

UNDERSTANDING THE DISADVANTAGED

A SOURCE BOOK



SCHOOL OF HOME ECONOMICS
and
EXTENSION DIVISION
UNIVERSITY OF MISSOURI

Miscellaneous Publication #8

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(A SHORT COURSE JULY 1965)

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FOREWORD

This source book was planned for professional workers interested in increasing their understanding of problems of poverty and of subject matter in the areas of Family Life and Family Economics.

It is developed from talks, films, discussions and resource materials presented at an interagency, interdisciplinary short course "Understanding the Disadvantaged," held on the Columbia campus of the University of Missouri in July 1965.

This conference was designed not only to increase awareness and understanding of the problems of poverty in our society, but also to develop appreciation of the role of the various disciplines and agencies in an effective approach to the situation. It was designed, too, to point the way for conferences of similar nature as well as action programs which, it is hoped, will follow at local and district levels.

Individuals working with the disadvantaged should find real challenge and opportunity for depth study from this source book.

Margaret Mangel, Director
School of Home Economics
University of Missouri
Columbia, Missouri

UNDERSTANDING THE DISADVANTAGED

A
SOURCE BOOK

Short Course July 13-14-15, 1965 "Understanding the Disadvantaged"

COOPERATING GROUPS

Missouri

Home Economics Association
Human Development Corporation
Division of Welfare
Division of Health
State Department of Education
State Division of Employment Security
Council of Churches and other
Denominational Groups

University of Missouri

School of Home Economics-College of Agriculture
Department of Rural Sociology-College of Agriculture
Continuing Education-Extension Division
Agricultural Editor's Office-Extension Division
Elementary Education-College of Education
School of Social and Community Services-College of Arts and Science
Departments of Sociology and Psychology-College of Arts and Science

Columbia

Columbia Public Housing
Family Service of Columbia
Human Development Corporation

WHO ARE THEY?—PROFILES OF POVERTY



Man does not live by bread alone.

--Robert Louis Stevenson

PROFILES OF POVERTY

by D. Richard Wenner

Rural Task Force, Office of Economic Opportunity

What are the faces of poverty? First is the obvious one of low income--the monetary measure. This is one of the great paradoxes in America in 1965.

We can't match up our figures precisely, but in 1964 the average family income in the U. S. was \$7,910. The latest detailed figures, breaking down all income levels, are for 1959 and they reveal that there were 9.3 million families which included approximately 30 million persons with incomes of less than \$3,000 and about five million single persons with incomes of less than \$1,500. Thus we have 35 million people in these low income categories or 1/5 (20 percent) of our current population. The average income of these 9.3 million families is \$1,800.

How do we rationalize 20 percent of our population averaging \$1,800 while the overall average is \$7,900? The spread obviously is unjustifiable.

But maybe being poor isn't the worst of it. What if in addition to being poor, you suffer one of these other afflictions?

One of them is color. If you are black, or red - yes, Indian--or dark like a Puerto Rican or dark like a Mexican-American, your chances of being a second-class citizen are pretty high. Your schools won't be equal, your cultural advantages won't be equal, your ability to get a job won't be equal. You are poor.

What about the pre-schooler who comes from the poor home? Have his mother and father read and helped him memorize the nursery rhymes? Can he count? Has he learned the alphabet? Is he used to going "out back" to the bathroom? The day after Labor Day in 1965 is September 7 and now our little one--perhaps without decent clothes, which may not even be clean--suddenly must go out into the other America, to use Michael Harrington's phrase in reverse, he now becomes part of the affluent society, but can he make this transition? The odds aren't too good, and if he can't, he is on his 60 or 70 or 80 year route through poor America.

What about the third grader who is emotionally disturbed because his parents were recently divorced and he no longer has a father? He is not old enough to understand this and he rebels. Rebels against his mother, his teacher and against the world.

What about the fifth grader who never learned to read very well and now is getting farther and farther behind? Can he keep up in our modern school system? Or will he fail?

What about the 6'2" boy--no, man--who is 16 today but is only in 10th grade and, since nothing in school has caught his imagination, becomes a drop-out?

What about the farm boy who just naturally takes Vo-Ag because he comes from a farm and because he isn't interested in college or commercial subjects and since this is a school where there are no other vocational trades taught. He probably didn't hear President Johnson say in his Farm Message that only one farm boy out of 10 could count on making a decent living out of farming. And he probably hasn't heard the statement that it takes a \$75,000 investment to gross \$15,000 to net \$3,000--a poverty income.

What about the adult who has one skill--coal mining--and is now part of an obsolete vocation? Can he reorder his life and find a new future at 40 or 50 or 60?

What about the widow who receives surplus food products and knows only one recipe using corn meal--just mush--and whose children get tired of it served two or three times a week, week after week.

What about the migrant family with nothing to call home--no school, no hospital, no roots?

What about the 75-year-old who is alone in the world with no company, few friends, no future, just dreary monotony?

These are a few faces of "the other America." These are a few instances of impoverishment.

So what? The poor will always be with us.

Certainly not 20 percent; certainly not the uneven services which some of our citizens must endure; certainly if we are going to put our best brains and billions into getting to the moon by 1970 and completing the Interstate Highway System by 1968, we can use some of this intellect and some of our material wealth to meet the needs of our fellow brothers on this earth--in the here and now.

But where do we start?

Well, first of all, the war on poverty has been going for years and ages. The American people have been concerned about those around them from the very beginning. In the family we have taken care of our weaker or our older members. In our communities we have contributed to the hospital and the Salvation Army and to other private volunteer agencies. Through our churches we have been active. And finally, as our society has grown more complex, our governments have become active in the social concerns.

As we have developed all of these programs they have improved in their impact in varying degrees. Under certain conditions they have been very effective and practically are waging a complete war on poverty. Under other circumstances they are missing the mark.

Let us note some shortcomings. It has been difficult to reach the disadvantaged people. It was much easier, and we thought much more effective, if we worked with the "haves" in our communities who could understand and practice what we preached. In essence, we have practiced the trickle-down theory that if you teach the most promising members of your society how to improve themselves, they will do so and demonstrate to the rest of society how it ought to change itself.

But while we have done research and taught and become more proficient in reaching the middle and upper classes, we have been blind to the fact that we were less and less effective with the lower classes. The complexities of our age and the complexities of people were making the trickle-down theory less and less effective.

We have perpetuated separate but equal systems which in most instances were anything but equal. And we avoided or financially starved other programs where the beneficiaries were the minority race - even if we also forgot a few poor whites who, of course, were voiceless too.

Voicelessness is one of the keys to our shortcomings. Since these people have been voiceless, we have been inadequate. The poor in America, at least before the Civil Rights Revolution, have never been organized. We got through the catastrophic Depression of the 1930's with nothing much worse than a Veterans' Bonus March.

Big labor and big business and an association for practically every cause you can think of are organized. They maintain lobbies in Washington and in the state capitals. They understand themselves. They know their desires and their needs. They are articulate to the nth degree.

But what about the poor? Except for the recent Civil Rights organizations there are no effective organizations for them. They have never been able to express themselves, to organize or to make their wishes known. They are voiceless. This is especially true of the poor white.

And as for us - you and I - who represent the other America, we have become so

busy, so bureaucratic, so hide-bound, so sophisticated, that we are deaf and dumb to the voiceless.

Oh no, we haven't turned our backs on them completely. We have Social Security, unemployment compensation, public assistance and many other direct and indirect programs. But these programs are mainly monetary palliatives. They appeal to our instinct for wanting to do something for those less fortunate than ourselves. They are like the Christmas basket--the dole.

But do they get at the roots of poverty--why people are poor--why they go on having children--why, why, why? The answer is no. These people haven't had a chance to express themselves and we haven't tried to understand them. We give them what we think they need, which are palliatives.

So here we have the setting and the reasons for the new formal war on poverty.

When President Kennedy read the book, "The Other America," and started asking questions and set his staff to work on them, when President Johnson saw these staff studies and compared them with his recollections of the 1930's and with his work in the National Youth Administration, the outcome was the Economic Opportunity Act of 1964.

This is a remarkable piece of legislation. In the first place, the ease with which it was enacted and its general acceptance are remarkable. This legislation would not have gained nearly universal acceptance in the late 1940's or the 1950's. But today, somehow, the nation is ready.

It is remarkable that the laws state that programs shall be "developed, conducted and administered with the maximum feasible participation of residents of the areas and members of the groups served." This means that the Advisory Committees and the Board of Directors of Community Action Agencies include representatives of the poor and of the minorities and that members of these groups will be employed in the work programs whenever possible.

Here you see the winds of change. We are now asking for the poor to participate in making the decisions about themselves. We are talking of a system "of, by and for the people." We are now saying "you have a mind, use it; you have a voice, use it." We are now saying we want you to help plan and conduct the Economic Opportunity programs.

The legislation is also remarkable in that this is a local program, developed locally and administered locally. Nothing comes from Washington or the state capitals dictating programs. This is true local option, true home rule.

But what is the Act all about? Well, there are lots of youth programs--the Job Corps away from home, the Neighborhood Youth Corps at home and Work-Study in college. There is lots of training, adult literacy and work experience. There are loans to rural folks and cooperatives and for small businesses. There is VISTA, or the domestic Peace Corps. And to coordinate it all and give it form and balance there is Community Action which provides for local program development and administration and for conducting varied and specialized programs.

What is a Community Action Agency? It can be either: (1) a government such as a strong city or county backed up by a meaningful Advisory Committee consisting of citizens representing all facets of the community, including minorities and the low income (this committee must have the power to review and act on all programs); or (2) a non-profit private corporation with a governing body representative of the community as we just described it.

How big should a community be? It can be a metropolitan area of a state or part of more than one state; it can be a city, it can be a county, it can be several counties. The important point is to work with a community in the true sense of that word. In

sparsely populated rural areas we suggest multi-county communities to develop more resources.

Once you have the organization, what is next? In areas where local talent can develop an application for an action program, you can apply for these grants immediately. In areas where talent and ideas get thin, the first step may be to apply for a Program Development Grant. With this, staff can be hired to work with local committees and agencies to develop programs. This staff can be a God-send to areas, especially rural ones, that have been short on local staff workers.

One rural county of 25,000 with the county seat-big town of 7,500 is no match for the major city or county with expert staff workers in the governments and in private volunteer agencies. Thus, the disparity of governmental and private services between urban and rural America.

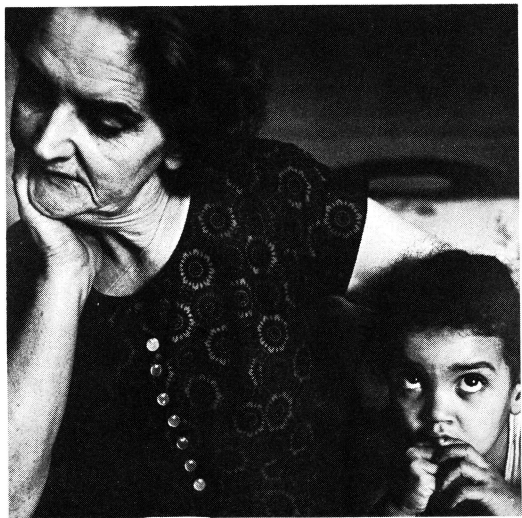
The combination of qualified staff and locally representative governing bodies and committees is one more aspect of the genius of this act and its fundamental logic with American democracy.

The war on poverty--no, war is too familiar a term in our day and age--the program to eliminate, for once and for all, poverty and impoverishment in all its forms is the great task of our society today. Yes, we must end segregation. But concurrently and universally we must provide economic opportunity for all of our people. The tools have been given to us--the challenge is ours to make democracy work socially and economically for all.

HOW DO THEY FEEL ABOUT THEMSELVES?



Art McArthur-- Panel Moderator



There wasn't nobody to teach me nothin'.

An Interviewee

“It is not how much we have, but how much we enjoy that makes happiness.”

--Darryl Muhrer

PANEL: HOW THEY FEEL ABOUT THEMSELVES: VALUES AND ASPIRATIONS

Arthur McArthur-Moderator
Human Development and Family Life Specialist
University of Missouri, Columbia

Panel Members: Mrs. Ruth Sprague, Child Welfare Services, State Division of Health and former Director and Caseworker in a rural area of Missouri

Miss Emily White, Public Health Nurse - Midwife working in the Boot-heel (Southeast Missouri)

Mrs. Florence Nelson, Guidance Counselor and Director of Student Affairs for Girls, Hickman High School, Columbia, Mo.

Through the offices of the University of Missouri Extension Division, taped interviews with some people we are identifying as the disadvantaged have been obtained. Taped interviews are with the following persons:

- Mrs. A. 29-year-old woman separated from her husband for three years with one child, 1 1/2, and another coming soon. She is receiving ADC.
- Miss B. 21-year-old unmarried girl with two children on ADC; reluctant to put new one on. Older sister lives next door. Mother died when girl was five.
- Mr. C. 33-year-old man, married with four children, works 10 hours a day, seven days a week in gasoline station. Wife works in fields seasonally.
- Mrs. D. Middle-aged woman, married to much older man, does housework, now a leader's aide and chairman of the OEO Human Development Program.
- Youths E & F. Two brothers, 14 and 15, who have lived with grandparents on welfare income level and with several foster families after separation of parents.
- Mrs. G. Girl 18, a dropout in ninth grade, married to a truck driver who is also responsible for children from a previous marriage.
- Mrs. H. Young woman, age 21, first a dropout in sixth grade, later again at ninth grade after living in several foster homes. Children 3 1/2 and 1 1/2; husband a skilled laborer.

Moderator: Our plan this afternoon is to discuss the question "How Do They Feel About Themselves--Values and Aspirations?" by considering four general areas of concern. We will listen to the comments on the tape; then these panel members, all of whom have direct experience with the disadvantaged, will discuss the implications of these comments in the light of their experiences. Our taped comments are

not offered as being typical or in any way indicative of how others feel in their own situations.

I. EDUCATION AND JOB OPPORTUNITIES

Moderator: Our first category relates to work opportunity and to education and training for vocational readiness. How do they feel about their place in the world of work? Let's listen to some comments.

If you had an opportunity to participate in some program that would give you some training, would you like that?

Mrs. A. Yes ma'm. I'd like that; anything's better than sitting around the house all the time.

How high did you go in school?

To the 9th.

To the 9th--oh, that's good. So you just have about three years if you could get into--if they had a night school would you, uh?

Yes, ma'm. They talked about that once and never did nothing about it. After you have had the baby--have you ever thought of going to the State Employment office?

When I was up there to try and get a check for this baby I told them I really would rather work for myself and take care of her than be on child aid. And they asked me if I would accept a job if I could get it and I said "Yes, I would." But these little jobs around here don't pay but \$15 a week and they work you to death for it. I would like a job if it would pay a little more than that--if I could find one. I'd rather work than be on child aid. Boy if I could find a nice job.

* * * *

What kind of work would you like to do?

Mrs. B. Anything--anything, like ironing, or housecleaning or anything like that. But I wouldn't want to work nowhere around here. I'd go to Chicago and stay with my mother and find a job.

* * * *

Mrs. H. If you're out on your own and you've got to be trained for a special job--you're going to be just completely out unless you get paid something. I think it's a pretty good idea.

Moderator: Notice here the willingness to work and yet at the same time the tendency to put certain limitations on conditions of that work. One said that she would like to work but was not going to work for any little old job for \$15 a week. The

other would like to do most any kind of work, but not around here. What is the significance of this? The third recognized the difficulty of training for a job without any money, and would be quite happy to train for a job if somebody would pay her while she was doing it. These limitations may appear to some to be quite appropriate, to others they may appear to be evidence that they don't really want to work. What do you think of this? (Discussion Period)

Moderator: Again, now let's consider some attitudes toward schooling, as we listen.

I understand that at some earlier time you felt it was necessary to stop school. Do you have some special memories about this or do you have any special feeling about why you didn't go to school?

Mrs. H. Well, for one thing a couple of years ago our family was separated. The older girls had to take care of the babies while the father went out and worked--and so we couldn't go to school on account of that.

In other words it was worth your effort wasn't it to see that the little one got started to school.

Yes.

Did you feel there was a reason why you couldn't get him to school and go yourself?

Well, not when he started, I couldn't--just be out and take care of him. By the time he got in school--we were pretty much in higher school you know. We had to buy our own books and we couldn't afford that, so we just decided we just as well drop out as not be able to buy them. I knew we couldn't afford it because there was five of us in school and then they all had to have--you know, school supplies and stuff. And clothes and books were so expensive we just couldn't buy them.

* * * *

How high did you go in school?

Mr. C. 12th grade.

12th grade--Oh, that's good--then you have your high school diploma.

Not quite.

Oh--not quite--one more year?

I lack a few months.

Do you think if you had it, it would help you at all?

I've wondered about that. I don't know. There are so many people that do have it, and still it is not helping them very much--so I don't know.

You like what you are doing and you want to do it for a long time? You want to stay with this kind of work?

Not necessarily.

No--not necessarily.

I was taking a home course of electronics, radio, T. V. and I was thinking about finishing that course and going into it.

Can you go into that from a home course or would you have to go into more training somewhere?

Well, after I finished the home course I could get a job, but still I would have to work up.

* * * *

Mrs. H. Oh, after I get the kids in school. I have thought about going to beauty school. They don't require a high school education. Possibly I might go back and finish high school. I don't know just yet.

Moderator: Here we see education as wholly utilitarian, and if not job-oriented is of questionable value. Also we noticed how very real the problem of dropping out of school can be to that person who can hardly afford the books. Note too, that while the emphasis is on job-oriented education for oneself, when speaking of one's children a high value is placed on general education.

Furthermore, a common characteristic of the disadvantaged is said to be that they have a poor self-image, which is often expressed in defensive behavior toward those more favored, especially those in some kind of authority position. Note the following as we listen.

Mrs. G. It was teachers.

It was teachers?

Un hum.

What was the matter with the teachers?

It seemed like they had their picks and then they'd pick on the other poorer ones seemed like to me--that's the way it was to me. They seemed like there was several of us in our class that was always getting in trouble by teachers. But the rest of them could do anything.

I went down to the employment office first and they couldn't find me a job because I was drop-out--and so the man down there he tried to talk me into going back to school--which was too late then--because most time drop-outs can't go back 'swhat I hear-- I didn't really know, but then he asked me a lot of questions just about why I did drop out and everything. Its kind of hard to explain to someone, you know, you don't know.

Was it through him you learned about the nurses' aid program?

About nurses' aid? Well, yeah. He did tell me that they hired younger people over there that had dropped out of school. And so I don't know--he kind of made me mad--so I kind of forgot it and then about a month later I did go over there. My sister-in-law had went over there, and she told me she had gotten right on because she was a drop-out. I talked to a lady over there at the personnel office. She was real nice about it and she did ask me why I had dropped out, and I told her--so she told me I had to go through the classes.

Moderator: In the first illustration, we see the teacher depicted as one who had favorites and the person speaking was not one of the favorites. In the second illustration we see how the slender thread of communication was easily broken, as misunderstanding takes place. The man wanted to talk the girl out of quitting school to go to work - the girl wanted the man to provide her with access to employment. However, in the third illustration a little understanding and a little patience with the same person was greatly appreciated. How can we help people be more aware of this slender thread of communication and how it can be strengthened? (Discussion Period)

II. COMMUNITY LIFE AND SELF-IMPROVEMENT

Moderator: Our second category relates to self-improvement through individual activities, and through community participation. Some consideration is also given to attitudes toward one's community.

To what extent are television, newspapers, utilized? Here are a few comments. Let's listen.

Mrs. A. Well - I don't look at it too much because I have to go next door to see it. Most people don't like for you to be visiting all the time--so I just look at it sometimes.

What do you look at when you do look at it sometimes?

Mostly they don't have nothing on but stories.

Stories!

* * * *

Do you have television? What are your favorite programs?

Mrs. H. Mine runs all day long. If I don't turn it on, the kids do. They watch cartoons, Captain Kangaroo Show, Mickey Mouse Club. That's about all they watch.

* * * *

Do you watch television very much?

Mrs. G. Oh--not very often--just when she (my sister) comes down, we watch it off and on all day.

* * * *

I see - do you get any chances at looking at newspapers or reading magazines or books or things like that?

Mrs. A. I don't never do nothing like that.

Do you believe you would like that?

I believe I would like newspapers.

Would you accept any if someone gave you some?

Yes ma'm. There was a girl named Mary used to live in the house and the man still delivers her paper and I get it and read it and then sends it on to her. Sometimes I just sends it on.

Well, that's good - fine.

Moderator: Here we see the importance of escape for these people as they listen to stories and enjoy being taken away from their own problems. Regarding interest in the newspaper, it is quite noteworthy to recognize the fact that this young woman was going out of her way to have access to newspapers and she would certainly like to have one of her own. How do you find this in your experience? Do you find much hunger for learning evident in very many of these people? (Discussion Period.)

Moderator: How about fun and recreation? Again, let's listen.

What do you do for fun?

Mr. C. Well, actually we don't have much time for it.

What are your working hours?

I work from 6 to 6, seven days a week.

You do?

That's a long time.

So I don't have too much spare time. On the weekend on Saturday nights we go to the drive-in.

Do you romp with your kids?

Well, I play with the kids quite a bit.

* * * *

Youth E. Well, we used to, when the cucumbers used to get big and be about a foot long, we used to act like they were buses. We'd take 'em and roll around in the grass and act like they were cars or something and had a lot of fun doin' that. We used to play superman with grandmother's knitting needles. She was gone one day - all of us we got 'em and we were playing sword fighting and we broke 'em all.

* * * *

Youth F. We also built little dams - mostly we just played cars. Whenever we'd get a new toy car, we'd go out where we could dig the dirt up pretty good and make roads; sometimes use a little twig and put in the ground for fences or use rocks to form our outlines for fences. That was pretty neat, we thought.

We used to pretend-we used to play in the house. We'd take some old shoes and drive them around and we thought they were pretty good looking cars. Usually we'd just hunt around the house for something we could do. We also used to ride horses - we'd get a stick, tie a string on it and ride around the house. We thought that was pretty fun, too.

Moderator: Here we see the limitations placed on opportunities for fun and recreation, by one's means, but primarily here by the man's long working hours. Note he does have some time for his children. The second illustration is a delightful illustration of what can be done when there is not money to buy ready-made toys. These children are using their imagination, developing their initiative and their curiosity. Do you find much of this kind of creative initiative among children in groups of people with whom you work? (Discussion Period.)

Moderator: Again, attitudes towards one's community are expressed rather guardedly and of course reflect one's own inner feelings, rather than being any objective picture of that community. Let's listen again to what some of these people have to say about the community in which they live.

What do you think about your neighborhood, the street and this town? Do you think of anything that can be done to improve it? What do you like about it?

Mr. C. I don't know. It's pretty hard to say too much about where you live. Course now, I was borned and raised here and it is a pretty nice place for one who is used to living here. And others might think it is rough or find faults - but as far as I am concerned - but it's like I said before - (long pause) - we don't get the job that we should have, but we don't get that salary that we should have - but beyond that --- I guess it's ok.

* * * *

How do you feel about the groups or organizations in your community?

Mrs. H. As far as I know there isn't but one. It is for older people. I don't know what the name of it is. It's just up the road. It meets only once a month or

every two months. It's mostly for older people.

* * * *

What do you do at church? Any activities there?

Mrs. A. I sing in the choir.

Sing in the choir - good.

Is that the only activity they have there? Or do you just have pastoral days twice a month?

Well, some of the nights I had to usher.

You have to usher?

Un-huh. They had a singing program - Sunday night - and I just ushered them.

* * * *

Mrs. G. I used to go to Salvation Army and we sewed for poor people which I enjoyed, because I was that-away, and still am.

How often did they do that?

It was called homemade and we did it once a week. We had a meeting down there and would bring refreshments for the other ladies and we would take turns. We would make dresses for girls and things, and would pick a family out of so many and sew for them a night a week. Next week we would sew for another family. Sometimes we would get things downtown, and then make them over for them. I liked that a lot.

Moderator: Note here the importance of church association and the importance placed on being asked to usher. Significant also is the expression of real satisfaction in serving others. How common is this among people you meet? Do people who have little appreciate the need to serve others? Or are they too wrapped up in their own needs? Let's hear some discussion on this point. (Discussion Period.)

III. OPPORTUNITIES FOR CHILDREN

Moderator: Our third category deals with the hopes and aspirations for children. Here, we note the comments on the importance of family solidarity, family support, their determination to provide education for their children; also efforts to give little pre-schoolers a headstart on learning. Again, let's listen to some comments.

Have you made any plans on how to keep her in school when you get her into school? What do you think will be her chances - so she won't come in the situation you find yourself in?

Mrs. A. Maybe the world will change by then - things will be different.

Do you think you will be able to do anything to help or what would you like to do?

To help her?

Yes. To make her chances a little better.

Well, when I was raised, there wasn't nobody to teach me nothing. See my mother died when I was five years old, so I hope I'll be around to teach her better so she will have more understanding than I did.

* * * *

You said your family was divided, do you feel this had a strong effect on what you did or your attitudes to your own family?

Mrs. G. Oh, I was put in foster homes and different places like that, and finally put back with my step-father. But I don't think it had any special things. It's just that, I made up my mind that my family wasn't going to be like that! I don't think it does any kid any good to be shifted around very much -- cause it just makes them rebellious.

* * * *

Miss B. I was talking to her - my sister - and she says she's going to help me and she's trying to tell me I should save so much money for when they start to school I won't be in no rush trying to get employment, if I would just save along. Of course, she says to put it in the bank and that way I won't be spending it.

* * * *

Do you plan to do anything to help your children get that for them? Any kinds of ideas or plans for them? How would you go about seeing that they did a little bit better than you did?

Mr. C. Well, right now I've tried to start to save. I figure that by the time my oldest boy finishes high school, I believe I might have enough saved for him to start in college. I don't know if I would be able to finish on it or not, but he can start and then by helping himself he can see his way through.

That's good. How do you figure you are going to try and keep them motivated so that they will reach for a college education or further education in high school?

Well, that's one I'm thinking about.

* * * *

Mrs. H. They are going to have it better I am sure of it. I am planning on putting both through college. If we can possibly arrange it. They are going through high school!

Moderator: Are these examples of wishful thinking, or do these people really intend to do everything possible for their children and provide them with opportunities they didn't have? What chance do they have to realize these goals. Will these two girls whose families have broken up be in a better position to maintain families of their own, or will their background suggest that they too will have broken homes? As to the man who is now saving for his son's education in college - is it a pitifully futile effort? What evidence among the people you know indicates they are really trying to do something about the future of their children? What do you think about this? (Discussion Period.)

Moderator: The next bit illustrates the great need for a parent to understand her child. Let's listen.

Do you think you will be able to help them stay in school, to take an interest?

Miss B. I think I could make them have interest. (long pause) This oldest girl is trying to say she don't like school. Cause I'm trying to learn her ABC's and have the darnest time. I tell you the truth, I take that girl and choke her neck off and say to her, "AB," and I say, "Now what the first word?" "It 'B'!" I have the awfulest time - I'll be trying to get her to say "A" and she say "B" and I don't have enough patience. If I tried every day, maybe she start saying something.

What I'm trying to learn her to say, she don't want to say what I want her to say. She goes around with these little children. They teach her all kinds of words and she starts trying to curse and I have to get to her about that.

Moderator: This is pretty good evidence that this girl needs to put her child in a Headstart program. This mother has no real understanding of what her child is trying to show in her rebellion.

IV. VALUES

Moderator: Our final category has to do with values and aspirations: Values related to work, attitudes toward welfare assistance, and some comments regarding the effects of circumstances on one's own efforts. Again let's listen to some comments.

Is it your opinion that most of the people you have contacted are interested in the welfare of their children?

Mrs. D. Well, I have -- now there, I can't say all of them, but quite a few of them are interested, and also several of the families I contacted that are on ADC - where these people expressed to me their desire to work - said they would rather be working than getting a check. This is something I would not have known had I not had the privilege of going into the homes, because

so many times you find people - I mean you think the people just want a hand-out. Several ladies have said to me, "Well, can you tell me what to do, how I can get a job so I can become self-supporting because I would rather support myself. I'd rather be working than be getting a check."

* * * *

Mrs. G. I think he earns enough, I don't want too much. I would like to have a few things, but they are too expensive.

* * * *

Mrs. H. Oh, for my anniversary, I got a big pressure pan which I wanted. Last week a big family Bible I wanted. I don't want for anything very long.

* * * *

Youth E. One time when we got through we could go to town, so we had about 36 rows more to do. So we each took six rows at a time. The weeds that we could see over the top of beans--we pulled those, and left all the others. About a week later when it was inspection time, we had to do it all over.

Moderator: What do we find here? Is this typical? Would people really rather be working than on ADC? What has been your experience? Note also the limit of aspirations for things being conditioned considerably by what the real possibilities are. Here are two girls whose aspirations for things do not seem very high. The amusing illustration of the boys and their work in the bean field shows the importance of teaching children early the value of thoroughness and care in one's work. Is this common for the people in the low end of the scale? Do they usually attach this kind of importance to quality on work they do, and the way they teach their children to work? (Discussion Period.)

SUMMARY

Moderator: Finally let's wind this up by listening to some comments by a Leader Aide* who has some important things to say about the effect of circumstances on one's willingness to put out an effort to better one's own surroundings.

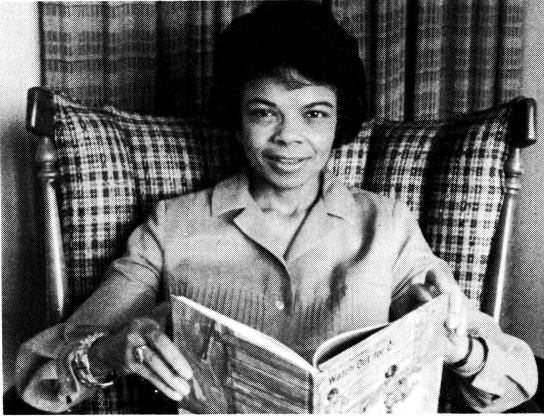
Mrs. D. Take for instance when a person finds themselves having to live on a very low level - what I mean by a low level is very little income - they can't get only the bare necessities of life and many times they have to live in places that are just so dilapidated, just so - you know - I mean even if they tried to do a little something to it, it just doesn't show up. I think this causes a person to get to a place of just don't care. Then you can take that same person out of this particular surrounding and put this person in a place - because I've seen this done with some people that I actually knew-from places that were just real, real bad - then when they got into a place that was nice, and where there were conveniences and everything, they kept things up and seemed to enjoy keeping them up - they value this.

*See interview in Appendix G page 183.

I think the surroundings has a lot to do with how the people react and how they do - I really do. I think many of the people are doing as they are doing because they are just discouraged and it has caused them to lose interest - but I think on the other hand, if the all-out picture was different - if the job situation - if they had a job to support themselves and if they could get - even if they were not home owners - if they could rent places that were decent, I think that this would make an altogether different group of people. I really do.

Moderator: I would like to take this opportunity to thank the panel for their contributions to this program and also to identify the other members of the committee who worked on this: Mrs. Orrine Gregory, Agricultural Editor's Office, University of Missouri; and Mrs. Evelyn Driscoll, Missouri Division of Welfare, Jefferson City.

COMMUNICATING WITH THEM



Virginia Brown, author, and one of her elementary readers, "Watch Out for C".



Jean Brand discusses her exhibit with Loretta Johnson, consumer consultant, Food and Drug Administration, St. Louis.

Behold, I do not give lectures or a little charity;
When I give, I give myself.

--Walt Whitman

COMMUNICATING WITH THE DISADVANTAGED

by Mrs. Virginia Brown

Director of Pre-Schools, Human Development Corporation

Editor's Note: Mrs. Brown began her talk by asking the audience to close their eyes and visualize themselves as the instructor in the setting given in the first paragraph. Then she used a series of slides throughout the talk showing sketches from her books in the Skyline Series: "Look Out for C___," "The Hidden Lookout," "Who Cares!" *

You are, at this moment, in an average classroom in the United States. Every seat in your room is occupied by a disadvantaged youngster. Look at these youngsters whom you hope to reach, to communicate with, to love and understand, and to teach.

There is Daisy whose whole approach to life is "I can't," and no one has encouraged her to try. There is Biff, a newcomer, who has his own rules for playing games. Look at the twelve youngsters in your room from the high-rise building down the street. What are you going to teach them when they know already the facts of life? They have learned and seen everything imaginable in the halls, elevators, the crowded rooms in that tall, low-income building. There is Gus who sometimes stares out the window, maybe longing for his father and mother. Did you know that he lives alone with his grandmother?

These are your children for at least a year. The girl with the shiny black hair is Rosita. She lives in a house filled with people and no place of her own. Willie has an active mind, but he completes his work too quickly and disturbs the other children. Poor Charles never smiles and his clothes are always too big for him. How can you help Danny, another newcomer, who will have to fight the gang on his street in order to belong? Liz Dandy, another one of those Dandys in your room again this year. There must be a million of them and their grandfather is moving in with them soon. Look at the three boys slouched in their seats. They can't read or write, yet they continuously play pranks on everybody.

Did you notice the vacant seat? That belongs to Linda. She is usually absent on Wednesday, Thursday, and Monday morning. Yes, Elmer is here, at least his body is here because it is difficult to get one word out of him.

These are your children. How do you communicate with them? How do you reach them? What materials do you have in this average classroom in the United States which you can use? Let's examine the books on the shelf since you expect all of the youngsters to learn to read, and since a large portion of the school day is devoted to reading.

The illustrations in the books are colorful, but let's be realistic about this. The illustrations just will not appeal to most of your disadvantaged youngsters. There is little for them to relate to in these pictures, and little (if any) of their world has been included. It seems strange, but all the people are white. Most of the families depicted contain a mother, father, sister, brother, baby, or similar family unit. Everyone is very clean, well-nourished, and properly attired.

The houses are spacious and lovely with well-kept lawns. There are no crowded areas. Only white people live in the neighborhoods.

Will these illustrations inspire the Negro youngsters in your room to want to read? Will these illustrations speak to the Negro youngsters and other ethnic groups?

*A 14 1/2 minute television production of Mrs. Brown's presentation using the slides and a 16 mm film copy are available for loan. See Appendix C.

Maybe these youngsters have already decided that there must be something very unpleasant and distasteful about Negroes or Puerto Ricans, or Mexicans, or other ethnic groups because they are usually not included in pictures. Could these youngsters have these same feelings about themselves because of this consistent omission?

The white disadvantaged youngster is equally affected. Though the people displayed are white, they may seem unnatural and foreign to his world. Maybe for once he would like to see a dirty, white child in an illustration, or a mother who appears slightly disheveled after sending six children off to school.

