

1965 CAC SCHEDULE

1. **January - February:** Review by Mayor Doorley of CAC role in local, coordinated municipal operations.
2. **February - March :** Effectuation of Mayor Doorley's CAC decisions. Establishment of Renewal Seminar.
3. **March - April :** Initiate new comprehensive continuing review of: a) General (Master) Plan, b) Capital Improvement Program, c) Community Renewal Program, d) Community Action Program, e) Overall Economic Development Program.
4. **April - June :** Presentation to Mayor Doorley of Reports. Year-end Renewal Seminar.

EXHIBIT

VII: BB

PROVIDENCE HUMAN RELATIONS COMMISSION
87 Weybosset Street
Providence, Rhode Island

SUMMARY OF HEARINGS ON HOUSING

The Providence Human Relations Commission, in accordance with the recommendations of its Housing Committee, conducted hearings on February 27 and 28, 1964 to determine the effect Urban Renewal and Minimum Housing Standards Code enforcement have upon the non-white citizens of the City.

Organizations, departments and/or department heads appearing before the Commission were:

The Sub-Committee on Housing of the Community Relations Committee of the Urban League of Rhode Island.

The Sub-Committee on Minority Group Housing Problems of the Mayor's Citizens Advisory Committee for Urban Renewal.

The Providence Redevelopment Agency.

The Family and Business Relocation Service.

The Providence Housing Authority.

The Division of Minimum Housing Standards.

The Urban Renewal Coordinator.

The following is a summary of positions taken by each party appearing before the Commission:

Urban League of Rhode Island:

The spokesman advised the Commission that only "C" category housing was available for the relocation of non-whites. It was felt that an organized program should be implemented to obtain more listings in the "A" and "B" categories. The Relocation Agency was criticized for not providing other agencies servicing the non-white relocatees with listings of "A" and "B" category housing.

The Urban League complimented the efforts of the Division of Minimum Housing Standards, but felt that the results were seriously inadequate. They felt that additional funds should be made available for this purpose.

As regards Urban Renewal, the League felt that there was a lack of citizen participation in the planning stages. Formerly, an active supporter and participant in Urban Renewal, the Urban League said it would discontinue its support unless a solution is found to the above problems.

Sub-Committee on Minority Group Housing:

The spokesman said that Committee discussion of the Urban Renewal Program in 1962 raised serious questions concerning the relative isolation of the Redevelopment Agency, especially in policy making, from the citizenry.

In the Lippitt Hill Project, the Committee felt that the Redevelopment

Agency did not give sufficient recognition to the consequences physical renewal activities have upon people.

The Committee's evaluation of early progress led to the Relocation Service beginning activities in Randall Square 27 months prior to the condemnation date.

Providence Redevelopment Agency:

The Agency spokesman said the effect of Urban Renewal Projects is cushioned on the East Side of Providence by several citizen organizations. He pointed to the John Hope Settlement House as contributing to the success of the Central Classical Project.

Family and Business Relocation Service:

The Agency head stated that, during the Lippitt Hill Relocation phase, his Agency found that non-whites moved to sub-standard housing instead of using his services to obtain standard housing. He said there was an adequate supply of "A" and "B" category housing available to non-whites at that time.

It was stated that the failure of a non-white relocatee to report back to the service that the housing they referred him to was not available was difficult to cope with.

Currently, in the Randall Square area a full-time intergroup specialist has begun a program of education and rehabilitation of residents 2-1/2 years in advance of the condemnation date of the project.

Providence Housing Authority:

The Director of this Agency stated that many non-whites prefer living in sub-standard housing rather than live in public housing. He contended that many non-whites segregated themselves. They preferred to live among their own.

He said there were no discriminatory practices in public housing. If a person met the basic eligibility requirements, he could apply for public housing.

It was reported that total public housing consisted of 3,023 units, with 175 vacancies available as of February 21, 1964.

Division of Minimum Housing Standards:

The Director outlined a need for additional funds to provide for more inspectors. He emphasized a need for the diversion of some federal funds from Urban Renewal programs to code enforcement. It was his contention that more rehabilitation of homes should occur.

The Urban Renewal Coordinator:

The Community Renewal Program was described as a five-year plan that would be submitted to the City Council for approval. Action on this plan would not take place until the community had an opportunity to make recommendations. The great number of civic groups interested in the Community Renewal Program was advanced as a reason for not consulting them during its development. One master copy of the report is subject to 800 changes.

