Carnegie Corporation of New York

The Reminiscences of

Joy Dryfoos

Oral History Research Office

Columbia University

2000

PREFACE

The following oral history is the result of two tape-recorded interviews with Joy G. Dryfoos conducted by Sharon Zane on May 19 and June 3, 1998 in Hastings-on-Hudson, New York. These interviews are part of the Carnegie Corporation of New York project.

The reader is asked to bear in the mind that s/he is reading a verbatim transcript of the spoken word, rather than written prose.

ME

Interviewee: Joy G. Dryfoos | Session #1

Interviewer: Sharon Zane | Hastings-on-Hudson, New York

Date: May 19, 1998

Q: This is an interview with Joy Dryfoos for the Carnegie Corporation Oral History, part of the Columbia University Oral History Research Office. It's the 19th of May, 1998. We're in Hastings-on-Hudson, New York. Can you just say something for me?

Dryfoos: Something for you.

Q: Thank you.

Dryfoos: You're welcome.

Q: Good morning, good afternoon, whatever. Okay. This is how I start always. I'll ask you to tell me where and when you were born and just something about your background.

Dryfoos: Okay.

Q: Where you grew up and how.

Dryfoos: I was born in Plainfield, New Jersey, in 1925. I'm seventy-two and a half. My entire family lived in Plainfield. That is to say, my grandfather went to Plainfield as an immigrant

and started the first synagogue. Then my mother was introduced to my father on Fifth Avenue in NYC, and he came and lived in Plainfield. They were great sort of community leaders, always.

Q: Was it just sort of a typical suburb?

Dryfoos: I guess so. Anything named Plainfield would sound pretty typical. Plainfield, New Jersey.

Q: Commuter town.

Dryfoos: Well, it was sort of Wall Street commuting. It was twenty-six miles from New York, but in those days that was still a bit of a trip. You had to take the ferry. It was always a lot of fun. But my father commuted for many years, and my mother did, too. My father's family had a dress factory, a number of them, in New Jersey, and showrooms in New York, on 8th Avenue.

But Plainfield was not a Jewish community, to put it mildly. We lived in a neighborhood in which we were the only Jewish family. It was a rather -- I think I was always a little bit of a fish out of water in that community.

Q: Although you said they started a synagogue. Was that in Plainfield?

Dryfoos: Yes, yes. No, there were lots of Jewish activities, but I was somewhat separate from

them, and since we lived in a neighborhood with non-Jewish people, that was sort of my frame of reference growing up, these kids from the neighborhood. We lived in the very best neighborhood, so I went to a very good elementary school. Actually, when I went to Plainfield High School, it was excellent.

Q: Public school?

Dryfoos: I've just written something, sort of a preliminary commentary, talking about why I can be an expert on adolescence as a senior citizen; I said that the yearning of adolescence was exactly like the yearning of senior citizens to know what's going to happen next [laughing]. And so I was thinking a lot about those experiences. I think it shaped a lot of my interests later in life, the experience I had there of knowing what it was like to feel different and have that yearning, mostly to get out of town. So I did.

Q: You said your mother commuted, too.

Dryfoos: My mother always worked, which was very unusual. She had this great need to run the family business. I mean, there were -- I don't know -- six or seven family members in the business: my brother, and eventually my husband was in it for a while, and my mother and father and uncles and everybody. I don't know whether you had a family business or were associated with them, but I think it's a whole phenomenon. It takes on a life of its own, for business. And for good reason. I mean, it supported a lot of people for three generations.

Q: It also kept the family unit, the extended family unit together.

Dryfoos: Yes. It was pretty artificial, but it did. But my mother, I think, was not a stay-at-home type person. She just got involved in it. I guess she got involved in it during the Depression, when she was an extra free hand, and then never left because she felt she was so essential.

Q: So growing up in a suburb like Plainfield and having a working mother, what was that like?

Dryfoos: Well, we always had a maid, which made us very different from everybody in our neighborhood; but all Jewish families had maids, including my grandfather's family. My grandfather was really poor. At the turn of the century he started with a horse and wagon delivering produce and that was the business he was in when my mother was little. But they always had somebody to help out. We always had somebody living in our house, even though it was a very small house. You know, it was just another mark of difference, that's all.

Q: Did you have a very religious upbringing?

Dryfoos: Well, I had an Orthodox grandfather who was the patriarch. My father was really a non-believer, but he went to temple. They also started a reformed temple. My father was very active in that until he had a fight with the rabbi. I became a non-believer at a very early age, and I've never figured out how I figured that out, but I did. I was just totally turned off. I mean, I used to go with my parents on Yom Kippur to temple, but I always stood outside because I really could not go along with all the things you were supposed to do inside. I must

have been pretty young when I came to the conclusion that I didn't really believe that.

Q: And you kept --

Dryfoos: Yes. I never really had any reason to change my mind. And the Holocaust certainly didn't change my mind. I graduated [from high school] in 1943, in the middle of the war. It was around issues that had to do with the war [World War II] that I was able to separate myself from the rest of the kids in Plainfield and sort of begin to think for myself. I sort of went through an identity crisis when I was about 15 because I was very well accepted by this elite Christian clique. That was my peer group. And then one day I just woke up and said I'm different and I have to do other things, and I did.

Q: Was the war and what was going on that sort of defined that for you?

Dryfoos: It seems that way, but maybe something else would have. I always tell the story that I was elected into something called the Holy Grail Chapter of the King's Daughters, which was like a sorority, but there were older women in it, too. It might have held meetings in an orphan asylum or a children's home or something because we would go there once in a while and play with little kids. But when I was 15 we were all walking around in a circle one day, singing this song about the Holy Grail, and I thought, "Holy Grail?! What am I doing here?" That sort of was like a light that went on.

Q: You said you had siblings?

Dryfoos: I had a brother who was three and a half years older.

Q: It was the middle of the Depression, too. What about politics?

Dryfoos: My father was very leftist until, really, the Vietnam War. My father had a very unusual life in the sense of frustration, I think. He was an artist. I have a lot of [his] things downstairs; he did that one up there. He was the designer in this dress business -- he had been brought up in Mt. Carmel, Pennsylvania, which was a tough coal-mining region, and went to the First World War as a high school graduate and became an officer in the infantry, which was A) unheard of for a Jew; and B) unheard of for a high school graduate. He just must have been very brilliant. He was very brilliant. He came back this handsome -- he was a stunning looking man, Army officer, and married my mother and went into the family business, when he would have liked to have been an artist. He retired when he was pretty young, to become an artist, but unfortunately he had heart disease. He did paint thousands of paintings. He did lead the life of an artist for maybe the last twenty years of his life, but he was very bombastic and always very angry at everything.

But anyway, he had a lot of friends who were communists. I remember when everybody went off to the Spanish Civil War vividly because we had farewell parties at our house. I was about 13. They were very gregarious, my parents. I mean, they were cause-oriented; the causes changed, but the parties and the kind of parties changed, but there were always a zillion people in this little house.

Q: So that was something you always heard?

Dryfoos: Oh, yes. We always heard about politics. We always heard about everything. My father never stopped talking, so it was pretty hard. If anybody came to town, any visiting rabbi, artist, left-winger politician, they would always come to dinner, and we always sat at the dinner table. We didn't say anything, but we heard it all, so things were debated.

