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REMARKS OF THE VICE PRESIDENT TO THE ECONOMIC OPPORTUNITY COUNCIL

FRIDAY, MARCH 12, 1965 -- CABINET ROOM

At the initial meeting of this Council, the President referred to it as the domestic counterpart of the National Security Council.

I don't see how he could possibly have better indicated the nature and the importance of the Economic Opportunity Council. There are many inter-agency committees in this government -- too many, as a matter of fact, and we are trying to eliminate some -- but this one has overriding significance.

The Council is established by the Economic Opportunity Act, and its Chairman is the Director of the Office of Economic Opportunity, but its continuing agenda is the whole war on poverty, not merely those specific programs authorized by the Act. Both Sarge Shriver and I are concerned with the whole range of poverty and poverty-related programs, and I am sure that each of you, as a member of this Council, takes the same view.

This government's determination to wage total war against poverty requires total mobilization and total effort. And because the poverty problem cuts across every major domestic program, we just must have and will have the maximum cooperation and mutual assistance that good sense and good faith can assure.

The Government is moving on many fronts in this war on poverty -- and it will be opening up new ones as we go along. I thought it might be useful if I quickly reviewed the principal areas in which we are involved today.

After I am through with this quick run-down, I hope that each of the members of the Council will add to my own observations, giving us a current status report and indicating in what ways the other members of the Council can be helpful.

Before proceeding with this summary, however, there are a few observations I would like to make.

As I go around the country, as I read the nation's press, and as I look at my mail, it is abundantly clear that the challenge issued by President Johnson has had a tremendous impact on the American people. There is an excitement around this program which, in my own lifetime, has been matched only by the early New Deal days. The conscience of America has indeed been aroused.

Because of this, we have been having a free ride. We have been treated rather gently in the press and in the Congress. I suspect, however, that the honeymoon period is now coming to an end. We are being evaluated and examined and questioned -- and that's how it should be.

*I read stories that some of the local anti-poverty officials are getting rich on our funds.

*I read that we are insisting on paying too much money to Neighborhood Youth Corps enrollees.

*I read that big business is going to make fabulous profits out of poverty.

*I read that we are upsetting local and state governments.

*I read that we are letting segregationists run some of our programs -- but also that we are cracking the whip too solidly to enforce equal opportunity.

*I read that the federal agencies are still battling one another over this program.

It's clear that the troublemakers and the calamity-howlers are already at work. But we cannot ignore these and other charges. To the extent that the charges are true and significant, we must take action to make amends. If the charges are not true or irrelevant, we must respond effectively.

I told the National Advisory Council to the Office of Economic Opportunity a few weeks ago that we are going to make mistakes in this program. I am sure we will. I don't see how any government can embark on a broad and in some respects revolutionary program like this

without making some mistakes -- certainly without disturbing some people and some establishments. We must be ready to admit mistakes when we make them -- and go about correcting them.

The best way to answer all criticism, of course, is to show how much we are doing that is right. I do not think the country understands sufficiently how broad-based is this attack on poverty. Now let me just do this quick run-down for you, as I recall the major activities that are related to our general attack on poverty.

1. The Economic Opportunity Act of 1964 authorized 10 new programs. I hope we will be getting from each of you a progress report on these in the course of this meeting. For the current fiscal year, the program totals something under \$800 million. As you know, the President has requested that this be just about doubled for the next fiscal year. This will permit significant increases in each of the programs.

2. The Administration's education bill is importantly oriented to the special problems of the poor and the areas with large numbers of poor. This legislation, when it is finally enacted, will constitute a major break-through in federal education policy. It will be a major weapon in the war against poverty.

3. We have heard criticism about the lack of attention that the war on poverty seems to be paying to our older citizens. As you know, the President has given highest priority to health insurance for our aged. Congressional action on increased social security benefits will provide needed assistance to millions of our older citizens and help to achieve the kind of social security protection the country needs and can afford. This legislation will also increase the federal share of public assistance payments for nearly 8 million poor people. The Senior Citizens' bill currently being developed will also contribute significantly.

4. The President this week signed into law the Appalachian Regional Development Act which will provide major federal support for economic development efforts that are a necessary, although not sufficient, condition for the elimination of poverty from this most disadvantaged region in America. A strengthened and more concentrated Area Redevelopment Assistance Act will help many other regions.

5. The proposed Housing and Urban Development Act was transmitted to the Congress last week. This new program is poverty-oriented in a number of respects, including grants for neighborhood service facilities for the poor, grants to finance renovation costs for poor homeowners, authority to provide public housing for large families, new programs of loans for housing for low-income rural families, and, of course, the proposal for rent supplements for lower income families.

6. The Manpower Development and Training Act has for several years now been a major weapon in the attack on poverty. Hearings have been concluded on the extension and improvement of this Act and we look for early action by the Congress.

7. The child health proposals of the President are poverty-oriented. They will provide new or improved health benefits for 7 million needy children. Hearings have also been completed on legislation to continue and expand the health program for migrant agricultural workers and their families.

8. The Administration's forthcoming proposals for extension of the Fair Labor Standards Act and for improvements in unemployment compensation will be most helpful.

* * *

These, then, are some of the major efforts now under way to strengthen the war on poverty. But even this does not tell the whole story, as you well know. There are over 100 on-going federal programs which have a significant potential impact on the elimination of poverty. These programs cut across every one of the agencies represented here in the Council. Mr. Shriver's office has prepared a compilation of these programs. The close connection between all of these older

programs and the new Economic Opportunity Program was recognized by the Congress when it included Section 612 in the new Act, giving priority consideration to programs that are associated with the Community Action Program.

This Economic Opportunity Council, as I said earlier, and each of the members on it, has a responsibility for the entire range of poverty programs. While the administration of any particular program remains the responsibility of the appropriate agency, I hope we can be truly non-parochial in our inter-agency coordination and cooperation. It will require a degree of inter-agency cooperation, a degree of functional rather than organizational concern, which has seldom, if ever, been achieved in domestic affairs in this country.

There are some problems in this connection -- and there will be others -- but I want now to stress the positive, today. I am impressed with the many ways in which this constructive cooperation has already been achieved. I sight just the following as illustrative.

1. The Office of Economic Opportunity and the Office of Education have come up with a unique agreement to create a special staff group composed of employees of both agencies to work on improving the educational opportunities for the poor.

2. The Office of Economic Opportunity and the Department of Agriculture are working along a similar line in the establishment of a joint Task Force to develop the attack on Rural Poverty.

3. The Office of Economic Opportunity and the Labor Department have developed a joint operation for the computerized recording of the experience of enrollees in the Neighborhood Youth Corps. These will become part of an overall applicant-data evaluation file covering all poverty programs.

4. When it became evident that the Work-Study Program should be expanded to include youth from families not technically in poverty status, the Office of Economic Opportunity agreed to give up direct control of this program, and, as you know, the new legislation will

shift this project directly to HEW. If the need for other shifts
should develop, I hope there will be the same flexibility.

5. The Secretary of Labor and the Secretary of Commerce have
launched a determined and coordinated effort in the field of job
creation with special emphasis on the service industry and on low-skilled
jobs. Also, both of these Secretaries and the Director of OEO are
working together in the President's Task Force on Community Assistance
to prevent poverty in areas suddenly hit by substantial unemployment.

I have cited these instances of inter-agency cooperation because
they reflect a developing responsibility and maturity in the administration.
But we must still guard against the old tendencies of separateness,
fence-building, protectionism, and tooting one's own horn. This is
an old government disease -- but one that even a new agency like OEO
could acquire without difficulty. It will take continued vigilance
from all of us to guard against these tendencies.

I can report to you that the President is determined that this War on Poverty will not degenerate into a scattering of separate fiefdoms. He has asked me to remind you that bureaucratic quarreling in Washington will inflict great injustice on the poor people we are trying to help. We must set an example for the communities throughout the nation who are, in too many cases, now bogged down with internal conflicts.

If the Congress approves all of the proposals of the President, the federal government will be adding several billion dollars to our direct attack on the root causes of poverty. But this understates our full potential, because intelligent and imaginative administration of these new programs alongside the old programs can enhance their effectiveness. The President looks to you for this kind of result.

* * *

One final word. Most of you are members of the Council on Equal Opportunity, which had its first meeting last week. The

responsibilities of that council and of this one are intimately related. As I said last week, I hope that all the agencies will do everything humanly possible to maximize job opportunities this summer for all our young people, especially in communities that are restless. We will thus be making a real contribution both to the civil rights and to the poverty programs of the Administration. I am pleased to note that this item is on the agenda for this meeting.

ORIGINAL

STENOGRAPHIC TRANSCRIPT

OFFICE OF ECONOMIC OPPORTUNITY

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MEETING OF

NATIONAL ADVISORY COUNCIL TO THE
OFFICE OF ECONOMIC OPPORTUNITY

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MEETING OF

NATIONAL ADVISORY COUNCIL TO THE

OFFICE OF ECONOMIC OPPORTUNITY

Room 820
1200 19th Street, N. W.
Washington, D. C.
Wednesday, March 17, 1965

The meeting was convened at 9:40 o'clock a. m.,
Mr. Sargent Shriver presiding.

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P R O C E E D I N G S

1
2 MR. SHRIVER: Ladies and gentlemen, I thought we
3 would start this morning by asking the Vice President to
4 present to each of you these commissions as members of the
5 National Advisory Council. Mr. Holmes Brown, who is in
6 charge of public affairs for us, is hopeful that each one of
7 you would be willing to come up here and stand with the Vice
8 President in front of this map which illustrates the various
9 parts of the country in which we are already doing some work
10 and be photographed with the Vice President receiving this.

11 As I said, it is sort of like a graduation ceremony,
12 I suppose -- or induction ceremony.

13 VICE PRESIDENT HUMPHREY: You are sort of the
14 superintendent, don't you think -- I'm like sort of the
15 president of the school board.

16 (Laughter.)

17 MR. SHRIVER: And after you have actually gotten the
18 certificate the Vice President will administer the oath to
19 everybody en bloc, I understand.

20 (Certificates were presented to each member of the
21 Committee and the oath was administered by the Vice President.)

22 MR. SHRIVER: Could I start off by asking a
23 question? I wonder how many of you have had any opportunity
24 whatsoever to look at this report. Has anybody had a chance?

25 (Show of hands.)

1 MR. SHRIVER: Well, instead then of me making a
2 five months progress report and remarks, let me just say
3 that this is the five months progress report and I would be
4 happy to try to answer some questions that you might have
5 about it if you have any at this moment. If you don't, we
6 can try to handle or respond to questions about this progress
7 report at any time during the course of the day's activities.

8 I might just summarize by saying that personally
9 I am extremely gratified by the progress we have been able to
10 achieve in five months. There was a time about seven months
11 ago when nobody thought there even would be a War on Poverty
12 because we wouldn't even be able to get the legislation
13 through Congress; and since we have not only gotten the
14 legislation through, but we got the money and have this amount
15 of activity to demonstrate what we have been doing, I
16 personally am extremely gratified by what has been accomplished
17 so far.

18 This report, as those of you who have had a chance
19 to glance at it know, focuses on the main parts of our
20 program, both those that we run ourselves and those which are
21 delegated to others to handle on our behalf. And in that
22 respect I might say that we have enjoyed extremely fine
23 cooperation from other departments of the government, Labor,
24 HEW, Small Business Administration, Interior, Agriculture, and
25 so on.

FR

1 This is not to say we haven't had any problems.
2 Of course, we have had problems. We have had arguments and
3 disagreements and a few struggles, but we managed to move
4 ahead, and that is what the objective is; and therefore I
5 repeat I am very happy about what we have been able to do.

6 DR. MARLAND: What distribution will this report
7 get?

8 MR. SHRIVER: Well, this report was given, first
9 of all, to the President, and then it was distributed to the
10 press. There was a fairly good article appeared about this
11 report. It was, unfortunately, competing against both the
12 Selma riots and Vietnam for space in the daily press, and
13 consequently didn't get anything like the play that under
14 less difficult circumstances it would have received.

15 The Vice President said a few days ago that he
16 thought it would be desirable for this report to be put into the
17 Congressional Record and he wanted to take steps to have
18 one of the Senators do that; and if it is put in the record,
19 of course it would then be available, I understand, free
20 of charge to anybody who wanted it, and we could distribute
21 it in any way that this committee would advise us.

22 DR. MARLAND: Well, we are in a somewhat strategic
23 position being on this Commission to see this kind of thing,
24 but to me it is an excellent instrument for the local
25 director and for the nonprofit corporation, so to speak, in

1 each community to have this as a quick profile of where we
2 are, because this doesn't do much good to the operating level
3 to have us see it, whereas I would immediately pass this,
4 being privileged, to our local director, and I would think
5 that this would be true throughout the country.

6 MRS. RUSSELL: This was the question I was going to
7 ask, if we could use it immediately. The questions that I
8 have been asked as I have spoken in our state have been on
9 accomplishments, and it would be just fine to be able to
10 quote these in local news releases.

11 DR. MARLAND: And stimulate them locally to get
12 new ideas, get moving.

13 MR. RANDOLPH: I didn't get an opportunity to read
14 it. Did you include anything about the rehabilitation
15 project on 114th Street in New York City in this report?

16 MR. SHRIVER: I don't know whether that is
17 mentioned. Is the 114th Street project mentioned specifically
18 in here?

19 VOICE: No.

20 MR. SHRIVER: It ought to be. This is more of a
21 summary report than it was of all the details of each one
22 of our operations. For example, that is a part of the
23 Community Action Program, and in here it will tell you how
24 many Community Action Programs in how many states, and so on,
25 that we have funded. But it won't give you the details about

1 any particular program like the 114th Street project.

2 MR. BROWN: Mr. Shriver, I might mention although
3 the President released a news report on this document, he didn't
4 release the entire document. This subject wasn't brought up
5 at that time, but I am sure that we could release it if we so
6 chose.

7 MR. SHRIVER: Well, this pamphlet, for example, was
8 distributed to what -- about 70,000 people in a mailing?

9 MR. BROWN: It will approach that, yes.

10 MR. SHRIVER: We could develop a similar mailing for
11 this.

12 MR. BROWN: Probably in printed form if we did
13 that.

14 DR. MARLAND: I would so recommend.

15 VICE PRESIDENT HUMPHREY: May I make a suggestion?
16 If you do that I would suggest that some of these specific
17 projects be delineated just a little bit because this is a
18 rather governmental and formal document, and you ought to
19 have, for example, like the 114th Street project.

20 DR. MARLAND: There are many illustrations. It
21 is not meant to be all-inclusive, but there are stimulating
22 illustrations to get other people moving in line with what
23 are already quite adequate illustrations, I would think.

24 VICE PRESIDENT HUMPHREY: Well, I think that is
25 true. I think some of the Community Action Programs that

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1 have particular appeal might even be further delineated.

2 Also I thought that one of the needs of this is to
3 get it into the schools. Possibly you do already do that in
4 your mailing, Sarge. But we have been getting letters lately
5 from high schools and junior colleges asking for material on
6 the poverty program and the accomplishments of the program,
7 and I think that this would be very helpful. I think it ought
8 to be printed.

9 We are going to have it put in the Record, and it is
10 entirely possible we can get one of the committees in the
11 Congress to make an official committee print, you see. Then
12 they would get thousands of them that go on out generally
13 throughout all the library structure of the country.

FR 14 MR. HADDAD: You have go that very frank section
15 at the end on poverty. Quite a candid--

16 DR. MARLAND: Leave it.

17 MR. SHRIVER: "Birth control. Some people just
18 don't like the idea and have said so. Opposition could mount,
19 but it hasn't." That doesn't sound like the government,
20 does it?

21 MR. BOOKBINDER: But there ought to be an editing.

22 MR. HADDAD: Just on that last section.

23 VICE PRESIDENT HUMPHREY: Nice little friendly thought.

24 MRS. MCNAMARA: Also what are we doing with the
25 printed word, and this is so valuable -- but we need to go

1 beyond the printed word because we put it in the hands of
2 people and it needs some vocal type of speaker's interpretation,
3 and to spread it around verbally so it will hit many more
4 people. What are our plans for doing that beside this
5 immediate advisory committee?

6 MR. SHRIVER: Speakers?

7 MRS. MCNAMARA: Yes, in universities, in every
8 group. I mean any place where you can draw on a group of
9 people in a community to go out and spread it around verbally.

10 MR. SHRIVER: Well, we don't have any department
11 here, Mrs. McNamara, that really works primarily on that.

12 MRS. MCNAMARA: You would be amazed how many people --
13 they read the paper or part of the articles, but they really
14 don't know what the poverty program is about.

15 MR. SHRIVER: I agree. Mr. Brown and I labor with
16 that.

17 MRS. MCNAMARA: They would be happy to have somebody
18 speak.

19 MR. SHRIVER: One of the things that we might do,
20 Bookie, through your division -- Hyman Bookbinder here is
21 responsible for our relationships with private agencies,
22 private organizations -- is to have your office encourage them
23 to give the kind of talks that Mrs. McNamara is suggesting
24 and offer to supply them with a speaker's kit if they would
25 wish to do so.

1 MR. BOOKBINDER: I would say it doesn't really
2 require much encouragement because it is difficult for us in
3 OEO to keep up with the demands now. We probably are speaking
4 to a hundred groups a week.

5 MR. SHRIVER: Mrs. McNamara means other people
6 like the president of the General Federation of Women's Clubs
7 might give a speech if she had a kit and knew you wanted her
8 to do it.

9 MRS. MCNAMARA: They are always looking for a
10 subject and a good speaker.

11 MR. SHRIVER: So far as those of us in the organi-
12 zation speaking, we are all talking our heads off -- I'm
13 afraid maybe too much.

14 MR. KEELER: Civic clubs and other organizations
15 might take it, is that what you mean?

16 MRS. MCNAMARA: Yes, so it snowballs all the way down
17 to local groups.

18 MR. SHRIVER: Your idea, Dr. Marland, is this should
19 get out to professionals?

20 DR. MARLAND: Professionals. I would add I don't
21 think you should be too sensitive about the candor at the close
22 of the report. Now if you chose to throw it out, fine; but
23 this would go to a responsible person, the head of a
24 community, large or small, to get (a) an overall view of
25 what is happening, because it is hard to get from the press,

FR

1 even from careful press coverage; second, to get the
2 stimulation and feeling of the membership in the whole that
3 this implies. It is a good report. It is brief enough, it
4 is frank enough. It is not cumbered with a lot of unnecessary
5 statistics. It is punchy. It is the kind of thing that
6 the local director ought to have so he sees where he fits
7 in in this great national thing, and I know of no other
8 vehicle at this time except this that does the job, for a
9 quick profile. He needs this to operate his own office in
10 compatibility with the whole nation.

11 MR. SHRIVER: Well, let's make sure that through the
12 Community Action Program this goes to every Community Action
13 director in the country, and then it probably would be desirable
14 to have it sent to all the people in the Head Start operation
15 and the Job Corps directors of camps so they know when
16 somebody comes and visits the camp where the Job Corps fits
17 into the total picture and what is happening in the rest
18 of the front.

19 MR. KEELER: Mr. Shriver, I have a question, and I
20 am not sure it is covered in here. I am a little behind the
21 rest of you because I have been out of the country, haven't
22 had an opportunity really to read all the information that you
23 sent me. But one of the things that I know did exist in
24 some areas initially -- it may still exist -- is the problem
25 of many people are interested in a program, they hear about

1 it through the newspapers, but generally speaking, the day
2 after it has been published, the government has made the
3 decision to do certain things and then if the program doesn't
4 get rolling immediately there are all sorts of questions, and
5 I know there's bound to be a lot of administration problems
6 in this. It is a terrific problem that you face to get it
7 rolling in all areas.

8 And the reason I mention this, I have been gone,
9 but when I got back I found some letters in the state of
10 Oklahoma -- and maybe this only exists in Oklahoma -- from
11 different individuals saying "now I tried to get started in
12 this program, I have made application, I have done this,
13 and I haven't heard from anyone," see.

14 Now my point is that -- maybe you don't need this,
15 but would there be any -- if there are any problems in, we
16 will say, new areas where you haven't stressed it very much,
17 maybe in certain other areas, would there be any benefit to
18 including a little bit of the sort of timetable that you can
19 expect to get a program rolling, because just because the
20 government has passed a bill it doesn't mean it is going
21 to be done tomorrow. And I am thinking probably largely of
22 this because our Indian people I know have a great tendency,
23 the day they see something in the papers they think it is a
24 fact, it is going to become the reality the next day.

25 MR. SHRIVER: Well, we might consider developing some

1 sort of a flow chart, you might call it, for Community Action
2 and another one for the Job Corps and another one for another
3 one, showing what happens after you make application, for
4 example, your community makes an application for a Community
5 Action grant, then week by week what has to happen before
6 that grant actually comes to you, the steps that have to be
7 taken, and show that on an average that might take 60 days
8 or three months or six months, whatever it is.

9 MR. KEELER: That's what I am really talking about.

10 MR. SHRIVER: We might consider creating such a flow
11 chart for each of these things.

12 For example, we announce a Job Corps site in
13 Oklahoma. The Governor has 30 days in which to approve or
14 disapprove it. Now there's 30 days when we can't do anything.
15 He can sit on that for 30 days. So that means for 30 days
16 nothing is going to happen.

17 MR. KEELER: But the people in Oklahoma may not know
18 that. They may be blaming the program rather than the
19 Governor.

20 MR. SHRIVER: So if we could get up something like
21 that probably we might be able to have a mailing on that.

22 It doesn't appear on this agenda, but I was hoping
23 that the Vice President might say a few words about --
24 obviously anything he wishes to discuss -- but specifically
25 I was hoping perhaps, Mr. Vice President, that in addition

FR

1 to what is contained in this, namely, our five months
2 progress, that you might want to say a word about other
3 legislation that might have a bearing insofar as the War
4 Against Poverty is concerned, because it is a fact -- and
5 I would hope everybody would remember it -- that the entire
6 effort of the United States Government to combat poverty is
7 not just within the folds of this pamphlet. There is a lot
8 more that is going on and we are involved in it, but it is
9 not technically under the legislation establishing this new
10 agency.

11 VICE PRESIDENT HUMPHREY: Yes, Sarge. In all
12 informality just let me say that the report, of course, tells
13 a good deal about activities that are under way in other
14 agencies, such as in the Small Business Administration and the
15 Department of Labor, the Department of Health, Education
16 and Welfare, the Department of Agriculture, and so forth.

17 One of the real difficulties that we face in this
18 program is this matter of administrative coordination. It is
19 not easy.

20 There is, as you know, the Economic Opportunity
21 Council which was established by statute, over which Council
22 the Director of the Office of Economic Opportunity presides as
23 chairman. But in that Council are members of the cabinet
24 that have particular responsibility in other endeavors that
25 relate to the alleviation of the conditions of poverty.

FR

1 I mention this because there is a tendency amongst
2 all institutionalized structures for those who are in charge
3 of a particular institution or agency or instrumentality to want
4 to be rather solely in charge of it. This is inevitable.
5 No one likes to have his own jurisdiction invaded. I have
6 had to say quite frankly at the insistence of the President
7 that these are not separate sovereignties. There isn't
8 any of these agencies that have a membership in the United
9 Nations. They are here as a part of a general government
10 and a total government, and they are supposed to be pulling
11 together on the same team, and by and large, they are. I don't
12 want to be misunderstood. I think there is an amazing
13 amount of cooperation.

FR 14 But I think we on this Council have to understand
15 what the administrative structural situation is; and sometimes
16 you can't always bring everybody in line and in tune as
17 quickly as you would like to, and there are different tempos
18 of activity in these many programs that we have.

19 Take your neighborhood Youth Corps. Now that
20 is the Department of Labor program. I was up at Camp Kilmer
21 the other day. In Newark you have a neighborhood youth
22 program, an excellent one going. At Camp Kilmer you have
23 the urban Job Corps. Then you have manpower training programs
24 and work study programs.

25 One of our real problems that I am sensing in my

1 work now with the mayors -- you may have noted that the
2 President suggested that I might work closely with our
3 municipal officials -- well, this is an exciting experience,
4 and I might add it is one that keeps me in some -- well,
5 in extended confusion. I sort of specialized in that for a
6 while. Now I am becoming an expert. But when we talk to
7 these municipal officials they are overwhelmed with the
8 variety of programs. It's sort of like a supermarket,
9 and they stand there in a state of shock trying to figure out
10 just where do we go, you know. There are just too many
11 different kinds of pork and beans to choose from, and too many
12 different kinds of soup.

13 Our task right now is to be able to catalog the
14 programs. When I say our task, speaking now of the government,
15 not necessarily here in the OEO -- but to catalog the
16 programs, for example, that are available to municipalities
17 that have an particular impact upon either the structure,
18 the physical structure of a city or the social problems of a
19 city. And you would be surprised how complicated this is.

20 I called up the Bureau of the Budget here some time
21 ago and they said "oh, please don't ask us to do that right
22 away. It will take quite a little time."

23 Well, we gave the mayors we had in here recently --
24 I had about 15 of them in from the larger cities -- we gave them
25 a pretty good rundown of what we had, but it was inadequate.

FR

1 Now we are going to have a hundred of them back in here about
2 the end of the month and some time when I can arrange it so
3 that it is mutually convenient with the department heads,
4 with Sarge Shriver and Bill Wertz and others, to sort of give
5 them a briefing on what we have available to work with these
6 cities. And when I say that we are really talking in many
7 ways about the anti-poverty program, Economic Opportunity
8 Program, because the mayors aren't down here to talk about
9 their accomplishments -- they will tell you about those, but
10 they would really rather tell you about their needs, and
11 when you get down to the needs it is generally about the
12 poor people and the schools and the problems in the slum areas
13 and the need of jobs for youth, et cetera. And that's our
14 bailiwick. That's where we come into the act.

15 Now I mention this to you because I think in light
16 of just what was said here a moment ago about the difference
17 between announcements, the gap between an announcement of a
18 program and the performance, this is something we face every
19 day, every one of us, in some measure or another.

20 I think we have to point out and know in our own
21 mind, at least, so that when we talk to people who are
22 responsible community leaders we can talk as mature,
23 responsible people, knowledgeable people, saying "look here,
24 we not only have the problem of the announcement of a program
25 which means that the program has been agreed upon by the

FR

1 responsible agencies and officials, and the time between
2 announcement and fulfillment is really something -- this is
3 something you can't overcome by any tricks -- we also have the
4 problem of harnessing several agencies at one time, pulling
5 on the same team, working on the same team for the same
6 objective under the same schedule, and we need to know this
7 first and then we need to do it."

8 Now that doesn't answer the problem, but at least
9 to know the problem and to know its full meaning is part
10 of the therapy. So you can start getting well on that.

11 (Laughter.)