PURPOSES AND FUNCTIONS OF A NEIGHBORHOOD COUNCIL

A neighborhood council is a voluntary body, usually composed of representatives from various organizations within a local area and possibly providing for the participation of individuals, as well.

The council is basically an intergroup relationship with the organizations represented being the channels for broad community participation.

Community councils are organized for such general purposes as to study conditions and to plan for a better community. With such broad objectives, the council usually directs its attention to specific problems or projects. Often, study and discussion of a specific problem leads to an awareness of other community conditions and of remedial programs.

Usually, councils restrict themselves to counseling, coordinating, or to planning and leave the actual operation of services to existing or new agencies. In recent years, however, councils have performed actual operations in their communities with notable success. Through their planning efforts and conduct of programs, they have successfully improved their neighborhoods.

If a council becomes involved in an actual operation, it must, of necessity, take time from its planning role. It is also possible that it may be duplicating the services of an agency.

How then does the council act to get results? Generally, the council works through the many organizations and individuals making up its membership. In an effort to reach a solution, it discusses the problem with the public or private agency having an interest or responsibility in the problem area.

As mentioned earlier, there are exceptions to this principle of non-involvement in operational activities. For a council will, of necessity, involve itself in neighborhood clean-up campaigns, award and recognition projects, community forums, training programs, or any other activity dictated by neighborhood need.

Most councils concern themselves with local recreational facilities and programs, youth programs and service organizations, safety and health problems, property improvement and physical planning.

A brief description of the functions of a council follows:

Based upon a recognized need, it plans for additional facilities or services in the community.

It coordinates existing activities to prevent overlap or duplication, and to insure an equitable distribution of services.

It fosters better communications in the local area by encouraging contacts and discussions between individuals and group representatives, not otherwise in touch with each other. This may involve developing social relationships between hostile groups.

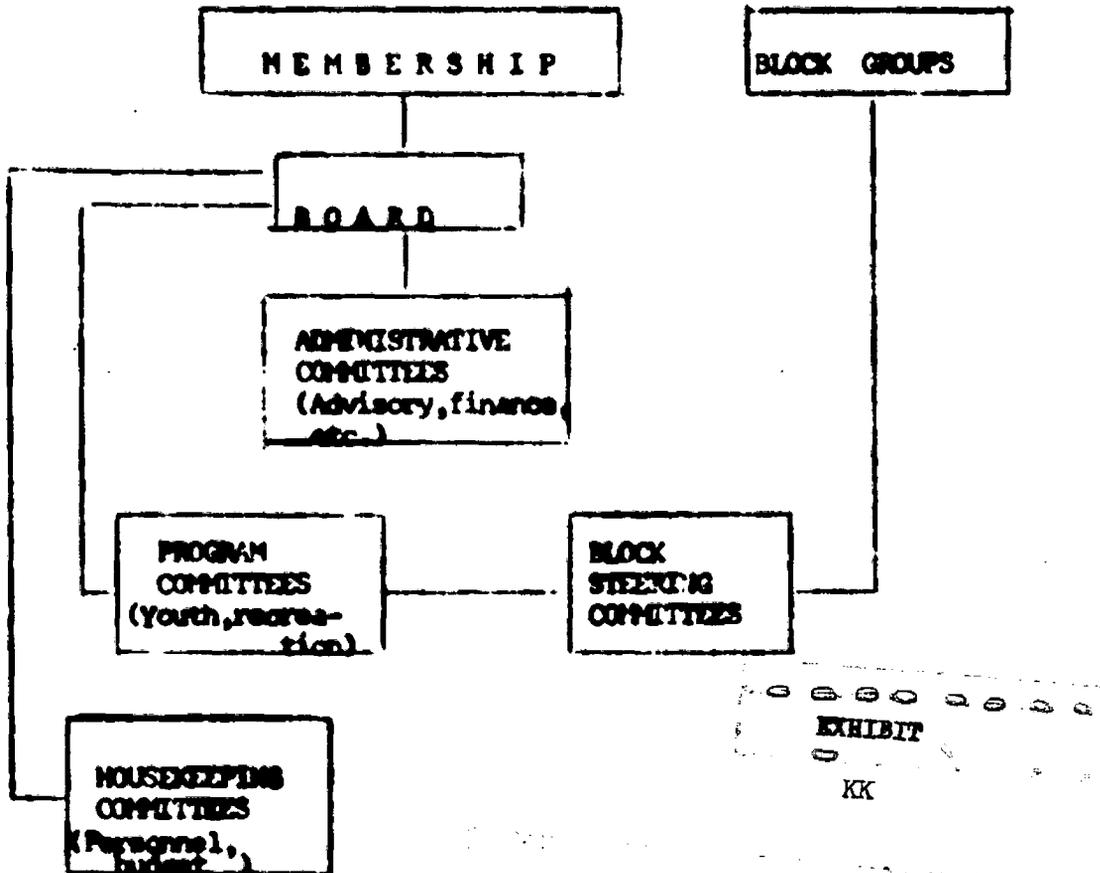
It represents the local viewpoint and interest in connection with renewal planning, and conversely may cooperate with the planning agency in its efforts to effect an orderly change in the community.

