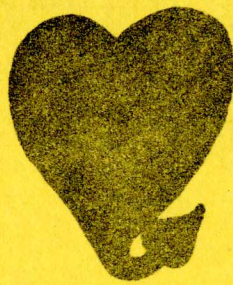


Plymouth Settlement House



RELEVANCE for the 70'S

1626 WEST CHESTNUT STREET

LOUISVILLE, KENTUCKY 40203



502-584-4361



020x60

INTRODUCTION

Morris F. X. Jeff, Jr.
Executive Director

PLYMOUTH SETTLEMENT HOUSE
PROGRAM

Plymouth Settlement House's purpose is to provide a dynamic focus for groups and individuals in their efforts to improve community service, individual, and family life. This is accomplished through the process of Social Group Work, Community Organization and Casework, with the view toward developing a more productive functioning community. Our role is to help reshape the culture of our community so as to promote self-dignity, self-worth, self-esteem on the part of the community residents. We attempt to fulfill the voids left by the unstable family, the inhabitable social conditions in which people are compelled to live.

In our community, the roots of the pathology of juvenile delinquency, crime, out of wedlock births, school drop-outs lie in a frustrated experience of the family and the community to cope with the inimical forces of exploitation, lack of opportunity and second class citizenship status. Plymouth Settlement House is the extended family to the youths and their parents. We plan and work with, criticize, pamper, console, encourage and love the people we serve. We care! With these ingredients of caring there is no room for behavior that is socially unacceptable on the part of those who receive our services.

Plymouth Settlement House is "PEOPLE". With more money and staff we serve more people.

Plymouth Settlement House provides services to an area that could be simply described as under-nourished. Fifty percent of the families receive Public Assistance. Forty-four percent of all housing in the area is substandard. Forty-three percent of the children live with one parent. Fifteen percent of the children were referred to juvenile court for delinquency in 1969. The crime rate for the area is 8.4 while in Jefferson County it is 3.4; twelve to twenty percent of the work force is unemployed. The average grade achievement is 8.3.

Plymouth is now offering the community comprehensive package of social welfare services, covering the age continuum from children to senior citizens. Our programs are both curative and preventative in nature and are provided in the Settlement House and extended into the other distant areas of the community through satalite units.

O B J E C T I V E S

The objectives of Plymouth Settlement House provide the framework within which we work with people. They pre-
judice the way in which we program to meet their individual needs; to give them encouragement and help in order that they might develop the strength needed to help themselves and be of help to others; to provide a framework within which they can learn and experience the essentials of Christian democratic living.

I.

TO IMPROVE HUMAN RELATIONS

People living close to each other need to know and understand and accept each other. This, of necessity, involves the acceptance of some differences. The agency renders service to individuals and groups regardless to their race, nationality or religious beliefs. Through opportunities for fellowship and learning experiences in a democratic structure and with trained leadership, people learn to know and understand their neighbor's racial and cultural difference.

II.

TO STRENGTHEN THE FAMILY

The family is recognized as the primary unit with which to work. Although there are many different types of families when considering their structure, the agency is committed to strengthening this unit by increasing its readiness to respond positively to broader aims. Through both group work and casework services to individual members of the family we affect the members and the family as a whole to

achieve maximum success. Through these services we aim at helping individual members of the family increase their understanding and acceptance of each other, to enhance their genuine respect and concern for each other, to help them benefit from and enjoy their day to day experience of living together, and to develop within them a sense of responsibility to all their members and to their neighbors. Implicit or explicit in all programs of family life education is the objective of healthy family functioning. It is the healthy family that provides: (1) love, care and support; inspiration, gratification and joys; as well as limits, discipline and expectations for all members of the family, (2) the opportunity for personal identity in relation to the family, (3) the material necessities to sustain life and provide protection from external danger, (4) an image for the development of appropriate sex roles, (5) ties to the neighborhood and the larger community focused at the development of social responsibility, and (6) appropriate attitudes regarding certain values (e.g. education, work religion, marriage, leisure, etc.). Our programs are focused at enabling the family as a unit to develop and/or maintain this state of health.

III. TO DEVELOPMENT COMMUNITY RESPONSIBILITY

The agency serves as a medium through which our neighbors can become aware of their neighborhood needs. This also involves the development of neighborhood leadership who can stimulate action and provide guidance toward meeting these needs.

IV. TO DEVELOP INDIVIDUAL POTENTIAL FOR CHRISTIAN LIVING

The agency provides opportunities for individuals to participate in

groups with professional leadership. Through participation in these groups the individual is helped to achieve his "Christian potential". This "Christian potential" of an individual involves (1) discovering meaning in his life, (2) learning to love and accept love, (3) learning to trust, (4) developing a sense of his own worth and that of others, (5) developing some basic insight into feelings, (6) developing inner controls, (7) becoming active in shaping his own destiny, (8) learning about his own rights and those of others, (9) becoming increasingly more responsible persons, (10) learning of the value of work and its gratifications, (11) developing an identification with a positive sex role, (12) learning of other values related to family life, education, etc., (13) learning to accept all men as racially equal, (14) learning to know and appreciate democratic methods, (15) learning of the inter-relatedness of our society, (16) learning how to relate to and communicate with others, (17) learning how to examine authority and respond appropriately and (18) learning how to evaluate status and respond appropriately. Through the group process the individual is provided the opportunity to grow in his relationships and in his ability to assume responsibilities.

PLYMOUTH SERVICES

OUTLINE OF PROGRAM 1970 - 1971

- A. Children's Program
 - 1. Social Group Work
 - 2. Special Interest Groups
 - 3. Resident Camps
 - 4. Day Camps
 - 5. Weekly Movies
- B. Youth Organization
- C. Adult Education Center
 - 1. Basic Education
 - 2. Typing
 - 3. Insurance
 - 4. How to Stretch the Dollar
 - 5. Housing and Tenants Rights*
 - 6. Know Your Rights*
 - 7. Welfare Rights*
 - 8. Black Heritage*
 - 9. Stop Dope*
 - 10. Arts and Drama*
- D. Senior Citizens Program
- E. Adult Art and Crafts
- F. Ceramics Class
- G. Sewing for Adults
- H. Crisis Program
- I. Sports and Recreation
 - 1. Football
 - 2. Basketball
 - 3. Track meet
 - 4. Baseball
- J. Block Clubs
- K. Harris Memorial Library

* These are institutes to be added in January, 1971.

CHILDREN'S PROGRAM

CHILDREN'S PROGRAM

"I am somebody, I belong to Plymouth Settlement House"

To be somebody transcends all obstacles. To know "self" and to believe in that "self" makes the "impossible" impossible. Our children are perennially confronted with impossible odds. Fifty percent (50%) of our children live with one parent and in ninety-nine percent of the situations that parent is the mother who must provide the basic external needs of food, shelter and clothing, and nurture the internal needs of love, sense of belonging, a sense of self-worth, and a conviction of being somebody. Our mothers care about their children, but they are only human and somewhere along the way they fall short of being mother and father to their children. Usually they succeed in meeting the external needs and hope that the church, school, and settlement house come to their aid in meeting the internal ones.

It does not take long before our children begin to play around with the thought that they are living in poor houses, receiving welfare, wearing second hand clothes, short of one parent and must fend in the world as a manchild because something is wrong with them.