Q: The Depression itself didn't affect the business?

Dryfoos: Oh, yes. They were absolutely penniless in the early '30s. No, let's see. It was even later. It went on till the war, like for a lot of people. I started working when I was 12, in 1937. I mean, if I wanted to dress like all these other kids, I had to do something. Nobody said that. I just did it. My mother always stressed the importance of responsibility, and she did it very well. My brother had a cordwood business.

Q: What did you do?

Dryfoos: Oh, I had all sorts of jobs. First I babysat and was very exploited, and then I worked in a department store, and then I worked in a dry cleaners, and once I worked for a lady who drank and I made her drinks. Just all kinds of -- whatever little jobs I could get. And I loved it. I really loved working. And now I write books and editorials about my belief that working is a very important experience for kids. There's a big controversy about it.

Q: Working where you receive some remuneration, or is that not important?

Dryfoos: Oh, I think it's important. Kids want junk, so they should work for it. Parents give the kids huge allowances now. I mean, that's the biggest market there is [laughter]. Well, some kids are just too busy, but there's always Saturday and Sunday. I don't know. It's just something I always liked doing, expected to do, and did. And there was very little discussion of it.

Q: Were you a good student in high school?

Dryfoos: Isn't that funny? I don't recall being a particularly good student. I went to a reunion (which is a horrible experience) and I met my Latin teacher. She's about 90 years old or something, and she said, "I remember you very well. You were one of the greatest students I ever had." I said, "Who, me?" [laughter] Moi? But I just think I was pretty smart. I was at a high school where everything was advanced placement classes, only they didn't call them that. I was in a math class with -- Originally, they gave a test to everybody in eighth grade, and there were two girls, and I was one of them, and we just sat in this class for four years with this man, who was like a college professor, and he just moved everybody through math as fast as they could go, except that for some of us we didn't exactly go the whole way. But I think -- I mean, I was very interested in math and it was a wonderful thing for me. The same with French and history. Everything was advanced.

Q: For summers what did you do?

Dryfoos: Let's see. Boy, you're taking me back. I can see why this interview can take a long time. For summers. Well, if you want to see some great memorabilia, there's a picture up

there. In fact, you should see the whole family. That's with me and Judy Garland, speaking of the Depression, because at some point my father started making Judy Garland dresses. He had designed the material for the dress she wore in "Wizard of Oz," which got us through the Depression. And he got this idea -- Remember, there were Shirley Temple dresses, and he got -- Well, you don't remember, but there were. And so he got this idea of making Judy Garland dresses. So she came to New York when I was 13, and we were supposed to be the same age, only she was really 15, we now know. And she already had boobs. And we also know she was already on drugs and all sorts of things.

So I was let out of school for the day to go to the city, and there I was and there she was, and I said to her, "Do you like paper dolls?" And she said, "Oh, yes, I just love them." This was a marvelous moment. Years later, I found out what she was really doing. Probably she thought paper dolls were a kind of drug.

Anyway, in the summers -- Well, my uncle had a house in a place called Seagirt, New Jersey, which also was a place which literally had no Jews. They weren't allowed. But he was a politician, an assistant attorney general, and that's a state government summer headquarters -- or it was then. I don't know why anybody would want to have a house there under those circumstances, but he did. And so I used to go there for the summer and walk their dog. They had a Great Dane. And pick up boys and have a wonderful time. That was one thing I did in the summers. And then after that, I worked.

Q: Now you said then you couldn't wait to get away. So you graduated from high school and -- ?

Dryfoos: Well, I actually was lucky because I didn't have to wait around till I graduated because I went to Antioch [College], which, you can see, is a big difference from Plainfield, New Jersey (if you know Antioch). So I was able to go, like, in May of my senior year, so I didn't even have to hang around. Which was too bad because somebody finally invited me to a prom and I couldn't go because I was leaving town. But anyway --

Q: At Antioch, I presume then --

Dryfoos: Was on a quarter system. For some reason, we had to be there in May. We were all delighted to get there. We all congratulated each other. We had a marvelous ceremony one night, because we had all missed our high school graduations, and we all felt the same way.

Q: But Antioch had this special program that it later had? Was it the same then?

Dryfoos: Antioch has always had the same program. It was always considered a very radical place. It almost died in the '60s and '70s but is sort of making a comeback. I went to it at the end of its heyday and then was still there when it was sort of making a very big comeback, when the boys came back from the war. But when I went there, it had the full co-op plan. They would get jobs for kids, so you worked for three months and you went to school for three months, and you were supposed to do that for five years. I mean, for somebody who wanted to have adventures, it was perfect. For somebody who was really a student, it wasn't so perfect, I guess. I never did any academic work at all that I can remember, or very little, but I sure had incredible experiences all over the country.

So I went in May. I guess by October I started my first co-op period. I was 17, and I went to Chicago and lived by myself. I can't believe my parents could cope with that, but things were not so threatening in those days. I mean, when I went to college, I got on the train by myself and went to college. I mean, this notion of everybody driving everybody everywhere and hovering over them like we did --

Q: Till the very end.

Dryfoos: Yes. But they didn't ever hover. And my brother had gone there. But the day I started, he went to the Navy or something. He came back after the war, which was nice because having fought for twenty years or something it was nice to make our peace. But Antioch was wonderful. It was such a relief to be with other kinds of kids who were full of ideas and different ideas. My roommate, who was so special to me, was like a Bach addict, and I had never met anybody who was a Bach addict. We would sit up all night listening to records and have big arguments about religion and marriage and all that sort of thing. It was really very nice. It was a great setting.

And I was a big community leader. That's what I did with my time. Sort of a politician. And we did a lot of politics, too. We'd go into neighboring towns or wherever we went. So the second year was '44. I was in Baltimore, and [Franklin D.] Roosevelt was running for the last time, and I had this incredible opportunity to campaign for him and to touch his hand [laughter]. It was great kid stuff. I mean, it was a great way to grow up and be socialized.

I think it was a good social education. Certainly, the academic part came much later. Like last year [laughter].

Q: Like last year? Is that what you said? Yes. Well, so you went to Baltimore and Chicago. What other parts of the country did you get to?

Dryfoos: Pittsburgh. I worked at the Irene Kaufman Settlement, and I had the world's greatest job. I was the director of something called the Hill District Peoples' Forum. By then, I was 19, so I was really grown up. The Irene Kaufman Settlement House was the leading settlement house in the country for sort of group work, and had a very progressive president named Samuel Levine, who was a very well known Jewish social worker. It was all sort of Jewish. My job was to try to convince Jewish people to stay in the neighborhood. It was already white flight, like crazy. I don't know whether you know Pittsburgh, but there is a hill and that was where it was located.

But by then, whites had really flown, so my job became much more organizing the community to pay attention to things like housing and garbage and delinquency. I liked it so much, I quit school. One of many times. And stayed. So I was there almost, I guess, nine months. I also fell in love and had a big romance. It was just a really interesting experience. We had a big campaign on housing, and we actually got some housing. It was quite a big moment in Pittsburgh history. So it was very -- I mean, it wasn't part of the academic curriculum, but it certainly was learning, and I had to do it all myself and figure out what to do every day.

