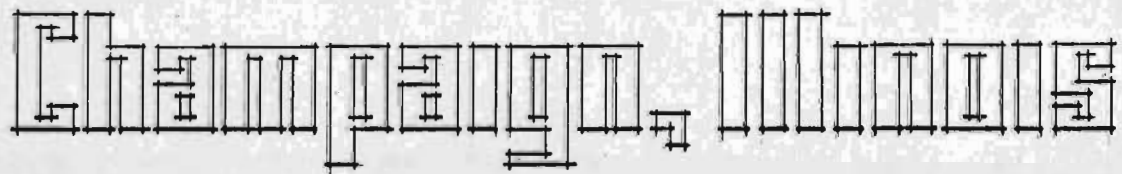
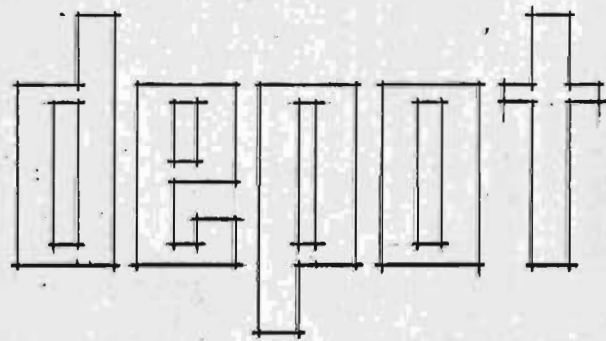
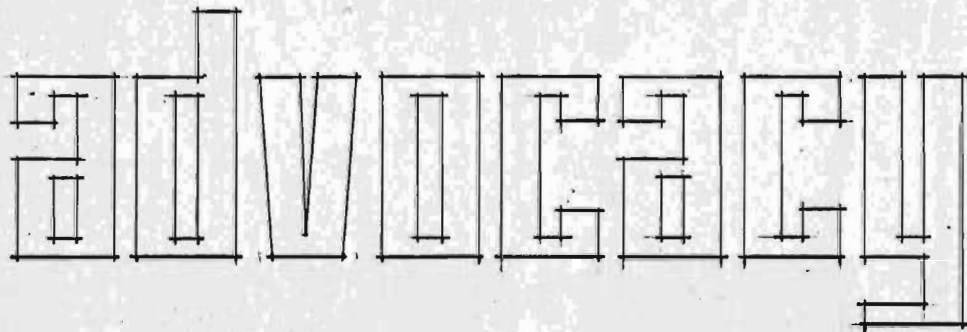
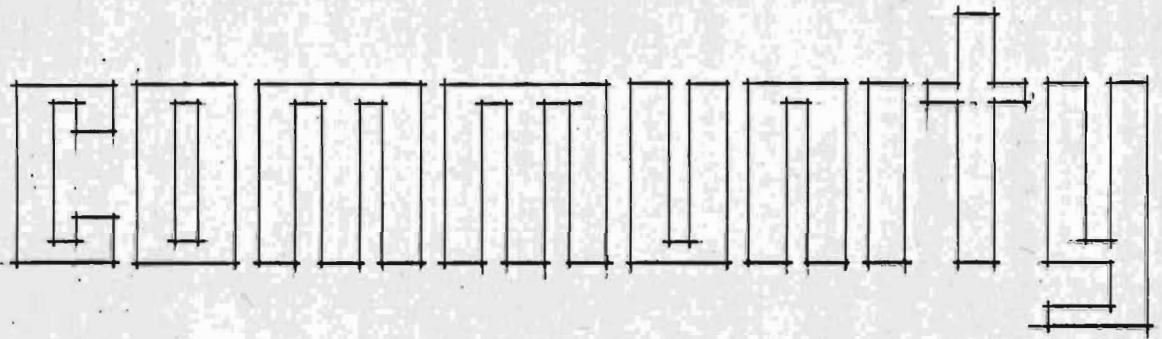
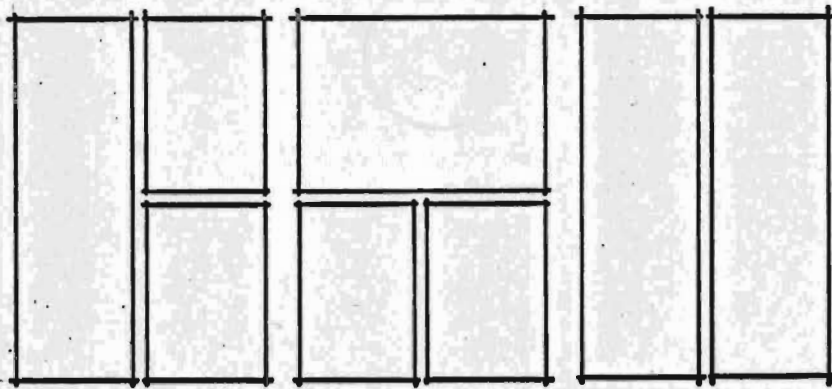
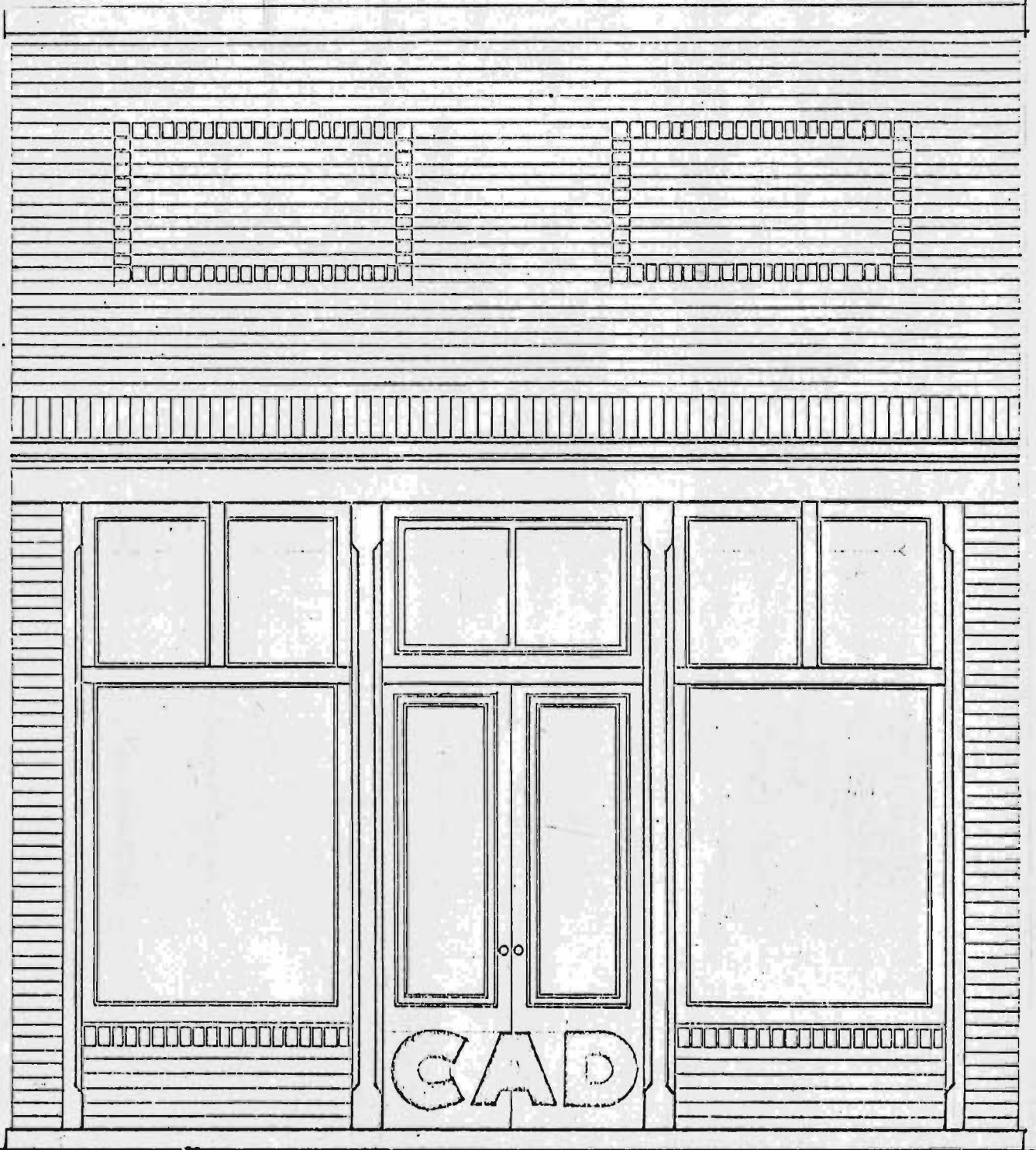