They soon deracilize themselves, hate what they are and wish that they were somebody who could change the conditions, stop the struggle and make the world care about them.

In our community there are two ways to be somebody. One can acquicse to the system and become the expert exploiter of being a good pimp, prostitute, or hustler of the exploited and gain a reputation in the immediate neighborhood or one can transcend the system.... hurdling the obstacles and make a contribution to the world. Both alternatives require skills and knowledge, outside intervention, training and commitment. The difference is the outcome. It is the difference between pimp or prostitute VS a person of prestige.

When the answer to the question "Who am I?" is negative, Plymouth Settlement House's Children's Program is the anchor on which our children can hold. Plymouth Settlement House is the intervenor, the training ground, and resource for learning and acquiring the tools necessary to decide and shape a better tomorrow.

The Children's Program is triangular in nature which means it deals with three basic dimensions: (1) LOVE and development of self... (2) LOVE and the development of others... (3) LOVE and the development of community. A child participating in this program should experience all three.

Level one directs itself to the individual himself with attempts to discover and to abstract uniqueness, talents, innate endowments and potentials in helping the child appreciate and cherish what is his. Discussion, group observations, Black heritage writings, photos, art and crafts, beauty hints, tape recorder singing, dancing, plays, games, body building and interviews are some of the tools used by the staff to facilitate this level.

Level two is providing the child a group experience where he is encouraged to share "self" with others thereby developing sensitive to the needs, desires and aspirations of others. The group provides a format for the democratic process, the acquisition of leadership skills and interdependent role relationships.

Level Three directs its attention to the community: the immediate neighborhood, the Russell Area, the city, state, and nation. The primary emphasis is on the immediate neighborhood, its history, its present conditions and needs for improvements. Each group is required to take on a community project to make Russell a better place in which to live. The purpose of this project is to foster community pride.

State trips are taken; however, we have not had the budget to sponsor a national trip for our children.

It is important to understand that each worker and group has its own style of functioning and this outline serves as the basis of operation. Moreover, the three levels are process in nature meaning that at any given time all three are in practice at the same time at any given point.

AGE LEVELS - SEVEN THROUGH FOURTEEN YEARS OF AGE

NUMBER OF PARTICIPANTS - 250-300

PLACE - PLYMOUTH SETTLEMENT HOUSE - SECOND AND THIRD FLOORS

TIME - 2:30-6:30 P.M.

DAYS - MONDAY THROUGH SATURDAY

STAFF - ANN BEARD.....CHILDREN'S DIRECTOR
CHESTER GRUNDY.....PROGRAM GENERALIST
RONALD LONG.....PROGRAM GENERALIST
BLAINE HUDSON.....PROGRAM GENERALIST
CALVIN MC DANIELS.....TEEN LEADER
DELLA THOMAS.....TEEN LEADER
RONALD BYNUM.....TEEN LEADER
JOANN MOSLEY.....WORK STUDY STUDENT
ANGELA DU VALLE.....WORK STUDY STUDENT
EDMONIA MASON.....VOLUNTEER

(UNIT I)

CONTROL - SELF AND FUTURE
"WE SHALL DECIDE"

WHO WE ARE (Ritual 7-14 years)

Girls:

1. Personality and Beauty Hints
 - (a) Make-up and hair styling
 - (b) Modeling
 - (c) Dramatics
 - (d) Dancing

Boys:

2. Bodybuilding and sports
 - (a) Weight lifting
 - (b) Jogging and exercise
 - (c) Ball, etc... outdoor

3. We are important, responsible, Black - Tool for a better tomorrow
 - (a) Songs of UNITY (Write our own)
 - (b) Pop records (Collection)
 1. You're a Winner
 2. Say it Loud
 3. ETC....
 - (c) Make collages and paintings
 - (d) Poetry and creative writing
4. Photography
 - (a) Learn to use camera
 - (b) Take pictures of individual
 - (c) Take pictures of group
5. A student
 - (a) Tutoring if needed
 - (b) Develop Who's Who at Plymouth (?)
(Who tries the hardest)

(UNIT II)

WHERE ARE WE GRAPHICALLY

1. Russell Area - Study

<ol style="list-style-type: none"> (a) Joints (b) Schools (c) Churches (d) Business 	}	FIELD TRIPS
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2. Louisville - Study and Speakers - Visit Board of Aldermen
 - (a) City Hall
 - (b) Board of Education
 - (c) Chamber of Commerce
 - (d) Phillip Morris or General Electric, Fish & Meat Packing
3. Kentucky
 - (a) Legislature (Frankfort) Black Legislators
 - (b) Kentucky State (Overnight and football games)
4. United States - Develop a project and follow through
Equal Enforcement: Law and Order ' "Cassius Clay"
 - (a) Write Thurgood Marshall and Joe Namath
 - (b) Write United Nations
 - (c) Write Congressman
5. World - Statistically
 - (a) West
 - (b) East
 1. Africa - Study
 2. Exchange letter - writing (Friendship)
6. Movies- "The Tenement"
"Sixteen in Webster Grove"

(UNIT III)

WHERE DID WE COME FROM

1. Africa - Continue letter writing
2. Slavery and Oppression - Debate or Discussion
3. Discrimination
 - (a) Family - (Employment)
 - (b) School
 - (c) Housing
4. Present collages to Church
5. Present collages to Board of Aldermen
6. Present collages to Board of Education
(Investigate possibility of trip to Africa)

(UNIT IV)

WHERE ARE WE GOING AND WHAT DO WE NEED

1. Write Play - (Example: "To Be Free")
2. Make Costumes
3. Make stage props
4. Plan banquet for parents
5. Present play to parents

CHILDREN'S COUNCIL

I. Purpose:

It will be duty of the Council to make important decisions concerning:

1. Trips
2. Movies
3. New Programs
4. Rules and Regulations
5. Camp Sites
6. Behavior of Members
7. Membership

II. Membership:

The members of the Council shall be elected representatives from each active group. These members shall be elected every month and may be re-elected. There shall be one representative for every five children in the group not to exceed a total of five members for each group.

III. Meeting:

The Council will meet once every two weeks and may have call meetings if more than half of the Council sign a petition requesting them. All members are expected to attend every meeting unless excused. Meetings will be Monday, 3:00 p.m.-4:00 p.m.

IV. Qualifications:

Members of Council will have the responsibility of setting standards and guiding the program at Plymouth Settlement House. This means that there are certain qualities that we must look for when electing our representatives:

1. They must be fair in their dealings with all the children.
2. They must be able to cooperate with the leaders and gain the confidence and respect of their friends and other members.
3. They must attend Club meetings and participate in all Plymouth Program.
4. They must be able to talk and express themselves with their leaders, the members of Club, and members of Council.
5. They must control themselves and their behavior at all times.
6. They must be able to represent what their group wants and not what they want.
7. They must carry back information and decisions to their groups.
8. They must be willing to take a position of "what is right" and "what is wrong" and make intelligent and fair decisions about the behavior of other children.
9. They must strive to promote Plymouth Settlement House program whenever and wherever they can.

C R E A T I V E A R T S C E N T E R

PROBLEM

The "aesthetics" is lost in the web of survival for basic human needs of food shelter and clothing. More than half of our children live with one parent. In ninety-nine percent of these situations our children live with their mothers who must bear the burden of responsibility to care for both the external (Food, shelter, and clothing) and internal (Self-identity, self-worth, dignity, integrity, achievement motivation, etc...) needs of our children.

