# Newsletter

## League of Women Voters EDUCATION FUND

[redacted]

Vol. 2 - No. 3

August 1966

The League of Women Voters Education Fund is nine years old. In that brief span of time the Fund has grown from a very small organization with a limited budget to an organization administering a multiplicity of projects and with a yearly budget of well over $100,000. We anticipate continued growth and expansion.

On July 5 we added to our staff our first executive director, Miss Christine Urban, who comes to us with fourteen years of experience as a member of the national staff of the League of Women Voters of the United States. You will note below that we have just initiated a new and exciting project which we hope will help the newly apportioned Florida state legislature do a more effective job in meeting the problems of state government. You will also note that we are about to produce an important book about the trials and triumphs in citizen action on water problems: "THE BIG WATER FIGHT." We hope to continue our "Water Seminars for Leaders" and the follow-up local "Schools for Citizens on Land and Water Use." We are negotiating now for funds to continue our Inner City Projects in voter education. The Registration and Voting Projects initiated by the Fund in 1964 are continuing now under their own steam.

In general, Education Fund projects fall into three categories: those that come about as requests from local and state Leagues and other organizations; those we initiate ourselves, communicating the experiences and techniques developed by the League of Women Voters in citizen education over the years to other organizations and individuals; and those we initiate to experiment with and test new techniques in citizen education. Experiences from these latter projects we hope eventually to pass on to local Leagues and other citizen organizations to expand and enhance their own efforts in bringing about greater citizen participation in our democratic processes.

We think we have a challenging and productive future and we solicit the continued attention and support of all of you who get this NEWSLETTER and are interested in our purposes and our goals.

Mrs. John A. Campbell, Chairman

### A NEW AND DIFFERENT PROJECT

A conference to provide Florida legislators with the kind of background information that will help them when making decisions in the areas of taxation and finance, education, roads and highways, and health and welfare, will take place January 26-28, 1967, in Tallahassee under joint Education Fund-Florida State University sponsorship. These are issues that are expected to require legislative attention in the near future.

The conference will be divided into discussion groups which will examine the situation as it exists in Florida in each of these problem areas. Then, with the help of experts from within and outside the state, possibilities for the future will be discussed. Many new legislators are expected to be elected in November as a result of Florida's recent reapportionment.

Planning the conference is a committee of three representatives of the Education Fund, (Mrs. Campbell, Mrs. Phillips, and Mrs. Lester Saphier of the League of Women Voters of Florida), the University, and both houses of the legislature. Financing is possible through a grant from The Sears-Roebuck Foundation. It is hoped this will be a pilot conference that will serve as a model that can be held in other states.

## WATER BOOK COMING SOON

Publication date for our 256-page, hardcover book about citizen interest in water problems is October 21. Titled THE BIG WATER FIGHT, the book includes 17 short case studies written by local or state League of Women Voters members, highlighting specific water controversies and how citizen groups have been influential. From New Jersey to California, from Ann Arbor to Albuquerque, members reported local problems of supply, pollution, flooding, administration, and planning--with details on when, where, and how civic groups participated in helping to shape the decisions.

The Inter-League study of the Sudbury-Assabet-Concord River Basin on the edge of an expanding city (Boston) and a chapter on civic action in the Basin since that report was completed are included. Other river basin studies are briefly summarized.

Aimed at the widest possible audience, this book is a useful guide for all civic groups who want the weight of their informed opinion to count in the decision-making process. One chapter is devoted to general tips on how to be effective, and applies not only to water problems but to any number of issues at the local, state, regional, and federal levels of government.

Other areas discussed in detail are Onondaga County, N. Y.; Tualatin Basin, Oregon; Scottsdale, Ariz.; Montgomery County, Md.; Seattle; Chicago; and the states of Maine, Pennsylvania, and New York. THE BIG WATER FIGHT includes over 20 photographs as well as charts, maps, reading list, glossary, and index.

Three years in the making, the book is a proud record of citizen study and action in the field of water resources management. The publisher is offering League members a special price of $5.75. The offer is good until October 21, after which price reverts to $6.95. Watch the September National Voter for special order coupon.

## Trustees 1966-68

The following are Trustees of the Education Fund: Mrs. John A. Campbell, chairman; Mrs. Arthur Yabroff, secretary; Mrs. Donald F. Bishop, treasurer; and Mrs. William M. Christopherson, Mrs. Alf Gundersen, Mrs. Philip Hammer, Mrs. Robert J. Phillips, Mrs. Vernon C. Stoneman, Mrs. Robert J. Stuart, Mrs. John F. Toomey, Mrs. Arthur E. Whittemore, and Mrs. William H. Wood.

The biennial report of Education Fund activity that Mrs. Gundersen and Mrs. Hammer made to the LWV convention is available for 25¢.

A Request - The Education Fund is anxious to build a file of simplified voter education material. If a League has recently published such material, please send a copy to the Education Fund.

LWV+

LEAGUE OF WOMEN VOTERS EDUCATION FUND

[redacted]
Washington, D.C. 20036

This goes on the Duplicate
President's Mailing

JANUARY 1, 1969

TO: Local and State League Presidents
FROM: League of Women Voters Education Fund
SUBJECT: Inner City Citizenship Education Project Newsletter

In 1967 the Education Fund, with a grant from the Ford Foundation, established citizen centers in inner-city neighborhoods in Baltimore, Boston and Philadelphia. Under the direction of local committees made up of representatives of neighborhood organizations and local Leagues of Women Voters, the centers are developing programs on issues, leadership development and techniques of citizen action. Inner city people and League members are working together and learning from one another.

In 1968 the Inner City Citizenship Education projects were re-funded by Ford with additional funds for centers in Chester, New Orleans and Los Angeles. With funds from this Ford Foundation grant and from the Sears-Roebuck Foundation, the St. Louis LWV provides requested services and support to inner city residents on a city-wide basis.

The ICCE Project Newsletter was developed as a way of sharing news, experiences and techniques among Leagues and citizens in the seven cities. During the last few months we have had hundreds of requests from Leagues and anti-poverty groups and interested individuals who would like to receive the ICCE Project Newsletter. We invite you:

To look over our shoulders at what's happening in the inner city and in suburbs as Leaguers and inner city residents combine their talents to assure maximum informed citizen participation for all citizens. We invite you to share with us in our projects' trials and triumphs.

PROJECT NEWS is a rundown, city by city, on new and continuing activities. NON-PROJECT NEWS keeps abreast of other experimental programs around the country. THE MONEY TREE gives concrete information on tax exemption, free resources, fund-raising and more. RESOURCE MATERIALS provides a continuing low-cost bibliography of useful tools geared to inner city work. PROBLEM SOLVING SWAP SHOP enables readers to ask the entire mailing list for ideas and techniques on particular problems and situations.

Although written specifically for those working in the ICCE Projects, the ICCE Newsletter will interest all Leagues. You can't all be in Baltimore, Boston, Chester, Los Angeles, Philadelphia, New Orleans or St. Louis – but you can be involved vicariously by subscribing to their Newsletter. Return the enclosed form with your check.

For $3.50 you will receive nine (9) issues of the Newsletter. Your first packet will contain the September, October, November-December and January issues. They deal with the Mainstream subjects mentioned above. The Newsletter will then arrive monthly through June 1969. It is available to both Leagues and individuals.

LEAGUE OF WOMEN VOTERS EDUCATION FUND

[redacted]

Enclosed is a check for $ _____ for the following subscriptions to the ICCE Project Newsletter. Please send to:

Name _____

Street _____

City _____

State _____ Zip _____

Name _____

Street _____

City _____

State _____ Zip _____

_____
Signed

_____
Name of League

_____
Date

NOTE: All subscriptions must be prepaid.

NOVEMBER 1968

# Newsletter

League of Women Voters EDUCATION FUND

[redacted]

Everything the League of Women Voters Education Fund is, and does, is closely interwoven with the League of Women Voters itself. The League and the Fund supplement each other, overlap in some areas, and are always a resource to each other. Both have the same general purpose - to promote political responsibility through informed and active participation of citizens in government. The League carries out its purpose in a number of ways, including political action on selected issues; the Fund works through many educational approaches, but excludes the action phase because, unlike the League, it is financed by tax-exempt contributions and foundation grants.

Some EF projects are initiated by the Fund itself, and are in fields of current or potential interest to the League: registration drives or voter education in the inner city, land and water use seminars for community leaders, regional conferences on China, pre-session conferences for state legislators. The Fund is able to develop additional, sometimes experimental, dimensions for these League undertakings. Experience gained in such projects is then available to all Leagues through reports, publications and consultations with board and staff.

A second type of EF project originates in a local community or state. This Newsletter brings to state and local Leagues a few examples.

STUDIES OF CONSTITUTIONS AND GOVERNMENT. 100,000 *What Have We Here? - A Brief Look At New Mexico's Constitution,* designed to help prepare the public for a vote on a call to a convention, were distributed to organizations, high schools, offices of the governor and other state executives, political parties, TV and radio stations, newspapers, the Constitutional Revision Committee, Indian leaders, parish priests and Protestant ministers, CAP leaders, and labor unions. As a fringe benefit, the state League president told how the booklet led to requests to help register Indian voters in 18 pueblos. "This is the kind of break we dream about.....I hope you can see the important benefits this grant is providing for New Mexico and the League." Financing of printing and distribution was by The Sears-Roebuck Foundation.

The Alaska League prepared for EF publication a *Survey of the Government of the State of Alaska* to "foster interest and participation in state government." Financed by contributions to the EF from the Anchorage Daily News, the Standard Oil Co. of California-Western Operations and The Sears-Roebuck Foundation, the book describes the constitution and government, gives a brief history of Alaska and discusses problems of development in a state of immense area, rugged geography and relatively small population.

Some other recent state publications published with ear-marked tax-deductible contributions to the EF are: (1) the Oklahoma League's 2-part *Study of the Oklahoma Constitution* financed by The Sears-Roebuck Foundation; (2) the *Montana 'Know Your State'* partially financed by gifts to the EF from Mountain States Telephone and Telegraph Co., Farmers' Union Central Exchange Refinery, Anaconda Co., The Sears-Roebuck Foundation and the Helen Emblem Memorial Fund; (3) two printings of *How to Vote in Washington,* a simplified state voters guide designed to reach a broad public, especially in the central city, was financed by the Washington State Labor Council (AFL-CIO), Aerospace Industrial District Lodge 751 (AFL-CIO), Washington Federation of State Employees, and Association of Washington Industries; (4) And, most recently, a grant from The Sears-Roebuck Foundation will underwrite a *City-County Government Survey* prepared by the Boise League.

CONFERENCES. A first Institute of International Affairs - "Revolution in the Developing Countries" - was planned and conducted by the Washington state League and financed by local foundation grants and contributions to the EF. "The 596 people who attended heard excellent speakers participate in lively panels, asked many, many questions, bought a great many books about foreign economic policy in the developing countries, and left the Seattle Center Playhouse at the end of the day with glowing praise for the whole conference." Tapes of a talk by Barbara Ward, recorded by a local radio station, will be available for sale or rent. "There will be a second Institute of International Affairs. We don't know when.....but we would be failing the community if we didn't continue to build on the brilliant beginning made on June 22, 1968.

One-day seminars on Community Involvement in Economic Development in Los Angeles and San Francisco areas were financed by The Sears-Roebuck Foundation. 500 attended. Represented on the Planning Committee were business, labor, government and civic organizations. Goals were: to pinpoint factors that contribute to a community's economic development to stress the interrelationships of citizens, government, commerce and industry needed for progress, and to stimulate and direct citizen interest toward promoting economic development in California. "How do we pay for increased government services?" "How do we provide jobs?" "If we do attract new industries, new people, how do we best utilize our land for open space, recreation, housing, industry, agriculture?" The California League's experiences in planning and conducting these conferences will be available to other Leagues and organizations in a "how-to" tool.

In Boston on November 21 at a School of State Affairs - *Education for the Year 2000* - an audience of 1100 Leaguers, legislators, lay educational leaders, and school administrators will consider what education for the year 2000 can and should be like. Planned by the Massachusetts League, the Institute is partially funded by local foundation grants and contributions to the EF.

CONSTITUTIONAL CONVENTION PROJECTS. For 57 days the Pennsylvania League operated a Constitutional Convention Information Center financed by a grant from The Sears-Roebuck Foundation to the EF. The purpose was to make unbiased information available to the public; to keep the public conversant with the Convention proceedings and issues, to stimulate the public's interest and participation, and to arrange tours of the Convention for Leagues and other groups. Material about the Convention and issues was distributed; briefings and meetings between delegates and constituents were arranged. From the final report and evaluation: "We were pleased to be given the opportunity to serve Pennsylvania with the Information Center.....many appreciative letters and comments were received from those who said the service was valuable and not available anywhere else. We were able to help students, interested citizens and delegates as well."

A mock constitutional convention in West Virginia, attended by 100 high school students from all counties in the state, aimed at creating an understanding of a convention and what it might do for the state. Cost of participants' materials was underwritten by The Sears-Roebuck Foundation.

*If a local or state League wants the EF to embark on a project in its community or state with financing from local or state foundations or sizeable (not less than $100) contributions from local corporations or individuals who want their gifts to be tax-exempt, it can request the EF to consider the activity a Fund project. The money is given to the EF ear-marked for the project. Once approved by the EF Trustees, the project is carried out with state or local League personnel and facilities. The Fund is responsible for the standard of performance of its projects and maintains a supervisory role. Credit is shared. For instance, title pages say "Published by the League of Women Voters Education Fund; prepared by the League of Women Voters of ____; aided by contribution(s) from ____". Conference announcements and programs say "Sponsored by the League of Women Voters Education Fund; conducted by the League of Women Voters of _____; costs (partially) underwritten by ____". For more detailed information about steps to be taken and procedures to be followed for EF approval and conduct of local and state projects, write the EF office.*

Overseas Education Fund
of the League of Women Voters

OEF NEWS

October, 1968

# THE NATIONAL CIVIC EDUCATION PROJECT FOR WOMEN LEADERS IN THE DOMINICAN REPUBLIC

by

Una J. Cross
Project Director

## The Need

In 1966, President Joaquin Balaguer of the Dominican Republic took the unprecedented step of appointing 26 women to the governorships of the provinces of his country for four year terms. While these are positions of limited political authority, without control of appointments or funds, they are nonetheless positions of considerable influence. The governors chair monthly meetings of all government representatives; they see to it that the Constitution and laws of the Republic are complied with; they advise the President about conditions in their provinces; and they supervise all the national activities which take place in their provinces.

In making these appointments, President Balaguer announced, "It is these women who can be the best vehicle for the policy of conciliation which the government wishes to institute." The occupations of the newly appointed governors included physician, judge, social worker, teacher, seamstress, midwife, beauty parlor owner, and homemaker; in age they ranged from 27 to 70. These women were well regarded not as political leaders but for their deep interest in their communities and in their people as human resources.

*The governor of Duarte undertakes a survey of the educational needs of a community in her province.*

In February, 1967, Mrs. John Elmendorf, representing the Overseas Education Fund of the League of Women Voters, visited the Dominican Republic under a grant from the Department of State "to consult with women leaders and explore ways of assisting women's organizations in the fields of citizenship education and voluntary community services."

In the course of her extensive visits with men and women leaders at all levels throughout the Dominican Republic, Mrs. Elmendorf conferred with 17 of the 26 women women governors in their provinces and with their representatives in five others. She came away deeply impressed with their interest in "a new use of human resources through voluntary organizations working together toward economic, social and political

development in a democratic way." And she agreed to relay to the Overseas Education Fund a request from the Minister of Labor for a workshop for the governors of the provinces and selected volunteer leaders on the means by which this new potential could be realized.

"The need for grass-roots participation in the building of democratic institutions is great," Mrs. Elmendorf emphasized in her official report. "Cutting across agencies, national and international, voluntary and governmental, at the provincial level could be a productive technique for regional planning and developing. Building bridges between various groups - urban and rural, the educated and the illiterate, the rich and the poor, the industrial and the agricultural - could also be a device worth considering in this situation and one which would well adapt to the interests, capabilities, and levels of authority of the present governors of the Dominican Republic."

The Approach

The Overseas Education Fund reviewed Mrs. Elmendorf's recommendations in the light of its experience in other countries, and especially its field programs in Latin America. It was agreed that the climate in the Dominican Republic did indeed favor prompt and specific action. However, experience clearly dictated that a one-time conference, while it would ripple the surface quite dramatically for a short period of time, would not have a lasting or penetrating effect.

*The potential: "A new use of human resources through voluntary organizations."*

And so the Fund requested the support of the U.S. AID Mission in the Dominican Republic to undertake a "compressed" version of its customary longer-term pattern of activity. To further the gains of a national conference, "the most effective form of continuity is the strengthening of area resources and the extension of participation in this training to the community level ....There is both a multiplying and intensifying effect."

A two-phase program with both national and regional seminars to be conducted by the Overseas Education Fund was authorized by the AID Mission. The Project Director began by visiting each of the 26 governors and other concerned government and civic leaders to ascertain that their interest in undertaking such an activity continued. She also consulted closely with the Dominican Office of Community Development. On receiving strong assurance of high interest from all parties, OEF proceeded with its plans for a national conference in January, 1968, to be followed by four regional seminars in March and April.

The core teaching team for the national conference, which was supplemented by invited guest experts who served as resource specialists for individual program subjects, consisted of:

Mrs. Una J. Cross, Project Director and field representative for the Overseas Education Fund;
Dra. Graciela Quan, OEF field representative for Central America and former Chairman of the Inter-American Commission of Women and Guatemalan delegate to the United Nations; and
Sra. Carmen Isales Wale, teacher and social worker, Chief of Field Training of the Community Education Division, Department of Education, Puerto Rico.



The National Conference

The national conference took place from January 26 through February 3, 1968, at the Hotel La Montana in Jarabacoa. The first two days of the meeting were devoted exclusively to the governors. Twenty-four of the 26 governors attended; of the two absent, one was detained in her province by a visit from the president and the other had just lost her husband. On the third day, a group of volunteer leaders, chosen democratically from each of the provinces, arrived for joint sessions with the governors so that work could begin immediately on extending the experience. The last part of the conference was devoted to the volunteers.

The "Seminario Taller" - a group meeting to consider common problems, interchange ideas and experiences, and look for practical solutions - is an effective form of working with women leaders that has been increasingly used by the Overseas Education Fund in its programs. These workshops create an atmosphere favorable to growth in understanding of democratic concepts and at the same time they provide an excellent environment for the demonstration and practice of relevant methods and techniques. The emphasis on democratic group discussion and involvement of the individual is usually a totally new and significant experience for citizens accustomed to an authoritarian or paternalistic culture.

The program calendar for the governors' meeting included six subject areas: Education, Health, Social Services, Housing, Recreation and Cultural Affairs, and Economic Development. Guest specialists were invited to comment briefly on each field and to make continuing contributions of an informal nature in the ensuing discussions. Each governor chose three of the six subjects as special interest areas, and for two of these she attended small work groups with the resource specialists. In addition, there were plenary sessions and a special session conducted by a member of the teaching team on the group discussion method as a conference tool.

At noon on Sunday, the volunteer leaders arrived and after a get-acquainted lunch the joint program began. A panel of six governors presented the analyses and conclusions of the six interest groups to the newcomers, with the panel of resource specialists serving on a supplementary panel. Because of the interested and heated discussions, the session lasted far into the evening. For the final joint session the next morning, the governors and volunteers had one meeting on group dynamics and another on seminar planning.

With the departure of the governors, the volunteer group continued its own work. This group consisted of 3 directors of schools, 1 inspector of education, 1 pharmacist, 2 housewives, 1 radio announcer, 1 nurse, 1 seamstress, 7 teachers, 2 field extension agents, and 3 public employees. While the volunteer group did not initially have the cohesive interest of the governors, they rapidly showed facility in participating in the conference program. Their sessions continued discussion of the interest areas and dealt with the application of these new concepts and techniques to work in their home communities. Special emphasis was placed on democratic methods and on the use of the voluntary organization as a vehicle for community development.

*Dra. Graciela Quan visits with participants at the national conference*

The dedication and interest of all the participants was extraordinary. Comprehension of the democratic process, even in so short a time, seemed very deep as evidenced in relations among members of the group; and each participant seemed to acquire confidence in her ability to apply what she had learned. As one governor commented, "We have extended our knowledge of a better democratic way of life to preserve human dignity, and right here we have had the example that we are equal to it."

## The Regional Seminars

Work began at once on the four regional seminars to make use of the enthusiasm engendered during the national conference. The Republic was divided into four geographic areas, and volunteer leaders from the provinces in each area were chosen to attend. There was a total of 109 delegates at the four meetings, which took place between March 10 and April 5 at the Hotel La Montana.

In general these meetings followed the pattern of the national conference, with the subject areas narrowed to Education, Health, and Social Service. There was a wide range of occupations represented, with a predominance of teachers and principals of schools. Many different religions, organization memberships, and social and economic classes were also represented. And it was also evident during the discussions that there was a range of political party representation.

There was continued emphasis on the voluntary organization as a democratic vehicle for social change and as a practical application of these principles to the needs of community development. Initially, there was some disillusionment among many of the participants over the discrepancy between what had actually been accomplished in their organization memberships to date and what the seminar content advocated as achievable goals. This was no doubt due to the fact that there has not been a long history of voluntary organizations in the Dominican Republic. To a very large degree, the regional seminars succeeded in awakening interest in the possibilities that could be achieved through effective and democratic group effort.

## The Results Begin

The participants returned with enthusiasm to their communities, and they have already begun to involve others. Literacy programs, sewing classes, improved food and child care programs, a new school or hospital, an improved water system - these are only a few of the activities which have been stimulated in communities throughout the country. There have been courses conducted for teachers and meetings with rural women, reports of changed methods in the classroom, and exploratory visits to town governments to offer assistance. The Project Director has already returned to hold short courses on request throughout the country for both men and women on community problems.

*These volunteers in Los Minas are building a two story school and community center.*

This evidence attests to the depth of acceptance of the democratic process by these capable and dedicated women leaders and to their desire to become contributive parts to the process of growth in their communities and country. Just as President Balaguer cited his women governors as "the vehicle...for conciliation," so the abilities and commitment of all the 156 participants in OEF's civic education project give evidence of great potential to foster and to influence sound and democratic community development programs throughout the Dominican Republic.

*NEWS FROM THE EDUCATIONAL AFFILIATES OF THE LEAGUE OF WOMEN VOTERS*

**EDUCATION FUND · OVERSEAS EDUCATION FUND**

[redacted]

(Give this story to your bulletin editor and to your local newspaper.)

For Immediate Release

June 15, 1968

Contact: Paula Felder
202-296-2860

LEAGUE AND ITS AFFILIATES TO SHARE INTERNATIONAL CONFERENCE ACTIVITY

Antigua, Guatemala will be the setting for a regionwide conference of women's civic organizations from the Central American countries and Panama from June 27 through July 6. This is the fifth such meeting sponsored by the Overseas Education Fund of the League of Women Voters to assist the recently established citizens' organizations of the area and to encourage more citizen participation in government. Both the League of Women Voters and the League's Education Fund will send representatives to the ten day meeting, the first such international conference in which all three organizations will participate.

Organized civic activity has been a relatively recent phenomenon in the countries of Central America. The first women's organization was the Unioń de Ciudadanas de Panamá (Women Citizens of Panama), founded in 1962. It was patterned after a recently founded sister organization in Colombia, and both these new organizations received early assistance and guidance from the Overseas Education Fund. "Our purpose is not to establish Leagues of Women Voters in other countries," said Mrs. John D. Briscoe, President of the Fund. "But we are asked to explain and to demonstrate the democratic techniques and methods which the League has developed as a national voluntary organization devoted to citizen participation. The practice of democracy is a formidable new experience to the citizens of most developing countries.

