

ERAP

FALL PROGRAM

REPORT TO THE

NATIONAL

COUNCIL

The following outline of the ERAP program was passed at the September meeting of the SDS National Council. In it, I hope, you will find suggestions which can be implemented on the campus and the community through an effective economics program. We hope that you will take advantage of the literature, materials, speakers and other services which the ERAP office can provide and that you and your chapter will participate in this program for economic democracy.

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INTRODUCTION

This paper outlines the major areas of program emphasis for ERAP in the coming months. It is not intended to be all-emcompassing, listing every activity conceivable. It does, I hope, convey what SDS economic programming could be, by breaking general concepts down into things that can be done.

Behind this statement is an assumption critical to ERAP at this time: we are not in a period in which we must conserve the thin resources that we have. Instead we should expect to develop new areas of support and opportunities for expansion. We should have every intention of raising \$100,000 for the program this year; we should give serious attention to expanding the number of community projects, placing particular emphasis on the Appalachia region and small industrial Northern cities. Around every project, adult groups should be formed, who connect to us, through their research or other activity. Somehow, we must find the time and energy to look "out" again, to see the possibilities for work through other organizations and not just our own, to build bridges particularly to SNCC, SOCC and West Coast activity.

The program of ERAP and SDS is magnetic, as well as desperately needed. It is within possibility for us to develop -- this year -- a campus base of 6000 members, and to demonstrate new motion in the North among Negroes and whites for economic justice. Yet, in the coming months, there will be (and is already evident) increasing pressure to resist new commitments and more undertakings. Existing resources will be forever tight. It will be natural to guard what exists rather than take risks for future opportunities.

This statement favors the position that SDS should take every advantage of the opportunities before it. It requests acceptance not only of a program as broad as the one sketched here, but commitment to the spirit of expansion and growth behind it.

MAJOR AREAS OF ACTIVITY

For the most part, ERAP has been a project of student conferences and community organizing. It has not been adequate as an economics program for SDS, particularly for the campus and for other fraternal organizations and individuals. This statement, therefore, puts emphasis on the underdeveloped areas of ERAP programming: the campus and the left "adult" spectrum.

On the campus, ERAP hopes to revitalize internal chapter and general campus education by giving both a focus on real and current issues, around which action is taking place, and by creating things that can be done, by people at varying levels of commitment and with different skills, which serve a radicalizing function.

Among sympathetic adults, ERAP hopes to find new means of relating people to each other, members of a "new left" -- people who come to see themselves operating as radicals within their institutions and who have functional links to community organizers, scholars, trade unionists, writers, artists and others who work for change.

The major areas of ERAP activity are three:

I. The Community Projects:

At the core of the ERAP program is community organizing in poor areas. It rests on the assumption that "organizers," that is, people who devote full time to the task of talking with people about personal and community problems, can generate social and political change, can break down the isolation of ghetto life and can open new alternatives to people wedded to a life of despair. While the ERAP community projects were never intended to represent the entirety of SDS economic activity, they have and should remain central to ERAP programming.

ERAP will support community organizing in seven areas:

Baltimore	_____	U-JOIN 326 South Broadway Baltimore, Maryland
Chester	_____	364 Limokin Chester, Pennsylvania
Chicago	_____	JOIN 4849 N. Kedzie Chicago, Illinois
Cleveland	_____	2908 Jay Avenue Cleveland, Ohio
Hazard	_____	Committee for Miners 1165 Broadway, Room 512 New York, New York
Newark	_____	155 Ridgewood Avenue Newark, New Jersey
Philadelphia	_____	737 S. 3rd Street Philadelphia, Pennsylvania

The full time field staff will be about 40.

No effort will be made to discuss political strategy and goals for ERAP projects in this document, though work is underway and will continue throughout the year to commit to paper discussion and analysis of ERAP's evolving political program.

