

AN EVALUATION OF THE HUD MINORITY WORK-STUDY PLANNING PROGRAM

AT KANSAS STATE UNIVERSITY FOR 1971 - 1973

by

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B.S., UNIVERSITY OF KANSAS, 1971

A NON-THESIS PROJECT

submitted in partial fulfillment of the

requirements for the degree

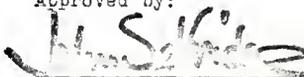
MASTER OF REGIONAL AND COMMUNITY PLANNING

KANSAS STATE UNIVERSITY

Manhattan, Kansas

1973

Approved by:



Major Professor

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SECTION I - PREFACE

PREFACE

The idea of this project was a result of the AIP Regional Convention in Fayetteville, Arkansas in January of 1973. During that time, many concerns and grievances were mentioned by the work-study participants from programs at Lincoln University, the University of Okalahoma and Kansas State University. After that convention, Vernon Deines and Ray Willis suggested that an evaluation of the program could be a step in improving the total program.

Before starting this evaluation, it is important to point out some of the reasons that were behind many of the problems. First of all, there seemed to be some type of tension between the coordinators and the work study students. Time did not remedy this and in many cases, there was out right hostility in weekly seminars. There was also a conflict of ideas and values between the program coordinators and several of the work-study students. It appeared to many of the work-study students that their performance was judged even before they had a chance to produce. The conflict of values was probably an offshot of the variety of backgrounds that was involved in this program with no one wanting to give any leeway. Finally, with already strained relations between coordinators and students (who were faced with a non-thesis project and very little guidance), the minority coordinator left the program just as the final semester started. Many of the work-study students felt totally alienated from the department. At that time, the department stated that there was

no minority person to replace Ray Willis and then chose John Keller, a new professor in the department to handle the program. This was an extremely poor move on the administrator's part because the work-study students were not at all familiar with Professor Keller. At a time when relationships should have been at their best, things began to deteriorate fast. No one seemed interested in the program and the faculty was inaccessible, at most times. There were some who tried to help but they soon wore out and became inaccessible too. That left the work-study students feeling very alone and wondering exactly where they stood.

Other points that contributed to the problems of the program were ones that everyone does not like to elaborate on. These involve money, as mentioned before, a poorly administered program in general, and the problem of racial prejudice. Now the term racial prejudice usually causes the Caucasian parties involved to jump up and down and declare that they have no prejudices. But by their very existence, they do have prejudices. And many of the minority students had prejudices against the white instructors, employers and students. Yet, no one wanted to talk about this out in the open. When problems came up with heavy racial overtones, it was always summed up as a "lack of coordination", "a misunderstanding", "some confusion", etc. No one wanted to state that many times it was simply racial prejudice and then deal from there. One professor, Eugene McGraw, had a graphics class that had many heated arguments over minorities and their relationships with others. He did his best to bring out some of the feelings that were undercurrent in the class. The students still learned

and there was far less tension among him and the work-study students. The point here is not that every class should be an human relations seminar, but that when racial problems come up, they must be dealt with openly and honestly and not swept under the rug to die away.

SECTION II - INTRODUCTION

INTRODUCTION

A Statement of the Problem

The racial turmoil of the past few years had made the government keenly aware that they have often failed to provide and communicate with Black citizens and other ethnic or economic groups. Experience had indicated that the needs of minorities are given far greater attention when they are represented in the decision-making arena. The Planning field suffers a chronic shortage of qualified professionals, and the demand for well-trained planners from minority groups is great. The profession can offer an opportunity for committed members of a minority to bring about changes in the social, economical and physical environment.

The United States government for a variety of motives, decided to help bring minorities into the planning profession by providing work-study scholarships through the Housing and Urban Development department, under its 701 Comprehensive Planning Assistance Program.¹ Prior to HUD establishing the work-study program over four years ago, the planning profession had a minority representation of less than two per cent.²

Since July 1, 1971, the Department of Regional and Community Planning, College of Architecture and Design, Kansas State University, has participated in a minority work-study program. This scholarship program was coordinated by Ray Willis, a former

planning student at Kansas State University and the head of the department, Vernon Dienes. Various methods were used to bring publicity to the planning program offered to minority students, but most of the department's publicity was a result of Ray Willis' direct appeal to the students and the students "passing the word."

In August, 1971, nine minority students were admitted to Kansas State University, School of Regional and Community Planning; one eventually removed himself from the program in order to obtain more financial aid from another planning scholarship. The other eight, five men and three women, remained in the program's two year span.

After the first year, a yearly report was compiled by the program coordinator, Ray Willis, the department head, employers of the HUD work-study participants, and the eight work-study participants.

A variety of points and opinions were revealed in this report. There was some confusion over exactly what did the scholarship money cover; there was also a problem of different stipend amounts for married and non-married students, and the continued delay in the department receiving payments from the Planning Division, KDEE, with consequent delay in students receiving monthly stipends.³

Other problems mentioned were two grading incidents and a misunderstanding between the coordinator and five students who were responsible for "extra" cost of travel due to a snow-storm after the AIP convention in October of 1971.

The report also stated that there were several students involved in activities and accomplishments, and the locations of the various summer internships for the participants who, with the exception of one, in one form or the other, located summer planning internships. It was Ray Willis' opinion that

"Any program that is being developed for the first time brings with it a certain amount of problems, anticipated as well as unanticipated. The work-study program at Kansas State University is by no means an exception although the problems encountered here were of minor nature. After having administered the project for some twelve months to come. The students have successfully completed two semesters of academic study which will prove to be an asset in terms of the overall success of next year's program.

At the same time, the agencies have been involved over the past year which has led them to become more familiar with various program areas and work activities that are necessary if the work-study program is to be at all successful. The agencies and the Department of Regional and Community Planning are in complete agreement with the concept and philosophy of the program and have stated that they will continue to give the kind of support needed to sustain a viable program throughout its duration.⁴

The input from the students as to their work and study program was one of disappointment about the work element and anticipation of more minority input in the second year classes. Generally, both employers and work-study participants wanted the most improvement to come from the work element.

Ray Willis made the following recommendations after reviewing grievances and concerns from the work-study participants second semester reports:

"Within the weekly seminar the students were able to identify a major weakness in the planning curriculum; that being more emphasis on planning from a minority

perspective. It was felt that many of the courses were not relevant in terms of meeting their needs as future minority planners. Examples of recommendations are as follows:

- A. The utilization of class material written by and about Blacks as it relates to planning.
- B. Class work assignments that analyze the structure of inner city approaches to problem solving.
- C. The hiring of Black and other racial minority faculty that has expertise in areas such as city planning, housing and community organization.
- D. There should be more courses dealing with minority groups problems that should be required by the department. These courses are needed because a planner dealing minority groups needs a specific background in topics of the following sort.
 1. Urban Minority Problems
 2. Racism and Reaction
 3. Basic Economics in Planning
- E. To have more minority guest lectures in all of the planning courses.
- F. There should be some type of communication set up with a predominantly Black institution to exchange ideas, opinions and information.
- G. There is a desperate need for more Black advisors, not only to aid Blacks, but to aid whites in courses, tutoring and other problems they might have.

In an attempt to address some of the concerns of the work-study students, the following recommendations are:

- A. To implement a proposed curriculum change that will introduce relevant course material from a minority perspective.
- B. There will be more class work assignments that deal with minority group problems.
- C. There will be an increase in minority guest lectures in the various planning classes.
- D. Each work-study student will be assigned a faculty advisor to bein immediate research on alternative thesis and non-thesis projects long in advance of completion of course work.
- E. Strengthening of communication between planning faculty and minority students by holding periodic "rap" sessions."

He also concluded in his evaluation that:

"During the initial stages of the development of the program, it was recognized that timing would be a very important factor with particular reference to the local housing authority, the urban renewal agency and the regional planning commission. Presently, neither of the three agencies have moved into their plan implementation. As a result a lack of consistent ongoing work activities throughout the nine months academic year was experienced by the students assigned to those agencies. Nevertheless, the students felt meaningful knowledge was obtained that otherwise would not have had they been assigned to the agencies. The students assigned to other agencies were able to, to a greater extent, to be involved in the day-to-day work activities.

By and large, the students perceived most of the agencies to be apprehensive toward their involvement. This, to a large extent, contributed to a lack of communication as well as understanding. The students having recognized that this program was a first-time experience for all participants, were able to rationalize and anticipate improved relationships with their respective agencies.

The study element of the program gained momentum as time passed. Planning was a relatively new field for most of the students and as a result, it took a short time for them to relate and identify with planning terminology. In terms of curriculum classes and content, all of the students felt a definite need of improvement particularly from a minority perspective. As a result, a curriculum committee has been established and it is anticipated that the study element will reflect a minority perspective and input."

Willis evaluated the agency's improvements as these:

"The agency's perception of the program can be categorized into three areas:

- (1) A response to a need (increase of minority planners).
- (2) An additional source of manpower.
- (3) An input in minority communities.

Several agencies were able to immediately utilize the students in meaningful work activities while others were not due to unavoidable circumstances. Nevertheless, all of the agencies recognized the need to involve the students in more relevant work assignments. In addition, the agencies generally felt that better supervision and direction could possibly be improved

if the students could identify specific program areas that were of more interest to them.

Between now and the beginning of the 1972-73 fall semester, several of the agencies will begin plan implementation. Also, the City of Manhattan has established a city planning department and has hired a director. This will essentially increase the number of job opportunities as well as having several of the students directly involved in professional planning work activities."

In the spring and summer of 1973, the eight students involved in the HUD Minority Work-Study 701 Comprehensive Program will finish their requirements for a M.R.C.P. This non-thesis project will evaluate the minority work-study program to see how many of the original objectives were accomplished. (See Appendix A) This evaluation will hopefully shed some light on how Kansas State University, Department of Regional and Community Planning, can better its planning program for all faculty, employers, students and especially those students who are under the HUD Minority Work-Study Program.

SECTION III - METHODOLOGY

Part A--Employer Responses

Part B--Faculty Responses

Part C--Student Responses

METHODOLOGY

Once the project idea was planted, it was rather difficult to find an accurate gauge to measure the responses of the involved parties. It was stated at the proposal of this project that this would be put together by a person referred to as a participant-observer. What this means is that the author of this project is also a participant of it. There was some discussion as to the observer's objectivity but it was generally felt that more so than total objectivity, the participant could give inside or a "feel" to the evaluation project that an outsider could not.

The next move was to decide what type of method the participant-observer would use to obtain information. The open-ended questionnaire was decided upon for the faculty and employer and the taped interview for the eight work-study participants. At that time there was also letters written to various other work-study programs to use as a comparison. This part of the project was later removed because of no response from these schools or individuals.

The open-ended questionnaire was decided on because it was felt that this would give the employers and faculty a chance to answer the questions as they understood them instead of being limited to certain one of five or so answers that often do not quite state how they feel. It was felt, too, that while this might not be the easiest method to measure, it would nevertheless reveal more the involved parties thoughts, feelings, concerns, opinions and suggestions. And from these, a more helpful evaluation

could be created.

Then after the open-ended questionnaire was decided upon, there was the problem of how to interview the involved work-study participants. Most of them were extremely tired and discouraged with questionnaires and the written word. The taped interview was finally decided upon. Most of the work-study participants preferred this method because they felt that they could speak of their problems and concerns more clearly than formulating written responses. The participant-observer, after taping the student, would then write up what was written on the tape, directly quoting as much as possible.