The pace of civic activity quickened in Central America beginning in 1963, when Dr. Graciela Quan, former Chairman of the Inter-American Commission of Women

(more)

and delegate from Guatemala to the United Nations, became the Overseas Education Fund's permanent field representative to the area. Under her guidance, voluntary women's civic organizations have now been founded in every country. Almost all of them are undertaking voters service and civic education programs, and some have begun nonpartisan reform efforts which range from traffic safety to the prevention of buying of votes in elections.

The conference at Antigua will be attended by a delegation of six organization representatives from each of the six countries: Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, and Panama. Its theme is "Central American Development and Its Promotion by Women Citizens' Organizations." Like earlier regional conferences, it will provide for an exchange of experiences and sharing of activities among the delegates from the individual countries. But an additional objective of this fifth annual meeting is to begin work on a regional civic education program.

Assisting the Conference Organizing Committee will be Mrs. W. Foster Montgomery, formerly of Indianapolis, Indiana, and a former member of the National Board of Directors of the League; she is now a resident of Bogota, Colombia, where her husband is Regional Medical Director for the Department of State. Mrs. Montgomery has also served as a volunteer consultant to the League of Women Voters of Puerto Rico.

Also attending as an active participant will be Mrs. William Christopherson, First Vice President of the League and a trustee of its Education Fund. "Many of the problems of the developing countries - poverty, illiteracy, citizen apathy and frustration - are the same ones facing our own inner-city ghettos," said Mrs. Christopherson. "I expect to find many experiences at the conference which will have direct bearing on the work of our Education Fund with inner-city dwellers."

The Overseas Education Fund was created by the League following World War II to service requests from citizens from other countries for assistance in strengthening and developing voluntary organizations; its most active current programs are in Latin America. The Education Fund was created in 1957 to strengthen citizen participation in government in the United States.

# # # # #

214

Overseas Education Fund
of the League of Women Voters

[redacted]

OEF NEWS

April, 1968

# CLAMOR*

by

Nelida de Arce Oruro

La voz de la mujer óyese débil
como un lamento de amargura,
luego que tanto como el llorar de un niño
y alcanzó en confines de su pedir sin rumbo.

The voice of the women sounded feebly,
a bitter lament
like a child's crying,
now piercing the limits of its age-old
pleading.

Se unieron al unísono
inquietudes hermosas
y surcaron los mares
y cruzaron montañas, valles, llanos
trópico y Altiplano.

Far-off women heard and came together,
united in a wonderful concern,
and crossed the seas,
and crossed the mountains, valleys, plains,
tropic and Altiplano.

Fue la voz del progreso de mujeres hermanas
que dieron con su ejemplo bondadoso, cordial,
la virtud de los seres
que trabajan por otros
sin importar su ancestro, su raza o su color.

Theirs was the voice of progress, of
sister-women
who in generous and cordial example
gave the strength of beings
who work for others
uncaring for ancestry, or race, or color.

Clarines de victoria
irrumpirán los tiempos
y llegarán gloriosos históricos momentos
recordando la dicha del porvenir soñado.

Trumpets of victory
shall burst through time,
and glorious moments of history shall
come to remind us
of our dreams of a happier future.

* Presented at the Workshop in Cochabamba, Bolivia in March, 1968 to honor the work of the Overseas Education Fund.

BOLIVIA: A COUNTRY MOVING FORWARD

Bolivia's most striking feature is its topography. Within its boundaries lie windy steppes ten to fourteen thousand feet above sea level...expanses of tropical plain, swamps and rain forests...and at middle altitudes a few temperate valleys.

It is not surprising that the isolation and dissimilarity of these regions have given Bolivia a history almost as discontinuous as its terrain - 180 revolutions in less than a century and a half. It is hardly surprising, either, that the country is sometimes described as "a beggar sitting on a pot of gold"; its vast resources lack transport to the outside world or even within its own borders. For these reasons, of its three and a half million inhabitants, 80% are illiterate, Indian in language and culture, living on the land and outside the money economy.

To this still feudal country, the revolution of 1952, unlike its many forerunners, brought sweeping social change. In the chaotic period that followed, the U.S. extended generous aid and helped to maintain stability and give Bolivians a chance to grope their way into the Twentieth Century. Today, despite the continued presence of nearly every ill that can plague an underdeveloped country, there exists a sense of forward movement and of optimism. And sixteen years of quiet but effective U.S. cooperation have built among significant numbers of Bolivians a reservoir of respect and affection for the North American.

OEF's work in Bolivia began in 1962. In more than a dozen visits to the country, OEF representatives established and maintained continuing relationships with leaders of women's organizations in the principal cities; they gave many talks, led many discussions and several short courses at the request of these organizations. By 1966, eight Bolivian women had travelled to Washington, D.C. to attend OEF Seminars for Latin American civic leaders, and two had completed the longer and more intensive Leadership Institute.

In 1965, OEF began an active collaboration with a Bolivian women's organization known as CONIF (Confederación Nacional de Instituciones Femeninas) to undertake the first nationwide conference to awaken women's interest in voluntary community activity and to build a sense of confidence and common purpose among the women leaders from the diverse and mutually isolated regions.

Planning and preparation took more than one year. Some 200 women from thirteen cities took part in the work, organized into effective committees on administration, finance, arrangements, program, and public relations. Each city sent delegates to the ten day meeting held in La Paz in April, 1966, and some 50 observers were admitted. The workshop participants analyzed the needs of Bolivia in Education, Health, Social Services, Housing, Recreation, and Cultural Activities, and studied techniques for transferring the workshop experience to their home communities. The conference received major national publicity.

Results were immediate and substantial. New branches of CONIF were established in eleven of the participating cities. The books and publications distributed at the workshop became the nucleus for local Information Centers in each of the communities represented. And new goals were programmed, the first of these being a second national conference to broaden the avenues of communication with women in the rural areas.

The second national conference, held in Cochabamba in May, 1967 with OEF continuing its role as co-sponsor, more than fulfilled its objectives. Of the 28 delegates and 75 observers, more than one third were from the rural areas and the mining communities. In the words of an OEF consultant, this precedent-setting meeting was "a veritable leap across gulfs and barriers between social classes and groups, much more significant and hard to bridge than those of distance."

Another unprecedented accomplishment for the Bolivian planners was the raising of all funds for the meeting from local businesses. The momentum generated at the first national conference was accelerated at the second. Covering the topics of Basic Education, Nutrition, Child Protection, Environmental Health, and the Development of Small Industries, the delegates analyzed the problems and conditions which stand in the way of achieving dignity and respect for all of Bolivia's citizens.



Results were again impressive. A branch of CONIF was established in the mining district, and a member organization, the Alliance for Citizens Orientation, sponsored a Civic Education course for women from the mines during "Women's Week" in July. Ten Bolivian participants were chosen for OEF's Institute at Boston University in the Fall of 1967 to accelerate the development of leadership resources.

Last month, a Work and Study Group composed of delegate teams from each of six cities met in Cochabamba for a four day training session under the guidance of OEF field representative Mildred Mersereau, who has long been associated with the Bolivian program and contributed greatly to its success. The delegates' objective was to formulate programs for their communities. Each team of four brought its own topic for planning: Trinidad (women's education); Oruro (training of volunteers and restructuring of community organizations); Santa Cruz (youth and the family); Sucre (education and mental health); Cochabamba (education of volunteers and work toward election of local authorities); and La Paz (training of women in citizenship). Techniques for organizing workshops and study groups, delegating responsibility, and leading discussions were analyzed and practiced. Three delegations actually completed their community plans during the four day session. And most of the cities involved expect to hold area or local workshops by the end of 1968. Plans also go forward for another national conference in 1969.

"My overall impression of Bolivia (aside from the fantastic beauty of the country) is that enormous hunger has been created among women throughout the nation for tools with which to contribute to the betterment of their society," wrote an OEF volunteer leader who recently visited there. "Those who have the techniques are sore-pressed to meet the demand. Larger numbers of leaders need to be trained now while the interest is so keen."

---

DOMINICAN REPUBLIC CONFERENCES A UNIQUE EXPERIENCE

OEF, which often collaborates with private voluntary organizations, had the unusual experience, with the assistance of a grant from AID and the cooperation of the Dominican Office of Community Development, of conducting a non-partisan seminar for twenty-four of the twenty-six women governors appointed by President Balaguer. The three day conference, directed by OEF representative Una Cross, was on the Role of Women in the Process of Development. It dealt with education, health, social services, housing, recreation and cultural services, and economic development. It was a "first" opportunity for these Governors to meet in a workshop atmosphere to analyze needs of the citizens in their Provinces and to review with invited guest experts priorities and possible solutions.

The third day of their Seminar, the Governors were joined by a group of women volunteers chosen to represent each province for a day of discussion and planning. The volunteer group then met for an additional five days to complete planning and setting in motion the four regional seminars.

The regional workshops took place in March and early April, also under the guidance of the OEF team, and early reports indicate that this unusual project has been a remarkably successful experience. Private or voluntary community organizations have not had a long history in the Dominican Republic. Ground work laid and the interest stimulated in the 156 persons who attended this series of workshops will contribute toward making them a more vital part of the country's civic and political development.

---

MEXICAN GROUP OFFERS FIRST SEMINAR FOR VOLUNTEER LEADERS

Some months ago, an organization of women leaders in Mexico City known as the Committee of Permanent Service for Social and Cultural Action approached OEF for assistance in expanding their traditional Women's Day celebration, heretofore mostly social and cultural activities, into a more substantial offering. After months of work and planning, with OEF serving as co-sponsor, the Committee conducted in February a one week

conference on The Improvement of the Volunteer in the Modern Age. The meeting was an unusually ambitious first effort and very successful in its design and implementation.

Sixty voluntary and service organizations were invited to nominate participants. Thirty of these were chosen as delegates; the other thirty, together with seventy other representatives of organizations, attended as observers. In spite of the fact that the participants began with separate personal and organizational preoccupations and were surrounded by a formidable number of distinguished auditors, they were soon engaged in disciplined group discussion and were articulating a new awareness of the role of voluntary organizations. Recommendations were formulated at the conclusion of the conference with respect to the training and responsibilities of volunteers, the selection and planning of projects and programs, and collaboration among organizations.

Publications and printed materials, displays and arrangements to facilitate the work of the conference were of an unusually high order. Funds for the meeting were raised in Mexico City by the Mexican participants working with OEF representatives and U.S. volunteer resouce people; they were greatly assisted by Mrs. Fulton Freeman, wife of the U.S. ambassador.

---

CENTRAL AMERICANS PLAN REGIONAL CONFERENCE

Plans are well underway for the fifth annual regional conference for women leaders from Central America and Panama, to be held in Guatemala in June. The planning committee consists of a representative from each of the six countries and is being guided by Dra. Graciela Quan, OEF's Central American field representative. The conference theme will be Central American Development and Its Promotion by Women Citizens' Organizations, and one of the objectives is to produce a plan for a region-wide civic development program. Six delegates from women's organizations in each country will attend the ten day meeting.

The participating organizations are taking an active share in raising funds in their home countries to finance the regional conference. Already, fellowships for delegates from Panama have been contributed by The Gillette Co. and Compañia Panameña de Fuerza y Luz (a subsidiary of Electric Bond and Share Co.) Other American business firms with branches in Central America have also shown a growing interest in the work of these voluntary organizations.

---

PERSPECTIVES WORTH NOTING

From Survey of the Alliance for Progress: The Political Aspects, a study prepared by the staff of the Senate Committee on Foreign Relations:

"A prerequisite of political development is that people want to participate in the political process, not only in the narrow sense of voting and engaging in party activities, but also in the broader sense of taking part in cooperative projects in the community. Another prerequisite is that people think that through such participation they can change something - that through a rural community development effort they can build a school where none existed before; or that through an urban study group of upper middle class women, they can improve garbage collection..."

"The main point with respect not only to community development but also to the total range of civic groups is that through such organizations people get used to the idea of working together for a common end...This idea, which is taken for granted in the United States, is alien to Latin American culture, but it is basic to a democratic society and a liberal free enterprise economic system..."

"...Self-help is frequently measured in terms of a government's efforts to raise revenue, or the way in which it spends the revenue it does raise. But what is more important - and more difficult - is to get across to people to whom the idea is completely alien the notion that they can help themselves in simple, specific ways by working together."

# Participation in a Developing Society

THE LEADERSHIP INSTITUTE
OF THE OVERSEAS EDUCATION FUND
OF THE LEAGUE OF WOMEN VOTERS
IN COOPERATION WITH
METROCENTER
BOSTON UNIVERSITY
SEPTEMBER-DECEMBER, 1967

## Participation in a Developing Society

The Leadership Institute, established in 1963, is designed to train promising young women from Latin America and the United States to teach and to foster the skills, understanding and techniques of citizen participation in a democratic society.

The only educational offering of its kind, the Institute is a uniquely creative partnership in international education utilizing advisory services, facilities and supporting personnel provided by both the Overseas Education Fund and Boston University.

As a Laboratory in Community Participation and Leadership, developed jointly by the Overseas Education Fund and Boston University, the Institute combines the study of theories of social and political change, the structure and methods of organizations, and group and individual dynamic processes with applied experience in community organizations concerned with a variety of human needs.

The voluntary aspects of citizenship are emphasized. At the same time the participants are viewed as potential leaders who must acquire and utilize professional skills in bringing about social and civic progress in developing countries.

## Participants

The 25 young women who attend each session of the Leadership Institute are selected from countries designated by the Overseas Education Fund. The 1967 Institute is composed of candidates from Ecuador, Bolivia, Peru, Argentina, and Chile. Young women from Panama and the Central American countries comprised the 1966 Institute, and earlier Institutes were composed of representatives from Colombia, Venezuela, Ecuador, Peru, Bolivia, Chile, and Argentina.

A FIELD WORK VISIT TO A SCHOOL FOR HANDICAPPED CHILDREN WHICH WORKS WITH BOTH CHILDREN AND PARENTS.

Participants are selected by the Institute Admissions Committee after personal interviews with an Overseas Education Fund representative. They must be sponsored by a civic or service organization in their community which expects to utilize their skills in a voluntary or professional capacity following their training. They are expected to serve a post-Institute internship during which they contribute to or initiate civic education projects in their home communities under the guidance of a Fund field representative.

Candidates should have a university education or its equivalent and a demonstrated commitment to and capacity for civic or social service. Past participants have been teachers, social workers, executive secretaries, librarians, lawyers, and volunteer community leaders. Although most Institute training is conducted in Spanish and Boston University specialists provide intensive English language instruction, some ability to use the English language is necessary.

INSTITUTE MEMBERS ATTEND A BRIEFING ON WORKING WITH VOLUNTEERS IN COMMUNITY PROJECTS.

At the discretion of the Admissions Committee and depending on the availability of privately financed fellowships, one or two young women from the United States may be enrolled as training fellows. They should be bilingual college graduates, preferably with work experience, who are exploring avenues to a career in international relations or social service. In addition to participating in the program, they serve as tutorial aides and facilitate the adjustment of Institute participants.

## Program

The Institute calendar is divided into 16 weekly units with each focusing on a specific aspect of the individual in relation to the family, the community, the voluntary organization, democratic government, and the national, regional and world community.

Each topic is first presented in lecture-discussions conducted by Boston University faculty and experts from other universities, government and civic organizations. Seminars and workshops emphasize the study of relevant theory and the practice and evaluation of leadership roles and training and development techniques. Special emphasis is also placed on analysis of the community needs in the participants' home countries and on organizational methods and structures which lead to effective democratic action. A continuing focus on human relations provides a new setting for much of the participants' learning. Awareness and skill in group dynamics at work are developed through special training sessions and through the organization and operation of a house council which governs the participants' residence while attending the Institute.

MRS. LYNDON JOHNSON LOOKS ON AS MRS. JOHN BRISCOE, PRESIDENT OF THE OVERSEAS EDUCATION FUND, PRESENTS GRADUATION CERTIFICATE TO ANA GERTRUDIS RODRIGUEZ OF PANAMA, DURING COMMENCEMENT EXERCISES AT THE WHITE HOUSE, APRIL, 1967.

Field work is an integral part of this educational experience. Through the cooperation of governmental and civic agencies in metropolitan Boston, the participants receive supervised on-the-job training. The participants spend one day each week at assigned agencies becoming directly involved in programs constructed to meet special community needs and thereby providing more than mere observation. In addition, participation in the Massachusetts Leagues of Women Voters provides insight into the philosophy and operation of this voluntary citizens' association.

A field trip to New York City includes visits to the United Nations and briefings by U.N. personnel as well as a view of the activities of international and labor organizations headquartered there. The final Institute week is held in Washington, D.C., to provide first-hand observation of national and international government agencies at work, particularly on regional programs for Latin America.

## Expenses

Program expenses for the Latin American participants are underwritten by the Overseas Education Fund through a grant from the Agency for International Development. These expenses include international transportation, tuition, room and board, field travel, and a small per diem allowance to meet personal needs.

Since the Institute's founding in 1963, A.I.D. has provided major support in recognition of its contribution to international civic education. Private support has been contributed by the Rockefeller Foundation and other donors.

## Overseas Education Fund

The Overseas Education Fund was established in 1947 by the League of Women Voters "to impart to men and women everywhere a knowledge of the principles and operations of self-government." Incorporated under its present name in 1961, the Fund concentrates its services in Central and South America.

In addition to its Leadership Institute and field staff, who serve as consultants to Latin American organizations seeking to develop in-country programs of citizen education, the Fund conducts training programs at its Washington headquarters and makes available publications, manuals and other training aids. These services and programs are available to women leaders of all countries.

For more information write:

Mrs. John Briscoe, President
Overseas Education Fund of the
League of Women Voters
1200 17th St., N.W.
Washington, D.C. 20036

## Boston University

Boston University, one of the nation's largest private institutions of higher education, provides the Institute participants with a blend of international and urban settings.

More than 450 international students are enrolled in the University's 16 Schools and Colleges, and many participate in the varied programs of such organizations as the International Student Center.

Here, too, are available specialists trained to teach English to foreign students, to impart the techniques and dynamics of human relations, and to explore theory and practice in the development of citizen participation and leadership in a democracy.

Located in the heart of a major metropolitan area, Boston University is committed to leadership and involvement in the community. In 1965, the University reaffirmed this commitment when it consolidated its community service, research and continuing education activities into Metrocenter. Because the Institute program has been developed through the Office of Conference Development of Metrocenter, it has access to not only the total resources of the University but also to those of the community.

# Participation in a Developing Society

**THE LEADERSHIP INSTITUTE**
**OF THE OVERSEAS EDUCATION FUND**
**OF THE LEAGUE OF WOMEN VOTERS**
**IN COOPERATION WITH**
**METROCENTER**
**BOSTON UNIVERSITY**
**SEPTEMBER-DECEMBER, 1967**

# Overseas Education Fund

OF THE

LEAGUE OF WOMEN VOTERS

# Annual Report

1966-67

## BOARD OF DIRECTORS 1967

Mrs. John D. Briscoe, Lakeville, Conn.
*President*
Mrs. George A. Little, Old Greenwich, Conn.
*First Vice President*
Mrs. John H. Kreinheder, Wellesley, Mass.
*Second Vice President*
Mrs. Walt W. Rostow, Washington, D.C.
*Third Vice President*
Mrs. S. Rains Wallace, Pittsburgh, Pa.
*Secretary*
Mrs. Donald F. Bishop, Philadelphia, Pa.
*Treasurer*
Mr. Albert Arent, Washington, D.C.
Mrs. Maxwell Baron, Baltimore, Md.
Mrs. Clara M. Beyer, Washington, D.C.
Miss Muriel Ferris, McLean, Va.
Mr. E. Kennedy Langstaff, Stamford, Conn.
Mrs. John Glessner Lee, Farmington, Conn.
Mrs. W. Foster Montgomery, Washington, D.C.
Dr. Arturo Morales-Carrion, Washington, D.C.
Mrs. Richard J. Newman, West Orange, N.J.
Mrs. Robert M. Paige, Washington, D.C.
Mr. Vernon O'Rourke, New York, N.Y.
Mrs. Haskell Rosenblum, Washington, D.C.
Mrs. Thomas E. Singer, Dedham, Mass.
Miss Barbara Stuhler, St. Paul, Minn.
Mrs. Alexander Treuhaft, Cleveland, Ohio
Mr. Richard W. Van Wagenen, Washington, D.C.

## TRUSTEES 1967

Mrs. Bruce B. Benson, Amherst, Mass.
Dr. Donald C. Blaisdell, New York, N.Y.
Mrs. Werner Blanchard, Dayton, O.
Mrs. Edward M. Boyne, New London, N.H.
Mrs. David Bradley, Durham, N.C.
Mrs. John D. Briscoe, Lakeville, Conn.
Mrs. Emil Chanlett, Chapel Hill, N.C.
Mrs. Donald E. Clusen, Green Bay, Wisc.
Mrs. William M. Christopherson, Louisville, Ky.
Mrs. Harold D. Dyke, Syracuse, N.Y.
Mrs. Hans-Arnold Fraenkel, Hartsdale, N.Y.
Mrs. John Gillin, Pittsburgh, Pa.
Mrs. Maurice S. Goodman, Washington, D.C.
Miss Florence Harrison, Hancock Point, Me.
Mr. Field Haviland, Jr., Washington, D.C.
Mrs. William C. Johnstone, Washington, D.C.
Mrs. John D. Kenderdine, Holtwood, Pa.
Mrs. Daniel E. Koshland, Burlingame, Calif.
Mrs. Fleming Law, Atlanta, Ga.
Mrs. Marc A. Law, Northbrook, Ill.
Mrs. John Glessner Lee, Farmington, Conn.
Mrs. Robert F. Leonard, Chapel Hill, N.C.
Mrs. Rensis Likert, Ann Arbor, Mich.
Mrs. Allan C. G. Mitchell, Bloomington, Ind.
Mrs. K. E. Montgomery, Eugene, Ore.
Mrs. William S. Morgan, Norman, Okla.
Mrs. Robert J. Phillips, St. Charles, Ill.
Mrs. Durward V. Sandifer, Silver Spring, Md.
Mrs. Tyler Shinn, Fairfield, Conn.
Mrs. Earle V. Simrell, Washington, D.C.
Mrs. Thomas Snelham, Birmingham, Mich.
Mrs. DeWitt Stetten, New York, N.Y.
Miss Anna Lord Strauss, New York, N.Y.
Mrs. Robert J. Stuart, Spokane, Wash.
Mrs. John F. Toomey, Narragansett, R.I.
Mrs. Alexander M. White, Jr., New York, N.Y.
Miss Barbara M. White, Washington, D.C.
Mrs. William H. Wood, Bladensburg, Md.
Mrs. Robert Zurbach, Pasadena, Calif.

# The sum of the Parts

IN ESSENCE, the Overseas Education Fund has created a partnership between the resources of education, government, and the private sector of our society. As the agent for this partnership, the Fund seeks to encourage and to service civic programs and activities which will benefit Latin American citizens and to provide intensive training for the leaders and potential leaders who can make civic progress a reality.

Each year, our plans must be carefully laid to make new beginnings (and wait patiently for their fruition into full-fledged programs), lend reinforcement in personnel and counsel where it is most needed, and withdraw from those areas where active support can be blended into occasional guidance. All phases of these activities took place in our work this year.

Like most service organizations, the Fund faces a constant pressure in meeting its basic operational costs and in finding the financial and human resources to meet its goals. With no actual membership constituency, we rely upon those organizations and individuals who support us by giving of their time, their interest, their counsel, or their own financial resources.

I am both pleased and proud to report that we have found the partners to join us in our chosen task. Not only have our programs become increasingly effective, but we have successfully completed the year just run in healthy financial condition after several years of strained resources.