Community Advocacy Depot (CAD)





## THE REASON

The poor communities of Champaign County, and particularly the Black community of North Champaign-Urbana, are concerned that they should have a significant voice in the rebuilding and redesigning of their environment. However, many of the problems that are faced by such people require technical knowledge in the fields of architecture, urban planning, engineering and even law and commerce. Such expertise is not normally freely available to poor communities and without it they are unable to propose new solutions for the problems of their environment or even to criticize solutions that are offered to them by outside agents.

## THE PURPOSE

The purpose of the Community Advocacy Depot, (C.A.D.) is, in very broad terms, to fill this need for professional and technical expertise. In Champaign-Urbana the greatest source for technical knowledge is quite clearly the University of Illinois and it is this resource that the C.A.D. intends to involve in the solution of the poor community's problems. There are three approaches that are central to the role of the C.A.D. It is an initiative that has come from the poor community itself and, since these are the people who will be most affected by any solutions to urban problems, control of C.A.D. must remain with the urban poor and minority groups. This will ensure that those who best know the problems will have a significant hand in molding the total environment to their particular needs and as an expression of their own life styles and aesthetics.

Secondly, to further ensure the appropriateness of technical solutions, those who supply such help will work within the C.A.D. in close collaboration and interaction with members of the poor community. This work will be carried on within the community at various depots set up within the districts considered for design. The first depot funded by C.A.D. is at 118 N. First Street, Champaign. By being actively involved with these problems the professional and technical experts will become more aware of the relationship of their expertise to human needs.

