enables participating college personnel to develop an awareness of the needs of the handicapped child through the Children's Instructional Program.

The Extern Program, including several short-term conferences, is designed to familiarize school administrators and administrators of institutions of higher education with the problems of handicapping conditions among children residing in disadvantaged areas. The project staff offers further assistance to public schools, colleges and universities by conducting workshops on local campuses on invitation.
A. Community School Development Center - The Department of Educational Administration will develop the community school concept in school districts in New England, New York, and New Jersey as well as prepare community school directors. The community school concept is designed to provide after school recreational and adult education programs and be a method by which citizens may solve community problems. The program will be funded primarily by Mott Foundation monies and should have a large impact in the urban areas of New England. Two satellite training centers have been established at the University of Vermont and Montclair State Teachers College, New Jersey.

B. Several new courses have been introduced dealing with problems of educating the disadvantaged, urban education, and working with pupils for whom English is not the native language.

C. In cooperation with the University's Recreation Office, students in Physical Education, Education, and the Tutorial Program have been offering a two-hour Saturday morning program for underprivileged children from the Willimantic area. University physical education facilities are used.

D. In April, 1972, the Department of Higher, Technical, and Adult Education co-sponsored a conference on Urban Higher Education: Problems and Innovations.

Several of the programs described in earlier issues have been terminated:


B. Item F, 1969: A mathematics training program for working with underachievers.


D. Item O, 1969.


F. Item C, 1970.


School of Engineering

1970

Formal Programs and Scheduled Activities

A. A number of specific actions have been taken with the purpose of recruiting minority students for the School. Contacts have been made with Community Colleges, Technical Institutes, and State Colleges to encourage and facilitate transfer of such students to the University.

B. School has cooperated in establishing technician training positions in its laboratories for minority group members from the local area.

1972

A. School has continued participation in Governmental Assistants Program, under which disadvantaged persons are trained in technical or other positions, on the job. Has had four such persons under the program.

B. Through contacts with the Summer Program, have been able to recruit some minority students for the School.

School of Fine Arts

1969

Formal Programs and Scheduled Activities

A. One faculty member on CIP leave of absence (B.Klitz: see Community Involvement Program under Special Programs.)

Activities Projected

A. Project PROJECT: A program to offer opportunities for young people to gain skills, insights, and interests that would encourage them to pursue some aspect of photography or cinematography as a career. Will start with twenty students from inner city areas of Hartford. Program will offer personal instruction and guidance and is expected to call for extensive participation in planning and execution by residents and groups within the areas from which students are drawn. Has been submitted for outside financing and is expected to begin operation in early 1970. (E. O'Connor)
Formal Programs and Scheduled Activities

1970

A. Project PROJECT previously reported has not yet been funded. Thus, the description remains accurate except to change the time of initiation to mid 1970.

B. Fine Arts Program for Correctional Institutions of New England. Under a grant from the W.K.Kellogg Foundation, and in cooperation with the New England Center for Continuing Education, the University of Connecticut is initiating a program in fine arts for inmates of the correctional institutions of the region. A pilot phase in Connecticut has been completed. Professional performances and permanent art exhibits will be presented in the institutions. Instruction in the arts will be offered through the prison schools. (E.O'Connor)

C. An Interdepartmental course, "The Black Experience in the Arts" brings professional artists, in all fields of the arts, on campus for discussions of their work and experience. Next fall, the program will be expanded to include major performances, exhibits, and seminars. (James Eversole, Director)

1972

Formal Programs and Scheduled Activities

A. Project PROJECT. This project was funded and completed during 1970. It provided an introduction to filmmaking for 34 inner-city youth of Hartford. Those who wished advanced training became members of the Community Film Workshop. Project PROJECT is no longer active. (E.O'Connor)

B. Fine Arts Program for Correctional Institutions of New England. This program, begun in the summer of 1970 under a grant from the W.K.Kellogg Foundation, is now operating in the major correctional institutions of Connecticut and Rhode Island with funds from the Manpower Development Training Administration. The core of the activity is a series of drama workshops in which inmates are trained in the communication skills of writing, acting, directing, and radio/television production. Results of the workshops have included three tours of original poetry and drama by an inmate company; a radio series for WTIC produced by inmates; establishment of a radio/television studio at the Osborn institution; filming of television public service segments for the Department of Correction;
and production of four films for use in the training of correctional officers. Approximately 250 inmates have participated. (L. Gregoric, M. Gregoric, E. O'Connor)

C. The Black Experience in the Arts, Fine Arts 181-182. A two semester, interdepartmental offering, featuring guest artists in dance, drama, film, music, poetry, and the visual arts. The first semester is concerned with the history and perspective of African and Afro-American arts; the second semester with the problems, philosophies, and achievements of contemporary Black artists. (J. Eversole, M. Edwards)

Health Center

1969

Formal Programs and Scheduled Activities

A. McCook Hospital

1. Taken over by the Health Center July 1, 1967. Subsequently added 19 full-time physicians, 15-20 nurses. Attempting to extend and improve services to the North Hartford community.

B. Program to use indigenous workers as health aides for the community. Designed to locate workers in a limited geographical area with on-the-job training and a telephone link to a public health nurse so that they may advise needy individuals where medical and other health aid may be obtained. Supported by a $25,000 grant.

C. Students and faculty involved (summer 1969) in

1. Screening children for lead poisoning in North Hartford.
2. Medical evaluation program for North Hartford children going to summer camp. (M. L. Lepow, Faculty Director)

D. Two Black faculty members in the School of Medicine and Dentistry have been instrumental in the recruitment effort in the past year, and the Schools are planning a more intensive effort beginning in the summer of 1969.

