

INTRODUCTION

WHY SOUTHERN STUDENTS?

Thus far in the civil rights movement, the recruitment of volunteer workers from Southern campuses has been painfully neglected—but we are certain that there is great potential in this area. These students are the future leaders of the country. Whether they are to be traditional representatives of the Negro middle class or leaders of a new and better society depends heavily on the movement today.

The young Negro people of the South are constantly migrating to the North in search of better opportunities, only to end up in a slum, frequently unemployed, to live and die in a more strictly bounded ghetto than they knew in the South.

Why do they leave and go North? The college graduates leave in search of better economic opportunities and attempt to escape the horrors that have plagued them to the extent that the North and West, with their token social freedom, seem like new worlds. The vast limitations in employment and housing opportunities, even for Negroes with college degrees, simply cannot be seen from behind the cotton curtain. Most women become nurses or secretaries—or teachers earning less than \$4000 a year. If they become teachers, they are placed in a segregated school system to teach in a segregated classroom with inadequate equipment and poorly prepared students. Soon, even those who had the initiative to come North find themselves caught in the soporific of complacency. Dulled first by social acceptance in public accommodations, the spirit of striving must be further suppressed because their jobs depend on how well they behave.

Negro men who seek skilled or professional jobs have very little chance, if any, to find decent employment in the South. Negro engineers, social workers, scientists, pharmacists, actors, musicians, construction workers, plumbers, etc., have little

chance of acquiring good positions in their trades. Many Negro people feel that by "escaping to the North" they can get away from this dilemma, but the horrible truth is that these problems exist throughout the country. This they must learn and this the movement must teach before the South is drained of its potential black leadership.

To escape the total dilemma, the Negro people of the South and the country must organize politically and economically in order to build a strong base from which they can cause enough change to guarantee equal opportunities everywhere. We are convinced that the incentive for that organization will come from the South and that, at this point, the South is more disposed to such organization. We think that the Mississippi Project has proved that.

The students who will participate in these conferences have a great stock in the success or failure of the movement. As men and women who will soon be the adult citizens of Louisiana (if they remain), they will live, work and raise their families in dozens of communities all over the state. No matter how much a civil rights staff does in a community, success ultimately rests with the people within it.

Through college conferences we hope to reach the Negro students and educate him about the goals and purposes of the movement. We hope to provide the initial incentive for him to become interested enough to take part in present programs and, through participation, for him to become a sound community leader.

PROSPECTUS

The following is a prospectus for a series of conferences to be held for Louisiana college students. We propose to concentrate our efforts on the following campuses: Dillard and Xavier Universities in New Orleans, Southern University in Baton Rouge and New Orleans, and Grambling College in Grambling. We also hope to involve students from some of the white colleges and universities in the state. We propose holding two conferences on each of the campuses during February and March. We also plan to have a statewide conference in late April for all the colleges in Louisiana.

AGENDA FOR CONFERENCES:

I. Brief history of the movement.

The conference will begin with a brief history of the movement, beginning with the sit-ins in 1960. The discussion leader should explain how the movement has influenced social, economic and political change in the country so far and lead a discussion on why more significant gains have not been made.

II. Involvement of college students in the movement.

This session should be a largely non-directed discussion by the students on their ideas and feelings about the movement and their potential involvement. The discussion will likely indicate reasons why college students are reluctant to become involved in the movement. They should be presented with the question: "What happens to college students after they graduate?"

III. Problems confronting the Negro community.

The students should be allowed to discuss openly and freely the problems they feel are pressing in their local communities. The session leader should illustrate for the students how their problems relate to the problems of other communities and the country. There should be an attempt to have them deal

with economic, employment, political and social problems at whatever level they are able to discuss these problems.

IV. An introduction to CORE's programs to combat some of the problems.

- A. Education: There will be an introduction to the freedom school program and community center project. These programs should be written and distributed to the students beforehand. They should be encouraged to make suggestions on how they feel these programs can work in their communities.
- B. Political: A discussion on voter registration and its importance. The students should discuss how they can implement such a program in their communities. There will be an explanation of the Louisiana political structure and of voting requirements. There should also be a discussion on the Freedom Democratic Party by someone from Mississippi.
- C. Federal Programs: There will be a presentation on and a discussion of the ASCS committees and the parish elections which will be held in Louisiana in August. There will be an explanation of the Anti-Poverty Act, the programs it includes, and how the civil rights movement can best implement them in Louisiana.