Priority is placed on the basic external needs. Usually there is little time for our parents to place emphasis on the aesthetic, a duty relinquished to the school, church and neighborhood center.

Plymouth Settlement House has inter-twined music and other cultural affairs in its regular program but at no time in our recent history have we been able to emphasize the aesthetics of art, drama, music (Vocal and instrumental). We have not had the money and staff to appropriately perform this duty.

The most interesting phenomenon about this situation is the natural artistic, dramatic and musical talents of our residents. (Aaron Green- the star of Children's Theatre's "Not Even A Mouse" grew up in Plymouth Settlement House.)

Our community needs models to communicate approval and affirm the existence of fulfilled dreams, fruitful hopes, and unbounded aspirations. There are many more like Aaron. It is derelict to allow this situation to continue. Our community suffers when talents and potentials go unnoticed and unnurtured.

PURPOSE

The objective of this proposal is to secure the funds to establish a Creative Arts Center.....a necessary program in the Russell Area. This program will encompass a drama workshop, choirs, a band, piano instructions, and a graphic arts workshop. It will be for all community persons regardless of age.

The primary and ultimate goal of this program is to enhance the viability of the community through conscious use of its culture. The enrichment of the individual is a secondary product. Therefore, the skills that emerge from the Center will be utilized in a fashion so as to encourage community involvement and community unity. It is important that participants live and celebrate within the confines of the Russell Area geographic boundaries.

FUNCTION

The Creative Arts Center will be administered by Plymouth Settlement House. A special Task Force will serve as the advisory body to perfect the delivery of services. Professionals, parents, and other experts will serve on this task force. The Center will be located in a facility in the Russell Area.

The dramatic, choral, and band groups will be open to Russell Area residents and other west-enders. Individual instructions will be restricted to Russell Area residents.

The staff will consist of a Center Director and three instructors, one for each specialty: drama, music, and graphic arts. The Director will be responsible for supervision, coordination, volunteers, fund raising, special celebration arrangements, and public relations. The instructors will be responsible for developing a comprehensive contemporary program in their specialty including group and individual programs.

Once these programs are established it will be the Center's responsibility to initiate monthly celebration programs featuring at least one of the art specialities. In addition to Russell Area celebrations the "group programs" will perform throughout the city and county.

BUDGET

To implement an effective program it is necessary to receive funding for at least three years. However, each year after the first, the Settlement House will share the cost starting with 25% the second year, 50% the third and continuously.

The Center will use its talents and production to raise some of its share of the cost. The church and Community Chest will be asked to provide the difference.

B U D G E T

<u>PERSONNEL</u>		<u>FIRST YR.</u>	<u>SECOND YR.</u>	<u>THIRD YR.</u>
Director	Full-Time	\$ 9,000	\$18,000	\$27,000
Instructors (3)	Part-Time	12,000	24,000	36,000
Secretary	Part-Time	3,000	6,000	9,000
		<u>\$24,000</u>		
	Fringe Benefits	<u>2,400</u>		
	1 year	26,400		
	2 years	52,800		
	3 years	79,200		
<u>RENT</u>	IN-KIND	1,200	2,400	3,600
<u>SUPPLIES</u>			<u>IN-KIND</u>	<u>IN-KIND</u>
Music (Band--Coral)		300	600	900
Drama		300	600	900
Office		200	400	600
		<u>800</u>	<u>\$ 1,600</u>	<u>\$ 2,400</u>
<u>TRANSPORTATION</u>		200	600	1,200
<u>EQUIPMENT</u>	(Piano)	800		
Instruments and stand to be borrowed from school				
<u>OTHER COST</u>				
Insurance (IN-KIND)		100	200	300

**TOTAL: \$29,500 - \$1,300 (IN-KIND) = \$29,200 - FIRST YEAR

PLYMOUTH'S MOVIE PROGRAM

PURPOSE

There is a dearth of activities for the children in the Russell Area. The usual Saturday at the movies is lost because the nearest movie house is at Fourth Street and caliber of movies is generally so rich that children cannot attend. The exorbitant costs are prohibitive, consequently most of our children are denied the opportunity. Plymouth Settlement House is bridging the gap by providing first rate films to the children of the area. This program is set for one year.

GOALS

1. A minimum of first rate movies once a week; and more often as the group sees fit.
 2. To provide an opportunity for neighborhood youths to become skilled in the use of audio-visual equipment.
-

FUNCTION

Children's Program is responsible for ordering films, securing the projector, providing snacks, and supervision. A minimal admission fee is charged to defray expenses and provide an operation fund to insure quality entertainment for the children.

CAMPS

S U M M E R D A Y C A M P

PURPOSE

The purpose of the Day Camp is to provide an opportunity for the neighborhood children to have a wholesome, adventurous and meaningful outdoor experience in Black. They should learn new skills, learn new information about themselves and their culture, and have the opportunity of learning to manage their own affairs and determine and govern their own destinies. They should learn the art of assuming responsibilities and the means of deriving privileges by manipulating, changing, and controlling their surroundings.

The children should enjoy themselves and have a good time. They should learn to appreciate and learn to live in the out-of-doors as Black people did in historic Africa and get along together. In their efforts to govern themselves, they will learn to respect peers, develop their own leadership abilities and provide for their social and physical needs.

PROCEDURE

The program will be carried out in the context of an African Village to acquaint us with our African heritage. The use is to make known its existence to our children and to help them see Africa in a different light than the "me Tarzan--you Jane" version taught them in the past. We shall use the customs, songs, family life, folktales and government to develop the program. We shall live and learn as our heritage dictates:

- (1) The land was communal
- (2) The family was the core of African society
- (3) Social life was well organized
- (4) The members of the village were cared for by other members of the mother's line of heritage
- (5) The political institutions included army, courts, and internal rescue departments (Economic structures)

STRUCTURE

There will be two, two week sessions. The first session for 7-11 year olds. The second session for 12-14 year olds.

JUNE 22 THROUGH JULY 3.....JUNIOR CAMP

JULY 6 THROUGH JULY 17.....JUNIOR HIGH CAMP

Camps will begin at 9:30 a.m. Camps will close at 3:00 p.m. The first camp will be established for 160 children and the second camp will be established for 100 children. The overall camp will be the village.

FIRST CAMP

Village will have ten (10 families with 16 members each). The head of each family (Chief) will be a junior or senior high school youth...total 10.

The five (5) group leaders will be the warriors who head the five tribes will be responsible for the five basic functional areas of concern. Three children from each family will be elected respectively to one of the five tribes. They will take the ideas of the family to the tribe, work together with other tribesmen to set up a program, and carry out that program for the entire village or family - as stipulated. These ideas will be taught to the children and they will be helped to learn to accept these big responsibilities.

EDUCATIONAL

The education should be relevant to the camp. Children should learn about their homeland, Africa and its past and future. How we got to America and the great strides we have made. We should learn about the Black family, churches, and businesses. PROCEDURE: Use role playing, dramatics, great men past and present. Teach what tools are necessary "To make it".

POLITICAL WARRIORS

Deal with and solve problems as they arise in the village... They establish rules and regulations for the village, set up courts and see that the village is under control at all times. They see that the village is kept clean, maintain a lost and found center. Governs all elections.