E. In July 1969, the Trustees authorized creation of a North Hartford Community Advisory Committee to enhance communication with "an important segment of the population" served by the University McCook Hospital so that services rendered will be responsive to community needs. The committee, which will be composed of 10 community representatives and five Health Center staff members, will receive reports, review activities and make recommendations
concerning the services provided by the hospital. It also will serve as a consultant group for projects designed by Health Center personnel which involve study of community problems. An added function would be to help obtain community participation in, and backing for, health care programs developed at the hospital.

Activities of Individuals

A. Several faculty members have participated in Model City task forces.

Activities Projected

A. The Departments of General Pediatrics and Clinical Medicine and Health Care have made preliminary studies of health needs in North Hartford. They are in the process of developing programs and seeking funds for their support.

1970

Formal Programs and Scheduled Activities

In addition to previously listed programs:

A. The School of Dental Medicine will take over responsibility for providing dental care for some 3,000 pre-school Hartford children. (Formerly operated by the City of Hartford.)

B. Program for withdrawing adolescents 12 to 16 years of age from drugs began at University-McCook in spring, 1970, for which six beds have been allocated. Patients have included a teenager from Darien. (Robert Kramer, M.D., Faculty Director)

C. Program for adult drug addicts began at hospital in winter, 1969-70, with two beds allocated. Patients referred by Alcohol and Drug Dependence Division of State Department of Mental Health. (George Lewis, M.D., Faculty Director)

D. Plans are to add new medical and dental outpatient clinics in the Burgdorf Health Center (Under construction by the City of Hartford and two voluntary health agencies) as adjuncts to University-McCook in fall, 1970.

E. The Departments of General Pediatrics and Clinical Medicine and Health Care have made preliminary studies of health needs in North Hartford. A broad study, aimed at surveying health care conditions in North and South Hartford was undertaken in the winter of 1969-70. Data compiled is being analyzed and will be used as guides for programs at University-McCook.
Programs and activities listed for previous years have continued to develop and function, with minor changes. No new activities reported.

School of Home Economics

1969

Formal Programs and Scheduled Activities

A. Continue to serve as a clearing house for information on clothing for the physically handicapped. (M.L.Rosencranz)

B. Recently received approval for a study to identify and evaluate consumer resources in Connecticut. The principal focus of the study will be on the needs of low income and disadvantaged consumers—most of whom are either Black or Puerto Rican. (T.M.Brooks)

C. A Family Financial Counseling Workshop was conducted in the summer of 1968. Some of the participants were from minority groups. A number of participants in the workshop were employed by agencies who are assisting in minority and low-income families. (T.M.Brooks)

D. Two students are working with mothers in Willimantic who have asked for help in more efficient use of donated foods. (S.M.Hunt)

E. Six students are working with the Social Service of Hartford in an attempt to help Food Stamp recipients make better use of their stamps. (S.M.Hunt)

F. One student is working with Puerto Rican children at Barnard-Brown School in North Hartford. She and Mrs. Mildred Torres, a Puerto Rican worker in Consumer Protection will interview a heterogeneous sampling of these 5th graders and try to record as accurately as possible the dietary patterns of these children. This represents a pilot project which will hopefully give information about how well these children are fed and will provide a basis for developing a tool for the evaluation of Puerto Rican diets in general (S.M.Hunt)

G. In two courses in the area of Child Development and Family Relations students operate as skilled volunteers in community agencies for about six hours per week for the 14 weeks of the semester. (E.B.Luckey)
H. Home Economics Extension (See Cooperative Extension Service) College of Agriculture and Natural Resources.

Activities Projected

A. The addition of an expert professional in the field of the disadvantaged to the faculty will permit expansion into a service and study that will meet the needs of several of Mansfield's disadvantaged families. This new program will provide in-depth help to mothers and preschool youngsters. (E.B. Luckey)

1970

Formal Programs and Scheduled Activities

A. The Department of Family Economics and Management has completed a year-long study of consumer resources in Connecticut. One project of that study is a Directory of Consumer Resources which is designed for professionals and semi-professional persons in agencies working with low-income consumers. A follow-up study has been proposed to the Department of Community Affairs to make directly available to low-income consumers some of the information included in the Directory. The study would determine the effective means for preparing these materials. (E. Petterman, T.M. Brooks)

B. One student cooperated with the Homemaker Home Health Aid Service of Windham Area Inc. by helping families with money management problems.

C. Two groups of students lived on Welfare food allotment for one week. Nutritionally adequate and satisfying meals were planned, prepared and evaluated.

D. Faculty and students in the Department of Family Economics and Management have worked with families in the Mansfield Community to assist them in resolving consumer and money management problems.