EXHIBIT

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PROVIDENCE HUMAN RELATIONS COMMISSION
87 Weybosset Street
Providence, Rhode Island 02903
421-3708
September, 1964

SUGGESTED COMMUNITY COUNCIL ORGANIZATION:



The above structure is committee-oriented, as are most organizations in our community. You may agree that very often the creation of a committee is a method of disposing of a problem instead of solving it. However, committees are one means of communications and involvement.

Standing committees can become cumbersome. Often, they start out with a great deal of drive but lose their momentum with time and begin to drag. Many persons look with favor on ad hoc committees, formed to solve a given problem and automatically discharged upon completion of their assignment.

Committees are considered as valuable aids to communications and involvement of people. However, we must not take it for granted that they always do these things. For many people attending meetings fail to report back, unless provided with written summaries. Often those who volunteer for committee participation are not the ones you want to reach.

The important thing is to select an organizational device that will permit the involvement of the greatest numbers from every section, every level, every cultural group in the community.

B L O C K P R O B L E M F I N D E R

DATE: _____

NAME: _____ ADULT or YOUTH? _____

ADDRESS: _____ NO. OF CHILDREN: _____

TELEPHONE NUMBER: _____ LIVED IN BLOCK HOW LONG: _____

Do you feel your street is safe after dark? _____ If not, what condition, or conditions make it unsafe? _____

Are the children in your block adequately supervised at play? _____

Do the young children "run wild" all over the block? _____

Are there any recreational facilities for young children in the block, or nearby? _____

If a recreational facility is nearby, where is it located? _____

Do teenagers form as noisy gangs on the block? _____

If recreational facilities for teenagers are nearby, where are they located? _____

Is there overcrowding in the apartments or houses in your block? _____

Are large houses or apartments being cut up into too small units? _____

At what address is this occurring? _____

Are large families occupying small apartments in your block? _____

At what address/or addresses is this occurring? _____

Have you and your neighbors talked about the conditions in your block which cause overcrowding? _____

Are people in your block bothered by trash and garbage littering the ground in _____

backyards and on the streets? _____

Do all your neighbors know the proper way to put out their garbage and trash for collection? _____

Does anyone in the block tell newcomers how to put out their garbage and trash? _____

If people on the block are careless in putting out trash and garbage, would you join in a clean-up squad to correct their carelessness? _____

Does your block have a regular trash and garbage pick-up date? _____

If yes, when do they pick up - garbage? _____ trash? _____

Are there adequate rubbish disposal facilities or containers for each dwelling in your block? _____

Are there adequate garbage disposal facilities or containers for each dwelling in your block? _____

Are trash and garbage containers separately marked for ease of identification? _____

Is your block periodically swept by wild rumors about the sale of property? _____
_____ If yes, what kind of rumor is spread? _____

Do real estate agents come into your block to entice or threaten you into selling your property? _____ If yes, what reasons are they using to urge you to sell? _____

Have you told anyone about those real estate agents creating fear and panic in your block? _____

Are certain buildings in your block eyesores, fire hazards, or really not fit for human habitation? _____

Location of buildings? _____

Has any action been taken to report these conditions to the proper authorities?

Are you satisfied with the standards of education offered to your children?

Have you discussed this problem with your neighbors, principal of the school, etc.?

Do you participate in P.T.A. activities of your children's schools?

Would you want to join with other people in your block in efforts to make it a better place to live?

What do you feel is the most important thing to do in your block to make it a better place?

How do you feel about the rent you are paying for the apartment or house you occupy?

How many rooms are you renting? How much do you pay each week?

How much do you pay each month? Do you have central heat?

Do you have hot water? Are there storm windows?

Are there window screens? What do you pay for heat?

What do you pay for electricity? or for gas?

Who owns the property where you rent?

Is the place in good repair? If not, what needs to be done

to put it in decent, safe and sanitary condition?