It should be stressed here, however, that key to ERAP strategy at this time is the notion that functional links must be found between the community organizers and those who are not organizing, particularly scholars, trade unionists, people affiliated with churches, social and welfare agencies, civil rights and peace groups and reform Democrats and any who share our concerns.

Also, it should be added that the evolving political direction of ERAP will be firmer based if greater exchange of ideas occurs among projects. ERAP will raise funds during the fall and winter months to allow ERAP staff to travel to other projects for short periods of time. Summer experience has shown this to be the only effective means of communication among the various community staffs.

II. The Campus:

The American campus scene in the fall will be dominated by the local, state and national elections. They should not be avoided for they afford us tremendous opportunities for independent activity, education and organization building. For us, it will be important not only to dramatize the absurdity of Goldwater but the tokenism of Johnson on matters of full employment, medicare, peace, reconversion, education and the like.

Some of the campus projects suggested here can be suitably adapted to the campaign. Primary responsibility, however, for developing a campus election program will be left to PEP.

The following activities are suggested by ERAP as important elements in any campus economics program:

A. Community Organizing Near Campuses: Chapters near project areas should form groups to develop programs of research for more effective community work, volunteer assistants to field workers on a part-time basis in office and block work, build support among people in the university and nearby institutions, and enrich chapter educational programs by inviting dialogue between the "mainstreamers" and the "frontliners." SDS groups interested in work in economically denied areas will receive every possible assistance from ERAP, particularly with materials and speakers who can suggest the basic feasibility of community organizing in areas near universities.

B. Student Committees for a War on Poverty: ERAP will encourage campus activity which takes advantage of Johnson's War on Poverty, and the general interest in the poverty issue. SDS chapters should gather facts on poverty and make them known on campus. They should recruit and fund raise for ERAP summer projects. They should spark demonstrations for economic equality and educate people to the politics of poverty, including the need for political action from the poor. And they should develop, when possible, local community action work, particularly in nearby low income Negro and white areas. Such activity can aim at a large cross-section of students and student organizations, reaching new people and radicalizing them.

C. Radicalizing the Classroom: The class room should be seen in SDS as an appropriate arena for liberals and radicals to defend and to argue their values:

ERAP will stimulate discussion in introductory courses in economics through publication of several papers, outlining alternatives to the way economics is traditionally taught in most universities. Chapters should encourage professors and students to use these papers. The ERAP national office will also assist in curriculum criticisms.

D. Fund Raising and Campus Education: Field secretaries working for ERAP get bare subsistence; yet the funds required to sustain scores of organizers, educators, and researchers and to maintain adequate office materials, pay rent, utility and phone bills in seven communities has

produced an enormous strain on the organization's resources. It is imperative that in the coming year, the financial resources be broadened and that they be independent of potentially adverse political pressures. On the campuses, we can expect to develop such a base of support.

On many campuses, political education and fund raising have been tied together, benefitting both purposes. Fund raising programs have educational value in that they increase the number of people having contact with the organizing program and provide forums for presenting the SDS community program. Speakers, films, papers, recruitment brochures and posters, for campus fund raising will be made available through the ERAP national office.

E. Student and Faculty Research: We need solid information on the political economy, the organizations and the traditions of the communities where we work; more subtle insights into the real maneuverings of the power structure; proposals that movements can adopt as programmatic demands; and a constant stream of exposure in leaflets, pamphlets, articles and broadcasts. In addition, we need broader studies of the critical trends affecting our political economy: monopoly concentration; vast differences in income and opportunities; the placing of private greed over public needs; the relation of automation to our traditional productive system; the future of the labor and consumer's movements; the character of poverty and deprivation; the function of the defense economy; alternate models of planning and democratic control, etc.

Wherever possible, SDS chapters should form student-faculty research teams, to engage people's research and professional abilities for left-wing studies. Our purposes should be to attempt a popular revival of hard thinking on these kinds of social issues, and to expand our network of active members throughout the university, helping legitimize the notion of left-wing scholarship.