Now let's examine the stories--again, we have a strange situation. The characters are well-adjusted children and adults with problems that seem hardly worth considering. The characters seem to have no fears, frustrations, dislikes, unhappiness, problems, or accidents. They rarely have to create something, or really find a solution to a problem, or argue about something, or be without a mother or a father. The children talk like adults or not at all like children.

The teacher's manual or guidebook that accompanies the books offers little advice on how books and the world of reading can be used as effective tools for communicating with disadvantaged youngsters. Generally, the manual tells the teacher when to speak, what to say, and what to accept for the answer. Few guidebooks suggest rephrasing of questions or providing total substitutions. Few manuals encourage the teachers to explore and discuss answers given by youngsters as a way of better understanding the child and the problems he may be experiencing.

What kind of books do you need in this classroom of yours which would help you to break down barriers to effective communication? You need books containing illustrations which appeal and speak to disadvantaged youngsters. You need books which truly represent the American way of life depicting children from various social and ethnic groups. Children of the white migrant workers, Negro children in ghettos, children (white, Negro, Mexican, and Puerto Rican) from low-income classes of the big cities, children of the Appalachian regions, and youngsters from the Negro and white middle-income groups are very obvious examples. (I find it difficult, for instance, to walk or drive along a street in St. Louis and see only white faces.) I feel a Negro youngster who sees a Negro youngster in a school book will have the same good feeling he experiences when a character in the book has the same name that the young reader has.

Multiple dwellings, high-rise projects, congested areas, small rural communities, vacant lots, and industrial areas are real to the youngsters in your classroom. A clean suburban environment or an affluent urban setting is not very real. A story dealing with the problems of a child trying to find a quiet nook in her crowded and congested home will charm many of your children.

I believe a disadvantaged youngster will examine with more interest a book with pictures of children who remind him of himself, or pictures which contain neighborhoods like his. If the child is drawn to the book because of such illustrations, a great service will have been rendered. The reason being--this may be the first time that the youngster has shown any interest in a book and reading.

Consider for a moment what the printed word should say to the disadvantaged in your room.

A contributing factor to the problems of the disadvantaged is the lack of some satisfaction of many normal needs. Books can and should satisfy some of these needs. Josette Frank writes, "For them, as for us all, one of the great joys of reading is self-discovery, the surprise of finding one's own thoughts and feelings mirrored in a book. Immense comfort lies in the discovery: other children feel as I do, others get frightened, or lonely, or exultant; others want things passionately, are sometimes

hurt, sometimes proud.”¹

Children are not always good. They have problems, they get angry (sometimes very angry). They want to disobey and they do disobey. These characteristics are descriptive of all children. All children get dirty, feel insecure at times, and they can be very selfish. Yet, because they have to live and interact with other children, these are acceptable behavior patterns which children must learn, often through the impact and ineffectiveness of their own unacceptable behavior on others. Thus, some stories need to begin with those unacceptable behavior patterns, so characteristic of children, and terminate on a note of acceptable behavior.

Earl G. Herminghaus points out, “Literature’s objective presentation of the conflicts and problems of others has value for the reader in that it enables him to gain perspective and clarity in viewing his own problems. He sees that others have felt as he feels, he learns how others have solved conflicts like his. This can happen even when the reader does not recognize or will not admit any relation between the literary experience and his own personal situation. Even here, his attitude toward his own problem may be clarified or modified as he resets to the situations in the story. New avenues of thought and action can open for him as he discovers whole new areas where he can direct his energies.”²

As I have indicated earlier, the teacher’s manual or guide should encourage and stress the use of reading as a vehicle for communication. The teacher should be given license for asking youngsters to criticize, compare, discuss, argue, and the license to ask children what they would do or say in similar situations. The manual should caution teachers not to become upset with the nature of the youngsters’ discussions and answers. Teachers should be asked to weigh, consider, and analyze the responses in terms of the children’s own experiences, backgrounds, and attitudes. If the teacher crosses the threshold of reading with sensitivity for her children and their problems, frustrations, joys, desires, deprivations, and curiosities, she will have established communication with her youngsters.

We must remember that communication is a two-way street. Only as the teacher allows the disadvantaged youngster to express what he thinks or feels, is she able to understand him and use this understanding and awareness for guiding, planning, and teaching effectively. She will then be able to motivate him to want to learn, to try new tasks, to form new habits, and to feel good about learning.

Let’s take one last, but penetrating, look at our classroom of disadvantaged youngsters. Two salient points should remain with us germane to communicating with this well of human potential. One, we can make reading come alive for our youngsters if we enable them to become involved in the reading situation by securing books to which they can relate. If books which offer such illustrations and stories are not available, the teacher must be totally aware of the limits and needs of her youngsters and create experiences which will bridge the gap between the child and the printed word. Second, the teacher of the disadvantaged (in fact, every teacher) must know and understand her youngsters. She must accept each youngster and use his responses, attitudes and patterns of behavior as symbols which give direction to how and what she shall teach him.

Every youngster, every disadvantaged child, has the potential for learning. Once you have tapped this potential, the child becomes radiant and vibrant, and the sky becomes virtually the limit in terms of what you can give and teach him.

¹ Frank, Josette, Your Child’s Reading Today. Garden City, New York, Doubleday and Co., Inc., 1960.

² Herminghaus, Earl G., “Help from Books: Bibliotherapy in the Elementary School.” St. Louis Public School Journal, St. Louis, Mo., Vol. 6, No. 1 (Nov., 1952).

WRITING FOR THE DISADVANTAGED ADULT READER

Jean Brand, Publications Specialist
Federal Extension Service, Washington, D.C.
(Comments on exhibit)

I'd like to invite all of you to visit the exhibit in the lobby. These are publications that have been written especially for adults with very low reading ability. They have been published by federal, state, and county governments to reach low-income audiences, since there is such a high correlation between low income and low literacy.

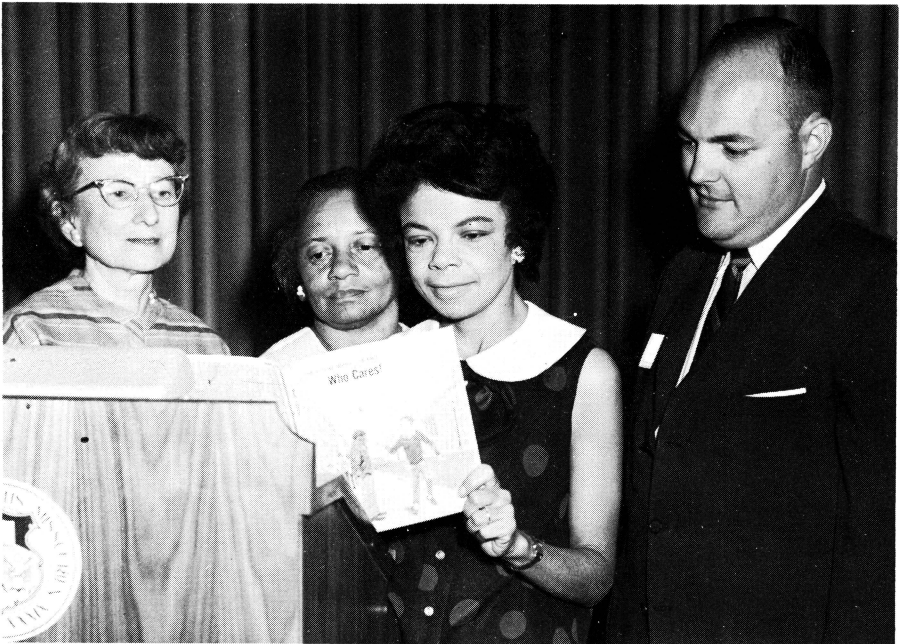
In the 1960 census there were 176,000 Missourians over 25 years of age who has completed less than 5 years of school. That's more than 7 percent of the state's population. You will be working with many of these people.

There will be times when you'll need to communicate with the disadvantaged through the printed word, but what you want to say to this audience may not be available in a printed form they can understand. You may need to write your own simplified leaflets or letters.

I always advise authors first to use basic common sense in communicating. Go listen to people, learn how they talk, then write like that. Beyond this, there are technical methods that can help you a great deal -- mathematical readability indexes, interest rating scores, lists of familiar words. These methods are not hard to use, and they make it more certain that you are hitting the reading level you are aiming for.

Today and tomorrow, I'll be happy to work individually with anyone here who may have a problem that we might help solve through written communications.

PROGRAMS INVOLVING THEM



Cutline used with photo for state wide news release.

Mrs. Virginia Brown, St. Louis, 2nd from right, describes her approach in writing children's books to other participants in a short course on "Understanding the Disadvantaged" held this week at the University of Missouri. Mrs. Brown, the director of pre-schools for the Human Development Corporation of St. Louis, and senior author of several books designed especially for children of low income families, was a short course speaker. Others from the left, are: Miss Mary Johnson, University of Missouri extension home management specialist and chairman of the short course planning committee; Mrs. Lenora Coursey, home economics teacher, Poplar Bluff; and G. R. Westwood, executive-director of Family Service of Columbia and acting director, Human Development Association of Boone County.

The entire object of true education is to make people not only do the right things but to enjoy the right things.

-- Ruskin

“CURRENT PROGRAMS IN WORKING WITH THE
DISADVANTAGED--TEAM APPROACH”

Summary of Symposium By G. R. Westwood
Executive Director, Family Service of Columbia,
and Acting Director, Human Development Association
of Boone County

Mechanisms, structures, and designs come after values. Devices and instruments have no validity except in relation to goals. A community cannot be expected to support a program whose objectives are not understood or are opposed.

It thus becomes important, early in a work such as this, to specify our first principles, however obvious they already may be to some and however implicit they are in every paragraph already written.

There must, in fact, be consensus at the beginning of program development--and shot through and through continuing program--the objectives of

- 1) treating those in difficulty as individuals of worth and dignity,
- 2) evolving the “maximum feasible participation” of residents of the areas in which the programs will be carried out,
- 3) engaging in community planning--such planning to take into account potentials for developing an over-all pattern of services, relevant to present and future needs, expansion and development of existing facilities and new services, evaluation of existing services in relation to needs, and gaps in services or incoordination of services.
- 4) integrating the community in a total effort to meaningfully involve the “haves and the have-nots” in the lives of one another enabling them to discover that there are human beings living in the other camp--human beings who care about the welfare of others and who are not trying to exploit everyone else.
- 5) recognizing that any agency--be it public or private social welfare, extension service, health or educational resource--is not a self-contained entity. When it pretends to be, its program shows the consequence of isolation, and all the families of the community suffer both from program inadequacies and from the gaps between programs.

Despite instances of close coordination and, in most quarters, a degree of accommodation, basic weaknesses in services are not overcome, and we are not nearly effective enough in work with low-income families. It is doubtful that we shall be unless we are able to think deliberately and comprehensively not of individual agencies but of a community system of services, and a community program for all families.

CURRENT PROGRAMS

John A. Rogers, Area Development Consultant,
Missouri Office of Economic Opportunity

Dr. Metzen, Dr. Wenner, fellow participants, the Missouri Office of Economic Opportunity, administered through the Governor's Office, acknowledges with pride the success of the University of Missouri Extension Division and Community Development Center in coordinating and operating outstanding educational and service programs through the Economic Opportunity Act of 1964. Through their efforts and the efforts of other State and voluntary agencies, Missouri has developed one of the finest over-all citizen programs in the country operating under the E.O.A.

These efforts are only the beginning. There is much to be done. We must use more effective methods of communication and better coordination of resources and programs if we are to take full advantage of the material and human resources that will be available to serve our economically, socially, and spiritually disadvantaged citizens during the coming year.

Let us learn from the words of Pericles as he spoke of the glory of ancient Athens 2500 years ago.

"We cultivate refinement without extravagance and knowledge without effeminacy; wealth we employ more for use than for show, and place the real disgrace of poverty not in owning to the fact but in declining the struggle against it."

In Missouri we are not declining the struggle but rather are setting the pace.



CURRENT PROGRAMS IN WORKING WITH THE DISADVANTAGED

Lenora S. Coursey
Vocational Homemaking Teacher
Poplar Bluff School System
Poplar Bluff, Missouri

Mr. Westwood members of the symposium, ladies and gentlemen. I assure you that the many tasks accompanying the preparation of my assignment for today carried me to remote places of the world. My search for authentic data on history in the making . . . the War on Poverty "Current Programs in working with the Disadvantaged" has been an exciting adventure. I appreciate, too, the cooperation of all who shared pertinent information. A lot has been said, written or printed on our subject. Much has been done, even prior to this date as well as in the period of time under consideration--ten months. Many studies, experimental programs, etc. have been under way and we shall benefit from these in our planning and implementation of current programs for the disadvantaged.

In the time allotted me, I plan to (1) share with you data which seems to me helpful in our quest for answers and guidance; (2) accept or face the challenge unique to women as perpetuators of the poverty cycle; and (3) point out potential human resource areas yet unexplored and underdeveloped.

Regarding Agencies Concerned which Might Join in The Services

In every community in America there are agencies which provide services to the needy, the helpless and the hopeless. Some are already receiving financial assistance from State and Federal Government. Because most agencies tend to concentrate on one basic service, such as family welfare, housing, health, employment and education it is important that these be brought together in planning, conducting and implementing community programs to meet the needs of the group served the disadvantaged.

No single agency, or professional worker admits having all the answers. We, here, do not admit having all of the answers either.

Programs in America's War on Poverty

The Job Corps--which provides a co-ordinated program of basic education, health service, occupational training and work--experience for young men and women ages 16-21.

For women, the program will offer a living--learning residential experience for out-of-school youth, unemployed, culturally deprived girls. The program deals with the full range of their needs, problems and potentialities. Youth from both rural and urban areas in all geographical sections of the country representing every religious, racial and ethnic group may be served by this program.

Key elements in this phase of the program will be occupational--training in sub-professional areas of home economics.

The Community Action Program--allows for many and varied projects to meet the needs of the community served.

Projects included are literacy instructions, reading, writing, leadership training; pre-school education--day care centers, health services; culture programs, counseling service; tutoring in small groups and with individuals. College workstudy programs are becoming popular.

Project Head Start--aims to provide experiences and services which will improve the emotional, social, physical and intellectual development of pre-school children. Children attending these schools learn the daily routine of the classroom before they enroll in school for the fall term.

The eight-week summer course is designed to give youngsters from under-privileged (homes) families an opportunity to "catch up" by exposing them to situations and experiences which up to now they have been denied.

Many of these little ones have been deprived of the ordinary advantages and pleasures which children from middle-income families receive as a matter of course. They have not been taken to a zoo or on picnics or on any sort of field trips. Some of them have hardly been out of their immediate neighborhood during their short lifetime. One director has said and I quote, "We intend to help the children look with interest and lack of fear at the world they will be preparing to share. As a result, they will be able to begin regular school with anticipation and greater readiness."

The Neighborhood Youth Corps--which provides full or part-time work experience and training for men and women ages 16-22 to remain in school, return to school, or increase their employability. The type of jobs and training vary with the community and the cooperative efforts of business and industry. To date these include health-education assistants, hospital aides, laboratory assistants (10-week program) employed by the State Division of Health; clerk-typist assistants, park maintenance assistants, police and fire trainees, draftsman's assistants, workers associated with pestilence control and study.

Vista--Volunteers in Service to America--which provides an opportunity for individuals 18 years of age and over to render various services in work with migrant laborers, on Indian reservations, in community action programs, in slum areas, hospitals, and institutions for the mentally ill and retarded.

Rural Poverty Programs--Concern of Employment Agency.

Migrant-Farm-Workers Plan . . . makes grants, loan, and loan guarantees to states and cities for housing, sanitation, education, child care for migrant farm families.

Business-Incentive Aid: Provides loans up to \$25,000 for small businesses not eligible for other federal loans . . . a challenge for the home economist in business.

Work-Experience Program: Helps finance local "makework" projects aiding unemployed fathers and others--many and varied programs.

More ideas are in the works. The Johnson anti-poverty war started about ten months ago has spawned new programs at the rate of one a month so far.

Research projects and experimental programs are also a part of the program focused on the poverty-stricken, low-income and disadvantaged group. These obviously include involvement of a number of people and agencies working cooperatively. Some preceded the present emphasis and others will accompany or closely follow each phase of program development. Some of these are conducted on college campuses as work-study programs (both full and part-time). Youngsters and children attending college--from families making \$3,000 or less--may obtain help.

Family Planning--Helping mothers learn to control the size of their families. This is a voluntary program which disseminates family planning information on request.

A Plan for a National Teacher's Corps is another project which our President has announced which is designed to enlist thousands of dedicated Americans to work alongside local teachers in city slums and areas of rural poverty. Members of the corps will be young people preparing for teaching careers as well as experienced

teachers willing to give a year to places of greatest need.

Promise has been made by our President of support of a fellowship plan which elementary and secondary teachers may use to replenish their knowledge and improve their teaching abilities, and will also assist teachers displaced by the process of school integration to acquire skills necessary to new and challenging jobs.

To upgrade the teaching staff in newly integrated districts--education officials have been instructed to provide funds for teacher institutes from the National Defense Education Act and to assist school districts through the Civil Rights Acts.

Provision for refresher training has been ordered for unemployed teachers who need and desire it, and are provided under the Manpower Development and Training Act.

The School-Work-Program for Mentally-Retarded High School Students is designed to help this group in achieving independent, productive lives. Cooperative effort by two sections of the State Department of Education, Vocational Rehabilitation and Special Education and independent school district. Classes are taught in home-making education by the qualified homemaking teacher to the mentally retarded girls and boys.

We are often told that charity as love and compassion should begin at home and then spread abroad, so I remind you of the:

Overseas involvement program, "Operation Crossroads Africa" is a work-camp-study seminar, friendship and aid program, which takes students, teachers, professors, and other specialists to countries in Africa for short-term programs during the summer. 1,039 persons have participated from all parts of the United States, Central and South America, representing all religious, ethnic and racial backgrounds.

Participation by Home Economists

Home economists all over the nation are responding to the challenge of reaching and teaching the disadvantaged. This is evidenced (1) by extending their service to all phases of the current "War on Poverty" program, (2) by initiating projects and carrying them out, (3) assisting in evaluation and (4) helping to determine where to go from here.

Home economists are prepared to give strength to most, if not all, of the programs heretofore mentioned; to serve as teachers and volunteer workers; to interpret community needs to those who are assuming the responsibility of initiation, planning and implementation of anti-poverty projects at all levels; to execute special training programs for youth and adults who will ultimately work with disadvantaged groups; and to exemplify through everyday living (1) a genuine interest in people of all kinds, (2) an understanding of problems confronting them (3) and a willingness to aid them in the fulfillment of their potential.

Home economists are needed for the Head Start Program, nutritionists for the administration of the lunch program, and professional homemakers as volunteer workers.

The Job Corps program might benefit from our services in the career guidance phase of the program and training in many sub-professional areas in fundamentals of housekeeping, "Grooming for the Job," "Robber Rat"--a clean-up project, "Do's and Don't's when working with children"--baby-sitting, "Meals on the Go", "Cooking on the Run," "First Aid," "Home Nursing," "Operation Grandma,"--such titles as these hold interest for the young adult homemaker--both men and women--on social welfare.

Community Action Programs--providing financial assistance and which are almost limitless in content, purpose and personnel, and provide opportunity for self-improvement through culture pursuits, recreational activities, and education in homemaking. These are but a few examples of avenues of services for the homemaking teachers, extension home economists, home economists in social welfare, in business, journalism and other related professions.

Family Living--a component project. One such program, planned on the basis of facts revealed in a previous study to determine the needs of groups of rural homemakers, included in the structured training plans by extension home economists for improving skills of homemakers shows offerings in the areas of preparation and preservation of foods, fundamentals of housekeeping, housing and home furnishings, family money management, clothing, and other skills needed and desired by individual families.

Counseling And Guidance, Creative Growth Programs,
Cultural And Recreational Enrichment, Art Enrichment--
-Our Services Can Be Extended To These

To name a few of the programs in the schools, communities, and states around the nation . . .

The Laclede-Chouteau project for the superior achieving group of disadvantaged youth of the public schools of St. Louis.

"Operation Dine-Out" and "Operation Cafeteria." The former was conducted in 1964; the latter in 1965. This project was planned by home economists and later conducted for all 7th grade boys and girls in the Banneker District; the former in 1964 and the latter for these same boys and girls who were in the 8th grade in 1965. The study course dealt with personal grooming; practices and situations usually encountered when dining out--the right thing to do as an individual, or when on a date or with a group.

Baby Sitters corps . . . training in skills of baby sitting, of keeping children safe and happy, and in the know-how of getting a job for pay.

Voluntary Improvement Program (VIP) . . . an unusual adult program at St. Bridget of Erin church at Jefferson and Carr streets. Since its humble beginning as an idea of Father John Shocklee, similar projects have been started in other communities Won the Gabriel Award by the Catholic Broadcasters Association for projecting an image of the dignity of man and the glory of the human spirit. (Ref. St. Louis Post-Dispatch, Sunday, June 27, 1965)

Home Economists in extension and homemaking teachers in schools of both rural and urban areas of Missouri have numerous projects to their credit. Among them are the pilot studies conducted in low-rent public housing in the Kansas City area--Leeds-Durban area; projects of benefit to those working with the elderly by Missouri Home Economics Association; making use of government-donated foods; vocational home economics and extension and 4-H Club recreation; and school short courses in leadership, consumer education, budgeting, home management, kitchen planning, simplified sewing, child care, and neighborhood improvement, to name only a few.

Wilmington, Delaware "Three-year Experimental Project on Schools in Changing Neighborhoods" launched in 1959 under joint sponsorship of the Wilmington Board of Public Education and the National Conference of Christians and Jews. Whole city of Wilmington involved. Ref. Ebony July, 1965.

“Classroom Learning is not enough.” by Bonnie Barrett Stretch, Editorial Assistant for Saturday Review educational supplement . . . Saturday Review . . . June 19, 1965, p. 62. This is a report of a quieter movement (as opposed to the sit-ins, protests) on campuses across the country. Inspired by the civil rights movement and the Peace Corps, students are setting up community action programs, often with and often without the aid of college administration. The National Students Association has recently set up an experimental project to assist in “the establishment, improvement, and coordination of tutorial programs around the country.”

The Citizenship Program at Columbia University initiated in 1957 by the Lawrence H. Chaimberlain, then Dean and now the vice president of the University, and a handful of students has become the largest extra-curricular activity on campus, involving nearly 400 students. Its stated purpose is to foster awareness, interest, and a sense of civic responsibility in the mind of the Columbia student. Although tutorials remain by far the largest activity, voluntary projects have been arranged with such diverse agencies as the state Attorney General’s office, the City Commission on Human Rights, the office of the Borough of Manhattan and the city councilmen, and the New York Department of Labor.

U. S. News & World Report, “Real Story of the Poverty War,” June 14, 1965.

“Home Economics Education In A Low Income Housing Development”

This is a report by Shirley Weeks, Journal of Home Economics, June 1965 . . . Vol. 57, No. 6 of the cooperative efforts or collective thinking of the University of Massachusetts home economics staff, the home demonstration agent, the social workers at the Community Services Center, and the Boston Housing Authority, in a program in home economics education.

Survey was made to gather information as to homemaker’s knowledge of nutrition, food buying, dietary and money practices, attitudes toward housekeeping, child development, and the homemaker’s perception of their problems and needs in these areas.

Says Dr. Annabel Sherman, Home Economics Consultant to the Women’s Urban Centers Job Corps, OEO, Washington, D.C., “Since its inception, home economics has had as its central aim to help individuals and families develop basic competencies that are essential to effective living. Held as one of home economists’ most cherished guidelines has been the belief that the nation’s strength depends largely on the quality of its homes and families. Consequently, the success or failure of any great social, cultural, or economic revolution in our society depends upon women who bear ultimate responsibility of creating productive homes and happy families.”

Finally . . . From one of the greatest books of all time . . . “For the poor shall never cease out of the land; therefore I command thee, saying, Thou shall open thine hand wide unto thy brother, to thy poor, and to thy needy, in thy land.”

Deuteronomy 16:11

Statistics On The War On Poverty Pertaining To Women

“War on Poverty” (A Challenge to Home Economics) by Annabelle S. Sherman. Dr. Sherman, home economics consultant to the Women’s Urban Centers, Job

Corp, Office of Economic Opportunity, Washington, D.C. Journal of Home Economics, June, 1965; Vol. 57, No. 6, Page 435.

Even a fleeting glance at poverty reveals that women represent the bleakest side of poverty. As attention focuses on people from impoverished backgrounds it becomes apparent that the cycle of poverty is a transmitted heritage and that women are its primary perpetrators. There are today more than two and a half million families with yearly incomes of less than \$3,000 that are headed by women. This number represents approximately one-fourth of all poor families in the country; however, one-half of all families headed by women are poor.

. . . . regarding the state of poverty and the plight of women:

One-fifth of the nation's population lives in poverty.

Fifty-four per cent of the impoverished live in cities, 16 per cent on farms, and 30 per cent in non-farm areas.

Forty-one per cent of all farm families are poor, yet 80 per cent of all non-white farm families live in poverty.

Fourteen million women 21 years and over--more than one-fifth of all women in the United States--are living under impoverished conditions. Approximately six million children are growing up in these homes.

Over 60 per cent of women who head poor families have no more than a grade school education.

Of one million women between the ages 16-21 who live in poverty, 400,000 are unemployed and 200,000 are unemployable. The ranks of the females living in poverty are swelled by 350,000 youth who drop out of school each year.

These are the poor to whom the Council of Economic Advisors referred to in its 1964 annual report to the President stating:

Poverty breeds poverty. A poor individual or family has a high probability of staying poor. Low incomes carry with them high risks of illness; limitation on mobility; and limited access to education, information, and training . . . Poor parents cannot give their children the opportunity for better health and education needed to improve their lot. Lack of motivation, hope and incentive is a more subtle but no less powerful barrier than lack of financial means. Thus the cruel legacy of poverty is passed from parents to children. (From Council of Economic Advisors. Economic Report, Washington, D.C.: U.S. Government Printing Office, 1964)

WHAT WE ARE NOT DOING



The great thing in this world is not so much where we stand, as in what direction we are going.

--O. W. Holmes

"WHAT WE ARE NOT DOING"

by Ralph R. Reuter

Administrative Assistant, Northeast Department, International
Ladies' Garment Workers' Union and Chairman, Metropolitan
New York Consumer Council

I deeply appreciate the honor you have bestowed upon me in inviting me to this conference.

You have asked me to speak about some of the problems which face us, and where we have probably fallen short in meeting the problems that are with us today.

Many of the difficulties which face us on the social, political and economic fronts have been with us for a very long time. In fact, they are not only with us in the United States but throughout the world. After all, there are some two billion people who are far below the poverty line throughout the world and yet there is no effective approach being made.

As a matter of fact, we have not faced up to our own problems in this area.

In 1933 when Franklin D. Roosevelt took office, he spoke of the one-quarter of the nation ill-housed, ill-fed and poverty-stricken. What he was essentially talking about was some 34 million who were poor. Yet in the year 1965, President Johnson talks of one-fifth of the nation as being poor or poverty-stricken. He is actually talking about thirty-seven million people. Though we have changed the percentage of the total population, the actual numbers remain about the same.

But is this the whole picture? Actually it is not, for we are witnessing a heightening of tensions, a moral and spiritual breakdown and an industrial revolution, which we call automation or cybernation, which may very well shake the roots of our very system.

Few throughout the country recognize the very depth, and breadth of changes which are upon us.

There are today, some 84 million people in the work force in these United States. An investigation by the Bureau of Labor Statistics in the year 1962 indicated quite clearly that of 84 million people in the work force at that time, only some 49 million workers were employed during the entire year, either on a full or part-time basis. During that very same period two million people did not succeed in finding any work at all during the year.

Peak employment in any one month 69.8 million (August 1962) and average employment (12 months) was 68 million, yet a total of 84 million persons were in the labor force that year.

The Commissioner of Labor Statistics also indicated that "if every person who entered or left the labor force during a year reported himself as looking for work on the way in or out, imagine the additional millions of unemployed we would be counting".* In other words, the gentleman is saying unemployment is worse than the figures would indicate.

There is another way of speaking about these facts. It must be obvious to you that it is no coincidence that the Office of Economic Opportunity estimates the poverty-stricken at 37.4 million and that the Bureau of Labor Statistics indicates that 35 million are unemployed for part or almost all and some for the entire year.**

*Clague, Ewan, Commissioner of Labor Statistics, U.S. Department of Labor before Conference of Business Economists, May 8, 1964.

**Office of Economic Opportunity, May 2, 1965.

I am not suggesting that every poverty-stricken person is reflected in the unemployment figures, nor am I suggesting that every unemployed person is eligible to be included in the poverty-stricken statistics.

However, there are some facts which do bear on these matters. In 1963, the number of families living in poverty with income under \$3,000 (measured in 1962 dollars) was 8.9 million, or an estimated 29.2 million people. The number of unattached individuals living in poverty, with incomes under \$1,500 was 5.4 million. The total number of people living in poverty thus came to 34.6 million or between a fifth and sixth of the nation. Additionally there are 2.8 million hidden poor, 1.7 million elderly and 1.1 million other persons who are themselves poor but are living with families above the poverty level.

There are those who would have us believe that the standards of poverty are too high. That is to say the standard established by the O.E.O. is too high. They argue that many housewives can get by on 23 cents a head per meal. It is obvious that there are not many lamb chops or hearts of artichoke in the O.E.O. menu. In fact, a 23-cent meal, day in, day out, even when trained dieticians put their heads together to come up with an attractive menu, could be mighty boring and not quite the nourishment to make future champions.

More tragically still, in 1963 the number of families with incomes under \$2,000 was 5.1 million or about 16.7 million persons and the number of unattached individuals with incomes under \$1,000 was 3.2 million. Thus almost 20 million people or substantially more than one tenth of the nation were at least 33 1/3 per cent below the income levels needed to lift them out of the poverty cellar.

And none of the data just cited convey the full meaning of poverty. For the average income of all families "under \$3,000" in 1963 was only \$1,778; the average for all families "under \$2,000" was only \$1,220; the average for the 1.8 million families "under \$1,000" was only \$630.*

It is interesting to note, especially in light of the automation revolution, that, the unattached individuals living in poverty actually rose from 1947 to 1963 from 4.4 million to 5 million up about 14 per cent. The number under \$1,000 remained constant at about 3.3 million.

Further, these trends over the years adjust for changes in the price level, they do not adjust for changes in the per capita real income and wealth of the nation. Taking these changes into account, we now have more poverty relative to our capabilities to avoid it, than in 1947. Stating this another way, the standard of what income spells poverty should really be higher now than in 1947.

It is true that with rapid population growth, the percentage of the total population living in poverty has declined faster than the absolute number of people living in poverty. The speed at which we reduce the number of people living in poverty, however, should be determined by our capabilities, not by their ratio to others. More than 37 million poor people, even now are not just a percentage ratio; they are also human beings.

Poverty not only has dramatic economic effects, but affects us all, in all of our endeavors, our living, our surroundings, our well being, our total self, spiritually, emotionally, and mentally. It is a blight which destroys or withholds the fruits of diseased trees and infects the blooms of vital and healthy growths within its proximity.

Yet all too often we are ready to stick our head in the sand. After all, these things do not affect us. They are on the other side of the track. They will devastate others but not us.

*Leon H. Keyserling, Progress or Poverty. December 1964. Conference on Economic Progress.

This type of attitude is not only dangerous, but may very well mean our destruction.

No longer can we be satisfied with letting others tell us the nature of our surroundings. We must recognize reality as it exists, not yesterday, but as it is and will be tomorrow. Fantasies of past, present, and future lead but to destruction.

To think that we have a free enterprise economy when the facts speak for themselves is just sheer idiocy. To think that the democracy of the townhall is with us is but a figment of the imagination. To think that we can cope with juvenile delinquency and crime by placing more policemen on the streets cannot result in anything but an armed camp and a police state.

We must meet our society's problems at their very roots--roots which are not only economic but social and political.

A realistic look at the future will show that "there will be one million more young people than in the past seeking to enter the work force every year from now on. By 1975 there will be 50 per cent more people over 65 than now. Eighty per cent of our population will be living in urban environments by around 1980. We expect around 230 million people in the United States by 1975 and 250 million by 1980. There are vast implications in these figures beyond the ones most immediately evident in the Manpower Report. For they suggest an order of social complexity to be dealt with that no society has ever experienced before".*

America was once known the world over as the "land of opportunity." Millions came here from the far corners of the earth to build better lives for themselves and their families. They came to a continent blessed with abundant resources and with free institutions which, despite defects, did enable most of them or their children, to live fuller and richer lives.

The old frontier is long since gone. The opportunities it provided have vanished. But there are new frontiers still to conquer, to bring under control and to use for the fulfillment of man's needs and aspirations. The conquest of those frontiers can make the American economy once again an economy of opportunity for all.

In such an economy there would be opportunity for the young, the old, the members of minority groups, the poor, the unemployed, the people of depressed areas--opportunities in fact, for all--to contribute constructively to the maximum of their capacities and to share fairly in the abundance which their contributions can help to create in this age of automation.

An economy of opportunity is our goal, but, today we are far short of that goal. To millions who are unemployed, impoverished, discriminated against or deprived, this is an economy of frustrations.

Finding the answers to many of their problems will be tied closely to our success or failure in achieving the rapid growth of which our economy is potentially capable.

It is time for us to learn that setting new records provides little basis for satisfaction when the "peaks" we have reached are far below our potentialities--when the growth we boast of is still insufficient to reduce unemployment--when we are still failing to match our idle resources to the needs of the poor and underprivileged or even to the social needs we all share as members of the national community.

Our major and most compelling national problem is that things are out of balance:

*Michael, Donald N., Seminar on Cypernation & Social Change. Sponsored by the Office of Manpower, Automation & Training, U.S. Department of Labor, Washington: April 23, 1964.

- Profits have been piling up in excess of investment opportunities while consumer demand has been declining in proportion to our potential capacity to produce.
- An increasing proportion of consumer income goes into dividends and personal interest income--most of it to the already wealthy; administered price abuses have reduced buying power of the consumer dollar while siphoning off excessive amounts in profits.
- Workers' buying power has been lagging behind our productivity advance--an advance slowed by recession and idle capacity. Result: insufficient demand, persistent high unemployment.
- Insufficient public spending denies the economy demand needed to create jobs.

We must balance the economy before we can balance the budget. This requires a more equitable distribution of buying power to create demand and a more adequate public spending program.

