

Oral History Number: 378-041
Interviewee: Nancy Munro
Interviewer: Rebecca Harris
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Project: Montana Feminist History Oral History Collection

Rebecca Harris: We are starting with Nancy Munro, April 29, 2002, and Rebecca Harris is doing the interview. Ok, I think I touched on some this in the pre-interview but what is your background with early childhood education?

Nancy Munro: I majored in home economics at Iowa State and I married a man who was going to be a teacher. I met him in the army, post-war France, overseas. Everyone was dedicated to how could we prevent another war? His goal was to teach children to understand each other and that's what he did, so that my background in early childhood education primarily came from him.

RH: You were in the army?

NM: I was a dietician in the army, a hospital dietician. When we went over seas they'd run out of nurses so, we were ten women with three thousand men and in the Battle of the Bulge every available man was put on the front lines. We were left with one G.I. cook to feed a thousand patients out of a barn with dehydrated food. Sixteen German P.O.W.s, five French girls, two Polish girls, a Russian and a Greek, so that was high drama.

RH: How did you come about starting the Head Start in Montana?

NM: Dorothy Stoner started the Head Start in Montana. She was a school psychologist and she read in the paper that Congress that appropriated money for Head Start and she just sat down, wrote a proposal and the superintendent of schools signed it and we had a Head Start program for that summer. She called and asked me to be the nutritionist. Mothers would do the cooking and I would get the food and supervise their doing it. I said we should also hire Helen Emblem (?) because Helen Emblem would keep better records than I would. Dorothy Stoner said we don't want someone who is always right, so with that recommendation I got the job. At the time my husband was just diagnosed with Parkinson's disease so I thought I am going to have to support five children I'd better get started in the professional career now. When Dorothy Stoner offered me a half time job that was exactly right.

RH: This was 1967?

NM: 1965 [Head Start did not actually start until 1973].

RH: You knew Dorothy Stoner previously?

NM: Her husband and my husband were both professors of education here at the university.

RH: What challenges or obstacles did you and her face in the implementing of the program?

NM: We started the program without knowing what we were doing. We didn't even know how to find poor kids. One teacher followed a kid home who had ragged clothes on and we worked with Welfare Department and Public Health Department and with doctors. Also, certainly I not know how to change the way people ate. I mean it's not a popular thing to say stop eating chocolate cake, no more beer and ice cream, and expect them to come back to another meeting. So that's what that taught me, how to change my approach.

RH: Who was Joan Christopherson?

NM: Joan Christopherson was the first director of Head Start. She was a professor of childhood development here at the university so she knew what she was doing. Together we bought a car for fifty dollars and our office was in the back seat of the car. I took the car mornings and bought the groceries. Then in the afternoon she took it and contacted parents and did the other work. But, after that first summer then it was Marge Currier, who had been a graduate student in psychology. She was the most remarkable woman I have ever met except for maybe my mother.

RH: Why?

NM: She had two rules: one of them was instead of saying "do not," "say do," instead of saying "do not draw on the walls," "say do draw on paper", second rule is when you talk with children be at their level, down at their level, and the third one...I had the classes. I didn't want to make ice cream and the classes wanted to make ice cream, three classes did, so a Head Start mother had furnished an ice cream freezer. It had a very slight crack in it, but the milk didn't leak out so we made ice cream. And came the graduation services, here we were trying out the ice cream, it was salty! It had to be a nutritious Freudian slip. I didn't want to put sugar in it so I put salt in it. That didn't make sense, I didn't think I was that stupid, but the second batch of ice cream was salty and the third batch was salty. I was dismayed and Marge Currier said, 'Nancy, the children are watching to see how you handle the mistake.' Wasn't that great? The crack in it was big enough to let the salt into the ice cream, but not big enough to let the big molecules of milk out, so it wasn't my mistake. I could analyze it and see how...

The other thing that Marge did that I would consider to be just remarkable is that at our staffings which we had every week, we were supposed to...we were expected to present a problem. It was not a disgrace to have a problem, you were expected to have it and so our group, a nurse and a nutritionist, a psychologist and a social worker and seven teacher and a parent involvement specialist. The example with how we worked with that the teacher would say, 'well, Charlie has got some problems. I need to talk to the mother.' The psychologist would say, 'that mother already has more problems than she can handle, if you give her another

problem she won't hear it.' The nurse would say, 'Of course she's got problems, she's anemic. She's got to be treated for that.' The nutritionist would say, 'Well then she better start eating some meat.' The social worker would say, 'She can't buy meat, she doesn't have enough money to get it.' So you see the information we gave each other and the kinds of perspectives that came into each problem and boy you got taught a lot.