E. A two-week intensive workshop on Family Life Education: Black Families to be held July 27 - August 7 with nationally known authorities serving as special guest lecturers. Will provide graduate training for 75 professionals working with Black families. (E.B. Luckey)

F. The Committee on Black Family Studies has developed and proposed a course which will become a regular part of the curriculum in the Department of Child Development and Family Relations when appropriate faculty are found for teaching it, hopefully fall 1970. (E.B. Luckey)
1972

Formal Programs and Scheduled Activities

A. In conjunction with their work in Child Development and Family Relations students continue to serve as volunteers in community agencies. In spring, 1972, they were working at: Mansfield Day Care Center, Hartford Women's League Day Care Center, Manchester Head Start, Newington Children's Hospital, University-McCook Hospital, Connecticut Valley Hospital, Mansfield Disadvantaged Families, and East Hartford Youth Services. (E.B. Luckey and A. Costantini)

B. The new course, Black Families, noted in 1970 Inventory, has been introduced in the Department of Child Development and Family Relations. (E.B. Luckey)

D. Other projects noted in earlier years have been completed. (e.g., Items D and E, 1969)

School of Law

1969

Formal Programs and Scheduled Activities

A. As part of their work in the Civil and Political Rights Seminar students do field work with the State Commission on Human Rights and Opportunities. (L. Kurlantzick)

B. Student Board of Public Defenders and Legal Assistants runs a legal clinic program, much of it directed toward the problems of the poor. (J. Harbaugh)

C. Summer Welfare Law Project: A summer project of the Student Public Defenders designed to help, assist and advise Hartford welfare recipients in their dealings with the State and City of Hartford Welfare Departments. (J. Harbaugh)

D. Professors Neil Littlefield and Donald Weckstein on CIP leaves. (See Community Involvement Program under Special Programs)

E. This year recruited in five Black colleges in the South. Recruitment letters have been sent to college graduates enrolled in the pre-graduate school programs CLEO and ISSP.
F. Hartford Area Ministers Training Program (Summer 1968). A group of 23 ministers from the Council of Churches of the Greater Hartford Area participated in an eleven-hour program at the School of Law to discuss the possible ways in which they might help alleviate the adverse effects of civil disorder. (J.A.LaPlante, P.Shuchman)

G. One professor devoted half-time for 1968-69 academic year to the Public Defender-Legal Assistants Project involving criminal cases on assignments from courts. (J.D.Harbaugh)

Activities of Individuals

A. A number of faculty have been working on problems associated with the proposed Uniform Consumer Credit Code. As a minimum, the list includes Messrs. Shuchman, Krattermaker, Littlefield, and Scanlon.

B. A number of faculty are involved in working with community agencies. Dean Sacks is the Chairman of the Personnel Committee of CRT. Associate Professor Robert Walsh is active in affairs of Greater Hartford Urban League and is a member of West Hartford's Human Rights Commission.

1970

Formal Programs and Scheduled Activities

A. Through the Student Board of Public Defenders and Legal Assistants, law students have been involved in a variety of activities, including a continuation of the Welfare Law Project initiated in the summer of 1969, assistance to persons arrested during major disturbances, working with attorneys in Neighborhood Legal Services in Hartford, organizing and presenting a seminar for 175 attorneys considering drug law problems, and continuing the Habeas Corpus Prison Program.

B. Extensive recruiting of disadvantaged students, particularly Black and Puerto Rican students, has been done in the last 18 months. During 1979-70, seven Black students were enrolled in the Law School. Five were first year students and two were upper classmen. Expect a larger enrollment including some Puerto Rican students in 1970-71.

C. An experimental course, "Legal Clinic," enrolled thirty-three students in a year-long course designed to meld the practical problems of the practicing lawyer and the academic goals of a professional graduate school. Teams of two students and one Legal Intern, a member of the Bar, worked together on a variety of actual cases involving indigent defendants accused of criminal violations in both State and Federal Courts. Pending cases were used as the basis for class analysis and discussion. (J.Harbaugh, Director)
D. As part of the course "Business Planning in the Ghetto," students have worked directly with ghetto businessmen on tax and other legal problems. (L.B.Snyder)

Activities of Individuals

A. A number of faculty have been working on problems associated with proposals to provide greater protection to consumers. Mr. Breetz is a member of the Connecticut Commission to study the Uniform Consumer Credit Code. Mr. Shuchman recently testified before the National Commission on Consumer Credit on his automobile repossession study.

B. Dean Sacks recently finished serving as Chairman of the Personnel Committee of the Hartford Community Renewal Team. He is Chairman of a Chamber of Commerce sub-committee studying the problems of Circuit Court 14 in Hartford, which court handles many hundreds of cases each year involving persons from minority groups. Mr. Walsh has been active in the Urban League and in the Greater Hartford Community Housing League. Mr. Scanlon continues to serve as a Commissioner on the Simsbury Housing Authority. A number of faculty have been active in attempting to secure revision of the Hartford guidelines for the use of weapons by Hartford Police.

1972

Formal Programs and Scheduled Activities

A. The Legal Clinic of the Law School has been involved in numerous activities in the area of human rights and opportunities. As of October 1, 1971, law students have been able to represent clients in the Connecticut courts under attorney supervision. This new Student Practice Rule has enabled the Legal Clinic to intensify the student-intern program to give students courtroom experience and exposure to situations in which they must make legal decisions.

The Criminal Clinic expanded in the fall semester, 1971. Fifteen students were enrolled exclusively in the Criminal Clinic for a full 14 units of credit and devoted all their energies to full-time clinical education. Of the 15 students, 6 remained in the clinic offices on a daily basis working directly under one of the three staff attorneys. The other nine clinic students were placed at various field positions. Study in the Criminal Clinical Semester included three seminars in Human Behavior, Administration of Criminal Justice, and Criminal Litigation. Extensive use was made of audio-visual equipment to record and critique student performances in a
mock criminal trial. The Criminal Clinic conducted its regular two credit course in the spring semester, 1972. The format of the two credit course is the same, but the students are not given outside assignments and work only on cases handled by Clinic attorneys. (Joseph Harbaugh, Steven St. Clair, Rodney Jones)

The Civil Clinic offered a four-unit course (two credits each semester of study for second and third year law students). The classes covered numerous problems such as interviewing techniques, the use and misuse of dilatory motions, fundamentals of trial discovery, and an analysis of the techniques and strategies basic to proper negotiations and settlement of disputes. A number of classes were held in the local courts to observe oral arguments and courtroom procedures. Many of the students were placed in government agencies to gain experience in administrative procedures and writing regulations and legislation. Two mock civil trials will be performed second semester so that students may learn and practice trial skills. The Civil Clinic also makes extensive use of audio-visual equipment to review student performances.