12 Now I personally believe that as we go along --
13 and I am just talking off the top of my head here -- I think
14 that as we go along we ought to try to get a sort of over-
15 seer committee, or as we call them in the Senate, an Oversight
16 Committee, but one that is constructively critical, to take
17 a good look at the operation of the program, not to try to
18 take headlines, but to take a good honest look at it.

19 But before we let the Congress get into this I would
20 suggest that we, ourselves, be this committee. I mean I
21 really think that we need to be the kind of monitors of the
22 program. I think Sarge would like that. I haven't even
23 asked him. But I have a feeling this would be helpful to him.

24 Let me tell you what I am worried about. Every
25 little mistake that this program makes opens up a Pandora's

FR

1 box of criticism. Old-fashioned things that were said about
2 the days of WPA. Now WPA obviously had a lot of problems.
3 This isn't a WPA program. This isn't a giveaway grant
4 civil works program. Those programs were hastily conceived
5 because of a need, because of an almost catastrophic set of
6 conditions. We don't have that set of conditions. Our
7 problem today doesn't require prophylactic treatment, as they
8 say in the medical profession, but it requires long term
9 rehabilitation, and we have time, in a sense, to work with.
10 Franklin Roosevelt and his group did not. They were faced
11 literally with a revolution unless they did something. So
12 they went to work and did something.

13 Here the same group that criticized those programs
14 are just waiting for somebody to fall flat on their face,
15 to find somebody they think is overpaid, to find a project
16 that fails, to find a project that just looks like it is a
17 little of a boondoggle, you know, and all the old words are
18 coming out again.

19 Now I suggest that we be the guardians here, that
20 we be the sentinels, that we be on guard and watch this like
21 a hawk, and every time you see a project that seems to you
22 that it doesn't make as much sense as you thought it ought to
23 that you let Mr. Shriver know about it. We don't need to
24 announce it in the newspapers, don't need to tell our
25 relatives about it -- just let the Director know about it,

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1 and say "look, I think you ought to send somebody out to take
2 a look at this." And if you send somebody out I will go with
3 them. I want to find out what this is before it gets in the
4 newspapers. Because we have H. R. Gross here -- I hate to
5 pick up names, but he is a dear old friend from Iowa -- God
6 bless his callous soul -- and I can just hear these boys --
7 they take on new life when they find some little sort of warm
8 corpse around, you know, and they really want to go to work
9 on him. Now we ought to deny them that luxury. And I want
10 to, number one -- if I have anything to do in this program at
11 all I think that our task is to see that this program doesn't
12 get into trouble unnecessarily. It will have some mistakes.
13 It is inevitable, just inevitable. But we ought to minimize
14 them. And the best thing we can do is not to sit around this
15 table, but when we are out in our respective jurisdictions
16 where we live just get out and have your ears flapping in the
17 breeze all the time and see whether or not you can hear any-
18 thing that is going on that we ought to answer, and you can
19 answer it. You are a very important part of this program.
20 Now that you got those certificates you can even have them
21 framed and stand in front of them as you answer it and show
22 your authority.

23 But I think this is very, very important for us. I
24 want to stress this.

25 The President talked to me about a week ago about

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1 this very matter and he said "Hubert, if you can do anything
2 at all in that Poverty Program you help Sarge make sure
3 that things don't get out of hand anywhere." We just know
4 that no one man, no administrator can keep his eye on
5 everything, and that's what we are here for. We are extra
6 eyes and ears and extra brains and extra hands and feet to
7 help in this job.

8 Now we are not going to run it. But we can help the
9 Director operate it. We can answer the criticisms. We ought
10 to be just walking encyclopedias on this program so that
11 no matter who says something, answer it. You have a title,
12 you have a position, you have been selected by the President
13 of the United States, you have been selected by law. You
14 are not just, you know, somebody we gathered around for purposes
15 of fellowship. You have a job to do.

16 All right, now that is number one. That was pretty
17 good. I didn't even expect to do that.

18 Now the second thing is about publicity. You
19 talked about it here, and I think all the suggestions thus
20 far are very good.

21 A friend of mine wrote me a note the other day and
22 said "Hubert, have you ever taken a look at those post office
23 bulletin boards?" They are generally filled up with F.B.I.
24 notices, and that's very interesting -- you're apt to find
25 one of your best friends up there, you know. And what I

FR

1 would suggest is that if we could talk to the post office
2 people we maybe could get a little more information on those
3 bulletin boards about our program. Now you are doing it
4 already.

5 But one of the problems that I see with federal
6 agencies out in the countryside is that they just do not have
7 enough glands, they get to taking tranquillizers. They
8 need to get hopped up a bit -- take them in my drugstore and
9 get them fixed up a little. They ought to be information
10 centers, and we ought to ask these agencies to be information
11 centers. Every single regional office, every single office
12 of social security -- and they are all over the countryside,
13 in every courthouse in the United States there are federal
14 offices, every single courthouse without exception, and there
15 isn't any reason at all -- and the Department of Agriculture
16 has got one in every courthouse and most every township
17 board. We ought to ask these offices to take this material
18 we have right here and display it, and not stick it down in
19 some old file cabinet. I mean have it out on the table, get
20 it out there so people can see it, and particularly should
21 this be the case in the Department of Agriculture with its
22 rural poverty program. I have already talked to Secretary
23 Freeman about this.

24 I believe one of the great needs in American life
25 because it is so complicated, so busy, so noisy, so active,

1 is communication, and the only way you communicate is almost
2 to go up and kick the fellow in the shins. Everybody is
3 seeking attention today, and I suppose this is why everybody
4 gets a little more out of hand each day. And I think our job
5 here is to be able to communicate the purposes of this
6 program, and as was said by Dr. Marland, what are some of its
7 accomplishments, because after while you just run out of
8 stating purposes.

9 People are a bit cynical about many endeavors, and
10 they have been asked to do so many things, I think we must
11 try -- and I hope you now give some thought to this, those
12 on the professional staff and Mr. Shriver -- about how do we
13 do a better job of getting our story out to the people who
14 maybe don't even want to hear it.

15 Now when you send this material out to the Head
16 Starters, these Head Start people, they want to hear that,
17 that is good. We need to do that. But I wish we could put it
18 in every dentist and doctor's office. But I gather we
19 can't do that -- I don't know, maybe we can -- instead of
20 those old magazines they have there. They ought to know a
21 little about this. The story Mr. Shriver has here on poverty
22 out of the Encyclopedia Americana -- if people read that and
23 if people read about Head Start, if they read this AFL-CIO,
24 this Agenda of America's Crusade Against Poverty, excellent
25 pictures, good writing -- any one of these -- part of our

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1 problem would be over, because to know the problem is to
2 start to answer it.

3 Now that's enough on that.

4 I hope we can get it into the schools. I said that,
5 Sarge. I think it is very important for our social science
6 groups, and so forth, in these schools.

7 I have been trying for years to get the United
8 States Capitol Commission up here to permit us to utilize
9 those hallways and those great basement rotundas -- not the
10 huge rotunda where you have the marvelous portraits and the
11 pictures -- but to use some of the vacant space there for
12 purposes of display. You know how many millions of people go
13 through that Capitol every year -- just millions. And I am
14 going to put it on the record here again because I think we
15 ought to make another attempt. Right in the basement of the
16 Capitol just below the big rotunda is a small rotunda, and
17 literally from four to five million people or more go through
18 that one little alcove, that one little rotunda, and it sits
19 down there just nothing but concrete and whitewash.

20 I have been trying to get a drinking fountain, I
21 might add, in the Capitol for 15 years. (Laughter.) And
22 my poor wife thought she could do it here the other day and
23 she practically got run out of town. To change anything up
24 there is -- well, let me -- but we ought to try it again.

25 I think that here is a program authorized by the

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1 Congress and people are looking around for -- you know, they
2 come to town, they are just looking. We do not know how to
3 educate, we do not know how to communicate; and it is a simple
4 fact unless you can put a cigarette or a beer or a toothpaste
5 or a soap ad with it you can't communicate. That's our
6 problem.

7 Well, now what about the rest of that program? I
8 will take all of your time here this morning. The Economic
9 Opportunity Act -- we know about that. The President has
10 asked to double it this year. The Congress will do this I
11 think, the Congress will come through.

12 We had a meeting last night with all the Congressional
13 whips. The President called them to the White House. We
14 were there an hour and a half. We went over the entire program.
15 I think we are in fairly good shape.

16 I met with all the Senate leadership, met with the
17 Policy Committee yesterday. We talked over all these programs.
18 We are putting a lot of time that is never recorded, never
19 publicized, on trying to get our house in order in the
20 Congress to put through the programs that we believe are
21 essential to the accomplishment of our objectives; and unless
22 we are derailed by some catastrophic emergency or set of
23 conditions that we didn't anticipate I think we will be all
24 right.

25 Now the biggest bill before us right now is the

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1 education bill, the most important bill. And I want to say
2 quite frankly you can't win the War on Poverty without that
3 bill. You might just as well button up the shop now and
4 sit down. That education bill is the heart and the core
5 of everything we are trying to do, and it's the first step.
6 As I recall, when the President spoke here before the B'nai
7 B'rith about a month ago, he said in that speech the first
8 step is the longest journey; and it is indeed the first step,
9 and if we don't get that federal aid to education bill, why,
10 our efforts here to win this War on Poverty I think are going
11 to be futile.

12 But I am an optimist. I believe we will get the bill
13 and get it handily. That is if we act quickly.

FR 14 We have a number of people now that are beginning
15 to be a little bit overactive about opposition. This bill
16 isn't perfect. This bill is different. It has some limitations.
17 It maybe has some problems. But I spent 16 years in the
18 Senate and never found a perfect bill. There were one or two
19 introduced -- I had my name on them, but nobody would pass
20 them.

21 (Laughter.)

22 There just aren't any perfect bills, and these bills
23 are all compromises, and we have to do the best we can with
24 what we have to do with. But this bill will do something
25 for us.

1 Now then, we have a program -- and one of the
2 criticisms in the Poverty Program, as you know, Sarge, that we
3 get -- and I think it is not a fair criticism, but in public
4 life criticisms don't have to be fair -- is that we lack any
5 program for our older citizens, our senior citizens. Now
6 we do not. Everything that we do relates to all people. But
7 there are specialized programs in the Congress for our
8 elderly citizens, or our older citizens. We are going to
9 do a great deal this year on Social Security benefits over
10 and above Medicare.

11 Those benefits will be increased, they will be
12 improved -- not as much as I might like or you might like, but
13 a substantial improvement. We have a much expanded elderly
14 housing program, and we are making great progress in housing
15 for the elderly. We need to do more, but we are making very
16 substantial progress.

17 College housing and housing for the elderly are two
18 of the most significant housing programs that we have today;
19 and interestingly enough, neither program has a default.
20 It is amazing. The payments -- they are better than any
21 other housing program we have. And we are moving on that.

22 Now we are going to have a much expanded Medicare
23 program it appears now, and rather than the Administration
24 resisting, saying that we had the full -- that we had
25 complete knowledge of everything that ought to be done, we are

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1 working with those that come in with other suggestions. But
2 we are not going to permit the other suggestions to tear down
3 the ones that we started with, and the morning's paper tells
4 you that there is some effort being made to do that. We
5 already have put in the shock troops to prevent that from
6 happening.

7 We will increase the federal share of public
8 assistance payments for approximately eight million of our
9 elderly poor people, a substantial increase in federal share.

10 And there are other new measures that are in the
11 process of being developed for elderly people, for the
12 aging people or older people. If you want to come back we can
13 discuss that a little more.

FR 14 Of course, the Appalachia region development act is
15 specially designed program for a particular area. I think
16 this is a highly significant development, and I see my friend
17 down there, Miles -- and he knows that that program will have
18 a great effect in West Virginia, Kentucky, parts of
19 Pennsylvania, the Carolinas, and so forth.

20 Area redevelopment assistance is under way in the
21 Congress. I met last night with Bob Jones of Alabama, who
22 is the Chairman of the Public Works Committee, and we are
23 going to move out the area redevelopment program -- redesigned,
24 improved, so it is a little more effective. One of the real
25 problems we have all the time is delays, slowness. But, you

1 see, you have got to make a choice. Our critics have said
2 for years the federal government wants to do everything, and
3 the reason the federal government did a lot of things, it
4 didn't want to take the time of messing around and of working
5 with local and state governments, because every time that
6 you have a program that requires the approval of or the
7 coordination with or the active participation by state or local
8 government you delay it.

9 But we think that the delays, while they may be
10 momentarily costly, are in the long run productive, because
11 this brings in local and state participation with federal.
12 It maximizes the benefits. It increases the coverage and it
13 brings people in at the local level to do the job for
14 themselves. We have to understand that. Every one of these
15 programs that we are passing now requires close local and
16 state participation and coordination. No more of this 1930
17 type of operation where you just went in with federal dollars,
18 federal personnel, set up a federal agency and accomplished
19 it. That's the easiest way to do it -- in many ways people
20 thought the best way.

21 But we are now having, for want of a better phrase,
22 what is creative federalism, and federalism means just what
23 I have said -- the active participation and cooperation by
24 the state and local agencies, and sometimes private agencies.

25 Now we have another program called the Housing and

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1 Urban Development Act, and we are going to do something in
2 this that I want to tell you about. This came out of our
3 meeting with the mayors the other day.

4 For years we have been going in and we have been
5 cleaning out these big slum tracts, and this is necessary under
6 urban renewal. But every time that we do that we displace
7 somebody and there is always a problem of relocation.
8 Furthermore, the Urban Renewal Program requires before you can
9 use it you have to have an area that is literally hopeless.
10 You can't rehabilitate it with what is there. You have to
11 clean it out. It is just at the last stages of any usefulness
12 at all, if it has any usefulness. That's what we mean by
13 urban renewal. You clean out the worst and make it over into
14 a commercial area or into a parking area or into some public
15 area or a private sector.

16 Then we have public housing, and public housing is
17 for the real low income groups. We are now finding out -- and
18 we ought to have known it a long time ago because other
19 countries have proven it to be a fact -- that if you just put
20 low income people in public housing pretty soon the public
21 housing has a ghetto type structure of its own, with its own
22 standards, its own activities, and its own mores or morals.

23 So we have some today, and we are not ready to do
24 it yet apparently, but we are giving surely thoughtful
25 consideration to it -- we are going to have to take public

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1 housing and feed into it people of different income levels.
2 This tends to lift the whole structure. It improves the
3 climate, the environment.

4 But to do this now in the United States goes against
5 thirty years of tradition and thirty years of thinking. Of
6 course, in Puerto Rico they do it, part of the United States,
7 but not here on the State side. They do it in the Scandinavian
8 countries. We never hear in a Scandinavian country where
9 they have low cost public housing that they just put poor
10 people in it. They take care of the poor, they have high
11 priority, but they blend into it people of the professions,
12 fairly well to do. They have a variety of apartments.

FR 13 In Mexico -- I was in Mexico City. They are
14 building whole new communities in which there is truly
15 integration, economic integration as well as racial integration;
16 and I think the economic integration is one of the ways you
17 improve the racial integration. If you are just going to put
18 poor people with poor people, illiterates with illiterates,
19 sick with sick, you are going to have nothing but trouble.

20 So we are going to do something about that. But
21 here is the new development. We want to go -- let me just
22 back up and say today if you are real rich you can get the
23 best of medical care. If you are real poor you can get good
24 medical care. You can go to good country, state charity
25 hospitals. You can get good medical care. The fellow that

1 has the problem is the fellow with low income or middle
2 income. Now he can still get the medical care, but it may
3 sap his resources, make him poor.

4 Sort of like that doctor that had a pneumonia
5 patient that came up, and the old doctor says "I don't know
6 how to treat pneumonia. I'm sorry, I can't help you. But if
7 I can throw you into a fit I will be all right because I'm
8 an expert on fits."

9 (Laughter.)

10 Now we are an expert on giving medical care to the
11 real poor or to the real rich, and we could give it to anyone
12 else except that it sometimes gets them pretty poor.

13 Now what we are really talking about here in housing
14 is that we can give good housing, that is safe and sanitary
15 housing, for the real poor, and obviously a man of upper or
16 middle income can get good housing, but what about the other
17 group? That is a pretty big section of the economy. They
18 are living in neighborhoods that are not bad enough to be
19 renewed, torn down, and then not good enough for anybody really
20 to want to stay too long unless you are just stuck there, and
21 the mayor of the city and the community planners look at it
22 and say "well, we don't qualify for urban renewal." If we
23 move the people out they don't like it because they are
24 workers, they have jobs, they are not on relief. They are low
25 middle income groups.

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1 So we are now starting a program of rehabilitation
2 of existing neighborhoods and really trying to expand this.
3 In fact, the effort that was in the act that we presented
4 to Congress I think is too feeble. We have to do something
5 more about it.

6 I can take you into Chicago -- because I was there
7 just Monday. I was with the Mayor. We had a couple of
8 hours there. We went down into a particular area where a
9 large number of people of Polish descent live. Now these
10 are incomes of \$5,000, \$6,000 a year. They live in an older
11 section of the city. But it isn't bad enough to be torn out
12 because if you tore it out it would be a complete waste of
13 resources. It isn't good enough to really have much
14 resale value. So you are sort of in between.

15 Now what we can do is with the program -- many of
16 the elderly people live there, by the way, and many of the
17 elderly poor live there. They have got social security
18 checks, their children are helping them. But their
19 neighborhood continues to deteriorate. But it takes so long
20 before it deteriorates enough to do anything about it. But
21 you can put them into fits, you see, and cure them, to use my
22 analogy.

23 Now we want a program in housing that will go into
24 these neighborhoods and rehabilitate them, permit them,
25 individuals and the community working together, to rehabilitate

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1 existing structures.

2 It is not short of scandalous to tear down good
3 structures, sheer waste. Now you may get by with it up on
4 Park Avenue or Fifth Avenue in New York because you can tear
5 down a good hotel that is better than most hotels in the
6 world and make an office building out of it and justify it on
7 the basis of rentals. But you can't justify this on the
8 basis of good solid sound walls.

9 Now the Manpower Development Training Act we just
10 passed in the Senate yesterday, 76 to 8 or 4, something
11 like that. This program is working. This is part of our
12 answer to automation. We are going to have thousands of men
13 and women in manpower retraining this summer.

FR 14 I talked with Willard Wertz yesterday about this.
15 I forget the number now, but it runs into many thousands;
16 and manpower training, development and training, is working.
17 The people that come out of these courses are getting jobs.
18 So we know that we have a program here that does combat poverty
19 before you get poor. It is a poverty prevention program.

20 Then we have our child health proposals. I won't go
21 into the details of it, but we are going to have proposals
22 here that will affect the lives of about seven million needy
23 children -- child health and clinic work, outpatient work,
24 community health centers, of course better nutrition; and
25 we have a health program for migrant agricultural workers

1 and their families. This is a group of people in our country
2 that need real attention.

3 The Fair Labor Standards Act, Unemployment Compensation
4 program of the Administration are other aspects of a program
5 to prevent -- these are preventive programs.

6 So we have about one hundred ongoing federal programs
7 right now which have a significant potential impact on the
8 elimination of poverty. I hope that some time we can just
9 jot these all down item by item so you can have them
10 as a little notebook index.

11 MR. BOOKBINDER: It won't be so little.

12 VICE PRESIDENT HUMPHREY: Well, I took more of your
13 time than I should have, but I wanted you to see what we are
14 trying to do, because everything is interrelated, it is all a
15 part of a package, all part of a general program, every bit
16 of this -- our health programs, elderly programs, housing
17 programs, neighborhood rehabilitation programs, medical care
18 programs -- doing great things in this, by the way. Our
19 National Institutes of Health -- we are now working in
20 geriatrics, we are doing a great deal in terms of care of
21 the elderly and the knowledge of diseases of the elderly, and
22 of child diseases. And these are the diseases that really
23 throw people into the jaws of poverty, that just consume
24 their income and their earning capacity. We are really doing
25 wonderful things. Four hundred million dollars more this

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1 year in medical research by this government. Four hundred
2 million dollars more. And we owe that to some people that
3 have been working hard for a long time encouraging the
4 development of these great research programs.

5 Thank you.

6 MR. SHRIVER: Thank you very much, Mr. Vice
7 President.

8 I think that the comments that you have made about
9 the complexity of the national program are perhaps pretty
10 well illustrated by this book which this office has produced
11 which we don't know what to do with exactly.

12 VICE PRESIDENT HUMPHREY: Give me a copy.

13 MR. SHRIVER: But we are thinking about literally
14 what to do with this because it has a variety of applications
15 and it can be used against us as well as for us. But this
16 has been developed by Joseph Kirsoff and Leon Gilgoff's
17 office here of research evaluation, and so forth, and is in
18 response to the law which established this agency which said
19 we were to create an information center, the purpose of which
20 was, among other purposes, to make it possible for a newly
21 elected mayor -- you were talking about the mayors -- to find
22 out what was available from the Federal Government for the
23 town.

24 Now it is literally true, if you got elected mayor
25 of Hackensack tomorrow you could pick this book up and find

1 out exactly what the Federal Government is doing in everything
2 that has impact on poverty.

3 MR. BOOKBINDER: Read the tabs.

4 MR. SHRIVER: Education, aid to the handicapped,
5 food, shelter, medical care, clothing, legal, mental,
6 job opportunities, financial, housing, transportation,
7 utilities and services, community facilities, natural resources,
8 land use, culture, citizen training, guidance and counseling,
9 recreation, social, rehabilitation, raw materials, processing
10 and manufacturing, distribution and services and finance;
11 then the maps of the United States with the regional offices
12 of every agency of the United States Government, plus all
13 the programs which are itemized out in this book.

FR 14 Now this is handy, you might say -- we have only
15 made up twenty copies of these, but let's just take one of
16 these tabs here. The title page -- this is called job
17 opportunity programs, and it is indexed by every job opportunity
18 program the Federal Government runs and it tells what the
19 relationship of that program is to poverty, what age groups
20 that program refers to, what agency runs which program. Then
21 if you want to find out anything in here about any one of
22 them -- here is manpower development and training, and it is
23 summarized on this page with the nature and purpose of the
24 program, who is eligible for it, how you get assistance,
25 the information which is available, who administers and what

1 the legislation is that authorized it.

2 So that if you are elected Mayor of Hackensack and
3 you want to start a program for old people's housing you
4 just turn to housing, you look at old people, and it will
5 tell you exactly who to write to, what benefits you can get,
6 how much you have to pay, and so forth.

7 There has never been a book like this, so far as
8 we know, in the history of the United States Government.

9 It is very obviously sort of massive and large, in
10 part because there is a great deal of overlap. Several
11 programs will be mentioned in a half dozen different places in
12 here, and obviously some of the pages are not complete. They
13 are just partial pages.

FR 14 We are debating now, Mr. Vice President, as to
15 whether or not this should be given a broad distribution or a
16 narrow distribution or no distribution, and so on. And I
17 would be very happy to offer you this copy number 5 and get
18 your advice on it, not today, but later on.

19 VICE PRESIDENT HUMPHREY: Well, it is a very valuable
20 document. I remember when this was placed in the act. Well,
21 I will just say this: I was given a paper yesterday by a
22 very gifted public servant in the Civil Service, where you
23 find so many people with gifted ideas who never get a chance
24 to get their ideas heard, or they get lost. I guess that's
25 one of the duties of the Vice President. He sort of gathers

1 in all of these things, and I always kind of like it. It's
2 very interesting and many wonderful ideas come from people,
3 and you can sort of claim them as your own sometimes, because
4 they have a passion for anonymity, some of these dear folks.
5 But this man gave me a two page typewritten memo and he asked
6 that his name not be bandied around, he was afraid it might
7 cause him some difficulty.

8 But this gentleman had an idea, which this OEO
9 program is the beginning. He said look here, we have a
10 National Security Council that coordinates all of the security
11 operations of our government. The President is obviously
12 the presiding officer, the chairman, but all the people
13 relating to national security meet -- the Defense Department,
14 the State Department, the CIA, the Information agency, and
15 all the key officials that have anything to do with national
16 security meet and advise and consult with the President so
17 that you can have a coordinated national security effort.

18 We don't have such a thing in the economic front.
19 Now we have a Council of Economic Advisors. They are
20 specialists in terms of many of the economic indices and
21 economic forces taking place in the country. But we do not
22 have within the government per se a counterpart of the
23 National Security Council -- a National Economic Council,
24 you see -- that coordinates every single program so that you
25 are not working at cross purposes, so that your tax laws are

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1 not thwarting your Federal Reserve program, or so that your
2 appropriation programs or your spending programs are not running
3 counter, let's say, to some of your credit limitations.
4 You have got lots of counter forces at work in your social
5 and economic system.

6 But here in the Office of Economic Opportunity
7 and in the Economic Opportunity Council you have the first
8 real effort made to have an internal, intramural coordination
9 with the Chairman presiding, bringing in all the key forces
10 in the government working on this problem of poverty. So
11 we have the beginning there. We have the seed, I think, of
12 an economic council later on that will more or less not plan
13 the destiny of America, but coordinate at the federal level
14 every economic activity of the government so that it works
15 for one objective or purpose.

16 I will take this little document.

17 MR. RANDOLPH: Mr. Vice President, one basic
18 poverty preventative is increasing the purchase power of the
19 people already at work. For instance, I think it is
20 estimated that there are about 16 million, more or less,
21 people who don't come within the range of the Fair Labor
22 Standards Act where you have a wage rate of a dollar and a
23 quarter an hour.

24 How far can we go with commitments to policies such
25 as increasing the minimum wage rate so that we would be able

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1 to reach these people whose pay is so low that they are
2 within the boundaries of economic poverty? Not only that,
3 but the matter of coverage; our Fair Labor Standards Act
4 doesn't reach these 16 or 18 million, isn't that so?

5 MR. BOOKBINDER: Yes.

6 MR. RANDOLPH: And this is one of the basic problems
7 of labor today. What can be done with respect to that?

8 VICE PRESIDENT HUMPHREY: Well, you are asking what
9 is the role of this Council?

10 MR. RANDOLPH: Yes.

11 VICE PRESIDENT HUMPHREY: This advisory group. My
12 offhand reaction would be that in the initial stages of our
13 activities here we ought to try to stay pretty close to the
14 programs that are authorized and outlined under the Economic
15 Opportunity Act and the related programs. But we also as we
16 go along, once we see how these programs are operating and
17 also sense their limitations or sense the obstacles that they
18 run into, such as depressed wage rates in areas that have a
19 tendency to breed the poverty that we seek to combat, then
20 I think you come to a real careful study of whether or not
21 this is merely an assertion or whether it is a fact. In
22 other words, are areas and pockets of poverty created or are
23 they augmented by the wage structure of a particular group
24 of workers? If so, then you have at least the opportunity
25 to make some recommendations about this.

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1 But I have become, I think, a little more cautious
2 on our approach to these matters. I wouldn't want to see our
3 advisory group here get into public print on something that
4 may derail us momentarily. I think we ought to stick to
5 targets for a little, the delimited targets we have.