CULTURAL

Prepares songs, symbols, art forms, rituals, poems, and style for the village display. May have talent show, folk dancing, and folktales. Establish a display of creative arts for "Family Day". Set up special rituals for village and celebrations - birthdays, etc...

RECREATIONAL

Sets up sports and recreation including ball games, swimming, track meets, physical fitness, drill teams, folk games, and regular children's games.

ECONOMIC

The tribe is responsible for getting milk delivered for lunch. Setting up lunch tree and devising a means of taking care of lunches, make purchase lists for essentials - toilet paper, paper towel, soap, program supplies, makes menu and shops for picnics, parents' day and other special events.

STRUCTURE

Ten (10) Families
Ten Chiefs - Heads of (10) Families
Five (5) Tribes - Function Groups
Five (5) Warriors - Heads of (5) Tribes
One (1) Village - The entire camp

*NOTE: Tribes may be subdivided according to delegated responsibilities.

- I. Educational
 - A. Read and report on African History
 - B. Read and report on slavery in U.S.
 - C. Read and report on past great leaders
 - D. Read and report on present great leaders
- II. Political
 - A. Court
 - B. Congress - make Laws (Rules and Regulations)
 - C. Village management (Maintenance)
 - D. Village Patrol
- III. Cultural
 - A. Prepare Village display for parents
 - B. Set up rituals
 - C. Plan talent show
- IV. Recreational
 - A. Organize sports
 - B. Plan swimming
- V. Economic
 - 1. Buying
 - 2. Milk distribution

A TYPICAL DAY AT CAMP

9:30.....Board Bus
 10:00-11:00.....Meet in Family
 11:00-12:00.....Work in Tribes
 12:00-1:00.....Lunch
 1:00-2:00.....Tribal Activity
 2:00-3:00.....Return to Family
 3:00-3:30.....Board Bus for Home
 3:30.....Arrive at PSH

BUDGET

TRANSPORTATION

INSURANCE

MILK

FOOD-SPECIAL DAYS

EQUIPMENT

STAFF: 1 Director

SUPPLIES

1 Asst. Director

T-SHIRTS

10 Chiefs-High School

5 Warriors-Club Leaders

YOUTH ORGANIZATION

YOUTH ORGANIZATION

PURPOSE

Plymouth Settlement House proposes to organize the youth, ages 15-25, in our community, the Russell Area. The general purpose of this organization is to create a "vehicle" by which our youths may become actively involved in specific programs and projects focused on creating a healthier social climate in our community. The organization will also serve to strengthen the individual's self image and personal worth, as well as the community's, by virtue of the positive accomplishments it will achieve.

OBJECTIVE

One of the prime objectives of the Youth Organization is to develop a complete "awareness" in the community...an awareness of the issues regarding urban renewal, education, politics, housing, recreation, employment, and all other such issues that directly or indirectly affect the health and welfare of the community...an "awareness" of the various private and public agencies; and most important the awareness of the potential strength of the community itself in effecting positive social change that would result in a healthier Russell Area.

PLANNING AND EDUCATION

Another focus of Youth Organization is program planning and education. The youths are provided the opportunity to plan their own program projects and activities: Dances, field trips, community forums, etc...

The most important emphasis is planning for tomorrow helping each youth to prepare vocationally for tomorrow. This requires working individually with each youth to help him choose a "mission" in life which is in keeping with his or her talents or aspirations. (There are educational resources, books, slides, film strips, etc... available, however, we do not have the money to purchase).

YOUTH ORGANIZATION PROJECTS

1. Russell Area Housing Survey
2. Out-reach to community Senior Citizens
3. Male Youth Coached 12 and Under Basketball League
4. Plan and Financed Trip o Grand Canyon
5. Established Teen Exchange Program - Zebras
6. Car Washes for Chest Campaign
7. Served as Leaders in Children's Program and Camp
8. Tutoring for Elementary Children

TASK FORCE

The need of older and more experienced persons to give guidance and assistance in the organization's endeavor to accomplish these goals was acknowledged early in the establishment of PYO. It was agreed that we should have a Task Force or a group of interested, skilled, and able people who would sincerely commit themselves to the Program. They are persons with a workable knowledge of printing and journalism that assist with the newspaper.

AGE LEVELS.....15 and UP

MEMBER OF PARTICIPANTS.....50 MAXIMUM

PLACE.....PLYMOUTH SECOND FLOOR

TIME.....6:00 P.M.

DAYS.....THREE DAYS A WEEK

STAFF

- Ann Beard - Supervisor
- Blaine Hudson - Staff
- Chester Grundy - Staff

TEEN EXCHANGE CENTER PROPOSAL

I. PROBLEM

The relative paucity of establishments where teenagers can gather for recreational and cultural activities.

II. PURPOSE

- A. To provide a segment of the teenage population with a project that is their own. They will be responsible for locating and putting the building in working order. After the establishment has been opened, the teenagers will handle the maintenance of the building.
- B. To provide a common meeting place for exchanges between Black and white groups, giving each group equal responsibility in running the establishment.
- C. To help create a sense of responsibility in youths and thereby establish lines of communication and mutual respect with the adult world.

III. PARTICIPANTS

- A. Youth - The youth that will be mainly responsible for the running of the establishment are members of a newly formed group of Black and white youths that came together as a result of a recent retreat sponsored by the Louisville Council on Race and Religion. This group consists of approximately 25 Black and white youths between the ages of 14 through 19. They are now actively involved in the recruitment of other interested teens. Though they would, run it as a surface to all teens and participation of the teen center group. However, this group will be responsible for drawing up and helping in the enforcement of the rules and regulations which will govern the operation of the establishment.
- B. Adults - Two (2) full-time adult supervisors must be hired and will be present whenever the establishment is open. Additional adult supervision will be provided on a volunteer basis by parents of the teens and staff members from the Council on Race and Religion and Plymouth Settlement House, each of which have been instrumental in bringing this youth group together. A night watchman will also be hired. Bookkeeping will be handled by Plymouth Settlement House, through their Youth Organization Account.

IV. STRUCTURE

- A. Hours of Operation - (1) Weekday - the exchange center will be open four days during the week (Closed Mondays) from 4:00 P.M. to 11:00 P.M., except Friday when it will remain open until 1:00 A.M.

(2) Weekends - the exchange center will be open Saturday from noon to 1:00 A.M. and Sunday from 6:00 P.M. TO 11:00 P.M.

B. Supervision - (1) Adults - as already mentioned, two full time adult supervisors will be hired, and will possess keys to the building. Teens will not be allowed in the building except during operating hours when supervision is present. When club meetings are held, they also must be supervised by an adult, and will be confined to one meeting room, not the use of the whole center.

(2) Youth - the club members will rotate jobs throughout the week. For example, one week a group of three might be responsible for the overall maintenance of the meeting rooms, while the next week they would be in charge of storing the recreation equipment, and the next week in charge of collecting fees from pool players. The jobs will be such that there will always be a club representative present at the center, but not so extensive as to necessitate the presence of all members at all times.

C. Services - depending on the size of the building used, we would like to offer the following services:

(1) A dining Room - this room would house all the vending machines (Sandwiches, potato chips, candy, soft drinks, etc...) and a number of small tables and chairs. There will be no selling of items from behind a counter, and all food can be purchased from the vending machines. The pop machine will contain cans, not bottles.