Specific tasks -- such as conducting neighborhood surveys, investigating the controllers of a major corporation or bank, writing articles for college newspapers, preparing background reports and leaflets -- can be determined if people will contact the nearest community projects or the national office of SDS.

F. Campus Employee Unions: ERAP will gather and distribute relevant information on student attempts to form university or student unions on campuses and will promote and work with such unions, wherever possible.

G. Program for Appalachia: The potential for an effective and appealing campus program on the "valley of poverty" should be realized. ERAP will encourage an intensive "Appalachian Emphasis Week" on as many campuses as possible during the fall months. Food and clothing drives should be held in every campus living unit, pictorial displays set up which dramatize the plight of the dispossessed mountaineers, funds raised for the Hazard summer project and Committee for Miner's legal defense fund, polemics written for student consumption, and so on. Such a drive, hopefully, will gain funds, food, clothes and potential organizers. Perhaps too, it can impress people of the brutal way society treats thousands of Americans.

ERAP can provide any campus with a list of speakers knowledgeable on Hazard and the surrounding region and essential books for understanding Appalachia.

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Wherever possible, campuses should fit economic projects, such as the ones suggested, into their overall SDS program. It is useful to develop a name for encompassing the full range of activity, seeking to replace single issue programming with a more fundamental political program. One such name suggested by the Chicago project is "Student Campaign for a Great Society."

III. FRATERNAL ADULTS

A major aim of ERAP is to stimulate contact and activity among radical adults and young people who have been isolated from the opportunities of the movement. The ERAP program for developing this aim during the year will include support to a series of "Institutes of Radical Learning."

ERAP, working with the National Office, will organize educational institutes for the many constituents presently and potentially connected to the ERAP program. The purposes of these Institutes will include stimulation of research and publication among scholars toward a program of economic democracy; discussion and refinement of SDS goals among campus and ERAP project leaders; development of a national prospective for social change among the community people with whom we work; exchange of ideas among Southern and Northern community organizers.

The following Institutes are tentatively scheduled with these aims:

- a. To bring together SDS campus people and ERAP organizers (including community people) in order to examine the political analysis and broad aims behind the ERAP program and discuss various techniques and strategies in community organizing.
- b. To open new possibilities to a number of young social scientists, particularly economists, who indicate agreement on our broad social and political perspective but are outside a radical community. The Institute would discuss the research needs of the movement, ways of building ties among radicals in various disciplines, and the possibilities of greater institutional support to radical scholarship. Ann Arbor and New York are tentative sites.
- c. To bring together community people who have been active in ERAP projects to compare community organizations and economic problems in various cities. The principal function such an Institute would have is to increase the consciousness and broaden the range of alternatives to people beginning to commit themselves to struggle. The first community institute will be held in December.
- d. To involve SNCC and ERAP field staff in a program to bring together organizers from protest areas to meet for several days to discuss common problems in the Northern and Southern movements.

While Institutes would not be staffed by full time personnel or be committed to a permanent geographical site, they would nevertheless be seen

as the first stage of a Northern school for radicals. Institutes would hopefully be kept small, to 25 people if possible. The ERAP director would assume responsibility for arrangements, speakers and funding.

This outline of ERAP activity should not in any measure be taken as total SDS program for the coming semester, though some of it overlaps with the concerns of PREP and PEP. The outline could be extended at great length, though the suggested projects are seen as being particularly useful to publicizing the SDS analysis and program, to getting new members and support, and to involving people in activity that will lead them to question more deeply the narrow path of American permissibility.

APPENDIX

The following activities are suggested as being of high priority for the coming semester. They are intended to be carried out in a coordinated fashion, with the ERAP director assuming responsibility for arrangements, speakers and funding.

1. To bring together SDS chapters and local groups (including community groups) in order to conduct the political analysis and program in a coordinated fashion. This program will include the following activities: a. To bring together SDS chapters and local groups (including community groups) in order to conduct the political analysis and program in a coordinated fashion. This program will include the following activities:

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