Thirdly, because the members of the poor community will be involved in the processes of redesigning and rebuilding their own environment they will become aware of the relevance of various technical skills. It is the intention of the C.A.D. to perform an educational function to help members of the poor community both to understand their environmental problems and the solutions and also to encourage interest in the courses available at State Universities.

Community Advocacy Depot

359-9070

CAD Board

Adkisson, Ted	CCC	344-5920
Boysaw, Nick	Francis Nelson	367-0332
Franklin, Willie	Park Avenue Block Club	359-2804
Gordon, Willie (director)	AACCA	356-3836
Hendricks, Ernest	SOUL	344-0644
Kinney, Abella	CCC	359-7801
McNutt, Rayford	NAACP	352-8850
Tanner, Mrs. Robert	community	352-0952
Williams, John	NAACP - Rantoul	

CAD Task Forces

- 1 Project Advisory Curriculum (PAC)
- 2 Illini Urban Renewal
- 3 Urbana urban Renewal
- 4 University of Illinois Study
- 5 Clock Street Urban Study
- 6 Rantoul Urban Study
- 7 Neighborhood Facilities Study
- 8 Nursing Home Study
- 9 Public Housing Studies
- 10 Home Ownership Study
- 11 Home Improvement Study
- 12 Home Management Curriculum
- 13 Credit Counselling (237)
- 14 Consumer Protection Study
- 15 Industrialized Housing Studies
- 16 AACCA Advisory

*Univ. of Ill Students*  
CAD Members

Alexandria	Interior Design		12
Allen	Urban Planning	352-5569	5
Anderson, Jim	Landscape Arch.	359-1402	9
Benn, Starv	Law (711)	359-0969	
Birrel, George	Civil Engineering	333-2071	15
		365-3661	
		328-3299(h)	
Bridgeman, Steve	Architecture	344-6356	9
Brown, Tom	Landscape Arch.	356-1404	9, 7, 17
Chun, Hyock	Urban Planning	344-3265	2
Craig, Rice	Education	333-7382	
		359-4900	



Edwards, Bill	Architecture	356-4034	1
Feldman, Jay	Urban Planning	365-2959	2
Flatley, Bob	Urban Planning	365-3638	4
Freesman, George	Urban Planning	333-3892	
		344-3317	
Fuke, Sid	Urban Planning	367-2503	2
Geharden, Sue	Social Work	359-4005	
Gifford, Tim	Legal Services		
Goble, Bob	Urban Planning	359-4976	2
Goodgion, Garry	Business	367-6390	
Harrel, Pam	Architecture	356-3396	9
Houk, Ralph	Architecture		5
Howell,	Urban Planning	367-4580	5
Hu, Yu	Urban Planning	367-4031	2
Jansen, Barry	Architecture	3670765	3
Jarvis, Sue	Interior Design	384-5532	
Johnson, Eric	Architecture	367-7285	11
Jurgemeyer, Clark	Architecture	356-5813	10
Kapustka, Larry	Architecture	344-7577	10
Kerr, Alice	Home Management	344-0701	12
Kessen, Chris	Social Work	352-77 1	13
Knight, Doug	Urban Planning		5
Kuhlken, John	Architecture	367-1748	15
Kuschitz, Judy	Architecture	344-0516	11
Lager, Dave	Urban Planning	362-4580	2
Lamb, Kenneth	Urban Planning	359-1402	17, 7
Mervyn, Dave	Legal Services	1-586-2446	
Miles, Cass	Social Work	359-3356	13
Montroy, Gerald	Legal Guild		
Obenland, Bob	Architecture	356-5233	4
Pananos, Bill	Civil Engineering	352-6105	15
		352-6511 ext 410	
Peterson, Dave	Architecture	352-8052	4
Pigo, Ed	Urban Planning	367-1702	3
Pool, Andre	Civil Engineering	333-6930	15
Pott, Carol	Home Management	359-7051	12
Read, Phil	Urban Planning	344-6870	2
Reller, Stu	Urban Planning	359-0678	3
Rich, Anne	Legal Guild	344-8827	
Roren, Chip	Architecture	344-4180	5
Roseberg, Jack	Legal Services	344	
Roscetti, Tom	Civil Engineering	333-6973	16
		367-7479	
Russel, Don	Architecture	333-1908	
		359-8130	

Samuels, Jeff	Legal Guild	367-8819	
Sepple, Bob	Civil Engineering	367-3435	16
Schein, Fred	Urban Planning		4
Shaw, Dave	Architecture	359-1322	8
Schulz, Gordon	Urban Planning	367-0927	3
Sampson, Mark	Architecture	328-2603	9
Smith, Tracy	Urban Planning	367-8993	5
Sutton, Alan	Architecture		9
Swigert, Tom	Business	361-3145	
Thomas, Greg	Architecture	359-1487	9
Thomas, Sue	Interior Design	333-0200	
		332-2953	
Thmlinson, Carol Ann	Civil Engineering	332-4354	11
		332-4640	
Turner, Lee	Architecture	344-4476	7
Vance, Bud	Business	328-1787	3
Wells, Mervyn	Sociology	359-6372	1
Wippold, Bill	Law		
Zadona, Wally	Architecture	344-1505	10

THE ROLE OF ENGINEERS IN THE COMMUNITY ADVOCACY DEPOT.