RH: Was this before the U.S. department of agriculture got their group system started and widely educating people and stuff like that?

NM: There were the four basic food groups and I went around preaching to parents, 'Eat the four basic food groups!' Two servings of vegetables, two servings of meat, two cups of milk, two serving of meat...two, two, two. I hate to admit it, it was a couple of years before a Head Start mother said to me, 'you're telling the kids...you're telling the mothers that they should be spending \$150 on food. You're telling me that I should be spending \$150 on food when what I have is \$35.' So was I doing anybody any service? That's how we...then the pyramid came out much later, 10 years ago?

RH: When Head Start was first started who was really in charge of designing the curriculum? Was it an individual thing or was there more of a group project?

NM: We had a director...

RH: At the state level or local?

NM: Local, no it was definitely local. We were part of school district 1 at the time. We had a policy council that had a great deal of power. They could fire all the staff. I went to, as a consultant, to a program where I had the teachers and staff there, but they had just been fired. So I talked about how nutrition affects stress, your ability to handle stress. They could decide how the money was spent and who was hired. Obviously, they didn't know that much about it so the director had a great deal of influence. But, the way which Currier directed it she didn't come in and tell you what to do, she made suggestions and gave information.

RH: I was a Head Start teacher for a few years and I remember it was pretty strict about what was the curriculum was supposed to be, like this six weeks we would be studying this, this six weeks were are going to be studying that. Was it that structured then or not as much?

NM: I can't speak with expertise about the way it was structured, but I know that before you have a child do something, the teachers were expected to evaluate the child. You would not have a child cut out a picture if he did not know how to use scissors. It was very much individualized.

RH: Individual for each child. Did they do like the...one of those tests, the intelligence tests and the motor skills tests that they do now?

NM: I was not aware that they were doing intelligence tests now. We were what do you call it...a test program?

RH: A private program?

NM: Well, yeah. Because we were a rural community with no minorities and we didn't seem to be aware that we had Indian minorities, but we did. We regularly tested the kids at the beginning and the end of the program. Regularly we increased their IQs by 16/17 points. Nationally it was increased by 11, but my understanding is that it's no longer a pilot program so they're not testing it that regularly. But, I don't know that.

RH: The Head Start program was for the year before school, so it was essentially a kindergarten.

NM: For the five year olds, that's right.

RH: [unintelligible question]

NM: By the end of the...I was in there ten years and by the end of those ten years, yes, we were having some younger kids in there.

RH: And what process...I think you kind of touched on this in the last question, what process was involved in choosing and hiring teachers?

NM: They were all professional teachers, but beyond that I don't know. The aides were by and large low income people and we trained them. Head Start paid for the total position for university education for the aids and half of my tuition; that's part of how I got my masters degree. I remember my aide, and there was also the social work aide and the teacher's aide, [who] had four, five, and six kids each and were working as aides for Head Start and going to the university full time. I remember the three of them standing in the regional training office and laughing, 'if it weren't for Head Start, we wouldn't be here.' But they did it, so anybody that talks about these lazy Head Start people just doesn't know what they are talking about. Imagine, four kids, no husband, going to school and working.

RH: That's what women do now. Since 1996 the rule is they must be engaged in some work related activity, 30 hours a week. This week the House of Representatives is considering a bill to increase it to 40 hours a week of work related activities.

NM: So going to school would be work related.

RH: Only in Montana does school count. In some states school does not count as a work related activity, so those people had to leave the university to go get a job.

NM: Well, that's sad.

RH: It is sad. That's why I think it's important to document the origins of these programs because they were exactly what you described for what? Edna? These individual stories of people leaving poverty or their children leaving poverty because they were able to get out.

NM: Should I tell you Edna's story now?

RH: Yes.