Even now, the weapons which are being fashioned for the fight on poverty do not attack directly and immediately the central fact about poverty--that, by definition, the poor are poor because their incomes are too low. To deal with this obvious truism in ways which would bring immediate help to those who need help now we must provide:

Adequate incomes for those too old, too young, too ill, or too encumbered by household and family responsibilities to earn such incomes for themselves.

Jobs--and, until jobs become available, adequate unemployment compensation--for those able to work but unable to find employment.

Decent wages for all who are working.

In short, immediate succor for the victims of poverty requires actions in three areas--transfer payments, full-employment policy, and minimum-wage legislation. With determined and effective action in these areas, we can wipe out the poverty that afflicts tens of millions of our people now while we proceed to immunize the younger generation--through education, training, and work experience--against poverty in the future.

The increases in high-velocity purchasing power, generated by comprehensive and adequate transfer payments programs and by decent minimum wages, will translate the needs of most of the poor into effective demand and thus to help both to create the jobs needed by those impoverished by unemployment and to move the nation toward full employment.

The task of restoring full employment, full production, and enabling all Americans to share in a better life which this achievement will make possible, requires an arsenal of weapons--spending and taxing policies, monetary policies, price policies, and many others which have a roll in helping to influence the speed and the direction of economic developments. But the necessary policies and the programs which flow from them cannot be established on a bits-and-pieces, hit-or-miss basis. To be successful, they require systematic evaluation of the economy's needs and resources, establishment of priorities, and coordination of programs so that they strengthen and support one another. Should fiscal policy at any given time emphasize tax cuts or spending programs, for example? What taxes should we cut, and in what areas of public need should a spending program concentrate? What are the best measures to deal with problems such as the balance of payments without interfering with other goals? What stimulus will best encourage investment without reducing demand in other sectors? These and a host of other similar questions require democratic

planning if we are to find answers which will insure that we make the best use of our resources to meet our most pressing needs and stimulate optimum growth.

Other nations of the democratic world have come to recognize the need for and the benefits of economic planning, and some of them are using it to maintain full employment and rates of economic growth far superior to those which we have achieved in our best peacetime periods. Even our own government recognizes the desirability and the need for planning, as far as other levels of government are concerned.

Under the Housing Act, for example, the government pays part of the cost of urban planning, and makes grants for urban renewal contingent on the development of community plans. Before the Appalachia bill was even enacted, an Appalachian committee had been appointed to do the groundwork for a wide variety of programs and the Appalachian Regional Commission which will continue its work has been instructed to develop an economic program for the area, to coordinate projects, and to encourage formation of local development districts which will function as local planning agencies. Community planning is a prerequisite for financial assistance under the Area Redevelopment Act, and agencies for planning and coordination are being established across the nation to carry out community action programs which are at the core of the administration's "War Against Poverty."

Planning is required under these programs, because it is recognized that, without planning, much of the effort and resources devoted to restoring and developing the economy of a community or a region can be frittered away in uncoordinated and sometimes conflicting projects. But, if that is true at the community or regional level it is far more true at the national level, where the problems to be faced are vaster and more complex, and the consequences of ineffectiveness and waste are far more serious. It is a curious anomaly while lower levels of government are required to plan under the above programs, there is no national plan into which the programs themselves can be integrated.

The need for planning is obvious. But what to plan for? We have great need for public facilities. Congressman Blatnik in introducing his public works bill indicated, "the backlog of needed local public works is staggering the fact is that our present stock of community facilities is less adequate than it was 25 years ago when we had the benefit of the intensive public works programs of the thirties." Congressman Blatnik proposes in a bill in this area the authorizing of expenditures of 2 billion dollars annually to finance needed public works and community facilities.

In education, 1970, to take care of an increase of more than 4 million pupils and to eliminate overcrowding and replace fire traps, the quonset huts, and the buildings of pre-World War I vintage, we need approximately 1 million public and secondary classrooms. Instead of the average of 70,000 per year we are building now, we need to build more than twice as many or about 150,000 per year. In addition, between now and 1970 we need to increase the capacity of our colleges by 50 per cent. There is an urgent need to bring salaries and incentives to such a level in education that it will attract the most dedicated and most gifted.

The shortage of health facilities is yet another deep chasm in the completion of the road into the 'Great Society'. According to the U. S. Public Health Service, we need well over 1 million nursing homes and hospital beds. We need more than 4,500 health centers for the diagnosing and treatment of cancer, mental health and tuberculosis, for the rehabilitation of the handicapped and for the provision of such services as immunization, maternal and child health care, and the control of communicable diseases. In addition, any program to provide the buildings and equipment we need for adequate health services must have a counterpart in the training of additional personnel, from nurses and technicians to medical specialists, in order to staff them.

We are badly in need of far more housing. Almost 30 per cent of the nation's housing is structurally unsound, lacking in essential plumbing facilities, or overcrowded.* For the most part the people living in such inadequate housing cannot escape through the private housing market. Even with government insurance programs, private builders have built only for families in the top 40 to 50 per cent of the income structure. In the most recent 6-year period 1959-1964, we produced 135,200 low-cost housing units, almost exactly as many units as the 1949 Housing Act authorized for one year. There is obviously urgent need for a vastly expanded program in this area.

The ever more rapid urban blight which destroys resources that could be salvaged through an adequate urban renewal program cries out for urgent action.

Surely, a nation as fortunate as ours with its great wealth can afford to devote some of its resources to the beautification of this land of ours, to enhancing the beauty of our environment, increasing our recreational facilities, making our highways safe and pleasant, reducing both water and air pollution and controlling pesticides and other potentially harmful substances. Surely, we can afford to sustain the spirit as well as concern ourselves with the material well-being of our citizens.

It is high time that we reviewed our public assistance programs, and our attitudes thereto. It is ironic that in a society proud of its concern for others' well-being, the average payment for a recipient of aid to families with dependent children was about \$8.00 per week (including payments for medical care), that only 4 to 4.5 million out of 15.6 million needy children received such aid in 1963, and that more money was spent in the nation as a whole on alcoholic beverages and tobacco than on all forms of welfare--both public and private.

In addition to meeting the foregoing public needs it must be abundantly clear that we can no longer rely upon the blind forces of the marketplace for full employment, full production, and effective use of our resources to meet our most urgent national needs. Other advanced free and democratic industrial nations have found that they can achieve their economic and social objectives only through a rational national economic planning process involving the democratic participation of all segments of their population together with government. It is time that we created a national planning agency, which through similar democratic mechanisms will evaluate our resources and our needs and establish priorities in the meeting of needs.

Of course the above enumerated programs deal with but a few of the needs we must meet if we are once again to move ahead of the pace of other nations, and at the same time solve many of our nation's ills.

Perhaps, we would be prepared to devote substantially more money and resources to manpower programs if we would learn to look at them like Sweden does--not merely as investments designed to pay for themselves many times over by increasing the productive capacity of the economy. In a full--employment economy where every manhour of labor is precious, it is easy to recognize that every time an unemployed worker is restored to work, every time a person outside the labor force is assisted to become a worker, every time an employed worker is upgraded to a higher level of skill and productivity, there is a measurable gain for the economy as a whole. Such investments in human beings are not only morally imperative, but in an economy which has a job for every available worker they are economically imperative as well.

After all, the automation must be met.

What emerges is the conclusion that patterns of skill will change. "In the future,

*U.S. Housing Census, 1960

workers will have to be educated rather than skilled in the old-fashioned sense. The confusion about whether automation does or does not lead to a demand for increased skill arises because the standard definition of skill is no longer appropriate. We must look for different criteria including intelligence, alertness and an intuitive understanding of technical processes, rather than manual dexterity.

Perhaps even more important is the fact that the rate at which changes produced by automation are occurring requires a continuous process of adaptation on the part of industry, requiring training and re-training or re-education of workers, and this is something which management has been almost completely unwilling to take responsibility for. There are also problems of redundancy, and geographical and occupational mobility which we are trying unsuccessfully to ignore.

The difficulty is that our information is so scanty that we can only guess both at the size of future technological change and its impact. Within the next decade the character of American industry could be transformed and unless we watch that physical change with corresponding reformation of our attitudes of training and redundancy, we will be in for a period of intense industrial strife.

After all it is obvious that all men require self-respect and the economic security that flows from the full use of their talents which can bring them a brighter tomorrow.

Lifting the poverty-stricken out of the realm of statistical poverty however, does not guarantee their lack of want. We have sadly neglected the education of our nation to the truth of our system, our economy, our economic habits, our economic needs and wants. Economic experts tell us that more than 85 per cent of those engaged in giving our children "economic knowledge" have never had any formal background in the subject matter, and that 85 to 90 per cent of all of our students never receive any sort of economic knowledge, even from such as have very little training in the field.

Even if we cope with the economic needs and vastly expand the employment horizons there is still a need for an immense program of education for all so that we may meet the immense complexities of the market place, whose vendors' main objective is profit at any cost and anybody's cost without ethics or decency. We must educate the American so that he recognizes how he may have greater success in the market place with his meager resources, how his meager resources can give him greater self-assurance and greater self-respect, and--how his meager resources can give him direction and a way of living. In other words we must educate the consumer and we must motivate him. We must give him recognition of his immense power if he educates himself wisely and well.

We must motivate the consumer, the American, that it is to his interest to organize against the forces that would deceive him in the marketplace, and thus prevent him from escaping the prison of poverty. That he must organize so that his representatives in government provide for him that measure of protection which he so sorely needs now.

This is not an easy task. It is far simpler to give a person more money, and for him to spend it foolishly. It is also conceivable that one who has more money than he is used to, can be in greater trouble, can be in greater difficulty than he was when he was absolutely poverty-stricken. For he has to come to grips with new forces, new instrumentalities, new forms of deceit, new thieves, new charlatans, with whose ways he is unfamiliar and whose very expertness escapes his limited knowledge and experience.

The consumer is hard put to protect himself against the continuing changes in the business community which are structured to take advantage of him. Not only do regular

business enterprises deceive and fraudulently entice the consumer but newer enterprises such as supposedly reputable discount houses are using phony tickets, short weight, inflated "list" prices, hidden extras, "schlock" merchandise, "loss leaders", "creaming and cherrypicking", "baiting-and-switching". Some discounters have "captured" manufacturers who then must cut quality to meet the retail price demands. Above all there is a trend to a vast "retail monopoly" in which consumers will be victimized.¹

The late Senator Estes Kefauver demonstrated business contempt and conspiracy against the consumer repeatedly.² One need only recheck Congressional hearings on the electrical industry, drug industry, etc., or, at an earlier period, the Truman Committee for business' interest in the war effort to get a bird's eye view of the vast conspiracy against the consumer, and in fact, the nation. And let us remember that the mass man is under a new dictatorship that tells him how to think about everything in his life from what to eat to what to wear through the means of the tyranny of the daily press and the other media of mass communication.³

If I seem to be painting the unimaginable, let me just briefly indicate that the doers, the movers, the creators, in our vast attack will largely stem from middle class or will have middle-class inspired backgrounds. They will find it difficult, in the first instance, to understand the working and thinking machinery, the motivation of the people of whom we speak. They will find it even more difficult to help them with the respect and admiration all human beings are entitled to. They will find it difficult not to look down their nose at them, to help them with diligence and a sense of urgency, because to help them is also to help themselves and all of us.

We must come to recognize these efforts are not efforts to help others any more than they help us, for the very deprivation of others is also our loss. Other peoples' needs are our barrier to higher horizons. Other peoples' lack of education is the preventative to our education's bearing full fruit. These are concepts not to be mouthed, but to be felt, to be believed, for them to become but part of our acceptance, part of our nature, part of our firm belief.

The agencies working with disadvantaged tend to have all of the characteristics of the society in which they operate and its inability to cope with its challenges. However, they may have found jargon with which to confound those seeking to determine whether the agency does have answers. Thus I believe we must realistically find almost completely new configurations to even approach the massive task before us.

I have already suggested that our attack on the economic front must be completely different. Similarly we must retool on the agency front. Thus, for instance, social workers must come to understand that some peoples' apparent family difficulties may stem from their economic deprivation and the bringing to bear of all the community resources may very well eliminate what on the surface may appear to be a most difficult problem. Third generation deprived need quite a different approach than someone temporarily on welfare due to a sudden misfortune. A hospital setting can be a superior counselling setting if it is staffed by understanding nurses and doctors, and social workers are not necessarily the best ones in such a situation. In a world moving as rapidly as ours, workers in the offices of our employment services are perhaps not as well equipped with knowledge of the present and future job market as they might be.

1. Nelson, Walter Henry, *The Great Discount Delusion*, David McKay Co. 1965.
2. Kefauver, Estes, *In a Few Hands, Monopoly Power in America*, Pantheon Books 1965.
3. Brucker, Herbert, *Mass Man and Mass Media*, *Saturday Review*, May 29, 1965.

In other words, if we are to meet our problems, not only does industry have to retool to confront our society, but so do our agencies if they are not to be left behind. The kind of massive approach we speak of requires new and adventurous philosophy, purposes and methods of operation.

I am much reminded of adult education as I learned to cope with it some twenty-five or thirty years ago. Terms like classes, teachers, etc, were common. We had not yet learned that dealing with adults was quite different from dealing with children or adolescents, and in some places we still have not. We are still 30 years behind the times. Yes, it is another age which calls for new and challenging answers.

As I indicated to home economists some time ago, time will not stand still for us. If we cannot in our various professional capacities make adjustments to meet the needs of our time, then the times will eliminate us from the march of progress and new professions will fill the gap. There will be no waiting till we have finished holding conferences or discussions or case-work sessions or what other name they might be going by.

Already we are seeing the discomfort of our society with some of the new methods. But then society has never taken kindly to change of the status quo, nor have the agencies which have been a partner thereto. But when history is written, it will not speak of the stand-patters, those who want to meander along, it will speak of the inovators, the inventors, the movers.

I say to you, that greatness is but in the human soul, in the human mind. Each and every one of us has it in him if we will but realize it and permit it to burst forth.

It is time that the pious prattlings of men of the cloth on Sundays to mollify and give justification to acts of mortal men who pay their keep and build edifices which are but empty manifestations of their belief be forever put to pasture and be replaced by men ready and willing to call forth from their communicants all that is good and noble in the human spirit. That they but uplift the human soul so that it seeks greater heights not through pious words in a fancy edifice on Sunday, but every day, every hour, every minute, every second of the day regardless of the wishes of one or another banker among their parishioners.

And what of the banker, whose wealth steadily grows not through his niggardly use of the nickel, but through the confidence in him, his integrity and honesty and his standing in the community which the citizens of the community have in him? Why should he not extend his belief in these same virtues to the community which makes him what he is, instead of the usual conservative, backward drag which he invariably is under the cloak of "responsible, virtuous, justifiable" caution for all community progress?

And what of business, whose very existence is but attributable to all of us? What justifiable reason can they find for being interested in profit first and the welfare of the community second. Who makes their very being possible?

And what of our mass media of communication, whose almost complete abdication of telling the pure and unvarnished truth is but a national disgrace? Have they all but forgotten the noble offering of one Peter Zanger to establish freedom of the press to tell the truth unfettered and unencumbered? Have they all but forgotten the sheer guts and the enobling spirit of Edward R. Murrow, whose believe in public responsibility and national sanity gave at least one of our mass media its finest and noblest hour?

And what of the teachers, who were once the most respected members in the community, though far less well paid than they are today? How often do they stand up and be counted? How often are they interested in making out of each individual

student an Einstein, a Thomas Jefferson, a Martin Buber, a Winston Churchill, a Florence Nightingale? How often are they the movers in community progress rather than the timid or fearful souls who hold back that progress?

I do not mean to depict any one group or individual. I speak of the doctor and the baker and the candlestick maker, of all of us, each and everyone who does not contribute the full measure of his ability, spirit, and dedication. Each and every one of us can and must be a contributor, a mover, an inovator, a creator for the good of all of us and indeed mankind. Our past transgressions, our recognition thereof should but represent a spur, a forceful forward drive for all of us toward a future far different from the past.

It is clear that we must build a society for the "total man" his economic, social cultural, spiritual and moral well-being; a society in which breakdown in one area is compensated for in another, a society in which we understand the inter-relationship of all of us, for all of us, and for one another, a society in which the individual, the group, the community, the city, the state, the nation, the world are not antithetical forces but complement, aid and cooperate as a symphony for the good, welfare, and promotion of all.

There are those who will say that such a society will result in the breakdown of human ambition, individuality, and enterprise, yet all examples one can point to, especially in the Scandinavian countries, would utterly contradict this. If anything, that satisfaction of the human spirit but calls forth greater motivation, higher horizons to conquer, greater heights to climb, better and more lofty goals for all and all that better life, that ever brighter life, that peace through understanding, that world without hunger and want.

Yes, all of these things are within our reach, if all of us, if our society prepares in an orderly, meaningful, purposeful manner, in which all play our proper part. These are things we have not yet done. These are the things which the future but holds in store if all of us will grasp our opportunity. Will you be found wanting? Or will each one of you play your role? That is the challenge of the morrow, if tomorrow is to bring a brighter and happier day.

I for one join with you in the hope and expectation that we will meet those challenges. I cannot but believe that the dreams and hopes of good men and women throughout the ages will be fulfilled. I believe we shall grasp it and in so doing enter the golden age of which man has forever dreamed.

THE PEOPLE SPEAK



Youth Panel -
Southwest High School
Ludlow, Missouri

If you have knowledge let others light their candles by it.

--Thomas Fuller

LUDLOW HIGH SCHOOL YOUTH PANEL PRESENTATION

Editor's note: This panel was introduced by John Holik, extension sociologist, thus - This youth panel will ably present some interesting information about their ongoing program for the aged in their community in northwest Missouri.

See Appendix G - Page 178

Carolyn North

The members of the freshman citizenship class of Southwest High School have selected us to represent our class in the Missouri Power and Light Planned Progress Program for high schools. This panel includes Brenda Gilliland, Mike Anderson, Shirley Denham, Larry Huggins, and myself, Carolyn North.

We are taking part in this program because we feel the need to arouse interest in the development and improvement of our small communities and to acquaint people with the need for our project.

The Southwest school district consists of four small communities and their surrounding area. They are Dawn, Ludlow, Mooresville, and Utica. Their population ranges from 150 to 300.

Each of our 21 class members assisted in preparing for the presentation of this program. We have presented our program to the Dawn Improvement Association, Ludlow Lions Club, PTA, and at a school assembly. We plan to present our program to the Mooresville Planned Progress at a later date.

We started work on our project by making a survey of our communities to discover things that could be improved and assets that could be developed.

After discussing the results of the survey, we prepared a questionnaire which listed a choice of 10 projects under four categories to learn what projects the people in our communities were interested in seeing developed. These included:

Public Utilities and Services, Beautification, Health and Medical Facilities and Services, Recreation

Each student had a list of persons to interview, in order to avoid calling on the same person twice and to be sure to get our information from a representative group. We called at the homes with our questionnaires, prepared to answer any questions that they had about what we are doing. We took out 298 questionnaires and 294 were filled out and returned. We also asked for additional suggestions, and seven new suggestions were made.

Members of our class interviewed the leaders of organized groups in our towns who agreed to sponsor our plan. The D.C.I.A., the Lions Club in Ludlow, the Baptist Hall in Utica, and the Mooresville Planned Progress. Other church and civic groups have agreed to help especially with the non-payment parts of our program such as recreation and special education activities once a month, visitation and transportation.

Tomas E. Singleton, chief of the State Bureau of Special Services of the Department of Welfare, contacted Mrs. Calvird after he received our letter and spoke favorably of our idea.

If our program is a success it could start a movement to aid other senior citizens in Missouri in this way.

Considering the present need of such a program and the cooperation of all the citizens contacted, we feel that this program would provide a greatly appreciated service to the great number of senior and disabled citizens in our area.

Brenda Gilliland

We studied the information we had secured on our questionnaire and decided to make plans for providing services for senior citizens. However, before deciding definitely on services for senior citizens we investigated carefully some of the other projects checked on our questionnaire, such as a public water system, modernization on houses for rent, a beautification program, and a physical fitness program.

We rejected the idea of installing a public water system because Dawn was considering such a program.

We decided against using modernization of houses for rent and a beautification program because this involved personal property.

After a committee interviewed our athletic coach about a physical fitness program we discarded this project because we had a very fine physical fitness program in our school and did not feel there would be enough adults interested in this program to warrant the hiring of the additional instructors the coach felt would be necessary.

We chose home services for senior citizens because of the large number of elderly persons in our community and such a program would make it possible for them to stay in their own homes and take part in community activities.

On the basis of studies made by the Missouri Committee for the White House Conference on aging in Missouri (1961) 1/2 to 3/4 nursing home residents could be returned to their own homes, if given adequate community service.

With the increasing percentage of aged citizens today in our community the care of the elderly persons is becoming a serious problem.

Shirley Denham

In developing our plan we investigated to find what percent of the population in the communities were senior citizens who would benefit from our program. We discovered that about one-third of the population consists of senior and disabled citizens.

In this folder we have a list of the reports that were made on various newspaper and magazine articles on the subject of care for the aged. To receive more information on this subject a committee was formed to write the Earlham, Iowa, Chamber of Commerce. Earlham is a progressive small town which recently developed a senior citizens service program. From them we received many particulars, folders, and helpful ideas about such a plan.

The class then formed another questionnaire which was taken only to the senior citizens to determine what service or services they would use. We included the following services on the questionnaire: transportation, handy man, social gatherings, special education, homemaker, nursing, cleaning, meals, and visitation.

The services we choose to include in our program are as follows:

First--homemaker: The housework which is too heavy for the senior citizen or invalid person will be done at their request by women in each community who have agreed to perform this service. They will also help out during temporary illness and with shopping during bad weather. This service will be paid for on an hourly basis.

Second--visitation: The senior citizens will enjoy regular visits from members of church groups who have agreed to perform this service. Older people often feel left out of things and enjoy association with other people.

Third--Community Center for senior citizens: This will provide the chance for the senior citizens to get together in a social way once a month. Members of our class have located suitable buildings in each community that will be available for

three dollars each time used in Ludlow, two basements in Dawn, the Christian Church Hall in Mooresville, and the Baptist Hall in Utica.

Larry Huggins

Committees of students wrote to the Kansas City Referral Center, the Bureau of Special Services, and the Bureau of Finance in the State Department of Health and Welfare to find if financial aid was available for a project like ours.

Another committee interviewed Charles Sidden, a county welfare agent, to see whether or not such a program could receive aid from the local Welfare Department. An appointment was made with Mrs. Calvird, the Livingstone County Welfare Director to see about county aid. It was found that no direct aid could be received in Missouri although other states provide such aid. Missouri ranks 6th in welfare payments for old-age assistance and the money wasn't available under present conditions. However, Mrs. Clavird said that the welfare office would work with our organization to see if citizens are able to pay, and would apply for county aid in the county court for those unable to pay. If a good pilot plan could be set up, based on a careful survey and complete statistics, it might open the way for Missouri to provide the same kind of aid other states now have. She told us that such a program was needed very much in Missouri.

From the letters we wrote and our interviews, we found that no direct aid could be secured to finance the organization of our project in Missouri. However, funds could be secured by our program to aid individual senior citizens, for commodities secured for anyone preparing meals that were provided on a non-profit basis.

Since one dollar of every three, or 133 million dollars a year goes to welfare in Missouri, and since there is no such program as we propose at the present time, Mrs. Calvird suggested that our project could be a pilot program in rural Missouri. Another pilot program--the only one at present, is in an urban area near St. Louis.

Mike Anderson

HANDY MAN: Several persons in the communities have agreed to work as handy men. This service would include repair work and various odd jobs around the home. Many of the elderly are widows who need these services if they live alone. The cost of this service would be paid on an hourly basis, or by the job. This service would offer employment for retired men who would like a job now and then but are too old to hold a full-time job. We have men who have agreed to do this. This job also offers an opportunity for the youth groups in our communities to earn money. These groups are supervised and could be relied upon. Many individual teen-agers do this type of work in the summer.

MEALS ON WHEELS: A hot, balanced meal would be carried to the citizen's home at his request by citizens who have already agreed to prepare and carry-out meals. Many senior citizens would be in better health if they ate well-balanced meals. The approximate cost of the service--all factors included--would be from 85 cents to \$1.25, a price agreed upon by those interviewed. These meals would not necessarily be delivered every day.

TRANSPORTATION: A car will be provided one day every week to transport those citizens who wish to go to their doctor, and as often as needed to church and social gatherings.

LAUNDRY: We interviewed the owner of George's Laundry Service of Chillicothe to see if he would be interested in a laundry pick-up service in connection with our

project. He said he would start such a route if he could get \$20 worth of work per trip. We then consulted with people who work away from home to see if they would be interested in this service, so we could be sure of getting the required amount of laundry. This laundry service costs 10 cents a pound and includes washing, drying, and folding.

We also contacted local women who would do washing and ironing for Senior Citizens.

We interviewed people who might provide these services if the project was developed. We have here a list of persons who agreed to perform these services.

After gaining this much information, a class member interviewed Mr. Marvin Pollard, a local lawyer who handles income tax for our community, to learn what the average income was for a person over 65 in our area. We learned that it was \$1,500 a year or \$125 monthly. This is enough to take advantage of the services provided under our program.

QUESTIONS & ANSWERS

Carolyn

1. Why did you select this for your project?

We felt that this project was the most needed and the communities supported this idea strongly. When the class discussed elimination of projects, the needs and ideas brought out were:

1. Population is dwindling because the senior citizens can not live by themselves and must go to live with families, in nursing homes, or a nearby community, Chillicothe.
2. We feel senior citizens can be a great asset to a community in many ways and that they should not be deprived of the opportunity to make such contributions because they are unable to do certain strenuous work.
3. Senior citizens would rather live in their home community than be confined in a nursing home, but they also feel like a burden if the family must care for them.
4. We feel that senior citizens should experience the joy of belonging to a community and being useful.

Shirley

2. How will the citizens contact those providing services?

Two persons from each community, appointed by each sponsoring group, will serve as central organizers, to whom senior citizens can phone requests or questions. These organizers will contact workers who would be available at the time requested.

Mike

3. What is the cost of these services?

Cost will depend on the type of services and degree of labor done. Those providing meals have agreed to charge from 85 cents to \$1.25, and a restaurant owner in Ludlow will charge regular prices. Delivery service will be provided. Laundry

service that includes ironing and washing would be near \$3.00 depending on size, while the laundry establishment charges 10 cents per pound without ironing. Handy man service charges would depend on the size and type of job being done.

Shirley

4. Will the senior citizens be able to pay for these services?

Since this program is basically a non-profit program, the cost of the services will be at a minimum at which nearly all of them could pay. Mrs. Clavird, Livingstone County Welfare Director, said she would apply for county aid in the county court if they were unable to pay.

Brenda

5. How did you select the projects to put on the first questionnaire?

Each class member surveyed the community to find what assets were needed. By class discussion and vote we eliminated the unfeasible projects and prepared a questionnaire.

Shirley

6. Do you have enough citizens to provide sufficient services?

Since many senior citizens are still capable of excuting some of the services at the age of 62 we felt this would provide the extra workers if they were needed. One worker could visit more than one home since a limited time would usually be needed. Also baby-sitting can be done by the elderly while younger women are doing home-making. Some of the handy men are senior citizens. Many people from all four organizations looked to this as an opportunity to serve the community and make extra money in spare time.

Mike

7. How do you intend to add services at a later date? What would some of the added services be?

A program with a visiting nurse and doctor is planned to be introduced at a later date. If the services used to orginate the project are successful we will add any other proposed services that are practical. Local nurses have already been interviewed.

Brenda

8. How was your panel selected?

The class was divided into four panels and each panel wrote speeches and organized a presentation. By class vote, ten members were chosen to form a panel and alternates.

Shirley

9. What is the percentage of senior citizens in each town?

Although the average percentage of senior citizens in the four communities is 31 per cent, two of the towns have a larger percentage with Dawn having 46 per cent and Ludlow having 39 per cent. Mooresville has 21 per cent and Utica has 14 per cent.

Mike

10. Who do you consider senior citizens?

All persons over age of 62 were included plus any disabled citizens.

Brenda

11. Will each town have a separate organization or will the program be one for all the communities?

Each town will organize its own program, although they will work with other towns to establish social gatherings for the senior citizens from other communities. This is part of the visitation program.

Carolyn

12. Did the entire class participate?

The entire class took part in the surveys, interviews, and development and selection of this project.

Mike

13. What are some of the sources of facts and information?

The state and county offices, local people and others as we indicated.

Brenda

14. Do those providing transportation need a chauffeurs' license?

No chauffeur's license would be required: however, a person having chauffeur's license is available.

Mike

15. Is a blood test or license required for those preparing meals?

No blood test would be required for a person cooking meals for a non-profit organization.

Shirley

16. What were some of the additional suggestions made on the first questionnaire?

Several suggestions were made as to other projects which the citizens themselves were interested in seeing developed in their community and suggested on the questionnaire. Some of these ideas were: equalization, taxes in the school district, fire station, city dump, building of a coin-operated laundry and cafe, adult education, local law enforcement and baby-sitting service. It was later brought out that some elderly ladies were capable of providing a baby-sitting service if their heavier work was done for them.

Carolyn

17. What services were checked most on the second questionnaire?

The services that were most needed and wanted by the senior citizens were the ones we included in our program. Some of the most needed were laundry, handy man, and social gatherings.

Shirley

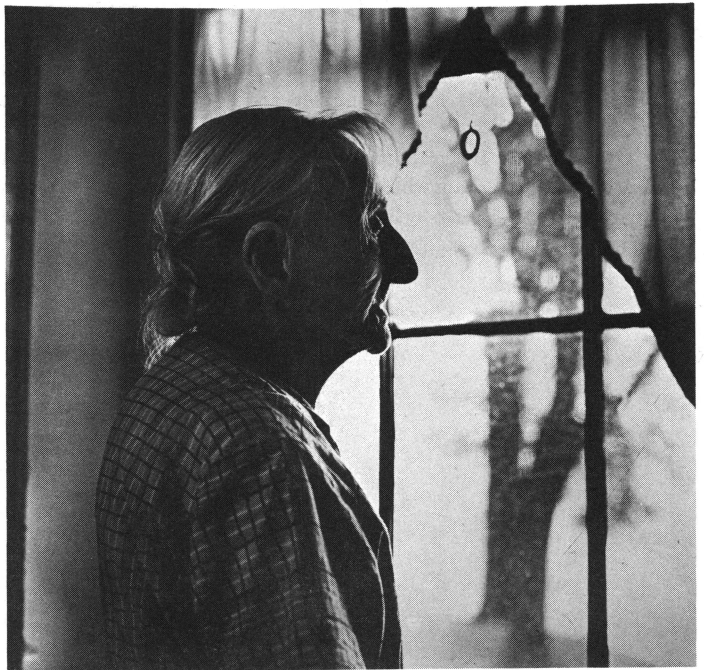
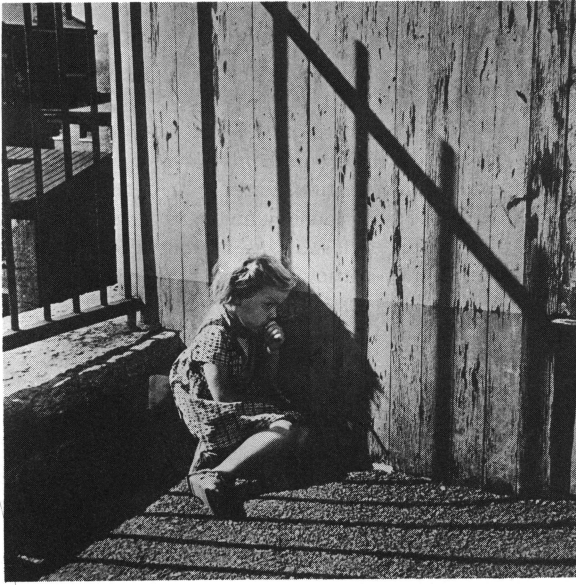
19. Why did you ask local women to do laundry when you had already signed a laundry service?

Some citizens would not trust anyone but someone they knew to do their laundry, while others would prefer the services of a professional. The laundry service provides washing, and folding. The local service includes ironing.

Brenda

20. How will meals be transported and how far will they be taken?

Meals will be transported by the ladies preparing them or their husbands and they will be taken anywhere within the city limits. A few of the women agreed to take meals to those living in the country near them. Most of the senior citizens live in the towns.



WHERE DO WE GO FROM HERE?



“Where do we go from here? To work in earnest!”
So Reverend Schondelmeyer challenged the short course participants.

What do we live for if not to make the world less difficult for each other?

--George Eliot

WHERE DO WE GO FROM HERE?

by

The Rev. Raymond A. Schondelmeyer
Director of Research and Planning
The Metropolitan Church Federation of Greater St. Louis
St. Louis, Missouri 63103

Where do we go from here? If you are expecting profound words of wisdom, programs of solutions, or other magic formulae for the elimination of poverty, I am afraid you are going to be sadly disappointed. To the question, "Where do we go from here?" My answer is simple and direct---to work in earnest!

I was told my responsibility was to challenge you to leave this short course anxious to get back home to make your contribution to an all-out war-on-poverty; to fire you to close ranks with agencies, organizations and other persons including and involving the disadvantaged to blot out human poverty--poverty of spirit as well as poverty of physical comforts and even necessities.

Where From Here? --- Our Motivations

If you are to undertake such a task and do it well, I am concerned about your motivation -- your reason for being involved in the war on poverty.

Poverty in affluent America is a moral outrage! You, self-respecting and concerned citizens, must be honest with yourselves -- poverty need no longer exist. As long as it continues, you and I are guilty, to a greater or lesser degree, before God for the moral outrage of its continued existence.

What do you think of man? Who is he? How do you feel about the disadvantaged? Why? Do you feel it is your responsibility to be concerned about the disadvantaged? If so, why and how? Who are the disadvantaged?

Our Judeo-Christian tradition affirms man to be a creature of dignity and invaluable worth, worthy of all efforts to help him develop his full potentials. My fellow man's destiny is tied to mine and my concern or involvement regarding his welfare is not a matter of private preference; it is a moral imperative--"Thou shalt love thy neighbor as thyself." These traditional values were reaffirmed by our founding fathers: That man is a creature endowed with certain inalienable rights of "life, liberty, and the pursuit of happiness."

Where to From Here -- Toward Understanding of the Poor and Their Problem

Today's poor -- who are they? Basic involvement in the anti-poverty program is an elementary understanding of today's poor, who they are and the nature of their general picture of the whole spectrum. I suggest such books as Harrington's, *The Other American* or Bagdikian's, *In the Midst of Plenty*. (These are published in paperback and rather easy to get). If you wish other titles, consult the bibliography in the pocket of material handed to you when you enroll for this short course. The National Council of Churches as well as most of your several denominations and faith bodies have prepared rather extensive bibliographies.