Thus, these questionnaires and taped sessions formed the basis of the project. (See appendix B) Both the questionnaires for the faculty and the employers were presented to them at the same time. The students received their questions for the taped sessions on the same day but were interviewed in a period of three weeks after. For all involved parties, the questions were generally concerned with their special area of the HUD Minority Work-Study Program.

Eleven employers' questionnaires were mailed, and although there were five actual responses, two employers answered the questions together. The three faculty members who were also employers, did not respond to their employer questionnaire. Thus, there were only two employers, outside the University, who did not respond to the questionnaire.

Of the nine faculty members who received the questionnaire,

there were six responses. All of the work-study students responded to the questions in taped sessions.

From these written and taped sessions, the responses were edited only because of repetition or extremely poor structure in framing the sentence. The author of this project also interviewed herself and responded not from what she had learned but from her opinions of the program after being a participant. The reader is advised to note that these are the author's personal opinion in Section 2 part C --MARVE ISH-- and not conclusions of the project. It is advised, too, while reading the student interviews that one look at the questions in the appendix (See appendix B) to follow just what questions were asked. In most, each new paragraph signifies that this is a new response to the questions that were asked.

PART A
EMPLOYER RESPONSES

1. WHERE ARE YOU FROM AND WHY DID YOU CHOOSE MANHATTAN,
KANSAS TO PURSUE YOUR CAREER?

EMPLOYER A. "Jefferson City, Missouri. I am a professional administrator in Urban Renewal. Manhattan is the fourth city in which I have worked. I was chosen from about 15 candidates by the local board."

EMPLOYER B. "Manhattan, Kansas. Decided to work in Manhattan because of a personal commitment I made to myself."

EMPLOYER C. "Syracuse, New York. Change in emphasis of type of work and experience."

EMPLOYER D "Olsburg, Kansas, a small town close to my cattle operation. I chose Manhattan to work in as it had an area of work I am trained and qualified for.

EMPLOYER E. "I grew up in Osage City, Kansas and went to college at Washburn University, Topeka, Kansas, then to Kansas City with Dun and Bradstreet, Inc. in professional property management and then to Urban Renewal. I chose Manhattan because I was interested in the community itself and because it offered the challenge of starting a Housing Authority from scratch.

2. WHAT WAS YOUR OPINION OF THE HUD WORK-STUDY PROGRAM FROM THE BEGINNING? HAS YOUR OPINION CHANGED?

- A. "I had no knowledge of the program's existence here before it began. Yes, I feel that some orientation/background work should be done to assure the students that they could be meaningfully employed.
- B. "Initially, I felt the HUD work-study program was just the right program for student planners. Here was the opportunity to work and gain practical experience while learning. Yes, my opinion has changed. I feel that most of the participating agencies did not utilize the students to their full extent. Students were not assigned to meaningful work tasks."
- C. "That the work-study program was to be a mixture of learning through the courses at the University and working in an agency to temper theory with practicality. Our opinion has become that the agency's requirements are secondary to the learning process which should be stated in the ground rules."
- D. "I think the HUD work-study program was well meant and outlined but any area that involved Housing falls in the area where more money can be received and diverted

to cover the cost plus expense. It has been stated many times that housing subsidized by government funds only helped the builders get rich and to heck with the people. My opinion has not changed since I see no way of freeing the program of unscrupulous speculators."

- E. "Having had previous experience in various programs with Urban Renewal, I had a favorable opinion of the HUD work-study program from the onset and my opinion has not changed."

3. WHAT IS YOUR OPINION OF THE KANSAS STATE UNIVERSITY PLANNING PROGRAM RELATIVE TO:

- a. Curriculum
 - b. Faculty
 - c. Students
 - d. Relationships among various parties involved
 - e. Work Element.
- A. "Curriculum--no opinion. Faculty--good. Students--good. Relations--unknown. Work element--??"
- B. "a--adequate. b--easy-going depending on circumstances. c--tend to be highly theoretical. d--no comment. e--no comment."
- C. no answer
- D. "a--I was never close enough to the KSU planning program to make any opinion. From what I came in contact with seemed well-founded. b--Only people with actual experience really knows what makes things move and from my experience, the results turn out different from what the book teaches. c--The students have been eager to learn. d--The relations could have been better but I never saw any discrimination just plain cases of apathy and the attitude of I don't want to

be bothered. e--The work element was as good
as you'll find anywhere."

. E. "a,b,c,d,e,--Excellent."

4. DO YOU FEEL THAT YOUR AGENCY MOTIVATED THE STUDENT
SUFFICIENTLY BY GIVING HER/ HIM MEANINGFUL WORK?

- A. "No. The program began at a time when the agency was not busy. Therefore, no meaningful work could be assigned."
- B. "NO WE DID NOT."
- C. "Unknown. Work was assigned according to the needs of the agency. Due to irregular work schedule of the participants, work had to be assigned which did not have critical due dates. The work was assigned and it was meaningful to the agency."
- D. "Our agency gave fairly good support to the students but most of the time I was with the City we were short-handed and pushed for time."
- E. "Yes, I feel that the Housing Authority sufficiently motivated the student because he was interested in the operation from the very start."

5. DO YOU FEEL THAT A MINORITY PLANNING STUDENT CAN LEARN FROM YOUR AGENCY? WHAT TYPE OF WORK EXPERIENCE DO YOU THINK THEY COULD LEARN FROM?
- A. "The day-to-day activities of Urban Renewal. In other words, how plans affect people. Could have learned from relocation, and redevelopment activities primarily, and by observing agency/people interactions."
- B. "Yes, many students can learn from our agency. Our agency would have provided familiarization with federal regulations pertaining to Urban Renewal Policy. Planning was done internally by the agency staff and any assistance would have made the job easier. A student planner could have been put in charge of planning operations for the agency."
- C. "Yes. The association with a public planning agency would be beneficial to any planning student even if they did nothing more than sit on a table in the middle of the room and listen and watch, not to mention the association with engineers, building inspectors, commissioners and other municipal officials."
- D. "I feel a minority student could of learned from their

contact with people as 90% of the work is in using good judgement and have common sense."

- E. "Yes, very definitely. There is a great deal to be learned as housing is now a very complex business doing it the HUD prescribed method."

6. DID OTHER PERSONNEL IN YOUR OFFICE ATTEMPT TO HELP
THE WORK-STUDY STUDENT AND MAKE HIM/HER FEEL AT EASE?

- A. "Yes, Marvin Butler, the assistant director."
- B. "No."
- C. "Yes, human nature being what it is, most attitudes are returned in kind."
- D. "The personnel did a fairly good job helping the student but the students weren't present enough to use when tasks needed to be done."
- E. "Very definitely, particular student actually filled in and did relocation services for the agency. Also, he did wage determination work and performed as an Assistant Equal Opportunity Officer, which got him in contact with a great many varied experiences. I do feel that he/she was at ease during the entire assignment."

7. AS FAR AS THE STUDENT ASSIGNED TO YOUR AGENCY, DO YOU FEEL THAT HE/SHE ATTEMPTED TO DO THE WORK WELL AND ALSO TO INVOLVE HIM/HERSELF WITH OTHER OFFICE PERSONNEL?

A. "Yes."

B. "Yes."

C. "Yes. The student who did the land use inventory during the summer and those who worked for the agency during Christmas break (not as part of the work-study program) apparently performed well. The bicycle path proposal, in fact, is now being proposed for implementation. We have no information on attempts at involvement with other personnel."

D. "I feel the students got themselves involved but when only on a part-time basis it is difficult to be very deeply involved."

E. "Yes, the work-study student attempted to do a good job and did so. Also, he/she involved him/herself with other office personnel and found other lines of interest."

8. DO YOU FEEL THE WORK-STUDY PROGRAM WOULD HAVE FUNCTIONED BETTER IF THE PARTICIPANTS HAD BEEN ROTATED FROM ONE AGENCY TO ANOTHER?

- A. "No opinion."
- B. "No. I feel that the rotation process would only benefit from the standpoint of familiarizing the student with the different operations of each agency. I don't feel any meaningful work could have been performed."
- C. "If the purpose of the work-study program is to give the participating students background in the operation of the various agencies, the program might have functioned better if the participants had been rotated from one agency to another. If, on the other hand, the purpose is to perform some actual work element while going to school, rotation would have only hindered the program since it takes time to get oriented within the agency before anything meaningful can be done."
- D. "I feel it is up to the students to show what areas of work they like to work in."
- E. "I initially felt that it would be wise to rotate the

work-study students from one agency to another. However, I would like to point out that it would have seriously hampered our production to lose someone who had the training experience in relocation and in the Equal Opportunity field that the student obtained during his/her time with us."

9. DID YOUR AGENCY TO FIND OUT THE STUDENT'S INTEREST
AND GEAR HIS/HER WORK ELEMENT TOWARD THESE INTERESTS?

- A. "No, our understanding was that this agency was chosen by the student."
- B. "Yes, I felt the student should have some indication of what area he/she wished to work in and I tried to gear the student in that area."
- C. "The students were asked where their interest were and a chance of work element was offered insofar as possible. The needs of the agency must take precedence over the desires of the student since we must all do tasks which might not suit our performance."
- D. "I found it fairly easy to find out a student's interest and channel them in the field they liked."
- E. "We were in a period of development, and due to the limited number of hours available, perhaps not all fields of the work-study student interest were explored because she/he has interest in a great many fields and has an inquiring mind."

10. WHAT MAJOR DIFFERENCE DO YOU SEE IN YOUR AGENCY'S ATTITUDE TOWARD THE WORK-STUDY PARTICIPANT AS COMPARED TO LAST YEAR'S? (disregard if does not apply)

- A. "None."
- B. No answer, does not apply.
- C. No answer
- D. "Since I am now in Pottawatomie County, I don't know how the program in Manhattan is working."
- E. "The work-study student was more interested in the field of housing than our previous participants."

11. IN THE FUTURE WOULD YOU LIKE TO HAVE ANOTHER WORK-STUDY STUDENT ASSIGNED TO YOUR AGENCY?
- A. "Yes, if we are actively functioning."
- B. "Yes, the student should make a selection of an agency and remain with that agency for the full school year. This will put added pressures on the student to fully commit him/herself to a particular field, which a graduate student should be able to contend with."
- C. "We would participate in the work-study program if the ground rules were clearly spelled out concerning availability of the participants and responsibility of both the student and agency."
- D. "Since I am the zoning administrator and handle the building permits in Pottawatomie County, I would enjoy having a student this summer to help plan what areas is best suited for mobile homes and any businesses wanting to locate in our county."
- E. "Very definitely, yes."

12. PLEASE STATE OTHER OPINIONS AND IDEAS ABOUT THE HUD WORK-STUDY PROGRAM THAT THE ABOVE QUESTIONS DO NOT COVER. PLEASE MAKE SUGGESTIONS FOR IMPROVEMENT OF THE PROGRAM AS FAR AS YOUR AGENCY IS CONCERNED.