(2) Pool Room - one teenager will be assigned to supervise pool room activities each week. Pool will cost five-cent (5¢) per person per game and participants will be required to take turns. In other words, an individual cannot spend a \$1.00 and then play the next 20 games.

(3) Dance Hall - there will be a room with a juke box provided for dancing. If the dining area is large enough, this could be so utilized.

(4) Reading Room - preferably an upstairs room, which will be used for reading - rules similar to those in a library.

(5) Game Room - A room used for cards, checkers, chess, etc...

(6) Music Listening Room - An upstairs room used for quiet music listening and conversation. Record players will be provided, and individuals using facility will supply their own records.

(7) TV Room

(8) Conference Room - to be utilized for club meetings and group discussions.

(9) If there is room, we would also like to include a ping pon table and pin ball machines.

V. MATERIALS NEEDED

- A. Building - we have investigated several areas and would like to have the center located in one of these four areas:
 1. Across from Plymouth Settlement House at 1623 West Chestnut
 2. On Broadway between 18th and 19th
 3. Downtown
 4. 38th and Broadway - the ex - "Happening"
- B. Vending Machines - vending machines can either be purchased or rented with monthly expenditures about the same in either case. Plymouth Settlement House has had some experience with them, and has indicated that they pay for themselves without difficulty, and usually provides a nice profit.
- C. Juke Box - the juke boxes are rented and pay for themselves.
- D. Recreational Equipment - to be provided by Plymouth Settlement House and other local agencies. It will be the responsibility of the teenagers to locate resources for such equipment. Money will not be requested for the purchase of such equipment.
- E. Record Player and TV - Plymouth Settlement House has agreed to provide the center with one of each.

FINAL NOTE

We hope that this Exchange Center can merely be the starting point for the development of a chain of exchange centers through the city. The youths involved in the development of this proposal and this plan are cognizant of the inherent problems in organizing and controlling a center such as the one described in this proposal. We are also aware that past projects such as this have failed due to the inability of youths to discipline the behavior of other youths, and their unwillingness to accept adult supervision. This exchange will be run with the following rules and regulations paramount in the minds of all youths that take part, and any member of the organizing group that fails to live up to and enforce these regulations will be dismissed. Though a final list of rules and regulations has not as yet been developed, we recognize that many similar facilities have been destroyed by allowing the use of alcoholic beverages and drugs within the premises. This will not be allowed at this establishment and it will be strictly enforced. If it is not enforced, and we recognize that enforcement must come from youth as well as adult supervision, then it will simply necessitate the dissolution of the Center.

We, and the community organizations that support us are ready to take these risks and accept these responsibilities. We are asking you to give us the guidance, leadership, and financial assistance necessary that will provide us with the opportunity for handling these responsibilities. The plan you have before you is by no means complete, and details will have to be worked out. We request your professional help in the development of these details, and any assistance you can offer us in developing a program that will not only meet the needs of Louisville teens, but will avoid the very realistic pitfalls of such an endeavor.

ESTIMATED BUDGET

STAFF

1. Two (2) Adult Supervisors
40 Hr/week - \$2.00/Hr. -- \$80/Wk. = \$4,160 YR.

X 2
TOTAL \$8,320

2. Night Watchman - could possibly live in or two people could do split shift - 60 Hr/Wk or 30 Hr/Wk if two do the job @\$1.75/Hr - \$105/Wk = \$5,460

3. Additional Adult Supervision will be provided by staff members from Plymouth Settlement House, the Louisville Council on Race and Religion, and parents. An upkeep of Building, aside from skilled labor costs will be the responsibility of the teenage club members, under adult supervision.

EQUIPMENT

1. Vending Machines - All food and drink distributed by machines. Past experience shows that these machines pay for themselves. They can either be rented or bought on a monthly installment. Initial outlay of capital would be no more than \$100.

2. Juke Box - In-Kind Contribution

3. Pool Table - In-Kind Contribution

4. TV, Record Player - In-Kind Contribution

5. Library Books - In-Kind Contribution

BUILDING

1. If Rented from \$125-\$200 monthly
Minimum for one year = \$1,500
Maximum for one year = \$2,400

2. If bought: \$7,000 outlay, plus \$4,000 for renovation = \$11,000

3. Monthly Upkeep: Electricity, Water, Phone, etc...
\$45/month = \$540/yr.

ESTIMATED BUDGET: Buying House.....\$24,420

ESTIMATED BUDGET: Renting for 1 year @\$124/mon.....15,920 (Minimum)

ESTIMATED BUDGET: Renting for 1 year @\$200/mon.....16,820 (Maximum)

CRISIS
PROGRAM

INDIVIDUAL SERVICES

PROGRAMMING

OMBUDSMAN SERVICES ON THE COMMUNITY LEVEL

I. Social Services

The Crisis Program provides professional social work on the community level to individuals and families in crisis. The focus is on assisting the individual and/or family to meet and solve the crisis problem. The services include counseling problem areas such as marital conflicts, parent-child relationships, juvenile delinquency, health, housing, financial and any other situation or condition that would require the case-worker's assistance.

Along with social work services, a complete referral service is provided in the community. (The full and effective utilization of such agencies as Family and Children's Agency, Child Guidance Clinic, Legal Aid, Public Assistance and Health Clinics by the community residents will be the goal of this service.) The service will not end with a simple referral; but will provide a clarification of the agency function, assistance in making the final contact with the agency and a follow through to ascertain if the agency has met the need of the resident.

- II. One of the Crisis Program services to the community is to create an awareness of the various governmental agencies such as the Health Department, Planning and Zoning Commission, Small Claims Courts, the Federal Wage-Earners' Plan (ch. 13 of the bankruptcy law) and all other federal, state and local agencies that have a direct or indirect effect on the individual and/or the community. The staff will also be able to assist the individual and community to obtain information regarding the exact purpose of the agencies and their policies of operation, and the laws by which they are governed. Further, he would assist the individual and/or community to utilize these resources to their fullest extent when needed.

The Crisis services would also include the development of the community's awareness of its potential strength in affecting Federal, State, and Local Administrative decisions that will directly or indirectly affect the community. He would be concerned with the education of the community toward using such civic tools as the vote, the petition, and the request for public hearings; and the organization of the community resources to the point where their collective strength would be effective.

- III. Referrals to the agency's Consumer Education program and the development of consumer strength in the community with the goal of obtaining better goods and services per dollar would be a Crisis service. This service would include assisting individuals and groups to evaluate and compare different vendors as to their prices and services, and to organize consumer groups to strengthen their bargaining power in purchasing.

A second part of the consumer service would be the education of the individual and the community regarding legal contracts such as insurance policies, chattel mortgages, small loans, purchase contracts. This service would help the individual to understand his obligations and commitments to the contract; as well as his rights therein. A complete understanding of the contract will help the individual to be in a better position to decide if a new contract is beneficial to him; and enable him to challenge points of an existing one.

OUTLINE FOR SOCIAL DIAGNOSIS

I. BASIS OF CONCERN

- A. What behavior or failure to function gives us the right to enter this situation?
- B. Before PSH, what had been attempted in treatment, and what had been the response?

II. FAMILY PROFILE

Note: Attitudes and feelings belong in every section along with overt behavior. Define strengths as carefully as weaknesses in each area of functioning.