B. Extensive recruiting of disadvantaged students, particularly Black and Puerto Rican students, has been conducted in the last three years. During 1971-72, thirty-eight Black students and four Puerto Rican students were enrolled in the Law School. To date, the academic success of these students has been most satisfactory and, in fact, has surpassed that of other students enrolled in any law school.

C. The Student Public Defenders and Legal Assistants Organization has been involved in the following programs:

1. Habeas Corpus Program: Offers legal assistance to inmates at Connecticut Correctional Institutions (Somers, Cheshire, Osborne) in their efforts to obtain post-conviction relief.

2. Criminal Practice Seminar: Will publish the transcript of a seminar devoted to Juvenile Court system in Connecticut. Panelists include juvenile court judges, probation officers, social workers, and attorneys involved in the state's juvenile court system.

3. Hartford Charter Revision: Law students are presently (1972) working with the Hartford Charter Revision Committee in research concerning the new city charter.

Activities of Individuals

A. Professor Francis Cady conducted a joint seminar with Professor Alissi of the University of Connecticut Graduate School of Social Work the first semester of the academic year 1971-72. This seminar was offered to students of both schools and discussed the rights of juveniles and their parents in the Juvenile Court. Additionally,
Professor Cady served as Chairman of the Juvenile Merit Selection Subcommittee of the Joint Committee on Juvenile Modernization, formed by the Connecticut Citizens for Juvenile Modernization and the Connecticut Bar Association. In this capacity, he has recently drafted a bill establishing a system of merit selection of judges for all Connecticut state courts.

B. Professor Shirley Bysiewicz has been involved with numerous areas of the law concerning women's rights. She has appeared at hearings in the General Assembly in favor of women's bills, has advised lawyers regarding women's discrimination cases and has lectured to various groups on discrimination against women. Additionally, she has written an article for the Connecticut Teacher on "Parental Leaves" and is presenting a course at the Law School on sex-based discrimination during the second semester of the academic year 1971-72.

C. A number of faculty have continued working on problems in the human rights area. Professor Donald Weckstein is involved with the Hartford Center for Dispute Settlement, Professor Willima Breetz has been active as co-director of the Law School Civil Legal Clinic, as counsel to various neighborhood groups in North Hartford, and as an active member of the Hartford County Legal Aid Society and the Neighborhood Legal Services. Professor Michael Gordon has recently acted as consultant to a member of the part-time Law School faculty, Igor Sikorsky, Chairman of the State Commission on Human Rights.

College of Liberal Arts and Sciences

1969

Formal Programs and Scheduled Activities

A. The Urban Semester. Established in the fall of 1968. Students live in University-leased apartments in North Hartford and work in neighborhood agencies during the semester of their involvement. The program provides an opportunity for a limited number of undergraduate students to earn academic credit for work and study in an inner city environment. (Director, 1968-69: R.Schoeplein)

B. A number of departments report special efforts to recruit, aid, and encourage students from minority groups or disadvantaged backgrounds.

C. Three faculty members on CIP leaves of absence (G.Sazama, M. Simon, J.Scully) (See Community Involvement Program under Special Programs)
Activities of Individuals

A. Two faculty members serve as members of the Executive Committee of the Council on Human Rights and Opportunities. (S. Welch, W. Wilson)

B. Several faculty members have worked part-time with the Urban Semester Program. (J. Chinsky, P. D. Warner, M. Wogan)

1970

Formal Programs and Scheduled Activities

A. The Department of Anthropology obtained funding for four undergraduate students to spend a semester working and doing research at the Navajo Rough Rock School in Chinle, Arizona. This is an experimental, community-controlled educational project. Hope to continue the program in 1970–71, with funding through the National Science Foundation. The students worked in the classroom, the counseling center and the community development program at the school, and received academic credit for their research.

B. Summer 1970 Projects: Department of Anthropology

1. A research project in the Connecticut Valley among migrant Puerto Ricans and their families directed by psychiatrist/anthropologist, Dr. Ronald Winthrop. The project will have a clinical component, in that opportunities for psychiatric referral and care of these transplanted workers will be made available through the Medical Center.

2. Applied anthropological research in Mexico on the effects of the United Nations and Mexican Government-sponsored "Plan Lerma" program of regional development. Three groups of Indians are involved in the development plan which has been underway for the past four years in the Temascalcingo region. Project directed by Professor Pertti J. Pelto. Team will include three graduate and two undergraduate students.

3. Opportunities to work at the Rough Rock School in Arizona from June to August on house construction under an O.E.O.–funded project.

Activities of Individuals

A. Assistant Professor of Journalism, John J. Breen, attended eight-day workshop in Hartford's North End, sponsored by the Hartford TTT (Training the Trainers of Teachers). March 20–31, 1970.
B. R.A. Blanshard has replaced W.A. Wilson, Jr. as a member of the Executive Committee of the University Council on Human Rights and Opportunities.