The nature of the CAD, described in "A Community Advocacy Depot for Champaign County", makes it clear that engineers within this context will be called upon to do far more than pure engineering. The need for this flexibility will only become clear as the CAD meets its commitments. What can be listed here are the tasks that can at present be foreseen in the light of the on-going projects that CAD has undertaken.

Comprehensive Land Use Plan.

Several projects for the CAD have been identified and are at the programme planning stage. The diversity of these projects indicates the necessity for a comprehensive plan to indicate the overall physical goals of the community. These plans will be developed by members of the communities and the Urban Planning Task Force with input from the engineers. As will be seen under "Housing Rehabilitation Programme", below, money will be available for an improvement in urban facilities and streets etc.. The role of the engineers will be to advise on :- traffic planning, water and sewerage facilities, the nature and difficulties posed for development by local soils types, the relationship of the municipality to the provision of facilities, building codes etc..

Related courses at the department are :- 494 Municipal Admin. and Engineering.  
345 Environmental Health Engineering.  
325 Highway Traffic Characteristics.  
426 Traffic Planning

Single Family Housing.

CAD through community groups and block clubs will promote the design and construction of single family dwellings, using FHA 235 and other federally funded programmes. These would take advantage of increasing industrialisation in the construction industry. The design problem would be to provide a maximum of livability, as defined by community residents themselves, within the size and cost constraints imposed by FHA.

It is anticipated that this project will involve 12 teams of 2/3 undergraduate architects working under a faculty member and assistants. Input on the design and costs of industrialised housing would come from 2 or 3 graduate engineering students.

One feature of present community activity by the Department of Architecture has been the organisation of a community class in draftsmanship at St. Mary's School in Champaign. It is hoped to link this class to the single family housing project. Additional teaching in construction drawing will enable

the students from the community to help with the production of working drawings.

#### Housing Rehabilitation Programme.

The incidence of and spread of physical blight is one of the major environmental problems of the poor communities of Champaign County. The Northeast Champaign Federal Funding, through the Urban Renewal Programme was to attack blight in a united area. Northeast Project #I was originally conceived of as the first phase of a renewal programme for the whole of Northeast Champaign, but the city has yet to make a commitment for its continuation. Meanwhile the number of homes in need of rehabilitation increases, and there is as yet no mechanism for the rehabilitation of homes in North Champaign, Northwest Urbana, Wilbur Heights, the Barr Addition, and the Carle Addition.

It is the intent of CAD to urge HUD and the City of Champaign to continue the Urban Renewal Programme, and meanwhile to explore in depth Federal programmes for rehab. for which funding exists to enable the implementation of community generated renewal programmes. A possible alternative to Urban Renewal would be the adoption of a concentrated Code Enforcement Programme by the City of Champaign. This would provide money for street improvements, street lighting, landscaping, and development of community recreation facilities in addition to rehab. grants. This would still leave the problems outside Champaign unsolved. The intent would be to seek funding under the FHA 235j programme for a pilot rehab. project in each of these areas. The Rehabilitation Programme will be interdisciplinary in approach, and seek to actively involve indigenous personnel from the communities concerned. Urban Planning students will assist in the definition of areas to be covered and programme design and its relation to the community land use plans. Field surveys of individual properties and counselling of individual homeowners will be undertaken by teams consisting of an architect, a structural engineer, and an indigenous community counsellor. It is suggested that graduate students with experience in construction would be appropriate. The number of teams will depend on the programme area but it is anticipated that each team will initially be responsible for one city block. Each field team will also have to become a design team and work with community intern draftsmen and paraprofessionals to produce designs and working drawings as quickly as possible. Timing of the programme is at present tentative, a realistic minimum time estimate for the complete package of survey, design, and drawings would be 13-15 weeks per team, per block.



It is anticipated that the implementation of any community-generated rehab. programme would involve as high a participation of "sweat equity" labour as possible. This consideration will affect all designs. A close working relationship with members of the community, and the training of community members and contractors to fulfil the many roles of the programme is essential for expansion of the rehab. project.

#### Shopping Centre.

This project arose from the establishment of a local PAED (Progress Association for Economic Development) office to assist in the development of commercial and business activities in Northeast Champaign. Three grad. students in architecture have produced an outline design, cost estimate and report on the need for such a shopping centre. The project is now under review with the National PAED in Philadelphia to determine the feasibility.

Production of detailed design and construction drawings will depend upon the amount and type of skill available through the CAD. The scheme will need detailed heating and ventilating drawings as well as complete design calculations and drawings for the structure. Much of the detailed design will be too specialised for the CAD architects to undertake, as will the design of the mechanical engineering. However, graduate structural engineers will be quite capable of supplying the necessary structural design and drawings.

The Department of Civil Engineering will also be able to supply a PERT analysis for the project.

From this review of initial projects, and new ones are added frequently, the place of the engineer is clear. It is also clear that in many instances the engineer should have had some experience which enables him to make good judgements.

Requirements will be :-

7 or 8 structural engineers.

1 traffic planning engineer

1 or 2 engineers in municipal administration.

2 or 3 sanitary or environmental health engineers.

1 engineer in construction management.

1 soils engineer.