6 In the meantime the President and the Council
7 of Economic Advisors and the cabinet of your government
8 are working on the very thing that you are talking about.
9 We have a study right now initiated at the request of the
10 President, on the order of the President, on the minimum wage,
11 the extension and the expansion of the coverage of the minimum
12 wage and its increase. That was discussed at a recent
13 cabinet meeting. So that is under way.

FR 14 I think that we will maybe want, as some of that
15 information becomes available to us, to offer our views on it
16 as to how this relates to the conditions that we are required
17 to survey and observe and take action upon.

18 That would be my view, and I happen to be very
19 sympathetic to this objective. I think we do need expanded
20 minimum wage coverage. I do think we need an improvement in
21 the minimum wage program. I don't think there is any doubt
22 about it.

23 But I hesitate to get a body that has been specifically
24 assigned a task, or assigned to a specific task under the
25 terms of a law, venturing forth in fields that are related,

1 to be sure, and have even a direct and also an indirect
2 effect -- I hesitate to get us off there lest somebody start
3 cutting us down before we get our feet firmly implanted on
4 the ground. I have been batted down so many times for
5 venturing out into the unknown that I want to kind of stay
6 on, at least if not paved roads, somewhat designed paths,
7 you see.

8 MR. SHRIVER: Mrs. Olivarez.

9 MRS. OLIVAREZ: In line with that, is any thought
10 being given to the renewal of Public Law 78 and Public Law 414,
11 because in our area--

12 VICE PRESIDENT HUMPHREY: Tell me what that is.

13 MR. SHRIVER: Is it the presario program?

14 MRS. OLIVAREZ: Public Law 414 permits work without
15 any contract at all and continues depressing the wages in our
16 area.

17 MR. SHRIVER: You are asking are they going to
18 permit the presarios to come in again?

19 MRS. OLIVAREZ: Is there any thought being given
20 to that, and 414 -- because 414 is worse than 78.

21 VICE PRESIDENT HUMPHREY: Yes, Public Law 78 has
22 expired.

23 MRS. OLIVAREZ: Yes, but there is a very strong
24 effort for renewal.

25 VICE PRESIDENT HUMPHREY: Yes, I doubt it will make

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1 it.

2 MRS. OLIVAREZ: What about doing something for
3 Public Law 414, any thought being given to that?

4 VICE PRESIDENT HUMPHREY: Yes, as you know, the
5 Secretary of Labor is trying to take very affirmative action.
6 He is meeting on summer employment. We have a little task
7 force set up under the Economic Opportunity Council -- I
8 notice your schedule has your summer youth employment. This
9 may be the most important thing on the program, because unless
10 we do something about that one the atom bomb going off will
11 look like a play thing -- real trouble this summer. But
12 we feel a determined effort must be made to find the domestic
13 workers, to take up this slack in the job availability, to
14 fill these jobs, and not to permit the wetback situation and
15 the importation of foreign workers to take the jobs of the
16 domestics, if the domestics will take the jobs; and I think
17 that what we have to do now is to prove that there are
18 domestic people that will take these jobs.

19 This may require an intensive recruitment campaign
20 and a little training. They have to know, too, of the
21 benefits, and we have in our present legislative program
22 new benefits for domestic agriculture workers. The domestic
23 agriculture worker today must be able to get the same benefits
24 that you got under Public Law 78. He must be able to get
25 his housing, his education for his family, his health benefits,

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1 because they are migrant workers you can't move them around,
2 you have to have the same kind of benefits.

3 MR. RANDOLPH: They need more than they have under
4 75.

5 VICE PRESIDENT HUMPHREY: Oh, yes, that is a minimum.
6 But they don't even get that now. The American domestic
7 migrant worker, he is just migrant, that's all.

8 That's what the President's program asks the
9 Congress for, a very much improved program of health assistance,
10 educational assistance for families, housing provisions,
11 all of the conditions that make possible wholesome working
12 conditions for a migrant worker. And we are really going to
13 go to work on this one.

FR 14 MR. RANDOLPH: They are the most exploited workers
15 in the country. They are the poorest of the poor.

16 VICE PRESIDENT HUMPHREY: And they are one of the
17 real cores of poverty.

18 MR. SHRIVER: In that connection we are announcing
19 about seven million dollars a week for migrants under--

20 VICE PRESIDENT HUMPHREY: Where do most of those go?

21 MR. SHRIVER: New Mexico, Arizona, Washington,
22 Oregon, Florida, New York -- this isn't all. This is just the
23 first batch.

24 MRS. MCNAMARA: What happens to that money?

25 MR. SHRIVER: It depends on the particular grant.

1 Out in California you probably know they are interested in
2 building what you might call like motels. They are staging
3 areas along the flow of migrants where they can spend a night,
4 a week, a month, however long they are in a particular
5 location. We are supplying the money to build the concrete
6 pad, you might call it, on top of which a temporary structure
7 can be erected by the migrant under state auspices,
8 restroom facilities. So they are sanitary facilities. The
9 states are handling these things. We supply the capital to
10 construct them. Portable structures in which they live.
11 That is one set of programs.

12 There is, just to show you from a statewide program
13 to a local program, I think it is Canton, South Carolina
14 that is undertaking a program of education for migrants for
15 the one month during the year when the migrants are in
16 camp, and that is being undertaken by the United Church
17 Women's Organization in Canton.

18 In Michigan, incidentally, they are rather interested
19 in the thing, Dr. Blake -- the National Conference of
20 Catholic Women, Michigan Women's Division, has created a new
21 division associated with the United Church Women of Michigan,
22 so there is now a new organization called United Church
23 Women Catholic Church Women of Michigan, Inc., which is a
24 twister, and they are underwriting it to do educational work for
25 migrants in a variety of locations in Michigan.

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1 We have given two very large grants to the
2 Arizona Council of Churches, migrant ministry division, which
3 is doing work in education and in health in Arizona; similarly
4 in Walla Walla, Washington.

5 There is a whole package of them which will be
6 announced this week. But since you were talking about
7 the migrants, I did want to make it clear that we do have money
8 for migrants. There is about 67 million dollars that will go
9 off this week, and we hope it is only the beginning.

10 It is again one of those delays in getting tooled
11 up, Mr. Keller.

12 VICE PRESIDENT HUMPHREY: I don't want to break in
13 again, but this is exactly the kind of program we need. But
14 it is also the kind of program you have to watch. Now you
15 just let one of those programs get loused up a little bit
16 and you are going to lose everything that you are working for;
17 and that's what I meant earlier about our careful observation
18 without trying to be snoopers, but to carefully observe these
19 programs and see how they are coming along, because I know
20 what it means to have people work you over for being a so-
21 called do-gooder and I know how they can distort not only
22 your motives, but also your efforts. And we have some
23 professional destroyers of social progress, and I just want
24 to put in a word of warning right now, and I know that we are
25 going to be watched but it is almost impossible to properly

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1 and fully supervise every one of these endeavors. These
2 are frequently new programs with new auspices, new sponsors,
3 and they are not accustomed to working with federal funds or
4 state funds, and they are really not very much accustomed
5 to having somebody discipline their activities.

6 I, years ago, was in charge of quite a few
7 community programs, and I want to tell you I found a lot of
8 wonderful, dear, sweet people that couldn't keep books; and
9 all we need to do is to have one or two of these just blow
10 right up in our face, and there will be a big hullabaloo
11 and you will have 7 Congressmen and 10 Senators up here and
12 a few others that want to investigate the whole apparatus,
13 and all of our efforts will be beclouded by this endeavor.

FR 14 Poor old pessimistic Humphrey here!

15 MR. SHRIVER: Yes, you have really changed.

16 VICE PRESIDENT HUMPHREY: Isn't this something?

17 My heart is pure, too.

18 MR. RANDOLPH: One of the problems of farm labor in
19 the southern area is the fact that the Negro small farmers
20 are excluded from the local committees.

21 VICE PRESIDENT HUMPHREY: No longer. I can assure
22 you, Philip, that this is a matter that is being taken care
23 of, and it is going to be taken care of more incisively,
24 more promptly than anyone ever dreamed possible.

25 First of all, the Secretary is on top of it fully,

1 and I will talk to you quite privately about this. But we
2 are fully aware of the Civil Right Commission report, and I
3 have already talked to the Senators from the states in
4 which these conditions now exist, in certain of the southern
5 states. I have had the Senators in, and we have had a little
6 heart to heart, eyeball to eyeball talk, and we are going
7 to make the changes, and the state committees, the ASC state
8 committees are going to have integrated committees and the
9 county committees are going to be integrated and the office
10 staffs are going to be integrated.

11 MR. RANDOLPH: That will be a virtual revolution.

12 VICE PRESIDENT HUMPHREY: There is going to be an
13 awfully small farm program in those areas, and I want to
14 tell you -- this is off the record --

15 (Remarks off the record.)

16 When we start talking about the payments that we
17 make in these many programs, peanuts, tobacco, the feed
18 grains and wheat and all of these, they run into the billions.
19 We are going to insist that the objectives and the
20 requirements of the Civil Rights Act of 1964 be applied to
21 the administration thereof.

22 It will be a bright summer, Philip.

23 MR. RANDOLPH: That will constitute a revolution.

24 VICE PRESIDENT HUMPHREY: Well, I hope not.

25 (Laughter.)

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1 MRS. RUSSELL: I am out of character a little bit
2 when I speak of migrant workers. But housing for migrant
3 workers, temporary or otherwise, is one of the things that we
4 feel is a top priority in California. I do want to add just
5 a little bit more to this working with the migrant workers.

6 We found some very good results from incorporating
7 the older ones -- and I stick to my older people always -- in
8 community programs, and I think that if the people who work
9 with migrants would be aware of the fact that if the migrant
10 workers can be in some way related to the community workers
11 it does enhance their ability to rise out of the poverty role,
12 and I am delighted to realize how well aware Mr. Humphrey
13 is of the problem of the older person. And I hope when you
14 mentioned public housing as being scattered in small groups
15 of the poor in public housing that you will think also of small
16 groups of older people within normal housing rather than some
17 of our groups of 35,000 older people together, because this
18 is going to be a real problem to us in a few years if we don't
19 do something about it now.

20 MR. SHRIVER: I wonder whether, since you mentioned
21 the summer situation as one of the things that is of interest
22 to you, we might not discuss Project Head Start at this point.
23 It is on the agenda and it is a summer program. I think
24 that it may be one effective way of taking some of the heat
25 out of the summer, so to speak, especially if we are able to

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1 mobilize anything like the number of volunteers whom we would
2 like to mobilize, and especially if we can do as much with
3 parents in this program as we hope to accomplish.

4 If it is agreeable to you all hearing about it, I
5 would like to ask Dr. Julius Richmond -- incidentally, who
6 is the Chairman of the Department of Pediatrics at the
7 University of Syracuse and recently elected Dean of the School
8 of Medicine at Syracuse. He took a leave of absence from that
9 to run Project Head Start for us. Dr. Richmond, why don't you
10 go to the end of the table there and make the presentation
11 from there?

12 I might just say, Mr. Vice President, we are very,
13 very lucky, in my judgment, to have a man of his national
14 reputation and academic and medical background to head this
15 program up for us. We are very lucky that he was able to do
16 this for us.

17 VICE PRESIDENT HUMPHREY: I should say so.

18 DR. RICHMOND: Thank you.

19 Mr. Vice President and members of the Council, I
20 have just been on the scene, as Mr. Shriver has indicated, for
21 a few weeks, and the Vice President opened his pharmacy with
22 a real good tonic for us this morning and I guess Dr. Spock
23 and I can open our pediatric offices symbolically -- and I
24 really think we perhaps are doing just that because we are
25 proposing to do in this program for hundreds and thousands of

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1 children what we have been doing in our own individual offices,
2 and this is what has been so attractive to the program and
3 it is really what attracted me to the challenge of this
4 particular responsibility.

5 As Mr. Shriver indicated, a very few weeks ago I
6 was sitting in my office contemplating the invitation to
7 accept the deanship of the faculty of the College of Medicine,
8 and I am inclined to say now a funny thing happened on my
9 way to the dean's office -- Mr. Shriver called, and my life
10 hasn't been the same since.

11 But it has been very interesting and extremely
12 gratifying. It is particularly interesting to get into the
13 kind of involvement I have experienced in the past four weeks
14 in a program where history is being thought of in terms of three
15 and four months, although its roots go back much further -- in
16 fact, the program itself goes back just three or four months,
17 and yet people talk about the history of the program, and
18 one's dimensions in terms of history really change when one
19 gets into this kind of planning.

20 The Vice President touched on a very important point
21 in relationship to Project Head Start that I think it is well
22 to use as a springboard. I think all of us who are concerned
23 with the poverty problem have been concerned with what some
24 of us in the professional jargon call the intergenerational
25 circularity. That is--

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1 MR. SHRIVER: What's that again?

2 DR. RICHMOND: Intergeneration circularity, to put my
3 professorial coat on occasionally, the communication of poverty
4 from one generation to another. I think this is what we are
5 all concerned about, and I think as we look over the studies
6 of sociologists and what others have done, what we find is
7 precisely what the Vice President indicated, and that is the
8 most important vehicle by which people can emerge from the
9 poverty cycle -- that is the cycle from one generation to
10 another -- is through education. Obviously economic oppor-
11 tunities and other things need to go along with it. But
12 those first long steps that he and the President have talked
13 about so significantly, to those of who are professionals,
14 are extremely important because it is extremely important --
15 I am sure Dr. Spock will agree with this -- that these first
16 four and five years have such a far reaching impact -- that
17 is that youngsters who don't get off to a good start and
18 have rich opportunities in this early period may spend the
19 rest of their lives trying to overcome the deficits of these
20 very early years.

21 So that, as I have said to Mr. Shriver, I think all
22 of the other program in OEO are important -- we really think
23 the preschool program is the most important, and I hope we
24 say this without having a proprietary interest. I think this
25 is the long view; and again the Vice President referred to

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1 the long view this morning, and I think in this program we are
2 really taking both a short view in terms of implementation of
3 what we think is a very significant program, but in a more
4 far reaching program the long view in terms of enhancing the
5 potentialities of these children to really take advantage
6 of the school programs that they will be coming into.

7 Now this then leads me into Project Head Start.
8 Project Head Start I think you had described to you somewhat
9 at your last meeting, but very briefly to recapitulate, this
10 is a program which will take place this summer for children
11 of poor families, and only for those children in the age
12 group about to enter school. So that those communities that
13 have kindergartens, these would be the pre-kindergartens,
14 and those who don't have kindergartens these would be the
15 children about to enter first grade. This is being projected
16 as an eight week program, and I think for all of us who have
17 had experiences with programs for young children I would like
18 to emphasize that this program has a great deal of uniqueness
19 to it.

20 I would like to emphasize that this isn't a program
21 in the tradition of the usual middle class nursesey school.

22 Now aside from small programs, the likes of which
23 Dr. Spock has had experience with and a few of us in centers
24 have had experience with, there really haven't been programs
25 that are this comprehensive in nature; and what we are

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1 emphasizing is the fact that these programs must have
2 within them a health component, so that for the first time
3 large numbers of children prior to their entry to school
4 will have been examined, that steps will have been taken to
5 correct the defects that are correctible, with particular
6 emphasis on their sensory abilities -- that is vision and hear-
7 ing and things that are so important if they are going to be
8 able to profit from the school experience. We are going to
9 emphasize dental care as part of this program; nutrition
10 certainly in this economic group an extremely important thing
11 to evaluation, and try to provide correction where there are
12 nutritional deficiencies.

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13 Now along with this will go an early childhood
14 educational program. But again traditional early childhood
15 education is not enough because these children not infrequently
16 come to us with deficits in terms of their capacity to speak,
17 in terms of their capacities to think. Abstract thinking is
18 often quite lacking in those children. Whether or not they are
19 going to be able to deal with mathematical concepts would be a
20 reflection of the richness of the experiences that they
21 have had prior to their entering school.

22 And although eight weeks may not be long and it may
23 not be enough, we think it is a way to start, and I think all
24 of the professionals that we have talked to have had great
25 conviction about the fact that we can make significant

1 advances for these children in the eight week period.

2 Now in addition to health and educational services,
3 all of these programs must have social service components;
4 that is, not that these programs will in and of themselves set
5 up social agencies, but they should direct the families to those
6 social services in a community which these families may take
7 advantage of in terms of achieving better family function.
8 So that we will be emphasizing this, along with parent education.

9 We hope that we can find new and better ways of
10 communicating with parents in this economic group, and during
11 the course of the summer I think we will see notable
12 achievements in this connection.

13 Now Mr. Shriver has indicated that perhaps this
14 program, too, will provide an opportunity for people to do
15 some constructive work and to have constructive involvement
16 during the long hot summer ahead.

17 Since this program will be operating during the
18 months of July and August, it is important to note that we
19 will be placing heavy reliance on volunteer efforts.
20 We want college students, we want parent groups, we want
21 women and men from the community to become involved. Men can
22 become involved in constructive physical facilities. We want
23 men to be in contact with these children because in this
24 economic group about 28 percent of the families have no men in
25 them, and I emphasize this because so often we think of young

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1 children as needing mothers but we don't emphasize the need
2 for father figures, and where they don't exist in a family
3 structure I think we have to find ways and means of building
4 this in.

5 Now one of the toughest problems we are encountering,
6 and it is the one we are working on now with greatest
7 concentration, is getting to those family groups and to those
8 groups in the community that ordinarily don't take advantage
9 of any services, even those services designed for the poor,
10 and here we are trying to innovate. We are trying to get
11 into, for example the 300 poorest counties. We have just
12 compiled a list of 150 consultants who on 24 hours notice will
13 be available to go into communities and fill out application
14 forms and help them identify where professional staff can be
15 contacted if they don't know how to do this for themselves.

16 The Vice President mentioned that we are in a period
17 of creative federalism, and I think what we can do is use our
18 professional skill here centrally and the funds that are
19 available to us to stimulate communities to do the sorts of things
20 for themselves which they hope that they will find it possible
21 to do, which they must find it possible to do, because these
22 are the children that we are going to have to reach.

23 It is no trick to reach middle class children, it
24 is no trick to reach the upper group from the low income
25 category, but to reach the low, low income groups -- this is really

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1 the problem. We know that this is going to take door to door
2 canvassing because the people don't communicate by the
3 conventional means that most of us do and depend largely on
4 mouth to mouth communication, and we hope that it is going
5 to be possible for us to carry this off.

6 We hope that of the 300 poorest counties we are
7 going to have applications from at least two-thirds of those,
8 and as I have indicated, this is the area of concentration
9 in the next two weeks.

10 Now we have an almost impossible timetable in
11 implementation of this program. If this program is to operate
12 in July and August you can readily appreciate we ought to be
13 making announcements of the grants no later than the first
14 week of May so the communities will know they have funds
15 at hand and so they can proceed to recruit staff and develop
16 facilities, and so forth. This means that we need the
17 applications in by April 15, and we have done some rough
18 calculations -- we think we will be processing 150 applications
19 a day at our peak point toward the end of April. But we think
20 we are tooled up to do this.

21 We are not saying this by way of discouraging
22 applications. If any of you can get some of the communities
23 that I have been talking about as being the poorest of the
24 communities to come in with applications, this is the sort
25 of thing we would like to see developed.

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1 Now what has been the progress we have made thus
2 far in the development of the demand for application forms
3 and for requests for programs? About three weeks ago
4 Mr. Shriver sent a letter, or about 40,000 or 50,000 letters
5 to mayors, to Community Action Programs, to health commissioners,
6 to directors of public welfare, to agricultural groups, to
7 state departments of education and agriculture, and to
8 Governors, announcing the program and asking them by return
9 post card to express an indication of their interest.

10 We have now had over 5,000 expressions of interest,
11 and the estimates that Mr. Gilgoff and his computer give us as
12 a consequence of this is that we probably will have between
13 300 and 400 thousand children in care this summer.

14 Now if you stop to think that our most optimistic
15 projections or the most optimistic projections of the
16 planning committees that are engaged in planning talked about
17 100,000 children, I think you have some idea of the way
18 which this program has captured the imagination of community
19 leaders and people throughout the country.

20 There has been great excitement, and to me the most
21 amazing thing -- and I think Dr. Spock will be interested in
22 this -- is that even the toughest old professionals who are
23 cynical about all programs, all new programs, have responded
24 to this with great enthusiasm.

25 We have communicated with all of the national

1 organizations that have something to do with children and
2 youth and asked for them to make their suggestions to us as
3 to how we might implement this program more effectively. The
4 responses have been overwhelmingly enthusiastic and
5 supportive, and many good suggestions have come in from that.

6 Now in addition to this kind of support we have had
7 a very exciting event take place. Mrs. Johnson has agreed
8 to assume the role of Honorary Chairman of an advisory
9 committee for this program, and she took the initiative in
10 calling together 250 women to the White House for a tea --
11 some of the ladies present here were at that tea -- and these
12 women have moved back into their communities prepared to
13 generate a volunteer effort on behalf of this program.

FR 14 This is something we are following through with,
15 and in the next two or three weeks as the applications come
16 in and get processed we will be able to feed back to the
17 community which programs will be in operation so that these
18 women can mobilize volunteer efforts. We hope that all of you
19 in your own ways will stimulate the development of such
20 efforts.

21 Now in the development of any program I think people
22 wonder about what our model is. That is, what in the past
23 has developed in relationship to programs for children that
24 these programs will be simulated. And I think as we move
25 forward -- I have given a great deal of thought to this -- it

1 seems to me that we have to emphasize that this is unique.
2 This is an era in which we look for models, but this model
3 is a new model; and the model is first in terms of the
4 target, the children and families to be served. But also
5 in terms of this creative approach, that no longer are the
6 professional groups or the institutions or agencies permitted
7 to assume a proprietary posture in relationship to their
8 functions; rather, they all have to come together if they are
9 going to be funded for these programs, and put all of their
10 professional and institutional efforts together on behalf of
11 the children and their families.

12 If they can't do that they can't have a program.
13 But we think they can do this, and we think through our
14 stimulation and through the consultation which we think we
15 are in a position to provide that the communities can be
16 helped to realize this kind of integration of services on
17 behalf of these young children which we have not yet seen
18 achieved in this country, because even the middle class
19 nursery school doesn't do this. The middle class children
20 get their health services in other areas, and that is proper
21 because they are getting the health services that the Vice
22 President spoke of. Most of those families can afford it.
23 Most of those families don't need social services that these
24 families in this program will need.

25 So what we are talking about is a new model, really

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1 a child development center. I know Dr. Spock likes the term
2 "child development," and this is really what we are talking
3 about, a child development center on behalf of the child and
4 his family.

5 During the months of the summer's program we hope
6 to learn a lot, and we are mobilizing professional people to
7 help us with the evaluation of research, because in line
8 with the Vice President's comments that we have to be our own
9 critics, that is we have to know whether these programs are
10 really producing what we think they might, we have high
11 expectations, but we also want critical observers.

12 So we are in the process at the present time of
13 mobilizing professional resources through various
14 universities and other institutions around the country to help
15 us in the evaluation of the program this summer. I rather
16 jocularly said to Mr. Shriver last evening really we are
17 talking about a professional peace corps, that is a scientific
18 peace corps, scientific child developers working in this
19 program this summer; and again we are encountering nothing
20 but enthusiasm. The only problem I think is for us to have
21 enough imagination and ingenuity to see how we can put these
22 people to work.

23 I think with that, Mr. Shriver, I would like to stop.
24 If there are any questions--

25 MR. SHRIVER: The Vice President has to leave. The

1 Senate is going into session very soon.

2 VICE PRESIDENT HUMPHREY: I just want to saw how
3 enthusiastic I am about this Project Head Start program. This
4 is just going to capture the hearts of the American people
5 and really do some very good work.

6 Jack Conway was just saying here a while ago ten
7 years from now these will be the youngsters that make the
8 real breakthrough out of this prison of poverty.

9 I want to tell you that every time I come here I
10 just feel like I want to get out and take on the world. It's
11 great.

12 (The Vice President withdrew.)

13 MRS. MC NAMARA: Can I ask Dr. Richmond a question?
14 Having been a little bit involved in Washington in the
15 questions and confusion of trying to get a new program like
16 this started and the coordination of agencies, what do you do
17 with the enthusiastic people who don't know in which
18 direction they need to go or have not structured their
19 proposal correctly and have a rejected proposal? This is going
20 to boomerang a little in terms of rejection. Can we only
21 have enough education so that the proposals mostly will be
22 accepted, because it is very difficult to communicate.

23 DR. RICHMOND: This is a very pertinent question,
24 and we have taken this position: that we probably aren't
25 going to have rejected proposals -- this is different from a

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1 research granting agency program. I have had to change coats
2 here because I sit on many committees that have to do with
3 research grants where you really maintain standards way up
4 here and most of the people are rejected. Here we want
5 people in. And what we hope to do is to provide continuing
6 consultation. We are not here eager and we don't really want
7 to reject.

8 So if communities are having difficulty or if they
9 come in with a proposal that doesn't really meet our standards
10 we are not going to tell them they can't have a program.
11 We are going to consult with them about how they can develop
12 a program and keep this going until we can.

13 Now the time here is of the essence, and we will
14 keep working hard at this, and it is possible that some won't
15 see their way clear to really do this. But I don't think
16 we will be rejecting.

17 MRS. MCNAMARA: I think it would be interesting to
18 the committee to hear from you what you have found so far in
19 terms of the leadership that some communities have taken for
20 this Head Start Program. Some, I am sure, are way out ahead of
21 others in terms of proposal, but sometimes it is sort of like
22 pushing wet mud around. You have to have somebody that is
23 going to take the leadership and with the know-how to coordinate
24 all these agencies.

25 Of course, I am thinking about you know where -- right

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1 here. And some communities are much better organized than
2 others are in community action.

3 MR. SHRIVER: Let me respond to that just a second.
4 In the first place, you don't have to be in a Community
5 Action Program, you understand that.

6 MRS. MCNAMARA: Oh, yes.

7 DR. RICHMOND: One very brief comment. Even where
8 there are Community Action Programs, if agencies want to
9 apply we have suggested they send us a copy of their
10 proposal; so if the community action agency sits on the
11 proposal we will be bouncing back and saying what's happening
12 to this, why isn't it going?

13 This is why I think we really have a vehicle for
14 getting these communities to really integrate their services
15 and get moving, so there can't be any bureaucratic obstacle,
16 or at least we think there can't. We are going to be
17 bouncing right back to them.

18 MRS. RUSSELL: You have asked part of the question.
19 I would like to go a little further. Mrs. McNamara asked
20 how are you going to manage this. You say we are going to
21 consult with people. Who? I am speaking specifically of
22 way out west.

23 MR. KEELER: Or just part way.

24 MRS. RUSSELL: Yes.

25 DR. RICHMOND: First of all, we have people here

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1 on our staff in childhood education, in child welfare and in
2 pediatrics who can provide some consultation. But obviously
3 this isn't enough. So what we have done is on a regional
4 basis develop a list of consultants, and these are people
5 who can go on 24 hours notice and get to the communities.