- A. "The student can gain most by observing how plans affect the resident. Also, how plans are put into motion to improve the area, this is why I feel that the areas of relocation and redevelopment are most important to the student. This is where the most sensitive work happens. Planners need to know the other side of the picture, as seen by affected people in order to plan effectively."
- B. "I think there must first of all be a willingness of participating agencies to excite leadership and direction for the assigned students. Students should not assigned merely for the sake of assignment. Perhaps there should be a selection of agencies by the student at the end of each year for the work-study program for the upcoming year."
- C. "The most important aspect of the work-study program appeared to be that the part was clearly secondary to the study part. It is difficult to assign "meaningful" tasks when the work participation is irregular. Most meaningful work elements have deadlines

and these deadlines often do not correspond with the time available from the student."

- D. "I can't at this time make any suggestions to be considered for future programs except most students are unable to put in enough continuous time to really get involved."
- E. "I wish to beg off at this time as we unfortunately don't have the opportunity to provide this questionnaire its proper consideration due to other priority items."

PART B
FACULTY RESPONSES

FACULTY QUESTIONNAIRE

1. WHERE ARE YOU FROM AND WHY DID YOU CHOOSE KANSAS STATE FOR EMPLOYMENT?

INSTRUCTOR A "From Kansas. Chose KSU employment because of the chairman of the department; I like Kansas; program seemed to offer great potential for student training and for personal advancement."

INSTRUCTOR B "Kansas City, Kansas. Knowledge of area and system and pleasing environment."

INSTRUCTOR C "Kansas, Conn., Tenn., N.Y.,....Climate for my wife; a friend here, it's the same everywhere."

INSTRUCTOR D "Original hometown, Millington, Illinois. After College: Kansas City, Missouri (1 yr), Chicago, Illinois (1 yr), Elgin, Illinois (1 yr). Reason for choosing KSU--Professor John Reps of Cornell University knew some people on the KSU faculty. After hearing that I had been offered a position at KSU, Professor Reps strongly recommended that I

accept although several of the other schools including the University of Virginia, are more imageable. In addition, KSU had programs in architecture, landscape architecture, and engineering--all very important to a physical designer. Many schools do not have this combination."

INSTRUCTOR E

"I am from the United States since I grew up living in Kansas, Iowa, California, Tennessee, Illinois and Texas; I went to college in Kansas, Washington, Michigan and Pennsylvania; I served in the military in Kansas, Missouri and Maryland; I have worked in Kansas, Missouri, Texas, Maryland, Pennsylvania, Illinois, Texas and California; and I have visited and traveled to every major city and over 40 states of the USA. Where I am really 'from' is a broken home, a depression, two major wars and a 'police action', an eroding society, but with an over optimistic hope in mankind, womankind and a peoplekind for our future! I returned to KSU in 1966 because of the opportunity to develop a more meaningful graduate program in planning for the Great Plains."

INSTRUCTOR F

"New Brunswick, New Jersey; K-State because of a more rural environment and less intense working conditions."

2. IF YOU WERE HERE AT THE BEGINNING OF THE HUD WORK-STUDY PROGRAM, WHAT WAS YOUR OPINION OF THE PROGRAM--AS FAR AS IT BEING FEASIBLE AT KANSAS STATE? HAS THIS OPINION CHANGED?

- A. "Considered it feasible. Still do subject to tightened administration."
- B. "The feasibility of teaching is no problem--the feasibility of success depended on successful recruitment of qualified minority students with an interest in planning---recruitment was by and large--a failure."
- C. "Here, but not associated with the program."
- D. "a. I was here at the beginning of the HUD work-study program. b. I was in favor the program. c. I did not think the program would work at KSU because the school does not have much of a history relating to minorities. In addition, KSU is a long ways from any meaningful work in urban areas providing any significant number of jobs--or any significant entertainment."
- E. "Since I worked with Ray Willis to develop this program, I can honestly say that I felt that it could be effective at KSU, although we were both

aware of a number of problems that would have to be resolved. These problems included the attitudes of the public agency staffs, the faculty and the students. After two years of program activities, I now feel that the study element has been much more effective than the work element. Although it needs certain changes in curriculum content, student advising and faculty input. The work element will require major changes including methods of funding budget items, work assignments, agency involvement and so on."

F. "Was not here at the beginning."

3. WHAT IS YOUR OPINION OF THE PLANNING PROGRAM AT KANSAS STATE
RELATIVE TO:

- a. Curriculum
- b. Faculty
- c. Students
- d. Relationships among various parties involved
- e. Work Element

A. "a. Curriculum--very good but can always be improved.

b. Faculty--well balanced, good education and experience background, generally competent instructors.

c. Students--good cross section, wide variety of background, generally quite serious about advanced work, very few below average in demonstrated competence."

B. "Curriculum--a reasonably good curriculum. Faculty--need more in number to effectively work with students. Students--the complete range in quality and planning interest. Relationships-- a reasonably good relationship."

C. "Curriculum--it is now time to redo it...in response to new faculty and new students. Faculty--not all that bad, thank you. Students--mixed-some very good, i.e. could do well anywhere. Relationships--fair could be improved. Work element--?? seems very limited."

- D. "a. Curriculum--Well balanced on paper. The "techniques" courses need to be better organized and coordinated with each other so that maximum technical capability can be achieved." Flexibility is good. However there should be an opportunity for students to develop their own options. For example, students may want to focus on institutional planning, recreation planning, or speculative development rather than following the existing options. b. Faculty--good diversification and getting better. Competent but not imageable. The faculty needs to publish more material not only to satisfy their own egos but to attract greater attention to the University and the department. Faculty needs to spend a great deal of time organizing and coordinating course content. Faculty not equally accessible to all students. Many of the individual faculty members spend a great deal of time with students; however, this time is not equally distributed. c. Students--The students are getting better all the time, in terms of grade points which hopefully correspond to academic achievement. This makes KSU look better. However, I believe that it is important to achieve integration at all levels in the student body. We should have a full range of 'grade points' represented as well as having minorities and women represented. Students with diversified cultural backgrounds and life styles should

be admitted to our program no matter what their grades have been. For example, a person with a middle class, middle income background or a person with a background filled with middle class aspirations knows that ghetto conditions do not promote public health, safety, and welfare. However, he cannot totally understand the terror of being without food, or fearing for your life, or of wanting but not being able to provide a "better" life for your children. We must have students and faculty who understand this terror. I am sure that a person of good intentions but from a middle class background cannot really understand the immediacy of many human environmental problems.

d. Relationships--Generally good in the university except as noted in the preceeding material. It appears that the relations between work-study students and the agencies have been generally poor. It appears to me that bad relations between students have been caused by the amount or kind of financial assistance awarded to various groups or persons. e. Work element--As noted above, the work element of the HUD work-study program appears to be a "bummer."

E. "Compared to other planning programs, the KSU program is generally better than average in respect to curriculum. The faculty is not as well known nationally

as at the more prestigious planning schools, but they are more dedicated to teaching and helping students. The students are about average in academic ability, but far more dedicated to learning and to professional careers. Relations among faculty and students are more informal and positive than at most planning schools. Students at KSU have far more and much better opportunities to participate in work projects, with the exception of the HUD work-study program."

- F. "Curriculum--Wider course offering and strong specialization, but above average. Faculty--Cohesive and dedicated. Students--More realistic than most but also less able to make final decisions. Relationships--Very good, all things considered, but various groups lack leadership. Work element--Needs more rigor and uniform application to all students."

4. DO YOU THINK THAT THE PRESENT PLANNING PROGRAM IS RELEVANT TO WORLD PROBLEMS OR DO YOU FEEL THAT IT IS BIASED TOWARDS CERTAIN TYPES OF PLANNING?

- A. "I think KSU planning program is properly biased toward non-metro and smaller community planning with pertinent reference to 'world problems.'"
- B. "There is no international element which I feel is lacking in the program, i.e. developing nations."
- C. "Biased toward (white, middle class etc.) planning model of the 1950's; I'm not at all certain who (anyone) relevant to world problems."
- D. "a. I am not able to judge on the relevancy to world problems. However, it appears that regional planning strategies and techniques may have more of a world wide application than do urban strategies and techniques. b. I would like to make the following comments concerning the KSU program and its' relevancy concerning contemporary development in the United States. 1) I am unable to determine how relevant our courses in the social sciences are. Although they rarely identify 'how to do it' procedures they do help us understand enviromental problems. For-

tunately the social science courses at Kansas State are taught outside our Planning Department. This is good because you are provided a critical analysis of what planners do that is not provided at some of the big name schools where social scientists, (some with outstanding reputations) are employed by the Planning Department. 2) Most of the courses taught within the Planning Department are biased toward urban planning. The heavy emphasis on the comprehensive plan, on zoning, subdivision regulations, and on the capital improvement program reflect an urban bias. Many of these techniques can be used in regional planning, advocacy planning, etc. but the user has to make the adaptations."

- E. "The present planning program at KSU is oriented to regional and community planning problems of the Great Plains. It is not particularly oriented to problems of developing countries, and is only recently oriented to the problems of the minorities and the 'inner city'. Planning in general, in the past and today, has been oriented to the strong vested interests of business and politics, although this is slowly changing."
- F. "Most certainly biased toward certain areas, but then no planning program is directed toward world concerns unless it is integrated within a larger college with a number of other disciplines."

5. WHAT DO YOU FEEL HAS BEEN YOUR RELATIONSHIP WITH THE HUD WORK-STUDY STUDENTS? WAS IT MERELY ACADEMIC OR HAVE BEEN IN OTHER ROLES?

- A. "First year-almost totally academic. Second year somewhat more personal relationship with most of the students."
- B. "Merely academic, plus advisement or help as needed."
- C. "Little contact, only brief non-academic."
- D. "I have not had any special relationship with the HUD work-study students. I drove to a conference in Detroit with Elliott Travis, Tom Starnes and Dale Diggs. I have had a number of informal discussions with the HUD work-study students. Otherwise, the relationship has been totally academic."
- E. "My relationship has been threefold: a--as department head in administration of the total program (curriculum, faculty, students and resources). b--as advisor to most of the eight HUD work-study students on matters ranging from personal problems, work element, study element and career interests. c--as a friend to several of the students who I personally enjoyed visiting with and talking to about a number of things not related to the HUD work-study program. Comment- My relationship

described here is also true in respect to all of the students in the program, past and present. I have a responsibility as a department head and faculty for a and b above. As an individual I have the right to select and enjoy friendship. Unfortunately, it is often difficult for some students to understand the distinction of my roles in a, b, and c. There are other faculty, professional planners, and other who I deal with in my academic and professional capacities, and among them are also my friends. As much as it is humanly possible, I try to be fair and objective in my work responsibilities and activities with everyone. My basic rule is to treat others as I would want to be treated in the same situation."

- F. "Relationship has been academic, advisory, personal, and supervisory. It has been satisfactory on each level."

6. HAVE YOU TRIED TO GEAR YOUR LECTURES AND CLASSES TOWARD THE HUD WORK-STUDY PARTICIPANTS' NEEDS?

- A. "To a slight degree only."
- B. "No! Planning methods in general makes no differentiation (Black, White, Red, etc.)."
- C. "No."
- D. "Very little. The only course in which the work-study students were enrolled that I taught was planning principles, which is a survey course. As a survey course it attempts to bring the student "up to date" by summarizing planning history and theory mainly in the United States--from 1850. Two of the work-study students were enrolled in my Institutional Planning course last year. Since the size of this course is small, it is possible to direct lectures, lessons, classes, papers and term projects toward the participants' interests or needs."
- E. "Although I have only taught one Seminar in Planning in which some of the HUD work-study students were involved, plus several lectures in the Research Methods in Planning course, and a number of substitute lectures

for ill or absent faculty, I have always oriented my classes towards the many problems of our society including those of concern to minority students. Our most effective effort in responding to the needs of minority students has been: 1) for faculty to teach planning process, implementation techniques and standards of development, and 2) for guest minority lecturers to present experience and insight in the minority perspective for effective planning. In the future, we need to expand our faculty to include minority/women individuals on a permanent basis but continue to involve outside experts as needed."

