

[SNCC]

PROPOSAL FOR STATE CONFERENCES AND LEADERSHIP INSTITUTE

I Background

The South is an area of economic, political, and cultural destitution as a whole. To render any one of these areas as an area of improvement will create changes in the others. The destitution creates its mark from the local areas which in combination form states. Local areas then form the root of the problem of the South, either economic, political, or cultural, or all three since when there is one there is usually evidence of the others.

The area then is deprived of the attributes of an affluent society in each of the three areas. And, because of its divergence from the mainstream it also lacks in leadership potential that can effectively relate to the larger society. The function of able leadership in any area is to relate given issues to the needs of the people, understand what the people want, and to be responsible for any amelioration that will take place.

Leadership arises in all communities to meet demands of people. It may very well be positive leadership for improvement, but in areas of economic, political and cultural destitution, the positive aspects are hindered because of the lack of training, and the ability to relate issues.

II Problem: The Destruction of Leadership Potential

It must be fully recognized that the leadership ability of any person can be channeled into effectiveness with training. It must also be recognized that in the South the leadership that hopes to keep the South as it presently stands is trained leadership. One of the main problems of educational training in the South is that those who hope to maintain the system have control of the educational facilities. Not only do they have control of the educational facilities, but the inequality of education between Negro education, and white education produces inequalities in the leadership ability and potential. The South has created a psychological masterpiece in its educational system, in that it can effectively control Negro education, and lower class white education. Both are under the dictates of a very functioning, well planned educational system.

Three states can be easily pointed to as examples of the effectiveness of the educational system in destroying leadership potential. These three states are Alabama, Mississippi, and Georgia. Each of these States through its educational system willfully aids the destruction of leadership potential. Because of the destitution in economic areas, the states provide little funds for education, and they cannot afford cultural improvements. They also realize that through effective mechanization of an educational system, both the Negro and the poorer white will not develop the effective leadership potentials to combat the inefficiencies of these and political systems.

III. Negro and White Private Institutions: The Source of Effective Leadership

The private institutions in the South are, and will continue to be, the answer to the development of effective and responsible leadership. Morehouse, Duke, Tougaloo, Tulane, Emory, Talladega, and Vanderbilt are but a few. These colleges have led the fight against a basically autocratic southern society by attempts to create atmospheres of academic, and cultural freedom on their campuses. By the basic ideology of these colleges they stand in opposition to the state. In essence these colleges are the cultural centers of their states and of the South. Most of these colleges have proven their strength by integrating in opposition to the state, and by effectively extending invitations to liberal minds.

SNCC realizes that as a student organization it must first bring together potential leaders from these campuses, and stand behind institutions that wish to have a liberal atmosphere for the benefit of the students. It will therefore be from these institutions who have already proven themselves, that SNCC will bring together students who recognize the problem, and are willing to discuss methods of solution.

STATE CONFERENCE

The Student Nonviolent Coordinating Committee works in hard core areas of the South specifically to build in local communities indigenous leadership that can relate first to the problems of the particular state, and then relate the problems of the state to the mechanisms of the United States government.

In order to maintain a strong base of support, and to build more effective leadership, SNCC hopes to bring together both Negro and white Southern students in a series of statewide conferences for the purpose of evaluating and creating solutions for local problems.

Conference Plan:

A.

In each state approximately 100 students will be brought together for three day periods on a college campus or an available conference site. Major speakers and resource personnel will be persons from college campuses, government agencies within the state, etc.

B.

The conference theme will revolve around "Leadership and its Responsibilities," with emphasis upon the need for graduating students to remain and work in their own states. Workshops will be conducted during the conference on issues that concern the students, and what they can do to aid progress in their state.

C.

It is hoped that the students who attend the conference will form state organizations for the purposes of strengthening the movement and committing leadership to the state for the future.

Budget:

Room and board for 100 students.	\$1500
Expenses for speakers and resource people.200
Transportation scholarships.	250
Materials.	50
Total	<u>\$2000</u>

THE LEADERSHIP INSTITUTE

The problems of the Southern states only accentuate the problems of the nation. State and local leaders should be able to perceive of their problems in terms of their national significance. It is unrealistic to expect a better society without leaders who place primary emphasis upon upholding the democratic processes of the nation.

The leadership institute, usually held on Thanksgiving weekend, is a period of intensive analysis and discussion on the national level.

A. Purpose:

The purpose of the leadership institute is to expose potential leaders to nationally known leadership, and to allow these persons to exchange ideas. It is an educational experience during which the participants explore the national significance of and possible solutions for the problems faced by the movement.

B. Participants:

The conference program is geared toward potential leaders who emerge from state conferences, SNCC staff, and student leaders from other organizations concerned with social action.

C. Speakers:

The speakers and resource personnel should be drawn from government agencies, universities, and persons who help create the trend of thought in the United States.

D. Workshops:

Workshops, which ideally consist of not more than thirty people, follow major addresses, and should deal with specific skills such as how to run a candidate for political office, community organization or the interpretation of programs such as the Manpower Training Program. They are conducted by the resource personnel mentioned in Part C.

E. Location:

The ideal location would be a college campus in a cultural and educational center such as Washington D.C. or Atlanta, Georgia where resource persons and agencies are readily accessible.

Budget:

Room and Board for 300 students.	\$3500
Expenses for speakers and resource people.	350
Transportation scholarships.	1000
Materials.	150
	<u>\$5000</u>