The tasks of such engineers will not be rigidly tied to one specialised field but would require them to exercise their ingenuity and judgement that is an important part of any engineer's skill.

1  
Afro-American Consolidated Contractors

BLACK CONTRACTORS

May 8, 1970

Earl Cleaver (Brick, Block, & Stone Mason)

356-0804

316 W. Maple Street

Champaign, Illinois

Lloyd Carter (Electrician Commercial and Residential)

304 West Hill Street

Urbana, Illinois

365-1293

Jesse Fly (Electrician Commercial and Residential)

801 Tawney Court

Champaign, Illinois

359-2627

James Patterson (Electrician Commercial and Residential)

365-1365

S. Sayles (Plumbing and Heating)

612 East University

Champaign, Illinois

356-1765

Eddie Pelmore (Excavating)

406 East Columbia Street

Champaign, Illinois

352-0472

Willie Gordon (Heating and Air Conditioning)

108½ East Clark Street

Champaign, Illinois

356-3984

Willie Brown (General Contractor Commercial - Residential)

404 Avondale Street

Champaign, Illinois

359-1132

Linton Byrd (General Contractor - Commercial and Residential)

1309 West Eads

Urbana, Illinois

367-5171

George Dorris (Concrete & Foundation)

705 North Prairie

Champaign, Illinois

356-2047

Hunt Brothers (Carpet Installer - Commercial and Residential)

1002 West Clark Street

Champaign, Illinois

367-6704

William Doucher (Concrete & Excavating)

401 East Columbia Street

Champaign, Illinois

356-0752

**BLACK CONTRACTORS**

Page 2

May 8, 1970

William Harden ( Painter)  
601 North Ash Street  
Champaign, Illinois  
367-7641

Gus Johnson ( Painter)

367-9864

John Pickens ( Plastering & Cement Finishing)  
1408 East Dublin Street  
Urbana, Illinois  
367-0851

Dorris Albert Barbee ( Plaster Contractor)  
209 East Bellefontaine Street  
Champaign, Illinois  
356-0380



Louis Huntley ( Landscaping & Excavating)  
1109 North Walnut Street  
Champaign, Illinois  
356-1083

Lonnie Kinard ( Landscaping & Excavating)  
(No phone listed)




W. Jackson ( Drywall)  
313 East Church Street  
Champaign, Illinois  
(No Phone)

Gene Suggs ( Plastering & Cement Finishing)  
2105 Robert Street  
Champaign, Illinois  
356-4793


**FHA 236:**

-  BRADLEY PARK APARTMENTS
-  MOUNT OLIVE MANOR



**FHA 235:**

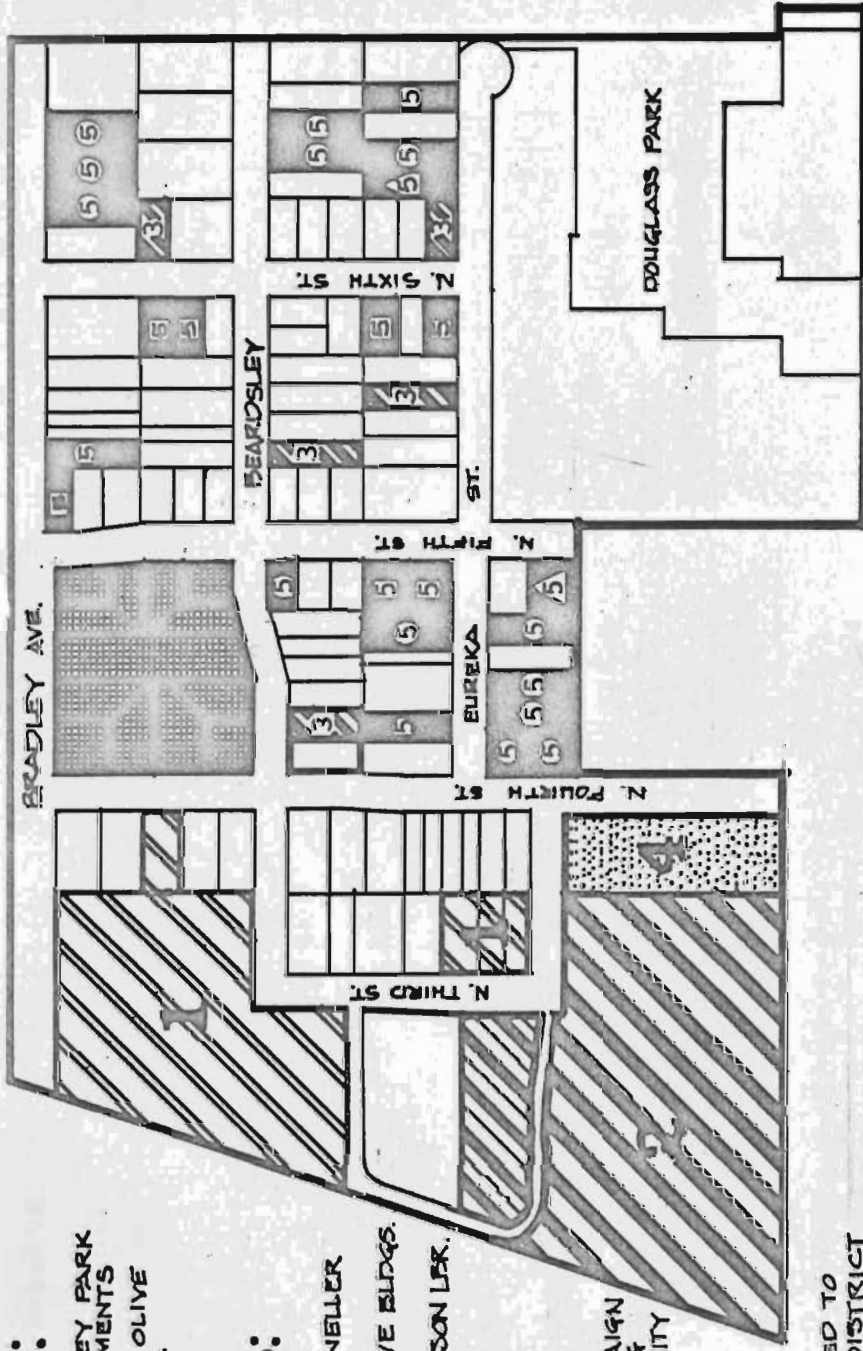
-  SCOTT WELER
-  CREATIVE BLDGS.
-  THOMPSON LER.