F. "Not as work-study students but as planners in general with the exception of the practicum which is wholly procedural."

7. WHAT CONTRIBUTIONS DO YOU FEEL THE HUD WORK-STUDY PROGRAM HAS MADE TO THE PLANNING DEPARTMENT?

- A. "Brought experiences and backgrounds to the classroom and other associations which were unique to most faculty and students."
- B. "The impact will be on future employers of minority personnel--not the department."
- C. "Perhaps to realize how 'bad' local agencies really are. Important contributions have been to composition, student body, the subjects of final projects, etc."
- D. "Minorities are no longer subjects for abstract discussions. No one can discuss what is the best thing for minorities to do, (and have this stand as the final word just because it appeared to be a good idea), because the minorities are here and can speak for themselves. Although minorities have been enrolled in the planning program in the past, there was always a tendency to say that the few who were enrolled were exceptional but that generally minorities were lazy and indifferent, in the case of Blacks, a great sense of rhythm. I do not see how anyone who has been at KSU during the past two years could ever continue with this belief. The work-study program has

probably made many more contributions. However, the overwhelming one is concerned with understanding as I have tried to describe above."

E. "In general, the faculty and students have had the opportunity (taken by many, avoided by some) to expand and improve their awareness of the total perspective of our society. Basically, I think some of us have become better persons for our experiences and have really broken out of past 'hangups' and stereotyping of others. This is something that is hard to measure, but I think it has happened in many of us more than we may realize."

F. "More sensitive towards the need for structured work elements, more sensitive towards the need for organization, helped department to reaccess role of minority planner in the field, also take another look at a practical curriculum."

8. WOULD YOU LIKE TO SEE THE CONTINUATION OF THE HUD WORK-STUDY PROGRAM AT KANSAS STATE?

A. "Yes."

B. "Yes, it is good for the students involved and all students in general."

C. "Yes, especially if to work in broader agencies i.e. in Topeka, in country, directly with minority groups."

D. "Yes."

E. "I would like to see the recruitment and education of minority students in our program expanded. The HUD work-study program is one method of accomplishing this overall effort, but I believe the HUD program must be improved, particularly in respect to the work element. This evaluation of yours should greatly assist in this effort."

F. "Yes."

9. DO YOU FEEL THAT THE HUD WORK-STUDY PARTICIPANTS WERE GRADED FAIRLY IN YOUR CLASSES? WERE YOU EVER PARTIAL TO THE PARTICIPANTS, INDIFFERENT OR BIASED AGAINST THEIR WORK PERFORMANCE?

- A. "I feel they were graded fairly. To the best of my ability there was neither indifference or bias in my grading."
- B. "Yes (they were graded fairly). Grading was done statistically. It was necessary at times to stretch certain performances to give the benefit of doubt."
- C. "Little difference in grading--the whole thing is suspect--more often than not, 'partial', where circumstances deemed it necessary."
- D. "The work-study students were mainly graded fairly; however, I was partial to several of them and to several foreign students as well as to two whites in my Planning Principles class. The reason for this is: Planning Principles, by faculty agreement, is designed to be a course in which students have an opportunity to get oriented to planning and our department. As a result, I attempt to give the students the benefit of any doubt in grading. This policy is especially critical when dealing with foreign

students who are often homesick, in a foreign environment, and without a command of the language. By nature, I am partial to all students who work hard and contribute to the class. (You will note that, generally, the only students in Planning Principles who get a grade of C or below are those who have done very little. Institutional Planning students were graded without any bias or leniency in my opinion.

- E. "Since I did not actually have the opportunity to grade students in class, I am not able to respond except as department head. As department head I was made aware by both faculty and students of several problems related to grades and class performance and evaluation. In general, many of these problems were encountered by other students as well and resulted from misunderstanding or misinterpretation of assignments, due dates and format. Clearly, there were other, isolated incidents of perceived unfair grading, again also including other students as well, that were more difficult to explain. In general, I believe the faculty are fair in their grading practice, with some being more demanding and some much easier. In two specific cases of claimed unfair grading that I investigated, I found that in one case the student essentially copied from another report and in the other case the work was

not deserving of a better grade. In both cases the instructor later changed the grades, although they knew the results of my investigation. I feel that these two students (incidentally one is 'white' and one is 'black') were both over eager about grades and should have put this effort on improving their class work instead of being grade grabbers!!! I should also note that several students in our program, 'white' and 'black' and 'foreign', have often received grades lower than their classmates because of their deficiency in written communications. These deficiencies have developed since grade or high school, and in one case are the result, I believe, of bad advising to keep the 'black' student-athlete eligible for athletic competition. This has nothing to do with racial bias in grading, but is a matter of past exploitation of the 'black' athlete without regard for his future career needs. This also has happened to 'white' athletes."

- F. "Yes, without reservation to the first part. Sometimes partial and sometimes with deference, to the second part."

10. WHAT ACADEMIC AND ADMINISTRATIONAL CHANGES WOULD YOU MAKE IN REGARDS TO THE HUD WORK-STUDY PROGRAM?

- A. "Academic--more involvement with faculty other than chairman and program director; limit number of hours of practicum allowed toward degree. Administrative--better liaison among KSU, work agency and funding agency; better explanation of program to non-work-study students; keep work-study students fully informed."
- B. "Having had nothing to do with administration, I will make no recommendations. Academically speaking, I see no need for change or preferential treatment. If the degree is to mean anything, it should be the same for all students as well as the same quality of education be available. Prospective employers should and will expect anyone with a KSU planning degree to be able to perform in a similar manner."
- C. "Wider agency contact, more input (information, examples, etc.) into regular classes."
- D. "The HUD work-study coordinator must have more time to work on the program. His teaching load must be reduced. The coordinator, must, in my estimation,

be a minority person. The coordinator must develop a well organized work program and must assign students to administrators who will enhance the students' education in planning. The students should have the opportunity to identify the kinds of experiences they are seeking. The coordinator must help them find ways to achieve this educational goal. Administrative policies must be stated clearly and simply. They must be implemented in the same fashion. After serving as chairman of a grievance committee, I found that the administrative organizations of the program was, in many cases, heroically and unnecessarily complex. The co-ordinator must advise the employers of the content and progress of the students' programs at points throughout the semester. This must be done so that students are not working on something like a capital improvement program before they have had any exposure to the subject. If possible, courses should be arranged so that the student has a lengthy period of time spent on his job. If a student has a class from 8:30 to 9:20 then goes to his job but has to be back at school by 11:30 for a class, you can almost guarantee that his employer will be unhappy with his work effort and that the student's mental composure will be dramatically affected as he tries to switch from one activity to another, tries to find a place to park his car, etc."

- E. "I would like to see the individual students assigned to the faculty advisor best suited to advise the student, rather than grouping the work-study students together. I would like to see the faculty and students become more involved in a wider range of public issues, both in classes, but also in field trips, public meeting and other ways. I would like to have KDED coordinate the work element so that the agencies would be responsive to student needs. I would then expect the students to apply themselves to their assignments in their best professional manner. In brief, the students, the agencies and KDED should all work to improve the work element by better coordination under KDED; and the students and the faculty could improve the study element by placing effort here and not in constantly trying to talk the agencies and KDED into cooperation and coordination. A small committee representing all these groups would meet monthly to integrate the work-study elements and to provide for special concerns such as conference travel, place of work, exam time, career interests, etc."
- F. "Academic--several courses directed towards social and political aspects of planning; major advisor must work more closely with HUD students; thesis and report advisors work more closely with HUD students. Administra-

tive--more responsibility for HUD students; much more orderly administrative process; greater contact with director; greater contact with agency supervisor by director; more structured work elements; more accountability of hours and actual work by students; semester by semester appointment for HUD students and review of work at each semester with dismissal if necessary; greater dependability for meetings and procedure by students, supervisors, and director."

PART C
STUDENT RESPONSES

MICHAEL LANE

I'm from Waco, Texas, and I came to Kansas State on a HUD Work-Study Fellowship. There was no other way for me to go to graduate school.

The work element failed because we are in the positions but not effective. We could have been, had we had a chance, but the people were not concerned. I would say that the study element was generally fulfilled, but the whole work-study element was not coordinated.

The planning curriculum did not cover my personal expectations and needs. It did not tell us how to deal with white people as minority planners and it could use more courses in minority situations. Generally, the curriculum is good, there was a lot to be learned, but the courses should show us how to do something, to get something done.

I feel that the work element is worthwhile but I gained nothing from it. Yes, I made an all out effort on the job. The agency I worked for was a lot of people who did not want students first and Blacks second. It was not a friendly atmosphere.

I plan to look for a job and use the techniques I have learned in relation to the job. I would like to get into real estate development and try to set up some programs under this.

First, the administration did not do in depth studies of people's reactions to us in the work element. Secondly, HUD's a gyp. There should be more investigation into the money budget,

especially the "undercover---under the table work". The faculty should at least show more courtesy; they give us grades because they don't want to say anything to us. They look down on us, and generally think they are better than us. There are a lot of Hello's and friendly smiles, but they are not what they seem to be. I would prefer a person to be theirsself and let me by myself and we will do what we came to do instead of a lot of fake situations.

WINIFED PATTON ABDUL-RAHIM

I'm from Kansas City, Kansas. I chose KSU because I wanted to go to grad school and did not want to pursue a higher degree in education. I just lucked up on the planning thing from a friend.

I feel that very few of the guidelines have been fulfilled. As far as the work element, none of them have been fulfilled. The first year, I was at the Douglass Community Center. There, I had personal experiences that benefitted me more than a planning one. The second year, I was with the PAC group. The internal conflicts prevented very much planning, it could have been arranged a lot better. The study element was set up in the traditional planning manner and very few times could the HUD work-study students express how they felt about being minorities in planning, or what they could benefit from and get out of planning. The whole program should be revamped in a lot of ways and benefit more to minority students in the curriculum of planning.

No, I don't. We learned about physical plans and not social plans. We need more courses oriented to the needs of people with other backgrounds than architecture and engineering, like the HUD work-study students. They need to structure the curriculum to deal with at least three or four classes that deal with minority problems and methods to alleviate these problems. We should have more outside speakers, especially minority speakers and field

trips to see planners in action.

I did not gain too much planning experience from the job except that I learned how politics plays a real important role in many of the decisions that are supposed to be planned. Politics plays too big of a role, planners are not concerned with citizens and how they feel, or how things effect them or the results of their decisions. I feel I made an all out effort on the job. I got to know people and their problems in South Manhattan. I realize these people do have problems and when I get in the real field, I hope to know what I am going to do about them. My opinion as far as the agency I worked for is that it could not contribute any planning experience.

I plan to go back to school for a PHD in planning. I would like to work with citizen's groups as an advocate.