NM: I went to this home and her five year old answered the door. Edna was on the couch and didn't get up. She offered me some coffee which her five year old would get and then in the next room I heard a baby crying and Johnny the little five year old boy went in and took care of the baby. Head Start requires that mother take their children to the pediatrician and the pediatrician took one look at Edna and diagnosed anemia and offered some medication.

The bus driver said he refused to drive the bus when Johnny was on it unless there was an adult there to control him. Marge Carrier hired Edna for a dollar and a half to ride the bus and Edna knew she couldn't do it. Her alarm wouldn't ring, her car wouldn't start, she couldn't do it. But, Head Start thought she was worth a dollar and a half and Welfare deducted that dollar and a half when she rode. While she was in Head Start she could eat their meals and snacks and she did it. Then she became my aide and she was just great at working with these other mothers.

She knew that she'd take the wrong salad to the wrong room and Nancy would ball her out. What she didn't know is that Nancy didn't always get everything right either. Couple of years ago I was in the University bookstore and a very beautiful young lady came up and said 'Nancy? Nancy Munro? I'm Edna's daughter.' And she was getting her doctorate in psychology. Her mother Edna was teaching disturbed children. Isn't that a happy ending? I asked Edna, when did you begin trusting me? Oh, I didn't trust you; I knew I could handle you. It was the psychologist that earned Edna's trust and that also taught me there is trust and distrust and something in between. It's not just approach avoidance, it is handling which is significant. So you see how she taught me?

RH: Well and the teamwork works well for people coming out of poverty because they may not get along with everyone, but there may be one person on the team that they can establish....

NM: Well in this case it was a whole bunch of them.

RH: Right, right. There was a whole team of you, but for each mother working with you as a team they could establish report with one person and work with everyone.

NM: Ok, I'd like to take credit for her, but let's give a lot to that psychologist too.

RH: You said that when you began, Head Start Missoula had no food stamp program and no school lunches.

NM: That's right.

RH: Do you think that Head Start was the first established school lunch program?

NM: Oh that's interesting; yes.

RH: So that in providing lunches for these five year olds when they started to go to school, at six and seven and eight do you think there was some impetuous among their parents? Where do you think Head Start...?

NM: There was a student, Bob Hudson, who when they had this anti-poverty program, they were fasting, these kids were. He was living on rice and he decided that if the poor people felt like he did when all they had to eat was rice, they couldn't study. So, he decided to put a school lunch program in. He went to the school board and demanded the school lunch and they said, well, talk to Nancy Munro about how to do that. He talked to me and I got a principal; I thought if we introduced snacks so the teacher got used to having food in the classroom that they might decide they could tolerate it.

I went to a principal that my husband recommended and he said, 'yes I'll have you provide snacks if the County Health Department approves upon it.' The County Health Department said, yes, we approve of it if Nancy Munro supervises it. We went and provided snacks and he was using student funds to do this, but some other students had spent the money. Here we were without money and after church on day I asked a rich man if he would sponsor it and he gave us enough money to do it.

RH: Really?

NM: So first one teacher accepted it, then the next door teacher said well I want that too, and then the next door teacher said she wanted it. So you see how the community it was...

RH: Which school was this?

NM: This was where our first Head Start classes were, was at Lolo and Franklin. This was in the Dickenson street; on Higgins?

RH: Ummm....

NM: Well anyways, Prescott.

RH: Prescott?

NM: Yeah. I think that he was the greatest impetus...

RH: What was his name?

NM: Bob Hudson.

RH: Were the majority of Head Start families headed by single mothers or was it a situation where a mother and father were both working to make ends meet, or did it always just vary?

NM: Well the first research I did, the IQ Hemoglobin research, we did the social economic status of all the families. That's in here. We had their incomes and their marriage status and how many kids, education, and what's his name? Ryan Hymes(?) supervise what we were doing and told me how we could do the interviews. What's the socio-economic status if daddy's in prison? They don't have such a thing. What's the socio-economic status of a professional gambler? Which man is considered the father; the biological father; the man that is living there now; the man that lived there for five years? Or if two men are there which man, which of those two? So we decided to go with biological father.

RH: Before Head Start was invented, what choices did people have for childcare if one of the parents couldn't stay home?

NM: Family members, but that didn't always turn out. There were daycare centers, but they didn't have money for...it was pretty limited.

RH: Because there was no federally funded childcare before Head Start other than the Lanham Act?

NM: You know more about that than I do. I'd say no.