But we know that we do not follow a static course. An opportunity successfully realized inevitably leads to expanded opportunities for assistance, for reinforcement, training, or guidance. A program successfully concluded for one country has extended our experience and capability to serve other countries.

The year just ended has had many highlights. Next year there will be different and equally worthwhile ones. But to chart our course, and to run it well, we will continue to need old friends and new as active partners in the task.

Sincerely,

Martha Briscoe

Mrs. John Briscoe, President

# *Annual Report*

## BUILDING AN EFFECTIVE CITIZENRY

IN AREAS of the world where as few as three per cent of the population have a share in planning for their own future through participation in the processes of government, there can be little hope for long range political stability and social and economic progress without major change. Whether change will be peaceful and evolutionary or violent and revolutionary may well depend on the quality and satisfaction of citizen participation.

For twenty years, the Overseas Education Fund of the League of Women Voters has had as its mission the sharing of concepts and techniques of self-help and self-government with citizens in other countries who are seeking to make progress. While the Fund's headquarters services are available to women leaders from all parts of the world, its field activities and intensive training programs have been primarily devoted since 1961 to the women of Latin America.

Our sister nations to the south — brought closer to us every day by rapid improvements in communication and transportation — still lack a necessary dimension for achieving forward progress. Poverty, ignorance, and disease — these problems must be faced and fought with strategies of self-help. And self-help involves self-government and orderly methods of change.

Unlike its parent organization, the League of Women Voters, the Fund does not identify itself with specific governmental issues. Its programs are devoted to helping citizens prepare themselves for participation in resolving social and economic problems as they see fit. Primarily, this means imparting the methods by which groups of citizens learn to analyze the needs of their communities and countries and organize themselves to plan a solution and work toward it.

The learning process must begin with an awakening of the individual's interest in his own potential and his self-confidence in his ability to play an effective part in the governmental process or the voluntary organization. Important — indeed, critical — by-products of the process will be a growing concern for the needs of *all* individuals and increased understanding of the importance of effective human relations. And the visible end result will be stable, orderly progress in the social, economic, and political structures and activities which are the foundations of any society.

## THE WORK OF THE FUND IN 1966-67

A HIGHLIGHT of the year just passed was the culmination of intensive efforts in two South American countries — Argentina and Bolivia. National leadership training conferences in both countries — co-sponsored by OEF and local organizations — were an unprecedented success. The Argentine workshop was the first of its kind in the country; the Bolivian workshop was a second annual effort and yielded impressive progress in program planning, local financing, and participation across a broad range of socio-economic groups.

The Argentine workshop focused on the voluntary organization as a laboratory of democracy and the development of projects and programs with and by the community. It was attended by delegations from six cities and 75 observers. The Bolivian conference — with 28 delegates and 75 observers from throughout the country — studied Women's Responsibility for National Development, covering such issues as basic education, nutrition, child protection, and environmental health.

The actual ten day training periods, valuable as they are in their approach to social and economic problems and in focusing national public attention on the tasks of development, are only the tip of the iceberg that shows. Months of planning and preparation under OEF counsel strengthened the sponsoring organizations and insured effective team work and committee effort. For both planners and participants, the national conference is an education-by-doing activity. And it results in on-going projects and programs and in new goals for the organizations involved.

Elsewhere in Latin America, our Central American program, now in its fourth year, continues strong under the supervision of our Field Director, Dra. Graciela Quan, former chairman of the Inter-American Commission of Women. There are women's civic organizations active in almost every country and a quickening interest among the professions of social work and education in furthering an interest and competence in the democratic process.

Perhaps one of the most vivid illustrations of OEF's education-and-service mission is the national civic projects program with leader teams in the Central American countries. The idea was developed at OEF's fourth regional Conference on civic leadership training, held in April in Costa Rica. There, sixteen Central American graduates who had just completed their training at OEF's Leadership Institute, joined with community leaders from their home countries in selecting projects for year long team action. They will reach public schools, adult education and literacy programs, radio schools, volunteer organizations, and labor unions.

For the Leadership Institute, OEF's own unique contribution to the embryonic discipline of international civic education, this has been a year of intensive reevaluation. After enjoying for two productive years the excellent academic facilities and hospitality of Pembroke College in Brown University (and two earlier years at Wellesley College), the Institute has been moved to Metrocenter of Boston University beginning in September, 1967, primarily to take advantage of the opportunity to participate in urban community programs. The Institute has been shortened from eight months to four months, but careful planning has retained most of the values of the longer program and added new ones. For the 25 candidates who are enrolled in the Fall session — outstanding young women from Peru, Ecuador, Bolivia, Argentina, and Chile — the Institute will provide intensive training in community analysis and action techniques.

The year just ended saw a successful continuation of several of our traditional activities. Our annual Multi-National Seminar was held at our Washington headquarters in the Fall — a two week program for fifteen distinguished women leaders from seven Latin American countries. Our Other Areas program, which provides visitors from other nations with an introduction to the civic aspects of U.S. life at their request or the request of government or private agencies, last year conducted 41 tours or briefings for visitors from 27 countries throughout the world.

And there have been stimulating innovations. A short course especially designed for the wives of Latin American diplomats in Washington on organization leadership, public relations, and fund raising was exceptionally well received. And one of the year's highlights — the culmination of long negotiations with the Soviet Women's Committee —was a visiting delegation of four prominent and charming Russian women leaders who were our guests for the month of June. With Mrs. George A. Little, our First Vice President, as official escort, the delegation visited New York, Indianapolis, Denver, and Washington, where Leagues of Women Voters gave them a generous and friendly exposure to many aspects of social and civic life in our country.

## PEOPLE AND ORGANIZATIONS WHO INVEST IN THE OVERSEAS EDUCATION FUND

■ Corporations and Corporate Foundations

American & Foreign Power Company, Inc.
Atlas, Schwarz, Gurwitz & Bland
Bentsen Development Company
Crown Zellerbach Foundation
El Padre, Inc.
Esso Education Foundation
Esso S.A. Pet. Argentina
First National City Bank in Argentina
Fundacion Creole
The Gillette Company
IBM World Trade Corporation
Mobil Oil Corporation
Ralston Purina Company
Sears-Roebuck Foundation
Singer Company Foundation
Sperry & Hutchinson Foundation, Inc.
Standard Oil Company of New Jersey
Stone and Youngberg
Levi Strauss Foundation
The Tennant Foundation
United Fruit Company Foundation

■ Foundations

Elsmere Foundation
Institute for International Order
The Ivy Fund
The Dean Langmuir Foundation
Ezra Levin Charitable Trust
Madeleine M. Low Fund
Rockefeller Brothers Fund
Rockefeller Foundation
Sidney H. Rabinowitz Family Foundation
The Scherman Foundation, Inc.
The Stetten Foundation
Blanche & Frank Wolf Foundation
The Rose Hirsh Wolf Fund

■ Individual and Memorial Gifts

185 gifts received — $58,286

■ Program Grants

Agency for International Development
Department of State Bureau of Educational and Cultural Affairs

**Contributions to the Overseas Education Fund of the League of Women Voters are Deductible for Income Tax Purposes**

Mrs. Lyndon Johnson attends the White House ceremony for graduates of OEF Leadership Institute IV in April. Mrs. John Briscoe, OEF President, awards the Institute Certificate to Ana Gertrudis Rodriguez of Panama.

OEF's Multi-National Seminar for Latin American women leaders takes place at Washington headquarters each Fall under a grant from the Department of State.

Four Russian women leaders, guests of OEF on an exchange program with the Soviet Women's Committee, visit the Reclamation Engineering and Research Center at Denver during their tour of the United States.

One of the 26 women governors appointed by President Balaguer of the Dominican Republic visits citizens in her province; an OEF volunteer leader visited the country in April, and a series of conferences on civic leadership training will be part of OEF's activities in 1967-68.

Overseas Education Fund
of the League of Women Voters

OEF NEWS

December 1967

## RUSSIAN EXCHANGE CONCLUDED

Though its field activities are concentrated in Latin America, OEF maintains contact with many other countries through its headquarters briefing programs and an occasional exchange program. One of the most unusual exchanges in recent memory was completed this Fall between OEF and the Soviet Women's Committee. It was made possible by a grant from the Institute for International Order.

In negotiation since 1963, the U.S. tour of four prominent Russian women leaders finally occurred in June of this year. Their visit to New York, Indianapolis, Denver, and Washington, where their activities were programmed and hosted by Leagues of Women Voters, was vividly reported by Mrs. George Little, OEF's First Vice President and their official escort. A copy of Mrs. Little's account of their travels is available to anyone who wishes to request it.

In September, four U.S. women, members of the League of Women Voters chosen for their records of leadership and service, paid a return visit as guests of the Soviet Women's Committee. They were Miss Barbara Stuhler, St. Paul, Minnesota, Associate Director of the World Affairs Center of the University of Minnesota and former Foreign Policy Chairman on the national Board of Directors of the League; Mrs. John Campbell, Indianapolis, Indiana, Chairman of the League's Education Fund; Dr. Doris Curtis, New Orleans, La., a geologist with Shell Oil Co. and former president of the Norman, Okla. League; and Mrs. Eugene Smith, Idaho Falls, Idaho, past president of the Idaho State League.

Miss Stuhler, Chairman of the Delegation, reported that the most vigorous debate between themselves and their hosts occurred not about Vietnam (where they simply regard our position as indefensible) but about the U.S. economic system. "We heard cliches from people who should have known better," she said.

But for the most part, their visit was marked by overwhelming hospitality. Miss Stuhler described the Russians as a loving people with a marvelous sense of humor. The U.S. delegation came away with a profound respect for their desire for a peace and for their concern with making their cities beautiful. While the country's intellectual progress has been uneven, its economic progress is real and considerable.

Miss Stuhler enjoyed one brief exchange with her interpreter. "I don't know whether you are workers or capitalists," said the puzzled young lady. To which Miss Stuhler replied, "We're both."

---

## IN BOLIVIA, A CIVIC ORGANIZATION WINS PRAISE

Last June, OEF assisted the National Confederation of Women's Institutions (known as CONIF) in giving its second national development conference. Of major significance was the breadth of representation among the participants and observers. Women from the mines and urban workers' areas for the first time joined together to learn how citizens can work together on issues such as basic education, nutrition, health, and child welfare.

At the conclusion of the Workshop, the women of the mining district (where life is very hard and the average miner earns only the equivalent of forty American dollars a month) desired that a branch of CONIF be established in their area. As a result of this initial contact, CONIF sponsored a Civic Education Course for women from the mines during "Women's Week" in July. The course was given by the Alliance for Citizens Orientation under the auspices of CONIF.

An extensive editorial appearing in Ultima Hora, a La Paz newspaper, praised the work being carried on by CONIF. The editorial concluded that "women sooner than men" have discovered "with astonishing clarity" that the salvation of Bolivia depends on the Bolivians themselves.

---

## INSTITUTE V NEARS CONCLUSION

The largest (25 participants), shortest (four months) and most intensive Leadership Institute will complete its academic program in its new setting at Boston University this month and travel to Washington for a final week of field visits and graduation ceremonies.

The new Institute format - developed by OEF's Institute Committee together with Boston University personnel from Metrocenter, the Adult Education Department, and the Human Relations Center - has proved to be extremely effective. And the shorter length together with the eased requirements for facility in English (helpful but not necessary) has broadened the range of eligible candidates and brought increased representation from rural areas and a broader range of economic groups.

Conducting the Institute in Spanish has posed challenges but no insurmountable obstacles. Simultaneous translation equipment facilitated the visits of English speaking guests and lecturers. And Spanish speaking supervisors were located in all of the field work placements.

Field work has provided many rewarding experiences. Two participants, for example, are working with the 40 Spanish speaking families at the Columbia Point Housing Project. The Latin women in the project are now enrolling in English classes in the Boston School Department's adult education programs and in homemaking courses to learn child care, budgeting, and shopping techniques. With the encouragement of OEF's field workers, the Latin residents have also nominated, campaigned for and elected a bilingual candidate to the Community Development Council.

Also included in the busy Institute schedule are weekly lectures, discussions and analysis of "back home" problems, workshops on organization techniques, and observation visits to many community organizations and government agencies, plus a trip to New York for a briefing and tour of the United Nations. Leagues of Women Voters in the Boston area have provided not only home hospitality but the opportunity to see the League in action.

When the 25 young women return to their home communities at the end of December - in Peru, Ecuador, Bolivia, Argentina, and Chile - they will almost immediately join with local leaders on teams to undertake national civic education projects as a fulfillment of their "intern year" for OEF.

---

## DEVELOPMENT SEMINAR HELD IN WASHINGTON

In October, OEF conducted its seventh multinational seminar on civic development for women leaders from Latin American countries. Fourteen distinguished citizens from ten Latin American countries arrived for a two week seminar in Washington on "The Role of the Citizen in the Process of Development." The seminar was followed by a month's tour of U.S. cities to observe community programs in action.

The participants - with backgrounds in social welfare, education, community development, and law - were chosen by U.S. embassies in the Dominican Republic, Ecuador, Mexico, Peru, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, and Panama to receive Leader Grants from the U.S. Department of State to attend the seminar.

Guest speakers presented techniques which can make organizations more effective and able to mobilize positive forces in a changing society. Among the featured speakers were Dr. Morales Carrion, Special Adviser to the Secretary General of the Organization of the American States; Dr. Jose Epstein of the Inter-American Development Bank; Sterling Tucker, Executive Director of the Washington Urban League; Mrs. William H. Wood, member of the National Board of the League of Women Voters; and Mrs. Merwin Phelps, President of the Prince George's County League. Dr. Caroline Ware, OEF Consultant, was program moderator; Mrs. Melvin Bergheim was the seminar director.

---

## A GRACIOUS NEW CENTER FOR INTER-AMERICAN ACTIVITIES

At 680 Park Avenue in New York City, there now exists a handsome new center, lauded by Vice President Humphrey at its Fall opening as "a showcase for the cultural achievements of Latin America, the Caribbean and Canada - a forum for the interchange of ideas and information."

The six-story mansion is the home of the Center for Inter-American Relations. In addition to its reception areas and meeting rooms, it serves as headquarters for the Council for Latin America, an organization composed of more than 200 business firms with interests in Latin America. David Rockefeller serves as Chairman of the Board for both the Council and the Center.

The purpose of the Center is to aid in bringing about more effective communication among those concerned with political, economic, and social development in this hemisphere. Its program will feature art and music, as well as seminars and lectures by world figures.

OEF has already enjoyed the Center's hospitality. It provided a gracious setting for the luncheon-evaluation session for the participants at our multinational seminar on civic development at the conclusion of their nationwide tour. And it was the scene of a small reception on November 27, which was to be hostessed by Miss Anna Lord Strauss. (Mrs. Little, our First Vice President was an able substitute when Miss Strauss made a sudden departure for a Vietnam tour at President Johnson's request.)

Honored guests at the reception were the 25 participants from the Leadership Institute at Boston University, who were in the city visiting the United Nations. The Center is itself indeed "a showcase," but it is its spirit of hospitality and cultural reciprocity which is its greatest contribution.

---

## OEF'S ANNUAL GIVING PROGRAM IS UNDERWAY

Each Fall, OEF starts anew in building the financial resources for its plans and programs for the coming year. Approximately $100,000 in unrestricted support must be raised to make the work of the organization possible.

This support - which comes from our many friends, interested foundations, and enlightened business corporations - underwrites our basic planning and operating costs as well as many of our field activities. And it enables us to unify the projects which are supported by specific foundation grants and government contracts into programs with sequence and cumulative impact.

In the last five years, more than $1,000,000 has been channeled through the Overseas Education Fund into programs of information and assistance for citizens in other countries who are seeking to strengthen their democratic processes and institutions.

As a cumulative sum, this is impressive - just as the cumulative results grow increasingly impressive. But the underlying core of private support which has made it all possible has been the sum of many contributing individuals and organizations who have given us their consistent help and encouragement. We welcome - and need - all who share our goals as partners in the task.

---

## PERSPECTIVES WORTH NOTING

From "The Peace Corps: A Revolutionary Force" by Frank Mankiewicz, Regional Director of Latin American Programs for the Peace Corps

"This is the mission of community development - a mission which consists of nothing more than a political turnabout in the country to which we are assigned. We are talking about situations in which 3 per cent of the people function effectively in a country and 97% do not. If that situation is to change to one in which the great bulk of outsiders become insiders, the non-participants become participants, and the oppressed and forgotten become a functioning part of the country, then that is nothing less than a revolution; and it is one that will be accomplished by political means."

"We talk about development - but the pure economic and physical development of the countries will be conducted eventually by the countries themselves, with United States assistance or without it. But the political and social development of the country can only come through the infusion of a kind of revolutionary spirit such as the Peace Corps represents and which more and more Latin American governments now welcome."

"If the aims of community development, as the Peace Corps sees it in Latin America, can be summed up in one sentence, it is that success is in sight, not when the economic statistics have reached a certain level, not when a certain number of miles of roads or cinderblock houses have been built, but when the forgotten and ignored have been invited to 'join the parade'."

---

From "A Perspective on International Development" by John F. Hilliard, A Ford Foundation Reprint

"One of the many extraordinary things about development is the difficulty of understanding what causes it; how it can be accelerated; what is an acceptable or desirable rate of change; what is the relationship between physical and social technology; and, in a larger sense, how political and economic systems of different sizes, shapes, and speeds can be geared to each other so that the machinery of world development can turn.

"Equally mysterious is why so far such little effort has been devoted to finding answers to these obviously crucial questions.

"For the first thirteen years of U.S. aid to underdeveloped countries, the aid agency had no organized program of research in the phenomena of development. In 1963 it established such a program, with 6 million dollars in funds, or about .003 percent of the AID annual expenditure. Although this original amount has risen it still bears no adequate relationship to the size of the expenditures for development. The international agencies and the private foundations have also given a low priority to research in the process of dynamics of development.

"It is an encouraging fact that the neglect of the past is gradually being relieved by a larger, broader, and more imaginative research program, both public and private; competence in this field is growing, in the underdeveloped as well as in the developed countries."

---

Leg.

# Newsletter

League of Women Voters EDUCATION FUND

[redacted]

Vol. 3 - No. 1 July 1967

## NEW PUBLICATION IN DEMAND

Voting is People Power came off the press in April, and over 5,000 copies have already been sold. Purchasers have been Leagues of Women Voters, community action councils, VISTA volunteers, civil rights organizations, upward-bound groups, state Departments of Community Affairs, legal aid societies, political parties, trade unions, and commissions on human rights, as well as individuals. Voting is People Power is a manual for planning and conducting registration and voting drives in inner-city areas. It is based on three years of practical experience gained from conducting such drives in nine metropolitan areas in eight different states. Funds from The Sears-Roebuck Foundation underwrote the project, and a grant from The Field Foundation made possible the printing of the manual. Voting is People Power is available for a prepaid handling charge of 25¢ a copy from the League of Women Voters Education Fund.

## INNER-CITY CENTERS BUILD KNOW-HOW

A grant from The Ford Foundation has made it possible this spring for the Education Fund to open citizenship education centers in inner-city areas in Baltimore, Boston, and Philadelphia. Steering committees with equal representation from local Leagues and inner-city neighborhood organizations are directing these projects. The first weeks were absorbed in finding offices, setting up committees, employing staff, gathering information about the neighborhood and its people, making the project known, and deciding on program.

The Philadelphia project is located in a store-front in South Philadelphia, on a street that the city proposes to replace with a crosstown expressway, displacing 7,500 people of limited means. Major effort is being given to helping the people of the area learn facts about the proposed route and its effects, and what they can do to achieve the results they wish. Voters Guides were distributed in the neighborhood at the time of the primary election.

In Baltimore, the East Baltimore Citizens Center is located in a prominent spot in the pilot area. A kick-off meeting, attended by representatives of area organizations to pin-point key issues of the neighborhood, has been held. Voting machines have been demonstrated, voter information presented to groups and individuals, and 5,000 flyers on the Con Con election distributed.

The Boston project, located in the Jamaica Plain section of the city, has selected The Jamaica Plain Community Leadership Center as its name. Leadership training is being arranged for neighborhood action-oriented organizations at their request. One community workshop has already been held, assisted by the Human Relations Center of Boston University. Help will be provided in the election of council members on the Community Action (APAC) Boards.

## MORE DISCUSSION ON CHINA ENCOURAGED

Conferences entitled "Let's Look at China" were held in both Oklahoma City and Pittsburgh this June. Invited were two representatives from local and state Leagues in the general area surrounding those cities. Eighty-eight League leaders attended the Oklahoma City Conference from five state Leagues and 44 local Leagues. At Pittsburgh, four state Leagues and 34 local Leagues were represented by 73 leaders.

Purpose of the conferences was to help League leaders develop techniques for promoting greater community discussion of United States-China relations. Two speakers on substantive aspects were featured, and then participants discussed possible techniques in relation to the new insights and their own background knowledge.

At both conferences, the speakers were Dr. James C. Thomson, Jr., of the East Asian Research Center of Harvard University, and Dr. John G. Stoessinger, Director of the Public Affairs Division of the United Nations and Executive Officer of the Ph.D. program in political science at The City University of New York. An outstanding "techniques" session was conducted by Mrs. Werner J. Blanchard, who demonstrated vividly how to use slides and how to gear a talk to the group being addressed. In the not too distant future, Mrs. Blanchard's pictures will be made available, as a slide set with script, for use at community meetings. The conferences were funded by a grant from the Institute for International Order.

## NEW HANDBOOK AND NEW PROJECTS FOCUS ON ENVIRONMENT

A continuing grant from the Federal Water Pollution Control Administration has enabled the Education Fund to launch three new Land and Water Use Projects. Areas selected for 1967-68 are: 1) the lower Columbia River and coastal areas of Oregon and Washington; 2) the South and North Platte Rivers in Colorado and Wyoming; 3) the Lower Missouri River Basin, involving Nebraska, Missouri, Kansas, Iowa, and South Dakota. Community leadership training seminars will be held in November 1967 at Portland, Denver, and Omaha.

These projects, aimed primarily at civic groups other than the League of Women Voters, bring together selected representatives of business, industry, labor, sportsmen, teachers, women's clubs, conservationists, governmental agencies, and elected officials for a three-day training seminar on river basin facts and needs, with emphasis on techniques for effective citizen action. The second phase of each project is the follow-up work that these leaders carry on within their states and communities to expand public understanding and to encourage their own organizations and others to participate actively in the political decisions which are shaping our environment.

To assist the regional committees which plan these projects, the Education Fund has just completed a handbook, LAND AND WATER FOR TOMORROW, based on its experience in conducting pilot projects in six major river basins. This manual offers specifics on planning, budgeting, recruitment, and program, with samples included, to guide the League and other groups who may wish to initiate similar projects. Its use is not necessarily limited to the subject of land and water resources. Available in limited quantities free from the Education Fund office.

# # # # #

## SELECTED PUBLICATIONS

**VOTING IS PEOPLE POWER,** a manual telling how to conduct successful inner-city registration and voting campaigns and describing techniques for motivating inner-city citizens. Based on nine inner-city projects.

*Financed by The Field and Sears-Roebuck Foundations*

**THE BIG WATER FIGHT,** a book describing citizen action on water problems, based on actual case histories of League of Women Voters work at local, state, regional, and federal levels, often in cooperation with other civic groups. Stephen Greene Press, October 1966; second printing March 1967.

*Research and writing supported by a grant from Resources for the Future, Inc.*

**LAND AND WATER FOR TOMORROW,** a handbook based on experience with Land and Water Use Projects in six regions, is designed to help civic and other groups to carry out similar leadership training projects.