Q: That's extraordinary.

Dryfoos: Then I had another one, which was just fun, because I've always been interested in art. I was the assistant director of an art studio in a public housing project in Ypsilanti, Michigan. This was still during the war. The biggest Ford plant was there. They had all these workers from West Virginia. It was all government operated and controlled, and had government housing. Everybody lived in trailers, including me. We had a studio which we opened from 2:00p.m. to 10:00p.m. every day, and these workers were supposed to come in and have a cultural experience. That was a neat job.

But I went out to North Dakota with a group, over a summer, to start a commune. Only we didn't call them communes in those days. They were called cooperative communities. Because Antioch was founded by Quakers and had this big communal orientation, shtick. And that was terrible. I mean, the adventure was wonderful, but the commune -- I left after three days because I didn't really want to have such a big group experience. And went to work for a farm family, and then I went to work in a camp for conscientious objectors. Because by then I was in love with somebody else. So it was a good youth.

Q: Yes. And certainly moving in one direction.

Dryfoos: Yes. Well, then I topped it all off when I was about twenty-one: I went to Czechoslovakia, to a world youth festival in 1947, so that would be the end of my fourth year of college, but I hadn't graduated. I had almost graduated. So I went there, and I stayed for a year and a half. That was wonderful. That was a wonderful experience.

Q: In Prague?

Dryfoos: First I traveled all around Europe with another woman and various people, and then I came back. I went to Prague, and then I came back because I had been offered a job there and a place to live, and besides, there were only six American students and Paris was full of American students by then, so it was great. That was quite a time. And the government changed, like, in the February of the year I was there. That was when the communists gained a majority.

Q: That must have been very interesting. I was just there last summer, right after it really sort of changed back.

Dryfoos: Isn't it beautiful?

Q: It's an interesting place.

Dryfoos: Yes. Well, you can imagine being a kid there, with nothing to do but mess around. I had no money. I had inherited $500 from my grandfather the year before, and I came home a year and a half later, almost two years later, and I had $200 still. But I could get work so easily, like teaching English, because everybody wanted to flee, of course. Not my friends. My friends were all very left. And they still are, actually.

Q: Are they still there?

Dryfoos: Yes. They've had their ups and downs, mostly their downs.

Q: All this time, were you ever thinking about how you were going to put it together?

Dryfoos: No, never. One of the strange things about Antioch was that, although it had this orientation to work, and you were evaluated on your work just as much as your academic efforts -- there was never any talk about women having careers. In fact -- I'm trying to think. People sort of foundered when they got out, including me. I went to Europe because I didn't want to get married, and that was a way of escaping the sort of social scene. If I went back to Plainfield -- I mean, everybody I went to high school with was certainly getting married by then. It was not something I wanted to do.

And so finally I came back, actually in 1948, because I really had had it with lack of rights in Prague. I mean, it was enough already. My mom came over because she really wanted me to come home. By then, Henry Wallace was running for president, and I decided to come home and work on the Henry Wallace campaign, which I did. And then I had to -- Well, while I was in Europe, I went to Auschwitz and I went all over, and I had very strong postwar feelings. And I met people from all over the world and had a very great sense that I had to pay back, especially about the Holocaust.

So I went to work for the United Jewish Appeal. They had something called the Junior Division. I lived on 56th Street and 9th Avenue, in a cruddy apartment. Then I decided I had to get married and started interviewing people to marry. There were endless numbers [of men, then], and New York was so nice then. I mean, you could go into any run-down cafeteria

and meet somebody. I just had thirty different people that I met. My husband was one of them. He lived upstairs.

Q: In this crummy building on 56th Street and 9th Avenue?

Dryfoos: Yes. That's how I met him. That was about six months later. But this job was with something called the Junior Division. They would have coffees or teas or parties or something in Westchester -- my beat was Westchester -- and these people would give their houses and invite all their friends and then we'd bring up speakers from Israel, who were like --

Q: You were raising money for Israel?

Dryfoos: Oh, yes. It was a great time. There were Haganah leaders. We would bring these wonderful people, and these kids were all so spoiled. I hated -- I'm a very bad fundraiser, anyway, and I was so scornful of them. It was almost like being back in Plainfield, only these were all Jews, but it was the same thing. They were sort of mindless, and they wouldn't give very much money, and I would get up and start haranguing [laughter]. George -- my future husband -- went with me to one, and he gave all this money [laughter], and nobody else did, so I knew he really probably was interested.

Q: Dryfoos is your married name?

Dryfoos: Yes. My maiden name was Gidding.

Q: So what was he doing?

Dryfoos: George was working in an X-ray business. He was like a technical salesman. I think that's what they called them. Something like that. Picker X-ray. But he had been brought up in a very weird family, where his father came really close to committing suicide; he started drinking and drugging and stuff during the Depression. [His father was] a very famous lawyer, who just went downhill fast, so he sort of disappeared when George was around 15. His mother, who was a French import who had no skills at all, was left with these two boys, so he went to work right out of high school. Well, I think he went to Columbia [University] for two years and then just went to work. And then he very happily went to war for five years, and he had a great time. Then he came back and went in to this X-ray business. So he was 30. I mean, he was an old man, a grown-up person. And he was very grown up and very nice.

Q: He was ready to --

Dryfoos: Yes. He had gone through the same sort of thing, like not wanting to get married and then finally deciding, well, I guess it's time.

Q: So you got married. And you kept working?

Dryfoos: No, no, no. I got out of there as soon as I could because I really hated the job. And then I got a lot of little jobs. When I was pregnant, I worked in a nursery school. Stuff like that. But then there was no notion that I would work, and I didn't have a notion that I would work, which is astounding to me.

Q: Even though your mother did work.

Dryfoos: That's right. Well, that might have been one of the reasons I didn't want to work. But I don't know that she worked when we were little. I don't remember. But it just never crossed my mind to work. And we moved here, like, a year and a half later. When I was in New York -- Well, of course, I was always very politically involved and socially involved, so it was not like I was sitting at home ever. I mean, it was the time of the Rosenbergs [Ethel and Julius].

We were very involved with trying to prevent fascists from taking over in the United States [laughter]. I mean, that was a very scary period, and since I had been living in Czechoslovakia, we were very suspect, and we were followed and all that. George's brother got into trouble for coming to our house when we had a guest from Czechoslovakia, even though he's the most apolitical person. He got blacklisted. He's an actor, as is George now.

It was a very difficult and very interesting time. There were meetings and protests. I don't remember the details, but we just were always very involved. And I know a whole bunch of people on the Upper West Side, because I lived on 107th and Central Park West, in the most divine apartment. We were just nuts to give it up. But it was going to be going from $120 a week to $132, and we didn't think we could afford it [laughing]. You know, had a cedar closet in the dining room and two bathrooms. It was lovely. Looking out over the park. We had a playground that we all went to, and we would hang out with these very interesting people. It was wonderful.

And then we just got this whim, and we bought a house and moved. We came up here, and we immediately found a zillion like-minded people. Even sort of different. We came here, strangely enough, and there was a big issue within a year that sort of formed all the social groups, at least our social group, which was very large. It had to do with a woman who was running for president of the PTA, and they said she was a communist, and it became a national issue. She was Esther Decker, who was the wife of Albert Decker, an actor. She was a very close friend of ours. We had met them right after we came here. He had been blacklisted. But she was a marvelous lady, and she certainly was no communist. It was ludicrous.