Let me caution you against the easy assumption that we feel we have an elementary knowledge of the poor and of poverty. Those of you emersed in a middle-class culture all your life and even those who fought for an education and have risen

to middle-class status need to be reminded that the dimensions of poverty are different than those of yesterday. There is much false understanding regarding the poor and their relief. In *The Christian Case Against Poverty* published by Associated Press, Henry Clark summarizes this false misunderstanding in five propositions. These are rooted in attitudes which, though perhaps tenable at a previous point in history, are now obsolete. The five propositions are:

- a. It's not bad to be poor--for an income level defined as "poverty" in America enables people to have all they really need, and honest poverty is by no means dishonorable estate.
- b. It is inevitable that many people will be poor.
- c. A man doesn't work doesn't deserve to eat--and everyone who is not actually disabled should be compelled to work before being fed.
- d. Most of the poor are undeserving, and ought to demonstrate their worth by attainment of middle-class virtues before being helped.
- e. The remedy for unavoidable poverty is private charity or public relief.¹

Most middle-class Americans assume the poor to be so by choice or as the result of their own shiftlessness. This attitude colors not only their feelings toward the poor, but also influences their solution of the problem of poverty. "No one," they reason, "has to be poor. Most are a sorry lot who ought to be whipped into line." Welfare recipients are assumed to be black bastards, drunkards, dope fiends, bums, whores; therefore, the middle class citizen feels, public welfare funds serve only to maintain shiftless deadbeats at public expense.

From their point of view, to withhold funds from the poor is a much more realistic approach to the solution of the problem of poverty than welfare aid. Such a remedy would force one to get out and get a job to keep from starving, besides it would engender a greater degree of self-reliance, self-support, and self-respect. In the mind of many middle class citizens, diligence, thrift and sobriety would enable all to overcome this poverty, with the possible exception of the sick and disabled.

Such attitudes blind us. We do not understand who the poor are and why they are so. A great part of yesterday's poor are immigrants who were fleeing debt, political or religious apprehension in their own home land and who looked upon America as a land of opportunity and a new start. Land was plentiful and the demands for labor in a growing industrial development was great.

Today, technological revolution in agriculture has thrown many out of work and forced migration to the city. In the city, unskilled migrants find that willingness to work is no longer the only qualification for a job. Automation and the demand for highly-skilled laborers forces him out and his family to a life of futility. Amidst a hostile slum environment, separated and invisible to the more affluent suburban dwellers, today's poor are unskilled and unemployed. They are, for the most part functional illiterate, poorly housed, rootless, lonely, and apathetic living in a world that doesn't need or want them -- job wise.

To further characterize the poor we discover that, as pointed out by Oscar Ornati, professor of economics at the New School for Social Research in New York, the likelihood of being poor increases for:

1. Non-white families with a female head;
 2. Aged families living on the farm;
1. Henry Clark, *The Christian Case Against Poverty* (New York: Association Press, 1965), p. 52.

3. Aged Negro families living anywhere;
4. Negro farm families;
5. Farm families headed by a female;

When a family has two or more of these poverty linked characteristics, its chances of being poor are overwhelming, and, of all the poverty linked characteristics, the one which best insures that a family will be poor is being non-white.

Where To From Here -- Understanding Our Relation to the Problem

We talk much about the problem of the poor and how difficult it is to help people who do not seem to want to help themselves. We do well to recognize that we middle-class Americans, in spite of our apparent involvement in efforts to eliminate poverty, are many times a contributing factor both to the continuation and aggravation of poverty. "We are really interested in people," you protest, "and are trying to lick the problem of poverty." Are you? Your behavior, your attitude and your actions speak louder than your words. We could take many aspects of our lives including the church but let us begin by looking at our welfare program. Look at our welfare program! Does it really attempt to help?

This program has the effect of stigmatizing the poor, and reminding them of their failure. It strips them of their self-respect, forces them to live at a minimal level and in subtle ways reminds the welfare recipients that they are maintained in their idleness by self-respecting, hard-working, tax-paying citizens.

True to our Judeo-Christian tradition we affirm that a strong family is basic to the maintenance of the good society, but our welfare program seems to affirm otherwise.

Our welfare program insists that an able-bodied male in the home disqualifies a family to receive aid. This has the effect of forcing the male out of his home, stripping him of his masculinity and robbing him of his wife and children and his self-respect. We are such devotees of work, success, and middle-class values that we want to make the disadvantaged in our image.

We insist that a man work though there may be no jobs for him and that he and his family be denied the right to eat because he is not working even though there is abundance, and to burn. How blind and unrealistic can we be! Our Puritan ethic and work attitudes make it respectable to recommend attack on poverty which involves the development of greater skills and expansion of employment opportunities; it is less acceptable to face the fact that millions in tomorrow's world may not have a job. How do we seek for human dignity in such a world?

Where To From Here - Approaches to the Problem of Poverty

Needless to say that basic to attacking poverty is a change in attitudes. There must be an openness to the new facts and ideas which render obsolete so many of the shibboleths about the plight of the poor.

An awakened, growing and enlightened public consciousness reinforced by recent public legislation including the Economic Opportunity Act of 1964 provides both the motivation and the instrument for the general public to launch an all-out war-on-poverty.

As stated in the opening of this address, our case against poverty is grounded

in our Judeo-Christian teaching about the love of neighbor as the fruit of God's love for man, and about each person's responsibility for his fellow man--Man is his brother's keeper. Rooted in and growing out of this tradition it would seem that the following attitudes and commitments are necessary qualifications for effective involvement:

- a. A genuine concern for the plight of the disadvantaged;
- b. An awareness of the nature and scope of the problem of poverty and the forces that conspire against the dignity and worth of the individual;
- c. Commitment to do battle for and with the disadvantaged;
- d. Imaginative and creative tackling of the problems of the poor;
- e. Involvement of the disadvantaged in defining and seeking solution to their problems.

Urban and rural community action programs under Title II of the Economic Opportunity Act of 1964 provides each person a handle to take hold of when he gets back home. This section of the act states: "The purpose of this part is to provide stimulation and incentive for urban and rural communities to mobilize their resources to combat poverty through community action programs."³

I hope you take this challenge seriously and leave this short course with the commitment and the zeal of a religious zealot. You would do well to take to heart the spirit of commitment expressed in the following invocation a Negro minister is said to have offered at the opening revival service in a Georgia turpentine camp:

O Lawd, give thy servant dis morning the eyes of the eagle,
and the wisdom of the owl, connect his soul with the gospel
telephone in the central skies; Luminare his brow with the
sun of heaven; turpentine his imagination; grease his lips
with possum oil; loosen his tongue with the sledge hammer
of thy power; 'letrify his brain with the lighting of thy word,
put 'petual motion in his arms; fill him plum full of the
dynamite of thy glory; 'noint him all over with the kero-
sene of thy salvation and then dear Lord -- set him on fire!

Where do we go from here? I hope each of you heads back to his home community determined to do all in his power to provide stimulation and incentive to mobilize all available resources---and to wage an all-out war-on-poverty.

APPENDIX A
GROUP DISCUSSION LEADERS' GUIDES



Each group of discussion leaders met for breakfast, or lunch and final briefing by John Holik - (extreme right) prior to each discussion session.

Self trust is the first secret of success.

--Emerson

GUIDES FOR DISCUSSION LEADERS

Some Observations on the Operation of the Discussion Groups

by John Holik
Extension Sociologist
University of Missouri

Each discussion leader should be provided with a set of written instructions. These written instructions should give, step by step, the procedures to be followed by the discussion leader.

Each participant should have his or her own copy of the discussion questions. A separate sheet with the questions should be provided for each discussion session. These should be distributed by the respective discussion leaders. These questions will aid the participants and provide a place to record personal notes for later use.

A helpful reference on discussion groups is "Effective Group Discussions" A Trend Toward Understanding by D. Everett Thomas and William C. Hamlin - from the University of Missouri Extension Division.

GUIDES FOR DISCUSSION LEADERS
UNDERSTANDING THE DISADVANTAGED

To: Group Discussion Leaders

Subject: What we are trying to do in group discussion sessions.

Objectives:

1. To stimulate the development of a tentative picture of the disadvantaged in the minds of the short course participants.
2. To create a situation where short course members have an opportunity to compare their images of the disadvantaged with images other professional people hold.
3. To stimulate short course participants to seek more factual information about the characteristics of the disadvantaged.

Procedure:

The 300 short course participants will be randomly assigned to 10 rooms. The discussion leader in each room will ask the people to number off "1" "2" "3" "4" "5" - "1" etc. Each number will form a small circle. Each small group will be given five copies of a discussion question. They will be instructed to discuss this question and one person should record the conclusions their group develops in the discussion.

After approximately 20 minutes, the discussion chairman will ask each small group to report their conclusions. He will record these on a blackboard provided. (The discussion leader should ask someone to record these on paper so they may be collected afterward.)

The remainder of the time should be spent on total group discussion about differences of opinions concerning the characteristics of the disadvantaged.

HOW DO I PERCEIVE THEM
Session 1
1:30 - 3:30 - First Day

Questions for Discussion:

1. What are the characteristics of the disadvantaged?
2. What are the attitudes and value orientations of the disadvantaged?
3. What are the feelings of the disadvantaged toward the rest of society?

HOW DO I PERCEIVE THEM
Group Discussion
Session 2
7:30 to 9:00 p.m., First evening

TO: Group Discussion Leaders

Subject: Instructions For Leadership of Their Group Discussions

Objectives:

To stimulate short course participants to re-examine their images of the disadvantaged and to modify their images in light of the information presented earlier.

Procedure:

The participants will return to the same rooms they occupied in Session 1. They again will divide into their original small groups. They will again follow the same course of events as in Session 1:

1. Small-group discussion.
2. Reports of conclusions.
3. Discussion of conclusions by total group.

Discussion Questions:

1. What should be our image of the disadvantaged?
2. What should be our attitudes and feelings toward the disadvantaged?

TEAM APPROACH TO ACTION
Group Discussion
Session 3
1:30 - Second Day

TO: Group Discussion Leaders

SUBJECT: Instructions for leadership of their group discussions.

Objectives:

1. To help people from the various agencies become acquainted with each other and their own working regions.
2. To create a situation where representatives from different agencies have an opportunity to exchange ideas about how they can work together in their regions.
3. To stimulate representatives of different agencies to initiate a team approach in working with the disadvantaged.

Procedure:

The three-hundred short course participants were provided with a state map indicating the room assignment for each person according to the county he was from. Thus, the three hundred participants have already been divided into eight discussion groups with an assigned room. Your job will be to divide the people who come to your room into small groups of five to seven people. You may do this by having them number off 1-2-3-4-5 and so on, and then having each number form a small group. You are to make certain that none of the small groups have only people from one agency, such as welfare or extension personnel. In order to make the small group discussion effective, we have to have a mixture of agency people in each small group. In other words, we want extension, welfare, health, education, church leaders, all represented in each small group, as far as possible. Each of you have been provided with enough copies of the questions to discuss in these discussion groups so that you can give each small discussion group one copy.

Let us now look at the discussion questions. Question #1 is really not a question but an instruction statement. It reads as follows: Each agency person will describe the services he can provide the disadvantaged. This one has been included here so that each person will have something he can contribute to the discussion at the very beginning. This tends to loosen the tongues and overcome any reluctance to participate. It also will inform the people from the other agencies of the small group about the services that each agency can provide at the present. You will note that Question #2 is a two-part question: a. What are some of the services that the disadvantaged need that are not available at the present? b. How can we help the disadvantaged acquire these services? This question is designed to get the people to thinking about some of the services that the disadvantaged need so that they can build on this knowledge when they approach Question #3, which reads as follows: What are some of the ways our agency can help other agencies to aid the disadvantaged in their efforts of self-improvement? This is really the key question in order to stimulate the people's thinking about cooperation among agencies.

You will find in your rooms a blackboard. I would suggest that you instruct the participants to record their discussions in the small group and have some-

body read the report. After approximately 20 or 30 minutes, you as chairman will ask each small group to report their deliberations. Then either you, or somebody you ask to assist you, will record on the blackboard. I would like for each of you to make sure that someone copies what you put on the blackboard on a piece of paper so that they may be collected afterwards. I will be at the door of the auditorium and will collect these from you as you move to the next part on the program. Thus we will have an idea of what are some of the things that the people have developed in their small groups from the reports you turn in. After you break the small group discussions and start with reports from each small group, you may find that the total group wants to ask questions and enter into some other comments and discussions. This will be fine and you can use the remainder of the time for a general discussion of the questions.

Questions for Discussion:

1. Each agency person describe the services his agency can provide the disadvantaged.
2. A. What are some of the services the disadvantaged need that are not available at present?
B. How can we help the disadvantaged acquire these services?
3. What are some of the ways our agency can help other agencies to aid the disadvantaged in their efforts of self-improvement?

GUIDE FOR GEOGRAPHIC REGIONAL DISCUSSION GROUPING

It is proposed that the state be divided into eight groups for these area discussions. A map showing the proposed groups is attached. In grouping, consideration was given to counties having similar situations.

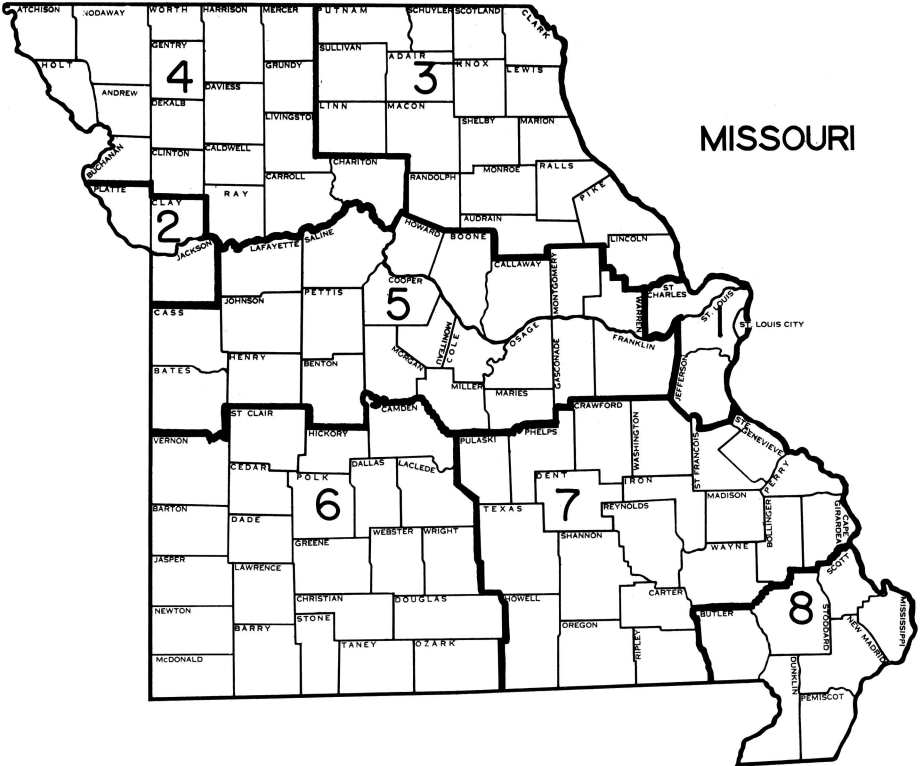
We suggest that discussions be lead by someone familiar with the work in that area of the state, and he draw from various agencies and interests.

Our suggestions for discussion leaders are to include someone from each group attending, an equal number of men and women.

Area:

1. St. Louis - Head Start
2. Kansas City - Extension
3. Northeast - Welfare
4. Northwest - A homemaking teacher
5. Central - Welfare
6. Southwest - Extension
7. Southeast - Health
8. Bootheel - Welfare

"Understanding the Disadvantaged" Short Course
 July 13, 14, 15, 1965



Proposed area groups for group sessions -
 "Our Role in Working with Disadvantaged Families"

HOW CAN OUR AGENCY BE MORE EFFECTIVE IN
WORKING WITH THE DISADVANTAGED?

Session 4

Last Day

TO: Group Discussion Leaders

SUBJECT: Instructions for leadership of their group discussions.

Objectives:

1. To stimulate the development of action ideas among conference participants.
2. To stimulate the exchange of ideas on "how each agency can work more effectively with the disadvantaged" among various staff members of the agency.

Procedure:

The three hundred short course participants represent various agencies. Each agency has been given a room assignment. Thus, the three hundred participants have already been divided into large discussion groups with an assigned room. Your job will be to divide the people who come to your room into small groups of five to seven people. You may do this by having them number off 1-2-3-4-5 and so on, and then having each number form a small group. In order to make the small group discussion effective, we have to have a mixture of agency positions in each small group. In other words, we want administrators, field staff, etc. represented in each small group, as far as possible. Each of you have been provided with enough copies of the questions to be discussed in these discussion groups so that you can give each small discussion group one copy.

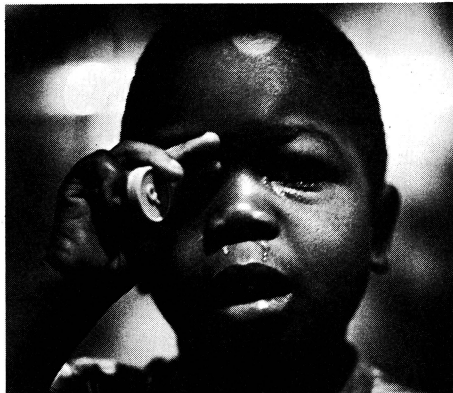
Let us now look at the discussion questions. Question #1 is in effect a warm-up question. It reads as follows: What are we doing at the present time to help the disadvantaged help themselves? This one has been included here so that each person will have something he can contribute to the discussion at the very beginning. This tends to loosen the tongues and overcome any reluctance to participate. Question #2 reads as follows: What are some of the things we could do to aid the disadvantaged? This question is designed to stimulate thinking on what other services your agency might provide the disadvantaged. The third question reads as follows: How can we work with other agencies in aiding the disadvantaged? This question is designed to stimulate your agency to think about how its personnel can develop a team effort with other agencies working with the disadvantaged.

You will find in your rooms a blackboard. Thus I would suggest that you instruct the participants to record their discussion in the small group and have somebody ready the report. After approximately 20 or 30 minutes, you as chairman will ask each small group to report their deliberations. Then either you, or somebody you ask to assist you, will record on the blackboard. I would like for each of you to make sure that somebody copies what you put on the blackboard on a piece of paper so that they may be collected afterwards. I will be at the door of the auditorium and will collect these from you as you move to the next part on the program. Thus we will have an idea of what are some of the things that the people have developed in their small groups from the reports you turn in. After you break the small group discussions and you start with reports from each small group, you may find that the total group wants to ask questions and enter into some other comments and dis-

cussions. This will be fine and you can use the remainder of the time for a general discussion of the questions.

Questions for Discussion:

1. What are we doing at the present time to help the disadvantaged help themselves?
2. What are some of the things we could do to aid the disadvantaged?
3. How can we work with other agencies in aiding the disadvantaged?



HOW DO I PERCEIVE THEM?



To believe in men is the first step toward helping them.

--Unknown

How Do I Perceive Them?

Session I

Discussion Questions

1. What are the characteristics of the disadvantaged?
2. What are the attitudes and value orientations of the disadvantaged?
3. What are the feelings of the disadvantaged toward the rest of society?

A list of key discussion points

Question 1- What are the characteristics of the disadvantaged as we see them?

Characteristics of the disadvantaged as they appear to us include:

By Definition

1. Financially a family with income less than \$3,000 (will vary from area to area)
2. With a standard of living below what is generally true in their area
3. Culturally, physically, spiritually, educationally disadvantaged.

As to Education

Less than average in years for their area
Poor in quality
Limited
Lack of skill
Low literacy
Lack of education, but intelligent
Low in mentality
Brainwashed against learning
High incident of drop-outs
Do not have appreciation of the value of reading
Lack of aptitude

As to Health

Poor dental and health habits
Poor health and diet
Have physical inabilities and disabilities
Shabby physical appearance
Low level of sanitation

As to Character

High percent are Negro
High amount of psychological problems, emotional disturbance
A racial mixture
Lack individualism
High rate of crime
High rate of illegitimacy
Are fearful, apprehensive
Feel hopelessness
Feel insecure

Feel defensive, hostile, resentful
Are irresponsible
Have a sense of being unwanted
Are proud
Are difficult to change
Are disorganized
Are dissatisfied
Feel inferior
Defeatist attitude
Pessimistic
Jealous, envious
Quite individualistic, have imagination
Feel the world owes them a living (especially the men)
No goal, motivation, or initiative
Are creatures of habit
Are unrealistic
Like recognition and attention
Parents know they want children to have a better life
Father generally absent (May not be present)
Socially isolated
Closer knit neighborhoods
Extended families

With Respect to Others

Voiceless, don't communicate well
High dependence on agencies
Little verbal communication
Lack of participation
Feel they were born unlucky

Summary Statements:

1. The discussion group fails to agree! Do these people have definite characteristics?
2. Are these people what we think they are?
3. In relation to someone else we are all disadvantaged in some way!
4. The difference between acute and chronic disadvantage is really a complex of characteristics.
5. Some make use of what they have and succeed
6. We need to recognize that they have many positive values
7. They have the potential to excel, if given the opportunity
8. Often cannot recognize opportunity, however.

Question 2 - What are the attitudes and value orientation of the disadvantaged?

Attitudes and values include:

- Interest in the present rather than the future
- Concern for today--no choice
- Content with day to day living
- Need immediate gratification with very little value placed upon delayed gratification
- Have short term goals
 - no long range plans and goals
 - lack of hope, self-esteem, and self-confidence
 - basics first--food, clothing, shelter
- “Different” social standards
- Different moral standards--
 - lack middle class values of fair play, initiative, cleanliness, health, etc.
 - low ambition
- Little value on education--some negative attitudes
 - low regard for books
 - aspire to depressions
 - proud
- Self-image poor--lack of self-esteem
 - defeatism
 - bitterness
 - passive--lack of initiative
 - reluctance to assume responsibility
 - superstitiousness
 - emotional disturbances
 - lack of motivation
 - acceptance of role as superfluous people
 - apathy
 - antagonism
 - resentfulness
 - lack of persistence
 - blame society for plight
 - dependent
 - self-pity
 - disappointment and hopelessness
 - low aspirations
 - need diversion

Definite class awareness, low-income

- timidity
- hopeless attitude, present and future oriented
- fear of losing security (money, friends)
- sometimes antagonistic
- loss of worth of self
- individual attitudes and values vary in degree
- self-satisfaction
- suspiciousness (of society, of outsiders, of insiders)
- suspicious of people “trying” to help

man is authority or else is lacking authority completely--not consistent in discipline
value a familiar environment
value health and property
family feelings and personal feelings are strong
have similar values but different attitudes
family ties fairly close
concerned about young people
parents' willingness to sacrifice for children
attachment to home
some are eager to learn
lower religious affiliation
 religious, but do not apply to everyday life
 they won't go to church--church must come to them

Conclusions

Are we setting standards from middle class point of view?
We haven't been there--How can we know?
Complexes of characteristics rather than any single
Whose VALUES set the standards?
Are we getting away from individuals?
Why talk about we--they?
No universal-attitudes and values differ in families, individuals,
 and place of residence.

Question 3 - What do you think are the feelings of the disadvantaged toward the rest of society?

Feelings of the disadvantaged toward the rest of society include:

Fear of:

- rejection
- failure
- unknown
- authority
- change
- poor health
- antagonistic
- scornful
- hostility, envy, scorn (unconcern in severe cases)
- resentment
- envy
- double standard
- skeptical
- insecure
- sensitive
- belligerent
- defensive

In general, they feel:

- society owes them
- society doesn't understand their problems
 - feel they are being exploited for political gain
 - society depersonalizes them
 - feeling of being left out of society
- distrust of supervision
- hostile toward law enforcement--police
- resent help
- resents the "outsider" (the planner)
- loyal to a particular section of society
 - e.g.: the home economist
- blame society--automation--for their living where they are
- they feel they are not accepted by the rest of society--feel alienated
- feel no one cares
- superstitious of or fear of those not like them
- think they are the only ones with problems
- feel looked down on
- feeling of differences in background
- are easily hurt
- appear angry
- do not want to be left alone
- some are highly critical
- inferiority--lack of self-worth
 - do not want to hurt anyone
- insecurity
- lack of trust

communication limitations
language barrier
at their level
want to be treated like people
need to belong
hope may be the dividing line
religion as source of hope
some feeling of gratitude

In conclusion:

. These characteristics vary greatly according to the locale or area
and kind of disadvantage.

Are we imposing our ideas and values?

Difficult to say "How They Feel!"

How Do I Perceive Them?

Session 2

Discussion Questions:

1. What should be our image of the disadvantaged?
2. What should be our attitudes and feelings toward the disadvantaged?

A list of key discussion points

Question 1 - What should be our image of the disadvantaged?

They are:

- people with basic needs common to all
 - impulse to survive
 - need to feel safe and secure
 - need to love and be loved
 - need to be accepted
 - need to create
 - need to succeed and to be recognized
 - need to belong and contribute
- individuals with potential--need help to develop it
 - emotions which can be controlled and redirected
- able to show love and affection
- possible to help with understanding
- able to communicate
- possible to motivate and stimulate to change
- able to respond to interest and recognition
- able with mutual empathy to be stimulated to responsible behavior
- are human beings with problems as individuals
- not without pride--compliment their efforts
- victims of present day automated society
- lacking in self-confidence--fear the unknown
- people who need help
- individuals who want to be treated as individuals
- teachable
- wanting to contribute
- wanting the opportunity to discover their potential
- if helped, able to influence others
- wanting to improve
- able to manage only as well as they know
- people with opinions and good ideas

Some have more than the normal need for:

- motivation and stimulation based with patience
- and based on empathetic understanding
- supportive guidance and understanding
- confidence in their ability

Our image should include:

- recognition of worth and dignity

right of self-determination
recognition of the innate desire for independence
the belief that human behavior can be changed
need for recognition of apparent and potential capabilities and encourage development of these strengths

We need to:

- *respect human dignity
- see them as unique individuals--not as a group
- help them develop a sense of worth as an individual
- refrain from viewing "them" as an out group
- have image in terms of past (cause) present effect and future (potential)
- provide opportunity for responsibility with recognition
 - help individual to find himself
 - feel they can be helped
- they may be a victim of our present-day society
- not generalize the individual
- provide empathy--not sympathy--particularly with children
- accept them as people of worth
- not think of disadvantaged as problems--but as human beings and equals
 - (anyone hurt is over-sensitive, and it is difficult to criticize tactfully)

In summary:

- Disadvantage is measured by degrees rather than kind
- Is there hope?
- O.E.O. participants not our only responsibility
- Unable to help individual until he is ready to help himself
- Don't think of them as problem people, think of them being equal
- Each can gain from the disadvantaged
- Some people can recognize, and some people cannot recognize and state their own problems
- Are they disadvantaged? or is there a relative lack of advantages.
- People can sometimes learn to solve their problems

*Most frequently mentioned by discussion groups.

Question 2 - What should be our attitudes and feelings toward the disadvantaged?

Professional attitude includes:

- identification of what the individual sees as his problem
- *being non-judgemental
- being realistic and mutual planning and treatment
- being objective
- having self-awareness and control of one's own feelings
- help them feel responsible for programs involving them
- not imposing our values and standards
- not trying to go too far too fast
- respect for them as a choice making individuals
- feeling confident we can help and in turn help them to feel confident in self

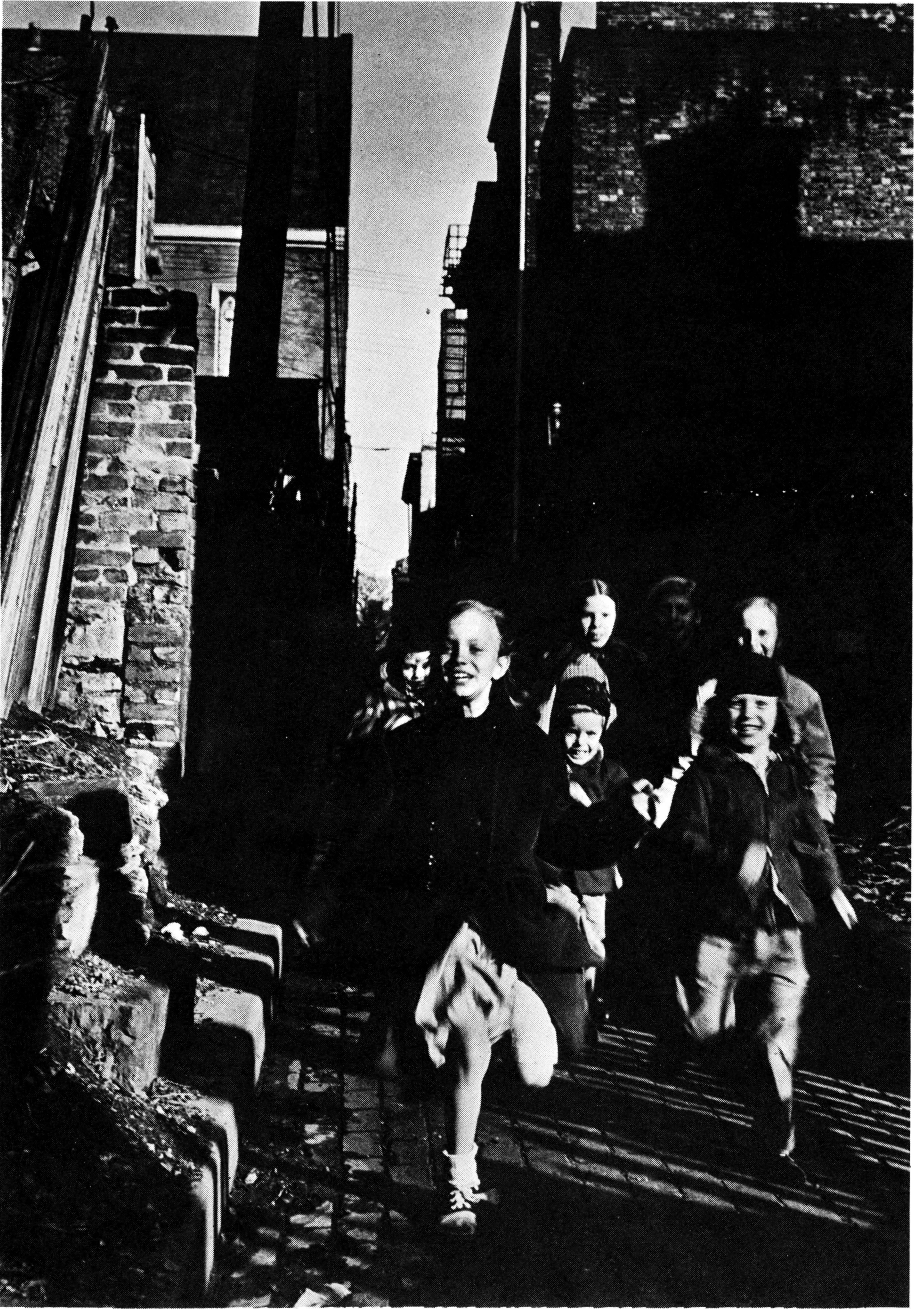
Personal feeling of:

- sincerity and understanding
- *empathy--not sympathy
- encouragement is often a help
 - need to be friend and want to help them
 - to achieve wants
- do not condemn or condone, but accept
- establish communication
- be positive
- be energetic
- expect success

In conclusion:

- They are individuals who want to be treated as such
- Refrain from absolute images
- They are individuals who need recognition and encouragement
- Do unto them as you would want to be done unto
- Assume they are capable of and expected to assume responsibility
- Know some good in everyone
- Think "There, but by the Grace of God Go I"
- What is success (middle class standards vs. family life)

*Frequently mentioned by discussion groups.



TEAM APPROACH TO ACTION



Advantages are obligations

--Unknown

Team Approach To Action
(Regional Group Discussions)
Session 3

Discussion Questions

1. Each agency person describe the services his agency can provide the disadvantaged.
2. A. What are some of the services the disadvantaged need which are not available at present?
B. How can we help the disadvantaged acquire these services?
3. What are some of the ways our agency can help other agencies to aid the disadvantaged in their efforts of self-improvement?

Team Approach To Action

(Typical notes kept by a discussion group)

- I. Services which groups and agencies can provide the disadvantaged
 - A. Welfare
 1. Counseling with individuals (classes and individuals)
 2. Help with transportation
 3. Help make contact for programs
 4. Suggested that they have a chance to sit in on Extension Home Economist classes--even have special classes for case workers. One county has special classes on:
 - a. help aids for the handicapped--with good working relations with this group.
 5. Help for the blind and those with eye conditions needing help
 6. Certain drugs as provided by state
 7. 19 days hospital care
 8. Referral services with other agencies
 - B. Home Economics
 1. Nutrition--preparation, economy
 2. Home management
 3. Clothing--construction, buying, etc.
 4. Money management
 5. Family relations--personal appearance, etc.
 6. Help other agencies organize themselves
 7. Have facilities available to share with others
 8. Sharing of experiences
 9. Training of non-professionals to be leader-aids
 10. Help educate general public about available resources
 11. Help coordinate programs
 - C. Health
 1. Home care under order of physician
 2. Immunizations--either in office of Dr. office as arranged--either at reduced costs or free
 3. TB drugs free from state
 4. Vitamin, iron, etc.

5. Gamma globulin
6. Home nursing classes
7. Mothers' classes
8. Diabetic classes (with help of home economist)
9. Well baby conferences
10. Speech therapy
11. Screening in school health programs
12. Work with other agencies as Heart Society, etc.
13. Drugs and vitamins
14. Visiting nurse services
15. X-ray screening
16. Literature
17. Sanitation-food and water
18. Child health conferences
19. Examination of lab. specimens

D. Extension:

- Information on many subjects
- Provide instruction for homemaker service
- Counseling on N. Y. C. program
- Instruction and diet information for head start program
- Hold classes, short courses, meetings
- Leadership development
- Literature available
- Classes in home economics
- Classes in homemaking skills
- Training leaders to become aids to work with disadvantaged group
- Educational materials
- Resource people
- Contact with other state and local agencies
- Provide facts about county population
- Sponsor Youth activities such as 4-H

E. Girl Scouts

- Hold day camps
- Give adult education in youth leadership
- Information related to homemaking, arts and crafts, and out-of-door activities
- Provide supplementary, informal education for children
- Provide recreational progress for children
- Train older girls and adults for volunteer work
- Develop leadership among homemakers
- Supply training for homemakers
- Furnish means of association of better children in various economic levels
- Promote E. O. A. progress in communities

F. Settlement House-under United Fund-

1. Recreation
2. Social worker (Approximately 200 families represented)
3. Creative activities of adults
4. Arts and crafts for children

5. 4-H clubs
6. Study halls (grades 5-12) supervised by teachers and volunteers
7. Clothing--(used) for sale
8. Social groups for expansion of experiences
 - a. Hope to expand under EOA

Not time enough to discuss the following adequately.