*Supported by a Demonstration Grant from the Federal Water Pollution Control Administration, Department of the Interior*

**CHALLENGE ON THE HUDSON,** a summary of the sessions of the 1966 Hudson-Mohawk River Basin Seminar on Land and Water Use.

*Financed by the American Conservation Association, Inc.*

**GETTING SOMETHING DONE:** Techniques for political effectiveness and conference techniques. Prepared by the League of Women Voters of New York State, based on results of four conferences.

*Financed by The Sears-Roebuck Foundation*

---

**MASSACHUSETTS VOTERS HANDBOOK**
Prepared by the LWV of Massachusetts

**MISSOURI VOTERS HANDBOOK**
Prepared by the LWV of Missouri

**REGISTER AND VOTE IN CALIFORNIA**
Prepared by the LWV of California

**STATE CONSTITUTION REVISION**
Prepared by the LWV of Texas

**STUDY OF OKLAHOMA CONSTITUTION**
Prepared by the LWV of Oklahoma

**YOU AND YOUR CITY**
Prepared by the LWV of Philadelphia

*A publications and price list is available*

## BOARD OF TRUSTEES


Mrs. John A. Campbell, Chairman
Indianapolis, Indiana

Mrs. Arthur Yabroff, Secretary
Arlington, Virginia

Mrs. Donald F. Bishop, Treasurer
Philadelphia, Pennsylvania

Mrs. William M. Christopherson
Louisville, Kentucky

Mrs. Alf Gundersen
LaCrosse, Wisconsin

Mrs. Philip Hammer
Washington, D. C.

Mrs. Fleming Law
Atlanta, Georgia

Mrs. Robert J. Phillips
St. Charles, Illinois

Mrs. Vernon C. Stoneman
Belmont, Massachusetts

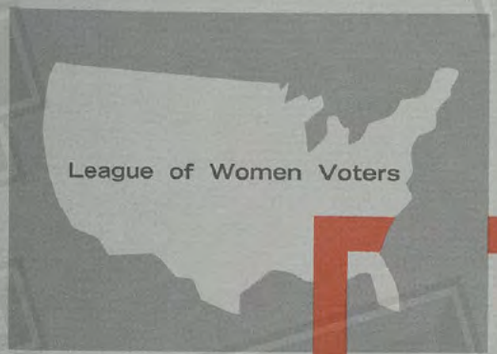
Mrs. Robert J. Stuart
Spokane, Washington

Mrs. John F. Toomey
Narragansett, Rhode Island

Mrs. Arthur E. Whittemore
Hingham, Massachusetts

Mrs. Frank J. Williams
Indianapolis, Indiana

Miss Christine Urban, Executive Director


# Education Fund

[redacted]

## What Is The Education Fund?

Established in 1957 by the League of Women Voters of the United States, the Fund is a non-profit organization dedicated to strengthening citizens' knowledge of the principles of representative government in the United States. It is governed by a 13-member Board.

## What Does The Education Fund Do?

Through training conferences and pilot projects, the Fund experiments with and demonstrates techniques to stimulate effective citizen participation in governmental decisions. Basically, Education Fund projects help to show people how to implement plans through orderly citizen action and get things done. The Fund also publishes studies of government, case histories, manuals, and background papers on selected issues. The Fund does not support candidates, specific legislation, or any political party.

## What Are The Fund's Continuing Interests?

Two major objectives are:

to stimulate citizen participation in core cities

to enhance the quality of the environment throughout the United States

## Does The Education Fund Have A Membership?

It has no membership but may and does call on state and local leaders of the League of Women Voters and other organizations for assistance in initiating experimental projects.

## How Is The Education Fund Financed?

The Fund is financed by grants, gifts, and bequests from foundations, corporations, and individuals. All such gifts are tax-deductible.

# MAJOR EDUCATION FUND PROJECTS

### LAND AND WATER USE PILOT PROJECTS

Such projects have been carried out in six different regions, and nine more are planned from 1967 to 1970. In each region, a three-day Seminar gives carefully selected community leaders the background which will enable them to help their organizations and other citizen groups to take an effective part in land and water decisions in their own communities and states.

*Supported by a Demonstration Grant from the Federal Water Pollution Control Administration, Department of the Interior*

### INNER-CITY CITIZENSHIP EDUCATION

Baltimore, Boston, and Philadelphia have been chosen for pilot projects in citizen education. The goal is to bring inner-city people more directly into participation in our democratic governmental processes.

*Financed by The Ford Foundation*

### REGISTRATION AND VOTING PROJECT

In succeeding national and local election years, nine community-wide drives with inner-city target areas were conducted, following two Washington, D. C., training conferences. Devising and testing new techniques, a wide cross-section of volunteer organizations reached, motivated, and helped to register thousands of isolated and usually inarticulate citizens in the inner city.

*Financed by The Sears-Roebuck Foundation*

### PRE-SESSION LEGISLATIVE CONFERENCES

A pre-session, three-day conference brought together Florida legislators, Florida State University faculty, and out-of-state experts. Together they projected the problems (and possible solutions) Florida will face in the future — in education, health and welfare, taxes and fiscal policy, roads. First of a series to be held in different states.

*Financed by The Sears-Roebuck Foundation*

### CHINA CONFERENCES

In Oklahoma City and Pittsburgh, civic leaders met to evaluate the coverage of their news media and information sources and to formulate plans for wide dissemination of all points of view on U. S.-China relations.

*Financed by the Institute for International Order*

### Some Locally-Initiated Projects With Local Funding

COUNTY AT THE CROSSROADS: A Conference on Modernizing King County Government, Seattle, Washington

CHINA CONFERENCE, Louisville, Kentucky

PUBLIC RELATIONS SEMINAR, Philadelphia, Pennsylvania

URBAN-SUBURBAN COOPERATION CONFERENCE, Newark, New Jersey

LWVT

Overseas Education Fund
of the League of Women Voters

[redacted]

# OEF NEWS

July, 1967

*The Sovereign Nations of the Pan American Union*

## LEADERSHIP INSTITUTE CONCLUDES WITH WASHINGTON CEREMONIES

Highlight of the April 20 Commencement exercises at the White House for the 18 graduates of Leadership Institute IV - 16 of whom were from Central America - was the presence of Mrs. Lyndon Johnson, who gave a tea after the ceremony and visited with the young women to learn of their interests and future plans.

Commencement speaker was Dr. Jose A. Mora, Secretary General of the Organization of the American States, who cited the Leadership Institute for developing "a fine nucleus of selected young Latin American women, who have been trained to work professionally -- and as volunteers -- with organizations which develop an awareness of civic rights and responsibilities among members of the community."

To the graduates, Dr. Mora said, "Approximately half the population of the area as a whole is less than 25 years old. Couple this age structure...with one of the world's fastest rates of population growth, and the importance of training these multitudes for life -- as opposed to mere existence -- in an ever-more-complex world is such as scarcely to permit of overemphasis."

"The heroes of our American past," he concluded, "are the statesmen and warriors of the revolutions which won us our freedom from European domination. I trust that I may see in you some of the heroines of a new revolution which will complete our struggle for independence, winning us freedom from hunger, disease, and ignorance, so that ours may be a truly 'new' world."

---

## CENTRAL AMERICAN WORKSHOP IV ADDS INNOVATION TO CIVIC LEADERSHIP TRAINING

Now an annual activity, the Central American regional conferences have involved more than 200 women leaders in developing techniques for citizen participation. This year's Workshop, held in San Jose, Costa Rica April 19-30 following the Leadership Institute graduation, featured a number of firsts for OEF.

It was the first occasion on which an OEF co-sponsor was a formal educational institution in Central America - the University of Costa Rica. It was the first occasion on which graduates of a Leadership Institute were immediately involved with selected leaders from their home countries to plan applications of their training. And it was the first occasion on which the conference participants divided themselves into country teams and elected on-going projects for the coming year.

The projects have unusual merit. They fall into two categories. One is civic education through existing educational channels - radio schools (Honduras), adult education or literacy programs (Panama), secondary and primary school curricula (Guatemala), and the strengthening of civic organizations (Nicaragua). Another category of interest is in the coordination of voluntary efforts and the orientation and training of volunteers (Costa Rica). The Salvadorean group hopes to find a way to work with trade unions, some of whose leaders have manifested an interest in the civic aspect of their workers' education programs.

The year long projects will be under the general supervision of OEF's Central American Field Director, Dra. Graciela Quan. A reporting and evaluation conference is planned for June 1968.

Educational consultants and government personnel have lauded the Central American national civic projects as an outstanding educational innovation; they have especially cited its value in reorienting the Institute graduates to their home communities' needs and providing for immediate involvement with existing organizations. (Citizens from other countries who spend extensive training periods in the United States all too often face severe problems of adjustment and re-orientation upon return to their home countries.) The OEF "Leader-Team" concept offers promising opportunities for extension of training and applications of service. It will be employed in future OEF conferences.

---



## OEF CO-SPONSORS SECOND NATIONAL BOLIVIAN CONFERENCE

From Costa Rica, OEF program consultants and volunteer advisers journeyed to Cordoba, Argentina, where the first national Argentine training conference, described in an earlier Newsletter, came to successful fruition. From there, they traveled to Cochabamba, Bolivia, where the second national Bolivian conference - co-sponsored with CONIF (a national council of women's organizations) - took place from May 24 to June 3.

Twenty-eight delegates and 75 observers participated in a workshop on Women's Responsibility for National Development. Delegates from more than a dozen communities brought to the Workshop their studies of the community problems which participants at the first national seminar last year had considered to be most pressing, analyzing the main causes of these problems, what had been done about them in the past, and offering new solutions and next steps. Their panel presentations on basic education, nutrition, child protection, environmental health, and the development of small industries were supplemented by presentations by experts which placed the experience of the delegates in broader perspective.

An unprecedented accomplishment for the Bolivian planners was the raising of all funds for the meeting from local businesses. Even so, the major significance of the meeting lay elsewhere.

"The Second National Bolivian Seminar was an experience of the first magnitude," said Dr. Caroline Ware, OEF's program consultant who participated on the advisory team and assisted OEF Field Director Mildred Mersereau at the meeting. "For the Bolivians it broke new ground in the process of social integration. The first seminar last year represented a great step in that it brought together for the first time women from all over the country on the basis of their common identity and responsibility as Bolivians. The second constituted a veritable leap, across gulfs and barriers between social classes and groups, much more significant and harder to bridge than those of distance. The mere fact of such an encounter was enormously significant."

The delegates recommended that future national conferences be held every other year, with area conferences in the intervening years. The next Leadership Institute, starting in September at Boston University, will enroll ten Bolivian participants and thus strengthen leadership resources for these activities.

---

## PUBLICATIONS MEAN PROGRESS

As an educational organization, OEF places prime emphasis on training materials specially adapted for use in the Latin American countries. Through a variety of sources of financial support, several publications have been launched this year.

The Manual Para Directores de Organizaciones is a new handbook in Spanish, including simplified parliamentary procedures and suggesting guidelines and techniques for leaders of voluntary organizations. It was translated into Spanish by the members of Leadership Institute III. Cost of printing was underwritten by Interchange Foundation.

A new Datos (Facts about OEF) to acquaint Latin Americans with OEF's purpose and history as well as its services has been issued, paid for by a small group of friends. Analysis de la Communidad - a manual on how to analyze community needs - has been accepted for publication by the Regional Technical Aids Center in Mexico City, the publications arm for Spanish materials of the Agency for International Development. It will be distributed by AID missions as well as by OEF.

A continuing publication, also made possible by AID, is Intercambio, a quarterly newsletter in Spanish to provide exchange of information between individuals and organizations in Latin America engaged in civic education and development.

A voters service manual, also in Spanish and now in trial use, is awaiting funds for publication. In preparation is a seminar workbook, based on techniques used in OEF training workshops.

---

## PERSPECTIVES WORTH NOTING

From an address by Congressman Donald M. Fraser at the International Development Conference in Washington, D. C., February 7, 1967:

"...the conceptual formulation of foreign aid suffers because it is being stated in mistaken terms. As a consequence the problems of the developing world seem intractable and incapable of solution."

"The problem of the developing nations has been described largely in economic terms. This statement of the problem has led us into blind alleys."

"How, then, should the development problem be stated? There is increasing evidence that the major deficit in the developing nations is in their political and social structures. Until we address ourselves to this reality, we shall make little progress. We must turn our formulation around. The problem of the developing nation requires attention to the social and political structures. These must be changed to release the energies - where they exist - of individual men and women who want to improve their lot. This will lead to economic progress."

"...all of the nations of the world are in the process of development. We should perceive our international development role as an integral part of our overall concern for an improved ordering of men's affairs. In the pursuit of this we need to share experiences within and among all nations. Our attitude should be one of participating in mutual undertakings in a common cause, opening dialogues at all levels to mark out common courses of action."

---

From "Education for a New Kind of International Relations" by Senator John W. Fulbright in the Winter 1967 Issue of International Educational and Cultural Exchange

"It is not our needs but our capacities that have been exceeded by the modest experiments in international organization which have been undertaken in this century. The central question about the United Nations - more exactly about the international security community envisioned in the United Nations Charter - is not whether we need it but whether we are capable of making it work."

"...there is no ready answer to this dilemma, but there is hope; and that hope consists primarily in the promise of education for narrowing the gap between our needs and our capacities....What we can do, through the creative power of education, is to expand the boundaries of human wisdom, sympathy, and perception. Education is a slow-moving but a powerful force. It may not be fast enough or strong enough to save us from catastrophe, but it is the strongest force available for that purpose, and its proper place, therefore, is not at the periphery but at the center of international relations."

"The purpose of international education transcends the conventional aims of foreign policy. This purpose is nothing less than an effort to expand the scope of human moral and intellectual capacities to the extent necessary to close the fateful gap between human needs and human capacity in the nuclear age. We must try, therefore, through education, to realize something new in the world, an aim that will inspire us and challenge us to use our talents and material wealth in a new way, by persuasion rather than force, cooperatively rather than competitively, not for the purpose of gainful dominance for a nation or ideology but for the purpose of allowing every society to develop its own concepts of public decency and individual fulfillment."

---

Full texts of these materials are available from OEF headquarters. OEF publications listed on page 3 may also be ordered.

Leg

LEAGUE OF WOMEN VOTERS EDUCATION FUND

[redacted]

This Memo is going out on
Duplicate Presidents Mailing

M E M O R A N D U M

TO: Local and State League Presidents DATE: November 1966

FROM: Mrs. John A. Campbell, Chairman

Last March the LWVUS sent you one copy of Getting Something Done. This is a 30-page booklet on political effectiveness and conference techniques, based on the experiences of the League of Women Voters of New York State in conducting four conferences on community leadership. Representatives of four different types of communities -- large, medium-sized, small and rural, and suburban attended. The conferences and the resulting Getting Something Done were projects carried out by the New York State League under the auspices of the Education Fund. Financing was made possible through the generosity of The Sears-Roebuck Foundation.

So popular was this publication that the first printing was exhausted within a short time. The Sears-Roebuck Foundation has made a reprinting possible. It is now available from the League of Women Voters Education Fund for a prepaid handling charge of 30¢ a copy less 10% for orders of 50 or more.

This publication is not available from the League of Women Voters of New York State.

A list of the sections in Getting Something Done will refresh your memory of its content:

Part I - Political Effectiveness
- What You Can Do
- Seek Broad Support
- How to Organize
- Meeting Opposition
- Practical Results

Part II - Conference Techniques
- The Right Kind of Conference
- Special Techniques
- Physical Arrangements
- Using the Conference Staff
- Post-meeting Reaction
- Post-conference Mailings
- What Makes A Meeting Go Well?
- Checklist

We look forward to receiving your orders.

---

League of Women Voters Education Fund
1200 - 17th St. N.W., Washington, D.C. 20036

Please send me _____ copies of Getting Something Done.

Enclosed is my remittance of $_____

Name_____

Street_____

City_____ State_____ Zip_____

League of Women Voters of the U.S.

[redacted]

December, 1969 COPY

Presidents Mailing
Lwv of Texas
March 1970

NATIONAL CONFERENCE ON YOUTH AND COMMUNITY INVOLVEMENT

Evaluation Pot Pourri

"Thank you for a twentieth century transition experience."
-University student body president

"Even after a month it is difficult to describe all the National Youth Conference did to me and for me. It certainly provided lots of food for thought and much valuable information on many projects around the country. It also made me aware that the gaps among various groups, not just young people, are much more vast than I had ever imagined. There were times when I felt very threatened by some of the ideas put forth by some of the young people, but I found the entire conference very stimulating. I came home with renewed zeal to work on the problems in my own community."
-League member

The National Conference on Youth and Community Involvement, held October 17-19 at Colorado State University, Fort Collins, Colorado, brought together over 200 people of all ages, including 25 League members, whose common interest was community involvement.

A nine-member steering committee of young people planned the entire conference which revolved around several major speakers, scheduled workshops and spontaneous seminars. As the 50th Anniversary Newsletter said just before the Conference: "The League is ready to make history".

What happened? The following quotes from evaluation letters give some indication of the Conference's immediate impact and implications for possible future League-Youth contact.

I. Chicanos and the Conference

The Conference generated both wide-ranging discussion of issues and deep thought about differences in approach to common problems. The "grape incident", as the press publicized it, was one such catalyst in comparing ideas on how changes come about.

When Chicanos discovered grapes in a dinner fruit cup, they urged that conferees throw out the grapes and not eat the fruit cup. Those in the dining hall complied with the request either out of supportive conviction or respect for problems and grievances confronting a segment of their group. (It should be noted that the strike itself, on which the League has no position either of support or opposition, was not the issue.)

In the course of the protest at the inclusion of grapes in the meal, two tables were overturned, tensions rose and many left the hall, confronting the Conference participatns with the question of how to reconcile common convictions with contrasting styles of working for change. Since this question recurred in workshops

and conversations through the Conference, it seems appropriate to begin our summary of Conference comments with a sampling of responses to the incident.

"Obviously the grape walkout has been the subject of discussion among those I have talked with since. We end up asking the same question: Is it necessary to smash dishes to make a point? The dish smashing set the mood for people smashing. I was glad to join the walkout to make the point but I don't like to tacitly approve the destructive actions as well."
-League member of Oklahoma

"...I heard Paul (a college Republican at St. Olaf College in Minnesota) say about the national Conference--'It was fantastic.' Even though he was one of the few who stayed and ate dinner on that memorable Saturday night, he confessed that he organized a grape boycott when he returned to his campus. Whereupon his roomate, a John Birchite, purchased great quantities of grapes and put them in Paul's bed, in his books, in his clothes."
-League member, Minnesota

"...when the Chicanos presented their caucus to the entire group the Blacks walked out to caucus with Mayor Hatcher. If we are to understand one another we must be sharing with one another even more evidently than we have to this point. The next time I see groups caucusing I hope to see the groups come together and caucus with one another. How else can a coalition ever even begin to be formed?"
-Member, Chicano Caucus of Sacramento

"I don't feel the League can ever reach the radical student, or would want to. They simply desire to be heard in an ill-mannered hateful way that shows a lack of regard for others. The bulk of the students there might someday find the League to be an avenue for expressing their concerns but to sacrifice League's understanding of all sides of the issues for these students' membership now would be in my opinion, a foolish mistake."
-League member, Kentucky

"As a member of the 'radical caucus', I was especially appreciative of the opportunity to talk to others not revolutionary. All groups tend to become ingrown; radicals seem particularly susceptible. Far too often we discuss programs and ideology only among ourselves. The opportunity to stretch my sense of the movement, and the introduction to a great many resource people, were to me the two greatest benefits. I have already been in touch with several of the people I met in Fort Collins for specific kinds of help we would otherwise have had to do without, and I expect to write several more before Christmas.

I think the situation worked in reverse as well. I feel that the Conference as a whole benefited greatly from the presence of the Panthers and Chicanos, and the radical sentiment which precipitated their coming. Even the dinner grape incident served a purpose--if only to point up that the struggle of the grape workers transcends simple politeness. All brought an element of tenseness and volatility which corrected the natural tendency of the Conference (any conference) to become merely academic. For most of the brothers and sisters the struggle is not at a cocktail party or in a seminar room. For most of us, the struggle is not at the seat of power. It was one of the great values of the Conference that it worked both ways--challenging aloof and well-ordered assumption."
-University of South Carolina student

COPY

## II. Where Did It Lead?

"You are all to be congratulated for this dramatic step forward in forming a liberal coalition of concerned people."
-College sophomore, "Symposium 70", National Conference on Student Involvement

If one outcome, as this participant suggests, may be a new partnership between League and youth, the conference itself represented the beginning of such a relationship; a time of intense interchange among contrasting and even conflicting convictions on how change can be achieved.

There was a common denominator--a shared concern with society's problems and progress, and the Conference format of living and eating, as well as conferring together, promoted exchanges on a level not easily reached in casual encounters between "older" and "younger" generations. These next excerpts provide some insight on the diversity of approaches present, the reactions these differences drew, and the rapport reached within the Conference's brief three days. Almost all felt the Conference had opened new channels for exchanging perceptions, not only of social and political problems, but of each other as people. Many Leaguers expressed surprise at qualities of young participants--and vice versa--which makes it clear that young and old alike left with pat images of the "other" generation, replaced by relationships with one another as individuals.

Certain characteristics were commonly mentioned: a sense of urgency in youth seemed to some Leaguers to overshadow the need to find out all possible facts before acting, and, from youth came the question of whether the League was effectively enough oriented to action on issues. Despite differences, Conference returns suggest, the urgency of youth and the League respect for research can be constructively coupled.

"The National Youth and Community Involvement Conference was an excellent, exciting experience that resembled more an encounter group of a size that by all matter of reason should not have worked. The feeling that the conference ended with was one of a great desire to keep in touch with those that we had a chance to sit down and talk with. At times you were giving every ounce of energy you had on your own bag, at other times your mouth was hanging open in awe of what was going on before you..."
-With Mexican-American Project/Chicano Caucus of Sacramento

Styles vary...

"I felt more mutual respect and interest than I expected and no generation gap in its usual sense. The gap I felt was a kind of arrogance of experience. The young people, seemed, for the most part, naive and very serious and sincere. I felt my age, plus some! I was thrilled by the students' idealism and sincerity...But in the back of my mind I kept saying, will they be like my neighbors when they are in their 30's and 40's...?"
-League member, Maryland

There's nothing like a weekend with the young to shatter a Leaguer's complacency. At times I would react to events with hostility; at other episodes it would be amusement--or amazement. In retrospect I wish there had been more real exchange of thinking between the young and the not-so-young."
-League member, Oklahoma

"Clearly the young are impatient with our polite procedures. They thrive on

confrontation and conflict--not to mention a certain degree of rudeness. This is contagious--by the time the Black Panthers were on I had to restrain my impulses to leap up and grab the microphone. I had--and still have three weeks later--mixed emotions regarding the decision to invite the Black Panthers. While there is something to be said for shock value, I wonder if the limelight treatment they received simply encourages them to continue what I consider very destructive attitudes and actions. Undoubtedly they have been subjected to suppressive treatment on many occasions but on the other hand they advocate a non-peaceful revolution and have guns to back them up."

-League member, Oklahoma

"They certainly do dispense with the hypocrisy of courtesy--I missed it. Yet when I think of the number of times I have sat through a snow job and politely applauded, I'm inclined to think they have the right idea."

-League member, New Jersey

...But there is a common goal...

"...the conference was a success. It broadened my experience with certain minority groups and with young people. More than ever I feel that the League is relevant. I was asked if the conference would be yearly. I was also asked how the League had the nerve to put on such a conference. Both statements were made with complete enthusiasm...one of the participants told me on the plane going home that she found out that everyone is working for a common goal though in different ways...I've invited League members to talk with me and the participants of the conference from New Orleans. I've also been asked to write remarks for the state Board. I shall report that the conference was a success, that the money was well spent, that the investment in communications between many types of young people was well worth the effort."