But this big committee formed in her behalf, and we immediately went -- and I was, like, 25 by then and George was, like, 32 -- so I was this young kid, and we met a lot of really interesting people who lived here and who were very active in whatever they were doing. That was sort of our entree to this town. Very few of them are left, I might add, but some of them are.

Q: Because they moved?

Dryfoos: Some died, some have gone -- an awful lot divorced, and some moved. Some went to higher places. But we're in touch with a lot of them still, those that are still in-touchable with.

So I thought I would have more kids. I had one kid. And then we kept trying and trying, and then, when he was about 6, it became very clear that I wasn't going to have another kid. Now it would probably be very possible, but then it wasn't. George didn't want to adopt anybody, it

wasn't being done very much, and so we just decided --

Q: Your son was born what year?

Dryfoos: Nineteen fifty-one. So it then seemed that it was time to get on with my life. Well, one of the things that sort of shaped that was that -- I think I had been here about two years, and I was asked to be president of the League of Women Voters, which was really something for somebody my age. It was a big organization here at the time and very WASP. And here we go again [laughter]! I was the first Jew to become head of the League of Women Voters, which is not quite like being in the Holy Grail Chapter of the King's Daughters. Not at all. One of the things was that it was a drag. I mean, it was so much work. And we were very poor always, because George was never a big money earner; it was never his big thing. So it just occurred to me, if I can do all this, why don't I do something else?

So I started as a substitute in a local school, which paid what seemed like a huge amount of money to me, to go and sit with those bratty kids all day long. And after about two years of that, it seemed like I should go back to school. I started looking into education courses, and I --

Q: What was the grade level you were teaching at that time?

Dryfoos: Well, it was a different grade every day. It was a middle school that sort of interested me. But I thought, "I don't want to take those stupid education courses." And I was sort of discouraged from doing that. About the same time, three friends of mine sort of got

together and started a little group called. Research, Writing and Editing Associates. One of them had a husband who was the editor at Simon & Schuster. She actually lived in New York. The rest of us had no connection at all. The reason I was the researcher was that I began to teach myself demography. I got really interested in the census. I've always been interested in the census. I don't know why. Numbers. I'm back to math now. Actually, when I was at Antioch, one thing I really did do was quite a lot of statistics, so I was very comfortable with numbers. So I bought myself an early adding machine. Actually, I rented it, I think. And when the 1960 census came out, I started analyzing it, just on my own, and writing little research briefs.

By about '62 or '63, one of these research briefs -- through a connection of one of my pals -- got to a guy who was on the research committee of national Planned Parenthood.

Q: So you wrote them without having an intended audience.

Dryfoos: That's right. I was just interested. And there were three things I did: I showed how you could use the census to project the need for childcare, low-income housing, and family planning; and it was the family planning one --

Q: That got picked up.

Dryfoos: -- that got picked up. The reason I could do it is because I was totally untrained, except to have a lot of chutzpah, and all that Antioch stuff was -- you know, you could do anything if you really want to. And I guess I've always felt that way.

Q: So if you learn it early enough, then --

Dryfoos: Yes, so I just did it. So pretty soon, I was summoned before this research committee, which was very prestigious in those days. It had, like, Ashley Montague and -- oh, people you wouldn't know: Christopher Tietze and Charlie Westoff (who's still alive and still very much a leading demographer). So I met with them, and here I was, this cute young woman who had written all this stuff.

So they were particularly interested in my idea of estimating the need for family planning through the use of the census data. One guy named Fred Jaffe was vice president of national Planned Parenthood for public information. He was trying to get Planned Parenthood and the rest of the world to recognize that there had to be federal funds for family planning. He saw in me this tool for coming up with a method of describing this need in a very research-y, not at all emotional may. It had to do with low-income women. It in addition to the census, was actually based on estimates of fecundity and sterility. Overtime, it became a work of science that was published in the American Journal of Public Health. But that came a little later. But anyway, --

Q: This was the early '60s.

Dryfoos: This was getting into the mid-'60s. The Population and Family Planning Act was passed in 1970. I got to know some of the people on the research committee. They invited me to go to the Population Association meetings, and I got pretty interested in that field.

Q: So you were doing all this without an advanced degree.

Dryfoos: Oh, I realized if I wanted to work anywhere, I'd have to get an advanced degree, or at least that was what everybody told me. So I decided I would go to Columbia and get a master's in demography. Paul, my son, was then 12 or so. One day, I had a carload full of kids, and I drove into the city, which was a very quick trip in those days, to 116th Street, and I couldn't park in order to go in to get an application.

Q: Nothing has changed. [laughter]

Dryfoos: So I came home again, and somebody told me that Sarah Lawrence College had a program. You know, they had a woman's program, but it wasn't that. They would take fifteen people, and they could do whatever they wanted at Sarah Lawrence and get master's degrees, and use any facility, any faculty member. It was just a sort of experimental program. Esther Ashford Rauschenbush was the president. I had done some work, as part of Research, Writing and Editing, I had done a survey of Sarah Lawrence girls, and one of my friends -- a number of my friends worked there. So, I mean, I had a lot of connections there.

So I went over there, and I could park, they would give me a scholarship, the state also would give me a stipend which they were doing in those days -- I don't know why.

Q: You got some money from the state?

Dryfoos: Yes. And then it turned out this guy wanted me to be his assistant, whatever you call it -- teaching assistant. So I decided to go there.

Q: The political climate at that time for this kind of work was fairly hospitable. Is that a fair statement? Talking about family planning, for instance, as a national issue or as an issue that the community could take up? No?

Dryfoos: More than now?

Q: Yes.

Dryfoos: It's almost like we got past family planning in this country. I mean, abortion knocked it off -- I mean, there's no reason why anybody couldn't talk about family planning, [it was] just nobody was interested, I think. Because the issues are still exactly the same as they ever were, there's just a big gap between poor and non-poor people, and kids don't have access to family planning, and it's very important -- I don't think the family planning field is as good as it used to be. It doesn't gain any visibility, because it could be grabbing some visibility in terms of, like, STD [sexually transmitted disease] screening. I have been associated with that field for years, and I can tell you a little more about that. But --

Q: Well, let me just flip the tape over.

[END TAPE ONE, SIDE ONE; BEGIN TAPE ONE, SIDE TWO]

Dryfoos: Well, it's a very interesting question. It's hard to remember which political climate was when. It was [President Richard M.] Nixon who brought in family planning. Actually, there was a Population Commission, and it recommended family planning, and Nixon had appointed it. One of the Rockefellers, John [D.] Rockefeller [III] was the chairman of it. In fact, it's out of that the whole teen pregnancy field came.

So I went to Sarah Lawrence, and I was there for two years and learned absolutely nothing, but I had a nice job. I mean, there was one guy that I worked with, and we did something called factor analysis. I wrote a thesis, which nobody read because there was nobody there that could read it or was interested, really. I mean, they said, "That's fine." It was very Sarah Lawrence-y.