RH: So it was a pretty controversial, new thing?

NM: I just don't know that well.

RH: When you started this program in '55/'56 were there any other people starting Head Starts in Montana?

NM: Jane Roberts was the only one that I knew of and she said she was the first, and I said oh no you weren't the first, we were the first!

RH: Where was the program she was working on?

NM: The Cherokee Indian reservation [possibly the Northern Cheyenne Reservation] which is in Lame Deer. Don't ask me where Lame Deer is.

RH: Ok. So basically two in the state between...

NM: As far as she and I know yes.

RH: By 1970 had they expanded?

NM: Oh definitely!

RH: Where did Head Start programs move to after the one you started and the one she had?

NM: I don't know the sequence but all of the cities had them and many Indian reservations had them. I toured the country and I think we went to ten programs with Jane Roberts once.

RH: Now is she still in Montana?

NM: Yes, she lives in Superior.

RH: She would be a good person to interview too on this.

NM: She's another one who is great.

RH: You had a description of the parents, had a policy council?

NM: Yes.

RH: How did they start those? How did you get the parents involved in the program?

NM: The parents...oh how you initially get them registered that was what we had trouble with. We managed to get a hundred right off the bat and it soon became pretty well known and we advertised. We had seven classes and each class elected a representative to the policy council. I offered cooking clubs and nobody wanted to come to those, so I decided that the way to it is to have them be elected to a food committee. The Republican Women's club donated \$15 a month. So we had to have a food committee to decide how to spend that.

RH: Republicans?

NM: Your Republicans.

RH: The Democrats also didn't donate?

NM: No, but I didn't ask them either. To be elected to a food committee was an honor and they came; me and Tom Sawyer, you see? For that evolved...and our first food committee meeting we got \$15 in our checking account. We elected treasurer a man who had spent time for murder in San Quentin, was elected treasurer and he said we better require two signatures on every check. The next day he went out and got a job. This approval of him and the food committee decided that the moneys would be, and oh know I can't do that, I don't know enough to [unintelligible]. I'd say well I don't know enough to write the menus because I don't know what they have to eat at home. Together we could write the menus.

RH: Let's turn the tape over just so we don't—

[End of Side A]

[Side B]

Note: Audio for Side B starts several minutes into the cassette.

RH: You mentioned that during Nixon's presidency, you told me a story on the phone a couple of days ago about what happened in Nixon's presidency, what was that?

NM: Oh they cut back our funds. Do you want this story, it's high drama? They cut back on funds for the anti-poverty program. Head Start was still under School District One but Community Action was an anti-poverty program and *New York Times* wrote an article about the difference between Community Action and Head Start. Head Start was to strengthen the poor so they can participate in the institutions. Community Action wanted to damn the institutions and fight them and make them give things to the poor. We had opposing goal. Well, here is Community Action with their funds cut back and they want to have, to sponsor Head Start; that was the primary source of money.

Head Start did not want to be a part of Community Action. We had some fights over that. While Paul Carpino(?) was the director of Community Action, while he was out of town the Head Start policy council hired Art Sakai(?) to be the director of Head Start. Now Art Sakai was of Japanese-American decent and an orphan adopted by an Indian woman on Hill 57 outside of Great Falls. Now Hill 57 is the poorest place you can imagine in the world. There is no running water there are houses that are built of orange crates and the Indians living there were not tribal so they did not have tribal funds. Here was an orphan adopted by an Indian on Hill 57 and they...the Catholic Church adopted him when he was ten years old, sent him to a boarding school. Then he joined the army, the air force and both the Catholic Church and the air force demanded accountability for your life.

So the first thing he came in asking was where was Head Starts' money going. Here was community Action spending it for some other things and he protested. Paul Carpino came back and he fired Art Sakai. We can't have him around here asking questions; well the policy committee says you can't fire him without consulting us. So what did Paul Carpino do? He demoted Art Sakai to nutrition aide; how insulting can you get? Then Art Sakai went to Mike Mansfield and Mike Mansfield said consult Nancy Munro to figure out how to handle Paul Carpino. Head Start became independent and Paul Carpino's bookkeeper went to jail, but he put it off to organize the poor in Vail, Colorado.

RH: The merge with Community Action, how did that come about?

NM: It never did.