Activities Projected

A. One of the main directions of planned development of the Anthropology curriculum will be to offer opportunities for students to do actual field work in cultural settings which differ from their own. Attention to urban problems will be increased. Thus, last year, one student joined a small group of undergraduates in the University's experimental urban semester in North Hartford.

1972

Formal Programs and Scheduled Activities

A. One member of Anthropology Department working with Puerto Rican students on development of a Puerto Rican Studies program. (S.Cook)

B. Urban Semester Program continues to function according to general patterns developed in preceding years. Since 1969, directors of the program have been: M.Wogan (1969-71) and (since 1971) R.Battle and J.Howard.


Activities of Individuals

A. Working to bring programs and speakers concerning Africa to the campus, as well as to promote research on related topics. (J.Faris)

B. Working with local Black families on problems of adjustment of children in the schools or the community. (B.Magubane)

C. Research on American Indians and their position in the society. Interested in problems of minority education. (B.Michener)


Formal Programs and Scheduled Activities

A. Child Health Observation and Participation - New Haven

For the past three years a large part of this 4-6 credit course for all juniors has been devoted to learning how negative environmental factors, together with being Black or Puerto Rican affects the growth and development of children. Observation and participation is provided through the Headstart programs. (M. Dodd, A. Luciana, E. Raymond, H. T. Watson)

B. Community Organization for Health Care

This topic, which is concerned with the problems of planning, packaging, and delivering health care to those with language barriers and socio-economic and educational disadvantaged who are further handicapped by race, nationality and ethnic background, gets considerable attention in the senior year. Presentations and lectures for all seniors are given by significant representatives associated with pockets of poverty and programs in the inner city. (H. T. Watson)

Activities of Individuals

A. Two senior students initiated a project of individual counseling to acquaint high school students in Hartford's North End with the many possibilities and advantages of careers in the health professions. The project was carried out as an activity related to their course in Community Health Nursing. It is hoped that this project will continue to be based in the North End of Hartford and carried on by senior students. (A. Verna)

B. One senior student found that working as a volunteer with the Meals-On-Wheels Program of Greater Hartford gave her knowledge and understanding of the plight of the elderly poor. She chose this experience as an activity related to her course in Community Health Nursing. (E. Hayes)

C. One faculty member is serving her fourth year as President of the Board of Directors of the Women's League Day Care Center, Inc., in the North End of Hartford. This agency provides day care programs for pre-school and elementary school aged children so that their mothers may pursue the dignity of financial independence secure in the knowledge that their children are being well cared for by competent staff members. (H. T. Watson)
D. One faculty member serves as a commissioner on the Connecticut State Commission on Human Rights and Opportunities as well as being on the University Council on Human Rights and Opportunities. (H.T. Watson)

School of Pharmacy

1970

Formal Programs and Scheduled Activities

A. Three faculty members serve on the University's Drug Advisory Council. (V.Bernardi, K.Nieforth, K.Speranza)

B. Drug Abuse education program for high school students and teachers. Pharmacy students and faculty members developed an educational program which the students presented in a number of high schools.

Activities of Individuals

A. Research to determine the need and potential for subprofessionals in pharmacy. (K.Speranza)

B. Research on approaches for improving the availability of pharmaceutical services in ghetto areas. (K.Speranza)

C. Feasibility Study for North Hartford Cooperative Pharmacy

Proposals have been made to establish a cooperative pharmacy in an area of Hartford which is largely without this kind of service. Careful studies of the area upon which a concrete plan could be developed are being undertaken by faculty and students in the School of Pharmacy. It is expected that the study will lead to concrete steps to establish a pharmacy during 1971. (K.Speranza)

Activities Projected

A. Active recruiting program to attract disadvantaged students into the profession of pharmacy.

B. Tutorial program to assist disadvantaged students to meet the academic requirements of the professional curriculum as they progress through it.

C. Development of undergraduate and continuing education programs dealing with drug and health care problems of disadvantaged people, especially in urban settings. The objective of such programs is to inform pharmacy students and practitioners about the drug and health problems
of disadvantaged people and to enable them to learn how they as members of the health care team can help relieve these problems.

D. Establishment of a Student Speakers Bureau for the purpose of providing to inner city areas pharmacy students who are trained to present drug and health care education programs.

1972

Activities reported previously continue, except that:

A. Although considerable work was done on the study of the feasibility of a cooperative pharmacy in North Hartford, to date nothing has come of it in terms of concrete results.

B. The proposal for expanded educational programs dealing with drug and health care problems of disadvantaged people has been dropped for lack of financial support.

School of Social Work

1969

Formal Programs and Scheduled Activities

A. Worked out a cooperative arrangement with the Division of Continuing Education to offer a part-time evening course in "Neighborhood Group Work" for inner city residents who are working on various rights and improvement projects. Course given at the South Arsenal University Center. (N. Goroff)

B. Employ in the School three Neighborhood Youth Corps workers in the In-School Work Training Program. These are Black high school students who help out in the library and with some clerical work. Now are beginning a project to find ways of making this work experience one from which the young people will gain a sense of self-esteem.

C. The Black Students Organization at the School was given a recruitment grant and have recruited and interviewed a number of students in the predominantly Black colleges as well as colleges within the State.

Activities of Individuals

A. A small research project to study the current thinking of professional social workers in Connecticut about desirable priorities in social work. (Y.C. Wu and A. Mallucio)
B. Several students, placed in a New Haven agency, helped to organize their welfare clients to demonstrate with respect to certain deficiencies in their allowances.