Q: So factor analysis. Your thesis was --

Dryfoos: It was supposed to be factor analysis, but my coding sheets got burned up in a fire, so then I had to write what I thought might have -- Nobody really cared. It wasn't a major experience of my life. But the main thing was that I graduated. In fact, did you read the story about [Dr.] Ben[jamin] Spock? About his wife? It was in the[New York Times] book review. So Ben Spock spoke at my graduation. His wife [Jane Cheney Spock] was there, and she was really loaded. Everybody was pretty loaded. And I said to her, "Oh, it's so wonderful to have Ben here at my graduation." I think their daughter might have graduated at the same time. I said, "He's just such a hero of mine." She said, "He should have stayed the fuck home and made some money." [laughter].

So I graduated, which then gave me the qualifications to do what I would have done anyway. Fred Jaffe hired me before I even got the degree. He was just waiting for me to get out, because he was putting together money for a new agenda. Alan Guttmacher, by then, was the president of the Planned Parenthood, and Fred was preparing the way to start something which is now the Alan Guttmacher Institute, but [then] it was called the Center for Family Planning Program Development. He said, "You've got to come and work there." So I said, "Fine."

So I went there and stayed for fifteen years.

Q: What was he [Jaffe] like?

Dryfoos: He was a very interesting character. He should be written about. He's a very important character. I'm not sure that there would be -- I don't know whether there would be a family planning program the way it was or whether there would have been legislation without him. He was also a total bastard. He was, as my husband would always say, he was like a German who was either at your throat or at your feet.

Q: Really?

Dryfoos: Oh, yes. He was very abusive. He was totally directed on one issue. He was just totally committed to this cause of family planning, as a poverty issue. He was an old leftist, an old union guy.

Q: Was he an M.D.?

Dryfoos: No, Jaffe was not an M.D. No, he had some little degree in journalism or something. He was a very good writer. He was an excellent editor. He taught me a lot that I know. He was kind of verbose, but I think he was very detailed. I mean, I have some stuff we did in the early days. I was just looking at it for something I was writing. And, you know, we developed the most elaborate statistical analyses over some little point, like how many trained nurses we need in 1972 versus 1973 for family planning, and where they should be trained. But I think he was right. I think it was a very good strategy to come up -- to get Congress, hook Congress with all this detailed planning. And he got all this stuff written into the legislation that not only provided money for family planning in clinics. They had to plan -- there had to be a national plan, and the national plan was based on the Dryfoos formula for estimating the need for family planning. So the money was allocated according to that formula.

That's why we would keep tinkering with it, just because it was fun. But I could tell you a neighborhood -- how many family planning patients there might be, with this thing. So we used it like magic.

And this Center was very successful. It got huge federal grants and a big Kellogg [Foundation] grant, and we had a lot of money. He kept saying -- He always referred to me as looking like a volunteer, which is the worst thing you could do at Planned Parenthood.

Q: Who? Jaffe?

Dryfoos: Jaffe, yes. And he was always trying to replace me with a director of research who had a Ph.D. He would bring somebody in, and I'd say, "Fine, I'll be the consultant," and then this person would come. Nobody could do what I could do because they were too trained or else they were too lazy or too crazy, and very few people could work with him, anyway. There were actually four of us, all of whom were born the same year, who ran this organization.

Q: And who were they?

Dryfoos: Well, there was Dick Lincoln, who was the head of publications, who put out Family Planning Perspectives, which is really a very good publication, and all the other publications we did, which were myriad. And Jeannie Rosoff, who was in charge of the Washington office, the lobbying. So it was research, lobbying, writing --

Q: And then numbers.

Dryfoos: Yes. I mean, it was a very carefully worked out thing. But he's the one who worked it out. Yet everybody in the national organization of Planned Parenthood hated him because he was so arrogant and mean, and these volunteer ladies really hated him, the ones that he didn't sleep with, I might add. There was a lot of that stuff going on. But, I mean, this was the early days of Planned Parenthood as well. So he was a controversial character, but he was just so driven, and he knew how to drive Congress as well.

So Nixon became the big supporter of family planning in 1970.

Q: I'm trying to remember. So Jaffe, you said, knew how to drive Congress. How did -- Where did --

Dryfoos: Well, there was a big Washington push-- Jaffe and Rosoff together. She, incidentally, is still the president of this organization. They knew how to lobby. They had certain people in Congress, whose names I forget, but I knew them very well in those days, certain senators. [Robert] Packwood, I guess, was one of them. I don't think any of them are still there. But they just knew how to get the votes in committee. They just knew what to do. I mean, I had nothing to do with any of that part of it.

But I knew how to prepare the materials and write the articles, and we were very prolific. One of my pieces of work, and something that I invented, was to develop these detailed plans for communities. We got Model Cities money and OEO [Office of Economic Opportunity] money, and we would go into a community and develop a plan for coordinated family planning.

It's funny, because this is sort of the first iteration of this whole idea of services in one central location. But this idea was that they should form a corporation, kind of, at the community level and figure out where all the family planning programs should be and centralize the administration and the training and the supplies and all that stuff, and get the delivery of the services out to the neighborhood. As we always said, it was just like McDonald's. It was the same theory. And that's what we did. And we did that in a lot of communities. Eventually, I did it in a number of states and I had sixteen people working for me. They didn't work very hard, but they worked. They worked, and another guy and I every weekend did all the work. I worked very hard in those days.

Q: You liked it, obviously.

Dryfoos: Oh, it was really fun. It was really interesting. Well, because you felt so much in the middle of something that was very dynamic and very important, and it was -- Oh, also, birth control pills had become available in the '60s. Just a whole bunch of things came together that made this possible. So you had the delivery mechanism. I mean, you had the method and then you had the delivery mechanism, which was largely public health clinics. They were resistant at first, but changed their tune as soon as the money became available. So it was a very interesting time.

Q: Tell me a little bit about Guttmacher.

Dryfoos: Alan Guttmacher was an important Jewish doctor from Baltimore, who was married to my cousin, which was very strange. It was just a coincidence, really. He was another arrogant doctor, a magnificent-looking guy who was very articulate. He was talking about abortion years ago, and he was very open about it. He was very convincing, and he was very attractive to the volunteers because he knew how to flatter people, so he was sort of like the figurehead. But he was a terrible administrator, so they brought in somebody else to administer, who was also a terrible administrator.

Q: What you said before was that, really, you feel the existence of this, of the movement was really --

Dryfoos: Well, there were a lot of people, but from my view, Fred and Jeannie were the people who were leading it. If you interviewed a Planned Parenthood volunteer from that period, they would never think of Fred, but they would think of Alan. And he certainly was the leader for a long time. I don't remember the dates or anything. But after that, there were a series of people who had no status at all and weren't very good at the job, which may be why it sort of sank down in terms of visibility as an issue.

I mean, there are four thousand family planning clinics still. I think there were five thousand for a while. There are still a lot of them. I mean, it's still going on, and the amount of money is about $120 million, maybe. I remember when it started at six and it got to ten and twenty and thirty, and it got up to a hundred maybe ten years ago. The amount hasn't gone up very much at all. It's not a very successful lobby anymore, probably because there are too many competing things.