Future programs should not be based here, but if they are here, the work element should be cut off. Instead, they could place students on a major project so all can work on it and benefit from it. It is very difficult to do anything in Manhattan agencies because of the prejudices that exist and these have stifled future planners. We don't know where to go for information or what to expect out in the field. If it had not been for my summer internship and I had just relyed on my work experience, I would have dropped out of planning a long time ago. You need some type of experience with the people and if you are going to have a work element, you should have people who will be receptive to you and who are going to benefit you. You should see some results from your efforts.

ELLIOTT TRAVIS

I am from Jackson, Mississippi; I did my undergraduate work at Alcorn A. & M. which is in Mississippi, too. I chose KSU because they offered me \$50.00 more than the University of Akron and because the curriculum seemed to deal with what I was interested in.

I think this is a good program and concept. The curriculum is pretty good but could use input along the lines of social, political and economical classes. The work element was a good idea but not fulfilling enough to me because of various reasons and things I have experienced at the agency. The study element is pretty good but you got to study to get a degree. I like the choice of a final project, whether it is a thesis, a final report or a non-thesis project.

Yes and no (in reference to the question if the program is well-rounded and covered personal expectations and needs). It covered my needs in dealing with medium and small towns but I also have an interest in urban settings and it did not do this. The curriculum deals too much with physical and not enough with social and political planning. It also does not deal with real goings on of the everyday job. It's too bookish and could deal more with everyday realities and minorities. I'm not saying it should gear the whole program toward minorities but you have to realize one thing, if you are going to work in a large metropolitan area, you will have to work with all types of people and parti-

if you want to work in the inner city where you have a strong concentration of minorities. That aspect was not fulfilled.

As far as the work element, it seemed as though they did not appreciate me being there. When you have something like that it can be vice-versa because I did not appreciate being there. I did learn things at the City and Urban Renewal, especially Urban Renewal, I learned a lot there. The first year I learned a lot at the City because of a particular supervisor who was very interested in the HUD work-study students and he went out of his way to show us around. That was Earl Stoffer. Comparing Urban Renewal and the City, I learned a lot about housing and housing conditions but after he left things went downhill. City Hall could use more professional people to run the agencies.

I hope they keep a program of this type at Kansas State University and upgrade it. I realize that we were the first ones and in your pilot program there always are some flaws.

ALBERTINO MAYS

I'm from Junction City, Kansas. I got an undergraduate degree at KSU and I became interested in planning when Ray Willis first approached me in the spring of 1971.

As far as the guidelines go, I consider the work element a complete flop. The administration of the program could have been coordinated better and a little more cohesion between the faculty, administration, students and the agencies we worked for would have helped back up the guidelines.

Yes it did. There should be courses offered around social planning based upon faculty members personal experiences in real situations. Also courses relating to the development part of planning were lacking here:

The work element would have been worthwhile if there had been more coordination between faculty, administrators and the agencies we worked for. I worked for the Housing Authority but I can not blame the failure of the work element on the agency alone. It was in the developmental stage and was getting sites approved and starting construction. I worked on a feasibility study for a computer system and that was essentially the most worthwhile thing I got from the Housing Authority. I could not really get into things because it was only in the developing stage and really not operating. The second year, I worked for the planning director of the City of Manhattan. I would say that I got some worthwhile experience while there. But it was

very evident that the people at the City didn't feel at ease and there was always a hidden tension there and I don't think I was welcomed there. This was probably the fault of the planning director and maybe just the mere fact that I was not accepted as part of the staff. I was kind of like an outsider coming in. Now I did work on a few things, bicycle path-way system, feasibility study on a mini-putt system so I did get some worthwhile experience. Yes, I made an all out effort on the job. I feel I worked very diligently, it just came to the point that some mornings that I would come to work and get no acknowledgement from my boss or a friendly welcoming. I think this had an effect on my feelings about coming to work, and what work I was doing. Had my boss had the type of personality that was willing to accept me and use me in the planning department, I think it could have been worthwhile to the agency and me. But things just didn't work out.

I would like to find a job in planning because I have become very interested in it. I want a desirable location and I want to do things that interest me.

This all boils down to two things. One, at the administrative and coordination level, between the department and agencies, there must be a great deal of improvement. It can be improved in a location such as Manhattan where there are problems; but the agency must cooperate with the program. This could be done by having the work element come from the department itself. They could get projects assigned to the HUD program if nothing can be worked out with agencies in town. If we had a coordinator who would get involved

with the students and who would be willing to bridge the gap between faculty, agencies and students by helping them academically and mingle with them socially, I think all other problems could have been resolved.

DIANA MANNING

I'm from Bogalusa, Louisiana. I chose K-State, well, planning because I worked towards some forms of planning while I was an illustrator and thus was familiar with some of the physical aspects of planning. The reason I particularly chose K-State was because I worked at Fort Riley and I knew Ray Willis and Veryl Switzer who convinced me to come into planning at K-State.

The only guideline that was fulfilled is the study element, mainly because it was flexible enough for a student because we could go into any aspect we wanted. The work element was not as good. If you were a novice at this whole program, you would tend to believe that there's not much future. There was no receptive participation from people we were working for, they took away our initiative to complete it. Since this was the first time, there were some bugs in the whole program but several things could be worked up on pertaining to program administration.

Yes. The flexibility of the curriculum covers one's needs and I did touch upon some of the things I wanted to endeavor upon but it was left to the individual who had no guidance or idea as to what he or she wanted to do, they were sort of left in limbo. No direction or core courses were available. There should be more courses in urban and social problems. I realize that K-State is in an rural setting which possibly lends itself to rural development but I feel that some types of urban exposure and

and social oriented problems should be added to the curriculum.

I did gain something from the last aspect of my work element. Initially, I was sort of left in limbo to go on my own which I did not do. But the last aspect which gave me a project of my own, I was totally committed to this project. I learned quite a few of the planning methods and aspects that you see in planning departments. On all my jobs I made an all out effort. I worked first for Urban Renewal but left because of conflict and no job assignments. I felt that I was not doing anything. I was just wasting my time. Only on the last job did I feel that by concentrating on the project and putting myself into it that I learned from it. I've had personal contact with people I'm working with or for, and I've put myself into it! I intend to continue it to its fullest. As far as my general opinions of the agencies I've worked for, I felt there was hostility as far as the Black-white relationship or maybe the student-employer relationship. There was this tremendous gap and there was no means of amending it. I felt alienated.

I plan to go to law school or work in San Francisco as a general planner.

This program should have an orientation meeting a month or so before school starts for students so they will not feel alienated. They should have intended employers there so that the students and them could get a feeling for each other. This meeting could iron out any problems, i.e. study or work. I also feel that each student should be given a project and when they

finish the project, that is the end of it. There are too many inter-medium things in school that you have to confine yourself to and to have to go to work every week also. So you should have an initial project whether you finish it one and a half or two years, that is the end of the work element.

Studies should deal with problems that we must face in everyday life, research courses, economical courses, physical planning, law interpretation background, site analysis planning courses, cost analysis courses and things that directly affect us. Some aspects of problems we could run into and what directions to take in solving these problems and urban policies, are contributions to the program that must be made.

JOHN MENDOZA

I am from Topeka, Kansas. I felt I needed an advanced degree to make more gains professionally and of course, monetarily. The HUD work-study program came at a time when I needed it. I was contacted initially by Ray Willis who had been contacted by Veryl Switzer.

Strangely enough I never found out what the guidelines were so I never knew how many had been fulfilled and how many were not. As I look back, that was one of the weaknesses of the program because we did not know what the guidelines were and we were unable to set goals for ourselves in terms of performance or achievement. I would like to think that we achieved our goals, certainly, but what they were, I still don't know.

I think the planning curriculum is good, many of the topics were interesting but there was something lacking that I could not pinpoint maybe because it was the fact that we were more oriented to rural planning. The planning curriculum didn't seem to get into the inner city problems of planning and city planning. We should hit city planning a little more thoroughly, the City Planning II course was a bust, we didn't do anything. We should explore the dynamics of a big city, the social aspect.

I think that the work element could be very worthwhile, and I did gain something from my work element but not as much as I'd like to. It was sort of "touch and go" situation. Rather like, hurry up and wait. I would hurry up and do my

assignment the best I could, then I'd sit around and wait for another one. I did my best on the assignments I was given and when I was given a goal, I met that goal. I worked with the City Inspector and I was to be with the City Manager initially and then finally we ended up with the City Planning Director. I did not feel that it was as "fruitful" as it could have been. For instance, I was interested in policy making decision but I was never in anything when decisions were made and problems brought up, we were never in earshot distance to see how problems were resolved.

With a master's degree there are a lot of openings. Initially, I'm going after administrative positions, director of some type of program. I would like to stay at the University and teach and of course you need a master's to do that if you want to teach in any type of curriculum, anywhere.

I'm married and have two daughters. First of all, we could have used more money, I had to do some hustling on the side to get some extra money. I do not think enough money was provided or at least for married students. Secondly, when I came here I was on academic probation because I had a B- average and you had to have a solid B. There was a strain on me initially because there was the fact that I had to spend fifteen hours a week working so I was caught between meeting academic standards at the University which are B's or better and still work fifteen hours a week and maintain a family life. So I would eliminate first semester any work element and possibly if need to, start the work element during the Holidays. Of course, the student should be a-

ware of this option well in advance before getting into the program. In fact, I think that is the best thing to do, have the work-study element during vacation time. It would have worked out much better for me, I could have concentrated on projects and got more out of it. The time could be on a forty hour basis instead of fifteen hours per week, so that would be another consideration for the program.

TOMMY STARNES

I'm from Manhattan, Kansas. I chose the field of planning because it sort of interested me, that's about all. This is my home town and I thought I'd come back to go to school at Kansas State.

I don't think the work-study guidelines were fulfilled at all. None of them fulfilled any expectations that I had in relating to any ideas of what planning should be. It didn't give me any of the essential needs that I need to go out and get a job with. I had never seen a copy of the HUD guidelines.

No, it did not cover enough or what I expected to get out of it. It didn't relate to some of the subjects I wanted to get into. I would recommend that they have more classes in planning that relate to everyday living and planning instead of the classes repeating themselves several times. They didn't give you the coverage of the areas that any individual needs. The area I want covered, I would not want to take. For instance, economics. But now that I'm graduating, hopefully, I feel that we should have had economics, we should have had the fact stressed that we must take economics and say business courses so that we can learn to handle the money and really deal in the world like we are supposed to.

No, the work element, well for public housing, it was fair. But this was just because the guy was afraid I might go out on a tangent or something and might act crazy or something

like that. The job that I was doing was so trivial that anybody could have did it. So, I don't think the work element was anything. The people we were working under didn't give us anything that was educational to do. I've worked in these agencies for two years and if I had to go out an be a director, I wouldn't know what to do, as the role of a director of public housing. So it was trivial because we didn't get the essential things or the on-the-job training that we needed to go out and be qualified and go out and do a good job as a director. We would probably have to work from an assistant director when we should be qualified for the director's job after leaving this school. When I was there, yes, I made an all out effort on the job. But after that, I just gave it up. The job that I had was so meaningless to me that there wasn't that much to it. I could sit down and do it in a half hours time or go to the job site and do the little surveying I had to do in twenty minutes time and be through with it. Public housing was just like all of the rest of them, I imagine. They didn't try to help you get anything that you really wanted. Like I asked for some information concerning 236 housing and I'm still waiting for it. Any information that you want or have an interest in, if you can't get it what is the use of asking for it? The work element was really no good.