RH: Oh it was just something they were trying to do?

NM: Yeah, yeah. Head Start came on its own, an independent grant just to Head Start.

RH: Did that merger and split with Community Action only in Missoula or was that...?

NM: I can't say we split with Community Action because I don't think we were ever a part of it; maybe we were.

RH: ...have to try to other [unintelligible] units

NM: I can't answer for the other groups. That was a glorious battle and every time I see Mike Mansfield statue on campus I want to hug it!

RH: Did you ever have any contact with Maureen Mansfield?

NM: No.

RH: She was more private. Her husband had so much contact with so many people. What about the cookbook you had them make?

NM: When we started the food committee and one of the huge things I learned from Head Start is the difference between manipulation with reinforcers and reinforcing their initiative. Bob Zimmerman, the psychologist, had told me that I needed to focus on the positive and reward the things they did to put them in the right direction. Our first cooking club with these fifteen dollars, the women met to see now what are we going to do with this fifteen dollars, well let's bake cookies. If Bob Zimmerman had not warned me I would have said you don't need anymore cookies! But now I am getting smart, you want to bake something isn't that wonderful!

Sooner or later when they picked out cookies they had something good in them; oatmeal cookies. Do you know how much protein those oatmeal has in it and how low cost it is? You are sneaking some good nutrition into those cookies. So the next thing they wanted to do was add some powdered milk to it. Wow that's a great idea let's write that down and add some soy bean flour to it. Wow raisins and sunflower seeds, so let's write that recipe down and then what do you want to cook next time? Let's make beans! See I had reinforced putting soy bean flour in and now they wanted more beans; there are red beans, and green beans, and yellow beans, and white beans, and soups, and salads, and sandwiches.

That's how my method of reinforcing, of recognizing was to write down the recipe and then we'd share the recipes and assemble them. This was our first cookbook of assembled recipes that we did. Then we...anybody that sold one of these could sell it for fifty cents and they could keep a quarter and that got us enough money to...when the Republican Women got tired of giving us money that kept our...then our cookbooks evolved into this magnificent thing. The yellow pages or the white pages are milk recipes, no that's not this one. The green pages are vegetables, the pink pages are meat and the white pages are milk. You got tan pages are grains.

You sell this for five dollars and you get to keep two and a half. There are all, almost all low cost, good nutrition recipes. All the cakes in here are made with whole wheat flour.

RH: The white flour is one of the main problems with anemia and that.

NM: Well it's worse than that, they've added iron to the white flour but they don't add zinc and iron antagonizes with zinc. So if you add a bunch of iron, and both iron and zinc are taken out of whole wheat flour, you have a zinc deficiency. And zinc deficiencies...zinc is needed to...for your immune system so you might correct the anemia, but your infection rate soars. So it's not really smart the way they enrich it.

RH: Currently Head Start curriculum involves teaching the children about nutrition and things in the nutrition center. They teach them about origins of their food and they way it helps your body. When you started, it was that nutrition theory as more for the children themselves or was it just the parents?

NM: It was involved with the children to introduce foods to them. I can remember bringing a tomato tree to class; why'd you bring this? Well the kids would say 'we never saw a tomato plant before,' or introduce grapefruit? Blah they wouldn't eat it but if they got the whole grapefruit and they peeled it and counted the seeds and then cut it up, then they liked grapefruit. I think the thing that got me the attention nationally was the way I'd have the kids be fed. I'd have all the ingredients for the amount of bread that was going to be made and this had to be done in the classroom time, in a box. But, I'd have the amounts and when that amount was used up then nobody could add anymore. Then each kid could add whatever he wanted and instead of kneading the bread, K-N-E-A-D, I'd add eggs so that they didn't have to be kneaded.

If the kids said now what do you need to make bread? Well flour, ok. If they didn't mention a bowl I'd start pouring it on the table; no you need a bowl. If they wanted whole wheat flour then we put that in and have whole wheat bread. If a kid wanted white bread then he put white flour in. They didn't seem to know. Then I had small bread baking pans for them to each have their own loaf of bread, but I rapidly discarded that; who says bread has to be in the shape of a loaf? You can make faces, and animals, and stars. With a slice of tomato you have a mouth and a strip of celery you got a nose and a couple of slices of bananas and you have eyes. And amazingly where their food was on the loaf it did not brown and the kids could make anything they wanted or bang on them.