Community Development

Make information available

Minister-Church

Provide spiritual routes for improvement

Act in liaison capacity between people and agencies

Other forms of Education

Home visits

Wage earning courses

Counseling

Adult education

II. Services needed--not readily available to the disadvantaged

1. Dental health programs
2. Recreational facilities-supervised year 'round
3. Education on money and resource management
4. Educational courses
 - a. family relations and family planning
5. Adult education
 - a. reading (remedial reading in schools)
6. Pre-natal classes
7. Day care centers
8. Legal services - free
 - a. informational (public defender)
9. Other health services
10. Visual aid
11. Rehabilitation for juveniles (facilities for)
12. Youth counseling services
13. Workshops
 - a. shelter for disabled
14. Services for mentally or physically handicapped
 - a. children and parents
15. Transportation
16. Local libraries
17. Facilities for senior citizens (residential care)
18. Leadership training
19. Safe water supplies
20. Education
 - a. because they don't know they don't know

Services not available

1. Individual counseling on resource management
2. Knowledge of present services offered
3. Health education in neighborhoods

4. Role industry might play in low income area
5. Role agency visitors can play in referral
6. Facilities for effective work
7. Follow-up on truancy by school
8. More programs for men
9. More services available within the neighborhood
10. Childcare centers for mothers interested
11. Homemaker services for senior citizens
12. Alcoholics Anonymous and related groups

*Revision of HEW council listing of agencies and services

More facilities and personnel for programs presently in operation--
paid and volunteer

Senior citizens--transportation, information on improving housing,
"minimum efforts" housekeeping methods

Clothing therapy--morale building through improved appearance

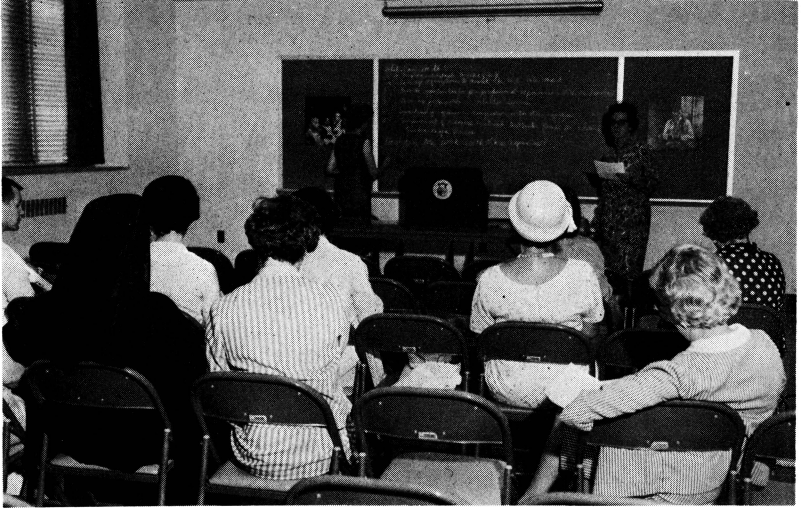
How to make best use of income

Coordination of services

III. Team approach-

1. Referral system--disadvantaged do not always know which agency can give them the help they need
2. Need for team approach--better inter-agency communication--conferences, etc.
3. Inform audiences that we are working toward common goals in leadership development and personal development
4. Work together as a team in E. O. A. program; (involve teachers, public and parochial schools, Northwest Mo. State College, and U of Mo. for example)
5. Coordination of efforts beginning at the administrative level
6. Share information and duties
7. Set up definite and regular time for discussing mutual problems
8. Involve the disadvantaged in program planning
9. Have an overall steering committee to coordinate services
10. Coordinate initial planning
11. Form council of agencies
12. More research into the other agencies and exchange of ideas and interpretations
13. Agency reporting of inter-agency referrals and action taken

HOW CAN OUR AGENCY BE MORE EFFECTIVE?



In union there is strength.

--Unknown

"How Can Our Agency Be More Effective
in Working With the Disadvantaged?"

Sample of notes of one discussion group

I. What are we doing at the present time to help the disadvantaged help themselves?

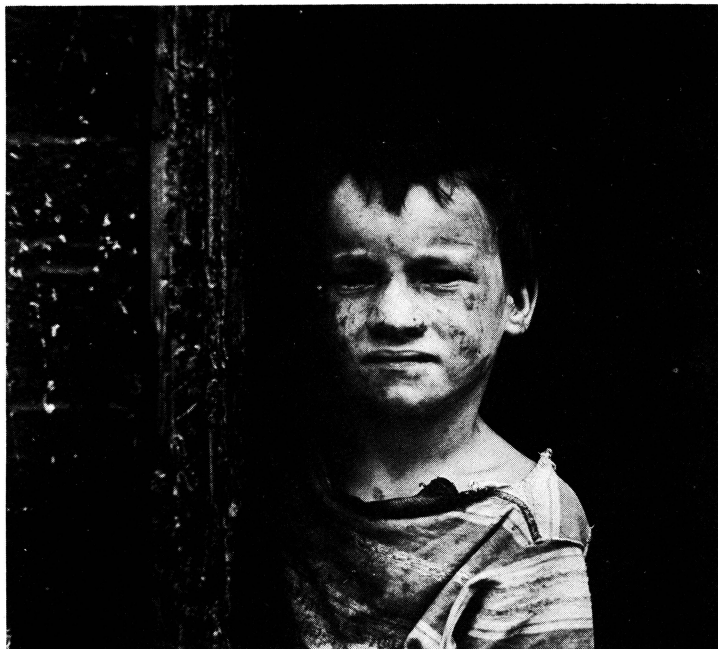
1. Referring to treatment facilities (VR Health)
2. Financial help-security-support
3. Employment help & referral
4. Help clients help themselves by recognition of their own problems
5. Worker recognition of problem
6. Stimulate client group effort
7. Make them aware of resources
8. Aid to displaced person
9. Reduce caseload
10. Emphasis on services
11. Staff training & better trained staff
12. Re-establish self-confidence
13. Promote understanding
14. Motivate desire to change

II. What are some of the things we could do to aid the disadvantaged?

1. Seek more family & neighbor help
2. Organize transportation clubs
3. Develop staff knowledge & skills & keep up to date
4. Day Care & baby sitting
5. Increased knowledge of resources or services of other agencies
6. Establish conditions for growth & change
7. Listen & recognize client & her idea
8. Help in financial home management
9. Counseling service
10. Work with EOA planning group
11. Involve all members of the family
12. Help develop needed resource
13. Educate community to needs & problem
14. Better public relations

III. How can we work with other agencies in aiding the disadvantaged?

1. Council of all agencies
2. Dedication
3. Coordination of agencies
4. Acceptance of other agencies' ideas
5. Communication between agencies
6. Cooperation joint staff development effort
7. Staff case with all agencies
8. Develop skill in working with groups
9. Prevent duplication of efforts
10. Interpretation to legislation



APPENDIX B

REFERENCES



Reference displays were a regular gathering spot before and after formal sessions.

Some books are to be tasted, others to be swallowed, and some few to be chewed and digested.

--Francis Bacon

RECOMMENDED READING PRECEDING SHORT COURSE
SENT TO THOSE WHO PREREGISTERED

BOOKS

Asbell, Bernard. The New Improved American. New York: McGraw-Hill, 1965.

This book deals with many domestic problems existing today that are related to automation and have resulted in the obsolescence of people. The author proposes training and education as the key to success against poverty and argues that machines, far from dehumanizing people, force them to reach for their full intellectual potential.

Bagdikian, Ben H. In the Midst of Plenty. The Poor in America. Boston: Beacon Press, 1964.

Information is presented from actual observations of the author in private homes, labor union offices, public agencies, and Indian reservations. Included in the problems discussed are: unemployment, lack of training, Southern immigrants, mining, economically depressed areas, alcoholism, small farmers, the aged, migrants, Indian population, ADC.

Bernstein, Saul. Youth on the Streets. New York: Association Press, National Board, YMCA, 1964.

This book gives information based on a study of work with street groups. It attempts to spell out the problem of alienated youth groups and suggests ways to cope with it.

Conant, James Bryant. Shaping Educational Policy. New York: McGraw-Hill, 1964.

This is a plea for a concerted national effort to resolve current educational problems. It describes educational policy making in different states and proposes a nationwide advisory committee to examine specific problems and potential solutions on a state basis and make recommendations for meeting needs of both the state and the nation as a whole.

Conant, James Bryant. Slums, and Suburbs, A Commentary on Schools in Metropolitan Areas. New York: McGraw-Hill Book Co., Inc., 1961.

A discussion of schools in both the city slums and the "college-oriented suburbs" shows the great contrast between the two. The author believes that what a school should and can do is determined by the status and ambitions of the families being served. He outlines the tasks and the problems to be faced by each and suggests ways for improving both.

DelliQuadri, Fred, ed. Helping the Family in Urban Society. New York: National Conference on Social Welfare, Columbia University Press 1963, 184 pp.

This book presents papers given at the national conference on Social Welfare in 1962. The theme for the conference was "Social Goals of a Free Society" and emphasis was placed on one phase of the conference, "Strengthening the Family for Children." The talks focus on identification and analysis of social factors that affect today's family life for better or worse.

Ginsburg, Eli. The Nation's Children. New York: Columbia University Press, 3 Vol., 1960. Report of 1960 White House Conference on Children and Youth.

This series of three volumes was designed to outline the major developments in the field of children and youth since the 1950 White House Conference on Children and Youth. The series was meant to provide a basis for charting directions for the next decade.

Volume I. "The Family and Social Change." Discussed many social changes, such as urban and suburbanization, increased leisure, and demographic trends, that have shaped the quality of American life in the last ten years.

Volume II. "Development and Education." This volume focuses on the analysis of the gap between our aspirations and our accomplishments in preparing our young people for life. Information is given on three points related to this gap: (1) how the gap came to be, (2) what can be done to narrow it, and (3) the extent to which it will probably exist.

Volume III. "Problems and Prospects." Some of the problem groups considered in this volume are rural youth, and youth in minority groups, and youth in trouble with the law. Voluntary and government mechanisms available to correct or decrease social malfunctioning and the extent to which we make use of these mechanisms are reviewed. Our potential for change is assessed.

Harrington, Michael. The Other America. Poverty in the United States. New York: MacMillan, 1962. (also Penguin Special Paperback, 1963.)

Describes several groups of the disadvantaged: unskilled workers, the aged, Negroes, alcoholics, migrant workers. This book defines poverty (1) in terms of those who are denied minimum levels of health, housing, food, and education that our present stage of scientific knowledge specifies as necessary for life in the U. S., (2) psychologically in terms of those whose place in society is such that they develop attitudes of defeat and pessimism and are excluded from new opportunities, (3) absolutely, in terms of what man and society could be. Mr. Harrington identifies the culture of poverty. A theory of poverty as a self-perpetuating culture or a way of life is given. Only an integrated and comprehensive program can bring its downfall.

Hentoff, Nat. The New Equality. New York: Viking Press, 1964.

This book is concerned with the civil rights movement. Many problems are considered: discrimination, housing, poverty, education, etc. Methods of attack on the problems are presented.

Hiestand, Dale L. Economic Growth and Employment Opportunities for Minorities. New York: Columbia University Press, 1964.

This study presents information on the impact of economic growth and changing conditions in different employment fields on the opportunities of Negro men, Negro women, and white women. The author shows how growth of field, changes in income or age rates, and technological changes interact to increase employment opportunities for these minorities.

Hollingshead, August B. and Redlich, F. C. Social Class and Mental Illness. New York: Wiley, 1958.

Presents information on the relation of mental illness to five social classes. It summarizes a research project in New Haven, Connecticut. The lowest class had three times as high rate of treated psychiatric illness as any other class. Not only rate, but intensity of mental illness is much greater for the poor.

Isenberg, Irwin. The Drive Against Illiteracy. New York: Wilson H. W., The Reference Shelf, Vol. 36, No. 5, 1964.

Includes reprint articles, excerpts from books, addresses, etc., on illiteracy and poverty. Well-known authorities such as Michael Harrington and Frank Riessman are quoted. Several programs established to assist the drive against illiteracy are discussed.

May, Edgar. The Wasted Americans. New York: Harper and Row, Publishers, 1964.

Presents information on many problems related to poverty: Untrained and uneducated youth, the aged, ADC, birth control, inadequate public housing, shortage of welfare agency personnel. Some solutions to these problems are suggested. This is a classic.

Riessman, Frank. The Culturally Deprived Child. New York: Harper and Row, 1962.

This book describes the educationally deprived individual, including his psychology and his culture. It emphasizes the positive aspects of his culture and develops new approaches for reaching this individual.

Riis, Jacob A. How the Other Half Lives. New York: Chas. Scribners Sons, 1907.

Describes the situation of several groups of the disadvantaged--minority groups, including Jews, Chinese, Negroes, alcoholics, slum children, Bohemians, tenement families, etc. Poor housing, poor working conditions, and poor living conditions in the city are emphasized. A few ways of dealing with the problems are discussed.

Rock, John. The Time Has Come. New York: Random House, 1963.

Presentation by a Roman Catholic gynecologist. A challenge to men of all faiths to solve the religious dispute over birth control. Acceptance of principles of family planning are necessary to meet the world population crisis. Author states that it is imperative that the religious and political battle over birth control be resolved. He sets forth a series of feasible proposals for doing so. Presents the birth control controversy in detailed perspective--historically, medically, and theologically.

BULLETINS

Keyserling, Leon H. and others. Poverty and Deprivation in the U. S., the Plight of 2/5 of a Nation. Washington, D. C.: Conference on Economic Progress, April, 1962.

Many components of poverty are discussed including: education, health, age, skin color, housing, income and geographic location. Information on the amount of poverty in the U. S. is given. Goals and programs to reduce poverty and deprivation are discussed. Charts are used throughout for illustrations.

Schaffer, Helen B. Persistence of Poverty. Editorial Research Reports, Vol. 1, No. 5, Feb. 5, 1964.

The extent and nature of American poverty is presented briefly. The lack of concrete and ongoing measures to combat poverty is decried. Prospects for reducing poverty in the U.S. are evaluated. Johnson's eleven-point anti-poverty program is outlined.

Stewart, Maxwell S. The Poor Among Us--Challenge and Opportunity. Public Affairs Pamphlet No. 362, September, 1964.

This is a brief description of the poor and poverty. The administration's "war on poverty" is discussed, and additional suggestions for combating poverty are given.

United States Department of Health, Education and Welfare. Programs for the Educationally Disadvantaged. Washington, D. C.: Office of Education, No. 17, 1963.

Papers from a three-day conference on "Teaching Children and Youth Who Are Educationally Disadvantaged" held in May, 1962, are given. Problems are identified and programs and practices designed specifically to assist the disadvantaged child are discussed.

Working with Low Socio-Economic Families and Groups. In-Service Training for Extension Home Economists, State Home Demonstration Office, Florida State University, April 13-17, 1964.

This is a report of a workshop held for Extension Home Economist in Florida. Information is presented on (1) Extension's responsibility in working with low-income groups, (2) concept of poverty, (3) principles of adult learning, (4) interagency cooperation, (5) county plans for action, and (6) implications for programs.

ARTICLES

Beavers, Irene. Contributions Home Economists Can Make to Low-Income Families. J. H. Econ., Vol. 57, No. 2, February, 1965, pp. 107-111.

Contributions of Extension Home Economists to the problems of low-income families may be grouped under two broad areas: (1) How to make the best use of available resources. Specific suggestions related to each area are given. (2) The importance of self recognition of family goals and values is stressed. A community approach to program planning is discussed.

Chilman, Catherine S. and Ivor Kraft. Helping Low-Income Parents. I. Through Parent Education Groups. Children, July-August, 1963, p. 127.

Hill, M. Esther. Helping Low-Income Parents. II. Through Homemaking Consultants. Children, July-August, 1963, p. 132.

The first article presents methods of reaching groups of low-income parents with an education program that has been tried and found relatively successful in various parts of the country. The second article describes a special education program in Philadelphia in which a home economics consultant works with individual mothers on various phases of homemaking.

Diggs, Mary Huff. The Significance of Cultural Patterns in Family Life. Public Welfare, JAPWA, Chicago, October, 1961, P. 145.

The family, which is mankind's oldest social institution, is the most effective unit for passing culture on from generation to generation. In some instances, the family, as a social institution, actually does not exist or it malfunctions. This often leads to problems that arise among the individuals who compose agency caseloads.

Seligman, Daniel. The Enduring Slums. Fortune, December, 1957, p. 144.

City slums and some projects aimed at doing away with them are described. Reasons for continued growth of slum areas are presented. Heavy investment in housing by private capital and expanded federal government efforts are encouraged. Doing little or nothing is proving very expensive in terms of health, municipal finance, and human dignity.

Witmer, Helen. Children and Poverty. Children, Vol. II, No. 6, November-December, 1964, p. 207-213.

Facts on poverty as it affects children and youth in the U. S. today are presented. The following points are considered: (1) what is meant by poverty, and to what extent does the overall amount of poverty depend on the measuring stick used? (2) how many and what proportion of the nation's children and youth are growing up in poverty? (3) where, geographically and socially, are these children of the poor to be found?

RECOMMENDED FOLLOWUP READING

BOOKS

- Asbell, Bernard. The New Improved American, New York: McGraw-Hill, 1965.
- Bagdikian, Ben H. In the Midst of Plenty. The Poor in America. Boston: Beacon Press, 1964.
- Bernstein, Saul. Youth on the Streets. New York: Association Press, National Board, YMCA, 1964.
- Conant, James Bryant. Shaping Educational Policy. New York: McGraw-Hill, 1964.
- Conant, James Bryant. Slums, and Suburbs, a Commentary on Schools in Metropolitan Areas. New York: McGraw-Hill Book Co., Inc., 1961.
- DelliQuadri, Fred, ed. Helping the Family in Urban Society. National Conference on Social Welfare, New York: Columbia University Press, 1963, 184 pp.
- Ginsberg, Eli, ed. The Nation's Children. Report of 1960 White House conference on Children and Youth: New York: Columbia University Press, 3 Volumes, 1960.
- (1) The Family and Social Change
 - (2) Development and Education
 - (3) Problems and Prospects
- Harrington, Michael. The Other America: Poverty in the United States. MacMillan, 1962.
- (Also a Penguin Special Paperback, 1963)
- (Reviewed in Social Work, 8:111-112, January, 1963)
- Hentoff, Nat. The New Equality. New York: Viking Press, 1964.
- Hiestand, Dale L. Economic Growth and Employment Opportunities for Minorities. New York: Columbia University Press, 1964.
- Hollingshead, August B. and Redlich, F. C. Social Class and Mental Illness. New York: Wiley, 1958.
- Isenberg, Irwin. The Drive Against Illiteracy. New York: Wilson H. W., The Reference Shelf, Volume 36, No. 5, 1964.
- May, Edgar. The Wasted Americans. New York; Harper and Row, Publishers, 1964.
- Miller, Herman P. Rich Man, Poor Man: A Study of Income Distribution in America. New York: Thomas Y. Crowell Co., 1964.
- Riessman, Frank. The Culturally Deprived Child. New York: Harper and Row, 1962. Row, 1962.
- Riis, Jacob A. How the Other Half Lives. New York: Chas. Scribners Sons, 1907.
- Rock, John. The Time Has Come. New York: Random House, 1963.
- Will, Robert E. and Vatter, Harold G. Poverty in Affluence: The Social, Political, and Economic Dimensions of Poverty in the United States.
Harcourt, Brace and World, Inc.
755 Third Avenue, New York, New York 10017
7555 Caldwell Avenue, Chicago, Illinois 60648
1855 Rollins Road, Burlingame, California 94010

Series #2

Prepared for Short Course 7/13-14-15-/65

"Understanding the Disadvantaged"

PAMPHLETS AND BULLETINS

- Ashley, John W. Profile of Poverty in Missouri, No. 7 - Research Center, School of Business and Public Administration University of Missouri, Columbia, Missouri, May 1965.
- Beavers, Irene, Contributions Home Economics Can Make to Low-Income Families. Washington, D.C.: Division of Home Economics, Federal Extension Service, U. S. Department of Agriculture, June, 1964.
- Consumer Education for Low-Income Families--A Limited Survey of Programs and Resources, Consumer Union of U.S., Inc., 256 Washington Street, Mount Vernon, New York, July 1964.
- Homemaker Services in Public Welfare, WA-4. Washington, D.C.: Welfare Administration, U. S. Department of Health, Education and Welfare, April, 1964.
- Keyserling, Leon H. Poverty and Deprivation in the United States. The Plight of Two-Fifths of a Nation. Conference on Economic Progress, Washington, D.C.: 1001 Connecticut Avenue, N.W., April 1962.
- Keyserling, Leon H. Progress or Poverty. Conference on Economic Progress, Washington, D.C., December, 1964.
- Lampman, Robert J. The Low-Income Population and Economic Growth. Washington, D. C.: U. S. Government Printing Office, U. S. Congress, Joint Economic Committee, Study Paper No. 12, 86th Congress, 1st Session, 1959.
- MacDonald, Dwight. Our Invisible Poor. Reprint from The New Yorker, 1963, New York 3, New York: Sidney Hillman Foundation, Reprint Department, 15 Union Square.
- Programs for the Educationally Disadvantaged. Washington, D.C.: Office of Education, OE-35044, U.S. Depart. of Health, Education and Welfare, 1963.
- Schlesinger, Benjamin. The Multi-Problem Family: A Review and Annotated Bibliography. University of Toronto Press, 1963.
- Services for Families Living in Public Housing. Washington, D.C.: U. S. Housing and Home Finance Agency, U.S. Department of Health, Education and Welfare, February, 1964.
- Strom, Robert. The Tragic Migration. Washington, D. C.: Department of Health, Education and Welfare, NEA, 1964.
- White, Gladys, Alberta Hill, and Edna Amidon. Improving Home and Family Living Among Low-Income Families. Washington, D.C.: U. S. Department of Health Education and Welfare, May, 1962.
- White, Gladys O. Services to Low-Income Families by Home Economists. Washington, D.C.: Welfare Administration, Bureau of Family Services, U. S. Department of Health, Education and Welfare, September 11, 1964.
- Wolgamot, Irene H. What Home Economists are Doing for Low-Income Families. Washington, D.C.: Consumer and Food Economics Research Division, ARS, U.S. Department of Health, Education and Welfare, November, 1964.
- Working with Low Socio-Economic Families and Groups: In-Service Training for Extension Home Economists. State Home Demonstration Office, Florida State University, April 13-17, 1964.
- Youmans, E. Grant. The Rural School Dropout: A Ten Year Follow-Up Study of Eastern Kentucky Youth. Lexington: University of Kentucky Bureau of School Service Bulletin 36, September, 1963.
- (Review in Rural Sociology, Vol. 29, March, 1964, p. 87.)

ARTICLES

- Bermner, Robert H. Perspective on Poverty. Change and Continuity in Twentieth Century America, John Braeman et al (ed.), Columbus: Ohio State University Press, 1964.
- Hill, M. Esther. Helping Low-Income Parents: II. Through Homemaking Consultants. Children, July-August, 1963, p. 132.
- Cohen, Wilbur J. and Eugenia Sullivan. Poverty in the United States. Reprint from Health, Education and Welfare Indicators, Vol. 6, No. 22, Washington, D.C., February, 1964.
- Galbraith, John Kenneth. Let Us Begin: An Invitation to Action on Poverty. Harper's Magazine, Vol. 228, March, 1964, pp. 17-18.
- Kahn, Gerald and Ellen J. Perkins. Families Receiving AFDA: What Do They Have to Live On? Welfare in Review, October, 1964.
- Kluckhohn, Clyde and H. A. Murry. Personality Formation: The Determinants. Personality in Nature, Society and Culture, New York: Knopf, 1949, pp. 35-48.
- Miller, Walter B. Implications of Urban Lower-Class Culture for Social Work. Social Service Review, Vol. 23, September, 1959, pp. 219-236.
- Mitchell, C. Culturally Deprived: A Matter of Concern. Childhood Education, Vol. 38, No. 9, May, 1962, pp. 412-420.
- Myrdal, Gunnar. The War on Poverty. New Republic, Vol. 150, February 8, 1964, pp. 14-17.
- Orshansky, Mollie. Children of the Poor. Reprinted from the Social Security Bulletin, Washington, D.C.: Social Security Administration, U. S. Department of Health, Education, and Welfare, July, 1963.
- Rainwater, Lee. Social Role and Self-Concept in the Marital Relationship. And the Poor Get Children, Chicago: Quadrangle Books, 1960, pp. 60-91.
- Riessman, Frank. Culturally Deprived Child: A New View. Educational Leadership, Vol. 20, February, 1963, p. 33. Biblio.
- Stewart, Alice M. The Home Economist in Public Welfare. Journal of Home Economics, Vol. 56, No. 6, June, 1964, pp. 389-391.
- Theobald, Robert. Poverty in an Affluent Society. Challenge, Vol. 11, January, 1963, pp. 22-24.
- Tsanoff, Corrine S. Working Together for Neighborhood Improvement. Children, Vol. 2, No. 5, September-October, 1964, pp. 179-182.
- Wolgamot, Irene H. Low-Income Groups--Opportunities Unlimited. Journal of Home Economics, Vol. 56, No. 1, January, 1964.

PUBLICATIONS FOR THE DISADVANTAGED
(on display)

These are the publications that were shown in the exhibit on "Communicating With the Disadvantaged." They represent only a small sampling of good existing publications designed for low literacy groups. Many are in very limited supply from the states and agencies that published them. Some are used only in special training programs. Those known to be for sale are indicated.

Children's Bureau Publication, U. S. Department of Health, Education & Welfare:
"Your Baby's First Year"
"When Your Baby is on the Way"

U. S. Department of Health, Education & Welfare, on Social Security for Migrant Workers:
"A Harvest of Hope"

Other publications from U. S. Department of Health, Education & Welfare, Social Security Administration:
"Bill Davis, Get a Social Security Card"
"A Social Security Card for you . . ."
"Good News for Household Workers"
"When You Work in the U. S."

Department of Interior, Bureau of Indian Affairs, Adult Education Series, (may be out of print):
"Banking"
"Before You Buy Your Car"
"Diarrhea"

Federal Extension Service, U. S. Department of Agriculture, Sanitation Series:
"Drink Safe Water #1"
"How to Wash Your Clothes #2"
"Personal Cleanliness #3"
"Wash Dishes Right #4"
"Dispose of Wastes #6"
"Care of Your Baby #9"

Cooperative Extension Service, University of Alaska:
"To Can Fish in Tin Cans"

Cooperative Extension Service, Home Economics & 4-H Work, Room 154, Old Court-house, Rockville, Maryland 20850:
"Milk to Live Better"

Connecticut Cooperative Extension Service, Storrs, Connecticut:
"Step by Step - To Clean Windows & Mirrors"
" " " Cleaning Bathroom"
" " " Cleaning Walls & Woodwork"
" " " Cleaning Upholstery, Mattresses & Rugs"
" " " Cleaning & Waxing Floors"
"Housekeeping Tools Every Homemaker Needs"

Council of Southern Mountain, College Box 2307, Berea, Kentucky:
"Thinking of Moving to the City?"

Division of Nutrition, Pennsylvania Department of Health, P. O. Box 90, Harrisburg,
Pa.:

"Penny Planner Food Series" (cards)

University of Kentucky, Lexington, Ky. 40506:

"How to Make Biscuits"

" " " Muffins"

" " " Yeast Rolls"

" " " Rolled Wheat Pancakes"

"A Good Fit to Your Dress"

"Are You Buying a Coat or Suit?"

"Get Dress Designs Best for You"

"Your Hem"

"How to Measure Your Size"

Extension Service, University of Puerto Rico:

"Ladrones De Sangre" (Blood Thieves)

Mailing Room, 417 South 5th, University of Missouri, Columbia, Mo.:

"Make a Dress- C758"

New Readers Press, Box 131, Syracuse, New York, cost 30¢ each:

"How to Find a Job"

"Good Manners In United States"

"Trouble & The Police"

"Why You Need Insurance"

Reader's Digest, Educational Division, Pleasantville, N. Y., Graded Readers for sale
(inquire on price):

"Send for Red!"

"I Fell 10,000 Feet"

"Valley of 10,000 Smokes"

University of Tennessee, P. O. Box 1071, Knoxville, Tenn. 37901:

"You Need Clean Dishes"

"How to Wash Walls & Woodwork"

"You Can Have a Clean Bathroom"

"How to Clean Wooden Furniture"

" " " Upholstered Furniture"

" " " Refrigerator"

"The Easy Way to Clean Your Range"

"Sew on Your Own Snaps"

"Hem Your Own Clothes"

"Sewing Hooks & Eyes on Your Clothes"

"Here Is How to Look Your Best"

"The First Step to Good Appearance--A Clean Body"

"The Foods We Need Everyday"

University of Vermont, Extension Service, Burlington, Vermont 05401:

“Is Your Baby Safe at Home?”

Part 1 - Poison

Part 2 - Electricity & Burns

Part 3 - Falls

Part 4 - All Around the House

*General Foods Corporation, Medical Department:

“To Your Good Health”, A Common Sense Guide to Nutrition.

*Order from General Foods Corporation

Children’s Bureau, U. S. Department of Health, Education, and Welfare, Welfare Administration, price listed:

“Homemaker Service”, folder #46, 15¢

“Your Baby’s First Year”, folder #400, 15¢

“Food for Groups of Young Children Cared for During the Day”, folder #386, 25¢

“Prenatal Care”, folder #4, 20¢

“Your Child from 6 to 12”, 20¢, folder 324

“Infant Care”, folder #8, 20¢

“When Your Baby is on the Way”, folder #391, 15¢

“Your Child from 1 to 6”, folder #30, 20¢

“The Adolescent in Your Family”, folder #347, 25¢

Office of Aging, Welfare Administration, U. S. Department of Health, Education, and Welfare, Washington, D. C., 20201:

“Aging” (publication issued monthly) \$1.00/year.

“Enriching the Added Years”, 10¢

“Action For Aging”, publications list

Bureau of Family Services, U. S. Department of Health, Education, and Welfare, Welfare Administration:

“Sketches on Working with the Sick and Disabled”, 40¢

“Relief Rolls to Payrolls”

“Families Receiving AFDC: What Do They Have to Live On?” (A reprint from the *Welfare In Review*, monthly publication. Limited copies are available without charge from *Welfare in Review*, 330 Independence Ave., S. W.; Washington, D. C. 20201.)

Consumer and Food Economics Research Division, Agricultural Research Service, Washington, D. C.:

“Food Guide for Older Folks”, Home & Garden Bulletin #17, 10¢

President’s Council on Aging, Washington D. C.:

“Protective Services for Elderly People Like . . .”

“Do You Have Homemaker Service in Your Town?”, 5¢

To order the above publications write to:

Superintendent of Documents

U. S. Printing Office

Washington D. C. 20402



APPENDIX C

SOURCES

Film and Pictures, Audio Tape, Video Tape



The heart has eyes the brain knows nothing of.

Parkhurst

PICTURES*

"Our Visible Poor"--an exhibit of 30 documentary photographs (18 x 18 each) by Daniel J. Ransohoff, is published by the Family Service Association of America. May be ordered from the Family Service Association of Indianapolis, 615 North Alabama Street, Indianapolis, Ind., for \$5.00 a set. (Slides also available)

FILM

The film, "Superfluous People" can be ordered from the following:

Kent State University
Audio-Visual Center
Kent, Ohio
After July 29

Pennsylvania State University
Audio Visual Aids Library
University Park, Pa.
Charge--\$11.00/day.

Audio-Visual Center
526-178th Street
Yeshiva University
New York 33, N. Y.

University of Illinois
Visual Aids Service
Division of University Extension
704 South 6th St.
Champaign, Ill. 61882
After August 30

The St. Louis Public Library has it available to St. Louis residents.

*Pictures in this publication other than those of the short course are from the Family Service exhibit.

AUDIO TAPES

A series of five radio tapes are available for loan. They are interviews with Mrs. Virginia Brown, Director of Head Start, St. Louis & St. Louis County, Human Development Corporation on UNDERSTANDING THE DISADVANTAGED. They are as follows:

Tape 1--4:05	Disadvantaged Children
Tape 2--4:14	Why the series
Tape 3--4:15	Examples of stories
Tape 4--4:05	Reaction to reading in the books
Tape 5--3:55	Opportunities for Disadvantaged Children

References: Books A, B, & C--Skyline Series, McGraw-Hill Book Co., Webster Publishing Division, 1154 Reco, Webster Groves, Mo.

Reference to these books does not constitute endorsement by the University of Missouri.

Available from:

Agricultural Editors Office
1-98 Agriculture Building
University of Missouri
Columbia, Missouri

VIDEO TAPE AND FILM

"Understanding the Disadvantaged" is the title of a series of three 14 1/2 minute video tapes and 16 mm film copies (Kinescopes) produced by the School of Home Economics and the Extension Division in cooperation with the office of Instructional Television at the University of Missouri.

The series includes:

- I. UNDERSTANDING THE DISADVANTAGED--WHO AND WHERE ARE THEY? A PROFILE OF POVERTY--featuring Dr. Edward J. Metzen, of the Family Economics staff (also includes many pictures of people and places of poverty.)
- II. UNDERSTANDING THE DISADVANTAGED--HOW DO THEY FEEL ABOUT THEMSELVES?--featuring Art McArthur, Extension Human Development and Family Life Specialist (includes sketches, reproduced portions of taped interviews with disadvantaged plus interpretations and implications by Mr. McArthur.)
- III. UNDERSTANDING THE DISADVANTAGED--COMMUNICATING WITH THEM--featuring Virginia Brown, author of supplemental elementary reader published by McGraw-Hill for disadvantaged children. Her philosophy and principles of "communicating" are basic to reaching disadvantaged adults as well as children.

The video tapes or film copies are available for loan from the Agricultural Editors Office, 1-98 Agriculture Building, University of Missouri, Columbia. Extra film copies of each of these can be purchased for approximately \$25 by writing to the Office of Instructional Television, 401 Jesse Hall, Columbia, Mo. or through the Editor's Office.

These are planned for use as television shows or as openers for group discussions at workshops, short courses, clubs, or schools.

APPENDIX D
PROGRAM



The overall committee met for breakfast each morning as a clearing house technique. Above, part of the total committee met for a "morning after" informal evaluation session and decided on additional follow-up sessions at a later date.