Work and not specifically in the planning field. No I do not have a job. I really don't think I can plan the way society would want me to plan. I would want to come from the Black perspective and planning more or less for Black people. We learned the fundamentals of planning from white people but

we are still dealing from a Black perspective so what I intend to do is to use what little knowledge I've gained and possibly utilize it in the Black community.

I think they should redo the whole program including the money, the work-study element, classes and even instructors. Because we need instructors who will push students and not just give them a grade. We need to be able to push these students into excelling past their own levels. Not more less a lot of tests but make sure these students gain knowledge. We should have classes with population projection and cohort survival because minority students need this if they are going to be planners.

MARYE ISH

I'm from Rockford, Illinois. I went to undergraduate school at the University of Kansas and I chose Kansas State, the field of planning a Master's degree because I was offered a scholarship, "a full ride", in other words. I had no idea what planning was but I figured it would just be awhile before I found out.

I feel that none of the HUD guidelines have been fulfilled. I think that the concept of the program was excellent, the idea of training minorities so that they could be brought into the field of planning and do positive things for Black people and other minorities. But that was all it was--a concept, the rest of it was not carried out at all. I feel that the work element was a complete farce and that the people in Manhattan never had any intentions of using us in the work force or even teaching us anything. They were just going along with it because they were under pressure and they felt they would look bad if they did not say yes.

I think that the study element is ridiculous, because all we are learning is theory and we are not learning practical work. The theories we are learning can't even be applied to our everyday life, all they include are middle-class white thinking. They are not practical. I can't take these theories into an area like the area I live in Rockford and make them apply because I don't know how to make the adjustments. I also don't understand the implications of things that I need to know. We just are not

taught anything about Black people in the planning curriculum. So I think the whole thing is a farce. I don't think that it is well-rounded and it didn't even cover any of my needs or expectations. We learn about Urban Renewal only to find out that Urban Renewal is ripping people off. So why teach me to deal with Urban Renewal? Teach me how to eliminate Urban Renewal. It's just that everything we were taught was so white oriented. They never even considered teaching us about Black experiences or revolutionary ideas that we need. The world is becoming so far advanced and Kansas State is behind. We are planning for stuff that happened in the 1950's and early '60's. We should learn to plan for the space age we are entering. This little rural jive is not going to get over. Where do most of the Black people live: They live in urban areas and the inner city. These topics weren't even covered in our planning courses. I would make no recommendations because there is no help for the curriculum. The faculty is not equipped to handle this minority thing, they are barely aware of minorities other than us. I doubt if they care; they just wanted to relieve some of the guilt they had and felt they could do some "liberal" good with this program.

As far as the work element was concerned, it was unbelievable the things that people went through. I was very lucky. I was at the Douglass Center and I enjoyed the work I did. It wasn't planning work, it was basically just getting to know people and talking to people. I stated from the beginning that I did

not want to be placed at any of those agencies because I knew from the first that those people were not sincere and that I could not get along with the people in that situation. I really don't think you could say I made an all out effort on the job, my experience involved me with dealing with people like myself, talking to them, counseling them when they asked me anything, tutoring sometimes or just filling in whenever they needed help. It got to be like another home or "hang-out". I know that when a lot of people stopped going to work, I continued to go because I felt a responsibility to go to work. I was trying to go along with the program because I wanted it to work.

I don't expect to do anything with my planning degree. Hardly any of us can locate a job. People have not been exactly tearing down the doors to see that we get employment. I think that this is unfair because we mentioned early in September that we wanted help in looking for jobs. I don't know what I can do with my planning degree. I know I can't work for a planning agency because I don't know the first damn thing about planning. One thing I could say I got out of this degree was that it's a masters.

My opinion is that the program should be removed from Kansas State. First of all, they will never live up to the guidelines and concepts. The people involved are not going to change. Why bring in minority students just to teach them nothing. It's not fair. Put these programs in schools that are willing to make the

the necessary changes. The same thing we complained about this year, was the same as last year, and nothing's changed. If anything, it's gotten worse. Attitudes of "Oh-here comes the work-study students--tell them I'm busy" are everywhere. If the involved parties will not live up to the guidelines, then they don't deserve a program. We are no dummies. We realize that we brought a lot of money with this program into Kansas State. Let somebody else utilize this money. Have the program at KU or Wichita State, places that have urban areas close by and using eight students is no problem.

DALE DIGGS

Note: Dale Diggs was one of the original HUD work-study students but removed himself after three months when he located another scholarship.

My name is Dale Diggs and I'm from Wichita, Kansas. And probably the reason I came to K-State was because I knew Ray Willis from many years back and he talked to me about coming to school up here. He told me that I would probably get \$350.00 a month so I decided to come.

I think they should have given us the guidelines so that each student could be aware of how the program was to be administered. But they didn't do this. Probably the only reason any of us found out what the guidelines were was because we had so many problems with the program as far as getting checks or finding out who was buying our books, what courses were the proper courses to take, or if you were having trouble, someone to give you a hand. None of this was done so I started trying to find ways to leave the program or call someone for help. I finally got out of the program and got into another program in Wichita which is a Model Cities program. It was doing the same thing but they did consider people's income or people with jobs.

When I first came into the program not knowing that much about planning, I thought it was a good program. Then they let us go to California and we started talking to other planning students and we found out that we really didn't have an out-of-

sight program. The courses were pretty good but they didn't have any substance to them. They tried to give us jobs to go along with the program which was a good idea and other schools did this, too. But other schools seemed more intuned with what's going on. First of all, they should have three professors that come in every two years, with planning experience from a different school, and maybe they can try to get something going from all schools where they try and rotate these professors and their opinicns of current planning techniques from their area of the country. They could also take this planning program and put it in an urban setting. That would help because we would be around people that we would have to deal with, businessmen who want to protect their interests, racist white people and interest groups, who don't want certain things to happen in the city. Plus they can see what Model Cities is doing and deal with that. They could work with them to plan for Black people to try and improve their neighborhood.

I was only employed for about two and a half months. I was supposed to work with Human Relations, I guess because I had previous experience with the Civil Rights Commission. The times I did try to go to work, the guy wasn't in, couldn't ever get together with the people and yet I was constantly getting hassled by the school about going to work. My first semester I made an all out effort on everything. Probably I'll go back and try and get a job to make some decisions and planning just helped me to understand how the game was played to get what

you want. I'm not here to believe that I will plan to make a large highway come in or build some things, but it just made me understand about the pressure groups and types you must deal with to get things done--what ever it is.

First of all, before the HUD work-study program is set up they should take serous consideration about where they are trying to locate it. I don't think they should try and come to a rural area. Secondly, see how serious the school and community is about a program like this and how it will be run. It seems like everybody just got a lot of money out of it. Plus! There are no Black instructors here to tell us about planning from our view-point or how it is going to relate to us or discussing some of the pains, agony and bullshit we will have to deal with.

I'm getting x number of dollars with no strings attached and I didn't have to have to worry about finding internships because they felt that if I was going to be some type of planner, I must have some kind of internship and they went about putting it together. They also gave me the opportunity, once I finish school to come back and work for them for two years. So it was a contract agreement to find employment and not get educated and then you can't find any type of employment. They also sponsored money for trips. This scholarship was definitely less of a "hassle" than the HUD work-study program. When I was on the HUD work-study scholarship, I just mentioned to them there was a chance I'd be put on another fellowship and immediately they cut my finances even though they knew I had not received it yet. I went without any income for two months. Then, I had to hassle

with Model Cities to repay me for those months.

I think that if the program I am on now was expanded we would not have some of the HUD work-study problems. Under my present scholarship, the Model Cities people and myself sat down and put the program together. Secondly, it is run from the city, a large city; the City Commission allocates the money and you have the press to see if there is any mishandling of money. But here at the University, everything is so closed in and so tight, nobody really knows what was going on. They just knew there was a program but no investigation to see what was really happening.

SECTION IV - EVALUATING THE RESPONSES

The HUD Minority Work-Study Planning Program at Kansas State University was structured in the direction of accomplishing several objectives and that is why it is important to see how close they came to accomplishing them.

In the guidelines Section 1--Purposes, it lists the goals of the work-study program (See Appendix). As far as the stated purposes were concerned, there was not much disagreement. The fine points to remember for later reference in these purposes was that the program would be "an additional source of trained manpower...then adding to the professional manpower pool of under-staffed agencies." The second key point in the goals was the statement "To increase rapidly the number of trained professionals, who by their background have special insights into the problems of minority groups and poor people, for jobs in planning and management." As far as the first quote is concerned, the goal states that the agencies to which the HUD work-study participants would be assigned, were understaffed. This would give the impression that work-study people would be put to work in one form or the other in such a situation. The second quote clarifies the form of work that they should have received. Jobs in "planning and management" geared towards the problems of minorities and poor people. Manhattan certainly has its share of problems as far as these groups are concerned, so it would seem logical that eight students could find all sorts of work in helping yet learning at the same time. And for those who find it hard to follow the above logic, to put it another way, this was how the work-study students perceived it to be and it seemed very logical to them.

Yet, logic does not necessarily apply in City Hall and various other organizations. Or maybe, it was a matter of interpretation. Still, none of the work-study students were assigned to jobs that involved minority issues, even though these issues came up during the year. The first year, there were problems of the funding of PAC, there was a problem of getting low-income sites approved, the demand for Day Care Centers, discrimination in housing and school racial crisis were just some of them. The second year, the same problems continued but none of the agencies, with Douglass Center as an exception, bothered to involve the students into these issues. There was plenty of work to be done. Indeed, research into these problems could have taken up the first year. But all the agencies shied away from these problems and then made half-hearted attempts to give the work-study student work tasks. Therefore, it is also wise to remember that in the goals it was mentioned about increasing rapidly the number of trained professionals. Was this program set up to merely pump into the planning profession x number of "token" minorities and with who's interpretation of the words--"trained professionals?"

Section 2--Program Concept of the guidelines covers the program concept of the work and study element and is definitely the most disturbing section of all. The guidelines spell things out very clearly and if they had been followed, it would not be so hard to point out who is the villain or even to remedy the situation. The work element is probably the touchiest subject of the whole program.

The employers conception of the work element is varied. Although most of them had no objections to the program, the idea of "meaningful work experience" seemed the disputed point. What some of the employers saw as meaningful work was "trivial" to the students. The point to be remembered is that the students went to the agency with the idea that the work they would be involved with would help them become "trained professionals" with skills that could help them represent minorities in the political arena. Somehow jobs such as formulating bicycle paths, mini-putt feasibility studies, etc. does not convey serious attempts of teaching these skills. But Manhattan does have problems that the planning students could learn planning skills from.

Now why were these problems overlooked and other work tasks taking their place? There are several answers. Some employers stated that it was impossible to assign meaningful work because the students were on a part-time basis. Others justified the work tasks as "meaningful to the agency." One employer felt the work was not sufficient or meaningful. Yet, all the agencies concede that a minority planning student could learn from the agencies. Many employers stated they were concerned but there does not seem to be an understanding in their responses to what was expected of them as stated in the guidelines. Yet, one would assume that these agencies had to have some familiarization of the guidelines and the minorities expectations before they agreed to participate. Thus, it boils down to the fact that the agencies assigned work from the framework of indifference, ignorance, and/or racial prejudice.