C. After the assassination of Dr. Martin Luther King, students and faculty set up a Martin Luther King Scholarship. The money was given to two Black students to help out in their education. The students plan to replenish the fund.

Activities Projected

A. A plan for training para-professionals in the field of social welfare. Program will be open to approximately 75 adults 18 years and older regardless of previous educational preparation. Applicants must be either currently employed in human services or volunteering in such services. Hope eventually to extend program to all New England States. The program is funded through the Commission on Aid to Higher Education under Title I of the Higher Education Act of 1965 and starts in September 1969. (W.A.Lutz)

B. A plan to admit "inadequately prepared" students to the School and to offer them supplemental help designed to enable them to meet standard requirements for the Master's degree. Program would take three years instead of the standard two. (W.A.Lutz)

1970

Formal Programs and Scheduled Activities

A. During the past year the School has been actively seeking to recruit Black professors and administrators for several positions. Some success has been achieved.

B. The plan to admit "inadequately prepared" students and to offer them special help has not yet been implemented. On the other hand, special tutorial help has been made available to all who need it.

C. New courses have been introduced into the required or elective curriculum, dealing with the "Black Experience" and other subjects needed to equip the social worker to deal more effectively with problems of race and urban living.

D. New opportunities for service by students (and for their field education) have been developed through the establishment of the Community Service Center in New Britain and the School Social Work Unit in North Hartford. Possibilities are being explored for establishing similar units in other cities.
E. Combined casework-group work units are operating in New Haven and Bridgeport.

F. Black students again participated in efforts to recruit more Black students for the School. More thought and effort are going into longer range planning for student recruitment.

G. Black students have been involved in the development of a plan to set up an Information Center to serve the residents of the Charter Oak Community in Hartford. The Center received some financial support from the University and was established in late summer 1970.

H. Student initiative resulted in the expression by students and faculty of the intention to undertake a so-called "Social Action Practicum." This involves efforts in the general areas of: (1) more adequate programs in public welfare; (2) promoting respect for rights of arrested persons; (3) urging conventional social agencies to make their programs more responsive to the needs of the poor and deprived minorities in the community; (4) consultation with the School of Social Work in curriculum developments.

I. The Para-Professional Program. Begun in the fall of 1969, as described in the previous Inventory, the program drew 140 registrants instead of the expected 75. Ninety-two continued into the spring semester. Hope to conduct the program again in 1970-71 in Hartford and Bridgeport. Plans call for a follow-up course for persons who completed the first year program and for a course in "Supervising the Para-Professional" to be offered to agency personnel. Also expect to expand and improve counseling and guidance of students.

J. In 1970-71 will award twelve $2000 scholarships specially for Black students—six first year and six second year.

1972

Formal Programs and Scheduled Activities

A. The School of Social Work now has four full-time Black faculty—one Professor, one Associate Professor and two Assistant Professors; also one Educational Assistant in Admissions Department. As new positions open up in the School, we will continue activity to recruit added Black professors and administrators. One of the present Assistant Professors is Assistant Director of Admissions, also in charge of recruitment and teaches two full-time courses. One faculty has her doctorate in social work and a second is in Columbia's doctoral program. We also have one Black and one Puerto Rican as part-time lecturers.
B. Tutorial help "not needed at present" by students.

C. Recent courses to full-time and part-time students include:


3. We also offer a Seminar on work with Puerto Rican families taught by our Puerto Rican lecturer. This same lecturer was sent to a one-week Seminar on teaching such content at New York Council on Social Work Education.

The demand for these courses has been heavy, thus we offer several sections of each of the two courses.

D. New services are being developed whereby students have field education (practice of social work) in urban areas such as student unit in the North End of Hartford (in the Hartford Board of Education) and Bridgeport office of Connecticut State Department of Childhood and Youth.

E. New student units continue to be set up in urban settings so that students of all social work methods can learn together in the Inner Cities. Most of the 10 student units are situated so that students are directly involved in outreach programs to persons of minority groups.

F. The School's continued recruitment efforts are presently more limited, due to state austere financial situation. However, recruitment is being done in Connecticut. Most of our state recruitment efforts are indirect, being done via Assistant Dean's office of Graduate School Division.

G. The Para-Professional Program continues as well as Summer Seminars offered particularly to persons interested and already employed at Neighborhood Centers, Grass Roots agencies, Community Renewal Agencies in the inner cities, etc. The demand is high for these special courses.

H. 1971-72 and 1972-73 the School offers 12 University Fellowships at $2,400 for academic year. Also a number of our federal grants are offered and may be awarded to Black and/or Puerto Rican full-time students.

I. The School is now directly involved in the Urban Semester Program of The University of Connecticut College of Liberal Arts and Sciences. Three of our Black faculty are involved, one on the advisory board and two are directing the entire Urban Semester Program.
J. Library accessions - At least 100 volumes in content concerning minority groups have been added in last two years and we continue to add to Library on selective basis.

K. 1971-72 - A new course in full-time curriculum has been added, "Poverty and Racism," in the Social Welfare Policy and Services sequence and taught by one of our Black faculty.

Activities of Individuals

A. The Black faculty are all involved in individual research and consultation in areas as follows.

1. Assisting in development of a National Head Start Program.

2. Special Consultant to Child and Family Services of Connecticut (Connecticut Statewide Agency) on "Family Treatment and the Black Community."

3. Elected board members of Greater Hartford YWCA, Hartford Neighborhood Centers, Urban League, League of Women Voters - both local and national divisions of these agencies.

