

[1965]

CORE SCHOLARSHIP, EDUCATION AND DEFENSE FUND
150 Nassau Street
New York 38, New York

From: Ronnie M. Moore
Director of Leadership Training

To: Social Action Groups
Friends of Freedom

Re: Prospectus on Leadership Development

For some time we have been trying to develop a leadership training program based on the field experience of civil rights workers, community leaders and experts in areas of law, economics, community organization and other studies dealing with social action.

We realize that we have more to learn, but we think we have made the first step toward meeting the demand of civil rights workers for technical knowledge and practical know-how.

Each Roman numeral represents a weekend workshop (Saturday and Sunday). We look upon the subject outline as a course consisting of a series of four workshops. We shall ask participants to take the full course. Workshops will be repeated in four cities which have not yet been selected.

We present this memorandum on field staff training for your consideration and evaluation. We would appreciate suggestions on improving and/or revising the attached memo.

Suggestions on methods and procedures for implementing the proposal are very essential.

We have discussed this proposal widely with staff, community people and professionals. However, it is subject to modification and revision. We sincerely request suggestions and criticisms.

LEADERSHIP TRAINING WORKSHOPS

Subject Matter Outline

I. Legal View of Civil Rights and Liberties

- A. The Constitution as a Source of Strength
1st, 5th, 14th, 15th amendments - limitations
- B. The Voting Laws of '57, '60, '64, and '65
After reviewing a legal analysis of each law, the group will discuss techniques of using the law's provisions.
- C. The Civil Rights Law of 1964
Emphasis will be placed on not only the formal provisions of the law, but also the practical application of the legislations to the everyday needs of the local community. Particular attention will be given to both specific federal programs covered under Title VI and legal procedural requirements involved in the application of Title VII.
- D. Presidential Executive Orders (11063, 10925, etc.)
An explanation of the meaning and practical uses of the orders in laymen's terms.
- E. U.S. Department of Justice
This study will cover the structure, objectives, uses, personnel, and attitudes of the department.
- F. The Law and Civil Disobedience
A discussion of the role of the protest, jail without bail, and a review on where the U.S. Supreme Court stands on non-violent civil disobedience.

II. Economic Dimensions of Civil Rights

- A. Trade Unions
An understanding of the structure, purpose, functions, methods of operation, relationship to civil rights and poverty programs will be sought.
Labor Laws (including FICA, FLSA, the Minimum Wage Law, the Kennedy, Landrum, Griffin Act) and how these laws will help and/or hinder the working man.
Ways and means of ending discrimination in union membership and work apprenticeship. Additional discussion will be centered around workmen's compensation, social security, and other benefits for the employed and unemployed.
- B. Anti-poverty Program
Case studies of projects involved in the program, application of the law to the needs of communities and the use of and personnel attitudes in the Office of Economic Opportunity.
- C. Employment
A presentation on how to deal with the problems of unemployment, training the unemployed in skills applicable to industry's needs, meeting the challenge of automation, dealing with the unemployable, and developing a stable and balanced employment picture.
- D. Housing
Description of housing problems, including the failure of the government to accept responsibility for housing low income groups. New solutions will be discussed, such as: vast increases in public housing, local ownership and control of slums, subsidies for rehabilitation at rents people can afford, local control of renewal, rehabilitation and enforcement programs.
- E. Education
This discussion will cover the education situation in general; including the failure of efforts to integrate, the bureaucracy of the school systems, the inadequacies in staff and equipment of Negro schools, and new solutions to such problems. Pre-school enrichment programs, new teaching aides, etc, will be examined.
- F. Health and Welfare
Problems of Negroes with Welfare, public health and similar problems. A review of inadequacies of current programs, new solutions (revised welfare provisions, increased services to the poor, changing attitudes and use of indigenous community people in the programs). Possibilities of coalitions on health problems with some institutions and some social, health, and welfare personnel.

G. Police and Crime

Statistics and their meaning, the typical approach of police to Negroes and the Poor. The relation of crime to poverty, both in terms of poverty breeding crime, and also breeding brutality; operations of the police bureaucracy, crime and the courts, bail, legal aid, sentencing and other problems.