- A. Home and Household Practices
 1. Physical facilities
 2. Housekeeping standards
- B. Economic Practices
 1. Source and amount of family income
 2. Job situation (Nature of work, employment pattern, job satisfactions, irritants and frustrations)
 3. Use of money (Adequacy of income, how well is money managed; who controls the purse. Priorities in spending the money; amount of debts, etc.)
- C. Social Activities
 1. Informal associations (Nature of contacts with the extended family, friends in and outside of the neighborhood, recreational activities, etc.)
 2. Formal Associations and Social Status (Membership in church clubs, organizations, unions, etc., family's feelings about their social status.)
- D. Health Practices
 1. Health problems
 2. Health Practices (How are the health problems being met, how does the family protect the health of its members?)
- E. Care and Training of Children (If Applicable)
 1. Physical care (Food, clothing, cleanliness, etc.)
 2. Training methods (Ideas of how children should behave: What things do children do that parents like? How and by whom is approval shown? What conduct is disapproved? How and by whom are limits set and enforced? Are parents consistent in training, and do they work together in training?)

- F. Family Unit and Emotional Atmosphere of Home
1. Marital relationship (Past history, present status, closeness of ties, conflicts, extra-marital relationships)
 2. Relations between parents and children
 3. Relations among children
 4. Family solidarity (Degree of family cohesiveness, likenesses or differences in values and beliefs which make for unity or disunity; for example, how much do the parents agree or disagree on what is right or wrong in the behavior of the children? What things do the family do together, such as recreation, eating meals, etc...)

- G. Individual Behavior and Adjustment
- Describe the individual family members by giving a brief sketch of appearance, personality, and behavior, drawing on school reports, psychiatric summaries, test results, police and probation records, etc..., as well as your own observations of capacities and limitations. How does the individual perform in his various roles, i.e. the man as father, husband, wage earner, etc..., or the child as family member, student, member of peer group, etc...?

- H. Relationship to Plymouth Settlement House Worker
- Describe inter-action between worker and family. How was the worker received? How was the statement of purpose for coming given; and how did the family respond?

How has the developing relationship been felt by the worker and by the family? To what extent are they working together in seeing and working on the problem.

- I. Use of Community Resources
- Ways in which the family sees and uses the church, school, health resources, social agencies and recreational agencies.

III. WORKER EVALUATION OF THE FAMILY AND PLANS

A. Diagnostic Summary

Relate the preceding sections to the family's ability to deal with problem on the various levels, i.e., in the primary family, with the extended family, people and institutions of the community.

What are the strengths and healthy areas of family functioning?

Estimate the personality factors which might enhance or limit social functioning.

B. Treatment Plan

What objectives does the worker see? What objectives does the family see? What is the family-worker partnership to do? What immediate step is each partner to take?

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SENIOR PROGRAM

BACKGROUND

Historically, Plymouth Settlement House served the youth, a priority defined by community need and money. In September 1965, planned programming for older adults was initiated through the provisions of the OEO Act of 1964. At that time, a Community Action Commission survey revealed that there 4,427 persons, 19.6% of the total population, who were over 60 years of age living in the Russell Area and that 51% of the total had incomes of \$3,000 or less per year.

Confirming this earlier survey, a door-to-door canvass of 1,227 persons, 55 years and up, made in 1965 by Plymouth's staff pointed up the needs: finance, recreational facilities, knowledge of and use of community resources, opportunity to provide some meaningful service to the community. And a review of Plymouth Settlement House records two years later revealed 21% of the 2,489 aged persons who requested aid were dependent on Public Assistance as their sole means of survival.

Quoting a recent newspaper article (Louisville Times, January 19, 1971) "many of the residents of the predominately Black community are living on some form of public assistance or are employed in jobs that pay below or just barely above the federal poverty level of \$3,600 annual income for a family of four". It further states that unrest in the community has been the result of inadequate city services: social services, transportation, police response to calls for help, etc. Because of these, deficiencies in the area of major services of public agencies, pressure is exerted on local agencies, such as settlement houses and area councils to meet the needs of the community.

PERSONS SERVED

Although the rural senior adult is understandably isolated by distance and communication facilities, the urban aged are also isolated from their community by fear, lack of knowledge, money and the belief that no one cares. Project Hope os Plymouth Settlement House speaks to the needs of the older adult who lives in the Russell Area, where 60% of the housing is substandard, economic income is low, public health and recreational facilities are non-existent.

PROGRAM FUNCTION

Meeting the needs of the senior adults, 55 years and older, demand a basic, rounded program which is coordinated with other local agencies in the community and is in accord with the Community Chest, the GreaterLouisville Council of Senior Citizens, Inc., Ky. Association for Older Persons, Inc. and the Ky. Commission on Aging. The project provides opportunity for self-expression, creative and recreational activities, as well as encouraging the older adult to take particular interest in himself and his community.

SCHEDULE

Using the format of daily daytime classes, Plymouth Settlement House facilities are open from 10:00 A.M. until 2:00 P.M. for program:

MONDAY AND TUESDAY.....CERAMICS
Beautiful and useful articles hand-crafted

WEDNESDAY.....SEWING
Dressmaking with materials furnished

THURSDAY.....CRAFTS
Creative and decorative items for gifts and home

FRIDAY.....SENIOR CLUB
Games, trips, meetings, lunch, programs

OPERATION

Requiring only a one dollar annual membership fee, Plymouth supplies all materials used in the classes and helps to maintain the project through donations and the sale of articles produced.

In addition to the regular classes, senior adults, especially men, are invited to "drop-in" for games, T-Viewing and fellowship. One staff member is in charge of the program of coordinating activities, purchasing supplies, and volunteer instructors along with other duties. Although most of the volunteers working in the program live outside the area, the program has developed the leadership qualities and proficiency potential of seniors sufficiently to serve as instructors and aides in their own program.

PROJECTIONS

Further development of the talents and vast potential of older adults outside their program is a prime projection for the future. An often forgotten entity, the retired man whose interests lie outside the regular program will share in Plymouth's focus for the future. Through cooperation, coordination and planning with local and public agencies, a comprehensive health facility for senior adults is an achievable goal. Tragic in their isolation and object poverty are the senior welfare recipients who are home-bound and who live alone. Almost as cut-off from normal human behavior through rejection, a sense of uselessness and disinterest are many aged residents of nursing homes. Plymouth's Senior Program hopes to launch a project of reclamation for these lost, lonely lives through an outreach program of visitation and planned activities.

S P O R T S

A N D

R E C R E A T I O N

S P O R T S A N D R E C R E A T I O N

We are proposing a Program of activities which will encompass our entire community. These activities will range from organized sports and recreation to informal activities, such as teen nights, to physical fitness classes. We will include in our program those from eight years old to senior citizens. The idea is to have programs and activities that the people of the community want to have.

A program of activities such as we are proposing is sorely needed. You can look throughout the community and see that activities of any kind for any age group are sadly lacking. The entire program is community centered and oriented. We hope to become cognizant of the desires and wishes of the community and then respond to those desires. We believe that through a program of activity sports and recreation, the residents will have a focal point around which they can build pride in and a sense of being a part of the community.