6 MRS. RUSSELL: And their names are available to whom?

7 DR. RICHMOND: Right now to us centrally, but soon
8 to regional offices.

9 MRS. RUSSELL: I am being very specific because I
10 have run into this.

11 DR. RICHMOND: Within the next few days these names
12 should be available to regional offices. And incidentally,
13 these applications will be written within the next two or
14 three weeks, so you will be getting questions very soon now
15 and very pointed questions, and don't hesitate to call us
16 because we do have, we think, a very able staff prepared to
17 answer questions.

18 DR. MARLAND: I may be able to contribute something
19 here because in Pittsburgh we have been in here about a year
20 and a half with such exciting success that we are heavily
21 married to the idea. But Mrs. McNamara's question is a very
22 relevant one, and to contemplate such a massive thing as this
23 happening within a few weeks, all the resources of an
24 established organization are almost futile; and when I say
25 established organization, such as the school -- it took us a

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1 year, from 1963 to 1964 to get going in a very limited
2 number of schools what we call the pre-primary program,
3 three's and four's. We have involved many, many agencies,
4 including medical. We have our own physicians in the
5 schools, dental hygienists, and so forth, who are not in
6 the voluntary aspect that you applied or the new aspect, but
7 they are still part of your profession. A tremendous
8 job of organization, and particularly the initial identifi-
9 cation of qualifying children so that you have some sort of
10 criteria as to who is an impoverished child.

11 I think what I am implying, too, is whether you do
12 use an established organization, whether it is the school or
13 not, unless it has some know-how about selecting personnel,
14 screening, then you are going to get a lot of wild-eyed
15 and hopeful people who don't know very much about children;
16 even though they may be concerned and motherly, they can
17 do a lot more harm than good.

18 I think your established procedures for personnel
19 selection in any kind of institution, schools or others,
20 should be relied upon very heavily not only for the identifi-
21 cation of manpower to staff the program, but for training that
22 manpower on a crash basis, if it is to happen this summer.

23 We are now engaged in this with the collaboration of
24 Carnegie Tech to train 40 people for this program who already
25 have a Bachelor's degree. These are the dimensions that you

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1 confronting, and they are very large dimensions. And I think
2 all I am doing is reinforcing the anxiety and concern that
3 Mrs. McNamara shows; unless you have some kind of ongoing
4 institution this can become a problem.

5 And all of this leads up to my question, which is
6 this. Well, I reported that we had extremely satisfying
7 results over the period of a year where teachers report to
8 me they can't believe the change that has occurred in
9 children. Are we not also hoping that the eight weeks program
10 this summer will merely be a trigger to start a continuation
11 of this through OEO into the school system or such other
12 institution as this will sponsor, so this merely whets the
13 appetite to continue. Eight weeks isn't going to accomplish
14 very much from the deep poverty we are talking about.

15 MR. SHRIVER: The answer is yes. The President has
16 authorized us fifty million dollars to run this on a full
17 year basis.

18 DR. MARLAND: So we assume the eight weeks is a
19 beginning--

20 MR. SHRIVER: The purpose of the eight weeks was
21 to get a grip on the problem in an identifiable practical
22 way which people would understand in order to get started
23 intelligently.

24 DR. MARLAND: Where you have space, incidentally?

25 MR. CONWAY: At the time you have space and you can

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1 draw on the talent you are talking about here in the summer
2 period.

3 DR. RICHMOND: I think one thing you will find in
4 connection with your question that was written into this
5 booklet on Head Start is that we are encouraging communities
6 to do what we are calling follow through on the Head Start
7 children. In other words, we can apply for funds with which
8 to do special program for these children so we don't get a
9 decrement in the gains that have been achieved. See, for
10 those of us who are professional, we can make certain gains
11 but there can be a drop-up very quickly if one doesn't main-
12 tain these gains through special programs and approaches.

FR 13 So we are saying to communities that if you do
14 Head Start we certainly will welcome some follow through
15 on these children. And of course there is the more long
16 range program that you are already into year round.
17 Certainly many communities have already taken advantage of
18 this.

19 Now in connection with your earlier comments, it is
20 interesting that certainly the larger scale requests or
21 expressions of interest come from school systems. These are
22 the groups that are geared up to really do the large scale
23 programs. And in our 300 poorest counties we have already
24 had expressions of interest from 162 counties, and those are
25 almost universally from school superintendents, because

1 they do have the know-how and they realize the significance
2 perhaps in a more sophisticated way than some other groups in
3 the community.

4 So these are more major points of contact, but they
5 are not the exclusive agencies which have the opportunity
6 to run these programs. If other groups can show potentialities
7 for doing this certainly they are eligible.

8 Now because I wanted to keep my remarks brief I
9 didn't say anything about training. But we do have a training
10 program for teachers who will be running these programs during
11 the course of this summer.

12 Incidentally, we have set up a ratio of one teacher
13 for every 15 children, with three or four additional adults as
14 her assistants, and we think we will need that many.

15 Now we met on Monday of this week with representatives
16 of 67 universities that run centers for continuing education
17 on their campuses and who are prepared on a rather crash
18 basis to run a training program. So that during the month
19 of June, some time during the month of June, depending
20 on the locality and when schools let out in those areas --
21 because we will be using the school teachers from the school
22 systems -- we will be running a ten day to two weeks
23 intensive program. It is not enough, but it is the best we
24 will be able to do. We are going to insist that even teachers
25 who have had training in early childhood education go through

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1 this because again of the uniqueness of the approaches with
2 children with these backgrounds.

3 We may be dealing with somewhere between three and
4 nine thousand teachers who need such training, but we think
5 we have the apparatus already set up to achieve this.

6 DR. SPOCK: Training on the job and also in advance
7 of.

8 DR. RICHMOND: Yes.

9 DR. MARLAND: We are providing what we think is ab-
10 solutely a minimum of 15 hours on the job, which underscores
11 your statement.

12 MR. SHRIVER: How many hours a day?

13 DR. MARLAND: In our case four hours a day training,
14 two hours on the job.

15 DR. RICHMOND: I should mention we have had a group
16 of leading people in the field of early childhood education
17 meeting with us about more long range projections of
18 expanding training programs in the field of early childhood
19 education.

20 This is a digression, but I think it is one that
21 is not irrelevant. You see, many people going into the
22 field of teaching have not thought of early childhood
23 education as a career because this has not been in the realm
24 of public program. It has been predominantly in the co-op
25 nursery school movement in recent years with some agencies

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1 running programs like this. So that large numbers of young
2 people have not thought of this as a career.

3 What we are doing with the development of these
4 programs is generating a tremendous demand; in trying to
5 anticipate this demand for early childhood education
6 training we have called in these people to lay pains for the
7 expansion of the programs, and also for an emphasis on
8 children from poor families. And again these plans are in the
9 hopper and we have pushed them to do some novel things.

10 For example, they are talking about taking people
11 who have been educated as teachers or who have college
12 degrees in other areas, have a three month intensive period
13 in the summer and then supervision on the job during the year,
14 you see. So that they could get their credit and be
15 accredited for teaching in the field of early childhood
16 education.

17 DR. MARLAND: What you are doing is another good
18 sideline to this. You are opening up a whole new field of
19 work, and this is important, and you are also opening up
20 a whole new field of resources to the schools. These are
21 people who might not have chosen conventional teaching.
22 These are a different market drawn into education. So it is
23 helping us two ways, and it is all to the good. And even
24 though you have to hurry this year to get off I would think
25 that the nation would go into it much more deliberately in

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1 the years that follow as we begin to soberly train people for
2 the pre-primary program. A whole new field; as Dr. Richmond
3 said, there just aren't any people in it. There wasn't a
4 need for it.

5 MR. SHRIVER: I would like to underscore what Dr.
6 Richmond said about these being child development centers
7 rather than schools, because I think that what the educators
8 have found out, and certainly the pediatricians and
9 psychologists have found out, that getting a kid ready for
10 school as such is only getting a part of him ready -- that
11 is his brain. But in order to get him ready, which is
12 what you are trying to go -- is get him ready for life, of
13 which school is a part, and that means his culture, his
14 background, his teeth, his nutrition, his attitudes and
15 everything else, and you are really dealing with the whole
16 child. So the phrase "child development center" is a lot
17 closer to what we are talking about than the older phrases
18 "pre-school or nursery school," and in doing this -- Governor
19 Brenner was here at one of our meetings. He pointed out
20 what he thought was an extremely significant point, was
21 this -- he said in Russia, for example, it has been customary
22 to take children and give them early preparation, let's say
23 before the age of 6, but that there, as a result of his
24 research anyhow, that they had been pointed toward the
25 collectivity, as he phrased it; whereas here in this program

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1 what we are trying to do is strengthen the families so that
2 they can take the proper burden that they should be carrying
3 on behalf of their own children.

4 Now this kid that we deal with this summer therefore
5 becomes a lever, not just for the development of that
6 child, but simultaneously for the development of the family, and
7 as you develop the family we hope there is some fallout
8 on the other children in the family, so that the parents
9 by learning about how to take care of this kid start taking
10 care of the three year old or the one year old at home or
11 the nine year old at home a lot better than they did before.

12 So this is really a social endeavor rather than
13 exclusively an educational endeavor or health endeavor.

FR 14 DR. MARLAND: We in the schools, Mr. Shriver, wouldn't
15 accept the distinction.

16 MR. SHRIVER: I understand, but I think the dis-
17 tinction is important to make.

18 DR. MARLAND: Many people misunderstand the word
19 "school", but we who are in the business wouldn't acknowledge
20 the distinction.

21 MR. SHRIVER: Well, George Brain does acknowledge
22 the distinction, and I think it is important that the
23 distinction be drawn because otherwise you get to the point
24 where school is everything beginning with the prenatal
25 care of the mother and going through to the obsequies for

1 the deceased.

2 Now all of these things I appreciate do involve
3 education in the broadest sense of the word education. But
4 at least up until now I don't think most people have thought
5 of pediatric care of a child as an integrated part of a
6 school.

7 DR. MARLAND: They are behind the times.

8 MR. SHRIVER: Well, George Brain is one of the,
9 unfortunately.

10 DR. MARLAND: George is reflecting a popular attitude,
11 I am sure, but I know he would be concerned with the physical,
12 mental health of the children in his kindergartens and all
13 the way through the school as a very high concern of education.

FR 14 MR. SHRIVER: Well, I am not contesting that. I
15 agree that that is true. But what I am saying is that
16 heretofore, at any rate, a child development center or school
17 has not had the jurisdiction over the religious training,
18 for example, of a child. Some people think the religious
19 training of children has nothing to do with development.
20 Heretofore we have not considered that, although I suppose
21 some day we might consider that as being an essential function
22 of a school.

23 Heretofore people have not thought of the prenatal
24 clinic as an integrated part of the school, although I think
25 there are people--I have met them -- who think that all the

1 prenatal clinics and the public health nurses ought to be at
2 the basement of the school and operate out of a school.
3 I happen to believe that that probably is nothing that is
4 going to happen this summer, and that this is something
5 distinct from a traditional school arrangement that Dr.
6 Richmond is running here, and I think it is important for the
7 understanding of what we are attempting to do to make that
8 point as clearly as I can.

9 DR. SPOCK: I know there have been various studies
10 showing cultivation of interest in school sectors by going
11 more than half way to the child and getting the child before
12 the school years. Are there any pilot studies that give you
13 confidence that eight weeks in the summer will make a
14 measurable dent? I am not against the program, but I wonder
15 if you have got anything that you can base your hopes on.

16 DR. RICHMOND: Well, not on eight weeks, Ben. But
17 certainly I would say in a program that involves the complex
18 of services, I would feel if we accomplished the health
19 aspects certainly -- and I think this certainly we ought to
20 be able to accomplish -- this would be a very significant
21 contribution. If we get families availing themselves of
22 social services where they need them and which will make for
23 a more effective family unit this would be desirable.

24 Now certainly we know from the studies of Hess and
25 Strodbeck, Incheit and Deutsch and others in New York, and

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1 some of our own studies, that we can accomplish short term
2 gains. Again this goes back to the fact whether we can
3 retain these gains. I am thinking particularly in terms
4 of vocabulary, in terms of articulation, insofar as
5 distinctness of speech is concerned, and even in terms of
6 complexity of thinking and richness of thinking.

7 But one of the reason why we need to do some
8 evaluation is, first of all, to define just how much gain
9 we can gain in these varied programs, and if we achieve gains
10 whether these gains can be retained. I don't think we can
11 take a definitive point of view on that.

12 MRS. OLIVAREZ: May I add to that, in Texas we
13 are having trouble with children with Spanish language
14 background. They were repeating the first grade two or
15 three years. We had a six week course during the summer that
16 gave them just conversational English, no reading, no
17 writing, but it was a two hour session in the morning and one
18 in the afternoon that gave them nothing but the practice of
19 English. We went back and evaluated the program -- they had
20 been doing it for the last ten years -- and found it very
21 definitely had made a difference because one group we had
22 three years ago only one remained in the first grade for two
23 years. So even an eight week course, I definitely think
24 they would be helped.

25 MR. KEELER: Dr. Richmond, could I ask a question?

1 On the 300 counties you spoke of, have those been mapped?
2 Do we have available -- for instance, I just looked through
3 this and I didn't find necessarily any locations. Will
4 that be made available to this group?

5 DR. RICHMOND: It can be. Mr. Gilgoff has this map
6 somewhere.

7 MR. GILGOFF: I have a copy of the map right here for
8 the presentation that we will be talking about very shortly.
9 But as far as sending those is concerned, the Bureau of
10 Census does have one that they will be publishing in about
11 two or three weeks.

12 MR. KEELER: All right, the second question: I
13 have always run into this on almost any government program
14 that comes out. I believe the Act covers it. There will be
15 coordination, but so many times in the past almost any
16 program that was available to every other American, why,
17 the people would always say -- if it was a veterans program
18 or housing program or something else, they would say "the
19 Indians -- now the Bureau of Indian Affairs handles those
20 matters." And my question to you, are you working with the
21 Bureau of Indian Affairs?

22 DR. RICHMOND: Yes. Yes, we are, and again what
23 we need to do is to generate the demand in the communities.
24 Now there are some programs that are operating. I can't tell
25 you precisely where.

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1 MR. KEELER: I know of some that are operating,
2 but I don't know that they are tied in with this.

3 DR. RICHMOND: We have had some inquiries. But
4 we would like more. I was out in Phoenix quite recently, and
5 I know there is tremendous need for this kind of program.
6 There is malnutrition there in a way that we don't see it on
7 the eastern seaboard. Certainly if we can get those children
8 in we could do something about their nutrition.

9 MR. KEELER: When you just stop short, you can stop
10 in Oklahoma and see the same thing, parts of Arkansas and see
11 the same thing.

12 DR. RICHMOND: I lived in Oklahoma for a while.

FR 13 MR. SHRIVER: Mr. Keeler, with respect to our work
14 with the Bureau of Indian Affairs, I think you would like to
15 know that we work directly with Indian tribal councils and
16 Indian reservations without regard -- I shouldn't say without
17 record -- we work directly with them, and we keep the Bureau
18 of Indian Affairs informed about what we are doing and they
19 help us. But we are able to deal directly with the tribal
20 councils without going through the Bureau of Indian Affairs.

21 Now we have already made -- would you say 20
22 grants directly to tribal councils?

23 MR. BROWN: Twenty grants, and here are the news
24 releases to the twenty different Indian reservations.

25 MR. SHRIVER: Those are direct grants directly to

1 to Indian reservations where Indians want to do for Indians
2 without regard to what the Bureau of Indian Affairs says they
3 ought to do.

4 I want to make that very clear because that has
5 never happened before. That is another one of these little
6 breakthroughs that has happened, but nobody talks about it
7 very much because it may unnecessarily upset people.

8 But with respect to Head Start, for example, an
9 Indian tribal council in Oklahoma can apply directly to
10 Julius Richmond and undertake a Head Start Program on its
11 reservation on their own initiative, run by Indians for
12 Indians.

13 MR. KEELER: Fine.

FR 14 MR. SHRIVER: And these things are going -- am I
15 right -- to the tribal council.

16 MR. BROWN: Yes, these were announced several weeks
17 ago. That booklet has been mailed over the weekend.

18 MR. SHRIVER: To Indians.

19 MR. BROWN: Yes.

20 MRS. OLIVAREZ: There was an Indian education
21 conference last week, and this was thoroughly discussed.

22 MR. RANDOLPH: Dr. Richmond, how do you reach a
23 language problem of a youngster which is aggravated by the
24 illiteracy of the people in the family, the heads of the
25 family? Now you have got some families that are completely

1 illiterate and these youngsters who themselves express lack
2 of language flexibility, and so forth, abstract understanding,
3 get not only no help from the families of which they are a
4 part, but these problems are aggravated because they listen
5 to the language system in the family which is bad.

6 DR. RICHMOND: You are putting your finger on a very
7 difficult problem. It is one that I personally have been
8 working with in my own research back in Syracuse. We have
9 been working with even younger children than the group
10 proposed for Head Start, that is starting the first year of
11 life, and working at this is a rather laborious task. Our
12 conventional teaching approaches don't begin to deal with
13 this problem, and what one generally has to do is start
14 with very simple approaches and start with vocabulary con-
15 struction in ways that we have never really conceived of it for
16 these young children.

17 Now what we tried to do is to develop a "curriculum"
18 in this area, and other groups are trying this, too. That
19 is trying to make interesting the acquisition of language
20 skills, great emphasis on clearness and distinctness of
21 speech in the program, and a great emphasis on descriptive
22 materials.

23 I wish I had brought some of the booklets up that
24 we have developed in terms of how children can learn
25 parts of the body and how they can learn about transportation,

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1 and in our program we are actually concentrating on these
2 for periods of time.

3 Now these are some approaches. Again when I
4 indicated that we are going to learn something from these
5 programs, I hope we will learn something more about how to
6 deal with children from these population groups you see
7 who have the problems that you describe. Those of us who
8 are professionals in the field have some notions about this,
9 but I don't think we know enough. We hope to be able to learn
10 more.

11 Now again, another dimension of this program is
12 work with parents, and we hope that we can help parents.

13 MR. RANDOLPH: That is a part of the program?

14 DR. RICHMOND: Oh, yes. This must be a component,
15 and we hope that parents can reinforce what we do during the
16 day with the children.

17 Sometimes we have inappropriate conceptions about
18 what these children learn -- language, for example. For
19 example, there is the notion that some people have, which
20 seems like a common sense notion, that if parents don't
21 speak distinctly, if the TV is on they can learn something
22 from the TV. This can be a double-edged thing because what
23 some workers in the field have found is if the noise levels
24 are high and there is continuous input, and going in the slum
25 housing we think extremely high noise level -- people are

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1 shouting, radios and TV's are going and the walls aren't
2 soundproof, and so forth -- we encounter a sort of interesting
3 situation that children seem to tune everything out and become
4 a refractor, and this, too, interferes with language.

5 If we can work with parents in terms of creating more
6 optimal environmental situations, even if their language
7 input isn't so good they may at least minimize the problems we
8 have in dealing with the child when we have him during the
9 day.

10 In some of the programs for children in the first
11 and second grades in New York City schools they find this, that
12 the children have just learned to tune everything out, so
13 when the teacher tries to put something in in terms of good
14 and distinct speech the children aren't listening to that
15 either.

16 It is a long term condition process and we don't have
17 an easy answer. We are using a variety of approaches.

18 DR. MARLAND: Along this line another small
19 illustration, I think the most important person in our
20 prototype study was the story teller. Not a certificated,
21 licensed teacher, no teacher's training, but a genius at
22 telling stories, and she has become our solution, our major
23 recourse in the solution of the language problem -- far more
24 effective than the speech therapists who go around giving
25 speech therapy. This lady -- and you have to find this kind

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1 of strange and wonderful person because they don't just
2 happen, nor are they trained. But the story teller in our
3 judgment has had more to do with language improvement than
4 anything else. And this gets back to this business of tuning
5 out, and they do indeed, but when they are excited about the
6 story they are tuned in.

7 MR. CONWAY: Sam Gompers was a story teller. He
8 started out as a reader, and just on this question trying to get
9 immigrant workers to learn the language.

10 MR. SHIRVER: That was his objective?

11 MR. CONWAY: That was his function when he started
12 out prior to being president of the Cigarmakers Union and
13 eventually the AFL. While the cigarmakers were working in the
14 factory they had as a part of their working conditions a
15 reader, and he was the reader, and he read to the workers and
16 communicated with them and got them familiar with the
17 language, and so forth, as they were working.

18 MR. SHRIVER: Why not do that with the parents of
19 these kids that ¹⁴r. Randolph is talking about? Why shouldn't
20 we have that? Are any of these people working or are most
21 of them not working?

22 MR. RANDOLPH: They are mostly working, yes.

23 MR. SHRIVER: Where would they work, in a laundry
24 or some--

25 MR. RANDOLPH: In private homes, in the laundries,

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1 and so forth.

2 MR. SHRIVER: Why don't we look into this -- Bookie,
3 would you look into this and see whether we could start a
4 program like this thing that he is talking about of Gompers
5 with the unions wherever they work. You mean in a commercial
6 laundry they might be working?

7 MR. RANDOLPH: Yes.

8 MR. SHRIVER: We could put in on Musak, for
9 example.

10 MR. RANDOLPH: Many of these parents are quite will-
11 ing to come in in the evening.

12 MR. CONWAY: Mr. Marland's point, though, is that
13 individual, that contact between that person and the people
14 is the thing that is the most important.

15 MR. SHRIVER: You mean it couldn't be done unless
16 the guy--

17 DR. MARLAND: Many of these mothers are hard to get
18 at during the day.

19 The system we have established, which apparently
20 they have accepted without much quibbling, is that two nights
21 a week two hours, if their child has been enrolled in the
22 program, and even if they are eager to have the children
23 in it, we want two nights with you. We will go to your
24 neighborhood, maybe have somebody's basement room or the YMCA
25 or a church cellar in the neighborhood, so they don't have to

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1 go far from home. But give us eight or ten mothers and we
2 will send somebody there to work with them, rather than
3 try to reach them on the job, because many of them are
4 individually located and they couldn't be reached during the
5 conventional work day nor could they give up their job to do
6 that, but they will come to us at night.

7 MR. SHRIVER: What I was trying to talk about
8 was the mothers and fathers of these people where they are
9 getting adverse circumstances, and if they are working in a
10 plant where a hell of a lot of these places have music piped
11 in, why not have something piped in that teaches them
12 something?

13 MRS. RUSSELL: I am thinking of television programs
14 that aren't tuned down in the homes that have some
15 information about this type of thing.

16 The other think I am thinking about is the
17 tremendous impact that Dr. Spock's early books had on us as
18 we were raising our children. Are there any books that can
19 be used, can be sent to the people who don't read as well
20 but who might find this extremely interesting, as we did?

21 MR. SHRIVER: Spock For Beginners.

22 MRS. RUSSELL: Yes, Spock For Beginners. We used
23 to burn the bottles while we talked about Dr. Spock's books.

24 DR. SPOCK: There is fifty percent of the population
25 that doesn't read anything.

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1 MRS. RUSSEL: Can't you write something that
2 doesn't have to be read?

3 (Laughter.)

4 MR. SHRIVER: That's our problem.

5 MRS. RUSSELL: Then I have one more thing. The
6 most fascinating and rewarding program I have ever seen with
7 pre-school children was carried on by a retired ballerina
8 of 87 who danced for and with the children, at the same time
9 telling stories of her life and the things that she actually
10 did. This was just a fantastic opportunity for the youngster.
11 She was able to reach them, of course, and they could under-
12 stand what she was doing and what she had done. This was
13 extremely good.

FR 14 MRS. MCNAMARA: Dr. Richmond, can I give a
15 suggestion, a resource for the storytelling idea? Several
16 years ago in Michigan the University of Michigan School of
17 Education in one class which I had a child in took the
18 children out of school for eight weeks and they made a movie
19 about storytelling, and that is the first time I have ever
20 had a use for this film which I bought. I wonder if you
21 would like to have it used in a training program perhaps this
22 summer. I would be very happy to have it used. If they
23 needed another copy they could make one. But it is a research
24 project on storytelling, and it is delightfully done in color
25 with the youngsters' faces and reactions to the storytelling,

1 and it might be some kind of help and aid to the training
2 program.

3 DR. RICHMOND: Well, we certainly could use something
4 like this in training. As a matter of fact, we have been
5 talking with Dr. Benton of the Encyclopedia Britanica about
6 the films, so we do welcome these kinds of suggestions.

7 I might add in connection with written materials
8 we are in the process and we practically have available now
9 a bibliography of materials for children as well as for
10 parents, and if you have suggestions we would be glad to have
11 them. But this is a fairly systematic review of the field,
12 so I think you will probably encounter most of the suggestions
13 you are inclined to make, but don't let that inhibit you. We
14 will be getting out these kinds of bibliographies.

15 DR. SPOCK: I would agree in dealing with these
16 families where there is relatively poor educational background
17 and where the children are not going to be ready for school
18 it is extremely important to really involve the parents not
19 only so they can carry over some of the work into the home,
20 but I think even more important, so these parents will have a
21 friendly feeling about school so as they send their children
22 to school it won't be like sending them to jail every
23 day, which I think in a lot of uneducated people's minds school
24 is simply something you have to put up with -- the authorities,
25 and you don't like them and you fear them, but you have to go.

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1 And when you come to the program in parent education it is
2 extremely important that it is really making the parents feel
3 comfortable in a school setting or a setting of something
4 like school.

5 In nursery school it was found that what made the
6 parents change the handling of the children was their
7 identification gradually with the teachers, and the teachers
8 were extremely kindly, friendly people, and this is what
9 changed the children -- was that the parents, without having
10 any awareness that they picked up new ideas, were really
11 picking them up, sopping them up, from a feeling they like
12 the teachers. And I think it is terribly hard when you talk
13 about parent education not to create the idea in a lot of
14 people's minds that this is teaching parents how to be good
15 parents, and I think it is important to have cozy people,
16 comfortable people, and people that are not too different
17 from the parents to receive them in these places -- social
18 workers and other people might be talking about styles or
19 gossiping about other things when they come to the school --
20 that this is more important for the parents to feel that they
21 are welcome and people there are not too different from
22 themselves.

23 DR. RICHMOND: This is a very important point, Ben,
24 and I think we found it has a considerable effect on whether
25 or not the parents and the children would learn from the

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1 experience, and if you can't get over that hurdle -- I have
2 thought of a lot of psychological terms to try to use for
3 this, but I come back to a very simple Anglo-Saxon formulation,
4 and it is a matter of self-respect. That is if we can
5 genuinely respect them as they come to our programs and do
6 this not alone in words, but in actions, they get a feel
7 out of this, they develop a much more favorable concept of
8 themselves, and it has been found in some studies now that
9 whether or not the children learn in these program is really
10 more related to whether they develop a more favorable image
11 of themselves than any other factor probably. It isn't
12 the -- teaching the vocabulary and all these things are
13 important -- it is the general impact of the program,
14 whether they really develop more self-esteem, that enables
15 them to profit from the more intellectual tasks that are put
16 before them.