4. Special recruitment committees for Black and Puerto Rican students at several state colleges in Connecticut.

5. Health and Welfare developments and concomitant problem areas in the State of Connecticut. Some of this effort is as members of Connecticut Chapter National Association of Social Workers; other efforts are done on individual basis, appearances and individual faculty involvement with local groups affected by these issues and bills.

6. All four faculty give leadership to total faculty, also students and entire school in areas such as:

   a. Curriculum developments, expansion of courses, seminars in further understanding of racial, ethnic, and social differences.

   b. Expansion of opportunities such as financial aid for students, housing facilities for Black students, cultural opportunities for minority and disadvantaged students.

   c. Amelioration of social problems outside of the University, in local communities, and State of Connecticut.

B. Organization of Black Students is most active on the campus taking leadership in many areas, such as recruitment of Black students and requesting the University administrative officers to increase University Fellowship amounts for students, also arranging benefits to obtain more funds for the Emergency Fund for Black Students. This
group has considerable initiative and are responsible in their plans and work. One of the Black students is being sent to Nashville, Tennessee conference of Black Social Workers on school funds. One of our Black faculty is chairman of New England branch of this conference and she plans to attend also.

Activities Projected

A. Further expansion of program to offer training for para-professionals in the field of social welfare.

B. To enlarge our present recruitment program for Black students and other disadvantaged persons by faculty and students as soon as finances obtained for this purpose through the University.

C. To explore and develop via private funds more and larger financial aid grants for Black students and other minority groups.

D. The four Black faculty are continuously working towards improvement of their teaching skills thus to be more effective in presenting content on minority and disadvantaged. In the spring of 1972, some of the group were involved in a Council on Social Work Education Workshop in Atlanta to discuss and plan in terms of "Minority Groups in Social Work Education."
ACADEMIC INSTITUTES OR CENTERS
Center for Black Studies (F.L. Bass, Director)

1969

Initially proposed by the Organization of Afro-American Students, the Center was planned by a committee consisting of faculty, administrators, and students, with a strong representation of the membership of the OAAS. It was established on July 1, 1969. Plans call for the Center to coordinate the academic offerings of different departments of the University so as to permit students to place a heavy emphasis upon African and African-American History and Culture in their programs of study. The Center, as it develops, will also foster research and continued development of academic offerings in the area of Black Studies in appropriate parts of the University. As budget and staff permit, it may sponsor conferences and colloquia and assist departments to strengthen their teaching staffs in areas of interest to the Center.

1970

During the first full year of the operation of the Center it has worked with various groups in the University in a number of activities, such as:

A. Formation of the "Laboratory Planning Council," from which evolved a plan to hire a consultant to help develop an agency in the University structure to assist in building better racial understanding and respect.

B. Planning and presentation of the "Film Seminar Series" during the fall of 1969. This film-discussion program was presented in forty-nine student residence halls.

C. Presentation by the School of Education of a series of six symposia on "The Impact of the Black Experience on Higher Education in New England."
study to determine the location feasibility of a discount furniture store in the North End of Hartford. On the basis of this report, a Black entrepreneur was provided working capital funds by CBT and was guaranteed by the Small Business Administration.

G. The Center staff is currently involved in the development of an annotated bibliography on Minority Groups and Housing.

H. The Center has for the past two years, been represented on the Committee of Thirty of the Willimantic Chamber of Commerce. This organization addresses itself primarily to the improvement of housing in Willimantic.

I. In a continuing effort to provide consultation and aid to various groups, the Center staff has logged numerous hours in conferences with Chambers of Commerce, City Planning Commission, Community Renewal Teams, and various other representatives of local communities and interest groups.

1972

Formal Programs and Scheduled Activities

A. Although most of the activities listed for previous years were by their nature of limited duration and have been completed, similar assignments continue to receive attention from the Center's staff. Call for service have, however, been less frequent and the pressures less intense than two or three years ago.

B. The Center's Administrative staff developed, coordinated, and taught in a course entitled, "Development of Minority Entrepreneurs" (Finance 299—6 credits). This course was offered in the fall, 1971-72, and was designed for minority group students who evidenced some interest in owning, operating, or consulting with minority small business enterprises.

C. In June of 1972, the Center published an annotated bibliography entitled, Minority Groups and Housing: A Bibliography, 1950-1970. The range of concern of the book covers a variety of publications about minority groups and housing, pertinent films, actual federal and state legislation, court cases illustrative of legal disputes regarding minority housing, as well as a list of suggested materials for further research.

D. In the spring of 1972, a member of the Center's staff was provided with some limited released time by the Center in order to interview economically disadvantaged students for the UConn Summer Program. Continued released time is being provided for the 1972-73 school year.
Institute of Urban Research (M.J. Tenzer, Director)

1969

"...serves as a means of communication among members of the faculty in all schools or colleges interested in studies of the life, problems, and development of urban areas and with centers of urban concern outside the University. ...seeks to facilitate urban research by assisting with useful information and in finding financial, human, and physical resources. ...seeks to determine the feasibility of research by University faculty and students on outside agencies' concerns and, if a grant is made, to assist with the work. Upon occasion—usually involving studies requiring the skills of more than one discipline—the Institute undertakes studies for an outside agency.

"A series of colloquia on urban matters is conducted bringing together faculty, students, and representatives from private and governmental agencies having urban research interests."

(Excerpted from General Catalog of the University, 1969-70, p. 630-31.)