New solutions, such as the Police Review Board, overhaul of the bail system, overhaul of police training and procedures, possibility of local police commissioners, expanded use of Negro policemen, etc.

III. Community Organization

A. Community Analysis

1. Geographic Boundaries - Demographic Studies
2. Economic Base
3. Leadership Patterns and Sources
4. Centers of Powers (Religious, Business, Political,
5. Class, Cultural, and Ethnic Groupings Racial)
6. Role of the Police: Sheriff, Deputies
7. Resistance Forces: KKK, Sheriffs, White Power Structure
8. Cooperative Forces: NAACP, CORE, COFO, MFDP, Federal Government, Courts, O.E.O.
9. Specific Function of Each Cooperating Force

B. Citizen Involvement

1. Causes for ignorance, illiteracy and fear - which combine to symbolize apathy?
2. Rewards for remaining apathetic?
3. Rewards for becoming active?
4. Identification of block, neighborhood, or area leaders; Focus on people who can influence others, not on everybody or on followers?
5. Opportunities for assuming increasing responsibility?
6. Opportunities for receiving continuing training?
7. Possibility of developing a continuing program and/or service - complaint bureau, credit union, etc.?
8. Possibility for economic, social or political growth?

C. Involving the Middle Class - Teachers, Ministers, Civil Servants, etc.

1. What are the rewards for involvement?
2. What sanctions does the Negro community provide?
3. How do you involve the middle class?

D. The Management of Conflict

1. Delineation of a target - and documentation of rationale
2. Selection of vulnerable targets
3. Sustaining the crisis
4. Use of the press, TV, and public opinion

E. Self-Advancement Activities

1. Cooperatives
2. Local Development Corporation
3. Single Purchase Cooperatives
4. Joint Banking - Credit Unions
5. Development of Businesses
6. Exploitation of OEO program, research and governmental grants
7. Adult Basic Education Programs
8. Training Programs
9. Control over curriculum in schools
10. Legal Action on Every Possible Level
11. Boycotting
12. Community construction of facilities
13. Dues Payments on a regular basis

F. Operational Strategies

1. Regular Caucuses of Leaders
2. Regular Meetings of all Organizations
3. Newsletters, announcements from pulpits
4. Fund-raising
5. Time and Timeliness
6. Clearing House of Information

IV. Developing Community Work Skills

- A. Evaluating Current Ideas in the Movement
 - 1. Non-violence vs Aroused Self-defense
Tactic or philosophy?
 - 2. Integrative vs Separative
 - a. Black Nationalism
 - b. Movement vs Organization
 - c. Role of Whites and Negroes
 - 3. Role of the Negro Churches
 - 4. Role of the Negro Colleges
 - 5. Political Concentration vs Economic Concentration
 - 6. Opposing Local White Power Structure vs Focus on
Bringing Federal Government Power to Bear
 - 7. Civil Rights and Peace
- B. Leadership Techniques
 - 1. Working with Unions
 - 2. Working with Government Agencies
 - 3. Public Relations
 - 4. Use of Resources (collecting information, community
surveys, uses of public and private resources and con-
sultants)
 - 5. Organizational Skills
 - a. Chairing Meetings
 - b. Developing an Organized Structure
 - c. Providing Leadership
 - d. Sharing Responsibility
- C. Citizenship Education
- D. Educating the voter by using adult education, Negro his-
tory, and political science as techniques.
- E. Organizational Affiliation
 - 1. Survey of Other Social Action Groups
 - 2. Are members participating in all organizations -
Operation Headstart, NAACP, MFDP, etc.?
 - 3. Are they aware of the possibilities in the War on Poverty,
etc?
 - 4. Are they involved in union activities?
 - 5. Are they involved on college campuses?
 - 6. Are they active church members?
 - 7. Are they establishing an income-producing business
which employs and attracts local people?
 - 8. Are they helping to set up new organizations - cultural,
artistic, etc.?
 - 9. Are they developing a stock pile of resources and
available information?
- F. Fund Raising
- G. Reports, Compalints, Affidavits, and Documentation