REMARKS

PROVIDENCE HUMAN RELATIONS COMMISSION

Employment Policy Interview Sheet

Date _____

Name of Firm _____ Year Founded _____

Address _____ Telephone _____

President _____ Chairman of the Board _____

Director of Personnel _____ Type of Business _____

Person interviewed and title _____

1.) Total number of employees _____ Male _____ Female _____

Total number of non-whites _____ Male _____ Female _____

Total number of others _____ Male _____ Female _____

2.) Classification of Employees:

Total number of professionals _____ skilled _____ semi-skilled _____ unskilled _____

Total number of non-whites " _____ skilled _____ semi-skilled _____ unskilled _____

Total number of others " _____ skilled _____ semi-skilled _____ unskilled _____

Are non-whites in public contact positions? _____

3.) Recruiting and Selection:

Source of Employees (Department of Employment Security, Urban League of Rhode Island, Private Agencies, inbreeding, etc.) _____

Are applicants tested? _____ If yes, what type of test? _____

Is test administered locally, or by another agency? _____

What is the policy as regards entry levels or positions? _____

What are the educational requirements for employment:

Professional _____ Clerical _____

Skilled _____ Semi-skilled _____

Unskilled _____

EXHIBIT

4. Training:

What type of training is afforded new employees? _____

Is there a management training program? _____

How many non-whites have been trained? _____ in training? _____

How many others have been trained? _____ in training? _____

5. Employment Policy:

Is there a written policy declaring that recruiting, hiring, training, assigning, and promotion be conducted according to merit? _____

Is the written statement posted, included in an employees' handbook or brought clearly to the attention of managers, supervisors and other personnel? _____

Does management periodically request reports of progress concerning employment practices and patterns? _____

Have sources of recruitment been informed in writing of the employers' desire to consider qualified applicants of any and all races, colors, religions, or ethnic origins? _____

Unions:

Organization _____ Address _____

_____ Telephone _____

President or Business Agent _____

Member Categories _____

Number of employees represented _____

Number of non-whites _____

Number of others _____

Employment Inventories						Increase in Hires During Period				Progress	
	a) Jobs at Start of Period (date)			b) Jobs at End of Period (date)			c) All		d) Negro & Other Minority Groups		e) % Increase in Negro & other Minority Hires (11)
	All (1)	Negro & other Minority (2) Groups	% (3)	All (4)	Negro & other Minority (5) Groups	% (6)	No. (7)	% (8)	No. (9)	% (10)	
Officials & managers											
Professionals											
Technical											
Sales workers											
Office & clerical											
Craftsmen (skilled)											
Operatives (semi-skilled)											
Laborers (unskilled)											
Service workers											
Total											

a) Enter in columns 1, 2 & 3 here the totals you reported under columns 7, 8 & 9 of your initial "Employment Inventory Report Form A."

b) Enter in columns 4, 5 & 6 the totals you reported under columns 7, 8 & 9 of your appropriate subsequent "Employment Inventory Report" - Form A. The State F.E.P.C.

c) Col. 7 = Col. 4 - 1. Law was amended in 1950, by deletions to permit identification of personnel, by race, color, creed or ethnic group, after employment.

d) Col. 8 = Col. 7 ÷ 1.
Col. 9 = Col. 5 - 2.
Col. 10 = Col. 9 ÷ 2.

e) Col. 11 = Col. 9 ÷ 7. Period Covered by this report: _____

Company: _____	
Signature: _____	
Title: _____	
Date: _____	F.E.C. Form E-8

program.

RECOMMENDATIONS OF THE COMMITTEE:

1. While there is much to be said for classes on the school premises, on the whole, it appears that it is more conducive to learning to conduct the classes at non-school facilities, thus allowing for more flexibility.
2. If the program is conducted in public schools, then all pupils living in the area should be given an opportunity to participate in the program, not confining it to the students of the given school.
3. If the program is attached to the public school system, then the system should absorb the cost.
4. If the school requires the presence of a supervisor at the classes, then the supervisor should be one who is not connected with the regular school program.
5. It is preferable to have the program on a one-to-one basis, but if this is not possible, or feasible, then some thought should be given to grouping the students on a homogeneous basis with special emphasis on grouping together of pupils with similar problems.
6. Conferences between tutors and regular teachers should be held in order that such discussions may lead to a more complete understanding of the academic and personal problems of the pupils, and also as they relate to the separate conditions of school versus individual training.
7. Tutors should be consulted before a pupil is shifted or dropped from the program.
8. Books should be made available for students' home use. One reason being that the teaching of respect for borrowed property is an important part of the learning process.
9. Remedial reading should be of primary concern, but there should be some allowance for teaching of other subjects where a pupil has particular difficulty.
10. In order to develop and maintain a close working relationship between the tutor and the student, which would be of a mutually beneficial nature, college students should be encouraged to start the program in their junior year and continue during their senior year, thus maintaining continuity of the program.
11. With the approval of Rhode Island College and with funds to cover bus transportation, a three-hour Saturday morning program might be held on the campus. Recreational facilities could be available as well as academic ones.
12. Finally, a summer program should be instituted.