The big thing that happened, where it gets into the Carnegie work, is in about '75 we kind of discovered teen pregnancy. I mean, it was always there, as many books have been written to say that the Alan Guttmacher Institute invented an epidemic, which was never an epidemic, but we called it an epidemic. In 1975 we brought out a publication called Eleven Million Teenagers: The Epidemic of Teenage Pregnancy. That was the eleven million sexually active teenagers. I did all that work. I was the one that figured out there were a million teenage pregnancies every year. That was sort of my thing. You know, for a number shop.

Q: And from the numbers, is that how this epidemic was uncovered?

Dryfoos: Well, the first thing that happened was that there was a survey -- Well, the first thing that happened was family planning began. I mean, obviously, there was always planned parenthood, for a hundred years or however long it was, fifty years. But then it became a public health right, and so there were all these clinics. So for the first five years, most of them only served married women. Then it became clear that there were a lot of teenagers who were beginning to go to these clinics.

Around the early '70s, the first survey about adolescents was done by some guys at Johns Hopkins, John Kantner and Melvin Zelnick. They discovered that thirty percent of the teenagers were sexually active, and everybody was very shocked to discover that high school kids had sex, even though I think high school kids, some few, have always had sex, but not that many. This was 1971 or '72. And that was included in some of the work of the Population Commission as well.

We kind of picked up on that. We said, well, where are these sexually active kids getting family planning? And then that's how this issue began to come to the front. And then, when we started adding in abortion, we found out that the biggest users of abortion -- We started doing surveys of abortion clinics, and we did giant surveys, huge surveys. So we surveyed every family planning clinic and every abortion clinic in the United States every year, in the years that I was there. It was a very big operation.

Q: And you found what?

Dryfoos: And we found that, like, 30% of the users of abortions were teenagers. And then,

when you add all that stuff up, if you add the number of abortions and the number of births at that time, it was over a million -- and estimated miscarriages, which we always did. So if you figure out how many kids are sexually active and how many kids get pregnant, you can see that at that point, like, 23% of all sexually active girls got pregnant every year.

Q: Which made it an epidemic.

Dryfoos: Certainly a serious problem. It definitely wasn't an epidemic. It was an endemic. But you can argue about the words. It was certainly a serious problem. And the consequences, which we documented -- The National Institute for Child Health and Human Development started a very big program (it's even bigger now), documenting the determinants and the consequences of teen pregnancy, so that began to be a huge body of knowledge rather rapidly, and I think we had a lot to do with stimulating that. Again, we're not the only people who were into this, but -- The second half of the '70s, that's when I was really working on issues that had to do with teen pregnancy prevention.

So in 1978 Fred Jaffe was standing in the middle of his office and he dropped dead, at the age of 53. I was 53 as well. I had already told him I didn't want to be the director of research and planning anymore. I gave him a list of, like, twenty people who would be great, and by then he could pay a huge salary. In fact, he was paying me a huge salary. And could have had his pick because it was considered a good job. Instead, he hired a graduate student sort of type.

Q: So he wouldn't have to pay a huge salary?

Dryfoos: No. When I asked him, he said she had great legs. And that might have been the truth. I mean, he might have just wanted a pretty young thing around. Strangely enough, she's still there, and this is twenty years later.

Q: Why did you no longer want to do that at that point?

Dryfoos: Oh, I mean, it was like I never had any time. I was getting tired of it. It was just time to do something different. I didn't know what I wanted to do. And then -- it was a little later, actually. I just wanted to work part-time or something. I just didn't want to run all those people. It was really the administrative part that I just couldn't stand. I had every possible problem, and these were all sort of post-hippies that worked for me. They were smoking marijuana in the bathroom or -- I don't know -- they were having nervous breakdowns or once somebody was an alcoholic. It was just -- I don't think I was very good at it. I rather like working alone. I like going off and creating formuli [laughter], making inventions and stuff and writing. I didn't think of myself as liking writing at all, but I just didn't want to do that anymore.

He [Jaffe] was just such a pain. But he also could not bear the thought of my leaving, and he started crying. This was just before he died. And he begged me to stay and gave me this huge amount of money to become something called a fellow of the Alan Guttmacher Institute, which meant that I would just write stuff and do stuff on my own, kind of, and, you know, do some more publications. So the last publication -- he wasn't around for it -- was called Teenage Pregnancy: The Problem That Hasn't Gone Away. I wrote the last chapter, which said that it takes more than family planning and sex education, and teen pregnancy isn't the issue; it's

poverty and the lack of education and lousy schools and all that sort of thing.

Jeannie Rosoff, who was then the president, said, "That's unacceptable," because we were in reproductive health care. She was right, from her point of view. We had a lot of terrible issues, anyway, over a lot of things that were going on that I didn't like. I mean, I could stomach it when Fred did it because I had a long relationship with him, but, you know, it was just time for me to leave.

So, in 1981 I packed my bags, of which I didn't have very many, and I came home. Two weeks later, I was on the train going to the city, and I sat next to somebody who worked for the Rockefeller Foundation, whom I knew slightly, who lived here. She said, "We've been wondering what to do about the issue of teen pregnancy prevention." So I said, "Well, I have some thoughts about it." So they hired me for two years to go off and think about teen pregnancy and write a paper and develop my thoughts on what I call the "life options hypothesis." And also to track school-based clinics because they were very interested in school-based clinics.

I should have started this whole thing by saying I have had this incredibly lucky life. So I went off and did that.

Q: They wanted it to sort of help give them some direction as to what their program should be?

Dryfoos: Yes. By the time I finished it, the person who had asked me to do it had left, and

they had decided they weren't very interested in the whole population question. And I wasn't very interested in the whole population question. I mean, I'm interested, it's still an enormous problem, but --

Q: You were moving toward something else.

Dryfoos: But I was more and more interested in sort of teen issues. Also about that time a couple of things happened. One was that I got very interested in school-based clinics. And, by then I was the chairman for the Center for Population Options, which is now Advocates for Youth. I've always been involved in a million things through all these years. Some are political and social, and the American Public Health Association, and all that stuff. At that time I was very involved in this group called the Center for Population Options, which is now Advocates for Youth. We started a center for the development of school-based clinics, while I was the president there.

Q: School-based clinics.

Dryfoos: School-based health centers.

Q: Which was at that time not something that --

Dryfoos: In 1983, when I finished my report for Rockefeller, there were ten in the whole country, and I had been to see them all, and I was very excited about them. I mean, it was sort of like Eureka! Here's something real! I guess some of it was like a throwback to the

beginning of developing family planning clinics, but this was much sexier. And it also was much broader. It certainly became clear very shortly thereafter that wasn't going to solve the problem of teen pregnancy prevention because very few of them were going to do teen pregnancy prevention.

Q: Of the clinics.

Dryfoos: Yes. But they were just wonderful places for kids with all kinds of problems. It turned out mental health was --

Q: The big one?

Dryfoos: -- the big one. But it just seemed like a wonderful, new, sensible, do-able idea. Now there are over a thousand. It grew rapidly. And I've always been associated with that group. I mean, now we have something called the National Assembly for School-Based Health Centers, and I was one of the founders of that about four years ago.

But that's what got me into schools. Even with thinking about all the interventions and what was going to work to prevent teen pregnancy, programs that work and programs that don't work, most of it was community-based, although sex education isn't. But I hadn't focused on schools very strongly, and yet -- Then I began visiting schools and began thinking about it.