Of course the term, work, involves more than just actual tasks. It also involves the relationships among the employer, and the people one works with. And here, most of the agencies rated poorly. In some cases there were extreme rudeness and others, near acceptance, as a worker. But then, how the student fitted into the mold of a worker often depended on the employer's attitude. It must be mentioned, that two particular agencies felt that they had been short changed in the program. To these agencies, the work element was second place to the study element. To these agencies, the study element and the work element should be on an equal basis. Yet, that seems rather difficult to understand when it was stated at the beginning of the program that the students would work fifteen hours per week. With eight students, most of whom were on academic probation, many entering a field they knew little about, it would seem that there would be understanding on the employers' part as to the study element having precedence over the work element. One could not flunk the work element, but failure in the study element could end a brief planning career.

Another interesting point that the questionnaire revealed about the employers was their lack of knowledge of the KSU planning program, in regards to the curriculum, faculty, relationships, students, and surprising, the work element itself. This could be one of the reasons that the work element was so poor. There were few sessions when all involved parties got together, if for no other reason than to know where each other was coming from.

All of the students were disappointed with the work element.

The reasons for the disappointment were varied, though. Some were disappointed because they were taught nothing, others because of the employers' attitudes, other in the type of work experience, and still others because of a combination of all mentioned. The most disgusting point in the let down of the work experience was that the students felt unprepared and unsure of their futures as planners--some because they could not land a job with their "acquired skills" and others because they could not take any tangible skills back to their communities. And most of the students felt that they could have done and learned some "meaningful" work.

The students' displeasure of the work element was nothing new, according to the Final Report - 1971-72⁸ but very little was done to improve the situation. The work-element went from bad to awful and by January, 1973, most of the students refused to attend work. Some were assigned to professors in the University, but little work was really performed. In one HUD work-study weekly meeting, there was a discussion of a name-calling incident that involved an employer who also worked as a part-time instructor in the Regional and Community Planning School. Nothing more on the subject was brought out in the following class sessions but many of the students were very upset that such a thing occurred.

If the work element could be summed up in two words, they might be "total failure." The original concept was a solid idea but somehow from paper to actual practice, the concept did not come off.

The controversy around the study element was not as heated as the work-element but it was just as involved. The main problem in the study element was the lack of minority input. The University tried to rectify this by instituting a "Seminar in Planning" course taught by Charles Scott, a Black lawyer from Topeka. Although Attorney Scott's course was well-received, it did not completely cover the minority input that the students requested after the first year.

Grades were generally good among the work-study students with a g.p.a. overall of 3.42 on a 4.0 scale.⁹ Yet, the work did not come easy to the work-study students. Some passed courses that they knew absolutely nothing about while others struggled to get C's. The threat of being removed from the program because of poor grades was a primary topic in weekly seminar meetings.

The second year proved to be a demanding one, grade averages began to drop and C's were prevalent even among the best students. There were various reasons for this, such as stricter course requirements, the heavy emphasis on writing assignments, and the combination of three or four tough courses taken together. Many work-study students tried to specialize in different planning fields, such as real estate, computerized planning, social planning and others. But the one practice that became very clear to the planning students was a lack of help in the courses they were taking. And since Ray Willis was the main advisor for all the work-study planning students, he was spread too thin to be of any real help.

The curriculum of the department was judged between good

and ridiculous by the HUD work-study students. Some students thought it was very flexible and that it fit most of their needs. Other students attacked it because not only did it lack minority input but it did not have practical everyday planning techniques taught. Still, others felt that the whole program was useless because of the outdated techniques and the total lack of useful minority input into any part of the program.

The term, minority input, involved many aspects. Minority input means more than one Black instructor. It involves the idea of making points presented about planning in class relate to minority people's lives and situations; how are minorities affected by zoning, are minorities involved with subdivision, how can these things work to minority peoples' advantage? It involves minority instructors who are there to teach about planning from a minority viewpoint, but, too, a minority person who is in touch with today's situation. It involves minority guest speakers, minority advisors who are aware of the complexities of planning for minorities, it involves work--classroom and other types in minority areas and it especially means all parts of planning--social, political economical, and computerized, are covered and related to minority areas.

The faculty at KSU presently can not handle this demand. The curriculum, although, flexible, is bending back and forth between a variety of white-middle class courses and thought. Many times they gave the work-study students the impression as if this were the first time they had encountered Black students. Although all of the faculty stated that they were for the program and wanted it to

continue, they nevertheless resent the implication that the courses do not fill the minority person's needs. They also are not readily available to all the work-study students and this was proven very clearly by the non-thesis projects. In many cases, the student had no idea what to choose for a topic. Yet, he often could not find a faculty person to help in times of need.

The practicum seminar course is another confusing aspect of the study element. Some instructors feel that the hours in that course should be limited in obtaining a degree. What is more important is what should be covered in this seminar. Just a weekly meeting to rehash age old problems does not accomplish much if the other involved parties are not there or presented with the work-study student opinions.

There appears to be little opposition to the required work. The dissension revolves around the course content, the lack of help from the faculty to initiate the changes expected by the minorities and the faculty and the head of the department who were not accessible.

Although the controversy around the study element is not as involved as the work element, its importance should not be understated. The emphasis from rural-medium city planning to a program that includes courses for all races and nationalities' needs and expectations is a move KSU must make.

Money was the key problem the first year but by the second year, the arguments intensity had worn down, except when the checks

were late. Stated simply, the problem of money resulted from a poor administration of the funds. No one knew what was to be covered and also how much per student was it covered for. Then, there was the problem of married students getting more than the single students. Finally, the amount that was first paid, the monthly stipend for all, was too little to cover living expenses in Manhattan. Many students, four of the original eight were married--all with at least one child, were forced to take on extra jobs which was no small accomplishment with studies, other work and family obligations to meet. Finally, the incomes were standardized by the seventh month of the program's operation. Each student received \$300.00 per month, but the married students with two children and a wife were a bit hard pressed for cash.

There was a demand for books and some were bought. But there was no established amount and books were randomly passed out. There was no set rules about books. Some people had to buy their own books for courses that were required by the department. The work-study students had no idea exactly how much was allotted for books and no one ever gave them an answer to that question. The second year, the department bought books for no one.

Travel money was another item that cause confusion. There were problems both years over travel expenses, how much for rooms, food, etc. that continued to nag on the coordinator. What is so hard to believe is that there was no answers that satisfied the students who always felt cheated.

If someone had just kept an account for every student explaining just as it does in the guidelines how this money is to be spent and as things come up, **subtract** the amount from the student's

account, the administrators' lives would have been happier. What was done, instead, was a total amount, that continued to change every month to the student's disadvantage, was divided by eight or nine, as the time came up. But all people did not spend equally and that is where the discrepancies and problems occurred.

Another surprising point was that the amount Kansas State had to work with for each student was always lower than that stated in the guidelines. For instance, up to \$4,400 was allotted for salaries per student stipend. What the HUD work-study students received per student for the 1972-73 year was \$2700. One does not know if the money could not be had by the KSU planning department and therefore, why, or if KSU simply did not propose for a larger amount.

What it would take to smooth many of the money questions is to sit each student down at the beginning of the program and carefully explain and have on paper how much he is entitled to and what will be covered.

The sad thing about the money problem was that in straightening them out, many days were wasted that could have been used to further the student's education in planning in some other form. And some people were so upset about their money situation, that the worry caused a strain on their grades and health.

Thus, the cost standards were never clear. This must be done to keep the friction out of any program and administration heads must account to the students as strictly as it does to HUD and others in order to have a good program.

These points, Coordination and Evaluation and Program Administration, in the guidelines were combined to eliminate repetition in this report. But from the beginning, these have been the weakest part of the program, which is very unfortunate because it is the backbone of the program. Most of the work-study students, employers and faculty felt that these parts of the program should be improved.

Exactly why these have been such a let down is hard to point out. As usual, it is a combination of many things. First, the program coordinator, Ray Willis was overworked. And not only was he overworked by teaching courses, coordinating the program and being the work and study advisor, he was caught between trying to please the department, the employers and the work-study students, all who saw their side of the story as top priority. Secondly, the head of the department did not have this program organized as smoothly as it should have been. The arguments over money and other points could have been eliminated from the first if the work-study students had known exactly what and how much each item would be covered for and just what could they expect from this program. There were no copies of the guidelines, which spelled out most aspects of the program clearly, passed out to the. And if they were, people were not made aware of their importance in the windfall of papers that continually clouded the mail boxes.

According to Section 3 in the guidelines, a statement of understanding was to be written in contract form regarding the initial work experience, academic arrangements, and salary pro-

visions. If this had been done, many of the conflicts that came up, would have been ironed out. People would have known what was expected of them and all would have had to produce as the contract stated. .

Once again, the importance of evaluations among the parties involved can not be mentioned too much. This point is covered in Section 2 point c. And also stated is that "a mechanism should be created by the agency, students, and University to deal with and react to the evaluations. In other words, a mechanism that will take action on complaints and opinions. This was needed in this program because there was only one evaluation after the other and nothing done on the evaluations recommendations. The important thing is that this mechanism must have the power given to them by the program coordinator to make the needed changes. Merely having some group of people to discuss the points brought up will not accomplish anything.

The guidelines state that the coordination between the University and the administering agency is critical to the student's progress and development. This must have been overlooked because after the first few months, communication and coordination between the involved parties was about nil. Many of the students were very disgusted by this lack of expected administrative professionalism. It was never openly admitted that there was such a problem, but the students who were feeling the pinch were clearly aware of it.

SECTION V - CONCLUSION

CONCLUSION

There have been two recurring "suggestions" for the future of the HUD Minority Work-Study Planning Program. One has been to eliminate the program from Kansas State University and the other was to keep the program at KSU with recommended changes.

The first suggestion basis its argument for removal of the program on the grounds that KSU's location prevents the work-study participants from acquiring the special skills that they need to deal with minorities' communities improvement. The argument continues that there would be more to work with and learn from in a larger city and more important, there would be a chance of being around more people who understand and who would be willing to help and expose the work-study students to real problems and potential solutions. Locations such as Lawrence, which could work between Kansas City and Topeka, or Wichita, with a large minority community and people in city agencies that are geared to get things done, such as Model Cities, would be better places for a work-study program.

The argument for keeping the program at Kansas State University must include many recommendations. Along with a full investigation into the money and the accounting books, the money should be set up to either cover the married students with children or make sure that jobs are available for them or their wives. Single students, to eliminate stipend problems, will always have to receive the same amount but no jobs would necessarily have to be provided.

Money should be allotted, to fully cover at least one major convention trip, books, tutors, etc. There should also be some fund set up that people can borrow money for emergencies but not with the demanding repay time that the current Emergency Loan Program utilizes.

The work element has many points that should be improved before placing any more work-study students in these agencies. A full investigation into the people's attitudes about the program and the participants should be carried out to see if all the involved parties have the same goal in mind. Ground rules should be clearly spelled out concerning availability of the participants and responsibility of both students and agencies. The idea of an orientation meeting before the program commences is a must. All involved people should be there to express feelings, hopes and desires for their part of the program.