You can't stop people from thinking - but you can start them.

UNKNOWN

PROGRAM
UNDERSTANDING THE DISADVANTAGED
SHORT-COURSE
July 13, 14, 15-1965
Tuesday, July 13

A.M. Memorial Union
9:15 REGISTRATION AND COFFEE South Wing, Second Floor Lobby

9:45 PRESIDING - INTRODUCTIONS Auditorium
Edward J. Metzner

WELCOME
Mary Nell Greenwood

10:00 "SUPERFLUOUS PEOPLE" - Film

11:00 "WHO ARE THEY? -- PROFILES OF POVERTY"
Richard Wenner

12:00 LUNCH - on your own - facilities available in Memorial Union

P.M.

1:30 GROUP SESSIONS -- "HOW DO I PERCEIVE THEM?"
(An opportunity to explore your own feelings toward the disadvantaged and factors which shape your perception of these persons.)

Discussion Leaders:

Arthur J. Robins	Room S-3
John Wood	Room S-4
Virginia Fisher	Room S-6
Daryl J. Hobbs	Room S-7
Albert Rohlfing	Room S-8
Charline Lindsay	Room S-203
James L. Craigmile	Room S-204
Pauline G. Garrett	Room S-206
Bill Wickersham	Room S-207
Sheldon Edelman	Room S-208

3:30 GENERAL SESSION Auditorium

"HOW THEY FEEL ABOUT THEMSELVES -- VALUES AND ASPIRATIONS?"

(Taped interviews with disadvantaged families. Discussion by a panel of experienced persons currently working with disadvantaged families.)

Moderator:

Arthur McArthur

Panel Members

Ruth Sprague

Emily White

Florence Nelson

7:30 GROUP SESSIONS - Continuation of afternoon sessions

9:00 COFFEE HOUR

Room N-201

Hostess:

Louise Woodruff

MEMORIAL UNION
University of Missouri
Columbia, Mo.

Wednesday, July 14

A.M.

Memorial Union

9:00 PRESIDING

Auditorium

Delmar Hatesohl

“COMMUNICATING WITH THE DISADVANTAGED”

(Illustrated presentation on ways to break down barriers to effective communications)

Virginia Brown

10:15 BREAK

View display on communication through publications presented by
Jean Brand

10:45 SYMPOSIUM

Auditorium

“CURRENT PROGRAMS IN WORKING WITH THE DISADVANTAGED --
TEAM APPROACH”

Leader:

G. R. Westwood

Participants:

Clayton Byers

Forrest F. Crane

Lenora Coursey

Discussants:

Alice Hornecker

Frances Hemphill

12:00 LUNCH - on your own

P.M.

1:30 REGIONAL DISCUSSION GROUPS -- “TEAM APPROACH TO ACTION”

Discussion Leaders:

St. Louis	Sister Mary Anselm O'Brien	Room S-3
Kansas City	Lois Harrison	Room S-4
Northeast	Alice Hornecker	Room S-6
Northwest	Neola Pollard	Room S-7
Central	Ena Killingsworth	Room S-8
Southeast	Bernice Price	Room S-203
Southwest	George Rowe	Room S-204
"Bootheel"	Russell Launius	Room S-206

3:30 GENERAL SESSION Auditorium

PRESIDING

Edward J. Metzen

"WHAT WE ARE NOT DOING"

Ralph Reuter

6:00 DINNER Room N-20

TOASTMISTRESS

Esther Grover

INVOCATION

Reverend Donald G. Phillips

7:30 "THE PEOPLE SPEAK" Auditorium
(Presentation by a youth panel from Southwest High School, Ludlow, Mo.,
on their work in their community.)

Chairman:

John Holik

Panel Members

Mike Anderson

Shirley Denham

Brenda Gilliland

Larry Huggins

Carolyn North

Thursday, July 15

A.M. Memorial Union

9:00 AGENCY GROUP SESSIONS

"HOW CAN OUR AGENCY BE MORE EFFECTIVE IN WORKING WITH THE
DISADVANTAGED?"

Extension Division

Room S-3

Virginia Norris and Walter Heidlage

Division of Welfare

Room S-4

Evelyn Driscoll and Harold Jobe

Division of Health	Room S-6
Clara Books and Helen Pfaff	
State Department of Education	Room S-7
Marie Davis Huff	
Ministers, Church Leaders and Others	Room S-8
Donald G. Phillips	

10:00 GENERAL SESSION Auditorium

PRESIDING

Mary Johnson

“WHERE DO WE GO FROM HERE?”

Raymond Schondelmeyer

ADJOURNMENT

WHO'S WHO ON THE PROGRAM

Mike Anderson, Southwest High School, Ludlow
Clara Books, Consultant, Public Health Nurse, Division of Health, Jefferson City
Jean Brand, Publications Specialist, Federal Extension Service, Washington, D.C.
Virginia Brown, Director of Pre-Schools, Human Development Corporation, St. Louis
Clayton Byers, Director of Community Relations, Human Development Corporation, St. Louis
Lenora Coursey, Wheatly School, Poplar Bluff
James L. Craigmile, Associate Professor Education, University of Missouri, Columbia
Forrest F. Crane, Treasurer, Human Development Association of Boone County, Columbia
Shirley Denham, Southwest High School, Ludlow
Evelyn Driscoll, ACSW, Child Welfare Field Supervisor, Division of Welfare, Jefferson City
Sheldon Edelman, Associate Professor of Psychology, University of Missouri, Columbia
Virginia Fisher, Instructor in Home Economics, University of Missouri, Columbia
Pauline G. Garrett, Associate Professor of Home Economics Education, University of Missouri, Columbia
Brenda Gilliland, Southwest High School, Ludlow
Mary Nell Greenwood, Assistant Director, Extension Division, University of Missouri, Columbia
Esther Grover, Home Economics Teacher, Raytown South High School, Raytown
Lois Harrison, Home Economist, Kansas City University Extension Center, Kansas City
Delmar Hatesohl, Acting Agricultural Editor, University of Missouri, Columbia
Walter Heidlage, Northwest District Director, Extension Division, University of Missouri, Columbia
Frances Hemphill, R.N., District Health Unit, Cameron
Daryl J. Hobbs, Associate Professor of Rural Sociology, University of Missouri, Columbia
John Holik, Extension Sociologist, University of Missouri, Columbia
Alice Hornecker, ACSW, District Child Welfare Supervisor, Mexico
Marie Davis Huff, Home Economics Education, State Department of Education, Jefferson City
Larry Huggins, Southwest High School, Ludlow
Harold Jobe, Public Assistance Rural Field Supervisor, Division of Welfare, Jefferson City
Mary Johnson, Extension Specialist, Family Economics, University of Missouri, Columbia
Ena Killingsworth, Child Welfare Supervisor, Boonville
Russell Launius, District Supervisor, Division of Welfare, Dexter
Charline Lindsay, Extension Youth Specialist, University of Missouri, Columbia
Arthur McArthur, Extension Specialist, Human Relations, University of Missouri, Columbia
Edward J. Metzen, Assistant Professor of Home Economics and Agricultural Economics, University of Missouri, Columbia
Florence Nelson, Guidance Counselor, Hickman High School, Columbia
Virginia Norris, East Central District Home Economist, Extension Division, University of Missouri, Columbia

Carolyn North, Southwest High School, Ludlow
Sister Mary Anselm O'Brien, Chairman, Graduate School of Home Economics and
Consultant for Project Headstart, Saint Louis University, St. Louis
Helen Pfaff, R.N., Director of Nursing, Division of Health, Jefferson City
Donald G. Phillips, Associate Minister, Linwood Presbyterian Church, Kansas City
Neola Pollard, Supervisor, Home Economics Education, State Department of Edu-
cation, Cameron
Bernice Price, Acting Administrator, Ripley County Health Department, Doniphan
Ralph Reuter, Administrative Assistant, Northeast Department and Assistant Edu-
cational Director, International Ladies' Garment Workers' Union, AFL-CIO,
New York
Arthur J. Robins, Chairman, Department of Social Work, University of Missouri,
Columbia
Albert Rohlfing, Assistant Professor of Social Work, University of Missouri, Colum-
bia
George P. Rowe, Extension Youth Specialist, University of Missouri, Columbia
Raymond Schondelmeyer, Director of Research and Planning, Metropolitan Church
Federation of Greater St. Louis
Ruth Sprague, Child Welfare Department, St. Louis
Richard Wenner, Deputy Director, Rural Task Force, Office of Economic Oppor-
tunity, Washington, D.C.
G. R. Westwood, Executive Director, Family Service of Columbia, and Acting Di-
rector, Human Development Association of Boone County
Emily White, Public Health Department, Sikeston
Bill Wickersham, Extension Youth Specialist, University of Missouri, Columbia
John H. Wood, Staff Training Supervisor, Division of Employment Security, Jef-
ferson City
Louise Woodruff, Extension Specialist, Housing, University of Missouri, Columbia

PLANNING COMMITTEE AND ADVISORS

From the staff of: School of Home Economics, Extension Division and College of Education, University of Missouri, Columbia, Mo.

Membership of Committee:

Mary L. Johnson, Chairman
Mary Nell Greenwood
Kathryn Zimmerman
Edward J. Metzén
Anna Cathryn Yost
Louise Woodruff
Homer C. Folks
John Holik

Orrine Gregory
Arthur McArthur
Cecile Elliott
Margaret Mangel
B. W. Hartman
Martha Jo Martin
Don W. Fancher

Missouri Division of Health
Mariel Caldwell
Nutrition Consultant
Jefferson City

State Department of Education
Jo Ann Booher
Home Economics Southeast District
Cape Girardeau

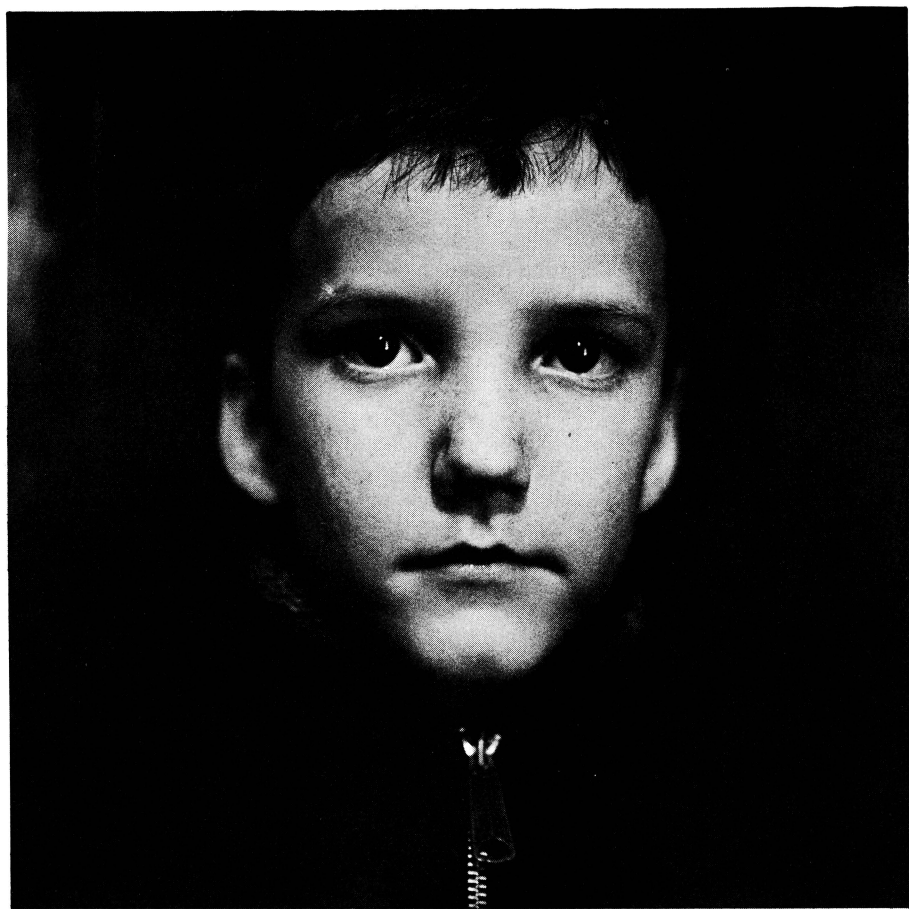
Low Cost Public Housing
Ray H. Call
Management Supervisor
Columbia

Family Service
Garry R. Westwood
Executive Director
Columbia

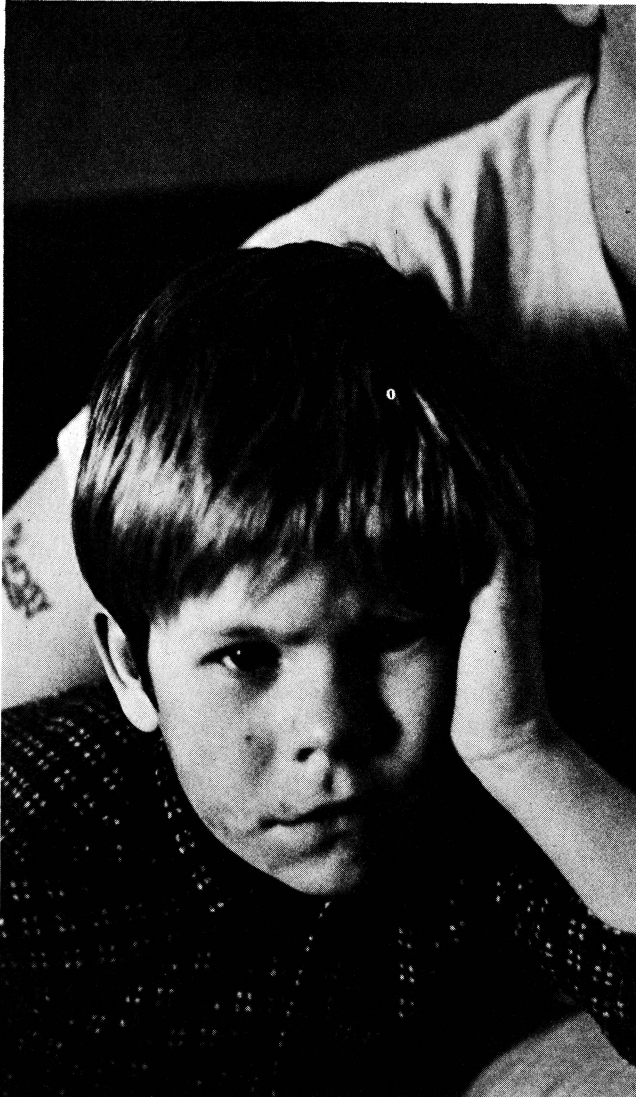
Missouri Division of Welfare
Evelyn Driscoll, ACSW
Child Welfare Field Supervisor
Jefferson City

Missouri Home Economics Association
Susanne MacDonald
Missouri Home Economics Association
St. Louis

Sister Mary Anselm O'Brien
Chairman of Home Economics Education
St. Louis University
St. Louis



APPENDIX E
EVALUATION



In all human affairs there are efforts and results, and the strength of the effort is the measure of the result.

James Allen

Understanding the Disadvantaged

EVALUATION SHEET

July 15, 1965

_____ County _____
Professional tag (Extension, Health, Welfare, Etc.)

rural-farm _____ small town (under 2500) _____ urban (over 2500) _____

metropolitan (K.C. or St. Louis) _____

I Expectations and outcomes

How well did this short course achieve what it set out to do? _____

What should have had greater emphasis? _____

II Style of Conference

About
Right

Suggestions for Improvement

Scheduling of Sessions

Balance between meetings
and free time

Program Variety

Balance between general
sessions and group
discussions

Conference Length

Length of conference
in relation to
objectives

III Specific Events

Value to you

	Much	Some	Little
Film: Superfluous People			
Talk: Profiles of Poverty			
Group Seminars I & II: How do I perceive them?			
Panel: How They Feel About Themselves			
Symposium: Current Programs			
Regional Discussion Groups			
Talk: What We Are Not Doing			
Youth Panel: The People Speak			
Agency Groups: Working Effectively			
Talk: Where Do We Go From Here			

Comments:

Define disadvantaged	6
Individual stressed	6
Methods and procedures on making contact with disadvantaged	6
How to motivate disadvantaged	4

II STYLE OF CONFERENCE

Scheduling of sessions About right 135 No 2

Suggestions for Improvement:

More free time	28
Sessions too long	9
No night session first day	5
More time for swapping ideas with groups who have programs underway	4

Program Variety About right 143

Suggestions for Improvement:

Discussion groups too short	12
Tired of group discussion - too repetitious	7
More general sessions	3

Conference Length About right 137

Suggestions for Improvement:

Too short	8
Too much information for limited time	5

III SPECIFIC EVENTS

Value to You

	Much	Some	Little
Film: Superfluous People	104	53	7
Talk: Profiles of Poverty	70	73	13
Group Seminars I & II: How do I perceive them?	93	53	14
Panel: How They Feel About Themselves	37	75	42
Symposium: Current Programs	72	76	18
Regional Discussion Groups	103	47	15
Talk: What We Are Not Doing	58	70	31
Youth Panel: The People Speak	93	41	6
Agency Groups: Working Effectively	88	66	12
Talk: Where Do We Go From Here	136	12	3
Talk: Communication with the Disadvantaged	127	5	1

Comments:

Good start in breaking down barriers that exist between some agencies in accepting responsibilities to make the OEO the people's program.

It would have been beneficial (if time permitted) to have still another group session dividing rural and urban areas as each have problems peculiar to them.

Bring Homemakers Aides or Leaders' Aides together in college or university atmosphere for 2-day conference, exchange ideas, meet others in same work, provide prestige experience, contact other agencies on state-wide basis.

Stimulated thoughts for action and ideas to use. Time seems to be too limited for actual discussion between agencies to plan ways to work together.

Very, very fine short course that will result in much good in Missouri.

I attended the Chicago workshop and I truly say you have been very successful in duplicating the objective of this poverty approach.

We need more meetings of this type, especially on the local level, to acquaint ourselves with each agency's resources so not to overlap services.

I enjoyed meeting and exchanging ideas with different people and working groups and gained a great deal of knowledge from them.

I hope the University will sponsor an annual seminar.

This was a worthwhile conference that must have follow-up potentials, or just be a waste of money. Go on to regional meetings which should start in the fall.

Our time would have been better spent, I think, if we could have had some discussions on "How do I communicate with the disadvantaged?" "What do I say?" "What are some of the programs we can initiate?" We have not talked in actual terms of what can I do as a layman.

Summary will be valuable to distribute to co-workers - other agencies who were not here to be done in an inter-action atmosphere.

Some changes in group discussion - do they need always be divided into small groups with three question?

This course was a real refresher to a problem that needs much attention. Planned and presented excellently. Where we go from here will depend on the individual and need in the field we work in.

Welfare workers should have access to more group training facilities.

Use actual case histories like Mrs. Brown's program.

Participation through group seminars was very beneficial. Why were there so few representing other agencies? A film on rural disadvantaged would be helpful to many of us.

Have a "result panel" - group that has attended classes, tell how they reacted to help of this type.

When rural and urban people get together in the discussion groups, frequently their problems were too different to be of any value to the other group. I feel it would have been beneficial to have a meeting of all workers who worked in the metropolitan areas. This has been a very informative, enjoyable session. One of the most profitable activities for myself was the brainstorming sessions which were held in the small discussion groups.

More time than necessary was spent defining who the disadvantaged were. The greatest achievement of the short course was seeing what other agencies are involved in working with disadvantaged and what their programs and problems are.

Too much hash and rehash in discussion groups.

Might it not be possible to give more attention to some form of education regarding control of rapid population expansions?

This conference has given me a greater understanding and appreciation of scope of other agencies.

This conference was of utmost help to me and my county.

Follow-up meeting should be given in order to note progress. Some agencies were not represented in certain areas. For example, there were no welfare workers from the St. Louis area.

Meetings (evening) lasted too long.

I would suggest a greater effort be made to inform and reach clergy in order that greater participation be had in and from this group.

More people needed on program who actually work with the programs, less ideas, more actual experiences.

Fine to bring the agencies together. We have such a good working relationship in our county, we forget that does not exist in all counties. (Callaway)

I would like to stay in a dorm and others attending the short course to help with expenses, and for the discussion that comes from being together.

Directorship of EOA - needed to get going - knowing it is set up to be locally operated.

Need better understanding and more planning between the state leaders in encouraging the local agency groups to work together in helping to remove some of the stumbling blocks on the local level.

Small discussion groups were much too large. The originator of this method (Don Phillips) says no more than 6 persons and six minutes per question!!

Perhaps something of this nature in K.C. geared for K.C. would be extremely beneficial.

Staying in dorms would cut expenses which in a round-about fashion would be spending tax monies better. Also help with the parking problems - by walking to meetings.

An excellent short course. Another time would it be possible to arrange for participants to stay in a dormitory? This would eliminate the parking problem.

Schools, vocational departments and school facilities were generally not included in inter-agency cooperation along with welfare, churches, county health dept. etc.

For benefit of people who are not acquainted with Columbia and campus need list of places to eat - on and off-campus - parking areas on campus and points of interest on campus. Appreciated an official hostess.

I personally feel that I benefited greatly from this course and would like to see more in the future.

More short courses should be available.

Got extremely tired of dividing into buzz sessions so many times.

I appreciate being invited to come and participate in this conference. I have a high regard for those who venture out to do something so much needed as this type of undertaking and hope you will continue such forward concrete endeavors.

I felt many of the group discussions were mostly repetition.

In discussion sessions, I think we repeated ourselves sometimes. However, this is probably good, since it helped to fix certain things more firmly in our minds.

We need more and more frequency of meetings of this nature to enrich our knowledge from the experience and success of all other agencies and stress for unity of purpose.

Lenora Coursey should be given the opportunity of talking to school superintendents and grade principals. Too many of those officials want no new ideas incorporated and no changes. I really appreciated the fact that other groups were present. I hope this trend continues.

Why not have some flesh and blood, real live disadvantaged persons on panels as speakers, as consultants?

The group sessions were excellent. Each one participated and there was no delay in the group working together.

Display of literature was in such a small space that it was not possible to examine it.

Parking facilities were very inadequate - could more stickers have been made available?

If there was not cross-fertilization of ideas, it certainly could not be because planning committee had not done excellent planning.

I would suggest that consideration be given to the need for more conferences of this type and more specifically with leadership guidance and aids. Further, that team of experts be made available to present programs for agency inservice staff conferences on a district basis.

APPENDIX F
WHY OUR MUTUAL CONCERN?

(Selected background articles)



Either I will find a way or make one.

Wordsworth

"WORKING WITH LOW INCOME FAMILIES"
A WORKSHOP- MARCH 1965

Ruth C. Hall, President
American Home Economics Association

The subject of this workshop has been a part of the basic philosophy of the American Home Economics Association since its inception in 1909. As a result of the request two and one-half years ago for this particular workshop, the President appointed a Committee on Resources for Low-Income Families. The Committee recommended a national workshop be held and, in June 1964, the Executive Board of the Association approved sponsorship of this workshop in March 1965.

In the intervening months President Johnson's anti-poverty program focused the nation's attention on the economically disadvantaged of our population and uncovered the urgent need to know how to work with low-income families.

Sponsored by the American Home Economics Association, this workshop is partially financed as a project of the new American Home Economics Association Foundation. Groundwork will be laid at this meeting for follow-up regional workshops also directed to enhancing the professional contributions of home economists in meeting the needs of low-income families.

RESEARCH AND EXPERIENCE IN WORKING WITH LOW INCOME FAMILIES*

The "War on Poverty" is currently the subject of legislation at the state and federal levels; focal point for numerous editorials, human interest stories and factual reports in our medias of communication; and the concern of a wide array of organizations and agencies in developing programs. However, Extension personnel in many states, including Missouri, are not launching new efforts but continuing their pattern of developing educational patterns with low income families. Thus, many Extension workers have experience in working with disadvantaged families. Actually, such families constitute a sizable segment of the clientele in existing Extension programs in some counties.

It is well to remember that the Extension Service came into being in the early 1900's to serve a deprived segment of our society-- the rural family. Pioneer Extension leaders concentrated on designing methods and techniques of working with underprivileged families. Extension home economists first gained recognition and respect from results obtained with deprived families. If Extension home economists are to live up to their mandate, "to aid in diffusing among the people of the United States useful and practical information on subjects relating to home economics", consideration should be directed to all families of our society including the low socio-economic strata.

My discussion on "Research and Experiences in Working With Low Income Families" will pertain primarily to one state--Missouri. I have organized my talk around four major headings: (1) organizing our resources, (2) using surveys to determine the situation, (3) approaches we have used, and (4) what we have learned.

Organizing Our Resources

Approximately three years ago, administrators in the Missouri Extension Division decided that the efforts devoted to family living programs should be re-allocated. While staff members were reaching a limited number of low income families at that time, such work has been greatly accelerated. Extension home economists in more than fifty per cent of Missouri's 115 counties have had one or more special programs designed for low income families during the past twelve months. The nature and extent of the resources which are currently directed to this clientele group is decided by the individual county. The amount of resources directed to any program in a county should be in proportion to the need. In addition to need, let's be realistic and recognize that Extension workers are cut from different molds--their interests and competencies differ. These characteristics, therefore, influence local programs. An Extension worker must desire to work with, and have an appreciation for, low income families before initiating a program. Special skills and competencies--the know-how to work with low income families--can be increased through in-service training programs.

The educational role of the Extension home economist in Missouri in working with low income families includes:

*Talk given by Mary N. Greenwood, University of Missouri Extension Division, on June 25, 1964, at the meeting of the Extension Section, American Home Economics Association, Detroit, Mich.

- 1) Developing educational programs in family living. Such programs should--
 - a) Help families acquire the knowledge and skills to use their available resources to achieve those things the family considers important,
 - b) Help homemakers develop a favorable attitude toward their homemaking and community responsibilities,
 - c) Help homemakers gain self-confidence and self-reliance through acquisition of social skills and improved personal appearance, and
 - d) Help homemakers recognize the community resources and educational opportunities available to them;
- 2) Identifying and developing leadership among low income residents;
- 3) Exercising leadership in mobilizing community resources; and
- 4) Continuously striving to increase understanding and appreciation for low income families (such an undertaking starts with home economists themselves).

In launching our program in Missouri, some important steps were taken at the state level which have influenced the program's progress.

- 1) Administrators have encouragement and sanction;
- 2) Administrators, or designated representatives, made contacts with other agencies and organizations in order to become better acquainted with their programs, to extend information on Extension talents and programs, and to identify areas of mutual concern.

An outgrowth of the contact with the Division of Welfare personnel was a series of district meetings throughout the state. These conferences were designed to provide opportunity for county and district personnel from Extension and Welfare to get acquainted, to increase their understanding of respective programs, and to discuss and decide on ways in which personnel from the two agencies might better coordinate their programs at the local level. These conferences were instrumental in the development of joint programs in many counties.

- 3) A home economics specialist and district home economist, in addition to their regular assignments, assumed special leadership responsibilities for work with low income families. They were "initiators", "promoters", "prodders", and "follow-uppers".
- 4) In-service training pertaining to low income work was conducted for both state and county personnel.
- 5) Men as well as women participated in conferences and training sessions relating to work with low income families. Through this involvement, district directors and county directors have a better understanding of what we are trying to accomplish and are able and willing to support the program with advisory councils, related agencies, and key leaders in the community.

Using Surveys to Determine Situation

In initiating programs with low income families, we must keep in mind a fundamental principle in adult education--determine the situation and understand the people with whom you will be working. We need to start with people where they are--their interests and felt needs. In determining the needs and interests of people, we should not assume we know all the answers. We must not be afraid to ask questions but then we must listen to what people say, or sometimes equally important, what

they do not say. We can learn about low income families by talking to representatives from other agencies and organizations who work with these families, referring to census data, making personal visits with families, and conducting surveys. In Missouri, we have used all these techniques.

With the assistance of staff members from the Federal Extension Service, formal surveys have been conducted in St. Louis and Kansas City. The purposes of the studies were: (1) to gain information about the needs, interests, and habits of the families as a basis for developing programs, and (2) to establish a benchmark for measuring results. You might question what we gained from these surveys. We who participated in the surveys learned far more than others might gain from studying the tables of data and written summaries. First of all, deciding upon the kind of information needed, formulating the questions and pre-testing the questionnaire were learning experiences for county staff members, state specialists, and Federal Extension personnel. Data were collected by personal interviews. Rather than employ graduate students or professional interviewers, members of our county and state staff did the interviewing in these surveys. By giving training on interviewing techniques, by thoroughly reviewing the questionnaire, and by providing for practice sessions, staff members gained confidence in themselves and were able to secure reliable data.

Only Extension home economists served as interviewers in Kansas City whereas survey teams in St. Louis were composed of both men and women. One District Director (man) said, "More of our staff should have this experience and opportunity". Some staff members were reluctant and did not look forward to this experience. Later one specialist commented, "This interviewing has been much better than I thought it would be. You know, I would not want to spend a lifetime doing interviewing but I certainly know much more about these people than I did." Our completed questionnaires contain more than the actual responses to questions. Additional comments like the following were written in the margins on many questionnaires: "She's a good prospect for Young Homemakers." She makes lye soap and grinds it into powder." "She has no schooling, can't read or write." "She's a potential leader."

The Kansas City survey involved 158 families residing in primarily single family dwelling units in the Leeds Community. A sample of 159 families were chosen from the 658 resident families in the Carr Square Housing Development in St. Louis.

To gain entrance into the homes in Kansas City, a resident of the community accompanied each interviewer. These "door knockers", ranging from a 25 year old ADC mother to an 80 year old widower, voluntarily gave their time. Mrs. Stackhouse, the local home economist, has previously discussed the survey with key people in the community. Prior to the survey in St. Louis, Extension staff members secured approval from the housing authority and alerted other agencies and neighborhood organizations. In addition, the housing authority distributed a simple, explanatory flyer to each family in the housing development. In both studies, only a small number of families refused to participate. Even with these prior contacts in the community, the interviewers wearing University of Missouri name badges found it necessary to give a more thorough explanation of the survey. Thus, preparing the community for the survey is an important step not to be overlooked.

Staff members are currently analyzing the findings from the St. Louis study. The following are some interesting highlights from the Kansas City study. The selected geographic area known as the Leeds Community (predominately Negro) has a high proportion of older residents. Approximately sixty per cent of the homemakers were fifty years of age or older. One-third were over sixty years of age.

Slightly over one-half of the homemakers reported completing eight or less grades of school. In fact, one-fourth of the total homemakers had six years or less of formal schooling. Many of these persons may be functionally illiterate which presents challenges in preparing educational materials. Furthermore, it increases the complexity of making decisions about consumer goods--for example, reading labels. On the other hand, fifteen per cent of these homemakers had completed high school and another two per cent reported four or more years of college. One young homemaker who had some college training in her home state of Texas expressed interest in continuing her education--she wanted to know if extension courses for credit would be available. A relationship was found between age and education. The older homemakers had lower levels of education.

The average number of persons per household was 3.4 persons. However, two-thirds of the households were without children. In the 51 households with children, there was an average of 3.9 children.

Approximately twenty per cent of the persons interviewed did not belong to any organization. However, seventy-five per cent belonged to one or more church organizations. Membership in P. T. A. ranked second in importance with approximately twenty per cent of the homemakers belonging. You can readily understand why the home economist established contact with the four churches and one school in the community. Radio and television were found in three-fourths of the homes. Interviewers found homemakers were frequently listening to the stories or "soap operas".

Leeds is a comparatively stable community as two-thirds of the families have lived in their present dwellings for more than seven years. It was indeed surprising to find that three-fourths of the families owned, or were paying on, their houses. This unusual circumstance accounted for the inquiry received by interviewers, "Are you from the assessors office? Will this raise my taxes?"

Even though many families were home owners, their incomes were meager. In nearly twenty per cent of the households studied, annual incomes were less than \$1,000. However, all but three of these were one or two person households. Another twenty per cent reported incomes between \$1,000 and \$2,000. However, twelve per cent of the households had incomes exceeding \$5,000.

In nearly two-thirds of the households, some person worked for pay. A limited number were enthused over acquiring new job skills. For example, one homemaker who had recently become a practical nurse would not be interviewed until she had put on her new white uniform. However, most people were employed as unskilled laborers--the women usually doing domestic work. It would seem there is little hope for these families to receive greater income from their present labors. Thus, to increase family incomes, additional family members must work for pay or persons must be trained for other employment.

A major concern of these families is to manage their resources in order to get what the family needs and wants. Many do a remarkable job and are to be admired for their ability to stretch their dollars. However, home economists can make a contribution by developing educational programs. For example, sixty per cent of the families were making some type of time payments. Other studies have shown such families have little knowledge of the cost of credit, sources of credit, terms of contracts, etc.

Approximately one-third of these families spent less than \$10 per week for food. As one might expect, expenditures for food usually increased with income and number of persons in the household. It would be a challenge to any of us to provide the necessities, including food, to a family of seven with an annual cash income of less than \$3,000.

Unfavorable attitudes and lack of knowledge limited the consumption of commodity foods. Dried milk, for example, was used by only one-third of the families. One homemaker commented her family just would not eat the canned meat. After more conversation, she indicated she merely opened the can, sliced the meat and served it cold. Mrs. Stackhouse originated a recipe "Stack's Delight" which used canned meat. After the "taste test", the women just knew she had substituted some "store" meat. Indications were that vitamin A and vitamin C were also inadequate in many diets.

More than one-half of the homemakers wanted help on fitting and making clothes which would help in constructing garments and making "new garments from used clothing". As nearly two-thirds of the families had access to sewing machines, construction and selection of clothing has been built into the program.

Even though many homemakers took painstaking care of flowers in their yards, rubbish and other "clutter" marred the general appearance of the homes in the community. The golden age club, which has been organized, and other organizations in the community, are currently sponsoring a general clean-up campaign and are selecting a "yard of the month" on each street for recognition.

Time does not justify reviewing the many other findings from the Kansas City study. Such a study is only one tool to be used in programing. Continuous association and observation provide additional insights in understanding these families. Mrs. Stackhouse, in describing the Leeds' families, wrote the following in a report:

" Many of them possess the same characteristics as other low income families. Some are shy and withdrawn. Some are aggressive. Some are willing to accept leadership roles, especially those who have had some experience in working in church. Some are very hesitant about accepting leadership roles because of their educational backgrounds. They desire to learn but this is sometimes clouded with indifference. They recognize their problem of poverty and the disadvantages it creates for successful family living. Some have become conditioned by their environment. They have become hardened by the ordinary hardships of life. These experiences have led them to become cold, indifferent, and resigned to helplessness and failure. They have a tendency to isolate themselves from the rest of the community. Some are hesitant about participation in new activities. They are suspicious of outsiders. They desire help but acceptance for some is a slow process"

Approaches We Have Used

Extension home economists have worked with low income families in various ways. After reviewing programs in both rural and urban counties, most approaches or methods could be classified under the following headings:

1) Working directly with groups of homemakers

In order to reach a greater number of homemakers, Extension home economists have worked with groups rather than individual homemakers. However, personal contacts were frequently made to get acquainted with homemakers and extend personal invitations to the classes. Welfare personnel were quite helpful in identifying potential participants and also encouraging them to attend the meetings.