17 MRS. OLIVAREZ: I don't know who all would agree
18 with me, but I would visualize a volunteer doing this on a
19 year round basis, because he will be there all year long
20 living there and he can have a terrific influence on the
21 parents, after the eight weeks are over he continues to be
22 there and play a role.

23 DR. RICHMOND: We have had conversations along this
24 line. It is something we are very interested in seeing
25 develop.

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1 DR. MARLAND: You also have to allow for the fact
2 that these parents -- and most often singular, the mother --
3 have become very, very accustomed to interviews, to visits,
4 to being questions as to this or that social purpose. They
5 have almost learned how to give the right answers simply
6 because they expect people want them to give that answer.

7 Therefore they are not as naive to this business of
8 receiving attention as you might assume because any city that
9 has had any kind of problem of this kind has had ongoing
10 things of one kind or another, and you have to correct
11 that. That in itself has established a negative position
12 from which to start, "this is somebody around that is going
13 to have another interrogation with them and I will start
14 giving the right answers and get rid of her," and that's the
15 end of that.

16 Well, all of this has to be overcome.

17 MR. SHRIVER: Julius, you know, suddenly I realized
18 I don't think I have heard you say anything about the physical
19 education in these summer places. Let's say you are in a
20 school and the school has got a swimming pool in it. I don't
21 mean that that is an average school, but there are a reasonable
22 number of schools with swimming pools; or if you had the
23 choice of using a school with or without the use of the swimming
24 pool, what about the physical education of these kids?

25 DR. RICHMOND: I think what we would like to do is

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1 develop the broadest program of physical care and health,
2 and this certainly would include physical and recreational
3 programs. And again in the pamphlet you will see a good deal
4 on this. This starts, of course, with the evaluation of
5 the child and follow through. I didn't dwell on this either.

6 It is not enough as we get these applications back in
7 for a community to say that they are going to refer the children
8 who have this, that or the other physical defect. We want
9 to know how they propose to get it taken care of, because
10 we know that referrals can mean inordinate waits at this,
11 that or the other clinic, and this we don't want to have
12 happen to these children.

13 Again we want to use this as a stimulus for getting
14 better medical care and more prompt medical care. We would
15 like to have it donw before the children get into school.

16 Now in terms of physical education facilities,
17 certainly we would hope that these children would have oppor-
18 tunities to utilize their bodies and better integrate in more
19 meaningful ways, and again many of these children have not
20 had the kinds of toys and athletic experiences that more
21 advantaged children have. So that swimming pools, and
22 certainly the example of the dancer -- we have had wonderful
23 experiences with this in terms of rhyhmic and musical kinds
24 of experiences for these children. But then in addition
25 we want to get them out in other experiences in the community

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1 that are recreation -- visits to the zoos and to parks, and
2 so forth -- so they really gain a much broader perception
3 of what their community is like.

4 DR. MARLAND: One way you will find quite simple in
5 introducing this male figure in the lives of these children
6 which is now so often absent is in the physical education part
7 of this, and I think particularly of the swimming pool where
8 we have maximized the use of young men in high school, high
9 school graduates, fine swimmers, who are working with these
10 boys and girls in the very intimate setting of a swimming
11 pool which exaggerates or emphasizes, if you will, the
12 maleness of this man who is in their lives for the first time.

13 DR. RICHMOND: A very good point. I would just
14 like to make the emphasis that I made earlier more pointed,
15 and that is the role of males in these programs.

16 DR. MARLAND: You are not going to get them likely
17 in the classrooms. We hope so, but therefore you offset that
18 with the physical education side.

19 DR. RICHMOND: Right. Two of my own sons have
20 participated in a community agency program in just this way --
21 that is running recreational programs -- and they have gotten
22 a great deal of gratification out of it and they have also
23 learned a great deal.

24 So I know they can find useful functions in these
25 kinds of programs, and I have a great conviction if we are

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1 really going to supplement what these families have in a
2 meaningful way, if roughly a third of them don't have male
3 figures, that we are going to have to innovate in a way we
4 never have in the past in terms of bringing male figures
5 in relationship to these younger children so they can see both
6 sexes' functions in adequate roles.

7 MR. SHRIVER: Mr. Randolph, how can we get all the
8 college graduates of Tennessee A&I and Lincoln and the rest
9 of them going to work together this summer along with others
10 as volunteers in these swimming pools and other pools?

11 MR. RANDOLPH: I think many of them would be inclined
12 to serve.

13 MR. SHRIVER: How would you suggest we get them?

14 MR. RANDOLPH: You would have to have someone visit
15 the schools and tell them the story about the program as set
16 forth by Dr. Richmond.

17 MR. BOOKBINDER: Do they have good alumni associations?

18 MR. RANDOLPH: Yes, they all have alumni associations.

19 MR. SHRIVER: Sam, you have that thing going with
20 Tennessee A&I. What would it be to have a hundred of these
21 institutions lined up for some kind of national meeting?
22 Do we have alumni secretaries, do we bring them all in--

23 MR. RANDOLPH: Yes.

24 MR. SHRIVER: Why don't we set up a meeting, Bookie,
25 and bring in all of them.

1 DR. MARLAND: Don't overlook the fact, Mr. Shriver,
2 that many of us are well equipped locally where we want to
3 give first priority to, and we don't want to be embarrassed
4 to say we have more than we want to use right now, send them
5 out in the country.

6 MR. SHRIVER: I don't get that.

7 DR. MARLAND: I mean we have problems to solve
8 locally and we have the unemployed manpower with which to
9 solve them, at least in our case we do. We have many young
10 men, qualified Red Cross lifesaving young men, whom we don't
11 have enough spaces for yet, and it would be wrong for us to
12 gather through an alumni association a hundred more and say
13 ten of you are going to Pittsburgh.

FR 14 MR. SHRIVER: Oh, that wasn't my idea. What I was
15 talking about is let's say there is a college near
16 Pittsburgh -- I don't happen to think of one offhand that would
17 fall into this group. There isn't a Negro university or
18 traditional Negro university--

19 MR. YETTE: Lincoln.

20 MR. SHRIVER: How far from Pittsburgh is it?

21 MR. YETTE: Three hours and a half.

22 MR. SHRIVER: But what I am trying to do is if we
23 could get these fellows to say they would go down this summer
24 just the way we are asking women to volunteer -- that these
25 men would go to provide what Julius was talking about, the

1 father figure in this program. They would offer themselves
2 as candidates just like your Red Cross people, but they would
3 have to be Pittsburgh people. I didn't mean to imply that
4 we were going to get people from Tuskegee to come up to
5 work in Pittsburgh.

6 DR. MARLAND: I think we probably already have more
7 than we need in Pittsburgh.

8 MR. SHRIVER: Well, that is Pittsburgh, but we don't
9 have enough in Chicago.

10 MR. CONWAY: In this program, just like everything
11 we do, we are going to have great trouble reaching out into
12 the rural areas of the country where you don't have the
13 resources and leadership to put these programs together. We
14 have to make a special effort to reach into the thinly
15 populated counties, the rural areas, the nonrural little
16 towns, and so on, where this program would be only half
17 successful -- because fifty percent of the people who are
18 living in poverty in this nation are living in these rural
19 areas.

20 MRS. RUSSELL: Are these volunteers, these young men
21 that you are thinking of, going to be remunerated in any way?

22 MR. SHRIVER: Well, it depends on whether they have
23 to be.

24 MRS. RUSSELL: I was going to say a good many of
25 them want summer jobs.

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1 MR. SHRIVER: Yes, we have two groups, the profess-
2 ional staff and the volunteers in here.

3 MRS. RUSSELL: As far as volunteer staff, you have a
4 real good group of men in the recent retirees, believe me,
5 and if you talk about -- perhaps they can't teach swimming, but
6 they can teach carpentry and plumbing and this kind of thing.
7 This is effective with young children. This is a real group,
8 and this group will work as volunteers.

9 MR. SHRIVER: Well, I am sure we could take up a
10 lot more time on this Project Head Start. It is extremely
11 interesting, as I think your conversation has indicated.

12 I would like, however, before lunch time to have a
13 quick rundown from Leon Gilgoff on this new delineation of
14 the term "poverty." So Leon, why don't you make a presentation
15 with the proper caveats as to its utilization, please?

16 MR. GILGOFF: About a year and a fraction ago the
17 Council of Economic Advisors did come up with an appreciation
18 of the problem of poverty. They made no efforts really to
19 come up with a definition except to identify that a need exist-
20 ed, a need that had to be corrected. They did use \$3,000,
21 which has become very popular across the nation, as a line
22 which in some way measured poverty on an income basis.
23 The comparable for single unrelated individuals was \$1500.
24 I think this has caught on throughout the nation.

25 However, for planning purposes all that did was in

1 effect say there is a problem. It didn't give you really a
2 basis for action except in embarking on broad programs. It
3 didn't give you a basis for evaluation. It didn't give you
4 a basis for measurement of progress.

5 So in terms of doing any kind of research in
6 planning the program job or evaluating our progress we have a
7 necessity to further refine and continue to refine the
8 definition, with the caveat that any definition that we ever
9 develop is simply another generation definition or an advance
10 into the state of the art.

11 I would like to talk about one that we are going
12 to use in our planning purposes for the next quantum jump
13 into the unknown, for example, in this program.

FR 14 We are recognizing that the Council of Economic
15 Advisors' standard based on \$3,000 wasn't sophisticated in
16 terms of numbers of people in a family, for example. Now
17 if we just simply sophisticated for that purpose only in
18 terms of varying the range of numbers of people we get quite
19 a different mix in terms of the population in the poor.

20 For example, another element, suppose we alter the
21 income for farm families versus nonfarm families, giving
22 some recognition to the fact that there is a difference in
23 food consumption needs or production needs and some difference
24 in housing. With this kind of definition -- and this was
25 done by the Social Security Administration, and this again

1 points up the point that the Vice President made earlier
2 today, that this is not necessarily one office's operation.
3 This is a total governmental operation. We are using and
4 leaning very heavily on the research performed by the
5 Department of HEW, Social Security Administration, where they
6 sophisticated the original definition and tossed into it the
7 distinction between farm and nonfarm and tossed into it
8 distinctions in terms of size of family, and based their
9 income criteria on a published food plan.

10 There is yet some reservation, I am sure, in
11 everyone's mind about whether that food plan is adequate, but
12 we will talk about that in a moment.

13 Now according to that standard, the Council of
14 Economic Advisors' standard measured that way, would have
15 been 33.4 million people in poverty. As you recall, the
16 Council somewhere in their report estimated there was anywhere
17 between 30 and 35 million people some two years ago, so
18 this is right within their own feel for it.

19 These, however, are 1963 numbers, and they were
20 using 1959 numbers. So we are giving you some basis for
21 comparison of the existing definition, if you will.

22 The current index would say that there are 34.6
23 million people poor, and the real change is not one in terms
24 of number increases because basically those two numbers are
25 substantially the same. The real change is, as you would

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1 expect, that poverty index now which does recognize
2 differences in size of families. There will be a significant
3 increase in numbers of children in poverty.

4 For example, if a family of seven people were
5 measured under a \$3,000 index we would be leaving out any
6 family who was fortunate or unfortunate enough to make
7 \$3100 and have seven children and certainly not have a living
8 income. This does not -- this moves in relation to the
9 number and size of families.

10 The nonpoor, to give you an idea of the relationship
11 to the total, is 152.6, using 1963 figures. The total
12 population then is 187.2. And we think that if we are going
13 to talk about a poverty index -- and Dr. Marland recommended
14 that we get on one of these quickly in the previous meeting --
15 we feel that part of the poverty index ought to be a
16 recognition of income deficits, not simply moving people above
17 and below a certain prescribed line.

18 The income deficit under the new definition is
19 11.5 billion. This is not an M, it is a B -- 11.5 billion,
20 which says in effect if we were to add 11.5 billion to the
21 incomes of these people we would have lifted them all to
22 a level above the current poverty line.

23 So we can say that we can talk in terms of a very
24 gross index, and the country has become quite accustomed
25 to thinking in terms of 20 percent -- this proves out that

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1 number.

2 We think maybe this can be a relatively unsophisti-
3 cated index available almost immediately -- available now,
4 as a matter of fact. We think that we might want to do
5 some marrying on a weight basis of income deficit so that
6 we don't simply talk about numbers of people moving above
7 and below a line, but shadings and gradations of this, and
8 we may be able to come up with an index that will be
9 meaningful.

10 Now this new index and this new definition has this
11 kind of range. If you will notice, the taking of the point
12 of the family that compares most favorably with the index and
13 definition of the Council of Economic Advisors two years ago --
14 they were talking about a family of four, two adults, two
15 children under 18. That same family would come out to \$3230
16 under this definition, and the 1540 compares to the 1500.

17 But there is a significant difference in recognition
18 of range, and we are saying that, for example, a family with
19 seven or more people who earn or have an annual income of less
20 than \$5,090 are now part of the poverty charges, and of
21 course this does add quite considerable numbers of children,
22 not necessarily in this one. When we come down to a very
23 sharp curve downward, when we get up here -- but it is in here
24 that we are talking about raising and talking about sharp
25 increase in numbers of children.

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1 This, then, is the range of income that we are now
2 talking about.

3 When we talk about those incomes, strangely enough, it
4 doesn't bring the kind of reaction we think that people ought
5 to have to that number. Somehow people think \$3,000 is
6 still a rather good income. But when we break this thing down
7 to saying that we have developed our index on an economy level
8 food plan and that \$3130 for a family of four people, two
9 adults, two children below 18, enables you to have 70 cents
10 a day per person for food, 23 cents a meal per person for
11 food in this poverty index; and in addition to the food it
12 enables you to have \$1.40 a day for all other costs per
13 person, all rent, all medical and clothing, all carfare money,
14 anything, sustenance, in this level. Now when we break it
15 down that way we start raising eyebrows.

16 But when we talk about \$5,090 for a family of seven
17 or eight people this raises quite a different point. But it
18 equates down to 23 cents a meal and \$1.40 for all other
19 costs per person in that family.

20 If we were to raise it to the low cost level, and
21 we are only pointing this out to show -- well, the conservative
22 nature of the definition -- if we were to raise it to a low
23 cost level, and the low cost level would now move that amount
24 of money available for food from 70 cents a day to 90 cents a
25 day or 30 cents a meal, and would raise the \$1.40 available a

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1 day per individual in the family to \$1.80 a day, certainly
2 not munificent, you would add from the 34.6 -- you would
3 add another 15 million plus people into poverty according to
4 our definition, and you would raise the level from 18.5 to
5 26.9.

6 Now we in OEO have rejected this definition for the
7 second generation definition, and for obvious reasons. First
8 of all, we could not have the statistical research in that
9 that we have in that; it would take another year to develop
10 that statistical background because we need to measure
11 progress from any definition we start working with.

12 Second, also we think that this one gives us problem
13 enough, and that really our problem is not to treat with the
14 poverty in a layer descending from the top down, but rather
15 treat with poverty in a motion moving from the bottom up,
16 and that if we layered more on top of an already hard core
17 poverty that we may have a problem of getting to these
18 first rather than getting to these first, and our objective
19 ought to be to get to these first.

20 We think poverty is people, and so what we have done
21 is taken that number of 34.6 that you saw and broken it
22 down for purposes of planning to kinds of people, and the
23 aged come out quite clearly in this process and also make
24 the point you are making, Mrs. Russell -- and 30 percent of the
25 aged in the population are in the poor category.

FR

1 I would like to talk for a moment about that and
2 come back to it, though.

3 What we are saying now is we can talk about children
4 through eight fifteen and identify that almost 14 million
5 children are in the poverty area, 22 percent of our total
6 children are in the poverty area according to that economy
7 level definition. 1.7 of the youths age 16 through 19,
8 9.9 million family heads -- and here we have only stated the
9 family heads for obvious statistical purposes of aggregation
10 to a number. 3.9 of other, and these are unrelated adults,
11 20 through 64, are either living in family or living alone,
12 but these are people above the youth level and the children
13 level.

14 And we then come to the aged, and we now have a
15 matrix that we can start using as an inventory and some basis
16 for measurement.

17 Now one of the caveats we want to put on our
18 current definition is that we don't think it is yet sufficient-
19 ly sophisticated to treat with the problem in the kind of
20 depth we would like to treat it. For example, there is some
21 considerable doubt in the minds of many specialists whether
22 we have accurately portrayed the number of aged in poverty,
23 and the reason goes something like that: that we do not have
24 in our definition any consideration for consumption of
25 resources. We only talk about income level, and that it

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1 probably would be at the aged level where there might be some
2 savings and some resource benefits from a home that had been
3 paid off which would then cause you to have a different level
4 of income to measure the number of poor. We think there
5 might be some validity to it. We think that the other people
6 exaggerate the validity in that particular point, but we would
7 like to go ahead and go through a study and demonstrate
8 whether it has validity or not. We haven't yet done so.

9 MRS. RUSSELL: I just have the question that the
10 expenses of the aged may not be included in food and
11 shelter, but in many cases are in medical care and this kind
12 of care at the present moment. Now this, we hope, is
13 changing.

FR 14 MR. GILGOFF: And we share this feeling intuitively.
15 We haven't the statistical support that would back this up.

16 DR. MARLAND: Did you say a minute ago that this
17 chart showed 30 percent of our aged were poor?

18 MR. GILGOFF: Yes, sir.

19 DR. MARLAND: How do you account for that?

20 MR. GILGOFF: Well, there is a total population of
21 17.1 in this category of 65 and over, and there are 11.9 in the
22 nonpoor and 5.2 in the poor. Once we have done that in a
23 definition we have in effect inventoried our clients, inventoried
24 our charges, if you will. Our next task is to start setting
25 up something which will enable us to plan for their elimination

1 from our charge role.

2 This will now answer a number of questions that we
3 heard raised here this morning in terms of the composite
4 nature of this War on Poverty and the fact that it is not
5 limited to either a single organization or a single dimension.

6 While we said poverty is people, it is pretty obvious
7 to people -- let me show you the range of considerations that
8 we will have against this matrix of people. We say that
9 there are individual needs, and we have now categorized these
10 individual needs to human needs and skills, and look at the
11 range of functions that we think ought to be considered in
12 the individual needs and the individual skills. Each of
13 these are represented by different programs in government
14 and also different programs in states, cities, and
15 municipalities, and also different programs in the private
16 sector.

17 In our book that Mr. Shriver pointed out we have
18 made our first effort to sort out all of these laws, all of
19 these legislative acts which impinge on people in this kind
20 of a vareity of needs, and we are going to take those
21 dollars, for example, that are provided and start filling them
22 in against the people who are directly affected, and we are
23 going to separate those dollars into those that are directly
24 related to our charges, the people in poverty and those which
25 keep middle class people, for example, or people who are above

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1 the line of poverty from regressing into poverty. We think
2 they are quite useful, but we are going to separate them
3 out for purposes of being able to evaluate.

4 Now people have asked us when we make a point that
5 poverty is people do we intend to limit our planning and
6 do we intend to limit our considerations to people, and we
7 say no, we don't, and we prove this point by saying that our
8 structure, our planning structure goes well below and well
9 beyond people. It now recognizes environmental influences.
10 And so we now say people, but people in their environment;
11 and these are the environments, physical, social and economic,
12 that we are going to do exactly the same thing to that we
13 are doing to people's needs. And you recognize, of course,
14 above this whole thing was an inventory of our charges per
15 a certain definition, and if we can start measuring the
16 impact and influences of these things as we move along in
17 time in terms of getting people out we can start identifying
18 those things that have a very direct bearing, a very direct
19 effect, and recognize only that we don't consider moving
20 somebody above a poverty line as being the end product of
21 our work, or we would not have these, and this is a part of
22 the integral structure.

23 What this enables us to do in addition to this is
24 start isolating problems in these various groups, and I am
25 going to give you one illustration of this to give you an

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1 idea of what we mean by this. For example, we can talk
2 about children in poverty now in terms of pre-school and
3 start putting some very definite focus on pre-school. We
4 can start talking about children in ages 6 to 13, 6 to 13
5 because they represent the elementary years, and 14 to 15
6 because they represent the first two years of high school and
7 maybe where we haven't gotten yet a serious dropout problem.
8 We can start talking about them in terms of families with
9 male head and female head so we can start seeing the nature
10 of the problem.

11 For example, it is quite interesting to note that
12 1.5 million pre-school children under 6 are in families with
13 female head. And we can start talking about the employed and
14 unemployed status of these people, and we can start making some
15 very narrowed in and zeroed in judgments well supported
16 probably, and hopefully, by studies.

17 MR. KEELER: What do the parenthesis indicate there?

18 MR. GILGOFF: These two represent the total of
19 these two. They are not added in the total. These two
20 are a break of that.

21 I would like to show you in a concrete way what we
22 mean by this business of moving beyond just people and
23 the question that was raised about poverty in terms of the
24 300 counties. We have done a topographic map of poverty, and
25 this is a topographic map of poverty using the 1960 census.

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1 We don't have a 1963 set of data. And we are using for this
2 the crude definition of \$3,000 per family, but it does give
3 you a picture. The darkest reds are the high points,
4 represent 65 to 80 percent of that community. These are by
5 counties, incidentally, counties throughout the country.
6 65 percent of that county have people below the \$3,000 line;
7 and when you go to the top two reds, 50 to 65 percent. So
8 50 to 85 percent of the people in that community represent
9 people in poverty under that first definition. You can
10 see the location and nature of these.

11 Now to say to a sophisticated audience as this
12 that this is the end product of moving people into environment
13 is wrong. We are in the process now of drawing another
14 map. While this demonstrates obvious environmental
15 conditions throughout the country which have to be corrected,
16 it doesn't point up where the numbers of poverty-stricken
17 are. We are going to draw another map, and all this moves
18 up into the urban centers because if you will note here,
19 most of the urban centers are white, lily white, only because
20 of percentage and relationship, not because of number.

21 Now what we are saying is that our view in this
22 whole thing now has become -- well, we are narrowing in on
23 the problem much more. We are starting to develop a basis for
24 planning that actually can measure progress. We hope to be
25 able to -- and, for example, that map up at the other end of

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1 the room, we can start talking about resources that are being
2 applied in these areas. We can start measuring effects of
3 resources. We ought to be able to draw maps like this ten
4 years from now and see progress. We ought to be able to
5 say certain things have happened.

6 Now the only charge that we may be getting at that
7 point in time, and I hope it will be the charge, that could
8 that have happened without OEO and can you maybe separate the
9 impact of OEO on this, and I would just as soon be subject
10 to that charge, have this map totally white and that other
11 map totally white and say we didn't do anything toward getting
12 it there, and allow that to be the ultimate compliment to the
13 program.

FR 14 I would be willing to answer any question.

15 MR. SHRIVER: Thank you, Leon.

16 Are there questions?

17 Dr. Marland.

18 DR. MARLAND: This is a mechanical question. It
19 may be irrelevant. But when you get down to a given community
20 how do you discriminate or are you trying to discriminate
21 within a given neighborhood, let us say, where there is a
22 settlement house and three or four schools and church and
23 various other institutions interested in OEO. What percentage
24 of the people there must qualify under these criteria in order
25 for us to have action going? In other words, I am thinking

1 specifically of a number of communities that have good
2 numbers of families that are well out of the poverty category,
3 and yet they have, in my judgment sufficient numbers to
4 justify our program. This causes local attention as well as,
5 I would suspect, some concern here.

6 MR. GILGOFF: I would guess that the more reasonable
7 person to be asked that question would be someone connected
8 with the CAP program, but let me take a stab at it. Actually
9 that community, the terms of labeling a community 65 to
10 80 percent is not necessarily a criterion for a CAP program.
11 Otherwise we would not have any CAP programs in large cities.
12 So the criterion for a program is not necessarily related to
13 the poverty or pressing and all-pervasive poverty in that
14 particular community. It is not a criterion for the CAP
15 program.

16 But for Head Start, for example, it is a very
17 definite criterion because we are zeroing in on these rural
18 areas, we are zeroing in on the 300, and that represents
19 these top two, and once we have identified that community as
20 being so deeply caught in the meshes of poverty we are saying
21 that any child in that community automatically can qualify
22 even though that child is above the poverty line. It gives
23 us a much easier way to treat with the community, for example,
24 in the Head Start program.

25 It also does this: It breeds into the Head Start

1 program some children who are at the higher strata -- the
2 very point we were talking about, the desirability of getting
3 that type of child infused.

4 DR. MARLAND: That doesn't bother you?

5 MR. GILGOFF: No, sir.

6 DR. MARLAND: There are some nonqualifying people
7 getting the advantage of OEO in a given situation, in a
8 given school project, and if this is not irregular that
9 satisfies the question.

10 MR. SHRIVER: It has to be defensible, that's all.
11 We can't find out first if the beneficiary has two Cadillacs
12 and two televisions -- the professional destroyers that
13 the Vice President was talking about, they would get you with
14 that. But--

15 DR. MARLAND: We have a situation where a mink coat
16 has been put in place of your Cadillac, and there are some
17 families where there are mink coats which fringe on a
18 neighborhood that is desperately deprived, and yet they go to
19 a school that we are classifying under OEO. They would get
20 the fallout effect that we think would be good.

21 MR. GILGOFF: And it might contribute to the other
22 children.

23 MR. RANDOLPH: You have some areas in which you have
24 dual forms of poverty. In other words, you have private
25 poverty where you have a family of four that has this income

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1 of \$3,000 a year. Then you have public accomodative resources
2 that are inadquate, insufficient to meet the public needs
3 of the people, such as, for instance, the lack of parks, the
4 lack of adequate playgrounds, to say nothing about
5 artistic resources in the form of theaters, and so forth. Is
6 there any relation, have you made any relation between these
7 two forms of poverty?

8 MR. GILGOFF: I think we can say that we have not
9 made any statistical relation yet in terms of meaningful
10 identification. We think that all of those conditions exist
11 in those 300 communities, you see.

FR 12 But what we can point to is this: that recognizing
13 that problem, we are saying in effect that we are seeking
14 to embrace under this over-all embrative umbrella of poverty
15 we are talking about culturæ and recreation as well, and
16 we are suggesting that we would like to see all of the
17 dollars that are spent ~~here~~ and here all of our analyses and all
18 of our statistics are going to be on a county basis in
19 addition to this kind of a matrix. So that we will be talking
20 about these numbers for culture and recreation spent on a
21 county basis, and we are going to start making some relation-
22 ship to see whether there is a balance.