About that time -- I think it was in that year -- I think it was Gloria [Primm] Brown from Carnegie, who came to me and said, "We want somebody to write a paper about young males

and sexual behavior." So I spent I guess about a year -- I don't know -- It was a small grant. And I wrote this thing --

Q: That was in '84.

Dryfoos: Yes. I wrote this thing called Putting the Boys in the Picture. It was very nice, because they gave somebody money to publish it. Of course, if I had to do it over again, I'd get a regular publisher, but nevertheless, I hadn't even thought about writing books or publishing anything. It was just another thing that happened.

Q: So she got to you because of your reputation?

Dryfoos: Yes.

Q: The work you had done at the Rockefeller Foundation?

Dryfoos: Well, even before that, I had written a lot of stuff with Alan Guttmacher. I don't think they're on the résumé because I think the résumé starts later, but while I was at Alan Guttmacher, I had fifty different publications, probably. Some of them from Alan Guttmacher. The American Journal of Public Health was one in which I published a lot, and various other publications. So I was known, and I was always talking at conferences, or beginning to. Not as much as I do now, but I was known around. I don't remember how I met Gloria [Brown], at all, or any of the people at Carnegie. But I think the call just came from her, which is sort of odd because I don't know that she was even a program officer. I was invited to present at a

board meeting, but it must have been after that. Anyway, then I began to think --

Q: Was this an issue, by the way, that you had thought about?

Dryfoos: About male involvement?

Q: Yes. That really everything that was set up was pretty much directed towards the female.

Dryfoos: I was only lukewarm on the issue because when you came down to it, you've still got to have the girls in the clinic up on the table [laughter]. I mean, I thought there was a lot of rhetoric about it, and I still do. I've seen this issue come and go, and everybody always says, "We must pay attention to males." But specifically if you're talking about family planning, the answer is the same. If you really want to change their view of life, you have to do a lot more than worry about reproductive healthcare. That begins when they're young, and it's the same interventions, no matter what you're talking about. And it's the same for girls or boys. You need an attachment to a responsible adult, etc., etc.

And I sort of began to get into that in that paper as well, saying we don't' know much about what works, but what does seem to make a difference is an older mentor. There were a couple of programs like that that stood out. But that the guys that became fathers were by far the most disadvantaged, just like with girls.

So I don't quite recall how it happened, but I must have then decided -- They must have encouraged me to write a proposal. You probably have access to it, and I probably have it

around here somewhere, but I haven't looked at it lately. I mean, I don't remember the first proposal for what became the Youth at Risk project, but that was beginning in '85?

Q: In '85, "Developing a Strategy for Adolescents at Risk."

Dryfoos: Right. And that became my life work. So it's been fourteen years. Is that right? Yes. Thirteen years. But you probably have the grant history. It was sort of like $100,000 for two years and then there was like a little hiatus. It's well over half a million dollars. I don't know how much it is. I never added it up, but it's a lot of money. And it's a lot of faith. And I think I'm the only person they've ever done this with in quite the same degree, but I've been very fortunate. I think part of the reason I keep doing this is because I work very hard for very little money, when you come right down to it.

Q: Maybe I should stop and we can start with that next time.

[END OF SESSION]

ME

Interviewee: Joy G. Dryfoos | Session #2

Interviewer: Sharon Zane | Hastings-on-Hudson, New York

Date: June 3, 1998

Q: Let me say that this is an interview with Joy Dryfoos for the Carnegie Corporation Oral History, part of the Columbia University Oral History Research Office. It's the 3rd of June, 1998, and we are in Hastings-on-Hudson, New York.

Joy, just say something.

Dryfoos: Something. Is that okay?

Q: That's great. Okay. I think you just mentioned to me off tape, so we can start with that there were two parts to your life, as we have explored it until know, which you left out last time, which we ought to just touch on a little bit.

Dryfoos: Well, I think we left off about the time I started being supported by Carnegie?

Q: That's exactly right.

Dryfoos: So that would be about 1981. And I had described the years with the Alan Guttmacher Institute and the work I did on family planning and teen pregnancy. But I realized, thinking about it, that a big part of my life during the late '60s and '70s was really

connected with, I guess, protests. My husband and I were very, very involved in the anti-Vietnam protest movement and went to many marches and organized many people and did all the things that everybody did in those days. It took up a lot of our time and energy.

We used to go along with the kids. We used to get very dressed up, so we were like the establishment figures, and the "Flower Children" would all thank us for being there, just as we were thankful that they were there. It was also something where we could relate to our son and we probably related the feelings to him so strongly that he certainly was not about to allow himself to be drafted. And we spent a lot of angst over what would happen if he ever were. Fortunately, in the end, he had one of those 364 numbers in the draft, and he wasn't drafted, which left him free to roam around for quite a few years before he went to college.

I don't remember the chronology, but it seemed to me in the '70s the same kind of experience was -- Oh, well, that kind of culminated in 1968, when my husband was a delegate to the Democratic Convention in Chicago, so that was certainly a big experience in our lives, particularly in my life. I was out there in front of the Hilton, pulling kids whose heads had been bashed in by the police, back, and patching up their heads. We were like the mothers of these children. It was as close an encounter as I ever had with fascism, as I ever hope to have. It was just a totally painful experience, and certainly the election that followed, it was equally painful.

And I don't' remember when the anti-nuke action started to rise. It was certainly after that. But that was much more a kind of local group that formed and also was very activist and also involved a lot of kind of wonderful relationships with people. And then, following that, there

was a whole abortion protest, protesting the people who were protesting abortion, and that was some of the same people, so they were all very organizing people, getting people to express themselves, and it was very separate from any work I might have been doing.

But it took up a lot of time for a number of years, and I would say that there's nothing that has replaced that, which I sort of regret in a way, although it was always so much work. It's people exhausting.

Q: There's sort of a limit to the amount of energy one person can have.

Dryfoos: I don't think there are the same kind of social movements. We were always very involved in Hastings.

Q: Yes, you did say that.

Dryfoos: My husband actually was a trustee early on and ran for mayor and was not elected. In fact, we were practically run out of town and got threatening phone calls because he wanted to do some planning and work on low-income housing. It's ironic, but in this very highly educated, very sophisticated community, there's still not one unit of affordable housing, although the county has suggested that they at least build thirty units. That was ten years ago that that happened. So the community is not a progressive community, although everybody in it is a progressive. I mean, they come in and shut the doors, really. So we have a private school system and --

Q: Actually, I believe it was Hastings, the article in The [New York] Times last week about a woman opening her home for after school activities.

Dryfoos: That's on our corner. The homecare -- after school childcare. How much was it? Thirty-five dollars a day? That's astounding.

Q: Maybe we can get to this later, because it sort of speaks to some of the issues in this latest book [Safe Passages (1998)] that you just gave me, and I was thinking a lot about it -- just to talk to you a little bit about that.

Dryfoos: Well, that book has a lot about Hastings in it, either specifically or from things that I've observed here. It has always been sort of interesting to me that people are not very interested in my views in Hastings because they're very threatened by it; I'm often very critical. I know a lot of people who do youth work of one sort or another.