-League member, New Orleans

"...certain impressions haunt me. Personal talk came easily at a conference of this type; again and again I learned to my astonishment that this or that fluent intellectual was reacting to narrow experience with the middle class. Several said they had not known middle-class, parent-generation people who listened or approved of any of their ideas before this conference. Two very different girls, both at odds with what they considered the inevitable plight of women in our society, knew no women except their own mothers, and those mothers were by virtue of background and exposure not the models for those girls at all...Analysts of "youth these days" claim they are not simply reacting to their own parents; admittedly, that's too easy an out. But an astonishing number of them are allowing their outlook to be structured by very narrow human experience."

-League member and teacher, Connecticut

"There is an obvious lack of concern for anyone else's bag on the part of the radical student. I can't help but feel, no social problems will be solved until these more vocal students learn other people have genuine concerns too, and are spending many hours trying to bring about change in the system."

-League member, Kentucky

"The whole conference was very educational for me...I learned a great deal from our youth. I was extremely impressed by our young people's dedication and commitment to the many things they believe in. They articulated their positions extremely well."

-Texas State Senator, Director of San Antonio Community Center

COPY

"I was delighted at the chance to meet intelligent and articulate middle class women some years older than I. I was tremendously impressed by the openness and intelligence manifested by almost everyone--you were all very alive people. But I was disappointed in the timidity of response I heard...to specifically articulated problems. All too often it seems to me the voices of reason and moderation seek to cure cancer with bandaids.

I thought it a bold and innovative gesture on the part of the League to bring together so many diverse young turks to confer."

-University of South Carolina, student

...across the generation gap.

One may conclude from these quotes that the Conference confronted, and in part bridged the generation gap--which it did. But it is also evident, even from these brief evaluation excerpts, that participants were not divided strictly according to age in discussing how to work for change, or, for example, in debating the legitimacy of radical tactics.

"The geographic distribution was...varied. But...while I do not consider myself "conservative" or even "moderate", I feel that the conference was dominated by loud-mouthed radicals white, black and brown. Most people of this type are so wrapped up in their own problems and ideologies that dialogue is impossible. I even found that dialogue within the group is impossible. This happened in the "white radical" caucus. In the first ten minutes of the meeting, we heard from the Womens Liberationists, the Political Activists, the Electoral Reformists, the Feminists, the Homosexual Liberationists--the list is endless. I went to this meeting thinking I might have something in common with these people. I learned otherwise. If I learned anything from the Conference it is that radicals on the left are just as stupid as reactionaries on the right. I don't know where this leaves me, since Nixon is supposed to be in the middle and I don't agree with him either."

-Connecticut High School Senior

"As one who has been on the student conference circuit longer than is healthy, I've become a bit cynical. I think that most of the participants truly benefitted from yours, however, Indeed, I think it was the best of its kind I've ever attended."

-University of Stanford, student

"The stated aims of the conference, those of involving active youth with other active youth and with experienced active adults should have been very relevant and a great learning experience, but because of the shortness of time, these goals were not developed sufficiently."

-college freshman

"---it was not long enough---simply being with those at the conference was an indescribable experience. I felt very old (I'm 26, married with two children) and very conservative in my political and social progression. Among League and my social circles in Kansas City, I'm radical. Since the conference was like nothing I'd ever attended, to me all experiences were positive--very helpful, unforgettable, invaluable."

-League member, Kansas

"I was disturbed...to discover-anew-that so many conference participants equate probing with opposition. This is the kind of thing one comes to expect from the average citizen; it is upsetting to encounter it in brilliant young people. Has the expectation of opposition become a mental set?

The League has always worried about reaching those who are not in agreement with our points of view; in this respect, it would seem, we have something we can teach younger activists. For all my sympathy with the goals of the anti-repressionists, the anti-racists, and the anti-materialists, I am afraid they're going to miss the boat tactically. It was terribly disappointing for some of us middle-aging activists who have been waiting for these young people to come along and join us to have to conclude that they may not fulfilll their fantastically improved potential. Witness their respectful silence during Mayor Hatcher's remarks as contrasted with the heckling of Alinsky. The latter was trying to tell them they NEED to know; Hatcher, while eloquent, appealed to them because they already know and agreed with everything he had to say."

-League member, teacher, Connecticut

"...one of the things that deeply disturbed me and other people with whom I talked about this was the approach I felt was taken e.g., by Saul Alinsky, Michael Spino, the Moratorium people, about politically organizing more or less for the sake of organizing. I felt at times there was a loss of the sense of ends, that means were taking precedence."

-Antioch College, student

"At the airport as I waited for my plane home, I talked to...a graduate student in psychology at Michigan...who said he was a "Neo Marxist". When I asked how he had liked the meetings, he replied, "Well, I found out that a lot of you older people-pardon the expression-are doing a lot more that I thought you were."...the conference gave me some ideas of new directions in which I can personally move. It seems to me that over the past five years, white liberals (if we must wear a label) have been sensitive enough to shut up when they were told to shut up. This has meant that the white liberal group, the traditional buffer for the left and the young radical elements in our society, has failed to perform its usual role. This leaves our young people out there unprotected and without being able to leaven their ideas. They constantly argue against their opposites rather than with someone with whom they nearly agree. I learned in Fort Collins that contact can really be made and that we are the ones who must help to reach to middle class in Saul Alinsky's terms."

-League member, Minnesota

"...having sorted out the frustrations, discouragements, tensions and weariness of the conference, I conclude it was definitely worth it. People did get exposed to new and different ideas...or at least to a fair hearing of "foreign" though not new ideas. And I came away with the impression that the "now generation" is really eager and willing to use the political process...even while denouncing the system as hopeless. If only we could make it possible for their government to respond well at least some of the time when they are trying so hard and when they are so right in some of their assessments and so generous in giving themselves to noble purposes. I became aware of some problems I had not recognized, and I think they became aware of the League as a possible source of help. It was all for the good and if we can set up similar conferences within states I would like to have one in New Jersey. I spoke with some kids on the plane about that and they were all encouragement and offering help. I found it very heartening."

-League member, New Jersey

COPY

"I also hope the League members present (in Colorado) got a better idea of the problems and the sense of urgency which many students share. A basic problem is the powerlessness of legitimate options open to students who desire change. I think one of the (potentially) most powerful forces for change would be the husbands of League members. I look forward to action on that front. Thanks again."

-Senior, Duke University, National Student Association Board

"There can be so much spin-off from an investment of this kind;...my own impressions will be the substance of reports to the school system that is my employer, to our local League, and to the congregation of my church. There are groups...that want to know about youth.

Of equal value to activists of all ages was the opportunity to learn so much more about so many of the great causes of our time. Several of the sessions I attended were of distinct clearing-house value."

-League member, teacher, Connecticut

"This conference marked a milestone for the LWV--and, in my opinion, it came not a minute too soon. The confrontation between young people (in all their diversity) and the middle-aged, middle-class, politically aware LWV opened new horizons for this League member...It is now our responsibility to translate this venture into the "now generation" into terms that will bear fruit (for the LWV)...I believe that League members are ready for the kind of action these kids are involved in--or, perhaps it would be more accurate to say that there is a place for the LWV in their scene. If, indeed, there is a wave or repression overtaking this nation, I think the LWV can identify the problem and take appropriate action to protect individual freedom-action that is effective in the white, middle-class, middle-aged world of which we are so much a part. I got the feeling that many of the young political sophisticates recognized this and don't put us down for it!"

-League member, Seattle

## III. Where Next?

As excerpts in this and other sections reveal, the conference has already had results, not only in terms of changed thinking and possibilities for future League-Youth collaboration, but in working connections set in motion by the Fort Collins Conference.

"...the conference was a success and well worth the investment of time and money...As we go into the next 50 years, youth will be in charge. Therefore, if the League is to say anything, we should try to make some impact on citizens of the future. Meaningful dialogue on the issues of today and tomorrow can develop into positive political action."

-League member, New Orleans

"For the people of Puerto Rico the opportunity that the League gave me was fabulous!! May I recommend that: 1. other similar conferences be held annually. 2. the follow-up report be circulated as soon as possible among us. 3. people from Puerto Rico now living in Connecticut, New Jersey, New York, Illinois and Pennsylvania should be invited to the next conference."

-College student, Puerto Rico

"Thank you for the exciting chance...to participate in the college conference at Fort Collins. I must salute the League for undertaking such a venture and performing in such admirable style--you have restored my faith in people over 30! (I turned 30 last month and this kind of restoring of faith is very important to me now.) If there are any health-related interests of the League in the coming year, I would be most anxious to be put in contact with your legislative planning people either nationally or in California. We, here in the wilderness, feel that there is much that need doing and that maybe the League could be helpful in some of our pursuits."

-Salud medical staff, California

"The Community Involvement" theme tended to become lost during the course of the Conference. Instead, a "national consciousness" emerged. I believe that this is good. Although, as Alinsky said, one must begin at a local and specific level. The Conference would have been better if it had been smaller and had lasted longer."

-High School Senior, Connecticut

"...on the plane I was telling a couple of Illinois businessmen about the conference. I realized from their response what a deep distrust and hostility there is toward the younger generation from successful businessmen who feel they are doing so much and are so little appreciated by their children. It is really sad. I wonder if it would be a good idea to invite a few of them to participate. They feel so left out. (and one of them had a grandmother who was a suffragette)"

-League member, New Jersey

"I have talked to a number of participants, and have gotten the uniform reaction that it was a remarkably diverse group of people who interacted in a stimulating and interesting way. Everyone with whom I have spoken feels that his thinking and his experiences and his associations were broadened usefully by the conference. Let me congratulate you and the League for having undertaken this venture."

-Steering Committee Member

"I am absolutely convinced that everyone involved was greatly benefited. I had anticipated that this would be a significant conference. The outcome exceeded my anticipations. Please know that I would see great value in doing this kind of thing many times over."

-Director, Southern Rural Action, Inc.

"For the first time in a long time, I felt that the League, rather than undertaking a role...more acceptable in terms of the present day scene, was attempting to reach a body of people in whose hands the future lies... I believe that this conference ought to be repeated on smaller scales throughout the country...This structure would allow students with common interests to gather with League members and other resource persons to share their common interests."

- Coordinator of free university program

"The main value of the conference for me was the re-awakening within me of the idea that political activism is and always will be necessary and that individual action can create change. More specifically and personally, before the conference my...compulsion towards political action had been suppressed by the total political vacuum on campus and by the feeling

COPY

that as a freshman I was not responsible for or capable of initiating action. The exposure to activists who were achieving concrete changes and the exposure to specific ideas and methods has at least temporarily reawakened my compulsion to "act"...the initial two weeks of beating against the mass of students who have found their happiness in isolating themselves from the world has resulted in more frustration, but not submission. I have sought out the few "activists" on campus and have made my position and availability known. I still do not feel capable of leading on campus, but have at least started some subtle initiating. As a result of the conference, I know I will not be able to feel content in isolating myself from the world, but will at least feel a compulsion to act, if only to write letters to my congressman."

-College freshman, Ann Arbor, Michigan

The League is encouraged by the response from Conference participants. We are urging state and local Leagues to consider continuing the communicating sparked by the Conference. Links between youth and League already exist in many areas. We hope to expand League association with youth as fully as time, finances, and other League commitments permit.

It is clear that, as Mrs. Lloyd Joshel, chairman of the Conference Follow-up Committee wrote state League presidents, "One of the results of the Conference is that youth wants to work with League on issues and that we in the League will benefit from their enthusiasm. In a word, we have found another base from which to work."

* * * * * * * *

**League of Women Voters Education Fund**

# Publications List

**VOTING IS PEOPLE POWER** — 36 pages — 25¢ prepaid

How to conduct successful registration and voting drives in inner-city areas; based on nine pilot campaigns sponsored by the Education Fund and carried out by Leagues of Women Voters, civil rights organizations, inner-city churches, labor unions, civic associations, and neighborhood groups. April 1967.

**THE BIG WATER FIGHT** — 256 pages, illustrated, hard cover — $6.95.

The Stephen Greene Press, 120 Main Street, Brattleboro, Vt. 05301. October 1966.

The exciting story of citizen action on problems of water supply, pollution, floods, and planning across the U.S.A. — with full details on how civic groups can gather facts, analyze alternatives, strengthen public understanding, and take effective action in the political arena.

**LAND AND WATER FOR TOMORROW** — 44 pages — free (limited quantity)

Based on experience with Land and Water Use Projects in six regions, this Handbook is designed to help civic groups to carry out similar leadership training projects. April 1967.

**CHALLENGE ON THE HUDSON** — 44 pages — to be available soon

A summary of the sessions of the 1966 Hudson-Mohawk River Basin Seminar on Land and Water Use, attended by 40 selected community leaders.

**THE OHIO RIVER BASIN** — 52 pages — postal charges

An attractive booklet, with original maps and charts, giving facts on the total economy, water and water-related land uses, and governmental agencies of the Basin. Prepared by the Inter-League Survey Committee for the Ohio River Basin. 1964.

**GETTING SOMETHING DONE** — 30 pages — 30¢ prepaid **10% Discount on 50 or more.*

Based on the results of four conferences conducted by the League of Women Voters of New York State to learn how, in a complex society, community and civic organizations can be effective, and to find out how conferences and meetings can be used as tools in advancing such effectiveness. 1966.

**ROLE OF POLITICAL PARTIES, USA**—46 pages—35¢ prepaid

Written by journalist Joseph C. Harsch and, in September 1962, revised and updated by another newspaperman, Frederic W. Collins. It is a lively evaluation of the two-party system.

# ORDER BLANK

## Please send me_____copies of:

- ☐ **Voting is People Power** @ 25¢ prepaid
- ☐ **The Big Water Fight** @ $6.95
- ☐ **Land and Water for Tomorrow**
- ☐ **Challenge on the Hudson**
- ☐ **The Ohio River Basin** — postage
- ☐ **Getting Something Done** @ 30¢ prepaid*
- ☐ **Role of Political Parties: USA** @ 35¢ prepaid

Name:_____

_____

Address:_____

City_____

State_____

Zip_____

I enclose _____

Please bill _____

Mail to:

**League of Women Voters Education Fund**
**1200 - 17th Street, N.W.**
**Washington, D. C., 20036**
**Telephone: (202) 659-2685**

*10% Discount on 50 or more.*

PEOPLE POWER

INNER CITY CITIZENSHIP EDUCATION PROJECT

NEWSLETTER

LEAGUE OF WOMEN VOTERS EDUCATION FUND [redacted]

NOVEMBER–DECEMBER 1968

3/24/70 rec'd

# THE POLICE

In the life of a policeman the following incidents are routine. We would like for you to read each description and then answer the questions which follow. The answers to the first question should reflect what a policeman in your city will actually do. The second answer should reflect what you would *like* him to do, if you had control over his actions. In answer to the third question you should list the problems which you think will influence what the policeman actually decides to do.

A. The city has an ordinance which closes all public parks at dusk. A complaint is made that there is a group of noisy men in the park after closing time. The policeman questions the group and they say they are merely passing through the park on their way to their car. The men look very drunk.

WHAT DO YOU THINK THE POLICEMAN WILL DO?

_____

_____

WHAT DO YOU THINK HE *SHOULD* DO?

_____

_____

WHAT ARE THE PROBLEMS?

_____

_____

B. Several attempts have been made to molest children in a particular neighborhood. The residents demand increased police protection. One child is brutally murdered.

WHAT DO YOU THINK THE POLICE DEPARTMENT WILL DO? _____

_____

_____

WHAT DO YOU THINK THE POLICE DEPARTMENT *SHOULD* DO? _____

_____

_____

WHAT ARE THE PROBLEMS?

_____

_____

C. A policeman finds a 3-year-old child asleep in a doorway late at night.

WHAT DO YOU THINK THE POLICEMAN WILL DO?

_____

_____

WHAT DO YOU THINK THE POLICEMAN *SHOULD* DO? _____

_____

_____

WHAT ARE THE PROBLEMS?

_____

_____

D. A family has been evicted from their apartment and all of their furniture is out on the sidewalk. The furniture is spilling over the curb and into the street where it is obstructing traffic. The street is a main artery through town.

WHAT DO YOU THINK THE POLICEMAN WILL DO?

_____

_____

WHAT DO YOU THINK THE POLICEMAN *SHOULD* DO? _____

_____

_____

WHAT ARE THE PROBLEMS?

_____

_____

- Public, private, and community colleges are offering courses for policemen about police work with college credits. Some departments, such as Baltimore's MPD, are instituting Master Patrolman rating programs—which give increased salary levels to men entering with certain number of college credits or provide an immediate increase to policemen when they earn that number.
- The International Association of Chiefs of Police is campaigning to make a college degree a requirement for policemen.
- A Georgia League of Women Voters purchased several pieces of specialized training equipment for their police department.
- In Chicago and Detroit, the LWV's have done studies of their police departments, made recommendations, and actively lobbied for legislation affecting those recommendations.
- In Washington, D.C., a gun control measure goes into effect on January 15 which provides extended guidelines for police use of firearms.
- The President's Commission on Law Enforcement and Administration of Justice recommended a system of "lateral entry" into police departments. This would mean that people with certain skills, or educational levels could be hired as policemen at different salary levels. It would incorporate the Master Patrolman program throughout the police department. Administrators could be hired as administrators rather than having to rise through the ranks as policemen. Detectives could be hired the same way. At the same time, regular police could get promotions and raises not only according to time on the force, and general efficiency but by going to school to increase their skills. This system would increase efficiency, strengthen procedures, and most important, make sure that training matches the requirements of the job.

Training to match the job is perhaps the solution. Police work is a highly technical field. At the same time it involves people working with other people. Our society must support measures that enable individual policemen to be highly technically proficient while giving consideration to all the human values involved in policing a society. Police departments must be modernized to provide the best equipment, the most efficient procedures, the highest mobility while maintaining a maximum responsiveness to the democratic process.

This means citizen attention to police problems and the problems of our society in general. It means determining priorities, communicating them to the lawmakers, and seeing that lawmakers provide money and guidelines for enforcing the law. Citizens themselves must be alert to see that the guidelines are enforced.

In short the problem is one of money. Shall we solve the problems of decaying housing, inadequate public facilities, poverty, segregation and poor education which not only breed crime but make it difficult to preserve an orderly society? Or shall we train the policeman to deal with the citizen attitudes and behavior resulting from those problems? Would training policemen in this way perhaps change some of the citizen attitudes and actions regarding the police?

And what about educating citizens as to their *responsibilities*? Certainly this is not the job of the police. And yet it is vitally necessary in order for the police to do their job.

# RESOURCE MATERIALS

*Breaking the Business-as-Usual Syndrome: A Program of Action:* Written primarily for LWV's, this is a "how-to" manual for a series of conferences on the urban crises. Could be used as a guide for *any* conference series. Talks about planning, participants, publicity, resource people, etc. Includes two excellent appended articles on Black Power. From: LWV of Mass.; 120 Boylston Street, Boston, Mass. 02116. 50 cents per copy.

*How to Plan and Conduct a Candidates Meeting:* shows exactly that, step-by-step. This may be especially helpful in planning for Spring elections. From: LWV of Chicago, 67 E. Madison, Chicago, Illinois 60603.

*Why Write Your Congressman—And How:* valuable especially because of the HOW. The Do's and Don't's are good. Includes a chart on how to properly address various officials. From: LWV (US), 1200 17th St., N.W., Washington, D.C. 20036. Two for 10 cents.

*Shaking the Money Tree:* A compilation of money-making projects especially designed for neighborhood organizations with little or no "seed" money. Tips and suggestions on *what* to do and *how* to go about it. Handling charge, 35 cents. Available from League of Women Voters Education Fund, 1200 17th St., N.W., Washington, D.C. 20036. Orders must be prepaid.

*Know Your Rights:* A pamphlet prepared by the Georgia American Civil Liberties Association which explains citizens' rights—the policemen's rights and what you can and cannot do if arrested. Available from Southern Regional Council, Voter Education Project, 5 Forsyth St., N.W., Atlanta, Georgia 30303.

*The Challenge of Crime in a Free Society*, the President's Commission on Law Enforcement and Administration of Justice, 1967: General Report on all aspects of crime and law enforcement in the U.S. Write Superintendent of Documents, Government Printing Office, Washington, D.C. 20402. $2.25.

Also available from GPO are the Task Force Reports, available at $1.50 each, especially the reports on The Police, the Courts, Juvenile Delinquency and Youth Crime.

If you wish to continue receiving the ICCE Project Newsletter, please be sure to fill out and return the form on the opposite side, with your check, to:

League of Women Voters Education Fund

[redacted]

E. A jewelry store is robbed and the owner shot. The police alarm is sounded before the robbers leave the store and a patrol car arrives as two men run from the store. Across the street, children and teenagers are lined up to go into a movie. The streets are crowded with shoppers and traffic.

WHAT DO YOU THINK THE POLICEMAN WILL DO?

_____

_____

WHAT DO YOU THINK THE POLICEMAN *SHOULD* DO? _____

_____

_____

WHAT ARE THE PROBLEMS?

_____

_____

F. A police department wants to create public support for a pay raise. For several days at 5 p.m., a large number of the force religiously enforce a 35 mph speed limit at the entrance to a large interurban expressway. There are mammoth traffic jams and accidents caused by the police stopping so many cars. The police are accused of "over enforcing" the law.

DO YOU THINK THE POLICE *SHOULD* HAVE DONE THIS? _____

_____

_____

WHAT ELSE COULD HAVE BEEN DONE?

_____

_____

WHAT ARE THE PROBLEMS?

_____

_____

When you answered the questions following situation "A," where did you assume the park was located—in a heavily populated area with a high crime rate? Or was the park outside the central city in a residential area? Would it make a difference in how the policeman chose to respond? Would it have made a difference if the park were in a residential area and the men were black? What if the men were white? In answering the questions, did you assume that the policeman was white or black? Does it make a difference? There are no *laws* which dictate that white policemen must respond differently than black policemen; there are no *laws* which dictate a different response in one neighborhood than in another or for one racial or economic group than for another. Rather, the attitudes and values held by the majority of citizens in a community are those of a majority of the policemen in that community. These attitudes and values add up to "implied directives" to the policeman and the police department. Citizens themselves are responsible for differences in the responses of their police.

Many Americans seem to have a reluctance to see, hear about, or attempt to alleviate hunger, poverty, degradation, urban decay, the problems of the police, or even their own problems *with* the police. While this attitude prevails, the reasons behind it—racism, lack of caring, resistance to change—will dictate the kinds of services available to and for all citizens and the ways in which those services will be administered. Communities which enact restrictive covenants, or laws which encourage segregation or regulations which reward those who discriminate are, by implication, licensing their police to "keep Negroes in their place." The individual policeman's attitudes will determine the zeal with which he will carry out the implied directives of society—whether he will act with disrespect, harassment, or brutality. Communities get the kind of police they want whether or not their expectations are formalized into laws, regulations or procedures.

The policeman in the streets spends his time settling disputes, finding missing children, helping drunks, giving tickets, directing traffic, dealing with the mentally ill, patrolling areas as a deterrent to crime and to facilitate the apprehension of criminals, getting cats out of trees, taking people to hospitals, taking care of traffic accidents, investigating complaints and reports of crimes and generally enforcing public laws.

Many of these duties are left-overs from a time when the policeman was a resident of the community which he served. Counseling, helping out in emergencies, settling disputes were part of being a friend and neighbor, as well as part of being a policeman.

Today, the police are still doing those jobs. Sixty percent of their time is spent in what might be called "emergency services" or "non-law enforcement services." The cop no longer personally knows the people he serves. There are more people, more and different problems. But the police department is still the only 24-hour-a-day emergency service operating in many communities.