23 At the current time, Mr. Randolph, we can't say to
24 you that we have done anything but establish a structure
25 within which we can point in on those problems. But they

1 are clearly identified, and also they are identified in our
2 total inventory.

3 MR. SHRIVER: The end result, of course, hopefully
4 would be, Mr. Randolph, that we can show as there is any
5 discrimination in the amount of money spent for schooling,
6 that there has been discrimination in the amount of money spent
7 for culture, recreation or social rehabilitation in these same
8 areas. Therefore, you would have to have an oversupply in
9 order to rectify that balance.

10 But we don't have those figures yet. The truth is
11 nobody has got them. This is the first effort anyone has
12 made to get them.

13 Lunch is supposed to be ready for us in room 813,
14 ladies and gentlemen, and I think that if we are going to
15 stay close to schedule we better break off this discussion
16 now and return to this room.

17 Thank you.

18 (Whereupon, at 12:30 o'clock p. m., the meeting
19 recessed.)

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AFTERNOON SESSION

(2:00 p. m.)

MR. SHRIVER: Ladies and gentlemen, I think we better get going again if we can.

Julius, could you find out for us whether Washington UPO has applied for a Head Start grant yet?

Occasionally you may see in the newspaper about either the government in general or this office in particular -- about the employment of minority group people in the office or the headquarters, on the staff or what have you; and we did prepare a little sheet that is at your places I think. The most significant part I believe is the bottom two lines where it says number of people GS-9 to 11 and then GS-12 to 18 who are employed in these various agencies of the United States Government.

For those of you who are not too familiar with it, the highest Civil Service rating is GS-18, and when you get down below 9 they are usually not thought of as officers, they are more technical or clerical or assistant type people. So that when the question comes up as to how many minority group people you have many times they want to know how many people you have in these different grades.

You will see at the highest grades, which are 12 to 18, which are uniformly considered to be professional people in the government or officers, the OEO, which is the first

1 column, has 8.1 percent of all people in those levels
2 members of minority groups. As a matter of fact, I am not
3 absolutely sure, but I think most of that 8.1 percent would
4 probably be Negroes. Then you will see all the agencies of
5 the United States Government have 1.6 percent minority group
6 people employed in those same GS classifications. Now
7 if you run right across the line you can see how this agency
8 compares to other agencies.

9 Now we don't get this out to create invidious
10 comparisons. We got it up primarily in self-defense because
11 we are occasionally attacked--

12 MR. KEELER: What is PC there?

13 MR. SHRIVER: Peace Corps. We are occasionally
14 attacked and I personally have been attacked on a number of
15 occasions for wanting what is described as a lily white
16 organization. So I got these statistics up to give an
17 indication of the fact that we are not lily white, and if there
18 is any organization in Washington which tends toward being
19 the maximum of non-lily white it is these two organizations,
20 the Peace Corps and the War Against Poverty. This is just
21 a bit of factual information. When civil rights is such a
22 hot issue in so many people's minds it is helpful.

23 Are your headquarters Tulsa?

24 MR. KEELER: Bartlesville.

25 MR. SHRIVER: Let's take if Bartlesville wants a

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1 Community Action Program. We want the Community Action
2 Program both in staffing as well as community action of the
3 funds to be an integrated program, and at that time if you
4 were called upon in any way it might be helpful for you to
5 point to the headquarters of this operation as an example
6 for what possibly they might have there.

7 This obviously would include Indians, Puerto Ricans,
8 non-English speaking -- I was trying to think of Orientals,
9 Chinese and Japanese out on the west coast and, for example,
10 L. A. It is very easy for these people to say, you know,
11 they have got jobs but no Chinese-American ever applied.
12 That is routine.

13 MR. KEELER: We Cherokees try to infiltrate all
14 the organization, but I'm not sure we have gotten into this
15 one.

16 MRS. OLIVAREZ: Do you have any idea how many
17 Mexican-Americans you have?

18 MR. SHRIVER: I am not absolutely sure. I know that
19 Haddad's office--

20 MR. BOOKBINDER: Twenty-five percent, one out of four.

21 MR. SHRIVER: In Haddad's office. And I gave him a
22 list of eight additional Mexican-Americans, not just for him.

23 MRS. OLIVAREZ: I asked because I talked to some
24 Spanish surname people in Haddad's office who are not Mexican-
25 Americans.

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1 MR. SHRIVER: I don't know. We don't have any
2 blood tests here. I don't know how sure we can be they are
3 Mexican-Americans.

4 In that connection, Ferd just gave me a note that
5 we do need suggestions from all of you as to talent, extremely
6 well qualified people who can be employed here or in regional
7 offices which we assume will be opening up. For example,
8 there will be a regional office operating out of Texas, one
9 out of San Francisco--

10 MRS. OLIVAREZ: Who do we give the names to?

11 MR. SHRIVER: Send them right to him. We want them
12 badly. That is the most difficult thing to get at the
13 beginning of a new enterprise, is really qualified people
14 on whom you can rely who know the regions or parts of the
15 problem.

16 MRS. RUSSELL: Do you have any job description?

17 MR. SHRIVER: Yes, I think we can give you one.
18 That shows the breakdown for a typical operation.

19 MRS. MCNAMARA: Where is the Minnesota-Illinois area
20 going to be?

21 MR. SHRIVER: That runs out of Chicago.

22 Let me tell you what a regional director is besides
23 what the word indicates. We divided the country into six
24 regions. A typical region will have anywhere from 30 to 40
25 million people in it and anywhere from 5 to 7 million poor

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1 people, and he is the generalissimo for that entire area.
2 Normally a regional director for any other agencies of the
3 U. S. Government, sometimes in the past anyway, has been a
4 fellow who got orders from Washington and sort of executed
5 them in that area, and many of them therefore are ranked in
6 what we call GS-16, which is two steps from the top of
7 the Civil Service ratings. We have insisted, and I think will
8 prove to be successful, that these regional directors for
9 this office in OEO should be GS-18's, which is the highest
10 classification in Civil Service. That's kind of hard to get
11 through the Civil Service--

12 MRS. MCNAMARA: They have to take a test to get
13 that, don't they?

FR 14 MR. SHRIVER: Not to get GS-18. If they establish
15 the job as GS-18, then the Civil Service establishes it at that,
16 we have to appoint people to them, to these jobs.

17 That brings up the point that if it is the highest
18 job in terms of Civil Service it means that we need to get
19 the very best people from any region to take that job. The
20 job under the new pay law will pay \$24,500 a year, which in
21 governmental salary is extremely good in view of the fact that
22 the cabinet was receiving \$25,000 up to a few months ago.
23 So \$24,500 is something we cannot look down on, and it means
24 that in, let's say, Chicago or the area servicing Pittsburgh
25 or New Mexico, Arizona, we have a right to expect that we can

1 get a really superb person at the top of this thing, and that's
2 the kind of fellow that when we say we would like to have the
3 names of regional directors, that's the kind we want.

4 DR. MARLAND: Are you looking for minority group
5 people for this?

6 MR. SHRIVER: Yes, indeed. We are looking for people
7 who have experience in public work, either in schools or
8 public administration. We need people who are sensitive political
9 animals who know how to move around between governors and
10 mayors and social agencies and not get bruised on both sides
11 as they go through the revolving door. We need people who
12 are hopefully knowledgeable about this field, whose previous
13 experience shows some competence about the field and some
14 empathy for it. We don't want a guy who just needs a GS-18
15 job. We want somebody who is interested in poverty.

16 MR. YETTE: I wonder if Dr. Marland meant minority
17 people only.

18 DR. MARLAND: Well, I imagine you are especially
19 interested in minority group people.

20 MR. SHRIVER: We would like to have them, but obvious-
21 ly we don't want only nominees from minority groups, no.

22 Now in a regional office there would be somebody
23 probably under the fellow running it who would be just
24 concentrating on community action programs over that whole
25 region, another one who could be concentrating possibly on

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1 the supervision of Job Corps activities in that whole region,
2 or VISTA volunteer operations in that whole region, and
3 then subordinate people under each one of them.

4 MRS. RUSSELL: You have appointed some of the
5 subordinate people already.

6 MR. SHRIVER: Yes, we have some of them, that's
7 right. But these top jobs which will ultimately determine
8 the character and the quality of our operation, and in turn how
9 much we can delegate out there, have not been filled.

10 MR. NADHERNY: We still need these lieutenants, too,
11 Sarge.

12 MR. CONWAY: Even some soldier.

13 DR. SPOCK: If you feel he is a good person then
14 he takes a Civil Service examination?

15 MR. SHRIVER: No.

16 DR. SPOCK: If you think he is good then you can
17 appoint him?

18 MR. SHRIVER: Yes. Then we have to fight with the
19 Civil Service people -- if they say we think you picked a
20 guy that really isn't up to this GS-18, we have to prove that
21 they fulfill the qualifications.

22 MRS. MCNAMARA: What capacity is the subheads,
23 like the VISTA program, and so forth?

24 MR. SHRIVER: They probably would be 16's.

25 MR. CONWAY: 15's.

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1 MR. SHRIVER: What does that start at, about
2 \$17,000, isn't it?

3 MR. CONWAY: Sixteen.

4 MR. SHRIVER: It starts at 16 and goes up to 20.

5 MR. CONWAY: Over a long period of years.

6 MR. SHRIVER: Yes, but you can get appointed in the
7 middle. We got that middle entry. In other words -- I will
8 bore you with all these details. But a GS-15 starts on a
9 schedule which starts at \$15,600, is it?

10 MR. NADHERNY: About 16.

11 MR. SHRIVER: \$16,000, and then over a period of years
12 you can get up to \$21,500. The problem is to be able to
13 insert a fellow in the middle of that schedule. I think we
14 will probably have the authority to do that, so that somebody
15 may be a GS-15 but start with \$17,000.

16 MR. CONWAY: Here is the range.

17 MR. SHRIVER: \$16,460 to \$22,590 over a period of
18 ten years in GS-15. I will pass this around.

19 MRS. MCNAMARA: I am sure you have discussed this, but
20 so many of these programs are overlapping, and take, for
21 instance, the Community Action Programs are so much involved
22 in the Head Start Program, and some of these are overlapping.
23 If you separate these in regions do you not have problems
24 with having a local state person involved in ^{the} poverty program
25 and seeing what that particular state is doing in which

1 he is well aware of how to maneuver in the state and in his
2 relations with the mayors and the governor? In other words,
3 I am not sure--

4 MR. SHRIVER: This is a very difficult problem.

5 MRS. MCNAMARA: There is so much overlap.

6 MR. SHRIVER: You see, each state has a poverty
7 coordinator. Take Michigan. We have given a grant to
8 Governor Romney, and Governor Romney has picked a person --
9 Michigan is very active, so they probably have a dozen people.
10 That guy is the poverty coordinator for the state of Michigan.
11 One of the jobs of the representative of this office out of
12 Chicago is to stay in close contact with the poverty
13 coordinators of Wisconsin, Minnesota, Michigan, Illinois,
14 Indiana, Ohio, and so on, as well as making sure that the
15 work is going forward with the local officials, mayors or
16 others.

17 MR. CONWAY: In addition we have teams of people
18 under coordinators, and these teams can be three, four or five
19 man teams that are in small areas and regions. In other
20 words, a heavily populated state like Michigan might have two
21 or three people concentrating entirely on programs within
22 that state. In a thinly populated state in the middle west
23 a team might have two or three states to be concerned about.
24 In a state like New York we might have a team in New York City
25 alone and another one in the outstate part of the state. So

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1 it varies according to the population and volume of activity.
2 But there is a direct relationship we hope to establish
3 between our front line staff people and the local community
4 action organizations, public officials at the state level, and
5 so forth.

6 MRS. RUSSELL: We have regional, or are agetting
7 regional staff by place, by area in California.

8 MR. CONWAY: We have a few people assigned working
9 out there now, and that will be greatly expanded in the next
10 few months.

11 MRS. RUSSELL: By the same token, programs having to
12 do with aging are coming to our Advisory Committee on Aging
13 at the present time, and we are working with them and we relate
14 them to the areas, and eventually we will relate them to the
15 directors in the various regions. It doesn't seem to be a
16 problem on this as yet anyway.

17 MR. CONWAY: Our problem is we don't have the staff
18 yet to handle the volume of work that is beginning to pile in
19 on us, and we are kind of racing to stay still, you know, in
20 relation to the growing need.

21 MRS. OLIVAREZ: And it is so important to get them
22 out because I notice as I travel around the southwest that every
23 little thing that comes up, like the Texas situation on the
24 minimum wage, they immediately come out and say "see, we
25 told you it wasn't going to work," and the minute somebody

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1 from staff -- like Don Mathis in Texas has done so much to
2 erase the animosity in this conference, two people from VISTA,
3 just the fact they are there and they can be asked questions
4 directly, and if we could have more in the region our job
5 would be easier.

6 MR. SHRIVER: Well, before we get on to the next
7 item on this agenda I want to express my apologies that
8 in about a half hour, a quarter to 3:00, I have to leave to
9 testify before Congress on another matter. I tried to get
10 them to not ask me today and I gave them two or three
11 alternative dates, but they had a head of steam up there and
12 they wouldn't brook any interference with their plan. So I
13 have to leave. But fortunately Jack Conway is here and will
14 be able to carry on after I leave. For those of you who
15 haven't met Jack, he is the man who has been nominated by
16 the President to be Deputy Director of this. He is the head
17 of the Industrial Union Division of the AFL-CIO, from which
18 he is getting a leave of absence to take this job over. He
19 was also Deputy Director of the Home Finance Agency, in the
20 housing area.

21 This next item here on the program called Expansion
22 of National Advisory Council -- oh, yes, tell us about
23 this. These are the machine things Leon gets out.

24 MR. GILGOFF: I wanted to show you Washington, D. C.
25 because you asked about that. This is a list of every one of

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1 the responses that came in by county and by department and
2 address, and an indication of number of children they
3 indicated. Now the total Washington, D. C. response indicated
4 they could take care of 607 children. We have assumed there
5 are number of duplications here, and we have simply applied
6 four, where Hanley indicated 200. The reaction to the
7 response is 200 for Washington, D. C.

8 To give you some idea, there have been 4490 responses
9 to date, 250 came in today. And they are on the downslope,
10 of course, they are trailing off. And on a conservative
11 evaluation, taking out all the duplications, there are 461,000
12 children indicated in these lists. And we think that we
13 are getting the duplications now. The ones that are coming
14 in every day are mostly duplications. We estimate that
15 maybe we will have a total of about 525,000 of actual
16 interest.

17 The amazing point about putting it on the computer,
18 when Mr. Shriver had to go to West Virginia almost the
19 third day of reaction on this we used the election type
20 technique and we spot checked against the list of possibles
21 that we had and then gave Mr. Shriver a forecast that night
22 three days after this which forecasted anywhere from 350 to
23 600 thousand, and it comes out on where the program is,
24 350,000, and we are still talking about 400,000 to five. So
25 we are using the same thing all the high-powered TV studios

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1 are doing.

2 MR. SHRIVER: I told him he had to stop using the
3 phrase "with so many precincts reporting."

4 (Laughter.)

5 Two hundred for the city of Washington. I don't
6 know what Mr. Henley was thinking, but that certainly is a
7 gross understatement of the number of children in Washington
8 who could profit from Head Start.

9 MR. GILGOFF: Low conservative.

10 MR. SHRIVER: It's not low conservative, it's low
11 ridiculous.

12 I might just add to that he reminds me of the
13 extraordinary thing that happened to me recently, and that is
14 I think principally because of Project Head Start I was asked
15 to go down to West Virginia and speak to a joint session
16 of the Legislature on the War Against Poverty. It is the
17 first time in the history of West Virginia, which is now 104
18 years old, that they have ever asked an official of the
19 Federal Government to come and speak to a joint session of the
20 Legislature on anything. And when that was over Arkansas asked
21 me to do the same thing, and I spoke on a Monday and on
22 Saturday Mrs. Orville Faubus held a party for the ladies in
23 that state who might be interested in this and for the first
24 time in the history of Arkansas Negroes were invited into the
25 executive mansion -- showing in part, I think, the potential

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1 impact of this program way outside the area of the child
2 that we are aiming at. And I have since gotten an invitation
3 to go out to California to speak to a joint session of
4 the Legislature in California again on the War on Poverty,
5 but principally because of the short time that is available
6 to get Head Start going.

7 I think these three invitations are extremely
8 interesting in terms of indicating the public interest and
9 the impact of this program.

10 The next item on here is called Expansion of
11 National Advisory Council .

12 What we mean by that is this: We are asking Congress
13 to raise the number of people on the Advisory Council from
14 14 to 20, and on the agenda today, even though it may not
15 be passed by Congress, first of all to get your ideas about
16 areas of expertise that you would feel should be added to this
17 Council, and second, also names of people that you might
18 like the President to consider as nominees for this Council.

19 MRS. MCNAMARA: What do you want this Council to
20 do?

21 MR. SHRIVER: I just want to say one thing before I
22 answer that difficult question.

23 MRS. MCNAMARA: Excuse me.

24 MR. SHRIVER: We don't necessarily expect you to
25 give the names of people today or even the areas today. But

1 I did want to make it clear that we do want to have your
2 help in augmenting the size of this Council if Congress gives
3 us the permission to do so.

4 What do we expect the Council to do? Well, we
5 expect the Council -- we hope the Council will do a lot of
6 things. First of all, the Council can be an extremely useful
7 group, as well as individuals, in explaining what this war
8 is all about. The Vice President talked about that earlier,
9 so I won't amplify. Communications. This is a huge empire.
10 What is it, ten times the size of the Roman Empire -- and
11 it is hard to get the word around.

12 Dr. Marland could be extremely helpful to this
13 program just by getting the word out effectively through the
14 school system. Each one of you has a certain public, you
15 might say, that you come from to whom you can interpret this
16 program. It is very important to us.

17 Second, we cannot use the Council as a lobbying
18 device against Congress. Congress is very leary of advisory
19 councils because Congress sees them as the colonel of a
20 nationwide propaganda offensive on behalf of a federal program
21 against Congress, and therefore we do not want the members
22 of this Council to get involved in that kind of thing.

23 Third, we would like individual members of the
24 Council to take an interest in specific parts of this program.
25 For example, looking at Dr. Spock there, it is obvious that

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1 he is competent, and I hope very much interested in a project
2 like Head Start. Now he could perhaps devote a substantial
3 amount of time he has available for us to that specific
4 undertaking, consulting with Dr. Richmond, talking about
5 the program, writing an article about the program, appearing
6 on the radio about the program or the television, et cetera.
7 He could work on that one. He could pick out something in
8 this total program that he was especially interested in
9 doing.

10 DR. SPOCK: That is not lobbying too much to
11 write a favorable article?

12 MR. SHRIVER: No, no. That is your right as a
13 citizen.

FR 14 Next we want your ideas. For example, I was sitting
15 at lunch next to Mrs. Russell, and I pointed out that one of
16 the problems that I see from my point of view about the aging
17 or the older people is that I have not been able to think of
18 an idea of how to get at the older people as effectively
19 as we can get at the children through this device. We all
20 want to do something more than we are doing about older people.
21 The question is how can you do it from a national vantage
22 point.

23 There are many things that can be done locally.
24 Maybe we can finance some of those as we hope to do the
25 community action. But is there some new twist whereby we

1 could get a national mobilization about the older people.

2 So we want ideas about things we are not doing we
3 ought to be doing.

4 In addition to that, we would like to have, as the
5 Vice President said, your criticisms. It is extremely
6 important because nobody can sit in Washington and know how
7 these things are going, and you constitute, therefore, the
8 additional eyes and ears for the staff here.

9 But most of all -- I am going to come back to it --
10 so far as I personally am concerned, I would rather have
11 ideas from you about new things that we could be doing or
12 ways in which we can perfect what we are doing more than any
13 other single thing.

14 MRS. MCNAMARA: I think you ought to add somebody
15 on this committee in the line of communications, television.

16 MR. SHRIVER: That's a good idea.

17 MRS. MCNAMARA: In both television and newspaper.
18 Newspaper particularly.

19 DR. MARLAND: If we are in general session,
20 Mr. Shriver, the question that came to me this morning when
21 the Vice President was speaking so earnestly about the
22 education bill of 1965 which has many characteristics that
23 appear to have been perhaps triggered by the work of OEO --
24 question: is OEO going to be involved in the administration
25 and planning of the Education Act of '65?

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1 MR. SHRIVER: No.

2 DR. MARLAND: They are bound to go together, aren't
3 they?

4 MR. SHRIVER: Yes.

5 DR. MARLAND: And this will call for even more
6 articulation and sensitive management if that bill materializes
7 even than now exists.

8 MR. SHRIVER: That's right.

9 DR. MARLAND: But if we see some collisions locally
10 where there is something that we think could qualify under
11 the new Education Act that we are already doing in OEO,
12 who draws the line to say where does one start and the other
13 end?

FR 14 MR. CONWAY: We have been following in the Community
15 Action Program the general rule of thumb that if there is
16 another source of funding that we go to that source before we
17 use community action funds, and this would be true of new
18 sources of funds that would develop under programs like
19 the Education Act, extension of the manpower training programs,
20 the new Housing Act, a variety of these that will be before
21 the Congress this year that are all tailored with the benefit
22 of the experience of the last year.

23 Many of these new pieces of legislation have a dis-
24 tinct poverty orientation, so that our job will be to constantly
25 review what we are doing in the utilization of our funds and

1 to incorporate these new tools properly as they become
2 available.

3 MR. SHRIVER: But you are right, I think, in your
4 basic concern because it could reach a point where instead of
5 there being community action in a city or a part of the
6 city there could be independent medical action, educational
7 action, job action, and so forth, which would then not be
8 focused in a united way on the problem of poverty, but
9 would be back in the same categorical approach to our attack-
10 ing these problems as has been traditional in our country.

11 DR. MARLAND: Either that, or the very fact of OEO
12 would make the uses of education funds far more imaginative
13 than they have been.

FR 14 MR. SHRIVER: Of course, that's what we hope. That
15 is exactly what we hope. But this means that superintendents
16 and we here and Frank Keppel there have got--

17 DR. MARLAND: To have your ducks in a row.

18 MR. SHRIVER: That's right, and I am not absolutely
19 sure we have them in a row here so far as Congress is concerned.

20 We have a unit, a joint unit between the Office of
21 Education and this office, OEO. It is called a Task Force
22 on the Education of the Disadvantaged Child, and it has got
23 28 people in it, and I appoint, I think, 14 of them, and Frank
24 appoints 14 of them, and the top guy is a joint appointment.
25 And when we proposed that, Frank and I, there was a tremor

1 that ran through the bureaucracy of Washington the like of
2 which you couldn't imagine. It was stated this was
3 impossible to do.

4 DR. MARLAND: Probably immoral.

5 MR. SHRIVER: It is immoral -- that's right, too.
6 So finally what happened was Frank appointed them to a job
7 which had a title -- I can't remember what the title was.
8 It was a new title, he made it up, in the Office of Education.
9 And I appointed him to a job with a title here, so he had
10 two different titles. It is the same job, but he had a job
11 that Frank could appoint him to and I could appoint him to,
12 and since I had the super grade I stuck it on to him. So
13 it is in a sense an appointment made together by the two of
14 us signing one piece of paper.

15 That is impossible -- couldn't do that. It would
16 take an act of Congress to do that. But we were able to
17 execute two different pieces of paper and hook them together
18 with a staple and hand them to the same guy.

19 That shows you how imaginative you sometimes have to
20 get.

21 MR. KEELER: More than one way to skin a cat.

22 MR. SHRIVER: You know, it took over two months to do
23 that. You wonder why it is hard to get these things done
24 some time.

25 MR. CONWAY: We have similar arrangements worked out

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1 with the Secretary of Agriculture trying to develop a more
2 effective distribution of these programs to rural areas.

3 We will be doing the same kind of thing, not in the
4 same way, with the Bureau of Indian Affairs, with the
5 Manpower Administrator, and the Department of Labor, and so
6 forth, depending upon the extent of the relationship, the
7 kind of staff we need, what the problems are we are trying to
8 solve.

9 It is an exciting business, very unorthodox, as
10 Sarge says.

11 MR. KEELER: That's why it is working.

12 MRS. MCNAMARA: Have you had any reaction to the
13 Head Start Program in terms of the medical profession using
14 a blanket operation for inoculation or hoping--

15 MR. SHRIVER: The A.M.A. is with us.

16 MRS. MCNAMARA: Good.

17 MR. SHRIVER: You can hardly believe it.

18 Now when I say they are with us, let me say they
19 have not actually endorsed it, but Dr. Richmond -- and Dr.
20 Spock knows -- has got good communications with the A.M.A.,
21 and we hope the next issue of the A.M.A. Journal -- I didn't
22 mean you didn't.

23 DR. SPOCK: I was saying I don't.

24 MR. SHRIVER: We hope that there will be an editorial
25 about this endorsing this in the next issue of the A.M.A.

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1 Journal. And what is more, we are trying to get them -- I
2 suggested to Julius last night that we get the A.M.A. to
3 agree that they will stamp their name on the back of here
4 where there is a blank space, they can just stamp "provided
5 through the courtesy of the American Medical Association" and
6 mail it to every doctor in America. He is jazzing around
7 on that today.

8 I don't know whether that has ever happened before
9 in history, but he thinks he may be able to pull it off.

10 DR. SPOCK: They would be willing to give things
11 to people who are really labeled poor, and you know they are
12 perfectly willing as long as it is only poor people. It is
13 when you try to creep out of the poor category that they
14 come along.

15 MR. SHRIVER: If we get that done it would be
16 helpful.

17 Are there other suggestions about areas like
18 communications that Mrs. McNamara suggested for the National
19 Advisory Council?

20 Well, you understand we would like to get a
21 recommendation from you of people and areas.

22 Before we skip on to the summer youth employment I
23 do want to just say that we are in the process of developing
24 a national conference on the law and poverty. This comes
25 to my mind because we are dealing with the American Bar

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1 Association in a manner different, from, but comparable to
2 the American Medical Association. The American Bar
3 Association has endorsed officially -- the General Assembly
4 has endorsed the War on Poverty. In a sense they are
5 flirting -- a little bit more than flirting -- with group
6 legal practice, which is as heretical to lawyers as it is to
7 doctors I think, and they are working very closely with us,
8 the outgoing and incoming president, looking to the development
9 of a national conference on the law and poverty to take place
10 down here in the late spring or early summer, or maybe as late
11 as the fall.

12 You will be hearing more about that as we go along;
13 but it is important, I think, for all of you to know that the
14 legal profession as a profession has endorsed the idea of
15 bringing services to poor people on a group basis. I think
16 it has never happened before. At least they say it has never
17 happened.