As an example of this approach, a series of foods classes were conducted with ADC mothers in Pemiscot County. Approximately 3,000 families in this rural bootheel county in Southeast Missouri received donated foods. Special attention was directed to using commodity foods but information on nutrition, meal planning, selecting and buying food, food preparation and table service was also incorporated into the four meetings.

One woman reported, "This is the first time in my life I have ever gone to a meeting and I had no idea what I was missing." This may be hard for us "meetin' minded" Extension home economists to believe!

More time must be devoted to getting acquainted and establishing a favorable climate than is true with our traditional audiences. Commodity foods has been the most frequent topic for meetings. However, we must remember that all low income homemakers can not be placed in one category. Thus "my days with the girls", as one home economist called her series of meetings, have been conducted on a variety of subjects including: clothing construction; money management including budgeting, record keeping, use of credit; storage; and child care.

Our Extension home economists frequently report that homemakers remained following each meeting to comment what was done, to express their pleasure over what was learned, and to say "they sure were not going to miss a meeting unless somebody got sick". Even though homemakers may be busy learning about food, clothing, or money management, our Extension home economists have usually found an opportunity to weave family relationships, family goals, and community responsibility into the discussion.

Pre-planning between Extension and related agencies has preceded most series. Welfare personnel frequently arrange for the meeting place, contact persons to attend, continuously encourage attendance. The Extension home economist serves as consultant and teacher and the program is publicized as a joint project of the two agencies. Other pre-planning which has been equally important has been the planning sessions with potential participants. Even though we as professional persons may be able to identify the problems of these families, our programs must start with the interests of the people. And we have found that the two may not always be the same.

2) Train staff from other agencies and organizations

Our Extension workers have provided information to numerous organizational representatives. For example, our specialists in human relations, housing, and family economics have just completed a series of training sessions for Welfare personnel in Springfield, Greene County. As another example, the Missouri Association of Social Welfare, which has approximately 2,500 lay and professional members, requested assistance from Extension at their 1963 annual meeting. The Jackson County home economists and state personnel conducted a one-day institute on home management for 135 interested persons from welfare and health agencies, local churches, public schools, and civic organizations. The day's agenda included discussions on "Profile of the Low Income Homemaker",

“What is the Management Process?”, “Helping Low Income Families Manage Effectively”, “Involving Youth in Better Management” as well as demonstrations on management tasks of the homemaker.

We have pursued this approach with representatives of related agencies for three reasons. First, we as Extension workers have a responsibility to aid in extending the knowledge resources of the University to persons who need and desire them. Secondly, by providing training on such topics as meal planning, food buying, and money management to settlement house workers, visiting nurses, case workers, and tenant relations personnel, we can extend our efforts and reach more families. With only three Extension home economists in Kansas City and three in St. Louis, it has been necessary to pursue techniques involving other than direct contact with families. Third, researchers tell us that it may take several exposures for an idea to be accepted. Even if Extension had the resources to establish direct contact with families, there would still be value in having the same information provided by other sources. So, providing information to other professionals has merit, even in rural counties.

As agencies and organizations work together on mutual concerns, they learn to respect the competencies of the various professionals involved. As other agencies have become acquainted with what we have to offer, they have asked for our help and requested information in such areas as money management, food buying, and meal planning.

3) Use leaders from other segments of the community

The January, 1964 issue of the Journal of Housing described clothing construction classes which were conducted by home economists in homemaking from the St. Louis area. The classes were under the direction of the Missouri Extension Division but these community-minded home economists volunteered their time and effort to do the teaching.

Persons such as the above home economists who are recruited to teach or assist with training sessions need to understand the characteristics of low socio-economic families. They need also to be up-to-date on subject matter and be able to teach. Recognizing this need, a movement is underway to outline and develop materials which might be used with community leaders who are planning to work with low income residents. In typical Extension fashion, a committee evolved and is currently in the “brainstorming” stage. In this as in other undertakings, University personnel other than in agriculture and home economics are contributing to the endeavor.

4) Develop leadership among the low income residents

Sociologists indicate leadership exists within every strata of our society. However, leadership within the low income group may not coincide with our image of leadership or to what we have been accustomed within our

other clientele groups. An indication of leadership may be to bring newcomers to a meeting, to follow instructions in arranging the room, or to hand supplies to the Extension home economist as she gives a demonstration.

Our Extension home economists firmly believe these low income homemakers have leadership potential and eventually can acquire the ability to organize and teach groups of homemakers. For example, we have some homemakers who have been serving as assistant clothing instructors. Being optimists, we foresee these women being promoted to instructors. We have enough confidence in these women that our two clothing specialists are currently developing a simplified leader's handbook on clothing construction. Through illustrations and simple short phrases, they are trying to convey to the leader "how to sew" as well as "how to teach".

5) Use exhibits, brochures, and mass media

To stimulate interest in commodity foods, displays have been set up at the time and place of distribution of the food. Approximately 20,000 homemakers have been reached with recipes, food samples, and a smile from their friendly Extension home economist. When asked for an evaluation, one home economist stated, "I don't know the results but at least the recipients know I exist and that I'm a person from whom they can get information."

"More for Your Money" exemplifies the simple leaflet or brochure. The Housing Authority in St. Louis distributes this particular flyer to 6,500 families monthly. An additional 900 copies are sent to social workers, food stamp recipients and others. Reading materials and exhibits must be kept simple. Our staff has found it is no easy task to develop materials which convey the message in fourth grade language for an adult reader.

What We Have Learned

If you have worked with low income families, you, too, have drawn some conclusions from your experiences. Our experiences indicate:

- 1) Low income residents do respond to educational programs.
- 2) The abilities and interests of low income homemakers vary. They can not be placed into one broad category any more than all farmers.
- 3) Start with these people where they are--their abilities and interests.
- 4) The Extension home economist must have time, patience, and understanding to develop effective programs. Progress is slow. Keep the message simple--repeat and review the message frequently.
- 5) Simplified teaching materials and methods are necessary.
- 6) Leadership exists among low income residents.
- 7) For maximum results, Extension home economists should strive to co-operate and co-ordinate work with other agencies and organizations serving low income families.

In Missouri, we plan to continue to work with low income families as one phase of our family living program.

WORKING WITH LOW INCOME GROUPS*

In view of the subject which has been assigned to me, I come to you this morning with a deep feeling of humbleness, yet mingled with pride, and satisfaction, for I believe I have a story to tell you and to sell you--not "How to work with low income groups", but rather--"How I work with low income groups", which the foregoing preview indicates with a fair degree of success.

In some recent research information on low income families, it was found that one-fifth of the nation's population was living on low income. I have been led to believe that the general concept of low income people is that they are: untrustworthy, irresponsible, lazy, untidy, illiterate, stupid, with low morals, and with high criminal tendencies. Surely all of the one-fifth of the nation's population do not fall into this category. Lest we forget, these people are not low income by choice. Some are low income because of social and physical disabilities, others by the environmental pressures thrust upon them by our complex society. These people are trapped in a stream of life, not because of defects of character or intelligence, but because they do not have the skills demanded of them by our environment. This magnitude of human suffering, deprivation, and despair in their daily struggle to get the bare necessities of a meager existence sometimes leaves many families and individuals to be cold, indifferent, with a lack of motivation, ambition, courage, and energy.

It occurred to me, that if the other people who are isolated from the cruel legacy of poverty, such as deprivation of finances, of good health, of comfort, of educational opportunities, of initiative, and having to accept the hostility and squalor of the environment where they are forced to live, I wonder if these people would be willing to exchange places with these people for just six months. I am sure their image of low income people would be different. Instead of judging these people's behaviour patterns according to their standards of living and resources, (or not considering them at all), we would see them on the basis of their limited knowledge of materials and human resources, skills, values, and standards of living measured by their own income. These people do not want sympathy, they need understanding.

President Johnson's Economics Opportunity Act states that the central core of the poverty program is a community action program which lies upon the traditional and tested American method of organized local community action to help individual families and the whole community help themselves. The bill seeks to prevent poverty through human resource development and rehabilitation. If we are going to help low income people with a fair degree of success, in achieving the aims of the extension division, and of this bill, we need to rededicate ourselves, in order that this challenge of change, prevention of poverty, rehabilitation of low income individuals and families will be effectively met.

We, as extension leaders, are aware of this great period of change. We need to take a new look at our job and how it related to the total effort of the extension division- and other jobs in our area of service, and our role of leadership in the community. We need to take a new look at the methods, techniques, and values that should be kept and what experimental exploration in search of new knowledge and skills should be developed in working with low income families.

In my search for ways to be effective in working with these groups, I set up what I believed to be three important, necessary and essential basic concepts for working with low income families.

*Talk given by Ella Stackhouse, Home Economist, University of Missouri Extension Center, Kansas City, Mo., at annual State Extension Conference 1964.

Personal Prerequisites

The first basic concept is Personal Prerequisites for working with low income groups. I remember reading this statement, "Life is a Mission. It is an open road upon which you and I are traveling. Each individual has a contribution to make." There are many personal qualities a worker should have to make his contribution in working with low income families a joy, a satisfying experience, and an achievement. In the meantime, these five personal qualities that I shall discuss very briefly will serve to point the direction we should go. 1) Attitude--A true leader is humble and not characterized by feelings of superiority. His one desire and purpose is to achieve the ends set by the group. These are the people you are to help, to guide, to teach, and to inspire. Before you embark upon your goal, I would like to challenge you with several questions to ask yourself. Do I respect these people? Could I develop a personal interest in them, or will my manner of talking and working with them indicate that materials and activities which I wish to project are more important than they are? Do I view these people as being able to make intelligent decisions or developing as leaders? Am I broad enough to be challenged by them without showing my authority? These people are quick to sense an attitude on the part of the worker, and may react negatively or positively. If your attitude is not good, you will find it very difficult to motivate them. Through your attitude you should be able to do two things: (1) You should be able to build up a close relationship between you and the group. (2) You should make the group feel that you understand and fully appreciate their problems, doubts, and difficulties. If you are able to do this, you will have gone a long way towards creating a favorable climate for getting the good will and the voluntary cooperation of individuals and families.

2) Honesty--It is also an important personal prerequisite that we must consider in working with low income groups. We owe it to ourselves and to the people with whom we will work to be honest with them. Remember the saying, "You can fool some of the people some of the time, but you can't fool all of the people all of the time".

3) Sincerity--Sincerity and truth are the basic virtues and are fundamental in the success of working with low income groups. If you do not have it, you cannot inspire confidence and trust within these groups. What you say will not ring true. Sincerity of purpose is the gateway through which the spirit of good fellowship, confidence, hope, and inspiration are built into the lives of low income groups to help them achieve their dreams of a better way of life.

4) Personality--The personality of the leader is one important dynamic motivation of low income groups. When one personality comes into contact with another personality it is inevitable that they will react upon one another in some way, either favorable or unfavorable. This interaction and reaction between leader and group have real significance for working relations. Whatever goes into the making of what we call a good, or pleasing, personality, usually contributes to a favorable motivating situation. The leader must have confidence in himself, must be able to inspire confidence in the group, and he should be one who has deep convictions about working with people to help them. Low income groups are attracted to the worker who is approachable. They need to feel that here is a person to whom they may go and talk over their most intimate problems and know that they will find him a sympathetic and understanding friend.

5) Enthusiasm: Emerson said, "No great achievement was ever accomplished without enthusiasm." It is that certain something that makes us glow and grow, builds us into power, helps to build confidence, make friends, makes us smile, helps

make our jobs easier. Enthusiasm will help us not only tell the extension story in building an image of extension, but to sell it to low income families.

Social And Economic Characteristic of Low Income Families

The second concept which I considered important, necessary, and essential is Social and Economic Characteristics of Low Income Groups.

It is essential for me to have a clear conception of the social and economic characteristics of the low income families to develop a program of action in the county or community. There are any number of ways that data may be collected. However, the approach one uses depends upon the location of the community, type and size, and the kind of community action program which is to be developed. In my situation, we used this approach: We talked to ministers pastoring in the communities, visited churches, the grocery man, furniture dealers, school principals, PTA presidents, agriculture agencies, insurance agents, and key people in the community. In Kansas City we visited ministers and churches, school principals and talked to key leaders.

After these resources had been investigated and data analyzed and summarized I proceeded upon the basis of the theory that "No two families are basically alike". They all have the same fundamental needs, motivations and drives, but no two families have the needs, motivations and drives in the same proportion or the same form. The implications here suggested guides to methods, concepts which influence my performance, and principals underlying community planning on behalf of adults.

Upon these facts, I set up a criterium by which I could identify, describe and work more effectively with my audiences. These families all had low income in common, but in varying degrees. This gave me an opportunity to put them into three categories; high low income, median low income, and low income, but not on the basis of income as a measure of standard of living, but on the basis of attitude of family improvement, family values, experiences and skills, personal and group performances, financial management, and educational background. Let us take a look at these three categories, which will describe the social and economic behaviour patterns of low income groups.

In the high low income, most of these families have a deep feeling about religion. Some serve as leaders in church organizations and associations, school, and other community affairs. The majority have a desire to learn new things that would help to improve their family living. Some will volunteer for leadership roles--others have to be asked. They want security and recognition. They want for their children some of the comforts and opportunities that exist beyond their realm of living. They would often say to me, "I don't want my children to grow up like me-I want something better." Most of these families based upon their experiences and educational background could read and interpret printed matter.

In the median low income, families are a little more shy and withdrawn. Their participation in community activities is somewhat limited because of family values, standards, and educational background. For some, interest in their children seldom goes beyond what the community has to offer. Some of the families seldom give hope and inspiration to their children of a brighter day. For the most part, leadership roles (when identified) must be sold to them (on basis of experiences). Some show attitudes of indifference, lack of initiative and ambition. The word "can't" is always present in their vocabulary. Some will seek help while others will not.

The low income group is more or less conditioned by the environment. They

have become hardened by the ordinary hardships of life. These experiences have led them to become cold, indifferent and resigned to hopelessness and failure. For some of these families, the one-time spark of dignity, initiative and hope has gone out. For others, it burns very dimly. These families for the most part isolate themselves from the rest of the community. They live day by day giving little thought to tomorrow.

In low income society, as in others, you will find the prestige seekers, the social climbers, those who set themselves apart as being better or different from the rest of the people. One fine quality that these people possess is that they will help those in need among them.

Economic Behavior Patterns

In their simple way some are excellent managers in regard to what they have to manage. The lack of sufficient equipment and furnishings in some homes has taught them thrift. They improvise furniture, make maximum use of utensils in food preparation.

The merchants and physicians trust these families. Therefore, they run credit accounts with the groceryman, furniture and equipment dealers, and the doctors. They do secure small loans from banks, and other lending agencies. Insurances consist mostly of family burial plans; a few families carry hospitalization family plans.

In the meantime, some buy cheap used furniture on installment, and new and used clothing.

For some families, their furnishings, clothing, foods are inadequate for health standards in family living.

From this procedure set up on the 3 income levels, the results indicated to me the crux of program planning--planning a program for living with these groups. It helped us to determine:

1. Methods and approaches to program development and implementation.
2. Identification of potential leadership.
3. How to communicate with families and individuals.
4. Strengths and weaknesses of planning and program, and from what communities and areas of the county our greatest participation would come.
5. The managerial abilities of the families. (What category of management I could be of greatest help--such as: help them understand how to use credit, pitfalls of installment buying, improve on the management process they are now using, not how to make good decisions but how to make better decisions, how to manage time to increase family income through talents that have market value.)
6. Wants, needs, and aspirations of families.
7. It helped me to develop new philosophy in working with low income families: to help those families who wanted high aspirations for a better way of family living to achieve it, and to inspire those who have no hope to want it. I accepted this new philosophy and my job as a dedicated challenge in working with low income families.

Leadership Identification And Communication Through Job Description.

Essential factors in leadership development.

A great deal of research has been done on leadership development and identification. However, these are three techniques I have used to identify leaders with a

fair degree of success (1) personal conversations, (2) observation of group performance, and (3) revelation.

In a group of two or more people one is bound to lead. The leadership is likely to be passed from one to another according to the qualifications the person has for leading in connection with the printed matter at hand. Probably every person is a leader at some time or other in relation to something or other. However, it is manifest to everyday observation that some persons are better qualified to be leaders of their fellows.

Requirements or Participation

Involvement of people is a basic fundamental of adult education. When people do not participate in planning and deciding about matters of deep importance to them indifference results.

Four basic requirements for effective participation are considered in working with these groups:

1. Efforts to secure people's participation should be in things that are important to them.
2. It should provide opportunities for making and acting on decisions.
3. To be able to see the results of their actions (as participation develops into responsibility both leader and group are able to see their action of consequences) and how their action achieved the result.
4. Participation must have an opportunity to make a difference. Activity should relate to the whole problem so they can grasp it as a whole.

Job Description in Communicating Knowledge and Understanding Leadership Role

Job description is an excellent tool in communicating knowledge to leaders. I have been often asked, "How do you talk down to low income people?" My answer is, "I don't, because it seems to me that if you talk to people in a manner that they understand your message, and can act upon it, you have communicated knowledge to them."

Our leader training program is set up on the basis of training for specific functions.

We know what we want to train leaders to do. Our big aim in our leadership training program is to train people to teach. If the development of skill is necessary in his teaching job, then we help him improve his skill and teach him how to transmit this information to his fellow group members.

The first step in this process is to explain the function of the leadership job: This should be broken down into steps, then there is the job of training. If one exposure is not enough for him to understand his function then we set up another training meeting.

The second thing we do is to explain their limitations--the things they cannot do. If they understand their duties, we have been able to communicate knowledge to them. Our next big job is motivation.

These leaders must understand the function and nature of the extension program. We must inspire them to do the job assigned them in the best interest of the extension program and in their own best interest, and their community. In other words, we must inspire, help, guide, train, and develop their abilities in communicating with them to help them understand the leadership role.

Let us look at two important ways to motivate leaders. (1) By means of accom-

plishment and (2) by means of identification. As a source of motivation, we must not overlook the individual's feelings of belonging whenever he is a part of a group accomplishment. To be part of a team which is going some place provides satisfaction and interest for many. When you have leaders in the group who are capable, the less capable derive help, leadership, and inspiration from the group, and above all they get a sense of belonging because they are a part of an accomplished group. Therefore, some of the abilities of the more capable rub off on the less capable, and the less capable benefit greatly by it and blossom out into capable leadership.

Using a variety of methods cannot be overemphasized to motivate leaders once they have been selected. To select them is not enough--we must inspire them, orient them, guide them, teach them, help them, and recognize them. You must get to know the people you are working with; you must understand them, to see them grow and develop into effectiveness. These accomplishments will not only motivate them, but will motivate you, also.

Value of Participation

In working with these people, I have learned that when each leader is respected as a human being, and has the opportunity to play a part, and has a say in matters affecting their lives, he gives additional flavor in the planning process. Therefore, when they participate adequately certain values seem to result.

1. Decisions and actions are enriched by the knowledge, insight, and imagination of many different people (brought to the situation).
2. Plans made and actions taken are most likely to meet all varied needs of the people involved (and fit the unique features of the situation).
3. Because each leader plays a part in making decisions, he is more concerned and more interested.
4. Provides opportunities for each leader to learn from his own activities. They become more competent and mature.

Program Development

We who are working with low income groups should place more emphasis on development of programs in home management to promote adjustment techniques and increase efficiency in the management of problems pertaining to human resource development to prevent poverty and to rehabilitate.

We who are working with low income groups should help them develop a new philosophy of life by providing new experiences which will give their life more meaning and improve their quality of living. If these groups live a high quality of life, they build a high quality of character into their life. On the other hand, if they live a low quality of life and are content to live this way, they build into their life a low quality of character.

Lest we forget, in most of our counties, the present extension program development does not include low income groups. They benefit only as by-product. They may or may not be aware of your extension program and do not accept it as theirs. Involvement of these people is fundamental on problems affecting them. They must have an opportunity to make decisions and act on the activities that will bring about the solution. These people are challenged by problems that are close to their personal interest and that are meaningful to them. People learn from what they do because they are able to bring into play their emotions, knowledge and skills in acquiring and understanding the facts and concepts. (In other words, you don't have

the breakdown in interest and participation but continued interest and participation).

Then, to build an effective extension program in working with low income groups, too much emphasis cannot be put upon the involvement of these people in problems that are important to them in developing and carrying out programs to help them help themselves, and our attitude in working with and understanding low income people.

In developing and implementing programs for low income groups, we used the following approaches:

1. A fuller participation of families and communities in determining their own problems and solutions (community action).
2. Development of personal qualities, and understanding, in working with low income families.
3. A more selective use of methods. A diagnosis and prescribable approach to methodology (in other words--selecting methods to situations and needs rather than trying to solve all problems by one method).
4. Understanding family values plays an important role in developing family behavior (what deep beliefs families have as to what is important to them).
5. Knowing who makes the family decisions is important in family motivation--also group's decision maker. Motivate the decision makers and the rest of the crowd will follow.
6. Use of timing is important approach in motivating and problem solving. (Doing the right thing at the right time, and when the interest is high, or the people are ready for action.)
7. Informal small group approach (used in Kansas City) and recognition of abilities (what can you do best).
8. Involvement of organizations close to the people--The church for instance.

These eight approaches listed for your consideration in working with low income families have had tremendous impact upon the lives of people involved directly or indirectly.

For some, they have increased opportunities for home ownership, security, and community prestige.

For some families they have helped them solve their own problems and live a fuller and more satisfying life.

For some families, they have meant self improvement, self-confidence and personal and family dignity.

For some, they have meant a college education for their children, who are now holding good positions such as teachers, bankers, cabinet makers, lawyers, doctors, dieticians, and making their contribution to society.

For me, they helped me gain the respect, confidence, loyalty and support not only of low income groups, but of other leading citizens in the areas where I work. They have helped me to give them the know-how to brush and polish them into stars to shine, so that whatever recognition came our way they would be recognized, not I. They taught me the true meaning of confidence, trust, and friendship as these people came to me in the wee hours of the night for help.

As I look back over the 20 years of working with low income groups, each day presented a new challenge to me, a challenge through which I gave hope, inspiration to a new day for some family. As I went about my task in a humble way, men doffed their hats at me, women waved with a friendly smile, and children would call loudly my name with a gleeful "Hello." This gave me a feeling of personal worth and dignity and enriched my life unequal to the worth of gold.

The challenge to you today is great. You have, through the President's Economic Opportunities Act-War on Poverty, the job of perpetuating extension's role of leadership in family living. Now that we have it, let's not abdicate . . . Let's embrace it. Let's underwrite the job at hand. I am sure the University and the Administrative Extension Staff have great faith in your ability to function successfully in this new role. I am sure you have what it takes. I urge you to go to it. For, today, I'm glad I've had the opportunity to work with low income groups. As I close, to them I dedicate this little poem.

Work and Touch Shoulders With Them

Tis a comforting thought at the close of the day when I'm weary, tired, and worn.
Sort of grips this crusty old heart and bids it be merry and glad,
Gets down in my soul and drives out the fear and finally thrills me through and
through like the melody of a hymn. Just a sweet memory that changes the refrain.
I'm glad, that I've had an opportunity to work and touch shoulders with them.
Do you know they're brave? Do you know they're strong? Do you know they're kind
and understanding with loyal hearts? Do you know that I've waited, and listened and
prayed to be cheered by their simple words? Do you know I've longed for the sincere
smiles on their faces, for their voices ringing out so true? Do you know I grew
stronger and better having worked and touched shoulders with them!
I'm glad that I live, that I battle and strive for the place I know I must fill. For
disappointments and sorrows, I bear with a grin which fortune brings good or ill.
I may never be great, or, I may never have wealth. But this I do know, I shall all
ways be true and brave. For, I have in my life the courage they gave, while I worked
side by side and touched shoulders with them!

A QUICK LOOK AT THE ECONOMIC OPPORTUNITY ACT OF 1964

The Job Corps -- Provides residential centers for young men and women, 16 through 21, in a coordinated program of basic education, skill training and construction work experience. Designed for youth lacking schooling and skills for jobs. Smaller centers will be located on public lands; larger ones will be on unused Federal facilities near cities. A voluntary program. Forty thousand are to be enrolled in the first year, and 100,000 in the second.

For information, write: Job Corps, Office of Economic Opportunity, Washington, D. C.

The Work-Training Program -- Provides full- or part-time work experience and training for youths, 16 through 21, enabling them to stay in or return to school, or increase employability. Can be carried out by agency of State, local government, or nonprofit organization. Will place youngsters in work in hospitals, settlement houses, schools, libraries, courts, parks and playgrounds.

Write: Office of Manpower, Automation and Training, Department of Labor, Washington, D. C.

The Work-Study Program -- Provides part-time employment of college, university students from low-income families. On-campus jobs to include dormitory and plant maintenance, food service, clerical work, library indexing, lab assistance, and others. Off-campus employment, conducted under agreement with public or nonprofit organizations, will place students as tutors, youth workers, recreation leaders, community service aides.

Write: Commissioner of Education, HEW, Washington, D. C.

Community Action Programs -- Provides financial support for local programs in urban and rural areas, on Indian reservations and among migrant workers. Possible projects in local programs include: remedial reading, literacy instruction, job training, employment counseling, homemaker services, job development, vocational rehabilitation, health services, among others. Will enable communities to attack the network of problems with network of positive, varied, coordinated programs. Federal assistance depends on community determination to (1) mobilize its own public and private resources, (2) develop programs of sufficient scope and size that promise to eliminate the causes of poverty, (3) involve the disadvantaged people themselves in developing and operating the action programs, and (4) administer and coordinate the community action programs through public or private nonprofit agencies, or a combination of these. Federal government to pay up to 90 percent of cost of local programs in first two years; after that assistance on 50-50 matching basis.

Write: Community Action, Office of Economic Opportunity, Washington, D. C.

Adult Basic Education Program -- Provides assistance to states for special programs of literacy instruction. Allotment to states is based on the number of adults 18 and over with less than a 6th grade education.

Write: Commissioner of Education, HEW, Washington, D. C.

Special Programs to Assist People in Rural Areas -- Provides loans and technical assistance to help very low income farm families increase their income from farming or in other ways. The loans also will assist other rural families develop new opportunities for earning added income. In addition, there will be loans to start or strengthen cooperatives serving these families.

Write: Administrator, Farmers Home Administration, Department of Agriculture, Washington, D. C.

Assistance for Migrant Agricultural Workers and Their Families -- Provides grants, loans, and loan guarantees to assist states and localities for special needs in housing, sanitation, education, and the day care of children.

Write: Community Action, Office of Economic Opportunity, Washington, D. C.

An Employment and Investment Incentives Program -- Provides up to \$25,000 for small businesses not eligible under other loan programs. These include: retail and service enterprises employing three or fewer persons, such as luncheonettes, filling stations, drug stores, barber shops, delicatessens, beauty parlors, furniture movers, cleaning shops, etc.

Write: Nearest Field Office, Small Business Administration

A Work-Experience Program -- Provides funds for projects to help unemployed fathers and other needy persons to gain work experience and job training. Directed primarily toward jobless heads of families in which there are dependent children.

Write: Commissioner, Welfare Administration, HEW, Washington, D. C.

VISTA Volunteers (Volunteers in Service to America) -- Provides an opportunity for those people 18 and over to assist those less fortunate than themselves. Volunteers will work with migrant laborers, on Indian reservations in urban and rural community action programs, in slum areas, hospitals, schools and in institutions for mentally ill and retarded. Period of service one year. Volunteers will receive a living allowance and \$50 a month. Plans call for 5,000 VISTA Volunteers.

Write: VISTA Volunteers, Office of Economic Opportunity, Washington, D. C.

COMMUNICATION
from
PRESIDENT'S TASK FORCE ON WAR AGAINST POVERTY

COMMUNITY ACTION MEANS OPPORTUNITY

"There are millions of Americans--one-fifth of our people--who have not shared in the abundance which has been granted to most of us, and on whom the gates of opportunity have been closed."

Lyndon B. Johnson
The White House
March 16, 1964

The Economic Opportunity Act of 1964 will reopen those gates. It will provide millions of Americans with a new chance to help themselves. The Community Action Programs will permit you to open the gates of opportunity a little wider and a little faster in your community.

What Is Community Action?

The Community Action Programs will provide technical and financial assistance for urban and rural communities to fight poverty. Individual communities will decide how to do the job with private and public resources that will be augmented by this new Federal assistance.

The problems of poverty are a network of social ills like illiteracy, unemployment, poor health, and dilapidated housing. To alleviate them will require a network of anti-poverty attacks that are varied while they are coordinated. This combination -- fashioned by local talent and leadership -- is the major aim of the Community Action Programs.

Specifically, remedial reading, literacy courses, job training, employment counseling, homemaker services, job development and training, vocational rehabilitation, and health services are only some of the individual programs that can be supported and coordinated with a detailed local anti-poverty program.

In the past, many of these separate programs have been scattered and uncoordinated. A remedial reading program, for example, has limited effect if there is no literacy course to permit the parent to guide and help his child. Both programs have limited effect if the parents have no marketable skills and live in squalor. A program that addresses all of these difficulties in a systematic fashion will truly help that child and his family to remove the shackles of poverty. And this is the intent of Community Action.

The Federal Government will help local communities to develop and support these anti-poverty programs. However, Federal assistance will depend on the community's determination to:

1. Mobilize its own public and private resources for this attack.
2. Develop programs of sufficient scope and size that give promise of eliminating a cause or causes of poverty.
3. Involve the poor themselves in developing and operating the anti-poverty programs.

4. Administer and coordinate the Community Action Programs through public or private non-profit agencies or a combination of these.

In smaller communities and in those with more limited resources, local leaders can begin a Community Action Program in stages. For example, a community might start with a pre-school program coupled with a health service clinic for these youngsters. These would be followed by other specific programs all linked to each other in a coordinated campaign.

All local programs should use the talents of persons living in and affected by the poverty-stricken neighborhoods in planning and operating programs. As workers in projects, they could be used as aides to professionals, as recreational and day care assistants and as helpers in homemaker and health services. Some other examples are community research aides, library aides, tutoring assistants, probation aides, and family service workers.

Further, Community Action Programs should see that existing local, state and Federal programs are linked to each other in a concentrated drive against poverty. Assistance now available to states and local communities under the Manpower Development and Training Act, the 1962 Public Welfare Amendments, vocational education and the various programs under the Housing and Home Finance Agency all should be joined with any total community anti-poverty effort.

Community Action Programs, in short, will fuse the old, scattered programs while providing the technical and financial assistance to initiate the new attack against the varied problems that have ensnared the poor.

What Kind of Programs Might Be Developed?

Community Action Programs will vary as the needs of the people vary in different parts of the nation. They must be part of a total effort to help people escape poverty, not to make it more bearable. Here are some illustrations that might be part of a Community Action Program:

1. Service and activities to develop new employment opportunities;
2. Providing special and remedial education, with particular emphasis on reading, writing, and mathematics;*
3. Providing comprehensive academic counseling and guidance services and school social work services;
4. Providing after-school study centers, after-school tutoring, and summer, week-end and after-school academic classes;
5. Establishing programs for the benefit of pre-school children;
6. Reducing adult illiteracy;
7. Developing and carrying out special education or other programs for migrant or transient families;
8. Improving the living conditions of the elderly;
9. Arranging for or providing health examinations and health education for school children;

*General aid to elementary or secondary education in any school or school system is prohibited by the legislation, and thus funds could not be provided for general reduction in class size, school construction, general teachers' salaries (as opposed to those of special remedial reading instructors), textbook acquisition, religious instruction, or the established curriculum.

- 10. Rehabilitation and retraining of physically or mentally handicapped persons;
- 11. Providing health, rehabilitation, employment, educational and related services to young men not qualified for military services;
- 12. Providing community child-care centers and youth activity centers;
- 13. Improving housing and living facilities and home management skills;
- 14. Providing services to enable families from rural areas to meet problems of urban living;
- 15. Providing recreation and physical fitness services and facilities.

How Do You Tell What Is Needed In Your Community?

The problems of the poor must be assessed in more than money terms. Simply enumerating the low income families will not permit you to select a priority list of projects. Here are some of the factors you should sort out:

- 1. The number of low-income families, particularly those with children.
- 2. The extent of persistent unemployment and underemployment.
- 3. The number and proportion of people receiving cash or other assistance on a needs basis from public agencies or private organizations.
- 4. The number of migrant or transient low-income families.
- 5. School dropout rates, military service rejection rates and other evidences of low educational attainment.
- 6. The incidence of disease, disability, and infant mortality.
- 7. Housing conditions.
- 8. Adequacy of community facilities and services.
- 9. The incidence of crime and juvenile delinquency.

Who Will Pay For The Programs?

Federal money will be available (1) to help establish Community Action Groups, (2) to assist in developing programs, (3) to support those programs, and (4) for specialized technical aid.

The Federal Government will pay up to 90 percent of the cost of Community Action Programs in the first two years. The balance, to be furnished by local Community Action groups, can be in cash or in kind, such as services and facilities, to support local programs.

How Do You Begin?

- 1. Bring together the appropriate voluntary and government agencies in welfare, health, housing, education and employment as participants in developing a Community Action program. Include leaders from the areas in which the program will operate.
- 2. Assemble all available information on the poverty problem. Identify the extent of poverty in the community and begin to determine major characteristics. List the problems in order of priority.
- 3. Develop a set of proposals to attack the causes of poverty. Determine what local resources are available to support such programs.
- 4. Decide on a specific geographical area for the program.
- 5. Form a local Community Action organization that includes not only government and voluntary organizations, but business, labor, and other key civic organizations as well.

6. If technical help is needed in developing programs, ask for it from Community Action Programs, Office of Economic Opportunity.

7. Contact the state government to determine how its agencies and programs can help and can be integrated into the total local anti-poverty effort.

8. Develop projects in order of importance and ability to carry them through.

9. Apply to the Community Action Programs, Office of Economic Opportunity, for the detailed forms to submit your application.

Office of Economic Opportunity
Community Action Programs
Washington, D. C. 20525

SOME POSSIBLE COMMUNITY ACTION PROGRAMS WITH LOW INCOME FAMILIES

University of Missouri Extension Division

A few of the possible causes of poverty and objectives which might be helpful in removing or decreasing these causes are here for your consideration. These are only examples and may not fit your situation.