**PUBLIC HOUSING**

-  CHAMPAIGN HOUSING AUTHORITY

**OTHER**

-  ASSIGNED TO PARK DISTRICT
-  COMMERCIAL



**C.A.D. INVOLVEMENT - URBAN RENEWAL PROJECT 1**

- 1** BRADLEY PARK APARTMENTS  
 SPONSORS: CCC/INTERFAITH  
 DEVELOPER: LIPPMAN ASSOCIATES  
 CRITIQUES BY CCC/CAD  
 93 - 1, 2, 3, 4 BR. UNITS
- 2** PUBLIC HOUSING - NORTHEAST SITE  
 OWNER: CHAMPAIGN COUNTY HOUSING AUTHORITY  
 DEVELOPER: CREATIVE BUILDERS INC.  
 CRITIQUES BY CCC/CAD, SITE PLAN DESIGN BY CAD 56-1, 2, 3, 4 BR. UNITS
- 3** PUBLIC HOUSING - SCATTERED SITES  
 OWNER: CHAMPAIGN COUNTY HOUSING AUTHORITY  
 DEVELOPER: CREATIVE BUILDERS INC.  
 CRITIQUES BY CCC/CAD  
 16 - 5 BR. SINGLE FAMILY UNITS
- 4** SHOPPING CENTER  
 SPONSOR: NATIONAL PAED CAD DESIGNED, PAED/CCC APPROVED  
 GROCERY, D & STORES, RESTAURANT CONVENIEN SHOPS, OFFICES
- 5** FHA 235 HOUSING PROGRAM  
 DEVELOPMENT OF SINGLE FAMILY HOME OWNERSHIP,  
 HOUSING PROTOTYPES BY CAD,  
 COMMUNITY REPRESENTATIVES IDENTIFY POTENTIAL CLIENTS,  
 CAD PROVIDES COUNSELING ON 235 PROGRAM



# Fall, 1970 Programs - CAD

## Student Context

The COMMUNITY is the context for modeling responses to needs and desires. An actual, not hypothetical, situation is studied for response. Students do not study just to learn how to study. Energy spent is not manifested in unused projects. The community that supports the learning institution is not just drained by that institution. The depot recycles energy to renew the source of the energy ... people.

ADVOCACY is the reason for the existence of CAD. Members of the community asked for technical assistance in responding to their needs and desires. The student role is of helping the community help themselves. The student advises and acts as agent for the community. The tasks are researching and interpreting problems and aiding people to design and implement their own solutions ... advocacy.

The DEPOT is an invitation and opportunity to affect the community and become part of it. It is a clearinghouse for the integration of needs and responses, of those that need tools and those that have tools. It is a clearinghouse in which technical skills and services are available to those who cannot afford ... but need them more than those that can afford them.

## General Context

The CAD is a depot within the community advocating responses to community needs and desires.

The COMMUNITY is the relation of all people in Champaign County. Disassociation or ignorance of one group by another differentiates but does not eliminate their relation. Students and residents do not live in isolation of one another. Give and take, love and hate.

Through ADVOCATING the needs and desires of the disadvantaged, the depot attempts to create a more responsive relation among people. People help themselves by helping others. People better their situation by bettering the entire community.

The DEPOT is the meeting ground, junction, or clearinghouse for community activity. The Depot is a vehicle for the community to affect itself. The Depot is the establishment and use of communication links and resources through which the community may respond to its needs and desires. The Depot itself is a manifestation of the needs and desires of the community to improve itself.

## Fall Involvement

The CAD is a continuing vehicle. The major factor is the spontaneity of community response. The momentum of programs, however, depend on the cycles of the University of Illinois, local, state and national governments. The major factor is the spontaneity of community response.

The fall work period will continue existing projects and begin others suggested by the community. Work is divided into task forces. Each task force will be an interdisciplinary team of three to five students. Existing task forces will be coordinated by existing personnel and have defined work programs. New task forces will submit a defined program at the end of the second week.