18 MR. CONWAY: There is tremendous interest in this.
19 Just as an example, Nicholas Katzenbach delivered a speech
20 to this earlier conference on legal aid to the poor, and it was
21 a very good speech and I had it reprinted. There is a pamphlet,
22 Industrial Union Department. Our normal pamphlet run would be
23 30,000 perhaps. We ran 20,000 extra the first time. All of
24 those were gone within a matter of a few weeks. We ran a
25 second 50,000, and I just checked yesterday and after that

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1 50,000 is out we now have standing orders for 70,000 more,
2 and these just keep coming in and coming in. So it is getting
3 extensive circulation among the lawyers themselves.

4 MRS. RUSSELL: We get fantastic cooperation from
5 lawyers on our pre and post retirement. This is mainly for
6 people who are not in the upper brackets of income.

7 MR. SHRIVER: Well, why don't we shift -- I don't
8 want to just make you rigidly adhere to this agenda if there
9 are other topics that you want to introduce.

10 MRS. RUSSELL: Do we?

11 MR. SHRIVER: Rigidly adhere?

12 MRS. RUSSELL: Yes.

13 MR. SHRIVER: Glenn Ferguson was not here earlier
14 this morning. Would you like to have a quick rundown from
15 him on the VISTA situation?

16 Glenn, why don't you come over to that chair at
17 the opposite end and give us a quick rundown?

18 MR. FERGUSON: Would you care to go into the
19 summer opportunities before you leave? I know you have to
20 leave in ten minutes.

21 MR. SHRIVER: No, that's all right because Jack is
22 fully familiar with what is going on about the summer
23 activities.

24 MR. FERGUSON: I won't repeat what we covered the
25 last session, bringing up to date the last 30 days.

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1 Since the first meeting of the Council we have doubled
2 the number of applicants for the VISTA program. We have
3 now in excess of 11,000. Requests are now in hand from
4 115 communities for volunteers reflecting more than a hundred
5 skills. We have now on the job 30 volunteers in twenty states.

6 And I think to illustrate one of the differences
7 between the domestic version of the Peace Corps program, VISTA
8 and our predecessor overseas, I will show you just a page
9 that appeared in the Wednesday, March 10 issue of the
10 Las Vegas Review Journal which shows a series of pictures
11 with each of the three volunteers now working in Las Vegas
12 in this program, which is a reflection of Mr. Randolph's
13 concern expressed this morning about the cultural and
14 institutional and public accommodations problems of poverty as
15 well as the economic reality. Here these volunteers are
16 working in a community where people, most of them predominantly
17 Negroes, are making more than \$3,000 a year, but culturally
18 there is almost total impoverishment. No pre-school program,
19 no day care center, no recreational facilities, no library.

20 The significant thing is that one of the first days
21 within the first week of the arrival of these volunteers their
22 pictures are appearing predominantly in the newspaper in the
23 community where they are being asked to serve. So there is
24 no period of time in which they can make meaningful mistakes
25 before being observed. And this is one of our critical

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1 problems, and why it is so essential for us to build on your
2 expertise and the people whom you represent to give us some
3 idea of priorities for volunteering assistance.

4 With 11,000 applicants, with several thousand
5 requests for several thousand volunteers, our problem now is
6 not geographical distribution or political reality, but where
7 we place our priority and emphasis, and we need help.

8 At this point we think we can now talk about
9 quantitative distribution within a given area, a block in
10 Appalachia, certain Indian reservations, certain areas of
11 the southwest. To make those judgment we require more
12 expertise than the few people here in Washington who can work
13 with the program.

FR 14 Mrs. Johnson participated in our first formal
15 graduation the 27th of February. The impact of her presence
16 there has been significant in the sense of our recruiting
17 effort, and part of the fact that we have doubled our enroll-
18 ment is related to her participation on the 27th.

19 I think basically that is it. Do you have any
20 questions at all?

21 MR. SHRIVER: May I add one point, that I am sure
22 Glenn would be very much interested if any of you would be
23 willing to visit a VISTA training center where volunteers
24 are being trained, if any of you would be able to give a
25 graduation address at any one of these places, or if any one

1 of you were able to go out and see VISTA volunteers at work
2 anywhere in your travels or in the community where you live,
3 I am sure he would be more than happy to arrange things
4 to accomodate your availabilities there because that is
5 extremely helpful to us.

6 MR. FERGUSON: Mr. Shriver doesn't know this yet,
7 but more than 70 percent of the voluntters now on duty or
8 in training will be working in OEO CAP programs, which is
9 a reflection of the great desire to wage a war against poverty
10 with some semblance of coordination. These are people who
11 are going to be working in a program that was conceived to
12 coordinate existing efforts, and we are elated with this
13 prospect.

FR 14 Secondly, Mrs. McNamara expressed after the last
15 meeting of the Council interest in keeping eyes and ears
16 directed on the VISTA program primarily along with total inter-
17 est in OEO, and she has been very helpful to us in providing
18 advice and guidance to us in the District of Columbia area.
19 We are going to expand this beyond, and hopefully she will
20 be in touch with you on specific problems related to VISTA.

21 MRS. MCNAMARA: What percentage of these 11,000
22 applications would you say might have come from returned
23 Peace Corps people?

24 MR. FERGUSON: Very few. We have only two currently
25 in training and there are none on duty. We anticipate this

1 will increase.

2 MR. SHRIVER: There is one. I met a fellow.

3 DR. MARLAND: That is not surprising, is it?

4 Isn't it expected a person will have given a certain amount
5 of stint to society free and now must start his own career,
6 and the same would be true in VISTA.

7 MR. FERGUSON: Seventy percent of the returned Peace
8 Corps people expressed interest in VISTA, but in a staff
9 capacity, and I think that is normal.

10 MR. CONWAY: We do have a number of returned Peace
11 Corps people on our own staff, and they are being employed
12 by community action organizations in the field. I told
13 Mr. Shriver in our first blush of activity of the Community
14 Action Program we had the staff under tremendous pressure.
15 This was during November and December, and out of almost
16 nowhere there appeared four or five people who had been working
17 individually on different assignments. They kind of emerged
18 as our little Peace Corps task force in the center of the
19 Community Action Program, and they set up a kind of command
20 post so that we can know at any one time just where all the
21 pieces of these various community action programs were in
22 the process of evaluation.

23 I got to know them all very intimately during those
24 weeks, and they are all in very important positions of
25 responsibility in the staff of the Community Action Program,

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1 and there are others being employed and utilized in the same
2 way.

3 MR. FERGUSON: We are greatly concerned about the
4 literally thousands of people who applied for volunteer related
5 programs, Peace Corps, VISTA, and so forth, and about the fact
6 that many of these people are rejected on grounds that are
7 not related to the intrinsic competence of the individual.
8 For example, today we are now sending out several thousand
9 applications for VISTA with the letter that goes to the
10 applicant for the Peace Corps overseas who is not eligible
11 primarily on physical or health grounds, asthma or some other
12 condition which doesn't preclude effective service at home
13 but does preclude service abroad, and this type of working
14 together we hope will pay dividends in terms of utilizing what
15 is not probably an unlimited source of talent.

16 MRS. OLIVAREZ: What is the reaction from communities
17 as far as applying for this--

18 MR. FERGUSON: As I say, more than 150 communities
19 have requested voluntary assistance. Part of the problem
20 is we are faced with the same issue as the CAP is faced with
21 in terms of how to respond and with which organization to
22 respond in a given community. If it is clearcut the organi-
23 zation represents a coordinated approach to the War Against
24 Poverty in that community we will have little difficulty. But
25 there are some communities where we have requests from three

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1 or four different groups representing the same geographical
2 area, and here is where we need your expertise in terms of
3 making that critical judgment.

4 MR. SHRIVER: I am very sorry, as I said earlier, I
5 have to leave. But I appreciate all of you coming, and
6 before you adjourn, Jack, I hope that you will get some
7 evidence of when they would like to meet again.

8 Thank you very much. Excuse me.

9 (Mr. Shriver withdrew.)

10 MR. KEELER: May I ask one question here. One of
11 the things that I am real curious about, I can see the place,
12 for instance, like Pittsburgh, where you would probably
13 have no problem. But there are certainly some of the areas
14 where there is less population density where we have some real
15 poverty situations where the people to offer their talents
16 are just not there. They have left that part of the country
17 before. Now just thinking about the map up there, for
18 instance, there are some of those areas that show red, that
19 there may be a great shortage of the people in those areas.
20 Is that true?

21 MR. FERGUSON: Yes, sir. On the other map behind
22 Mr. Conway you will see the red flags which are the current
23 locations of approved projects for VISTA. Now speaking of
24 Indians specifically, those red areas in Minnesota, North
25 Dakota, South Dakota, Arizona and Utah are exclusively

1 American Indian reservations where in each case the tribal
2 council has specifically voted to approve the request for
3 VISTA volunteers, and to date of the 242 volunteer positions
4 approved, more than half are in rural America, and we hope
5 to continue this percentage in VISTA where the volunteer can
6 become a catalytic agent to develop the kind of structure
7 that you have been talking about today that is absent in
8 rural America. Our emphasis will be heavily on rural
9 unstructured situations.

10 DR. MARLAND: The volunteer doesn't have to come
11 locally. He can come from Poughkeepsie and go to Oklahoma,
12 isn't that true?

13 MR. FERGUSON: Yes.

14 MRS. RUSSELL: What about publicity that follows
15 their assignments in areas? Now we have two in the migrant
16 camps in California that have just been assigned who,
17 according to the brief on their background, are particularly
18 delightful as far as their uses in publicity, and we would
19 like to use it as broadly as we can because it will stimulate
20 not only volunteers, but use of volunteers.

21 MR. FERGUSON: Well, the problem I think is
22 illustrated by Hartford, where three volunteers arrived
23 and the next morning the newspaper had a front page spread
24 with an editorial on page 6 and pictures comparable to the
25 Las Vegas newspapers, and immediately that individual or the

1 three of them in this case are somewhat compromised in terms
2 of their ability to live and work effectively with the
3 people who are poor in the Hartford area. They are seen
4 as dignitaries because in the morning paper their pictures
5 were there, and we are awfully sensitive in being, we hope,
6 cautious in terms of giving inordinate publicity to the
7 presence of the volunteer until he has had the requisite
8 period to become a friend in the best sense of the word.

9 MRS. RUSSELL: In our case the migrant worker pub-
10 licity would be in urban areas perhaps. I don't think this
11 would have an effect. We are using them as possible volunteers.
12 This is what we are thinking of. These particular ones
13 happen to be retirees. And more effective publicity I can't
14 think of, frankly.

15 MR. FERGUSON: The gentleman is a former superinten-
16 dent of schools from Michigan and the wife was formerly
17 extremely active in volunteer work. They retired in Florida,
18 have been there two years, sold their home and are now taking
19 a year to work with migrants. And obviously the newspaper
20 will play up that type of story.

21 MRS. RUSSELL: This is wonderful.

22 MR. FERGUSON: But we are sensitive.

23 MRS. RUSSELL: We will keep it out of certain areas
24 if we can.

25 MRS. OLIVAREZ: I don't know if there is an answer

1 to this question, but as I look at Texas there and look at
2 Texas there, particularly in the valley area where I feel
3 it would be the hardest to sell the whole OEO package
4 because nobody else is doing a selling job, there are no
5 organizations that are interested in this area, or at least
6 there are none that are sophisticated enough to come up with
7 a proposal or fill out an application form -- and you know
8 that the application forms are extremely difficult to fill
9 out. It takes two days to interpret one paragraph. So
10 when does the cycle stop? How do we get VISTA volunteers
11 to sell OEO and how do we get CAP to start a program so
12 they bring in VISTA volunteers, or who comes in first if there
13 is no organization there and there is no interest and not
14 enough sophisticated--

15 MR. FERGUSON: This is the most difficult problem
16 we have, and I will ask Jack to comment on the general
17 question of how we in the long run stimulate the development
18 of a structure, particularly in rural America.

19 With regard to VISTA, we hope the presence of a
20 volunteer, say, in Texas where there are several thousand
21 migrants living may induce the local community to express
22 interest in setting up the kind of structure with the help of
23 the volunteer that will lead to at least the beginning of a
24 plan that might be submitted to community action. In other
25 words, the presence of the volunteer as again an agent of

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1 communications may give the local community the kind of
2 leadership that would be required to get the next step going.

3 I am not sure -- Jack, you probably would have a lot
4 more to comment on that.

5 MR. CONWAY: This has been one of my main causes of
6 concern. The two years I spent in the Housing Agency working
7 with a whole variety of programs, many of which were designed
8 to assist low income families, it became clear to me they
9 just don't reach these areas. They just don't get through
10 past the communities of less than 25,000, say; and when you
11 get out into the sparsely settled counties where you get
12 isolated poverty it is even more difficult.

13 So that we are working with groups like the rural
14 electric co-ops and any kind of group, farm organizations,
15 and so forth, that have tentacles that reach out into these
16 sparsely settled areas to get them interested in, first of
17 all, serving as a line of communication, and then secondly,
18 after we get some kind of interest stirred up among what
19 leadership does exist in these areas to begin to band them
20 together in some kind of effective community group that can
21 begin to develop a program and take advantage of the tools
22 that are available.

23 This is, I think, our most serious problem, and if
24 we can't reach out effectively to these areas then it just
25 seems to me we will have to declare that we have not been

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1 successful in carrying out the War Against Poverty.

2 Now just getting out and living and working with
3 these people and giving them some hope, raising their sights,
4 getting them organized, helping them develop a voice so they
5 can articulate what their needs are, what their desires are,
6 it seems to me is a first step that we have to master, and
7 I think that the VISTA program can be very important in this
8 regard. Packaging up all kinds of services that are available
9 to people in communities of 20, 25, 30 thousand, and some new
10 manner to get them delivered to the people who live in
11 isolation, again is a special challenge to us. We may have
12 to develop a new technology for the distribution of services
13 to people, not only educational services, but health
14 services, social services, all kinds of aids of this kind that
15 are just not available.

16 Clyde Ellis describes -- he is the general manager
17 of the rural electric co-ops -- from a program of yesteryear
18 in a sense that penetrated these isolated areas and brought
19 electrification to these farms -- points out what is
20 happening now, that you can take a line that runs electricity
21 out to these homes and there will be a home closed down and
22 gone off the meter -- the meter is taken off the route, and
23 then another one and another one, and eventually a store will
24 close and then the next thing that happens is the church
25 closes down, and finally the school itself, and what is left

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1 are just people living in isolation, and there are many of
2 them. The fact that they are not concentrated doesn't allow
3 them to get together and to make themselves effectively heard
4 within their county or within their state to get the kind
5 of attention that an organized group can sometimes achieve.

6 So that we have to, it seems to me, in thinking
7 through all of these programs constantly remind ourselves
8 that we are failing to do our job if we don't organize our-
9 selves to reach these people.

10 Now it is a tough job. We are going to be calling
11 on the VISTA people to help us out because they are really
12 being trailblazers for us.

13 MR. KEELER: In connection with your relation to
14 other departments of government -- for instance, I was just
15 thinking about the kind of problem you are talking about,
16 like the soil and conservation people who go into many, many
17 areas that have very, very few people -- from that standpoint
18 are you working or attempting to work in any way through any
19 of those groups?

20 MR. CONWAY: Yes. As a matter of fact, we have set
21 up again a special arrangement with the Secretary of
22 Agriculture. We have a task force which will concentrate
23 on rural area programs. But the Secretary has set up a
24 special division in the Department of Agriculture that will
25 combine a variety of previous activities in that department

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1 under a new head. The head is Robert Lewis. The rural areas
2 development activities, the soil conservation people; the
3 specialized kind of staff that do reach into these areas
4 will then be organized differently and will be related directly
5 to us. So that we hope to be able to improve our ability.
6 But it always comes down to once you do develop your programs
7 how can you stimulate interest, how can you develop the
8 motivation in the people to organize themselves to take
9 advantage of these programs, and then still beyond that, how
10 do you deliver these services to the people. It is tough.

11 MR. KEELER: You have raised another question.
12 With regard to the task force which we have, I know that there
13 was such a group in Oklahoma. I am aware there was a task
14 force in Arizona. Now is that a continuing organization,
15 and where do they fit in?

16 MR. CONWAY: Well, the original groups you refer to
17 were temporary and were designed to help us get organized.
18 This thing that I have just described is a permanent thing,
19 and it is just now being organized and we are assembling, with
20 the cooperation of groups like the rural electric co-ops, a
21 special two day conference of rural areas leadership people
22 here on the 6th and 7th of April, and this will be the kind
23 of launching pad for this new operation that I have described.

24 Well, the next item on the agenda is a very difficult
25 problem also. Last summer we experienced in this country

1 some very destructive riots in Harlem and in Philadelphia,
2 Jacksonville, Florida, Rochester, New York, and places around
3 the country.

4 The general intelligence that we have been able to
5 glean in the last few months is that conditions are still such
6 in many of these communities around the country where you have
7 concentrated minority group populations with high unemploy-
8 ment and severe social problems that the discontent and the
9 ferment still exists, and that there is serious danger of a
10 repetition of the same kind of thing in the same communities
11 and in many others that didn't experience it last summer.
12 And with the heightened interest in the civil rights activities
13 of the day and with the clashes with the police in Selma,
14 Alabama, and now Montgomery, the tension increases rather than
15 subsides; and it is our feeling that we should begin to
16 organize now as effectively as we can programs and activities
17 in these communities that can be set into motion during the
18 summer months, during the time when the heat and the activities
19 of the streets, the normal activities of the streets increase
20 the potential for explosion.

21 The sentiment seems to be among community relations
22 people and Governor Collins, the Civil Rights Commission
23 staff, the people in the Department of Labor, HEW, ourselves,
24 and others, that there are three major areas that we ought
25 to be concentrating our attention on if we expect to improve

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1 conditions.

2 The first, and probably the most important, is
3 opening up lines of communication and to develop ways and means
4 of involving people in these slum areas in doing something
5 about the conditions that they are disturbed about, and to get
6 people understanding and talking back and forth so that there
7 aren't these walls of isolation that existed in a community
8 like Rochester, for example, where when a riot occurred it
9 surprised everybody. They don't know this could happen in
10 their community.

11 The second category of activities that seemed to come
12 up over and over again, especially in the light of the
13 experiences of the last ten days, is the question of the use
14 of police brutality and the whole police operation, and how
15 it is possible to improve the situation in this particular
16 area. This is a very difficult one because local police, of
17 course, are under local control, and there has always been
18 an abhorrence in this country to any kind of national
19 police orientation.

20 The third, and probably the most important area that
21 we can do something about, is in the area of creating jobs,
22 making special efforts to create jobs, employment for people
23 that fall in the general category of young people, ages 16
24 through 21.

25 The Department of Labor in administering the

1 neighborhood youth corps has probably the greatest flexibility
2 in this area of any of the other immediately available pro-
3 grams, and Jack Howard here, whom you met last time, is the
4 director of the neighborhood youth corps and is working on a
5 special summer program for youth employment, and I would
6 like to have him open the discussion on this agenda topic and
7 then we would like to get from you any ideas that you have
8 because we have a task force working on this. We meet every
9 couple of days, and we want to feed as many ideas into the
10 hopper as we can so that we can get the best program put
11 together possible for this summer.

12 Jack.

13 MR. HOWARD: Thank you, Jack.

14 We are right now in the process of getting out to
15 our sponsors and our field people a summer package in two
16 main areas of operations.

17 First of all, for the schools that are now running
18 Neighborhood Youth Corps programs we are trying to get up a
19 simplified twelve week operation so that a school that has
20 demonstrated ability to run one of these youth projects can
21 with a minimum of red tape and processing lock into a
22 twelve week summertime project practically an automatic
23 renewal time.

24 The purpose here is very clear. We don't dump the
25 kids in June when school is out and leave them on the streets.

1 There has to be some sort of continuation if indeed we are
2 going to keep them interested in school and bring them back
3 in the fall. This is one of the main concepts. For those
4 young people who are graduating it may well be some kind of
5 summer orientation is needed prior to either skilled training,
6 something of this sort, or perhaps if they can go on to
7 college.

8 At any rate, we are getting our in-school sponsors
9 oriented right now to thinking about summer projects.

10 Another area of attack on this problem is for those
11 sponsors that are just about getting into operation now and
12 in the next month for the in-school projects, we are urging
13 them to combine their proposals for the rest of this semester
14 and add on to it a summer component, so instead of tooling
15 up and shutting down when school closes they will have an
16 integrated program; so that there is some potential of
17 expectation in eligible young people that there is an oppor-
18 tunity and a possibility for them.

19 In connection with this we are urging sponsors
20 to take on the provision of the supportive services that may
21 not be available during the summer because of perhaps
22 the routine shutdown of schools, remedial classes, special
23 classes, counselling and guidance. These things that
24 perhaps might operate on a nine month basis in the school
25 system, we are urging the sponsors to seek out and get those

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1 services, and we will assign funds for them so that in effect
2 we can move them on to a twelve months basis.

3 Some school systems will run a summer school. It
4 may be a half day or some limited thing there. We, I think,
5 will have little trouble in involving these kinds of systems
6 in our summer program.

7 For those schools that shut down during the summer
8 it is going to take a little more developing. We may get the
9 school system to sponsor, we may have to go into the community
10 at large.

11 In addition we are moving on another direction
12 principally with the out of school, the persons who are not
13 between semesters or between sessions of school; and in this
14 area we are exploring especially the conservation, the
15 natural resources, the park, the summer kinds of work that
16 can be done, and can be done within a discreet period of
17 time when weather permits and also during the period of time
18 when there is tremendous competition from graduating young
19 people entering the labor force. We are discussing already
20 with state park systems, nonprofit community parks, national
21 forests, the possibilities of day haul and intensification
22 of the few experiences we have already had on a conservation
23 or recreation facility type project for young people.

24 Generally these will run longer, up to 32 hours
25 a week. They usually do not include formal part time education.

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1 These are for the dropouts, the out of school young people.

2 We are hopeful in our projections from our people
3 in the field who have begun to sound out some of the systems --
4 we are hopeful that if things fall together in terms of our
5 ability to handle the mass, as well as the ability of the
6 communities to identify and generate these jobs, we are hope-
7 ful that we may be able to reach substantially more than our
8 goal of 50,000. There is every indication we might be able
9 on these combinations of programs to create opportunities for
10 at least 70 or 80 thousand young people this summer.

11 We have a couple of prototypes in operation, in
12 the conservation area especially. The Minnesota statewide
13 park system and New Jersey, and under development in Wisconsin,
14 we have park operations just about to begin in Los Angeles
15 and in Memphis, so that we have a beginning of a body of
16 experience on which we think we can draw for providing some
17 of the useful job slots for this program.

18 That is it in capsule, Jack.

19 DR. MARLAND: I just want to clear up one thing I
20 think I misunderstood. You weren't using 75,000 as a total
21 figure for this summer, were you? Those were just the Youth
22 Corps centers, were they, or is this the whole ball of wax?

23 MR. HOWARD: That is it.

24 DR. MARLAND: Don't you think there will be many,
25 many more than that? We are looking for 5,000 in Pittsburgh,

1 for example.

2 MRS. MCNAMARA: Isn't he wonderful?

3 MR. HOWARD: Five thousand, if you have got them,
4 if you have got the slots, if you can mount them, we can go.
5 Of course, there is a limit of funding. There is also a
6 limit, very frankly, of just how many of these we can turn out.

7 DR. MARLAND: And how many relevant jobs there are.

8 MR. HOWARD: That's right.

9 DR. MARLAND: But I misspoke that when I said 5,000.
10 I was thinking of our neighborhood. We have literally
11 requested in our proposal 3,000. When this proposal comes
12 from you in the next few days expediting the summer emphasis
13 I have a notion that at least the 3,000 and more; but if you
14 speak of our neighboring area, the municipal area, there is
15 at least 5,000 right there

16 MR. HOWARD: Good. We are not afraid of numbers,
17 not at all.

18 DR. MARLAND: But don't you think that it would be
19 depressing to talk about 75,000 throughout the country to those
20 who are attempting to get this machine going fast?

21 MR. HOWARD: Well, this isn't a limit or anything
22 of this sort. This is talked around the table as a goal. We
23 hope that we can mount that many. Well, for example, we can't
24 get the New York City school system cranked up. Our big
25 project there is almost all out of school. We can't get the

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1 Board of Education going on it yet.

2 So there is a big challenge, and it is something that
3 should have been done before now. We do have areas where if
4 we can get four or five thousand we would be delighted to do
5 it and we would encourage them.

6 To the degree that setting a goal would dampen it
7 I certainly would agree with you we should not use it, and I
8 would be glad to take your counsel on that. It is meant as a
9 goal, certainly not a limit. We are not allocating slots.

10 DR. MARLAND: The figures that we were given this
11 morning show a million seven hundred thousand high school age
12 poor, age 16 to 19. That doesn't even reach the limits of
13 the program. A million seven. And if you are talking about
14 75,000, it is way under the numbers that I think are real.

15 MR. HOWARD: This is a beginning.

16 MR. CONWAY: Our problem is that under the legis-
17 lation, under the law these job slots have to be -- they can't
18 be displacing other people. They have to be certain kind of
19 jobs, and just creating these positions is a difficult enough
20 task; and what we are going to be concentrating our attention
21 on in the next few weeks is to stimulate the kinds of activities
22 which will lead to special summer projects that can take
23 advantage of this program.

24 But by no means do we want to confine our activities
25 just to this federal program. We would like to consider any

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1 ideas that can be developed which will lead to local community
2 activity which will in the private area develop involvement
3 of these young people in some kind of constructive employment
4 so we can keep them off the streets and minimize--

5 MR. HOWARD: We would hope it would be a catalyst
6 rather than the sum total.

7 MRS. RUSSELL: We have mentioned already Operation
8 Head Start as a place for youth. One of the problems that I
9 see for summer employment is the development of jobs and the
10 time it takes to develop some of these services.

11 You are going to get tired of me and my conversation
12 about aging, but I am going to preserve anyway, I don't
13 care if you get tired of me. We have numberwise in the field
14 of aging -- and I don't know how many of you are familiar
15 with aging groups -- we have 12,000 people at the present time
16 in the United States over 100. We have hundreds of thousands
17 of people over 85, and of those hundred thousands most of
18 them live alone, and in living alone at this kind of advanced
19 age they need a great many services. These services can be
20 done by all age groups, but they are particularly well done,
21 frankly, by the youth of the nation.

22 Some of these services are very simple. Reassurance
23 service -- this is basically a telephone call once or twice
24 daily to an older person to find out if they are still alive,
25 frankly. If they are not, if they don't answer the phone

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1 there is a follow up. There are shopping services -- do you
2 need bread and milk, something like this. This goes along
3 with health education. There are home aides, home repair
4 services, all of these things which I hope very definitely will
5 be a part of your job opportunities, your work training
6 program in providing training for the youngsters to provide
7 these services.

8 Certainly these are going to add to the economy of
9 our country in the years to come.

10 Now perhaps some of these programs could be mounted
11 in the urban areas where there are large numbers of older
12 persons.

