

most critical problems of our time. It records the contribution that an agency of a small urban college can make to the development of the surrounding community. Specifically, it records the projects and the evidence for the effectiveness of the projects of the Center for Human Relations and Community Affairs, American International College.

The success of these projects, we believe, is a function of the direction of their authors. The direction is based upon years of pilot research in the social services—pilot research that was accomplished prior to making applications in social action projects. The projects themselves had to do with attempting to provide the community with the skills and resources necessary to shape, at least in part, its own destiny.

After working to get the internal and community relations of the college in order, programs in education, employment, family and community services, and racial relations were initiated. In all instances, these programs were based upon empirically validated methodologies. In most instances lay personnel indigenous to the population being serviced were trained as functional professionals to assume responsible social service positions within the program.

The social action programs recorded, then, have to do with human services in many respects. Foremost, they help the population being serviced to help themselves and in so doing prepare them for their own service occupations. Thus, a person may be the recipient of helping services which are conducive to his own personal development. At the same time, training in helping and human relations skills enables the trainee to relate most effectively to those who mean the most to him, his family and friends, and to provide them with the services that are conducive to their personal development. Finally, such training equips the trainees with the skills necessary for new careers in the human service areas.

The learning from these programs will lead, hopefully, to meeting national manpower needs for comprehensive preventive and treatment programs in the social and mental health services and social action spheres.

### EFFECTIVE INGREDIENTS OF THIS BOOK

It is interesting how the efforts of my colleagues and myself ran parallel courses before converging in the present work. In the early 1960s, in the midst of the great civil rights struggle, community leaders like Professor Andrew H. Griffin were building with their own hands independent, grass-roots, educational, tutorial, and counseling agencies to service poverty areas. In the early 1960s, community leaders in Springfield, Massachusetts, were "moving mountains" to get reluctant concessions from business and industrial leaders for ten or fifteen vocational opportunities at the lowest economic level.

During the same years I was instigating pilot research that established the basis, years later, for the projects recorded in the pages of this volume.

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In the early 1960s we were thrown out of a large state medical school for training subprofessionals (then a paltry few)—five hospital attendants—for helping roles in the mental health professions. We continued to study the essential ingredients for successful learning (or relearning), to operationalize those conditions so that they could be transmitted to any person with the necessary resources, professional or otherwise, and to implement programs incorporating the necessary selection and training methodologies. All of these projects were accomplished without the support—and often with the reticence and sometimes in spite of the active resistance, not unlike that met by the community leaders—of the institutions involved. Dr. Bernard G. Berenson shared some of these experiences with me.

The unwritten parts of this story are the doubts, obstacles, indeed the traps, which were calculated to befuddle, confound, neutralize, and intimidate. And yet we owe their perpetrators a debt of gratitude, for in knowing the problem makers we are spurred on to greater efforts in our search for solutions.

The heart of the Human Relations Center is people—strong people—black and white—side by side—committed to man and his emergence—back to back—standing against the destructive forces that enslave men's minds, feelings, and bodies.

To be sure, although a great deal has been accomplished, much more remains to be done. Indeed, compared to what remains to be done what has been accomplished is very small. Yet it is a beginning and, we believe, an important beginning, for if this can be done with the limited personnel and physical and economic resources of a Center of a small urban college, then how much more can be accomplished by the large educational, industrial, and political institutions? There is hope in this work—delivery of promises made, realization of American dreams—black and white—and beauty in a life unfolding where tomorrow does not have to be like today and where today has meaning in its own right.

But there is a warning too—a warning of danger to the powers that be in the community-at-large—a warning that, if unheeded, may portend disaster. For the workings of one small agency, if it does not become a model for the other agencies in the community, are not enough.

This book, then, focuses upon systematic extensions of learnings from research and practice to social action. The reader will find this volume well documented with evidence—although not, it must be emphasized, to the exclusion of editorial privilege—of one program of one small urban college. A sample of fifty-two different projects are employed to illustrate a rational-empirical approach to social change and the development of human resources.

The book is divided into seven parts as follows:

Part One, Prologue, "Credo of a Conservative Activist," provides an introduction in the form of a philosophical orientation to social action—a cosmology blending the "truth" of empirical research and the "truth" of human