RH: At that point were you getting food from the United States Department of Agriculture and giving them to your class for this?

NM: Oh our first program, our summer program, we didn't know what we were doing. We had budgeted enough food for half the kids we had because we expected half of them to drop out, but half of them did not drop out. We had to have enough food for the mothers too; we

weren't going to reject any of them. We had not budgeted anything for price, we did not have any refrigerators. Here I am facing the same challenge with these parents; how was I going to feed them? So, I ordered lots of meat and peas, a lot of powdered milk, and lots of surplus commodities.

We had beans twice a week, while here these foods were delivered and I'm sitting on the back steps and all this powdered milk delivered. I thought I don't have any pots big enough to mix it in. I don't have any refrigerator to put it in; I mean what am I going to do with this? At that moment the milk man drove by. He said what you should do is order five gallons, or was it ten gallons, anyway a big amount of skim milk in this work dispenser and simply don't return it. Just mix your powdered milk and put it in that and that keeps it cold. It's a big container, the kids loved pushing little silver knob to get their little milk. We...when I shifted from the first skim milk to the powdered milk not one person said a thing. It's the skim milk that's the biggest difference I think, maybe they were just being nice.

We started beans twice a week and we sure did use a lot of beans. And if you take powdered milk it's equal parts of a liquid with that powdered milk; you can cook it like that. If you use fruit juice and then freeze it you got that flavor ice cream. We would make our own ice cream just by flipping that up and then you add anything, you can have strawberry ice cream, or peach, or maple nut with sunflower seeds. One of the things that was important when I had the psychologist working with me and I added molasses to make toffee ice cream. I thought it was just wonderful and this psychologist was just...he took a taste was like 'Blah!' Everybody just laughed and laughed and what he did was establish it's alright to disagree with Nancy.

So then what were they going to make the next Sunday, the next meeting? They were going to make granola and instead of adding honey to it they wanted to add molasses, almost because they were free to say we don't want molasses they said they wanted it.

RH: Were there any fathers involved in these programs or was it all mothers?

NM: It was predominately mothers, but especially at the end of the demonstration program I had the fathers very much involved and they said 'why didn't you tell us in the first place? This was something we'd want to be a part of.' Mostly we reached the mothers.

RH: You said that you won some national recognition for a project that you worked on.

NM: Oh the bread?

RH: Yeah. What contact did you have outside of Montana?

NM: I was the only dietician in a Head Start program in Montana so with some logic I became the nutrition consultant for the state. When they formed a national nutrition commission, the Office of Child Development did, they chose the key consultant from each HEW, Health and

Education...district, I was the only nutrition consultant in the business. I was flying to Washington planning national programs and that's how I got to know Mike Mansfield.

RH: When was this? It must have been after 1970.

NM: It was about 1970.

RH: So you met Mike Mansfield there?

NM: Yeah and I got a fifty thousand dollar grant for using behavior mod. Except that my definition of behavior mod is slightly different. Did I already explain that difference?

RH: You wrote out that difference.

NM: The behavior mod is manipulative.

RH: That rewards behaviors with external control whereas that's not a case of reward initiative for internal controls.

NM: Yeah. X is for executive function, resolved to; I am going to do this, I am responsible. That evolves out of classical conditioning. So "I am not goal directed" is what artists and musicians and the writers do for the sake of what they are doing.

RH: It sounds like all the examples you talked about today were ones that you were working with mothers, rather than trying to...

NM: Manipulate them.

RH: They might have been trying to handle you but, you were going with them.

NM: We were all done with the cookbook except for what kind of kidney recipes we were going to put in there and their mothers wanted to try out some kidney recipes. We had our cooking clubs in the Episcopal Church kitchen and the Episcopal Church was going to be the hostess for Women's Day on the same day we were going to be cooking our kidneys. I decided that the Episcopal women thought that Head Start mothers kind of stank anyway so I didn't want there to have to be anymore of this. Do you think I could talk them out of cooking? They gotta know kidney recipes to use and so they turned the fan on and the Lord was with us and it didn't smell the place up to much. They reinforced me; this was their program and there was not way I could change what they wanted to do.