Or a new work approach could be started. The idea of the work project where the students could work together on one idea such as improvements for Nicodemus, Kansas, or single projects for each student. The other work option could be working during long spans such as Holidays or between semesters. The period after the semester ends up to Christmas or from January 3 until second semester starts could be forty hour work periods. Or there could be a combination of both items--a project and working over the Holidays. But this part of the program should be clearly spelled out.

The faculty and curriculum improvements have been stated before

in the Evaluating the Responses section of this project but must be implemented immediately. Once again, more minority input, practical everyday planning experience, more minority outside speakers such as Oscar King from Harvard University who spoke at KSU this spring, field trips, law courses, etc. from a minority perspective should be included as required courses. There should be a move on the faculty's part to become aware of key issues in all minorities lives and more personal involvement with them.

On the administrative level, the coordinator must be a minority person who is not afraid to totally involve himself with the students. There should be more discussions with the students on equal basis and less "I'm the coordinator--I'm the head--I know all" attitudes. Plus, the administrator must push for summer internships for all the students by making an appeal to all agencies he knows of and as many contacts as possible. The internship is as much of the coordinator's problem and responsibility as the student's.

Although the eight students all finished the program, and are slowly finding jobs, at this point, the program's main merit is that it provided the minority students with the opportunity to earn a master's degree. What is sad is that with such high goals at its start, the program has ended rather at a low point. If it is to continue, than it is suggested that the coordinator review the concerns such as better administration of the project in general, the financial problems on all sides, improvements in the curriculum with special emphasis on immediate minority input but especially, a better all-around work element for the work-study

students. The university owes this to itself and the participants to show that it is sincere in bring change in minority communities and not just talking to the wind.

FOOTNOTES

¹Department of Housing and Urban Development. Final Report--Work-Study Program, 1971-72. Department of Regional and Community Planning, Kansas State University, 1972, page.1.

²Ibid., page 1.

³Ibid., page iv.

⁴Ibid., page 12.

⁵Ibid., page 6.

⁶Ibid., page 10.

⁷Ibid., page 11.

⁸Ibid., pages 6, 10, 11.

⁹Ibid., page ii.

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Guidelines for Work-Study Projects Supported by Comprehensive
Planning Assistance.

APPENDIX

APPENDIX A

GUIDELINES FOR WORK-STUDY PROJECTS
SUPPORTED BY COMPREHENSIVE PLANNING ASSISTANCE

1972

1. Purposes. The Work-Study Program has two goals:

To assist public agencies to carry out their planning and management functions by providing an additional source of trained manpower. Program participants qualify immediately for work in local and State agencies, thus adding to the professional manpower pool of under-staffed agencies.

To increase rapidly the number of trained professionals, who by their background have special insights into the problems of minority groups and poor people, for jobs in planning and management. By providing minority group and poor students--primarily Blacks, Orientals, Spanish-Americans, and American Indians--with academic preparation and professional on-the-job training, HUD helps to open doors to public agency careers in planning and management.

2. Program Concept. The Work-Study Program provides Comprehensive Planning Assistance (701) to selected grantees to administer work-study projects. Each work-study project is a collaboration between a 701-eligible agency and one or more educational institutions in the vicinity of the 701 agency. The 701 agencies include: States, councils of governments, regional planning agencies,

and local governments. Participating educational institutions are mostly graduate schools of planning and related professions, since the focus of the work-study program is on graduate level training. Undergraduate schools may also participate. Grants are made directly State or local chief executive or to the planning agency if so designated. The grantee is responsible for overall administration. Each agency-university consortium recruits predetermined number of students, who undertake a full-time academic program during the academic year, while working part-time (12-20 hours per week) in support of the agency's work program. Work assignments are 701-eligible activities. Students usually work full time during the summer. Some projects also include the summer seminars.

The agency uses the HUD grant to pay both the student's part-time salary and his tuition plus fees to the educational institution. Salaries are based on locally prevailing hourly rates. The 701 grant provides up to 2/3 the cost of each work-study project. Grantees and universities contribute the matching local share in the form of cash, supervision, and/or supportive services. Universities may contribute additional funds from other governmental and private sources. Several have done so.

a. Work Element

The work element represents an opportunity for the student

to gain actual experience and understanding of the dynamics of public sector planning and management. In setting up a program, the agency should identify the range of potential employment opportunities. Experience has shown that the students generally prefer local action activities, and care should be taken to involve community groups when possible.

The mechanics of the work experience should be worked out, and clearly understood by both the agency, the student, and the university prior to beginning the program. Students should have enough unit time to actually become involved and undertake responsible work. Fifteen to twenty hours a week should be considered, including the time needed for attendance at the seminar.

b. Study Element

The student should be enrolled in the equivalent of full-time graduate study in planning, public management or related disciplines. Prior to beginning the program, the administering agency and the University should arrange for students to earn graduate credit for their work experience. Approximately six hours per semester is appropriate, including three hours for the Seminar. If the administering agency and/or University deem necessary, the student may be required to prepare a report in support of the credit. Each student should be assigned an advisor

who will assist the student in general academic matters. The advisor is most effective if he is well acquainted with the program and committed to its purposes.

The curriculum should, to the extent practicable, reflect the student's particular interests and work experiences. It is also important that special tutoring be available to the student if needed. This should be arranged by the advisor when requested.

c. Coordination and Evaluation

Coordination between the University and the administering agency is critical to the student's progress and development. Two elements should be built into the program to assure this. First a staff person with responsibility for overseeing the program as a whole should be designated. This staff person should meet at least monthly with the University advisor (s) and with the participating students to evaluate the general and individual programs. This staff person should also coordinate student work assignments if more than one agency is involved in the program.

Second a seminar meeting weekly should be provided by the University in order to relate the work and academic experiences. The agency should assist in designing content, although the primary responsibilities lie with the University. The seminar should provide opportunity for students to share ideas and experiences. Some portion of the Seminar should

expose the students to intergovernmental relations and inter-agency policy-making. Attendance at the Seminar should be considered part of both the work and academic experience.

Effective and on-going evaluation of work-study projects is also critical to student development. In addition to the general evaluation provided by monthly coordinative meetings, bi-monthly evaluations should be undertaken by the students, either jointly or individually depending on the preference of the student group. A mechanism should be created by the agency, students, and university to deal with and react to the evaluations. A monthly meeting of all participants could be considered, or creation of a review committee composed of representatives of all three groups. The six student evaluations, and description of follow-up mechanism should be compiled and submitted with a final overall evaluation by the agency following completion of the program.

3. Program Administration

It is useful, if possible, for projects to begin in August, with six weeks of full-time work. This would allow the student a few weeks to sample various agencies, and a week or so of full-time employment in the agency he has selected for permanent work assignment, prior to beginning academics and part-time work.

A statement of program content and specifics should be prepared by the administering agency and approved by the University and HUD, for use in the recruitment stage. When agreement is reached between the prospective student about program content, it should be put in writing. It should include a statement of understanding regarding the initial work experience, academic arrangements, and salary provisions. This may be altered as the program progresses, but should act as the basis for beginning the program.

Projects are funded on an annual basis for two consecutive years so that a "generation" of students may pass through graduate school. No projects are funded for more than two years, since the work-study program is designed to initiate but no continuously support, minority employment and educational projects. Universities and agencies are strongly encouraged to continue work-study projects beyond the second year by using funds other than Comprehensive Planning Assistance.

4. Cost Standards

The following items are eligible work-study project costs.

- | | |
|---|---------|
| 1. Up to per year per student support (salary) | \$4,400 |
| 2. Up to per year per student tuition support. | 1,650 |
| 3. Up to per year per student for tutoring, travel
or other services | 350 |

4. Up to \$2,000 per year per student for supervisory costs	\$0,000
5. Up to \$500 per year per student for administration costs.	<u>500</u>
Total	\$8,900

HUD will pay up to 2/3, or \$5,966 for each student in the project.

5. Authority

Section 701 (a) of the Housing Act of 1954 as amended, provides the basic authority for the Work-Study Program.

OMB Circular A-87, Principle for Determining Costs Applicable to Grants in Aid with State and Local Governments, clarifies the statutory authority. Attachment B, Section b, No. 26 of A-87 states that "the cost of in-service training, customarily provided for employee development which directly or indirectly benefits grant programs is allowable".

APPENDIX B

EMPLOYER QUESTIONNAIRE

Please answer questions on the following blank pages. Fill free to attach more if there are not enough provided.

1. Where are you from and why did you choose Manhattan, Kansas, to pursue your career?
2. What was your opinion of the HUD work-study program from the beginning? Has your opinion changed?
3. What is your opinion of the Kansas State University Planning Program relative to:
 - a. Curriculum
 - b. Faculty
 - c. Students
 - d. Relationships among various parties involved
 - e. Work Element
4. Do you feel that your agency motivated the student sufficiently by giving him/her meaningful work?
5. Do you feel that a minority planning student can learn from your agency? What type of work experience do you think they could have learned from?
6. Did other personnel in your office attempt to help the work-

study student and make him/her feel at ease?

7. As far as the student assigned to your agency, do you feel that he/she attempted to do the work well and also to involve him/herself with other office personnel?
8. Do you feel the work-study program would have functioned better if the participants had been rotated from one agency to another?
9. Did your agency attempt to find out the student's interest and gear hi/her work element toward these interests?
10. What major difference do you see in your agency's attitude toward the work-study participant as compared to last year's?
(disregard if does not apply)
11. In the future would you like to have another HUD work-study student assigned to your agency?
12. Please state other opinions and ideas about the HUD work-study program that the above questions do not cover. Please make suggestions for improvement of the program as far as your agency is concerned.

FACULTY QUESTIONNAIRE

Please answer the questions on the following pages. Fill free to attach more sheets if there are not enough provided.

1. Where are you from and why did you choose Kansas State for employment?
2. If you were here at the beginning of the HUD work-study program, what was your opinion of the program--as far as it being feasible at Kansas State? Has this opinion changed?
3. What is your opinion of the planning program at Kansas State relative to:
 - a. Curriculum
 - b. Faculty
 - c. Relationships among various parties involved.
 - d. Work Element
4. Do you think that the present planning program is relevant to world problems or do you feel that it is biased towards certain types of planning?
5. What do you feel has been your relationship with the HUD work-study students? Was it merely academic or have you been in other roles?

6. Have you tried to gear your lectures and classes toward the HUD work-study participants needs?
7. What contributions do you feel the HUD work-study program has made to the planning department?
8. Would you like to see the continuation of the HUD work-study program at Kansas State?
9. Do you feel that the HUD work-study participants were graded fairly in your class? Were you over partial to the participants, indifferent, or biased against their work performance?
10. What academic and administrative changes would you make in regards to the HUD work-study program?

STUDENT QUESTIONNAIRE

1. Where are you from and why did you choose Kansas State and the field of planning for a master's degree?
2. From the HUD guidelines set up to obtain the work-study program, how many do you feel have been fulfilled?
3. As far as the planning curriculum is concerned, do you feel that it is well-rounded and covered your personal expectations and needs? What recommendations would you make?
4. As far as the work element of the program is concerned, do you feel that it is worth while and did you gain anything from it? Do you feel you made an all out effort on the job? What are your general opinions about the agency you worked for?
5. What do you expect to do with you planning degree and experience after you graduate?
6. Please discuss any other ideas or points that you feel are worthwhile in considering a HUD work-study evaluation.