Each community should study its situation and local causes of poverty, then establish priorities in attacking these causes and determine how projects can inter-relate. An assessment should be made of local resources and a determination made regarding additional resources needed to accomplish objectives.

While there is no prescribed format for proposals, it seems highly desirable to incorporate situation, what you hope to accomplish, procedures and/or activities planned, related projects and resources needed. Consideration should be given to various approaches, such as use of trained non-professionals, as well as additions to our extension staff. Needed facilities for overcoming any blocks to accomplishing objectives should also be considered.

I. If the situation indicates that the causes of poverty include inadequate managerial ability of low income families, then the project might be:

Improving the managerial abilities of low income families.

Some objectives might be:

1) to improve the managerial ability of homemakers from low income areas through educational programs pertaining to:

a) principles and practices involved in wise money management, budgeting, credit, insurance, savings, record keeping, etc.

b) consumer education--buying skills which will aid in obtaining maximum value from money spent.

c) home management practices which will conserve time and energy and improve cleanliness and safety within the home, efficient organization of tasks, labor saving practices, care of equipment, cleaning practices, and insect control.

2) to increase the interest and skill of parents in involving children in home and family responsibilities and tasks.

3) to increase children's understanding of and appreciation for managerial ability, including management of time, ability, and material resources.

4) to identify and develop leadership among low income residents to help extend information to others.

5) to increase the knowledge of lay and professional persons servicing low income families in their understanding of good management practices and ways of gaining acceptance of such practices.

II. If the situation indicates that the causes of poverty include low level of living and lack of aspiration for improvement, then the project might be:

Improving the level of living of low income families.

Some objectives might be:

1) to increase the knowledge and understanding of low income families regarding adequate selection, preparation, and use of nutritious foods for maximum health and well being.

2) to increase the knowledge and understanding of low income families regarding family health practices and home sanitation conducive to maximum health.

3) to increase the knowledge and understanding of low income families regarding management of family resources to improve level of living.

4) to help develop a favorable attitude among low income families toward home and community responsibilities.

5) to increase the self-confidence and self-reliance of low income families by increasing their knowledge and understanding and by developing a favorable attitude toward improvement.

III. If the situation indicates that the causes of poverty include ineffective use of available resources then the project might be:

Increasing the ability of low income families to make maximum use of the resources available to them.

Some objectives might be:

1) to increase the knowledge and understanding and skills of low income families in making optimum use of their personal and family resources of money, talent, time, and energy.

2) to develop the skills of low income homemakers relating to management of resources, foods and nutrition, clothing, housing, and child care.

3) to increase the knowledge, understanding, and skill of low income families in making best use of community services available (such as, library, school, Extension Service, health, welfare, Social Security).

4) to improve the attitude of low income families toward community services and neighborhood resources.

IV. If the situation indicates that the causes of poverty include lack of pride and challenge to improve, then the project might be:

Improving home and surroundings of low income families.

Some objectives might be:

1) to increase awareness of and develop an appreciation for attractive and clean home and surroundings.

2) to increase awareness, knowledge, and skill of low income families in use of cleaning aids and effective methods in doing daily, routine tasks.

3) to increase the knowledge and skill of low income families in making home repairs.

4) to increase the knowledge and skill of low income families in making home improvements such as storage and simple home furnishings.

5) to develop interest and increase skills of low income families in improving cleanliness and attractiveness of premises of homes and community.

6) to further develop skills of those showing aptitude in repairing and building, so that this ability could lead to employment.

7) to further develop skills of homemakers who desire and have potential of securing employment as domestic workers.

V. If the situation indicates that the causes of poverty include inadequate opportunities for development of children (physically, mentally, socially, and emotionally), then the project might be:

Furthering the development of children of low income families.

Some objectives might be:

1) to increase the understanding of low income young couples regarding obligations of marriage and family responsibilities.

2) to increase the awareness and understanding of low income families regarding the care and development of children.

3) to increase the awareness and understanding of the community and low income families where mothers are not in the home (working, ill, or no mother) regarding the need for adequate care of children outside the home.

4) to create an awareness among low income families and those working with them, regarding the value of supervised recreation.

5) to improve the skills of young people in low income families in work experiences leading to part time work (such as lawn care, simple household repairs, clothing repair, housework, baby sitting).

VI. If the situation indicates that the causes of poverty include inadequate opportunities for optimum physical, mental, social and emotional development of children of low income families, then the project might be:

Improving facilities for adequate care of children of low income families where mothers work outside the home, where mothers are ill, or where there is no mother in the home.

Some objectives might be:

1) to increase the understanding of the community, including low income families, of the physical, mental, social and emotional needs of children.

2) to increase the understanding of community leaders and low income families of the nature of present day inadequacies in the care of children resulting from mother working outside the home, ill mother, or no mother.

3) to increase the understanding of community leaders and low income families regarding ways these inadequacies in the care of children can be overcome.

4) to increase the knowledge and understanding of community regarding what adequate day care should include.

5) to stimulate community leaders to help provide and low income families to take advantage of facilities for the care and development of children.

6) to increase the knowledge and skill of non-professional workers in providing such care and development.

VII. If the situation indicates that the causes of poverty include low income women unprepared to take advantage of or unaware of employment opportunities, then the project might be:

Improving the opportunities of low income women to be employed.

Some objectives might be:

1) to improve the knowledge and skill of low income women in areas of work where such knowledge and skill would lead to employment. (Such as food cookery and food service, housework, child care, sewing machine operation and care).

2) to improve the understanding of low income women regarding how to apply for employment.

3) to investigate types and standards of employment in institutions such as hotels, motels, restaurants, etc.

4) to increase the awareness of low income women of job opportunities and qualifications needed.

5) to improve the attitude of low income women toward improving work skills.

6) to cooperate with other agencies and organizations in helping to improve the opportunities of low income women to be employed.

VIII. If the situation indicates that the causes of poverty include poor nutrition, then the project might be:

Improving the health of low income families, through more adequate nutrition.

Some objectives might be:

1) to increase the understanding of low income families regarding the foods needed for good health.

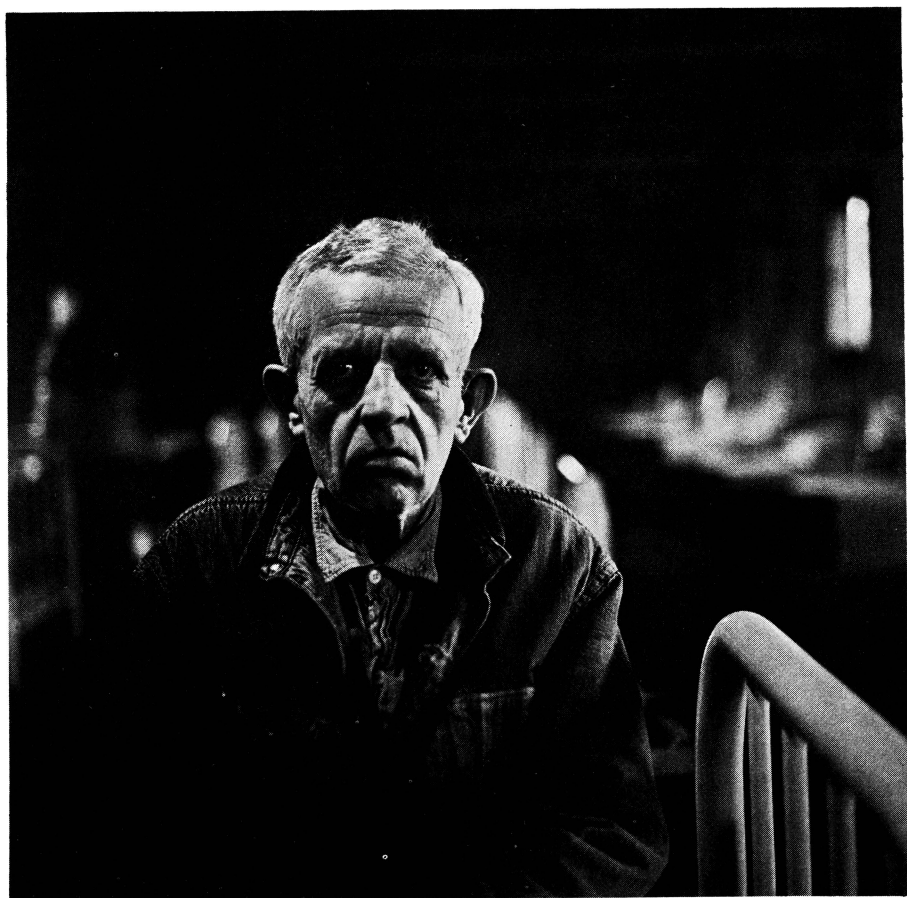
2) to increase the consumption of donated foods and, when feasible, home produced foods.

3) to develop food preparation skills of low income families for maximum preservation of food nutrients and minimum waste.

4) to increase food buying skills of low income families to insure maximum value from money spent.

5) to increase understanding and skill of low income families in management of resources.

6) to increase community awareness of shopping and credit problems of low income families.



APPENDIX G
MISCELLANEOUS



AND WHAT ABOUT A REPORT SO OTHERS MAY SHARE?

The thoughtful soul to solitude retires.

Rubaiyat

Advance Release

FOR IMMEDIATE RELEASE
April 22, 1965

"Understanding the Disadvantaged" is the subject of a short course to be held July 13, 14, 15, at the University of Missouri at Columbia for home economists, social case workers, low income public housing representatives, extension workers, public health nurses, ministers, teachers or other professional workers concerned with the disadvantaged.

The three-day session will deal primarily with the areas of family life and family economics as related to the disadvantaged and will feature nationally-recognized authorities as speakers, panelists and consultants.

Workers in geographic areas of Missouri will have opportunities to discuss problems of their particular area in small groups. Organizational and agency groups will also have discussion sessions to make effective application of the short course content.

Cooperating and sponsoring groups are the Missouri Home Economics Association, the School of Home Economics at the University of Missouri at Columbia, the Missouri Division of Health, the Missouri Division of Welfare, Department of Education and others.

Members of the planning committee include Mary L. Johnson, chairman, Margaret Mangel, Mary Nell Greenwood, Katharyn Zimmerman, Edward J. Metzen, Anna Cathryn Yost, Louise Woodruff, Orrine Gregory, Arthur McArthur, Cecile Elliott, Bernie Hartman, Homer C. Folks, and Ray H. Call, of Columbia; Miss Mariel Caldwell, Jefferson City; Miss Jo Ann Booher, Cape Girardeau; G. R. Westwood, Columbia; Mrs. Evalyn Driscoll, Jefferson City; and Susanne McDonald and Sister M. Anselm O'Brien, both of Saint Louis.

Registration will be limited to 300 workers from all agencies and groups. A nominal registration charge will be made. For more information and registration, write to:

Mary L. Johnson
Chairman, short course
"Understanding the Disadvantaged"
Room 18A Gwynn Hall
University of Missouri
Columbia, Missouri



HEY YOU! All home economists, social case workers, low-income public housing representatives, extension workers, public health nurses, ministers, teachers or others who work with the disadvantaged low-income family ---



Put this down! A short course, "Understanding the Disadvantaged," will be held July 13, 14, 15, at the University of Missouri at Columbia. It will deal primarily with the areas of family life and family economics and will feature nationally-known authorities as speakers, panelists, and consultants. Ralph Reuter, administrative assistant, International Ladies Garment Workers Union, AFL-CIO, and Rev. Raymond Schondelmeyer, Director Research and Planning, Metropolitan Church Federation of Greater St. Louis, are two of the speakers. Others will be announced.

Get on the Phone! Call your co-workers and others in your area. Workers in geographic areas of Missouri will have an opportunity to discuss their particular problems in small groups. Organizations and agencies will also have a chance to meet and discuss how to make effective use of the short course content.



Hurry! Write for program and registration form. Enrollment will be limited to 300. A nominal registration tuition will be charged. Cafeteria service will be available for all meals--Wednesday night dinner will be the only planned group meal.

Don't wait too long! Send your name now and get it on the list.
Write to:

Conference & Short Course
123 Whitten
University of Missouri
Columbia, Missouri

Aim to come!



UNDERSTANDING THE DISADVANTAGED----JULY 13, 14, 15

Mary L. Johnson, Chairman, 18A Gwynn Hall, Columbia, Missouri.

COLUMBIA, MO., July 7 - The University of Missouri Extension Division and the School of Home Economics in cooperation with the Missouri Home Economics Association will sponsor a short course on "Understanding the Disadvantaged" July 13, 14, and 15 in the Memorial Student Union on the University campus here.

The objectives of the short course are to gain a better understanding of the economically disadvantaged and their problems, strengths, and aspirations; and to provide individuals and organizations that have a responsibility for working with the disadvantaged an opportunity to explore programs and methods which will better enable them to fulfill their responsibilities.

Persons experienced in working with the disadvantaged will be featured as speakers, panelists and consultants. Dr. Ralph R. Reuter and D. Richard Wenner will be the main speakers for the short course.

Dr. Reuter, an administrative assistant of the Northeast department and assistant educational director of the International Ladies' Garment Workers' Union, AFL-CIO, will speak at a general session at 3:30 p.m. July 14, on "What We Are Not Doing." Dr. Reuter received his A.B. degree from the University of Cambridge and his A.M. and Ph.D. degrees from the University of London (London School of Economics).

Wenner, rural coordinator for the Rural Task Force, Community Action Program of the United States Office of Economic Opportunity, as keynote speaker on July 13, will speak on "Who Are They?--Profiles of Poverty."

He received his A.B. degree in Economics and his A.M. degree in governmental administration from the University of Pennsylvania.

Also on the program will be: Mrs. Virginia Brown, director of the Pre-School Human Development Corp. of St. Louis, who will speak at 9 a.m. July 14 on "Communicating with the Disadvantaged"; and G. R. Westwood, executive director of the Family Service of Columbia and acting director of the Human Development Association of Boone County, who will lead a symposium on "Current Programs in Working with the Disadvantaged Team Approach".

Symposium participants will be Clayton Byers, director of Community Relations of the St. Louis Human Development Corporation; Forrest F. Crane, treasurer of the Human Development Association of Boone County; and Mrs. Lenora Coursey, Wheatley School, Poplar Bluff. Discussants for the symposium will be Miss Alice Hornecker, District Child Welfare Supervisor from Mexico, Mo., and Mrs. Frances Hemphill, R.N., District Health Unit in Cameron.

A youth panel from Southwest High School, Ludlow, Mo., will speak on their work in their community at 7:30 p.m., July 14, and at 10:30 a.m., July 15, the Rev. Raymond Schondelmeyer, Director of Research and Planning of the Metropolitan Church Federation of Greater St. Louis will speak on "Where Do We Go From Here?"

Professional workers from various geographic areas of Missouri will attend the short course. Also cooperating in sponsoring of the course are the Missouri Division of Health, the Missouri Division of Welfare, the State Department of Education and the Family Services of Columbia, Mo.

Follow-up Publicity

COLUMBIA, MO., July 15--Local communities must become deeply involved and concerned if programs to help the socially and culturally disadvantaged are to be successful. This was one of the points speakers stressed at the short course on "Understanding the Disadvantaged" which ended today on the University of Missouri campus.

Speakers also noted the need for teamwork and coordination between agencies and groups working with the disadvantaged. The short course itself was a step toward getting greater coordination, according to Miss Mary Johnson, University of Missouri extension home management specialist and chairman of the short course planning committee. Nearly 300 persons representing many different agencies attended the sessions.

The difficulty of communicating and working with the disadvantaged was discussed in length. Dr. R. Wenner, Office of Economic Opportunity, Washington, D. C., said, "While we have done research and taught and become more proficient in reaching the middle and upper classes, we have been blind to the fact that we were less and less effective with the lower classes."

Society has not turned its back completely on the disadvantaged, Wenner said, as he noted such programs as Social Security, unemployment compensation, and many public assistance programs.

"But these programs are mainly monetary palliatives. They appeal to our instinct for wanting to do something for those less fortunate than ourselves." Wenner continued. He said these programs do not get at the roots of poverty.

"These people haven't had a chance to express themselves and we haven't tried to understand them," Wenner said. "We give them what we think they need."

Wenner described the Economic Opportunity Act of 1964 as a remarkable piece of legislation because of the ease with which it was passed, its general acceptance, and the fact that it calls for maximum participation of residents of the areas and members of the groups served.

Ralph R. Reuter, administrative assistant, International Ladies' Garment Workers' Union, New York, discussed shortcomings of current economic and social policies. He called for more effective action in the areas of transfer payments, full employment policies, and minimum wage legislation. Reuter also called for new approaches from social agencies.

"Social workers must come to understand that some people's apparent family difficulties may stem from their economic deprivation, and the bringing to bear of all the community resources may very well eliminate what on the surface may appear to be a most difficult problem," he said. "Third generation deprived need quite a different approach than someone temporarily on welfare due to a sudden misfortune."

The important role that can be played by teachers in reaching the disadvantaged was outlined by Mrs. Virginia Brown, director of pre-schools, Human Development Corporation, St. Louis.

"The teacher of the disadvantaged must know and understand her youngsters," she said. "She must accept each youngster and use his responses, attitudes, and patterns of behavior as symbols which give direction to how and what she shall teach him."

The short course was sponsored by the University of Missouri Extension Division and School of Home Economics in cooperation with numerous other agencies in the state.

September 23, 1965

TO: ALL STATE LEADERS
NORTH CENTRAL REGION

Dear State Leaders:

Re: Publication ("Understanding the Disadvantaged")

A source book of information "Understanding the Disadvantaged" will be published at the University of Missouri in the near future. This publication is an outgrowth of the first short course of its kind on "Understanding the Disadvantaged" on the University of Missouri Campus. In preparing for this particular conference it was found that a guide of this type was not available - thus this reference has been prepared.

In addition to the text of the talks given during the three day short course the publication will also include a very complete reference list, guides for discussion groups, scripts of taped interviews with disadvantaged homemakers and many pictures in the approximately one hundred pages.

The publication will be for sale at \$1.00 per copy. We feel that it will be an excellent reference for any professional or lay leader working with the disadvantaged. It can also serve as a guide for interdisciplinary groups who are planning training designed to develop mutual understanding and coordinated action.

In order to anticipate total publication needs would your organization be interested in a bulk order rather than individual orders. If so, please complete the attached form and return to me by September 30.

Yours sincerely,

Mary Nell Greenwood, Director
Continuing Education for Women

INFORMATION FOR JUDGES
1964 HIGH SCHOOL
PLANNED PROGRESS PROGRAM

School Southwest Liv-Co R-1 Class Citizenship Grade 9
 Address Ludlow No. Students 21
 Superintendent Lloyd Fine Teacher Mrs. Louise Hatchitt
 Principal Paul Zackary

Did you present your recommendations to a high school assembly? Yes

Before what adult groups did you present your recommendations?

Name of Group	Date
<u>Dawn Community Improvement Association</u>	<u>Nov. 27</u>
<u>Southwest P.T.A.</u>	<u>Nov. 30</u>
_____	_____

Do you plan to present your program to other groups? yes

Name of Group	Date
<u>Ludlow Lions Club</u>	<u>Next Regular Meeting (Dec. 9)</u>
<u>Mooresville Planned Progress Committee</u>	<u>January</u>

1. What category of improvements did you choose? _____

Public Services and Facilities

2. What assets does your community already have in this category? A large per-

centage of the population in our town are Senior Citizens. We have church and civic groups and individuals who are willing to provide the necessary services so that our Senior Citizens can remain in their own homes and take part in community activities.

3. List all needed improvements in this category.

Homemaker Service "Meals on Wheels" Visiting nurse

Visitation Service Transportation Visiting doctor

Social Gatherings Laundry Service

Handyman

4. How many interviews did your group conduct? First Questionnaire 298, Second

Questionnaire 87, For information 4, For workers 56

5. List the projects which you have selected for immediate action.

Homemaker Service Handyman Laundry Service

Social Gatherings

6. Give at least a one page summary of your findings, your report, and your recommendations (if additional space is needed, please use separate sheets and attach them to this form). Please complete this entire form in triplicate, and submit it to the District Manager of your electric company prior to the Planned Progress dinner meeting or bring all three copies with you to the meeting.

STEPS THAT THE CLASS TOOK IN PREPARING THEIR REPORT

- I. Made survey of community to determine assets and needed improvements.
- II. Evaluated results of survey.
- III. Made and distributed questionnaires.
- IV. Interviewed qualified persons about the four suggestions which were checked more often on the questionnaires.
- V. Decided on Project: Services for Senior Citizens.
- VI. Made second questionnaire for Senior Citizens only. (To learn the services in which they were interested)
- VII. Conducted survey to learn percentage of population that were over 62 years old.
- VIII. Class members made reports from magazines and newspaper articles.
 1. McCalls for September 1964.
The Neglected People in Todays Nursing Home.
 2. The Kansas City Star for October 28, 1964.
Office to Assist Aging Now a Busy Place by Lew Larkin.
 3. Braymer Bee for October 15, 1964.
City Planning Nursing Home.
 4. Grit
Good to Senior Citizens by Mrs. Bud Vieham, Steelville, Mo.
 5. A Rural County Cares for Its Aging. (Case Study 17)
U.S. Dep't of Health, Education, and Welfare.
 6. Mo. Committee for the 1961 White House Conference on Aging.
("Aging in Missouri")
 7. Readers Digest for September 1961.
"An Experiment in Community Living". (Earlham, Iowa)
- IX. Letters Written to Secure Information.
 1. To Chamber of Commerce, Earlham, Iowa
(They have an active Senior Citizen Program in Earlham)
 2. To Thomas A. Singleton
Chief of the Bureau of Special Services
State Dep't of Public Health and Welfare
 3. To Mr. R. Herron
Chief of the Finance Dep't of Health and Welfare
 4. Mrs. Kathleen Morrow
To the Kansas City Referral Center, Kansas City, Mo.
- X. Conducted Interviews
 1. For information pertaining to our project
 - a. Chas. Sidden, Local Welfare Worker
 - b. Mrs. Calvird, Livingston County Welfare Office
 - c. Mr. Marvin Pollard, Lawyer

2. With persons who might serve as workers in our program
 - a. Without pay
(Individual citizens)
 3. With leaders of groups who might sponsor our project.
- XI. Organized our material into a definite program to include:
1. For immediate introduction
 - a. Homemaker service
 - b. Visitation service
 - c. Community Center for Social Gatherings
 - d. Handyman service
 - e. "Meals on Wheels"
 - f. Transportation
(to doctor, to church, to social gatherings)
 - g. Laundry service
 2. For later introduction
 - a. Visiting nurse
 - b. Visiting doctor
- XII. Planned Program to acquaint community with their project
1. Sent special invitations to P.T.A. meeting where their plan was presented.
 2. Presented their program three times
 - a. High School Assembly
 - b. P.T.A.
 - c. Dawn Community Improvement Association
 3. Plan other presentations later
 - a. Lions Club (Ludlow)
 - b. Planned Progress Committee (Mooresville)
- XIII. Selected panel and alternates. (By class vote)

RECOMMENDATION

To provide Services for Senior Citizens

1. To make it possible for them to stay in their homes.
 2. Give our Senior Citizens an opportunity to participate in community activities.
 3. Give organized church and civic groups an opportunity to serve their neighbors.
 4. To give our Senior Citizens an opportunity to give the community the advantage of their experience and skills.
 5. To provide employment
 - a. For those providing services for which the Senior Citizen pays
 - b. Limited employment for Senior Citizens
- At present many Senior Citizens lead an isolated, unproductive, dull existence.

QUESTIONNAIRE

The Freshman Citizenship Class of Southwest R-1 High School is preparing to enter the Missouri Power and Light Planned Progress Contest for High Schools this year, as in previous years.

By taking part in this program, we find new ways to improve and develop our communities.

This questionnaire is sent to you in order that we might find:

1. What projects the citizens of our communities would support and
2. To receive further suggestions for selecting a project.

Below are some suggestions for projects. Mark two of the suggestions that you would like to see developed. If you have any other suggestions, write them in the spaces provided below.

Public Services and Facilities.

1. Public water system.
2. Modernize houses for rent.
 - a. To teachers.
 - b. To other people who are employed in this area.

Health and Medical Facilities and Services.

1. Home services for Senior Citizens.
 - a. Hot meals
 - b. Cleaning
 - c. Practical nurse
 - d. Recreation
 - e. Laundry Service
 - f. Handy man.
 - g. Etc.
2. Health Clinic
3. Nursing Home

Recreational Program

1. Physical Fitness Program
2. Recreation for all ages
3. Adult recreation

Beautification Program

1. Clean up, fix-up, and paint-up
2. Old buildings restored or destroyed

Additional suggestions:

Thank you,

Freshman Class

Teacher.

QUESTIONNAIRE

The Freshman Citizenship Class of Southwest High School has chosen "Home Services for Senior Citizens" as our project in the Planned Progress Program for High Schools this year.

This project would help the Senior Citizens (and disabled citizens) because they could stay in their own homes, and still get many of the services that they would get in a nursing home.

The purpose of this questionnaire is to discover the number of people that would use these services and which services they would use.

The following is a list of services which would be provided through this program. We would like for you to check any, or all of the services that you would use if this program is developed. If you have any additional suggestions list them below.

I. Home services.

- a. Services of a Homemaker
- b. Meals brought to your home
- c. Laundry
- d. Cleaning
- e. Services of a "handy-man"

II. Medical care.

- a. Nursing
- b. Doctor visitation

III. General activities.

- a. Visitors
- b. Recreation
- c. Special education
- d. Use of a club room

Additional suggestions:

COOPERATIVE EXTENSION SERVICE
Short Course on Understanding the Disadvantaged
July 13, 14, 15, 1965

INTERVIEW WITH A LEADER AIDE*

I. HOW DOES YOUR LEADER AIDE PROGRAM WORK?

Right now, we are just operating eight hours a day. As far as we have gone, we are having quite a bit of success.

There are 4 leader aides. Each leader aide is supposed to have four groups with as many as 8 homemakers in each one that they will work with, going into food preparation, clothing and home management -- we will give each of these courses. After we have completed these courses we will form four more groups, each with as many as 8 homemakers in it.

I have 9 homemakers in each of my groups. We are more or less starting our working mainly with families who have children because the families who have children are the ones who need it most. So far, seemingly, the ladies are very interested. In my groups we have 180 children among these 32 families. You see I have quite a few children.

II. HOW IS YOUR PROGRAM WORKING OUT?

I really think we are doing some good. I really hope so, because so many of these families don't have the know-how to make use of the things at hand. I think our going into the home and demonstrating and showing how to make use of the things they already have will help improve their condition. I really think so.

III. WHAT IS THE BIGGEST OBSTACLE IN THE LEADER AIDE PROGRAM?

So far I haven't had any - but I think in a sense that I have an advantage over some of these ladies because I have been going in these homes working under these ladies for quite some time. I've lived here, and I'm a missionary. The people have known me from so many years. So naturally, I haven't found any obstacles whatsoever.

Even when I have gone to the white families, I just had one didn't accept me. I think this wife would have, had she been alone there, but the husband said "We're not interested". Of course I thanked him very graciously for allowing me to explain to him the purpose of the work we are doing.

Other leader aides have had mixed experiences. One of the ladies I talked with, told some of her experiences. Some of the families just flatly refused. They just told her they didn't need her help. They said they knew what they needed to know and they could do it without her assistance. They just didn't accept her at all.

*Edited excerpts from a taped interview by Arthur McArthur Extension Specialist, Human Development and Family Life, University of Missouri prior to "Understanding the Disadvantaged Short Course, June 65.

Maybe it was pride, but from the description of the family, we know that they actually need the help and somehow resented it.

And some of the other ladies have had refusals too in some of the areas - a few of the families - not too many though from an overall view.

I think it is going on pretty good, I don't think you are going to get into anything where you are going to be fully accepted by everyone.

You've got to expect some rejection. In fact, when the question arose as to whether or not we would be accepted, I said that only we could find out by going out and trying. If you are turned down you can accept it graciously and go ahead. If you never try you won't know. The only way we will know is by trying - I am very satisfied with the reception that I got.

HOW CAN WE GET FAMILIES WHO HAVE CHILDREN INTERESTED IN P.T.A. AND OTHER ORGANIZATIONS?

I think if leader aides going into these homes - could stress the importance maybe this could help by letting them know that they could show some interest in their children attending P.T.A. We could probably help keep the children more interested in school and staying in school, too.

IV. ARE THE FAMILIES YOU HAVE CONTACTED INTERESTED IN THE WELFARE OF THEIR CHILDREN?

Quite a few of them are but, I can't say all of them. It was interesting to me to visit some families on ADC. When I contacted the mothers on ADC, these expressed to me their desire to work - they said they would rather be working than getting a check.

This is something I would not have known if I had not had the privilege of going into the homes. So many times you find people (I mean you think) that they want a handout.

I have had several families to say to me "Can you tell me how I can get a job so I can become self supporting. I would rather support myself. I would rather be working than getting a check." One said "We're not getting enough to live on and you're not earning it yourself. Even if I wasn't getting any more than I was getting on ADC, I would feel better knowing I was making it myself, I take pride in that child."

In a sense this surprised me because I just thought maybe people felt that was all they wanted.

There are some that way, but when you find a person that will really speak out - (I mean these people I was referring to) -

This was their first interest. They wanted to know how to go about getting employment so they could go about taking care of themselves. This was their main interest. I was very, very glad that they were interested and wanted to find employment.

I found quite a few like this. I wasn't really expecting to. Of course I know there are people who are not working who want to work and work just isn't available to them. But what I am speaking of mainly are those who receive ADC.

V. WHAT DO FAMILIES SAY ABOUT THEIR EDUCATION? IF THEY COULD CONTINUE WITH THEIR EDUCATION WOULD IT IMPROVE THEIR STATURE?

Two persons have asked me if there are going to be any classes for adults in education because they wanted to continue their education - I told them about going over and getting this -- and filling this out at the Employment office. I told them there were going to be some courses over there. They would have to pay this tuition fee there still would be an opportunity (if we don't get it going here-and I plan on putting in this proposal again here).

I plan on a proposal this time for adult education in this county, I do hope when we send it in again that we will be accepted. We are going to put in a proposal for a day care nursery, then also put in a proposal for adult education.

This time they told the only adult education program available for adults was the illiteracy education for those who could not read nor write or work any kind of arithmetic.

They wanted to know what kind of education I was interested in. I said the upgrading kind that would qualify me for a certificate when I finished high school. If I wanted to go on to college or if when I want to be employed I would be qualified for this type of employment. They said at this time this type wasn't available, but I am going to try again.

ARE THESE WOMEN INTERESTED IN READING, NEWSPAPERS, TELEVISION OR GETTING SOME INFORMATION FOR SELF IMPROVEMENT? ARE THEY WAITING FOR SOMEONE TO GIVE IT TO THEM?

Many of them don't have enough education to really be interested in a lot of things that a lot of other people would be interested in.

I mean they have a television they like to look at stories. But the educational part-keeping up with the news and different things of interest-I know quite a few of them don't think about that.

On the other hand, there are these two ladies who said they wanted to go back to school to complete their education. Then there are those who have dropped out of school - the very young mothers - who want to finish and go back and go into some type of vocational training.

VI. WHAT DO YOU THINK PEOPLE CAN DO TO HELP IMPROVE THEIR SITUATIONS?

Well - I think there's a number of things that can be done to improve the situation (the overall picture) in this work I am doing visiting in some of the homes. For instance I visited three homes recently. Two of these happened to be in a white neighborhood.

I happened to go into a home where the husband and wife both have had major surgery. Neither of them are able to work, except around the house. He is drawing social security payments. She doesn't get any social security but she does get all of her pension. But they both have to have medicine and they paid \$35 a month for rent. I don't see how they are able to make out.

If they would train someone to go into these homes and pay them to take care of these elderly people who are ill like this - I think this would be one thing that could be done to improve the situation.

I also went into another home - where people are very ill. There is no one there with them to take care of them. They have to do without some of the other necessities they actually need in order to get someone to come in to do something for them.

I went to one place where the man was sick and his wife has passed away about three months before. There he was in bed, no one there to help him.

Of course, this is the same thing I ran into going to my own race and going into the various homes in my area. They have to be seen after and, they are not getting enough - support to pay someone to come in and I think, to me, a home for these people or provide nurses aides or something to go to these homes and for these folks - something just really needs to be done.

VII. WHAT DO YOU THINK THE FAMILIES IN YOUR GROUPS VALUE MOST? ARE THEIR VALUES DIFFERENT FROM OTHERS MORE FORTUNATE THAN THEMSELVES?

I think the situation a person finds themselves in has a lot to do with their mental reaction in areas.

Take for instance when persons find themselves having to live on a very low level (what I mean by a low level is very little income) they can't get but only the bare necessities of life.

Many times they have to live in places so dilapidated, even if they tried to do a little something to it, it just doesn't show up. I think this causes a person to get so they just don't care.

Then you can take the same person out of this particular surrounding and put this person in a place that was nice, and where there were conveniences and everything, they kept things up and they seemed to enjoy keeping them up - they value this. I think the surroundings has a lot to do with how the people react and how they do. I've seen this done with some people I did actually know, from places that were just real real bad.

I think many of the people are doing as they are because they are so discouraged, and it has caused them to lose interest. On the other hand if the all out picture was different, if the job situation were so they had a job to support themselves, and if they could (even if they were not homeowners) rent places that were decent I think that this would make an altogether different group of people. I really do.

PACKET ENCLOSURES
for
Workshop Participants

1. Food for the Family - Missouri Division of Health
2. Feeding Your Child from 3 to 6 - In day care centers - Mo. Home Economics Association, Division of Health, Division of Welfare.
3. Public Welfare in Missouri - Division of Welfare
4. Textbooks Brighten the Skyline, Everday Magazine, St. Louis Post Dispatch
5. The Skyline Series leaflet - McGraw Hill Book Company
6. Bibliography - Articles, Pamphlets, Books (series 2)
7. Child-rearing and family relationship - Patterns of the Very Poor - Excerpts from an article by Catharine S. Chillman, U. S. Dept. of Health, Education and Welfare
8. U. S. Department of Health, Education, and Welfare Food and Drug Administration (Immediate release concerning FDA ruling on peanut butter)
9. Understanding the Disadvantaged Short Course. What we are trying to do in group discussion sessions.
10. Reading list for short course - For pre-reading
11. What the War on Poverty Means To Us - Reprint Woman's Day - June 1965

Finish each day and be done with it . . .
You have done what you could; some blunders
and absurdities crept in; forget them as soon
as you can. Tomorrow is a new day; you shall begin
it well and serenely and with too high a spirit
to be encumbered with your old nonsense.

EMERSON



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