RH: It sounds like you really did give them the...[unintelligible]

NM: It almost had to be, but you see that's what Marge Currier and Bob Zimmerman, and Jay Painter, and all these people taught.

RH: You said that there were some Indian children in the initial programs you started. What was your impression through the ten years of participation of Indians in Missoula, in Head Start?

NH: I did not know the difference between an Indian and a non-Indian. I was not aware of that kind of difference so I can't answer that. I did do a lot of consulting on the reservation and it was delightful. I can remember tribes will learn to like it was kind of my slogan. They were trying to get me to like raw kidneys and they wanted to make some jerky. I was staying in a hotel and I got some meat and I hung it on coat hangers; I cut strips so that it could be dripping there on a wastebasket under to catch the blood. When I left that hotel room I forgot to clean out that wastebasket and I wonder when they cleaned up the hotel room after me what the...who I might have cut up in there.

RH: That was beef jerky for the women on the reservation?

NM: Yeah.

RH: So they had their own recipes too they were interested to try.

NM: Yeah, yeah. Come on Nancy, you can learn to like it.

RH: Nancy, it is just amazing. Tell me about the things you brought here today. What was this?

NM: Jen Roberts was the regional training officer and she put out workbooks and this one is nutrition and it has one of the articles I wrote in it as well as a whole bunch of recipes.

RH: So you had a news letter for the Head Start staff as well as the publications of the parents?

NM: Yes. This was for the state, for all the programs in the state. That was our regional training officer.

RH: Number two, is that number two?

NM: I could not find number one, but that is an example of what she had.

RH: May we make a copy of this?

NM: Sure.

RH: These were your summary, maybe publications?

NM: This was part of the proposal for the [?]

RH: And this Redbook?

NM: When I did the IQ...ok I got a 25 thousand dollars grant to follow up on the IQ hemoglobin connection and this was Frederick Marscame(?) Washington D.C., I wrote to him you should follow this up. He wrote back and said, 'we've had no proposals for health or nutrition research.' So we sent in a proposal and I sent one in and that's when I did the social economic status. Then Doctor North called me and said Congress is having hearings on poverty and I want you to describe these families. So I took this information I had and said alright adding up what percentage of them had how much education. I finally gave up because I didn't have time to check my figures; in the middle of the night I am not going to call, I am not that accurate anyway.

I just sat down and described four Head Start families and called it hunger next door. Congress really got excited about it and forwarded it to Redbook and they published it. Then a instructor of nurses in California say this article and wrote to me, 'I want my student nurses to experience your program.' Ok, I'd love to have you come but we don't have a summer program, but if you come we will have a summer program. Student nurses that come up to work with our families had to have a psychologist too, I knew I couldn't do it by myself. John Meads, I approached him, will you work with them? I don't have the time, I am building a house. I said I will help you build your house, we'll help you paint it if you work with these nurses.. So I painted his cupboards and he worked with these nurses everyday.

I remember one nurse was working with another who had a two year old child who refused to eat any solid foods. It was this nurse's job to persuade this child to eat food. One day the child was crawling on the floor, picked up a little bit of hamburger and ate it. Now should I reinforce the child for eating of the floor or not? Another mother who put her kid outside in the morning and did not let him in until supper time. The nurses then had this experience and Dr. Meads reinforcement to shape the mother's attitude and this was a great experience.

And also her I was having these nurses come up to work with these mothers to get them to, these were mothers that I had failed with in the previous year, so there is no point in telling them they got to eat meat when they don't have any money. So, I decided I'll go to some rich people that I know and I went to the owner of a dairy and asked for 12 or 15 dollars. He says, 'your time's too valuable to spend asking for money. How much do you need?' Oh, four or five hundred dollars. 'Ok here it is.' The community help was just tremendous.

RH: It sounds like your efforts were tremendous, enough to get them money.

NM: I learned that if it will solve a problem, people will give extremely generously. One of these three mothers that had four kids and was going to school and working, her son took her car and drove it to Washington. He was fifteen, did not have a driver's license, crashed it, stole another

car, drove home, and got picked up and brought back to Mary, was her name. She gave up with that. She didn't have a car to go to work, she didn't have a car to go to school, she was quitting. I went to our priest, I am an Episcopalian, and he said that he would from the discretionary funds buy a car if I would replace the money. So just one afternoon—

[End of Interview]