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PROVIDENCE HUMAN RELATIONS COMMISSION
67 Haybosset Street
Providence 3, Rhode Island
421-3708

REPORT OF EDUCATION COMMITTEE ON PILOT TUTORING PROGRAM

Dr. Sarah T. Curwood, Chairman of the Education Committee, has submitted her final report of the tutoring program conducted by teacher-trainees from Rhode Island College with pupils in South Providence from March to May of this year.

Participating in the program were sixteen tutors and thirty-five students. Twelve tutors were assigned to the Mary E. Fogarty Elementary School for eight successive Friday sessions and three to the South Providence Branch Library and one tutor to the South Providence Boys' Club for a total of nine successive Wednesday sessions.

The overall report of this program reveals that it was generally successful in the short trial period and that there was much benefit gained by both the tutors and the students. It was maintained on a big-brother/big-sister relationship and each child received tutoring for one or two hours a week.

The program at the Mary E. Fogarty School consisted only of remedial reading but at the South Providence Branch Library and the Boys' Club it consisted of English (grammar, vocabulary, spelling and remedial reading), and social studies (United States history).

The comments on the reports of each tutor were diverse and most comprehensive with many suggestions for enlarging and improving the program. Some of the most salient points that were included in the findings of the committee were as follows:

1. There is a need to teach something other than remedial reading.
2. Tutors should be allowed to teach something the child wants to learn.
3. The program, conducted at the Library and the Boys' Club was extremely flexible and informal and the children were encouraged to discuss their likes and dislikes. As a result, the tutors became more aware of the students' individual needs and help was given in all areas.
4. Individual differences and family backgrounds play a large factor, which influence the child's ability and his attitude toward education (i.e., never assume that a child must already know something because he is ten years old).
5. Poverty of experience and opportunity is a strong contributing factor to poverty of vocabulary.
6. A tutoring program does not necessarily demonstrate a weakness in a school system.
7. Tutoring should be closely connected with the on-going school.

CITY OF PROVIDENCE

Rhode Island

Human Relations Commission

MEMORANDUM TO: All religious and civic organizations in Providence.

SUBJECT: "Providence Citizens Equality Program."

The events of November 22, 1963 motivated our Commission to seek voluntary community commitments, indicating a strengthening of support of our late President John Fitzgerald Kennedy's courageous efforts to accomplish brotherhood for the nation and the world.

We would like your endorsement and cooperation in a simple program designed to involve individual members of the community in the execution of a pledge to continue and intensify their efforts to achieve the equality and humanness that characterized the former President's program.

Specifically, and without a great deal of pre-planning activity, this would call for attaining of signatures from your membership in support of the following pledge:

"With renewed dedication, I pledge to strive toward the democratic ideals of America, courageously exemplified by our former President John Fitzgerald Kennedy. I will lend my efforts to banish injustice and intolerance toward my fellow-man, because of race, religion or color. I will seek better communication with and understanding of my neighbor, that equality of opportunity will be insured to all citizens of Providence and Rhode Island. I will actively work to eliminate the existant housing discrimination practices that degrade the non-white family and prevent its full participation in the civic life of the community."

To assist you in accomplishing this program, we will have available for your use two sets of pledge forms; one will permit individual members to sign the pledge; the other will permit collective signatures.

During January Mayor Reynolds will proclaim 1964 as "Providence Citizens Equality Year". He will ask all citizens to unite in support of this equality effort, as a living memorial to the memory of John Fitzgerald Kennedy.

The Commission would appreciate your organization's public endorsement of this effort through appropriate statements. As you acquire pledge signatures, we would appreciate knowing the numbers attained.

Sincerely yours,

James R. Murrick
James R. Murrick, Executive Director
PROVIDENCE HUMAN RELATIONS COMMISSION

JRW:10

EXHIBIT

VII: QQ