We ask these men to be experts in dealing with criminals and to be social workers, lawyers, babysitters, veterinarians, obstetricians, marriage counselors, traffic experts and educators although the average policeman gets less training for his job than does an embalmer, or a barber. Classroom training periods range from 3 weeks in small police academies (and by no means do all policemen attend academies) to 10 weeks in large metropolitan areas. On-the-job training consists of placing a rookie in a car or on a beat with a more experienced policeman. But only within the last few years have even the larger police departments given any thought to *which* of the more experienced policemen train rookies. The Chicago police department is the only one we know of that provides some special training for the policemen who work with rookies.

State governments have begun within this decade to set legal standards for the amount of training that a policeman must receive. Many states have not done that much. In an effort to encourage such state-level review, the Law Enforcement Assistance Act, passed last year, makes federal monies available to states to improve police training and procedures.

We do not demand any kind of college preparation of policemen and most departments have no incentives for policemen to go to school. We expect professional performance but do not demand nor give job preparation on a par with other professions. We do not recognize our police as professionals nor do we pay salaries attractive to college educated people. Police salaries range from $6200 a year in Tampa, Florida, to about $10,000 a year in Chicago and New York.



This is after several years on the force. Most policemen in the U.S. make about $7500 a year after twenty years on the force!*

Police departments, like other municipal services, and our citizenry, are caught up in the "urban crisis"—hundreds of thousands of people are exploding into cities where housing is already inadequate and new housing is only slowly being built; where the sewage systems, the streets, the water supply are not able to catch up to all the people who use them; where the city government (including the welfare department, the health department, the schools and the police department) does not have enough money to pay enough qualified staff, retrain their staff, buy modern equipment or modernize their procedures.

The help that a policeman on the beat gets from his precinct or from headquarters is minimal. Police departments lag far behind private industry in the development of training programs and work-training incentives. Much of the equipment and many of the techniques now in use are outmoded and there is not enough money to improve or update or replace them and retrain policemen to use them. Police administrators are trying to dispatch, coordinate, record activities, order supplies, deal with payrolls, hire more policemen, work with probation officers, and the courts, negotiate with city government for their operational budget, and then justify expenditures. They cannot keep up with the expanded demands on their own time much less that of the patrolman. Administrators too, are undertrained—most police administrators have "come through the ranks." They are not trained as managers or administrators although that is what they are asked to be. Instead, they are experienced policemen, no longer on the streets. They are replaced by less experienced, younger men.

When do citizens have personal contact with the police? When they are scared, sick, angry, or upset. And scared, sick, angry people are those that the policemen deal with all day. The problem is further compounded by the fact that seeing a policeman makes a lot of people sick, scared or angry. And they often have good reasons to be. Some citizens expect the policeman to be impolite, unreasonable, unhelpful and sometimes physically abusive. Policemen know this and they are very nervous. Every time a policeman stops a speeding car, checks a locked building, or questions a young person who is out late at night, he could be risking his life—someone might shoot him. In the last year, the policeman has gotten even more nervous. He not only has to watch whomever he is dealing with as well as bystanders, but he looks over his shoulder for snipers too. An innocent gesture like removing glasses or reaching into a pocket may be interpreted by the policeman as "potentially threatening to his physical well-being" and he is very likely to respond with restraining physical force. In such a case both the expectations of citizens and the anxiety of the policeman are borne out and justified by what "appears" to happen.

The policeman, poorly trained, lacking guidance, with his individual hang-ups and prejudices, often acts and reacts out of fear. That fear (and often hostility) makes the policeman's extensive discretionary powers a very critical matter: what is a crime? What sort of activities are "suspicious," "disorderly," or "questionable"? The policeman has to decide very quickly and base his decision on his training and experience. When and where does he have to intervene in situations that he observes or responds to?

*Source: Municipal Yearbook, 1968.

For instance, in example "A," a city ordinance is being violated. The policeman's main job is to enforce the law. It is also his job to protect citizens on the streets and highways. He should get the group out of the park, but *can* or *should* he let them proceed to their car? He knows that drunken drivers can cause accidents. But are the members of the group actually drunk? How does he know they are not "putting him on"? Could they be high on drugs? If so, how does he find out and what does he do? In example "D," what does he do? The landlord got the sheriff to evict the family. The sheriff moved the furniture and placed it where it is. The family may have nowhere to go and nowhere to put their furniture. The obstruction in the street compounds the traffic problems. What if a car, at 30 miles per hour hits the refrigerator, which is in the street? Then the policeman could do something—he could call a truck to clear away the wreckage. But only after a piece of furniture had been damaged, possibly causing injury to driver or bystander, and a traffic jam had occurred. What can he do before? Even if he takes the time to get a social worker to work with the family, that doesn't remove the furniture from the street. The police department has no place to take it and nothing to take it in. And they may have no right to remove it. What does he do?

There is a great deal of talk about the deterrent and preventative functions of the police. But are the police, in fact, able to perform these kinds of functions or do they more often act as a repressive force? Unfortunately the answer is that, in the opinion of many, the police are more often repressive.

The policeman is charged by society to enforce the law and maintain order. By and large, how he interprets the law, which laws he chooses to enforce and his day-to-day definition of "order" have not been spelled out by society. It has been left to the discretion of the individual policeman.

In example "B," citizens have demanded increased police protection but there are funeral processions which need police escorts, there are cats to be gotten out of trees, drunks in the park, demonstrations, robberies, accidents, lost children, paper work and courtroom duty. All of which must be taken care of by the police. Although one group of citizens has demanded that more policemen be deployed in their neighborhood, society insists that policemen take care of the rest of the business. Is it necessary to have a policeman to get a cat out of a tree or accompany a procession? Are policemen especially skilled in locating lost children? Are these really police functions? Citizens insist that policemen *are* needed to provide these services when they do not provide staff for other public agencies, do not specify that another public agency might be better equipped to handle some functions and do not provide staff to handle some of the paper work. After delegating these functions to the police, citizens leave it up to the policeman to decide priorities. If there is a child asleep in a doorway, drunks in the park, a robbery a block away and the policeman is on his way to direct traffic while 600 Girl Scouts cross a major intersection, what should the policeman attend to first? If one group of citizens is not pleased with the policeman's choice of priorities it has no way of making it clear to the police department what it believes the order of priorities should be. Citizens may not even know that he has made a choice unless an "incident" occurs.

• • • • •

*Continued on page 7*

# *NATIONAL NEWS*

**The I.C.C.E. Newsletter Goes Public**

The National ICCE budget cannot possibly subsidize free copies of the ICCE Newsletter for all those persons and organizations which have asked to receive it. At its October 20-21 meeting, the National ICCE Committee decided to offer the Newsletter on a subscription basis at a cost which would cover paper, postage and printing. In January the Newsletter will be available to Leagues, poverty groups, political organizations, and interested individuals at $3.50 per subscription–9 issues, from September 1968 to June 1969.

The National Committee decided to provide copies of the Newsletter free of charge to ALL board members of the Leagues of Women Voters in Baltimore, Boston, Swarthmore, New Orleans, Philadelphia, St. Louis and Los Angeles, where there are Education Fund sponsored or partially financed inner city citizenship education projects. The members of the Project Steering Committees and staff will continue to receive the Newsletter free of charge.

If you are *not* a local LWV board member, a member of the Steering Committee or staff of one of the above-mentioned projects, this is the last Newsletter which you will receive free of charge. Subscriptions are now available to *you* for *$3.00*: they cover January–June.

If you wish to subscribe, please complete the order form on page 7 and return it as soon as possible. All subscriptions must be prepaid.

# NON-PROJECT NEWS

- Gun Control Legislation, recently passed by the D.C. Council included a controversial section modeled after New York City's gun code, which *limited the use of firearms by policemen*. Currently, policemen may not fire their guns except to defend themselves or others from death or serious injury, to kill a dangerous animal, to practice at a firing range, or compete in a tournament, and to arrest and prevent the escape of a felon or someone the officer has good reason to believe is a felon. The crucial new section provides several more restrictions. An officer *may not* fire warning shots, he can't shoot at a moving vehicle, and when making an arrest or preventing an escape cannot use his gun unless the crime "involved the use or threatened use of deadly force." The officer cannot fire unless the suspect is armed and will cause death or serious bodily harm to another if his apprehension is delayed.

- The Metropolitan Ecumenical Training Center (Washington, D.C.) has received a grant from the Agnes Meyer Foundation to train human relations specialists in the design of group encounters with racism. In an effort to eradicate racism, these specialists will make their services available to organizations in the Washington, D.C. metropolitan area which wish to confront their personal, community, and institutional racism.

- A group of 17 community organizers has issued a "call" to representatives of groups which are "deliberately organizing in the white community" to form an organization to "develop within the white community a force for liberation which parallels those emerging in the black, brown and red communities." The planning conference, originally scheduled for late December has been postponed until February 1st. To request an invitation to the conference, write Frank Adams, Virginia Council on Human Relations, 214 Clay St., Richmond, Virginia.

# PROJECT NEWS

## BALTIMORE

Five University of Maryland School of Social Work students will be working with the East Baltimore Citizens Center in the field of public housing. The students will be conducting a survey and will spend two days a week in the East Baltimore Citizens Center. Three students are assigned to the Lafayette Douglas Project, two others to the Perkins Homes.

## BOSTON

Two neighborhood associations, the Central Jamaica Plain Improvement Association, and the Bynner-Day-Mark Association, were formed as a result of the July series of Workshops on Neighborhood Associations presented by the Community Leadership Center. Another organization, the Hilltop Association, joined several other groups to form the Forest Hills Improvement Association.

The Community Leadership Center joined other area groups in a series of meetings held in October by the Martha Eliot Health Center Advisory Committee to discuss health problems in the Jamaica Plain. The meetings explored the possibility of organizing a group representative of all of the Health Center Committees in Jamaica Plain.

A meeting between the Policy Committee of the Martha Eliot Health Center and community residents resulted in two sub-committees to assist the Policy and Health Advisory Committees.

One hundred and five residents attended that meeting. The Policy Committee will meet monthly with the two sub-committees, which will look into the budget in relation to federal cutbacks. The Medicaid and Medicare group intends to find out if federally funded groups can receive sub-funds for providing the kinds of services private health agencies provide.

The Community Leadership Center will provide resource and research services to the community at large in fighting for expanded health services.

The CLC also participated in planning an attempt to get funding for an exploratory program for enlisting united support from churches in the Egleston Square area in dealing with community problems. The attempt is being made by the Ecumenical Social Action Committee.

## CHESTER

A black coalition called the Congress for Community Affairs has been formed in Chester. Mr. Phil McLaurin, director of the Chester Citizens Information Center, was helpful in getting the group started. Mr. McLaurin has been asked to become a member of the group in his role as director of the Chester Citizens Information Center. The Steering Committee asked the Education Fund for a policy decision on this matter: Mr. McLaurin's membership is a personal decision which is in no way indicative of the Chester Citizens Information Center's support of the Congress or its positions on issues. The Education Fund clarified the fact that the C.C.I.C. cannot become a member of the Congress for Community Affairs because the Congress is a political action group and association with the Congress could compromise the Project's tax status and its non-action guidelines. The Center will continue to provide enabling support.

The Chester Welfare Rights Organization has been given rent-free office space by the C.C.I.C. The W.R.O. will furnish their own phone lines and equipment. Mrs. Addie Trippet has joined the Project Steering Committee as a representative of the Chester Welfare Rights Organization.

The Steering Committee of the C.C.I.C. has decided to charge outside groups a rental fee of $2.50 for use of the DuKane Commander and Voting is People Power filmstrip. The groups will be asked to pay for any damages to the machine and if they fail to return the machine on the scheduled date, there will be a 50 cent per day late charge. If the film is shown in the Center or by a Steering Committee member there will be no charge. It is hoped that these fees will cover the cost of replacing worn or damaged filmstrips.

## LOS ANGELES

The East Los Angeles Citizens Center will continue its operation through January with the money remaining from the 1968 Ford grant. Originally the Center had been scheduled to close after the November 5th elections, but the services which have been provided through the Center are still very much needed and Steering Committee members would very much like to continue the project. There is some hope that local funds will be found for continuation. If funds are not obtained by the end of January, the Project will have to discontinue operation until funds are found. In an attempt to prepare for a possible gap in services, the Project has developed a flyer which lists services for citizens of East Los Angeles. It is a one-page sheet with headings such as "Home Owners and Renters," "Licenses," "Births," "Deaths," "Legal Troubles," "Voters," etc., with the telephone numbers of service groups and agencies listed under each heading.

## PHILADELPHIA

A workshop for community group representatives on "The Basics of How to Write a Proposal" is in the planning stages. Writing proposals is a key skill for community organizations and 23 people representing five organizations have expressed an interest. The Temple University Community Affairs Division has consented to provide staff and materials. Suggestions for particular problem-areas which might be covered in the course have been requested from community residents.

*Black Power*–A Positive Force was the name of a workshop for Leaguers and their husbands given by the Community Leadership Service Center on November 7th. The workshop, first in a series, consisted of a short history of black people in Philadelphia, a discussion of the effects of black power on more "established" civil rights groups, and a discussion of some of the problems of young people in trying to make their education responsive to their black awareness.

## NEW ORLEANS

Precincts canvassed for registration by Carrollton Central led the 17th Ward in number of new registrants–nearly 100 from the 6th Precinct alone.

Eight School Board candidates met with neighborhood groups on October 26th at a candidates meeting held at Carrollton Central.

A special Election Newsletter and League Voters Service materials were distributed to Carrollton Central's mailing list of 300 and all new registrants in adjoining precincts.

Two Steering Committee members, Mrs. Frances Robinson and Bob McFarland, testified at the City Council budget hearings concerning Carrollton's housing and recreation needs.

# THE MONEY TREE

*Does Your Education Fund I.C.C.E. Project Qualify for Sales Tax Exemption?*

Contributions to the Education Fund are tax *deductible* which means that people donating money to the Education Fund can deduct their donation from their income tax.

In some states and cities the Education Fund is eligible for *sales tax exemption* too. This means that the Education Fund need not pay *sales* tax when supplies, equipment or services are purchased in those states and cities. This is not true in all states and cities because state and city law differ from state to state and city to city. If the state and/or local sales tax laws exempt the Education Fund, then Education Fund sponsored projects in those cities and states do not have to pay sales taxes.

The Inner City Citizenship Education Projects in Chester and Philadelphia do not pay sales tax under the Pennsylvania tax regulations, nor does the Community Leadership Center in Jamaica Plain. Last year the Maryland Comptroller of the Treasury ruled that the East Baltimore Citizens Center was *not* exempt. In Ohio too, an Education Fund Project (not an inner city project) was declared *not* eligible for sales tax exemption.

To find out whether or not your project is eligible for sales tax exempt status through the Education Fund, you must write to your state or city Bureau of Sales and Tax Use. Perhaps the easiest way to go about this would be to simply ask what kind of information they would need from you, in order to determine whether you're eligible for tax exempt status. If you will send us a copy of the letter you receive, we will help you compile whatever information you need. Then we will send a second letter and wait. If your state or city government is overburdened, you may have to wait a long time. The sooner you write the first letter, the sooner you will get a final answer from your state government.

If you know a tax lawyer who would be willing to volunteer some time to the Project, he could tell you whether you are likely to qualify for sales tax exemption and what sort of information the state and city governments will need. This could save considerable time.

If you are granted sales tax exempt status, you will not save great heaps of money, but it will help. In finding out about tax exemption, you may acquire information which you could pass on to neighborhood organizations which are *not* affiliated with the Education Fund.

# MAINSTREAM

**Conference for Joint Action on Urban Problems**

On November 20, 21 and 22, one hundred eighty-eight local League members from the Cleveland metropolitan area participated in a Conference for Joint Action on Urban Problems. There were 14 local Leagues represented plus the LWV of Cuyahoga County, an inter-League organization in this area.

The Conference was sponsored by the LWV (US) and the Education Fund, and funded from the Ford Foundation ICCE grant. It was the first of three to be held in various parts of the country during this winter.

The Conference was designed to help Leagues deepen their understanding of urban problems particularly inner city problems, and assess the Leagues' role in bringing about change, both within the city and in suburban communities.

With these objectives in mind the conference heard from knowledgeable and concerned Cleveland neighborhood leaders who had first-hand knowledge of ghetto problems–schools, unemployment, the welfare system, housing. Another panel made up of government and/or agency related people discussed what the city is doing about these problems. A third panel shared knowledge and techniques gained from the ICCE projects which can be adapted for use by any city League.

In addition, speakers gave background on Afro-American history and its relevance to existing urban problems, developments in participation by blacks in the political process in terms of influence and control, a discussion of prospects for change in institutions and programs and the pertinence of the League's work in Human Resources as cities strive to meet human needs.

The last afternoon was spent considering how the League and its members might move forward in placing its knowledge and skills at the disposal of inner city organizations and neighborhoods as well as assessing where the League could make the most valuable contribution–in the inner city, in working to change attitudes of white suburbia toward the movement for black self-determination, how to make League positions and action more relevant to the needs of the inner city, or a combination of these.

A measure of the interest and commitment of the participants is the fact that 155 women attended all three days–the first day with traffic delayed and halted in some outlying areas by a snow storm.

The participants came to learn and most indicated in evaluations that they had. There was some sense of frustration because of the enormity of the problems, and the challenging of long-held attitudes. It was not expected that a clear cut sense of direction would be worked out in one afternoon. This has to come as the Leagues in the Cleveland area assess what is possible for them. Many felt the League should be doing more, and doing some things differently. Such comments as "pinpointed the need for whites to stop *talking* and *start listening*," "helped clarify . . . my own fallacies or false assumptions, helped one think more critically" and "must do a lot more talking and action in our own communities" gives some sense of the process which was started.

# NOW AVAILABLE FROM EDUCATION FUND

*VOTING IS PEOPLE POWER MANUAL:* How to mobilize registration and voting campaigns in the inner-city. $0.25 each.

*VOTING IS PEOPLE POWER FILMSTRIP*–with record for regular projection equipment. How inner-city citizens in Gary, Pittsburgh, Newark and New York used registration and vote power to get things done. Available in Spanish. $10.50.

*VOTING IS PEOPLE POWER POSTERS* (paper): 11 by 17 inches in "day-glow" inks that can be seen for a mile. 25 for $5.00, 100 for $15.00.

*VOTING IS PEOPLE POWER BUTTONS* 1½-inch diameter, looks just like the poster, but it's round. 100 for $12.50.

*VOTE BABY VOTE BUTTONS* 1¼-inch diameter, as shown. 100 for $10.50.

*VOTING IS PEOPLE POWER KIT:* One Voting is People Power Manual, 25 Posters, 100 Voting is People Power Buttons, 100 Vote Baby Vote Buttons. $20.00.

• • • • •

PLEASE SEND TO:

NAME _____

ADDRESS _____

CITY _____ STATE _____ ZIP ____

ORGANIZATION (if any) _____

_____ quantity manuals @ $0.25 each

_____ quantity filmstrips & records @ $10.50 each ☐ English ☐ Spanish

_____ quantity posters @ 25 for $5.00, 100 for $15.00

_____ quantity Voting is People Power Buttons @ 100 for $12.50

_____ quantity Vote Baby Vote Buttons @ 100 for $10.50

_____ quantity Voting is People Power Kits @ $20.00 per kit

Total Enclosed $_____

Make checks payable to the LEAGUE OF WOMEN VOTERS EDUCATION FUND

ALL ORDERS *MUST* BE PREPAID. No substitutions in Kits.



The Police–*continued from page 3*

Citizens often fail to cooperate with the policeman or even hinder his efforts to carry out what he thinks is his job. Take, for example, parents who let their children attend parties when they know alcoholic beverages will be consumed, or people who will complain about "suspicious" behavior but refuse to give their names. What about landlords who knowingly accommodate prostitutes? What about citizens who frequent houses of prostitution and expect protection against robbery? What about citizens who do not report burglaries because they fear an increase in their insurance rates? Then there is the citizen who is a witness to a crime or accident and insists that he has seen nothing because he cannot take the time to go to court or doesn't want to get involved. There are also citizens who abuse the police function by lodging a complaint against their neighbor's noisy party before they have asked the neighbor to quiet down. There are some citizens who manipulate the police by staging incidents for which the police must file a report, solely to use information in that report to document grounds for divorce, separation, or the institutionalization of someone.

• • • • •

There is a problem in police-community relations which is often overlooked: rewards and payoffs for the police may reinforce values which are incompatible with the expressed values of society. For example: in a democracy, ideally, police are not given maximum authority, there is room for dissent and demonstration of that dissent, and citizens are not *bound* to cooperate with the police. The ideal situation for the police is one in which they have been given maximum authority, there is minimal dissent and maximum citizen cooperation with the police.

It has been charged that many police departments promote officers by the number of arrests they make, not the number of convictions obtained. If this is true, then those police departments are saying that it is more important to apprehend someone and book him than it is to obtain a conviction. This could encourage policemen to be hasty in making arrests and lax about charges, and to absent themselves when cases come to court. Such a system conflicts with our society's guarantees against frivolous arrest.

It has become popular in some circles to claim that the police problems are symptomatic of a racist society. In other circles there are those who claim the problems would be solved if police powers were increased. Others feel that the police have too much power. Focusing on any one of these things may obscure other equally important problems. Those who wish to turn "law and order" over to the police, will have to find someone else to take cats out of trees and may want to take a good hard look at the laws before the police start enforcing them on a full-time basis. Those who would like the policeman's function to remain varied may have to come up with the revenue for specialization within the departments. Those who would like community control over the police need to think about how citizens can be more specific and more consistent about *what* they want their police to do and *how* they want them to do it.

These processes have begun on many levels. First and foremost, in the black community, where the problem is seen more and more as one of physical and psychological survival, black communities are responding to the problems.

In Washington, D.C., the Black United Front has submitted a proposal for decentralization of the police department which would make the individual policeman responsible to representatives of the area in which he works. In other cities, such as New York and Cleveland, large crowds gathering around police activities, vocal and public protest by individuals and organizations regarding police actions are putting pressure on the police and the system they represent for fast and extreme change.

Police departments themselves, with prodding or assistance from the Federal Government, churches, universities, research organizations, and foundations are instituting experimental programs:

- In Buffalo, New York, the Ford Foundation gave a grant to the Quakers to run a program for policemen on black history, ghetto problems and law enforcement problems in the black community.
- In St. Louis, the police department instituted Operation Storefront. A uniformed policeman was stationed in storefront offices around the city. City departments from sanitation to welfare to the board of elections gave priority to citizens and problems channeled through the storefront policeman. Patrolmen were notified to take the time to notice things like dangerous wiring or lack of city services when responding to calls and to tell residents where and how to call to get them taken care of. The program resulted not only in better police understanding and better relations with the community, but slowed the juvenile crime rate and gave police concrete information on specific suspects, provided by community residents.
- Los Angeles and San Francisco have instituted precinct soundoff nights when citizens can go to the precinct station and air their grievances with the precinct or with individual policemen. People skilled in working with groups (trainers) are available to "keep the lid on" or to provide further opportunities for encounters.
- Police activities are being specialized to provide particular often requested services. In New York City the Police Department has Domestic Relations Teams made up of a policeman and a policewoman who respond to calls about family fights. Washington, D.C., has a team of policemen with special equipment to get foreign animals (like tom cats) out of a house or to remove a small boy's pet snake from his mother's oven.

Please continue to send me the ICCE Newsletter, beginning with the January issue. I enclose $3.00.

NAME _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

Make checks payable to the LWV Education Fund, 1200 Seventeenth St., N.W. Washington, D.C. 20036.