Coordination programs	
Home-ownership programs	(c jurgemeyer)
Home-improvement programs	(c tomlinson)
Rental Market study	
Home-management programs	(s thomas)
Illini Urban Renewal programs	(n kopan)
Urbana Urban Renewal programs	( b & k jansen)
Rantoul Urban Renewal study	
Clock Street Urban Renewal programs	
University of Illinois development study	
Project Advisory Committee curriculum	
GSA Apartment proposals	(b obenland)
Public Housing proposals	
Neighborhood Facilities program	
Credit Counselling program	
Consumer Protection study	
Industrialized Housing studies	(g birrell)
Contractor Union counselling	(t rosetti)

Proposal for the Utilization of  
Students from the College of  
Education and the Departments  
of Psychology and Sociology at The  
Community Advocacy Dept

The proposed usage of students in the role of advocacy is under the auspices of the Community Advocacy Dept. The CAD, a grass roots advocacy dept, developed a year and a half ago, was concerned with the problems of environmental design. Relying greatly upon Urban Planners, students of Architecture and Engineers served the community through the researching of facts and providing tentative approaches to the questions of environmental design. As the community became more aware of the multitudes of problems, in its lack of sophistication, the CAD was required to expand its disciplines and develop a greater and more comprehensive service in behalf of the community. To achieve this comprehensive expansion and construct a financial service rendering ability the CAD developed an inter-disciplinary integrated approach as a clearing house service for community needs.



The logic here was to train and to provide students the ability of approaching problems from a inter-disciplinary point of view with the intention of enhancing the individuals expertise in grasping problems at hand. The increased instructional needs of the community as well as the concern of the emotional behavior of young people reacting to personal and environmental situations has prompted this request. The black and poor white community face large instructional needs in early childhood development, elementary and secondary education and in the art of vocational recreation. This instructional need is from the point of view of the crisis (cultural and socio-economic) faced by the poor. The need exceeds the potential of our public bodies for many reasons primarily the inability to interact and communicate with people who are forced to live under the conditions of the poor in Champaign County. To meet the requests of the community, the problem must be approached beyond the conventional methods of instructional services.

As an advocate, the student first becomes a student in the context of his education by those he seeks to serve. He must equip himself with the facts and the conditions of the environment in which he works and be able to transform this knowledge into communicable terms. The equipping of the student is achieved through the orientation process at the CTD. The student becomes aware of his dialogue and its meaning <sup>with</sup> direct contact of the community itself. That is, we will provide no barriers nor allow any to be established which prevent the human interaction of professional and community.

The psychologist is seen here as a dual-disciplinarian in the total advocacy of solutions to community problems and as in each case of the profession, the client is the total community and solutions are in the context of the total. The Psychologist will assist in providing the community a keener understanding to the social forces of poverty and the human reactions which result from poverty. In the context of environmental development, human understanding is of grave importance to the total society as well as

that of the poor for the biggest crisis the poor face is the understanding of the cause and solution to environmental behavior. The result of this ignorance has continued the polarization among the poor which has prevented the type of community support for environmental change. The Psychologist as an advocate here does not seek an individual client nor is he viewed as an avant-garde creator of social behavior. But, in the context of the CAD he is an advocate against the cause of human abnormalities among the poor. To effectuate his diagnostic ability he is dependant upon the other advocates to achieve a solution against the cause. To provide service to the individual client, here the Psychologist will play a conventional role in the referral and follow-up of services rendered to individual clients and yet the prime role of the Psychologist is to equip and direct his client (community) towards environmental solutions to social behavior.



In the context of the role of the CAD it becomes clear that the systematic service ability is related and dependent upon each discipline. The ~~key~~ student of Sociology offers the added expertise of providing the community the knowledge of human patterns and the development of those patterns for cohabitation.

The students will function from the CAD under what is described by the CAD as Community Law and Social Services. CLSS is a subsidiary of the CAD. It loses none of the integrity in performance nor the empathy to environmental needs of the poor. It represents only a component of social services beyond those already housed by the CAD.

To achieve a fluent integration of the diversity of disciplines, a student will assume the role of task force co-ordinator. In such a capacity he is obligated to evaluate and administer the personnel of his task force in the total operation of the CAD. Through this method the CAD provides stronger unity of its disciplines and the opportunity ~~and~~ for stronger and more



comprehensive services, the co-ordinator is responsible for developing the total posture of the ACD in conjunction of its executive board representing the following community groups:

The Concerned Citizens Committee

SOUL

The NAACP (Rantoul and Campaign)

The Park Avenue Black Club I

Progress Association for Economic Development

The co-ordinator in turn directs his staff to carry out the policy of the executive committee under the guidelines of advocacy described above.

## A COMPREHENSIVE PLAN FOR THE POOR COMMUNITY

In order to coordinate the work of the many architectural and planning projects that have been undertaken by the Community Advocacy Depot, it is necessary to establish a comprehensive plan for the poor community of Champaign-Urbana. To do a truly comprehensive plan, the CAD needs to have the following studies done.

(All studies should identify the needs of the area and make proposals to fill these needs.)

### LAND USE STUDIES

Zoning-A study of the discriminatory aspects of present zoning and weaknesses in the zoning law. Proposals should include revisions to the zoning codes of Champaign and Urbana, and specific alternatives for the poor community.