Formal Programs and Scheduled Activities

A. A continuing relationship with the State Commission on Human Rights and Opportunities in which Institute staff meets from time to time with research committee of the Commission in order to learn their current priorities with regard to research or other professional assistance.

B. Staff members served on a Study Group on Urban Schools created by the Connecticut Education Council. Funds were made available from the State Commission on Aid to Higher Education through this Institute for a study of urban school needs in the five largest cities of the State, with field work taking place in the summer of 1968. Samuel Brownell was Chairman of the Study Group and the study was carried out under the direction of Herbert Sheathelm and Gerald Rowe of the University's School of Education. Institute published, with partial assistance from the Connecticut Education Association and Yale
University, a supply of the report to be distributed to Connecticut school policy makers. The report makes recommendations to the State Legislature, the State Department of Education, the local school systems, the local communities, and to the teacher-training agencies of the State.

C. Staff members represent the University on a Governor's Committee on Vermin Control which meets approximately bi-monthly in the offices of the State Commissioner of Health. This committee addresses itself particularly to problems of rat and cockroach control.

D. On November 25 and 26, 1968, the Institute conducted a Pre-Session Legislators' Conference for the members of the 1969 State Legislature under the joint sponsorship of this University and of the League of Women Voters' Education Fund. At the request of the Connecticut legislative leaders the Conference program was addressed to three policy problems: state finances, law enforcement and respect, and urban problems (unspecified).

E. The Institute has performed, under contract, evaluations of a number of the elements of the Hartford Community Renewal Team antipoverty programs. Reports of these evaluations are among the Institute's continually available, and consulted, publications. Staff members have, at his request, consulted with the Director of the Hartford CRT on the management problems of that organization.

F. Upon the request of officers of WACAP the Institute assigned the services of a graduate assistant on its staff to the study of some organization and personnel matters in the WACAP.

G. Staff members have consulted with the leaders of the State Department of Mental Health at their request on their plans for a community mental health facility which is to be built in the North End of Hartford. Studies of various kinds and scopes were considered but so far the only outcome has been an arrangement by which two graduate students in the University worked with a researcher on the department staff on bibliographic studies of community mental health facilities.

H. The Institute has recently published the last three major reports of the Community Structure Project, as it was called in the Sociology Department, which operated over the past three years. The titles of these studies are as follows:

"Urban Problems and Public Opinion in Four Connecticut Cities" by Irving L. Allen and J. David Colfax.

"De Facto School Segregation and the Student: A Study of the Schools in Connecticut's Five Major Cities" by Walter Boland.

"Changes in Racial Composition and De Facto Segregation of Pupils in the Public Schools of Five Connecticut Cities: 1963-1967" by Henry G. Stetler
These publications are on sale through the Institute.

I. Operate a system for locating members of the faculty who are interested in studies having to do with urban matters. The research interests and skills of well over a hundred University people are cataloged in this system.

J. The Institute does several things in relation to information on urban matters. Collects and catalogs some of the more fugitive kinds of materials. Subscribes to several daily newspapers and a student clips and files those items of "urban note." Make an effort to see that the library acquire new books and periodicals having to do with the urban context.

K. Seek to call to the attention of the University administrators gaps in the University's professional staffing for dealing with urban topics.

1970

Formal Programs and Scheduled Activities

A. Collaborated with other organizations in conducting a "consultation" on the problems of ethnic and working class citizens.

1972

Formal Programs and Scheduled Activities

A. A continuing relationship with the State Commission on Human Rights and Opportunities was maintained. The director met from time to time with the research committee of the Commission in order to learn their current priorities with regard to research or other professional assistance. Mr. Tenzer was in consultation with officers of the organization in connection with compilation of the report "Blacks in the Construction Trades and Effect on Connecticut Economy" for which he prepared a summary for use by the Commission.

B. On December 7, 1971, the Institute conducted a Pre-Session Legislators' Conference for the members of the State Legislature. The one day meeting which was underwritten by the State, featured panel discussions by experts in the following areas: Education, State Revenue, Administration of Criminal Justice, and the Future of Connecticut's Economy. The Honorable Jack Vaughn, president of the National Urban Coalition, spoke on "The States and the Urban Crisis."
C. Publications on sale or for use in the Institute Library include:

"Urban Problems and Public Opinion in Four Connecticut Cities" by Irving L. Allen and J. David Colfax.

"Defacto School Segregation and the Student: A Study of the Schools in Connecticut's Five Major Cities" by Walter Boland.

"Changes in Racial Composition and De Facto Segregation of Pupils in the Public Schools of Five Connecticut Cities: 1963-1967" by Henry G. Stetler.


"Ethnic Pluralism in the Connecticut Central City" by Harold J. Abramson.

D. Continued an association with the State Department of Mental Health. Arranged for summer employment of two University graduate students to further the research on this agency.

E. Provided the services of an undergraduate student to WACAP.

F. Institute undertook consultation and services to the Windham Regional Planning Agency. Object of the research was to clarify the Agency's position in relation to other governmental agencies influential in the region, and to determine what the Agency's future role should be; the report coming from the research covered such topics as housing and employment in the area.

G. Most recently, the Institute undertook a study of a proposed consolidation of the Ansonia-Derby-Shelton-Seymour area. This section of Connecticut is largely inhabited by ethnic groups who have not yet entered the mainstream of affluent America.

H. The director of the institute continued his work with the Urban Generalist program prepared by the Counseling Center of Hartford College in 1970. This program endeavored to prepare women for urban employment.