In attempting to have a program of this nature, we realize that one person could not possibly do an adequate job. Therefore, to implement our program we must count upon volunteers. We will need somewhere between 10 to 15 volunteers to carry on a quality program. We are looking for people who are especially interested in youth and who have certain skills and talents that an activities program such as ours will need. We have contacted the Volunteers Bureau, colleges, and the University of Louisville, and are in the process of contacting the residents in the area. We have also been in contact with certain men's clubs and organizations.

The worker's function will be to coordinate the activities, make contacts with businesses in our area, to present the programs

to them and where financial help is needed, try to get them to back us with money. It is also planned to have a Task Force with which to work. The Task Force will be composed of a cross section of people....businessmen, educators, ministers, and residents from the area. Each person will be chosen because he or she has a certain quality or knowledge which will enhance our activities program. The main function of the Task Force will be as advisors and resource persons. We will meet at least three times each year and as many other times it is deemed necessary. The way in which we are proposing this program, both the volunteers and the Task Force will play a vital and important role.

There are some relevant facts and figures that should be pointed out at this time and perhaps you can see why we are so concerned about activity sports and recreation programs for our community. In a report by the President's Commission on Law Enforcement and Administration of Justice entitled, "The Challenge of Crime in a Free Society", we find some very pertinent information. Numerous studies have revealed the relationship between certain deprived areas, particularly the slums of large cities, and delinquency. It is very significant that the delinquency rate per 100 population of the Russell Area is 6.0 as opposed to 2.9 for the community of Louisville. Shaw and McKay have made studies on different national groups, Irish, Polish, Italians, and their movement from the inner-city to better neighborhoods. For all of these groups the delinquency rate was highest in the center of town and lowest on the outskirts. McKay found that Black delinquency rates decreased from the center of the city outward. Another point which is very relevant to our situation is this, it has been suggested that delinquency correlates more with the consistency of affection

the child receives from both parents than the consistency of the discipline.

In our community we find that children under eighteen not living with both parents is 44.3% of the total as opposed to 14.8% for Jefferson County. Among other things the Commission recommended that efforts, "both private and public should be intensified to: improve housing and recreation facilities and develop activities that involve the whole family".

In a survey conducted in August of 1969.... by Plymouth, it was found that out of 884 homes 358 said a recreation programs were most needed for the age group 13-19 and 179 said a program was needed 9-12 age group. These findings only substantiate our belief in the need of an activities program.

Because of the way in which we are proposing to work within our community by involving the residents, especially the youth, in actual planning and implementing the programs they want; the progress at first will be slow. Therefore, we feel it is important to have some immediate programs available, at least for our youth. Our idea is to become involved in activity sports the year round. We are presently involved in football. Next year the team will be our entire responsibility.

Plymouth Settlement House organized the first basketball in the Russell Area which is now operative with the Russell Community School. We are looking for a place to have a weight lifting program. As we move into next spring and summer, we are thinking in terms of an olympic type track meet, a tennis program and baseball teams.

Our needs are many and varied. We are hoping to interest and involve the businesses more in the future to help provide the additional monies need to support a complete year round program. Our immediate needs are footballs, basketballs, uniforms, weights and in some instances a place for practice and playing the games. This is quite a venture for Plymouth, especially since our funds and staff are so limited.

We feel we must try, for unless our residents and more specific, the youth, are presented with programs and activities where they can spend their energies wisely and constructively, they may turn to a more unacceptable and destructive way to use that energy.

W I N T E R E V E N T S

MONDAY	3:30-5:30	Boys and Girls Basketball Age Groups
	5:30-7:30	Boxing Training Period
	7:30-9:30	Card Playing - Adults Only
TUESDAY	4:30-6:00	Physical Fitness Training - Ladies
	5:45-7:45	Weight Lifting
	6:00-9:00	Ping-Pong - Pool (16 and Over)
	7:00-9:30	Card Playing - Adults
WEDNESDAY	5:00-8:30	Swimming Programs
	5:30-7:30	Boxing Training
	5:00-9:30	Pool; Ping Pong
THURSDAY	5:00-7:45	Adult Exercise - Weight Watchers Ladies
	5:45-7:45	Weight Lifting
	5:00-9:30	Card Playing
	5:00-9:30	Ping Pong, Pool
FRIDAY	6:00-8:00	Bowling League
	6:00-	Movies
	7:30-11:30	Teen Dance

Plymouth's

Community

P R E F A C E

PLYMOUTH'S COMMUNIVERSITY

INSTITUTE FOR ADULT PROGRAM

"The ghetto is ferment, paradox, conflict, and dilemma. Yet within its pervasive pathology exists a surprising human resilience. The ghetto is hope, it is despair, it is churches, and bars. It is aspiration for change, and it is apathy. It is courage, and it is deflatism. It is cooperation and concern, and it is suspicion, competitiveness, and rejection. It is the surge toward assimilation, and it is alienation and withdrawal with the protective walls of the ghetto....the pathologies of the ghetto community perpetuate themselves through cumulative ugliness, deterioration, and isolation and strengthen the Negro's sense of worthlessness....giving testimony of his impotency."

.....Dr. Kenneth Clark - Dark Ghetto

"What white Americans have never fully understood -- but what the Negro can never forget -- is that white society is deeply implicated in the ghetto. White institutions creates it, white institutions maintains it, and white society condones it."

.....Report of the National Commission on Civil Disorders

PREFACE

The above quotes establish the mood and the causal factors of today's ghetto. Institutional racism and its concomitant results plagues almost all inner-city communities today. Certainly this is a reality for the ghetto community in which Plymouth Settlement House is located. Plymouth is located in the middle of the Russell Area, the number one poverty target area in Louisville.

The impact of institutional racism has been felt by all, but probably most by those who live in the metropolis, or inner-city areas, the black man. As Whitney Young has stated, "Whatever

symptom of social disorganization you may look at in the urban setting, slum housing, poor services, health problems, delinquence, or whatever it may be -- it turns out that it affects black people more than any other group, that the black population is the hard-core".

The repercussion of racism expresses itself on the settlement house level. The feelings are brought to the settlement accompanied with a fervent desire to do something about it, but frequently impotent, having no tools, support, or power to effect any meaningful change in the situation.

Harold Weisman and Henry Heifetz in their article "Changing Program Emphasis of Settlement Houses: Social Work", states that "The leaders of the early settlement movement saw a need to combat the 'system', as a means to achieve the social reforms they saw were needed." They further purport that "Priorities must be set and, given the problems of low-income areas and the need for institutions to deal with these problems, that settlement houses should be primarily adult-centered institutions."

Nathan Wright in his book Black Power and Urban Unrest agrees with this priority. "The peculiar growth pattern of urban problems would suggest that any truly rehabilitative program must, of necessity, begin with the adult environment. By starting with the adult environment, an immediate change in power relationships is possible, and new resources are built in without any further damaging postponement for the natural and indigenous development, undergirding and continuance of programs for the children of the poor. It is important here to recognize that when the poor are equipped to handle their own children, not only have we begun to develop Black Power, but we have started to place all of society on a self-supporting basis for the economic and moral good of all. But when others provide for their children's need, no increase of

wanted Black Power, as a creative necessity in the life of the poor,
is thereby affected."

THE NEED FOR EDUCATION

THE NEED FOR EDUCATION

As the demographic data indicates, the average grade level in the Russell Area is 8.3, and the high school drop-out rate fantastically high. However, these data do not give a clear indication of the need for education. Experience in working with school-drop-outs brought to our attention the fact that more than half of the school-drop-outs' parents were themselves drop-outs; that most of the parents wanted their children to get an education but were hostile themselves toward the institutional school because schooling was not a gratifying experience for them. Some adult residents cannot read or write.