PLEASE NOTE: WE MUST HAVE YOUR ZIP CODE. Mailings of the Newsletter are being done by a mailing house which is required to bundle mail according to zip codes. Thank you.

3/24 rec'd 1970

# PEOPLE POWER

What's PEOPLE POWER?

A way to find out what the Ford-funded inner-city projects are doing and much more.

Why do people read PEOPLE POWER?

because it highlights important, current issues....

Welfare, the police, community schools, consumer action

because it tells it like it is ....

"A writ of mandamus is a court order which tells a public official to get off his duff and make a decision."

because you can find out what's happening ....

"Credit at Montgomery Ward stores will soon be available as a result of the agreement negotiated by National Welfare Rights..."

because future issues will include....

Articles on the Census, special problems of migrant citizens, the tenants rights movement

Who reads PEOPLE POWER?

Written for the Education Fund's inner-city projects. So popular it's now read by students, committee chairmen, husbands, school teachers, businessmen, prisoners, bus drivers and League members.

What about you?

It's not too late. A 12 month subscription cost $5.00 and you get issues with features on Blacks and the Unions, the Black Vote, Black Capitalism and others. All you have to do is complete the form, enclose your check and mail it to us.

- - - -

# OVERSEAS EDUCATION FUND OF THE LEAGUE OF WOMEN VOTERS

## ANNUAL REPORT 1968-69

# *The President's Message*

As the League of Women Voters of the United States celebrates its fiftieth anniversary, we at the Overseas Education Fund — one of the League's two educational affiliates — are reflecting on what twenty-two years of service to friends in other lands has meant to us and to the League. The Overseas Education Fund is basically a channel for adapting the accumulated experience of a U. S. voluntary organization, the League of Women Voters, to the task of social development in other parts of the world.

The League did not seek a new kind of responsibility which came to it at the close of World War II. Rather, requests coming to it from our own government as well as from individuals all over the world made it necessary for the League to establish an educational, tax-exempt fund. (Unlike the League, the Overseas Education Fund has no membership and is partially supported by public funds. It is not subsidized by the League, its name notwithstanding.) This Fund was designed "to increase the knowledge of individual men and women in all parts of the world about the structures, functions, techniques and problems of government." Initially requests for assistance came from women in Japan, Italy and Germany who wished to learn how citizens can relate to and influence government. Today the Overseas Education Fund works with men and women leaders from the developing countries.

The purpose of the LWV is "to promote political responsibility through informed and active participation of citizens in government." The goal of the Overseas Education Fund is "to encourage and assist, within the framework of the national cultures of other countries, the development of citizen initiative, participation and action." It is evident that the central purpose of the two organizations may be construed as identical — to educate for responsible citizenship within the democratic concept.

The League has done invaluable pioneer work in the area of citizenship education, an activity of recognized and mounting importance as human societies become more complex, more interdependent and beset with problems of a magnitude unknown to previous ages. The need for providing these educational services is no less acute abroad than it is at home. No degree of military might will give the United States as much influence as will a successful demonstration of a people skilled and mature in the practice of self-government. This training is a commodity worthy of export; it is one which will bring to the United States a high rate of return; it is what OEF does export.

All of us who have worked with men and women of foreign countries have an abiding gratitude to them for the experience they bring to us. They not only enormously sharpen our understanding of ourselves and our ways of conducting the public business, but they bring us an immeasurable deepening of our own perceptions by sharing with us their cultures and values. We are strengthened in our convictions when we discover how closely related are our concerns and goals and how much we can achieve together.

With these thoughts in mind, we wish to congratulate the League on the occasion of its fiftieth anniversary. We are proud to be a part of the League complex.

Sincerely,

Martha Briscoe

Mrs. John D. Briscoe
*President*

## NEW DIRECTIONS IN TRAINING

OEF'S TRAINING PROGRAMS for citizen leaders take place in Latin America and in the United States. They are open to men and women — some are open only to women — from other countries and are designed to include Americans as well. This year OEF actively explored the possibility of establishing a field services program for Asian women. In Washington OEF introduced a seminar for American women going abroad for the first time.

In Latin America OEF continued to counsel the national women's organizations and community groups with which it has worked over the years. This year OEF conducted two intermediate or middle-level training programs, one in Guatemala City for Central Americans and one in the Dominican Republic. These new training programs were designed for women who have had some adult education. They are intermediate in the sense that they are the most comprehensive and intensive programs to have been given by OEF overseas. The curriculum for these *cursos* or regional training programs serves as a stepping stone between the four-month OEF Institute in Boston and the traditional week or ten-day OEF-sponsored workshop in the field. Although it is early to evaluate these programs, they are representative of the way in which OEF responds to new needs as they are articulated by the people it is training in community development.

## TRAINING IN LATIN AMERICA

### Central America

Representative activities of the organizations counseled by OEF are:

**Costa Rica** — The *Organizacíon de Ciudadanas Costarricenses* is carrying out a preparatory survey for the establishment of a national umbrella organization for voluntary associations.

*Governor Nelson Rockefeller chats with members of the Organización de Ciudadanas Costarricenses.*



**El Salvador** — The *Organización de Ciudadanas Salvadoreñas* gave a training course for volunteers from the *Asociación Demográfica Salvadoreña.*

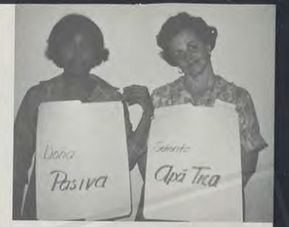
**Guatemala** — The *Alianza Cívica de Asociaciones Femeninas* sponsored a seminar on various aspects of municipal government in cooperation with the *Instituto Nacional de Administración para el Desarollo.*

The *Organización Guatemalteca de Ciudadanas,* having drafted and approved its by-laws, is working on a program of voter orientation for the national general elections of 1970.

**Honduras** — The *Organización Hondureña de Ciudadanas* has drafted its by-laws and has begun to clean up the "San Isidro" market of Comayaguela.

**Nicaragua** — The *Organización Cívica Nicaragüense de Ciudadanas* is working on a program of civic education for leaders active in low-income areas. The *OCN* is preparing a *Handbook for Citizens.*

**Panama** — *The Unión de Ciudadanas Panameñas* held a training seminar on "Women in Community Service." Its most important project at present is the extension of its civic activities to the interior of the Republic.




*"Madam Passive" and "Madam Apathetic" in a role-play sponsored by the Unión de Ciudadanas Panameñas*

Dra. Graciela Quan has represented OEF in Central America since 1963, and this year OEF added a junior field representative to assist her. The two field representatives do follow-up work with former OEF trainees, work with volunteer groups, organizations of women citizens which have been established in each country of Central America, and with federations of women's organizations. They also train these groups in organizational techniques for civic education through regional Central American programs and through short courses offered in cooperation with local volunteer organizations.

The most important regional training event of the year was the Central American Training Program, held from April 11 to April 30, 1969, in Guatemala City which had as its theme: Central America Today. This residential *curso* was designed to meet the needs of women who had already received some

adult education. There were 36 participants (including four North American women) from six Central American countries. The Central American Training Program was the first middle-level or intermediate training program to be given by OEF outside of the United States. Its curriculum was modeled after that of the OEF Institute and included social change in Central America, organizational skills and group dynamics. The OEF Institute training staff administered the Central American Training Program, which was an experiment to discover what resources are available in the field for regional training.

The Central American Workshop held annually since 1964 was suspended because of the outbreak of hostilities between Honduras and El Salvador. It had been planned to have it in Honduras during September with the theme of "The Citizen: His Politico-Social Function."

The Ford Foundation has funded an OEF project to develop financial support for civic organizations in Latin America. Mrs. Mildred Mersereau made three trips to Central America during the year to teach volunteer organizations how to raise funds to meet annual budgets.

Fifteen participants came from Central America to OEF training programs in the United States. Of these, seven attended the Multinational Seminar and eight attended the OEF Institute. A counry breakdown follows:

| | *Multinational Seminar 1968* | *Institute 1968* |
|---|---|---|
| Costa Rica | 1 | 1 |
| El Salvador | 2 | 1 |
| Guatemala | 1 | 0 |
| Honduras | 1 | 2 |
| Nicaragua | 1 | 1 |
| Panama | 1 | 3 |

*Celebration by the "Acercamiento Familiar" in Salcedo, Dominican Republic, on the occasion of collecting funds for a water cistern project.*



## Dominican Republic

One OEF Field Representative, Mrs. Una Cross, a community development specialist, devotes approximately half her time to the Dominican Republic. Her work consists of major programs such as regional and national seminars and of in-country follow-up work with OEF graduates. OEF's training goals in the Dominican Republic are to build leadership, responsibility, resourcefulness, confidence, and initiative in the area of civic education.

Four major programs were held during the past year. They were the Dominican Republic Training Program from June 8 to 26; the Second National Civic Seminar held at the request of and for women Governors of the 26 provinces of the Dominican Republic from October 23 to 28; a Regional Seminar for the Northern Provinces from February 14 to 19; and a Regional Seminar for the Southern and Eastern Provinces from February 21 to 26. The three Regional Seminars dealt with the responsibility of women in the development process. The Dominican Republic Training Program, which was held in Jarabacoa, was the second middle-level training program to be sponsored by OEF outside of the United States. Like the Central American Training Program, its curriculum was modeled after that of the OEF Institute.

Short courses were given by Mrs. Cross throughout the year in provincial communities to train individuals in group work and to provide them with the techniques necessary to work together within their communities. These courses took place in Bani, Dajabon, Santiago Rodríguez, El Seibo, and Azua.

Four women from the Dominican Republic participated in OEF's training programs in the United States. Of these, two attended the Multinational Seminar and two attended the OEF Institute.

## South America

In response to requests for assistance from organizations in South America, Field Representatives counseled groups in seven of the nine Spanish-speaking countries of the Southern Hemisphere. The other two and Portuguese-speaking Brazil have received direct service from OEF Washington Headquarters.

Argentina, Bolivia, Chile, Colombia, Ecuador, Paraguay and Peru were included in the itineraries of two Field Representatives. Formal programs were staffed by OEF consultants and Field Representatives and included workshops and seminars in

Bolivia, Colombia, and Peru. Several Argentinian graduates of OEF training programs provided the impetus for cooperation in two workshops sponsored by the National University of Cuyo in Mendoza, Argentina. These workshops focused on the problem of integrating the university and the community. Each of these events was five to ten days in length and was attended by delegates and observers resident in the countries named.

Cooperative leadership training efforts between South American organizations and the OEF were the ACOVOL (*Agencia Coordinadora de Voluntarias*) Seminar in Bogotá, Colombia, in March; the Catavi Seminar sponsored by CONIF (*Confederación Nacional de Instituciones Femeninas*) for 32 wives of miners in the *altiplano* area of Bolivia; the Catholic University Seminar in Lima, Peru, which was organized by 20 Peruvian OEF graduates for 23 participants from various Departments and *barriadas* of the capital.

*A lecture on health given by Olga Fonseca, a social worker, to the Catavi Seminar, Bolivia.*

*A participant in the Catavi Seminar, Bolivia, with her husband, a miner, her son, and Mrs. Una Cross, OEF Field Representative.*

Thirteen participants came from South America to OEF training programs in the United States. Of these, five attended the Multinational Seminar and eight attended the OEF Institute. A country breakdown follows:

| | *Multinational Seminar 1968* | *Institute 1968* |
|---|---|---|
| Argentina | 1 | 3 |
| Bolivia | 1 | 1 |
| Chile | 1 | 0 |
| Colombia | 1 | 2 |
| Peru | 1 | 2 |

## TRAINING IN ASIA

Plans to respond to requests already received were projected for such time as private funds can be raised and include sending a volunteer to Korea and Indonesia to begin the groundwork for a field services program for Asian women. In June of this year word reached the OEF that a League of Women Voters of Korea had been provisionally organized. The OEF will be represented by a volunteer at the annual congress of PERWARI, an Indonesian women's civic organization, in October, 1969.



## TRAINING IN THE UNITED STATES

### OEF Institute

The OEF Institute at Boston University, the most comprehensive of OEF's training programs in the United States, took place from September 2 through December 21. Eighteen women from ten Latin American countries participated in the Spanish-language curriculum which emphasized social change in Latin America, organizational skills and group dynamics. As in previous years, a human relations laboratory was held. Participants observed social welfare and community action programs in Massachusetts and visited the United Nations in New York. This year's Institute introduced a resident teaching counselor, who provided liaison for the participants by serving as escort-interpreter, and a written evaluation of the program by a psychologist who surveyed the participants before, during and after their course. The 1968 Institute had no U. S. participant.

### Multinational Seminar

Annually since 1961 the OEF has sponsored a Multinational Seminar for Latin American women leaders. This program is designed for women with backgrounds in volunteer and civic work. An intensive, five-week program, it has proved effective in terms of the activities of its returned graduates.

This past year the Seminar was attended by 14 women from 12 countries. After two weeks in Washington, the group divided into two sections for field visits to other cities in the United States for observation of local community organizations. Cities are selected on the basis of their size and the number and variety of available programs relating to the theme of the Seminar, "The Role of Women in Civic Development." Seminar participants visited New Haven, Minneapolis, Bloomington, and Chapel Hill, where local Leagues assisted in arranging their programs and provided home hospitality. The two sections reconvened in New York and then traveled to Puerto Rico, where they observed community organizations in a Spanish-speaking milieu.

### Briefing Program

From June, 1968, to June, 1969, OEF shared experiences in

*Mrs. John D. Briscoe, President, addresses participants in OEF's U.S. Women Abroad Seminar.*

civic responsibilities with 182 leaders from 34 countries. Foreign guests have been programmed according to their individual interests which ranged from Congressional Committee hearings to voluntary agencies but which this election year had the common denominator of pre and post election procedures. LWV members escorted 86 foreign observers to the polls on election day. Leagues in ten cities cooperated with OEF in arranging a travel program for a young woman official of the League of Women Voters of Japan. OEF helped to arrange the itinerary of the Chief Elections Officer of Sierra Leone who was interested in registration drives, residence rules, vote counting procedures and finance at the municipal level. OEF's briefing service is available to any foreign visitor requesting it.



## U.S. Women Abroad Seminars

As it is important for foreign leaders to learn about the United States, OEF considers it equally important for the American woman going overseas — as the wife of a businessman or foreign service officer or in a job of her own — to be an informed citizen in the country of her temporary assignment.

Today, with approximately 1.8 million U. S. citizens (including 250,000 family groups) living outside the boundaries of the United States, there is a need to orient these women to their adopted communities. This year the OEF established a service to fill that need by sponsoring two one-day seminars in which 53 women representing 20 organizations participated. Thirty-three of the participants had previously resided overseas and twenty were going for the first time.

These two "U. S. Women Abroad" Seminars provided an opportunity for businessmen's wives to exchange ideas with diplomats' wives, for missionaries to confer with foundation people, for Red Cross personnel to compare notes with Caritas representatives. Professionals such as Alison Raymond Lanier, Director of the Overseas Briefing Associates, and Louise Winfield, author of *Living Overseas*, assisted in conducting the Seminars which were held in Washington at the OEF Headquarters.

## Publications

A popular OEF publication, *Handbook for Leaders*, was printed by the U.S. Information Service in Korean. The English edition has been requested by a variety of groups including "Mrs. Jaycees," St. Luke's Hospital, the Canadian Co-op Book Centre and many public schools, colleges, and libraries. The Boy Scouts of Chile were granted permission to reprint the *Handbook* in Spanish for the training of their leaders. The Spanish edition has been used in inner-city projects in the United States. Spanish-speaking communities here and overseas have also used a new OEF manual describing how to run a seminar. This workbook incorporates teaching techniques developed in OEF training programs in the United States and overseas. OEF maintains a liberal policy toward requests to reprint, adapt or translate its publications.

### *Intercambio*

In 1964, with financial assistance from AID, the OEF began to publish a newsletter for Latins. This publication, *Intercambio*, now has a circulation of 2,000 and this year acquired a professional editor. Its readers include civic leaders; the academic community, professionals and volunteers, and OEF program graduates. Through *Intercambio* they learn of the activities of Latin American women's organizations, of the training courses sponsored either by a national women's civic organization or the OEF, and of the effectiveness of OEF training as reflected in the breadth and depth of the activities of its graduates. This past year *Intercambio* has become a real "interchange" with the increased use of articles written by Latin American women. A continuing feature reporting activities of all OEF Institute graduates will begin with the November, 1969, issue.

*Mrs. William H. Wood, new Executive Director.*

## ADMINISTRATION

An increase in program and clerical staff strained an already

tight office space situation and, because of similar crowding in the League of Women Voters and Education Fund headquarters, the three affiliate organizations made plans to move jointly. The move took place on August 2 to the present address and certain basic services such as the switchboard, reception, inventory and distribution of publications were amalgamated.

In addition to the merging of some administrative services, the OEF information program was reorganized to include regular space in the *Voter*, the League's national membership publication. The *OEF Newsletter* was discontinued and a bi-monthly mimeographed flier describing the present activities of OEF trainees by country took its place. An informational brochure, *Some Facts About OEF*, was published under a grant from the Georgianna Fales Mitchell Memorial Fund.

A third area of increased administrative coordination between the OEF and the LWVUS was development. The OEF is coordinating its efforts on behalf of the 50th Anniversary Compaign with League representatives at the national, state, metro and local levels.

OEF continued to employ outstanding trainees as staff members. Srta. Marga Moura, a Brazilian, served on the OEF Institute staff and assisted in teaching organizational techniques at the Central American and Dominican Republic Training Programs. Another OEF graduate from Honduras served as Junior Field Representative in Central America.

In-service training for Board and staff was given at a three-day workshop at Mt. Vernon Junior College in Washington. Dr. Malcolm Knowles, a consultant in organizational theory and adult education from Boston University, led group discussions on organizational structure, finance, program development and research and evaluation. In-service training for Board and staff overseas is also OEF's policy. This year two Trustees and two Board members participated in field training programs. One OEF Field Representative has been attending a course for trainers in Panama given under the auspices of the National Training Laboratory.

The two major contributions of the Headquarters Liaison Office for Latin American Programs this year have been the editing of the Spanish *Seminario Taller* and the drafting in Spanish of an historical review of the work of the OEF in Latin America. A translation of this review has been undertaken, and the English edition will be incorporated in the Board/Staff Manual for the orientation of new personnel.



## OVERSEAS EDUCATION FUND FINANCIAL STATEMENT
### July 1, 1968 — June 30, 1969

**INCOME**

| | |
|---|---|
| Designated Fund Balance from Prior Year | $ 12,755 |
| Designated Contributions and Grants | 70,934 |
| Less: Designated Income Deferred to Future Period | (22,891) |
| Undesignated Contributions and Grants | 80,699 |
| Reimbursements for Programs and Services | 231,150 |
| Publications (gross) | 1,073 |
| Fiftieth Anniversary | 50,000 |
| Interest and Dividends | 2,386 |
| | $426,106 |

**EXPENSE***

| | |
|---|---|
| Latin American Program Headquarters Services | $ 69,331 |
| South American Field Program | 33,339 |
| Central American Field Program | 22,153 |
| Dominican Republic Program | 21,972 |
| OEF Institute, Boston University | 74,061 |
| OEF Institute, Central America & Dominican Republic | 39,634 |
| Multinational Seminar, Washington, D. C. | 12,342 |
| Thailand Visitor Program | 254 |
| Ford Project | 33,203 |
| Headquarters Services: Publications & Briefings | 14,064 |
| Organizational Development | 11,425 |
| | $331,778 |

*Includes distribution by audit of indirect costs ($78,903) of administration, office overhead, and program coordination.

Audit by Councilor, Buchanan & Mitchell

## SOURCES OF SUPPORT • July 1, 1968 — June 30, 1969

**Corporations & Corporate Foundations**

EBASCO Industries
*First National City Bank
W. R. Grace
Humble Company Charitable Trust
Levi Strauss Foundation, Inc.
Mobil Oil Corporation
Sears-Roebuck Foundation
Singer Sewing Machines
United Fruit

**Foundations**

The Ford Foundation
Interchange Foundation
The Ivy Fund
The Judson Fund
The Lasbury Foundation, Inc.
The Charles E. Merrill Trust
Rockefeller Brothers Fund, Inc.
The Scherman Foundation, Inc.
The Stetten Foundation
The Tennant Foundation
Blanche & Frank Wolf Foundation

*Gift in pesos

**Individuals & Memorial Gifts**

121 gifts received — $27,580.39

**Program Contracts**

Agency for International Development
Bureau for Latin America
Office of International Training
U.S./AID Mission of the Dominican Republic
Department of State
Bureau of Education and Cultural Affairs

**U.S./AID Missions in**

Argentina
Bolivia
Chile
Colombia
Costa Rica
Dominican Republic
El Salvador
Guatemala
Honduras
Nicaragua
Panama



## BOARD OF DIRECTORS

Mrs. John D. Briscoe, Lakeville, Conn.
*President*
Mrs. John H. Kreinheder, Clinton, N.Y.
*First Vice-President*
Mrs. Mark S. Massel, Washington, D.C.
*Second Vice-President*
Mrs. Edward M. Boyne, New London, N.H.
*Third Vice-President*
Mrs. Hans-Arnold Fraenkel, Hartsdale, N.Y.
*Treasurer*
Mrs. S. Rains Wallace, Pittsburgh, Pa.
*Secretary*

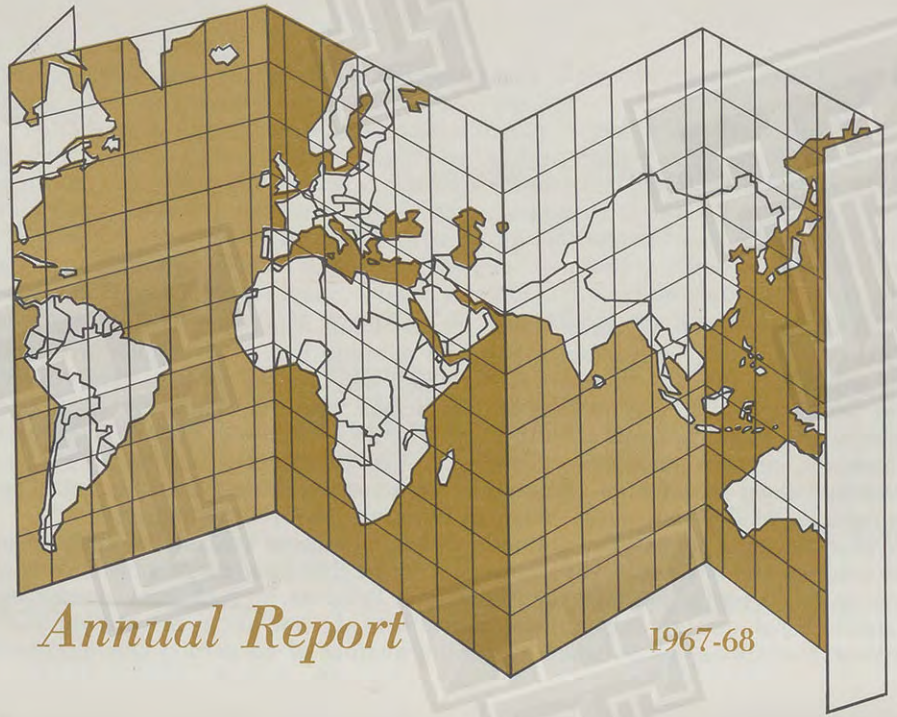
Mr. Albert E. Arent, Washington, D.C.
Mrs. Willard F. Barber, Washington, D.C.
Mrs. Howell A. Bates, Dover, Mass.
Mrs. Clara M. Beyer, Washington, D.C.
Mrs. William M. Christopherson, Louisville, Ky.
Miss Muriel Ferris, McLean, Va.
Mrs. Kenneth W. Greenawalt, Hartsdale, N.Y.
Mr. E. Kennedy Langstaff, New York, N.Y.
Mrs. Ezra Levin, Champaign, Ill.
Mrs. George A. Little, Old Greenwich, Conn.
Mrs. Ithiel de Sola Pool, Cambridge, Mass.
Mrs. Haskell Rosenblum, Washington, D.C.
Mrs. Walt W. Rostow, Austin, Texas
Mrs. Earle V. Simrell, Washington, D.C.
Mrs. Alexander Truehaft, Cleveland, Ohio
Mr. Richard W. Van Wagenen, Washington, D.C.