Housing-A survey defining the areas that should be considered for conservation and rehabilitation. This survey should make proposals for a priority ranking of each area of the community on a project by project basis. Areas that are not suitable for rehabilitation should be identified as future building sites for housing.

Municipal Buildings-A survey of existing locations of municipal service structures (fire stations, social services, police stations, medical facilities, etc.), these structures should be related to needs (statistically) and proposals for new sites with alternatives given.

Schools-A study of all of the training facilities of the community (including pre-nursery). Identify the needs and propose alternatives for methods of filling the needs and sites for them.

Recreation-Identify the needs by location and propose sites and alternatives for land and buildings that will be needed to fill the demand.

### ENGINEERING STUDIES

Transportation-A study of existing transportation patterns (all) and proposals for alternate closing and improving of streets, sidewalks, alleys, and transportation services.

Sanitary-A survey of existing sanitary and storm sewer systems giving the limitations of those systems and proposals for new construction.

Soils-A study of the soils of the poor community and their limitations on certain kinds of urban development. Particular emphasis should be given to ability to support different sizes of structures and drainage characteristics of specific areas. If possible areas should be identified for the best use as parks.

## ECONOMIC STUDIES

Income analysis-A locational study for the location of the places from which the poor community derives its income.

Economic base-Who owns income producing properties in the poor community (absentee, owner-occupied) and the locations of tracts of land owned by small groups or individuals.

Business-A locational analysis of present business patterns by type. A proposal should be made for ways to influence a new pattern, and alternatives given for that pattern (locational).

Each report should be as extensive as possible, but it should be understood that time is of the essence. Therefore, it is important that the reports identify at least the major needs and list secondary considerations. Proposals for future use patterns should contain some supporting evidence. In cases where more time will be needed to complete a survey or report, a preliminary draft will be required upon the start of the comprehensive plan preparation.

If you are interested in giving your time to community work as part of a team that will prepare the reports to be used for a comprehensive plan for a poor community; or if you know of someone that is interested, call:

Curt Jensen  
344-0076  
Afternoons and Evenings

or

Come to the office of the CAD  
118 n. First Street, Champaign

HOME-OWNERSHIP TASK FORCE  
FHA SECTION 235 PROGRAM

OBJECTIVES

CONCEIVE A SOCIAL ARCHITECTURE. Develop housing with user input and participation. Develop architectural methods allowing user input and participation. Evaluate the feasibility and quality of social architecture.

IMPLEMENT A HOME-OWNERSHIP PROGRAM. Relate existing plans to existing clients. Relate plans to reflect client input and participation. Promote the manifestation of the plans into an actual dwelling. Evaluate the feasibility and quality of the home-ownership program.

CONCEIVE A BETTER HOME-OWNERSHIP PROGRAM. Manipulate the existing program to enhance the effect of input and participation. Develop the program to reflect the dynamics of participation learned. Evaluate the feasibility and quality of programming for input and participation.

CONCEIVE DESIGNS FOR LOWER-INCOME HOUSING. Implement the revised program with a client. (If no actual client, use a board or community member. The task then includes the education of the family so that they may understand and sell the program to others.) Develop the second generation of CAD designs for social architecture.

PARTICIPATE IN A COMMUNITY ADVOCACY DEPOT. Conceive and implement methods for community input and participation in problem-solving. Communicate with people actually needing help. Communicate with people involved with helping people.



## ORGANIZATION

**MAINTAIN AN INTERACTION GROUP.** The task force has three to five CAD members. Each member has a similar project, but a different client. The task force meets Saturday at 1:00 to exchange information and coordinate work. Other communication occurs by phone, bulletin board, community calendar, or Wednesday night meetings. Every other week an encounter is scheduled with people involved in the home-buying process.

**SCHEDULE ACTIVITIES.** Until Thanksgiving, the task force will finish work with existing clients. From Thanksgiving until Christmas, the task force will develop new designs and methods. From Christmas until Break, the task force will wrap up the fall work period and prepare for the spring.

**MANIPULATE A METHODOLOGY FOR HOME-BUYING.** The FHA Section 235 Methodology is an empty framework of items that should be considered. The frame is related so that general topics can be followed or specific questions may be defined. The frame is empty. It does not answer questions or give a design. It illustrates how to seek the answer and how to relate the design. In the design section, it is recommended that task force member scribble responses to the identified decision areas as he reads through the methodology a few times. This, hopefully, will result in a justified relation of design decision that may be the theme for the dwelling.

## MOTIVATION

NO ADVOCACY CENTER IN THE US HAS THUS FAR BEEN RECOGNIZED AS SUCCESSFUL. CAD is here in part to determine whether advocacy is possible. CAD tries to determine whether participatory design is feasible and of acceptable quality.

THE WORK DONE BY CAD IS HELPING PEOPLE. Without CAD, many people would not attempt to better their situation. Without CAD, many people's attempts would be less successful. Without CAD, some people would not be talking to each other.

STUDENTS LEARN SOLVING REAL PROBLEMS. Students learn by helping, and help by learning what the dynamics of real problems are. Students test problem-solving patterns in the real context.

THE STUDENTS ARE MEMBERS OF THE COMMUNITY.