13 Now the Los Angeles program, which I don't believe
14 is in yet, has a good many services involved, and this I think
15 would provide opportunities for young people even on a short
16 term basis.

17 MR. CONWAY: In addition to the source of funding
18 that is available in the program Jack is talking about, the
19 Community Action Program can provide for a number of slots
20 of this kind.

21 Are you familiar, Mrs. McNamara -- did you
22 participate in this job development activity here in Washington
23 last summer, or was that one of the things that escaped your
24 attention? Didn't they develop some 1500, 2,000 jobs here
25 in Washington last summer? I didn't have anything to do with

1 it myself.

2 MRS. MCNAMARA: Yes, I am not familiar enough with
3 the job development, what the number was. I was doing another
4 project.

5 MR. CONWAY: Sam Yette has been working with this
6 task force and has been given a new assignment by Sargent
7 Shriver as a special assistant in the whole area of civil
8 rights and employment relationships. Do you want to comment
9 on this thing, Sam, as it looks to you?

10 MR. YETTE: Most of it I think you said, Jack. I
11 would just like to take off for a second on a meeting we had
12 with Governor Collins' task force yesterday. We are very
13 anxious to get ideas. One idea that occurred to some of
14 us in the OEO was some of the persons here around this table,
15 members of this group, might be ourselves large employers.
16 I don't see any that occur to me at the moment. But we know
17 if persons here and others could reach large employers, let's
18 say the head of Motorola in Chicago, or in Detroit a factory
19 there, who could get the Chambers of Commerce, the business
20 community mobilized in a summer work project, it would be one
21 thing in which a lot of these kids could be taken care of.

22 We thought also we might take on VISTA volunteers
23 on a summer basis. If we could get summer VISTA volunteers,
24 say college kids who have to go back to school, come and
25 maybe just be in the summer. This has not been refined, but

1 this is the kind of thing we have been thinking about.

2 One thing that occurred to me which I think is so
3 relevant I ought to mention it here, and that is that of all
4 of these projects under OEO and the some 17 types of anti-
5 poverty programs which we are introducing into communities, we
6 are introducing just another irritant into the community
7 unless that program is one which involves the minority
8 groups and the poor themselves. We are introducing really
9 another irritant.

10 I mention that to this group for the reason that,
11 as Mr. Shriver said, we need very much to hear from persons
12 like yourselves if we are not coming up to the line out there.
13 Well, anything that you might be able to suggest that would
14 give us a chance to use one of our structured programs, or
15 we might be able to broaden one of our programs to include
16 more persons -- not to keep somebody from, say, expressing
17 their just discontent with a social maladjustment, but to
18 give them an opportunity to work constructively toward the
19 cause of this maladjustment.

20 MR. NADHERNY: Jack, I would like to make a suggestion.
21 We have a Project Head Start. How about this summer a
22 Project Keep Going -- day camps set up perhaps through
23 community action programs whereby a number of these young
24 people could act as counsellors at some pay rate, and at the
25 same time give the young people 6 to 14 years of age an

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1 opportunity to get out of their environment and attend day
2 camps where they would take part in various activities. You
3 would be employing a certain number of youths as counsellors
4 and at the same time taking care of some of these younger
5 children in slum areas, and through offering transportation
6 taking them out of that environment, even if it is just for
7 eight weeks.

8 MRS. MCNAMARA: One of our basic problems, as you
9 started out, Mr. Conway, is the fact that we have to hit the
10 youth that is going to produce the problems that we had last
11 summer, and unfortunately we are talking about the youngsters
12 who are motivated already in a direction to take the respon-
13 sibility with some of these jobs, and the ones we want to hit
14 or to get off the streets are the ones that we can't use
15 as leaders; and so you have to think in terms of either
16 apprentice programs in which that youngster may not be paid
17 for doing something but he is going to learn something if
18 he thinks it is going to lead to a type of job.

19 Now that would involve a private concern, though,
20 and you are asking public hospitals and schools to find jobs
21 and create jobs that may stay and may not stay, depending on
22 whether or not you can fund them. Is there any way in which
23 the private industry can be motivated or small concerns can
24 be motivated to apprentice type of workshops that these
25 youngsters can be in some way introduced into a work situation?

1 Then I think one very good area of activity which
2 wouldn't involve jobs so much is to have a tremendous
3 recreation program. We just have to get something going and
4 use the empty gymnasiums in the middle of Harlem and use
5 them in the evening, and maybe the schools can be prevailed
6 upon -- this all costs money to keep them open, the lights
7 and so forth. But maybe you could give money to keep the
8 schools open so that a recreation program could be put on,--
9 where there is more swimming -- they have a swimming pool and
10 they close it at 5:00 o'clock because there is nobody there
11 to supervise it.

12 DR. MARLAND: I think the rules, however, allow
13 for rental of schools to be a proper charge under a program.
14 We are doing it anyway.

15 MRS. MCNAMARA: Then this could be. Then the
16 communication should be to the school systems that they
17 become involved in this kind of a program.

18 DR. MARLAND: It is not out of pocket for them.
19 They don't have that excuse to use.

20 MR. HOWARD: Our program is among suggestions
21 that they have heavily aimed in your direction; among other
22 things, the twelve week deal is aimed at the availability of
23 recreation facilities -- lifeguard and playground directors
24 and all sorts of things that youngsters in this age group
25 could well perform which would then be of service not only to

1 their fellows, but also to younger ones in Head Start. We
2 are involved in your Head Start operation in terms of trying
3 to mesh the two programs.

4 MRS. RUSSELL: Mrs. McNamara is talking beyond the
5 paid work. She is talking about giving the youngsters
6 something to do so they don't just have to find something
7 destructive to do.

8 I have another suggestion. I like also that goes
9 together. How about developing some jobs in this Beautify
10 America bit and have a Beautify America Before Autumn, or
11 something, and really give them jobs through Chambers of
12 Commerce perhaps in beautifying the cities, planting trees,
13 cleaning, something they really can see.

FR 14 MRS. OLIVAREZ: In line with that, we have been
15 able to get AMA interested in some degree, and the American
16 Bar Association, with the possibility of tackling the
17 national Junior Chamber of Commerce to do a job creating
18 efforts during the summer. In Phoenix the Junior Chamber of
19 Commerce came up with 5,000 part time summer jobs. But it was
20 a united effort. They worked through the state employment
21 office and private industry.

22 MR. CONWAY: See, so many factories will not add
23 permanent people because they maintain a general level. But
24 the summer vacation period can be filled in a planned way
25 by introducing a fairly substantial number of people who are

1 out of school and reorganizing the work force to absorb
2 this kind of relatively unskilled person.

3 MR. BOOKBINDER: Clean-jp operation.

4 MR. CONWAY: Yes. So I think if we could organize
5 an appeal -- I like your Junior Chamber of Commerce suggestion.
6 I think what you need is some ready-made source of contact
7 that can take this on as a project, and they already have the
8 communications to the private--

9 MRS. OLIVAREZ: And going to the growers in the valley
10 area in Texas. Of course they are going to have to come
11 up with some decent wages if they want the children to work,
12 but still it may be--

13 MRS. RUSSELL: Living conditions and some recreation,
14 and so forth, along with it.

15 MRS. MCNAMARA: There also could be utilized some
16 of the arts -- music. There are lots of small combos that
17 through recreation could be used for just playing out in
18 the open in parks, and you are thinking in terms of stimulat-
19 ing an interest as well as jobs, too, aren't you?

20 MR. CONWAY: Yes.

21 MR. HOWARD: Sure.

22 MR. CONWAY: This is not just jobs. What we are
23 trying to do is create enough constructive activities during
24 the course of these difficult months where we hope that we
25 can offset the negative things.

1 MR. KEELER: I want to be sure I understand one
2 thing. When you say to get something constructive started, take
3 the kids off the street, and so forth, now you are talking
4 about regardless of poverty or level of -- or are you only
5 going to try to take the poor children off the street and
6 leave the others on?

7 MR. CONWAY: Buford Ellington, the former Governor
8 of Tennessee, made the very sage observation when you do have
9 a riot situation if you go track down what has been
10 happening among the white teenagers you probably find that
11 this is the chief source of the difficulty that has led up
12 in that particular area, so that you can't just deal with a
13 part of the problem. He is limited in this program with
14 people coming from low income families, as most of our
15 programs are.

16 MR. KEELER: As far as his funds are concerned?

17 MR. CONWAY: Yes, but that doesn't mean we should
18 concentrate our attention just on those areas. If we can
19 get a general climate established and a much broader area of
20 activity, as Mrs. McNamara has pointed out, you can begin to
21 develop interests that will occupy people's attention and
22 take them off the streets and out of trouble in a different
23 way.

24 MR. BOOKBINDER: If I may, there is a matter of
25 semantics here that I think is important. The way we describe

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1 this project is important. Sam hit it. It isn't that we are
2 devising ways of sort of getting away from protesting civil
3 rights abuses. That isn't the emphasis. It is because the
4 summer is likely to be another summer not only of civil
5 rights protest, but when it comes right down to it, anti-
6 unemployment protest, lack of opportunity protest; and what
7 we want to do is offer alternatives and show that the society
8 cares and the communities care about doing these things to
9 provide opportunities, whether they be recreational
10 opportunities, job opportunities. It is that, rather than
11 looking for an easy way out of stopping civil rights
12 protests as civil rights protests. The big riots last summer
13 were not civil rights riots. They were dissatisfaction riots,
14 they were unhappiness riots.

15 DR. MARLAND: Get at the root of the things that
16 are causing the thing.

17 MR. BOOKBINDER: That's right.

18 MR. KEELER: Well, I hate to suggest this. It is
19 just an idea, but you mentioned the Junior Chamber of Commerce
20 as an example. I happen to know that the present president
21 of the Junior Chamber of Commerce did actually champion a
22 little sort of thing like we are talking about here, and it
23 could go broadside. But then there are other ways it strikes
24 me that from the standpoint of jobs -- and I don't know just
25 whether anything is being done. I always hate to bring these

1 things up, I have such a wide area of ignorance on these
2 things. But it amounts to this: that here is a group like
3 the National Association of Manufacturers. They say they
4 want to do constructive things. If business really got into
5 it -- that is just one part of it, a group of business
6 people -- but if really business got into it, the President
7 calls business leaders in to talk about the outflow of gold
8 and it begins to have all sorts of impact, and actually we
9 are talking about something that probably is more important
10 than gold -- our people here. And from that standpoint
11 I think if the story could be gotten across to business
12 leaders, either through organizations, civic organizations,
13 or other ways, but at various levels, that you could do a
14 lot of good.

15 Now I heard something that is taking place out in
16 your part of the country that happened to be for just a
17 little segment of youth, but I think it is a good idea. I
18 don't know why it isn't done more places. It is a short
19 term, but it does two things. It helps maybe chart a course
20 for some young boy. Mr. Stoneman of Purex out there was
21 telling me about how they were taking Boy Scouts and bringing
22 them into all sort of businesses and giving them a chance
23 to, as it were, look over the shoulder of business people,
24 the kind of problems they have. Many youth really don't know
25 what they want to do. You can look at many people. You

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1 could almost take a chunk out of their life before they
2 become productive because they never had an opportunity really
3 to work or to get closely enough to see how they should go.
4 It strikes me that is another phase where business can help.

5 Another thing about business -- and I am just
6 talking about business generally, and maybe I am wrong about
7 this -- but big business generally plans everything on a
8 rather large basis and you never think in terms of giving
9 somebody two weeks work. But actually you might do a whole
10 lot toward moving the ball down to some goal line that you
11 are trying to move it toward if a little of it could be done
12 in this area and a little bit in this area, and so on. I
13 feel positive in so many businesses if you didn't have what
14 is just common policy, just hadn't been done before -- a
15 real small businessman, he doesn't hesitate to hire a man
16 for three days if he needs him. A big business, maybe it is a
17 big business bureaucracy or something that you have to go
18 through the medical exam and you have got to get all this
19 other big rigmarole, and by the time you get through they
20 say "well, we just don't do that."

21 But I am satisfied that if people thought of it in
22 terms of what you people have been talking here about
23 getting the use of a resource that this country needs to use
24 in the right way, I think if you think of it in terms -- I
25 am with you -- I understand your problem -- from the standpoint

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1 of minority groups or anyone else, I think you can cure a
2 whole lot of things that way. But I don't think business
3 people have the idea that you folks have been discussing.
4 Now maybe they do and I just don't know about it.

5 MR. CONWAY: Did the President talk to the business
6 leaders on this when he met with them recently?

7 MR. YETTE: I don't know, frankly. I have not
8 heard anybody say that he did.

9 MR. CONWAY: I know the Vice President has been
10 talking to the mayors of cities, and so on, and I assume that
11 the President takes advantage of every opportunity he has to
12 raise this with groups, but I don't know whether he did to
13 the group of business leaders.

14 MR. NADHERNY: Bring the Business Council in for
15 that. Bring them in purposely just for that.

16 MR. KEELER: Instead of just being a side remark, or
17 this is a part of a program like the Vice President covered,
18 quite a wide range, and I assume the President does from time
19 to time on many things -- but zero in on this.

20 MR. NADHERNY: Just that. Publicize it, let the
21 whole nation know what you are doing.

22 MRS. MCNAMARA: When are the mayors coming?

23 MR. CONWAY: There will be a meeting of about a
24 hundred mayors in about a week or ten days. What is the date
25 of that?

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1 MR. BOOKBINDER: No definite date yet. It will be
2 the end of the month, and there will be a meeting in May of--

3 MR. CONWAY: Yes, these are the national
4 municipal league people, and we have already had one meeting
5 with the mayors of the ten largest cities, and we will pick
6 this up.

7 But I think Rochester symbolizes more than any other
8 community the nature of this problem, and that is you can have
9 a community that has a relatively high rate of employment,
10 relatively serene atmosphere, and all of a sudden, bang,
11 a community of 25,000 Negroes exploded, and then the bitterness
12 that poured out of that over the next week to ten days, two
13 weeks, stunned the leadership of that community. They just
14 didn't know that this existed in their own community. And
15 in putting together their community action program, which
16 has just now reached the stage of being acted on here, they
17 took the time -- and I think it was one of the wisest things
18 that a community could do -- they took the time to sit down
19 and discuss all complaints and criticisms and beefs and
20 problems for weeks and weeks before they began to put together
21 a community action program with the people in these
22 neighborhoods themselves, so that it is beginning to get lines
23 of communication opened up that just didn't exist before.

24 Now it seems to me that if we can begin to develop
25 an awareness on the part of the leadership of the business

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1 community, and the political leadership of these communities
2 also terribly important, and begin to feed within the
3 community a whole cross current of ideas and begin to develop
4 programs with this specific purpose in mind, we might be able
5 to make an impact on this summer.

6 MRS. MCNAMARA: It seems to me the crux to some
7 of the problems for the young people who don't have jobs
8 and have time on their hands and aren't motivated or created
9 is training. I mean is some kind of apprenticeship or some
10 kind of training or some introduction to something they can do
11 besides walking the streets or going to camp, which they
12 can't do in the first place. So that some community
13 leadership or an apprenticeship or training or -- take,
14 for instance, for girls -- they aren't involved in this quite
15 as much, but training for domestic jobs. I mean it could
16 be very well done, but it still takes community action to do
17 the training and somebody that has got the money to put the
18 training program on. You can show them all kinds of job
19 opportunities and take them on all these winding, rising tours
20 we did last year. We took 8400 youngsters on trips in six
21 weeks, and all kinds of things to show them -- but unless
22 they relate themselves to it or find out what they need for
23 education or training they can't do much with it.

24 MRS. RUSSELL: Let's glamorize housework if we can.

25 MR. OLIVAREZ: As I said, you have to change the

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1 concept of domestics.

2 MRS. RUSSELL: Because we need home helpers very
3 definitely.

4 MRS. MCNAMARA: They can do the same in half the
5 time with the right training and get paid for it.

6 MRS. RUSSELL: Basic pay without being considered
7 a lower echelon job.

8 One of the things that Mrs. McNamara said, to make
9 them aware of the kind of jobs they can get, we do pretty much
10 in the jobs in our cities of letting the youngsters learn about
11 the politics of the area, the community organization of the
12 area, by letting boys play mayor and play garbage man and
13 health inspector for a day or so during the year with some
14 training beforehand. We don't do much about letting them be
15 president of a company.

16 Can we get companies to cooperate by doing a one to
17 one? I don't mean a tour through the Ford assembly plant,
18 but a relationship for a period of time to see what kind
19 of jobs people do, and perhaps talk with people to see what
20 kind of satisfactions people get out of the job.

21 MRS. MCNAMARA: It may not be related to the type of
22 juncture we are trying to hit through the poverty program
23 right now, but I think it is important.

24 MRS. RUSSELL: I think it might be, because I know
25 my youngster had some career counselling in high school and

1 he picked electronics, banking and law, and came home and
2 said "gee, Mom, all they told me was how much money I was
3 going to earn, and I only need a dollar a week." He would
4 have been much happier to know what it meant to the
5 individual, and I think this is true of the boy who is on the
6 streets. We get some of them through our house, too, believe
7 me, and a little more understanding would help.

8 MR. CONWAY: I don't know how many small businesses
9 there are in the country. Leon, maybe you can snap a figure
10 off the top of your head. But if every company that had
11 less than a hundred employees would hire just one extra person
12 for the summer and invest some time in that person--

13 MRS. RUSSELL: Can they afford it?

14 MR. CONWAY: Sure, they can afford it.

15 MRS. RUSSELL: The small businesses.

16 MR. CONWAY: I said less than a hundred. That is
17 not such a small business.

18 MRS. RUSSELL: Yes, less than a hundred.

19 MR. KEELER: One of the problems -- and I am only
20 speaking about one minority group -- but one of the problems
21 that we have run into is the people that need help the worst
22 are the least fitted to do a job; and I don't know whether
23 the particular company would care to do it or not, but I
24 remember a few years ago when we had some corporate association
25 with this company -- it is North American -- I remember

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1 Lee Atwood's story, the President, about the fact that they
2 didn't have any choice during the war, they had high requirements
3 and so forth, and they brought Navahos and every type of Indian
4 we have in the Southwest down there into the North American
5 set-up, and he just ended up swearing by them.

6 But my point is right now if you go to almost any
7 business and if you don't think of it in terms of what we are
8 thinking about, why, you will find all the reason in the
9 world why you can't hire a guy, and yet those are the people
10 we are trying to help.

11 MR. CONWAY: Your point impresses me very much.
12 There has to be some larger reason for hiring that person, and
13 it has to be not an economy or efficiency. Can the whole
14 society afford to go through a summer in which we explode all
15 over the country? Obviously not. And if everybody will make
16 a small contribution to help alleviate some of the contributing
17 conditions obviously we all will benefit from it.

18 MR. KEELER: May I just say one other thing and then
19 I will shut up on this point. I went to every Indian tribe
20 in this country and talked with them as a part of a task
21 force to try to find out what the problems were, and so forth --
22 and Alaska -- and one of the things that impressed me a great
23 deal about this study was the fact that a large part of the
24 people who were gainfully employed and really had no problem
25 in the tribe as individuals were employed because they had

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1 developed a trade back there in days when they had this CCC,
2 and they learned how to stone or they learned how to do
3 carpentry work or something else, which gets around to you can
4 also learn through apprenticeship.

5 Now I had always heard a lot of bad things about
6 the CCC, but yet in our area some of the things that we
7 brag about are the things that were done by those people, see,
8 those projects.

9 That is one thing.

10 And then the second thing which impressed me a
11 great deal is that almost everyone there -- and this is the
12 thing that I think can get to a businessman if it were put to him
13 right -- that almost everyone at these meetings was making
14 a point that they really wanted to work, they didn't want a
15 welfare check. And I believe if business people felt like
16 they were raising the productivity of the country and it
17 wasn't just a toss-off of money, why, they would look at it
18 differently. And when you look at the welfare bill -- and
19 I am talking about just among Indians alone -- it is a
20 terrific problem, and yet they are helpless to do anything
21 about it almost.

22 MRS. OLIVAREZ: To what extent could churches be
23 involved in a summer program?

24 MRS. MCNAMARA: Churches have summer church school
25 all the time.

1 MR. HOWARD: In our program we have a number of
2 parochial systems that are involved in it regularly, and for
3 the summer I should think it would be even a greater potential,
4 especially the recreation thing that would be open to the
5 community, and I guess facilities, as long as you are open
6 to the community it is even easier, should be no limit.

7 MR. YETTE: I just happened to talk with Dr. Blake
8 about that at lunch as we sat there, and I told him that it
9 had occurred to me yesterday after that meeting of the
10 churches which now are somewhat in the vanguard of this whole
11 social change, they might be best equipped in terms of
12 having ongoing programs in which they do during the summer
13 involve youngsters, I guess of their own parish or their
14 own church group, if they would be willing to expand these
15 to take in some of the younger kids -- and I don't know
16 whether we have got programs which could give them what
17 additional compensation they would need or whether they could
18 do it under their own funds. One person said to me yesterday
19 the church has plenty of money. Things have changed since
20 I was going to Sunday School. But anyway, if we have got
21 some program in which we could work with them I do believe
22 that churches are at the grass roots level. They have to
23 have ongoing programs, and I think they could be very helpful.

24 MRS. OLIVAREZ: One more question. I addressed a
25 group of mine workers recently, and their main interest

1 was in the Job Corps, and the question that came up was if
2 there is no employment in the mining areas some of these
3 potential Job Corps children came from, is it assumed that
4 once they spent their one year in the Job Corps, they
5 couldn't return to their home town because there was nothing
6 for them, is the Job Corps preparing them to move into another
7 area and leave the home?

8 MR. CONWAY: Well, the Job Corps, any preparation
9 for young people going to the Job Corps would be thought
10 of in terms of a national market rather than a specific back home
11 market, and I am sure there will be a number of Job Corps
12 graduates who won't go back to their regular communities for
13 employment. But that doesn't mean that in a sense they
14 separate themselves forever from their families.

15 In the training centers, isn't this true, Leon,
16 near the urban areas there will be a concentration on the kinds
17 of employment that are generally available in that particular
18 area, with a view to taking advantage of any facancies that
19 might occur there.

20 We also are asking our Business Advisory Council
21 to address themselves specifically to this question, how
22 we can develop linkages from the Job Corps camps to private
23 employment when they graduate. And Jack Howard has the same
24 concern as far as the Neighborhood Youth Corps.

25 So we are concentrating more and more of our

1 attention to job development and placement activities, and
2 we will be working very closely with the Department of Labor
3 on this.

4 MRS. RUSSELL: Please motivate them to be willing
5 to move if necessary to get jobs, because this has been our
6 tremendous problem with our older employees, and I am speaking
7 of the 45 year old and on, who in spite of retraining, will
8 not move.

9 MR. CONWAY: I think just the act of going to the
10 Job Corps camp itself is an expression of willingness to
11 disconnect and move.

12 MR. KEELER: There is one other idea that I would
13 like to mention. Puerto Rico was mentioned earlier, and I
14 know there have been tries in different areas of the country
15 to consider some sort of an operation like Puerto Rico
16 had of Operation Bootstrap. But I am wondering if there is
17 any way that maybe the Treasury Department could come up with
18 an angle that they don't think will sabotage their entire tax
19 system like maybe Operation Bootstrap did, but if people
20 would have any desire to help in this program there would be a
21 real incentive to do so. Has that been talked about?

22 MR. CONWAY: There has been some thought gone into
23 special tax advantages. This has met with some opposition
24 from different quarters, as you can imagine. It hasn't been
25 explored in the kind of detail that it probably should be,

1 and I am sure this will be one of the things we will be
2 doing in our programs in planning shop in conjunction with
3 the Treasury Department, I assure you, because they guard
4 this area quite jealously.

5 MR. HOWARD: There are a couple of potentials --
6 apprenticeship, for example. There has been under discussion
7 some sort of a tax or support method for those employers that
8 are willing to take on apprentices and to perform this
9 kind of training. There is also in most defense contracts
10 an allowance for training cost, which allowance is not being
11 used fully now.

12 The Labor Department has been discussing with
13 Defense trying to require the carrying of apprentices and the
14 carrying of trainees on defense contracts, and this is, I
15 think, a vast area that has yet to be tapped, and that is
16 already in writing authorized in all defense contracts. That
17 is a potential that also might be useful in the summer.

18 MRS. MCNAMARA: What are the trade schools doing
19 in summer?

20 MR. CONWAY: That is a good idea. I think we ought
21 to find out. We will make a special effort of finding out.

22 MR. KEELER: Incidentally, I suppose it couldn't
23 be done, but I think Oklahoma has a very unique school -- they
24 call it Oklahoma Tech, in which now -- most of our educators
25 there originally looked down their nose at the idea, but it

1 is to start out with a man that maybe can't really write
2 his name, and he learns some kind of trade. I happen to
3 know that that particular school -- now there is going to
4 be -- I think finally they are going to come through the
5 program -- but that particular school, they had applications
6 for 800 Indians. They couldn't even get in there.

7 Now will you get into that sort of thing where there
8 is the educational program, the educational bill coming up,
9 there are certain things in connection with the Bureau of
10 Indian Affairs, there are certain things with regard to
11 Appalachia?

12 MR. CONWAY: The answer is yes. We will be working
13 very closely with all of these programs in an effort to put
14 them together in some kind of more meaningful way, stacking
15 the possibilities.

16 We, for example, are ready to work with the Office
17 of Education on putting together unique demonstration programs
18 in literacy training. They have certain funds made available
19 to them under this legislation. But we are willing to put
20 additional funds with those and to experiment in developing
21 new approaches to literacy training for adults, and the same
22 thing is true of the special remedial education centers
23 which will be made available under your new Education Act.
24 These centers have to be developed in conjunction with
25 community action organizations and programs where they exist.

1 So that we will be making constant effort as we go along
2 here to plan together, administer these programs as jointly
3 as we can, and relate them one to another, and prove them all
4 in the process hopefully.

5 Well, this is very helpful, and we will find out
6 what these vocational schools are doing this summer. I think
7 that is a natural. We should have thought of that, and I am
8 glad you called it to our attention because we ought to be
9 asking them right now.

10 We will be before the Congress on hearings before
11 the Education and Labor Committee, and also the Appropriations
12 Committee in April and the early part of May, and from our
13 point of view I would think that another meeting of the
14 Advisory Committee would be best either the latter part of
15 May or the early part of June.

16 Do you have any preference in this regard?

17 MR. OLIVAREZ: I would say the latter part of May,
18 because in June we get involved in graduation exercises,
19 talks, and commencements.

20 MR. CONWAY: The summer becomes difficult for getting
21 committees of this kind together because people make plans.
22 Is the latter part of May better?

23 (Indications of concurrence.)

24 MR. CONWAY: That seems to be the consensus. We
25 will convey that to Mr. Shriver.

1 Well, thank you very much.

2 (Whereupon, at 3:50 o'clock p. m., the meeting was
3 adjourned.)
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