## TRUSTEES

Mrs. Bruce B. Benson, Amherst, Mass.
Dr. Donald Blaisdell, New York, N.Y.
Mrs. Werner Blanchard, Dayton, Ohio
Mrs. Edward M. Boyne, New London, N.H.
Mrs. David G. Bradley, Durham, N.C.
Mrs. John D. Briscoe, Lakeville, Conn.
Mrs. William M. Christopherson, Louisville, Ky.
Mrs. Donald E. Clusen, Green Bay, Wisc.
Mrs. Alexander Firfer, Washington, D.C.
Mrs. John Gillin, Pittsburgh, Pa.
Mrs. Maurice S. Goodman, Washington, D.C.
Miss Florence Harrison, Hancock Point, Me.
Mr. Field Haviland, Jr., Medford, Mass.
Mrs. Charles W. Johnson, Minneapolis, Minn.
Mrs. William C. Johnstone, Washington, D.C.
Mrs. John D. Kenderdine, Holtwood, Pa.
Mrs. Fleming Law, Atlanta, Ga.
Mrs. Marc A. Law, Northbrook, Ill.
Mrs. John Glessner Lee, Farmington, Conn.
Mrs. K. E. Montgomery, Eugene, Ore.
Mrs. W. Foster Montgomery, Bogotá, Colombia
Mrs. H. E. Murphree, Jr., Dickinson, Texas
Mrs. Robert J. Phillips, St. Charles, Ill.
Mrs. Bert Rabinowitz, Wellesley Hills, Mass.
Mrs. Griffith Resor, Jr., Cincinnati, Ohio
Mrs. Durward V. Sandifer, Silver Spring, Md.
Mrs. Earle V. Simrell, Washington, D.C.
Mrs. Eugene H. Smith, Idaho Falls, Idaho
Mrs. DeWitt Stetten, New York, N.Y.
Miss Anna Lord Strauss, New York, N.Y.
Mrs. Robert J. Stuart, Spokane, Washington
Miss Barbara Stuhler, St. Paul, Minn.
Mrs. Alexander M. White, Jr., New York, N.Y.
Miss Barbara M. White, Washington, D.C.
Dr. Quincy Wright, Charlottesville, Va.

## STAFF

Mrs. William H. Wood
*Executive Director*
Mrs. Henry A. Hoyt
*Director of Latin American Programs*



*Annual Report* 1967-68

# OVERSEAS EDUCATION FUND OF THE LEAGUE OF WOMEN VOTERS

**OVERSEAS EDUCATION FUND**
of the League of Women Voters

[redacted]

## The President's Message

Television authority Fred W. Friendly in his recent book* called Latin America "the most unreported story of our time." That this should be so is a lamentable and puzzling fact. Even though crises occurring in other parts of the world may be more visible and dramatic, why are we so persistently unaware of the needs and aspirations of the other 268 million human beings who live in our hemisphere, two thirds of whom, for example, are suffering from malnutrition? Why do we know so little of their troubled economic and political histories, concern ourselves so little with their problems of illiteracy, poverty and disease, or with their growing hunger for effective channels of participation in their own future? Why are we so insensitive to the beauties of their language, their rich literature, their vibrant culture?

It is understandable that our need persists for dramatic signs of progress against the array of problems which confront our country and our world. Still, let us not forget that progress of substance is often of the quite modest, step-by-step variety. Through the Alliance for Progress, through our economic agreements, our foreign assistance legislation, through the creative efforts of some of our private foundations, and through the strengthening relationships between a growing number of concerned communities and private organizations here in the United States and their sister organizations to the South, we are indeed participating in a large and largely unreported story.

The Overseas Education Fund is proud to play a part in this story. Its efforts for the fiscal year just ended have continued the commitment of its modest resources to encouraging and assisting citizenship programs in Latin America, many of which are now well past the formative stage and are beginning to assume dimensions of national scope. Growing numbers of able citizens now possess the heartfelt desire and the needed competences to guide their fellow citizens in formulating and carrying forward strategies of self-help. These may result in a new school or hospital for a poor community, an improved child care or nutrition program for a dusty village, a municipal election reform, a voter registration campaign, or a nationwide citizen education program. But their critical significance is that they are increasingly self-initiated.

In the brief review of our program year which follows, which must properly include a description of our own services and counsel, my hope is that each friend and supporter of OEF's work will look beyond what *we* have accomplished and take pride and inspiration from what our sister citizens are doing to improve the quality of life in their communities and countries.

*Due to *Circumstances Beyond Our Control . . .*, Random House, 1967.

Sincerely,

Martha Briscoe

Mrs. John D. Briscoe, President

## *Measurable Strides Towards Democratic Goals*

# OEF'S PROGRAM FOR 1967-68

THIS HAS BEEN A YEAR of broadening as well as deepening experience for the Overseas Education Fund.

■ OEF's intensive work in Bolivia, primarily in the form of assistance to Confederación Nacional de Instituciones Femeninas, has come to fruition in the vigorous activities of that organization, which has expanded from two to 19 branches and into all parts of the country. (This organization was assigned a key role by the Bolivian government in handling flood control relief activities when parts of the country were so severely afflicted last Spring.) Teams of OEF graduates are working on community action programs in at least six cities. And in the sleepy and remote little town of Trinidad, two graduates of OEF's Institute sparked a short course in May on Volunteer Work, which had to be limited to 100 citizen-delegates including the provincial prefect and the local doctor, dentist, and priest. According to a visiting observer, the course ended "with a glow of satisfaction and a surplus in the treasury."

*A panel on Education at the University of Cuyo Community Action Seminar in Mendoza, Argentina.*

*Community action teams meet in Cochabamba, Bolivia.*

*The April Workshop of OEF "trainees" in San Juan, Argentina.*

*Inaugural ceremonies at the Central American Regional Seminar in June.*

■ In Argentina, graduates of OEF programs continued their voluntary training with an April Workshop in San Juan under the direction of field representative Mildred Mersereau. It was a planning and study conference following on last year's successful nationwide seminar on New Dimensions in Volunteer Work. Several OEF graduates also deserve recognition for their efforts in helping to launch the first community action seminar at the University of Cuyo in Mendoza. Covering the subjects of labor, housing, population, education, and health, it was attended by 25 carefully selected professional and volunteer workers from these fields. At its conclusion, the Dean of the University remarked that "the faculty has come out from its academic cloister to take to its heart the life of the community."

■ In Central America, the scene of OEF's longest continuous program of service, the fifth regional seminar took place in June in Antigua, Guatemala, under the guidance of field representative Dra. Graciela Quan and a six-country planning committee. There were 36 delegates to the meeting, representing the lively and energetic women's organizations now flourishing in all six countries. As one U.S. observer commented, "The work these women hope to do through their organizations represents a departure from the known and accepted in their societies."

In addition to the traditional value of affording an exchange of experience and continued training in organization methods, the fifth Central American Seminar included an impressive number of firsts. It resulted in the first formal cooperation of these organizations in adopting a regionwide plan: a major goal for next year is to promote civic education programs in the schools throughout Central America. It was the first at which OEF's parent organization, the League of Women Voters of the United States, and its sister organization, the League's Education Fund, were represented by guest specialists. And it was the first to be funded through the organized efforts of the participating national groups and from sources

of support within the Central American countries — including not only local businesses, but U.S. AID missions, and branches and subsidiaries of U.S. corporations.

The year round activities of the women's organizations in Central America have grown too numerous to include. But among those meriting brief mention as outstanding achievements are the printing and distribution of 50,000 citizenship primers by the Union de Ciudadanas de Panama, and a first national workshop in Nicaragua for 96 representatives of 22 organizations who selected four key civic problems for study and action.

■ OEF's activities in the Dominican Republic constitute a "first" of a magnitude heretofore unequalled in its 21 year history of service. In a spirit of warm cooperation with the Office of Community Development of that country (and at the personal invitation of its Minister of Labor), OEF conducted through the Winter and Spring months a series of conferences designed to stimulate the growth of democratic organizations in a country where they had all too long been silent. This project, under the direction of field representative Una Cross, was made possible by a program grant from the U.S. AID mission in the Dominican Republic.

The first seminar was held in January with the women governors of the 26 provinces who had been appointed to four year terms by Dominican President Balaguer as "vehicles of conciliation." These women, ranging in age from 27 to 70, were chosen not as political leaders but for their deep interest in their communities and in their people as human resuorces; the governorships are positions of limited fiscal and executive power but nonetheless carry considerable influence.

The January conference on the subject areas of Education, Health, Social Services, Housing, Recreation and Cultural Affairs, and Economic Development proved to be the first opportunity which the Dominican governors had had for a working meeting on their shared problems. To it also came representative women leaders from all of the provinces. Working with this nucleus group, the project director and her OEF team expanded the seminar series to four regional meetings involving more than 100 additional community leaders. The dedication and interest of all the participants was extraordinary, and already in many of the communities, citizens' activities are burgeoning — for a new community school, a hospital, a water system, a sewer system, a citywide cleanup campaign, or a child care program. As one governor commented on the impact of the seminars, "We have extended our knowledge of a better democratic way of life to preserve human dignity, and right here we have had the example that we are equal to it."

*The Governor of Duarte in the Dominican Republic undertakes an educational survey of a community in his province.*

*The Governor of Puerto Plata welcomes the views of citizens.*

■ In Mexico, a first effort of a quite different nature occurred in February, when 60 already well established private voluntary service organizations undertook an intensive re-evaluation of the role of the volunteer in the modern age. With OEF serving as official co-sponsor and an invited OEF team of specialists on hand to assist in program planning and other conference activities, the delegates pondered the training and responsibilities of volunteers, the selection and planning of worthwhile programs, and the need for collaboration among voluntary organizations. The week-long meeting was widely praised and in addition, the sponsoring Comité sought and received tax exempt status to mount this effort and successfully raised a substantial portion of the funds, assisted by the Mexican participants, OEF representatives, and interested volunteers such as the wife of the U.S. ambassador.

■ No accounting of OEF's Latin American program would be complete without the inclusion of a report on its U.S.-based training programs — which have built up a reserve of more than 200 working leaders who have experienced civic action programs in the United States. These are the annual Seminar in Washington for mature community leaders, which is coupled with a three week travel program

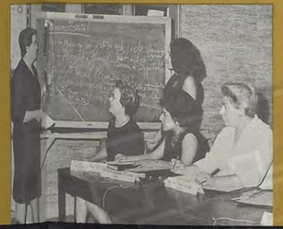
to observe citizenship activities in other cities, and OEF's Institute, now offered as a four month program at Boston University. The emphasis of the Institute is on organization techniques and the group process, as well as on direct involvement in community action programs. Both the Seminar and the Institute took place with great success in the Fall, the former with 16 participants and the latter with 25. Both programs have by now clearly demonstrated the relevance of the timely infusion of leadership resources to meet the growing enthusiasm for citizen activity as it occurs from country to country, stimulated in part by OEF's own field services.

■ Although the vast majority of OEF's resources—both human and financial—continued to be invested in Latin America during the year just ended, its mission to promote responsible citizenship wherever opportunities arise, requests appear, and resources permit was achieved in other areas of the world as well. Last Fall, four distinguished delegates representing OEF, the League of Women Voters, and the League's Education Fund returned the earlier visit of the delegation of the Soviet Women's Committee, and were warmly welcomed during their three week tour of Russia. In the words of the delegation chairman, "We four individuals possess new knowledge of the Soviet Union, new respect for the achievements of the Russian people, new insights into the issues that bind us and divide us, and new friends."

In June, OEF Trustee Mrs. Edward Boyne made a two month tour of five East Asian countries—Korea, Japan, Malaysia, Indonesia, and the Philippines—as a consultant under a grant from the Department of State to confer with women's organizations and leaders of civic groups about citizen education and community problems. Wherever she went, Mrs. Boyne was credited with injecting enthusiasm and new ideas; and in at least one city in Korea, civic leaders—both men and women—have continued to meet together on a regular basis after their consultation with her.

*Mrs. Lyndon Johnson congratulates the graduates of OEF's Institute V.*

*The Eighth Multi-National Seminar for Latin American women leaders held in Washington.*



■ The traditional headquarters activities—briefings and tours of the Capitol requested by the government and by individuals for visiting citizens of other countries, receptions for distinguished women leaders, and reporting and discussion sessions between OEF's field personnel and other professionals—continued without abatement. In all, some 80 visitors from 15 countries were given special presentations about the government, election procedures, and the work of the League and other voluntary organizations. And for a prominent election official from Thailand, studying election procedures in this country under the auspices of the Department of State, OEF programmed a special tour of Eastern cities during a lively period of Spring primary elections; Leagues of Women Voters in 16 cities cooperated in this undertaking and provided an excellent agenda of activities for his tour.

■ OEF's publications program was augmented during the year by new releases in both Spanish and English. A major publication was *Análisis De La Communidad: Un Paso Hacia La Acción (Analysis of the Community: A Step to Action)*. Produced by RTAC (AID's regional publishing arm for Spanish materials, located in Mexico City), it will be offered free of charge at AID Missions throughout Latin America, and advance orders indicate that it will enjoy a distribution running to many thousands. To help meet the growing number of requests for program materials coming from other parts of the world, a chapter of the *Analysis* has been published in English as a self-contained booklet. And as mimeographed materials have been developed for OEF programs, those with broad potential usefulness are added to the Publications List; even in this simple form, they have enjoyed wide usage.

■ This report must conclude with a brief consideration of the impact which all of these experiences have made on the Overseas Education Fund itself. This organization has always been fortunate in the quality of interest and counsel among its voluntary leaders and supporters as well as in the commit-

ment and calibre of its paid staff. The necessary length of this report attests to the considerable expansion of activities which has occurred in the year just ended; yet it should be pointed out that this was achieved with a very modest expansion of staff. It has also been realized through a growing capability in program planning and cycling, and the utilization of both financial and human resources. OEF has again ended the year in a healthy financial condition, no small feat in this day when almost every service organization is under great financial stress.

In regard to its competence and confidence, the Overseas Education Fund has grown in stature as an organization. In regard to program goals, it has made measurable strides in promoting citizen involvement, in accelerating the pace of civic activities, and in achieving the long desired "multiplier effect" among the citizens of other countries whom it has reached. And because of OEF's dedication to the democratic process, it has happily enjoyed with them a climate of trust, credibility and mutual respect which has undoubtedly contributed to the effectiveness of its work.

*(Left) Ceremonies at El Día de la Mujer (Woman's Day) in Mexico City, which took place during the February Conference of voluntary service organizations.*

*(Right) The U.S. delegation and hostesses from the Soviet Women's Committee have lunch with the deputy mayor of the new town of Sumgait in Russia.*

## OVERSEAS EDUCATION FUND FINANCIAL STATEMENT

July 1, 1967 - June 30, 1968

### INCOME

| | |
|---|---|
| Designated Fund Balance from Prior Year .... | $ 15,118 |
| Designated Contributions and Grants ..... | 5,338 |
| Less: Designated Income Deferred to Future Period ..... | (12,755) |
| Undesignated Contributions and Grants ..... | 96,653 |
| Reimbursements for Programs and Services... | 175,922 |
| Publications (Gross) ..... | 1,066 |
| Interest and Dividends ..... | 2,385 |
| | $283,727 |

### EXPENSE*

| | |
|---|---|
| Latin American Headquarters Program Services | $ 34,382 |
| South American Field Program ..... | 31,409 |
| Central American Field Program ..... | 32,493 |
| Dominican Republic Civic Education Project .. | 29,802 |
| OEF Institute, Boston University ..... | 93,655 |
| Mexican Workshop ..... | 2,474 |
| Russian Exchange ..... | 4,498 |
| Multi-National Seminar, Washington, D.C. ..... | 6,733 |
| Conference on "Institution Building," Washington, D.C. ..... | 5,905 |
| Headquarters Program Services: Publications, Briefings, Visitors Services ..... | 5,000 |
| Organizational Development ..... | 25,176 |
| | $271,527 |

*Includes distribution by audit of indirect costs ($90,617) of administration, office overhead, and program coordination.

Audit by Councilor, Buchanan & Mitchell




### BOARD OF DIRECTORS

*(As of June 30, 1968)*

Mrs. John D. Briscoe, Lakeville, Conn.
*President*
Mrs. George A. Little, Old Greenwich, Conn.
*First Vice President*
Mrs. John H. Kreinheder, Clinton, N.Y.
*Second Vice President*
Mrs. Walt W. Rostow, Washington, D.C.
*Third Vice President*
Mrs. S. Rains Wallace, Pittsburgh, Pa.
*Secretary*
Mrs. Hans-Arnold Fraenkel, Hartsdale, N.Y.
*Treasurer*
Mr. Albert Arent, Washington, D.C.
Mrs. Willard F. Barber, Washington, D.C.
Mrs. Maxwell Baron, Baltimore, Md.
Mrs. Clara M. Beyer, Washington, D.C.
Mrs. Donald F. Bishop, Philadelphia, Pa.
Miss Muriel Ferris, McLean, Va.
Mrs. Kenneth W. Greenawalt, Hartsdale, N.Y.
Mr. E. Kennedy Langstaff, Stamford, Conn.
Mrs. Ezra Levin, Champaign, Ill.
Mrs. Mark Massel, Washington, D.C.
Dr. Arturo Morales-Carrion, Washington, D.C.
Mr. Vernon O'Rourke, New York, N.Y.
Mrs. Ithiel de Sola Pool, Cambridge, Mass.
Mrs. Haskell Rosenblum, Washington, D.C.
Miss Barbara Stuhler, St. Paul, Minn.
Mrs. Alexander Treuhaft, Cleveland, Ohio
Mr. Richard W. Van Wagenen, Washington, D.C.

### TRUSTEES

*(As of June 30, 1968)*

Mrs. Bruce B. Benson, Amherst, Mass.
Dr. Donald C. Blaisdell, New York, N.Y.
Mrs. Werner Blanchard, Dayton, Ohio
Mrs. Edward M. Boyne, New London, N.H.
Mrs. David Bradley, Durham, N.C.
Mrs. John D. Briscoe, Lakeville, Conn.
Mrs. Emil Chanlett, Chapel Hill, N.C.
Mrs. William M. Christopherson, Louisville, Ky.
Mrs. Donald E. Clusen, Green Bay, Wisc.
Mrs. John Gillin, Pittsburgh, Pa.
Mrs. Maurice S. Goodman, Washington, D.C.
Miss Florence Harrison, Hancock Point, Me.
Mr. Field Haviland, Jr., Washington, D.C.
Mrs. William C. Johnstone, Washington, D.C.
Mrs. John D. Kenderdine, Holtwood, Pa.
Mrs. Fleming Law, Atlanta, Ga.
Mrs. Marc A. Law, Northbrook, Ill.
Mrs. John Glessner Lee, Farmington, Conn.
Mrs. Herman W. Lewis, Washington, D.C.
Mrs. Rensis Likert, Ann Arbor, Mich.
Mrs. Allan C. G. Mitchell, Bloomington, Ind.
Mrs. K. E. Montgomery, Eugene, Ore.
Mrs. W. Foster Montgomery, Bogota, Colombia
Mrs. William S. Morgan, Norman, Okla.
Mrs. Robert J. Phillips, St. Charles, Ill.
Mrs. Durward V. Sandifer, Silver Spring, Md.
Mrs. Tyler Shinn, Fairfield, Conn.
Mrs. Earle V. Simrell, Washington, D.C.
Mrs. DeWitt Stetten, New York, N.Y.
Miss Anna Lord Strauss, New York, N.Y.
Mrs. Robert J. Stuart, Spokane, Wash.
Mrs. John F. Toomey, Narragansett, R.I.
Mrs. Alexander M. White, Jr., New York, N.Y.
Miss Barbara M. White, Washington, D.C.
Mrs. William H. Wood, Bladensburg, Md.
Dr. Quincy Wright, Charlottesville, Va.
Mrs. Robert Zurbach, Pasadena, Calif.

## PEOPLE AND ORGANIZATIONS WHO INVEST IN THE OVERSEAS EDUCATION FUND

OEF achieves its programs by creating a partnership based on the resources and contributions of government, education, and private organizations and individuals. Last year, these organizations contributed directly to the Fund's headquarters and program costs:

**Corporations and Corporate Foundations**
- The Andreas Foundation
- Compania Interamericana Gillette, S.A.
- Crown Zellerbach Foundation
- Electric Bond & Share Co.
- Humble Companies Charitable Trust (Standard Oil Company of New Jersey)
- Levi Strauss Foundation, Inc.
- Mobil Oil Corporation
- Sperry and Hutchinson Foundation, Inc.
- Sears-Roebuck Foundation
- Singer Sewing Machine Co.
- Stone and Youngberg
- United Fruit Co.
- The Winton Companies Fund

**Foundations**
- Edward C. Congdon Memorial Trust
- The Ford Foundation
- Interchange Foundation
- The Ivy Fund
- The Lasbury Foundation, Inc.
- Levin Trust
- Madeleine M. Low Fund, Inc.
- Evelyn Picker Foundation
- Rockefeller Brothers Fund, Inc.
- The Scherman Foundation, Inc.
- The Stetten Foundation
- The Florence and Fred Thomases Foundation
- Blanche & Frank Wolf Foundation

**Individual and Memorial Gifts**
196 gifts received — $30,665

**Program Contracts**
- Agency for International Development
  - Bureau for Latin America
  - Office of International Training
  - US/AID Mission of the Dominican Republic
- Department of State Bureau of Educational and Cultural Affairs

*Contributions to the Overseas Education Fund of the League of Women Voters are Deductible for Income Tax Purposes*



Last year, OEF also placed special emphasis on encouraging the civic organizations with whom it is working to develop sources of support within their own countries. The following organizations contributed directly to projects and programs being conducted by these civic organizations in collaboration with the Overseas Education Fund:

**Corporations**

COSTA RICA
- Colgate-Palmolive (Central America) Inc.

EL SALVADOR
- Colgate-Palmolive (Central America) Inc.
- IBM World Trade Corporation
- Kimberly-Clark

GUATEMALA
- Empresa Electra

HONDURAS
- Agencia Merz
- Fajdad
- Grupo de Empresas
- Lovable
- United Fruit Co.

MEXICO
- Banco de Comercio, S.A.
- Banco Nacional de Mexico, S.A.
- The Coca Cola Export Co. of Mexico
- Cia de Fianzas Mexico, S.A.
- Gerber Products Inc.
- Heinz Alimentos, S.A.
- Cia Industrial de San Cristobal
- Kellogg de Mexico, S.A. de C.V.
- Nacional de Cobre, S.A.
- Nacional Financiera, S.A.
- Minnesota Manufactura de Mexico, S.A.
- Productos Quaker Oats de Mexico, S.A. de C.V.
- Sears Roebuck de Mexico, S.A. de C.V.

PANAMA
- Colgate-Palmolive (Central America) Inc.
- Fuerza y Luz de Panama
- Compania Interamericana Gillette, S.A.
- Singer Sewing Machine Company

**Program Grants**

US/AID Missions in
- Costa Rica
- El Salvador
- Guatemala
- Honduras
- Mexico
- Panama