Aside from the negativism of formal education, there are more subtle implications which flow through the community. Insurance collectors make a fortune on the ignorance of our people of buying insurance. Credit which can be an asset if properly used is a menace. Cooperative buying is an unknown. Few know housing codes or more drastically, most do not know where the city housing inspection department, urban renewal, and city-planning departments are located. The demographic sketch of the Russell Area is unknown and also embarrassing to most residents who resent living in the number one poverty area, living amidst the highest crime rates, lowest educational level, highest unemployables and under-employed. In essence the residents are dwelling amidst the explosive ingredients which cause urban unrest and yet they do not have the basic tool to begin dealing with these inimical forces which beset their community. (A comprehensive knowledge of the community.)

NEED FOR HERITAGE

NEED FOR HERITAGE

"A person - or a race - who has been forced to be ashamed of his identity cannot easily accept himself simply as a human being and surrender either the supportive group identification or hostility toward those in our community." At our last resident camp with fifteen junior high school youths, we pondered the question: "What sex and color is God?" The entire group saw God as male, however, two-thirds of the group saw God as white. (The last three youths probably would have given the same answer but they got the impression that the group leader did not want God to be white so they said he was either Black or no color at all. The significance of the answer is that our youths could not see the most powerful and influential figure in their lives as Black. The figure who shall control their ultimate destiny was not seen in their own image but in the image of the white man.

This lack of self-image is not uniquely settled just with our youths; it is a community syndrome. Most of the community believes that tomorrow is controlled by an outside force and that change will occur without and, in most instances, inspite of them. Unfortunately this outlook is unconscious. To be sure, it is the by-product of the past and reflects the historical relationship between whites and Blacks where whites have been in control.

But if our community is to move into America's mainstream it must involve itself in future planning: individually and collectively. This is possible only if it is able to abstract gifts from the past. A Black Heritage Program is a must.

PURPOSE

PURPOSE

This project proposes to establish a Center for Adult Urban Life. The programs emanating out of this Center would augment the activities of the agencies community organization component. Therefore, its prime purpose is educative, featuring programs in basic adult education, consumer education, leadership training, image programming (Black Heritage), consumer demonstrations, and institutes in welfare rights, housing and tenants rights, arts, music and drama.

Plymouth is dedicated to residents who need:

1. retraining in livelihood techniques
2. basic functional literacy skills
3. to be taught to add to productiveness of a free society
4. a vehicle through which to find a substantial measure of personal growth and fulfillment
5. to be salvaged from the relief market
6. cultural enrichment and a vocational training
7. the liberating sense of utility and purposefulness
8. a new self-image and a lucid understanding of the historical past to plan and act in their own behalf for a better tomorrow
9. knowledge of their rights as citizens of the community
10. to develop leadership skills and be involved in changing the community

As we reflect upon the content of the program we proffer the community, it is apparent that we are placing emphasis on education. Our children and youths learn about themselves, their strengths and weaknesses, their talents and capacities for leadership and socialization, their heritage and future potentials. They learn about the conditions of the community and what they can do about it. We teach them to CLAIM themselves and their community.

The adults in our community will be provided the opportunity to re-claim what our children are helped to claim. The COMMUNITY must emphasize that it is never too late to acquire the knowledge, skills, and tools for shaping a better tomorrow.

THE CENTER

The Center will be in the Settlement House open from 6:30 p.m. to 9:00 p.m. three (3) days per week.

THE PROGRAM

CONSUMER EDUCATION: This program will be geared to educate the participants as how to get the most for the dollar spent. It will feature the following:

- A. Package Purchasing
 - B. Credit Buying
 - C. Homemaking Demonstrations
- Others will be added as they emerge.

BASIC EDUCATION: Basic Education is needed by adults who are uneducated, miseducated or interested in informally furthering their education. These programs will feature:

- A. Basic Reading, Writing, and Arithmetic
- B. Typing
- C. English
- D. Creative Writing

LEADERSHIP TRAINING: Community self-determination is the goal of this phase of the program. The contents will be geared to persons with leadership ability and interest. These programs will be featured:

- A. Know Your Community
- B. Community Organization - Community Politics
- C. Tools for Self-Determination
- D. Study of Local, State, and National Community Projects

IMAGE PROGRAMMING: The goal of this program is to evaluate the Black man's past and present victim-image and to imbue the participants with a new victor-image. This will be done:

- 1. To help participants change their thought patterns and attitudes of being black.

2. To view the Black man's heritage subjectively using the pedagogical tools of lectures, papers, and table topics.
3. To provide the participants with the biographic materials available to obtain a broader understanding of Black Heritage.
4. To develop a relationship between the Black past with the Black experience today.
5. To establish a collective motive for involvement in working to reform conditions in the Russell Area.

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INSTITUTES

W E L F A R E R I G H T S I N S T I T U T E

There is a large constituency of adults in the Russell Area who receive welfare but who are in fact unaware of their rights in spite of their desire to know. In addition the County and State Welfare Departments are frequently initiating new projects, policies, and procedures which need explaining and clarity.

- A. The Elizabethan Poor Laws
- B. The Social Security Act
- C. The Federal Categories
- D. Kentucky Welfare Laws
- E. MSSD
- F. The Nixon Plan
- G. Guaranteed Adequate Income
- H. Food Stamp Program

HOUSING AND TENANTS RIGHTS

- A. Louisville Jefferson County Housing Codes
- B. Leases and Housing Contracts
- C. F. H. A.
- D. Rent Supplement Program
- E. Tenant Rights

INSURANCE

Though daily life has been tough, a decent burial is the least that one can expect. Our residents are usually exploited by insurance companies. To be sure, life insurance is a high priority item in the community. This institute is intended to help Russell residents learn how to buy good insurance.

- A. Life Insurance
- B. Term Insurance

* Institutes will last four weeks.

- C. Endowment Policies
- D. Premium Payments
- E. Large Companies VS Small Companies

ARTS AND DRAMA

These institutes are intended to develop a forum for free expression. The content will be developed by the participants.

STAFF

Two staff members will co-direct the Center. They will serve to secure class and institute leaders, and instructors, schedule institutes and coordinate activities.

A secretary will serve to type, mimeograph and correspond with the participants.

Number of Participants: 75-100

B U D G E T

<u>PERSONNEL</u>	<u>PERCENT OF TIME</u>	<u>COST</u>
1 Basic Education Director	50%	\$4,000
1 Institute Director	50%	4,000
1 Secretary-Clerk	50%	2,500
 <u>SUPPLIES</u>		
Program Supplies	<u>BASIS OF COST</u> \$5.00 per student	\$2,000
 <u>TRANSPORTATION</u>		
Staff	100 miles per worker for 12 months	200
Field Trips	8 trips - \$40 Rental Fee	300
<u>EQUIPMENT</u>		1,000
<u>POSTAGE</u>	(18 mailings)	425
<u>PRINTING</u>		300
<u>TELEPHONE</u>	20 per month	240
<u>RENT & UTILITIES</u>		1,200
<u>SUBSCRIPTION</u>		200
<u>DUES</u>		200

*GRAND TOTAL

\$16,565