PROCEDURE:

There will be two campus travelers, whose jobs will be to contact students and instructors on the campuses and build up interest in the conferences. They are to acquire facilities, resource people and materials for the conferences. They will also hold training sessions on the campuses with smaller groups of students between conferences to keep students interested.

We hope to involve college professors in these conferences as resource people. For instance, we will try to get someone from one of the law departments to discuss the political structure of Louisiana and the Civil Rights Act. We will try to get someone from the sociology department of one of the colleges to speak on the "problems and sociology of the Negro community". We also hope to involve them in helping set up the various conferences.

The first conferences, in most cases, will be run by staff and resource people. We hope to get the college students to plan and run the second conferences themselves, with a minimum of help from staff.

The conferences will be broken down into small workshops to increase individual participation. The students will rotate among sessions until they have covered most, if not all, of them.

Before and during each conference, material on each item for discussion will be distributed to the students.

The students will be encouraged to join projects where they exist in their school areas and to initiate projects where there are none.

BUDGET

CAMPUS TRAVELERS:

Weekly budget--

Traveling expenses. The campus travelers will travel by bus. The longest distance between the colleges is approximately 350 miles; there are three in New Orleans, one in Baton Rouge, 30 miles from New Orleans, and one in Grambling, which is 270 miles from Baton Rouge.

	<u>each</u>	<u>2 persons</u>
Round trip (Greyhound) N.O. to B.R.	\$ 3.75	\$ 7.50
Round trip (Trailways) B.R. to Ruston	11.00	22.00
Local transportation - B.R.	2.50	5.00
Ruston	2.00	4.00
N.O. (3days, @ 50¢)	1.50	3.00
<u>Food.</u> Jerome - 3 days a week; Mary - cf housing		10.00
<u>Housing.</u> Jerome - 3 days a week;		13.50
Mary -- food and housing excess over \$25, est.		<u>30.00</u>
weekly total: food, housing, transportation		\$95.00

They will be working college campuses for approximately 15 weeks -

January 11-April 21.

total for 15 weeks: \$1425.00

CAMPUS CONFERENCES FOR FEBRUARY AND MARCH:

Materials for conference.

Mimeo paper - \$3.40 per 1000 sheets - 50,000 sheets:	\$170.00
Films (rental)	30.00
Projectors (rental) - \$10 per month - 3 months:	30.00
Stamps - 500 at 5¢ each:	25.00

Off-campus conferences.

In New Orleans we will probably be able to use campus facilities for the conferences, but for state institutions, like Grambling and Southern, we will have to hold the conferences off campus, which will involve expenses for food, transportation and rental for a building. The building will have to be a hall or auditorium because the conferences will be on Saturday and Sunday (due to class schedules), robbing us of the opportunity to use churches. Nearest such facilities for Grambling and Southern are at least 10 miles away.

Rental for building - \$25 per conference - 4 conferences:	\$ 100.00
Transportation - (to bus students to and from building) - bus rental is \$20 per trip - each conference will involve 4 trips (2 Saturday and 2 Sunday), making it \$80 per conference - for 4 conferences:	320.00

Other expenses.

Food - 3 meals (cold cuts, one hot meal Sunday) - \$1 per student - 100 students per conference - 10 conferences:	1000.00
Travel of resource people (FDP, college professors, staff, lawyers) - 10 conferences - \$50 per conference:	<u>500.00</u>
total conference expense:	\$2175.00

STATEWIDE CONFERENCE FOR LATTER PART OF APRIL:

This conference will be held in New Orleans, Louisiana, because there are no more available resources with such economical advantages, since three of the five colleges are in New Orleans. We hope to have at least 100 students from each of the colleges in New Orleans, and 100 from the Grambling and Southern (Baton Rouge) cam-

uses combined; this would put attendance at 400 students. This means we will have to provide housing and transportation for 100 students, and food for 400.

Food - we will serve at least three meals and hope to be able to use dining room facilities at one of the local colleges.

75¢ per student per meal:	\$900.00
Housing - \$3 per student for 100 students:	300.00
Transportation - charter or rent two buses, one for Grambling and one for Southern - \$100 per bus:	200.00
Travel for resource persons:	<u>250.00</u>
total for statewide conference:	<u>\$1650.00</u>

TOTAL EXPENSES FOR COLLEGE CAMPUS PROJECT:

Campus Travelers.....	\$1,425.00
Campus Conferences.....	2,175.00
Statewide Conference.....	<u>1,650.00</u>
total.....	\$5,250.00