Q: But I guess what I'm really referring to is its attempt to substitute for a kind of family life and environment. I mean, it has its pros and cons, in my mind.

Dryfoos: Well, I can certainly understand why people seek this. I think -- My latest social movement, the full-service community school movement, is really based on this tremendous need that people have to have their children taken care of by somebody, and they can't because they're all busy working like crazy. All the women I know, at least, feel that they have to work. They want to work and they have to work. I don't know which comes first. But the children are definitely around, and it's, I guess, much more hazardous to have latch-key

children than it used to be. I mean, there have always been latch-key children, sure. But now it's just the norm for women to go to work, and we haven't really developed the after-school facilities to keep up with the demand, so it's not surprising that someone like my very enterprising neighbor would have such a business going. We've all been a little concerned about it. My husband says, "You should be the last person to complain. You're always saying you need organized activities for kids." But there is a bit of a parking hazard. There really shouldn't be a daycare center, I don't think, in the neighborhood, but maybe I'm wrong.

Q: I presume that some of the energy that you had put into these kinds of movements in the '60s and '70s starting to be funneled into your interest in your work.

Dryfoos: I think it was parallel. I think we haven't done anything that I can think of in the last ten years, although if I worked on it, I'd think of some things. Probably because it's a different era. I mean, it's certainly not a time that I find politics compelling. You know, there's nobody I want to work for, nobody I want to raise money for.

I asked my son recently if he -- who was in the political arena for a long time as a state government person -- whether he would ever run for office, and he said that not only would he never run for office but he didn't know anybody [who would]. He actually went to the B.U. [Boston University] School of Business, but it was in public administration, so he knows loads of people who are qualified, and it's really quite a tragedy that people do not want to be involved in politics, and that people like us are no longer interested.

Because, tying back to my work, I'm always very aware that the solutions to most of the

problems that I pose are pretty political. They do require large federal funds, and they do required some policy changes. And those can only be brought about by these yo-yos who are now in Washington.

Q: Let's go back to the beginning of your association with [the] Carnegie [Corporation] -- how it worked and what you started moving towards.

Dryfoos: Well, I guess we had known each other -- some of the people there and I, and I really don't remember exactly how the major work, how the first proposal was written. I mean, I think I mentioned before that they had come to me and asked me to write a paper about responsible sexuality education for young boys or something like that. And I produced a book, and they helped me -- they had it published by a sort of educational book publisher. But by then, I was really much more interested in broader issues, having to do what has now come to be called youth development. I always called it high risk youth. And I think there is a difference.

Youth development is really thinking about all youth, and high risk is just thinking about those who are vulnerable. I still don't think there's equality of vulnerability, and I'm really interested in the most vulnerable kids, and I've always connected it in my mind to poverty and disadvantaged --

Q: Economics.

Dryfoos: Yes. So at any rate, I began to get very interested in -- having trekked through all

the stuff on teen pregnancy and lived through between '75 and about -- it was almost ten years that we'd been talking about teen pregnancy. It was around that time I was on a National Academy of Sciences panel on teen pregnancy prevention. I sort of thought, you know, have done that. And it was time to really begin to look at other issues, particularly substance abuse and delinquency and ultimately what went on in schools.

But at that point, I was interested in prevention programs, and I began to have much more contact with, particularly, the substance abuse prevention field because there was a new agency, federal agency, called CSAP, Center for Substance Abuse Prevention. They began to pour a lot of money into prevention, so I decided in that first proposal to Carnegie to offer to look at teen pregnancy, substance abuse, delinquency, and school failure and see what the problems had in common and what prevention had in common. That took about four -- it was probably closer to five years of work. At least four years.

And there were various papers that I wrote along the way. But it became clear I guess in about '88 that there was a book there, and that's the first major book, which is called Adolescents at Risk. I think that's the most original piece of work I've ever done. I still like that book the most.

Q: Why?

Dryfoos: I think because I moved into new territory for me. I tried to bridge the research and practice, and I think that I was pretty early on in making this connection between these various risk behaviors and coming up with the idea that there was this overlap in

misbehaviors and that there had to be a more holistic approach to young people than all this set, categorical prevention stuff that really wasn't very effective. And I think I was able to document that pretty well.

There had been various other people, like Richard Jessor, who was very well known for his early work on problem behavior and the common components between the high-risk behaviors, but he was never interested in programs, and I was more interested in programs than I was in the sort of basic research, and so I was able in that book to really very methodically go through all the surveys that had ever been done on each one of those behaviors, and then look at all the research that had been done separately on each one of those interventions, and then begin to draw together some common theory about why -- what worked and less on what didn't work than more recently.

But it was my first attempt to do that. And I came out with this sort of major conclusion that 25% of the kids were going to go down the drain unless they had immediate interventions. That really got picked up and used a lot. It still is, actually. I mean, it's amazing to me that the most simple things that you can come up with are the things that get used the most. I had actually learned that when I was at the Alan Guttmacher Institute because the two things that I did there that stuck were 1) to estimate the number of women in need, which was something like five million, and the first legislation talked about the five million women that need family planning; and 2) on the back of an envelope, figuring out that there were a million teen pregnancies every year. And that's still used. Actually, there still are close to a million.

So this was the third, simple, dramatic number that -- actually, it was seven million kids who

needed help right away. So that was Adolescents at Risk.

Q: Extremely dramatic, right?

Dryfoos: Yes. In the new book, I talk about 35%, so it's more.

Q: When you first started, you weren't necessarily thinking about a book. It just evolved into it?

Dryfoos: No, I wasn't thinking about a book at all. In fact, there were two, I think, reports -- I can't remember exactly. The first one on the adolescents at risk and the 25% and all that sort of thing. And then -- I mean, this wasn't all one grant. It was either by the year or every two years; I don't remember. But then the next phase was to look at all the prevention work. And those were two very separate things. Then, when I had those two papers, those sort of monographs done, I put that all together, and that's what became the book. So it wasn't -- I don't really remember, but I don't think it was terribly hard to write the book.

I now realize that the easiest thing in the world is to write books. The hardest thing is to live through the period before and gather all the material.

Q: In this case, how many years?

Dryfoos: I was unconscious of the fact that I would ever write a book. And it was sort of Carnegie's idea that it should be a book, I believe. They sent out an announcement to

publishers, like ten publishers, and -- They were the academic publishers. And naturally I thought Oxford [University Press] would be the greatest. Actually, I was negotiating with Free Press or one of those -- It's now out of business. Division of Harper. Basic Books? Whatever it was. And it got very far, and then there was a change in the management of the company, and they said that they didn't want this liberal trash. It was sort of "Who wants that?" And that was the end of -- That was okay because I was very thrilled with the idea that Oxford wanted to publish my book.

Incidentally, I don't have a doctoral degree. But I left out another thing, which was that for years I taught at Columbia, in the School of Public Health. Did I mention that I, at some point, I think around 1980 -- I don't remember -- suggested to them that I be a full professor because I had already published sixty articles, and this was great because I think I'm the only person who's ever become a full professor in the School of Public Health, even though this is adjunct. But I was quite proud of that. As soon as it happened, I stopped teaching because I really didn't like Columbia. I didn't think that they gave the students a very good deal. The faculty was on soft money and could give little time to their students.

And also around that time I was very interested in the development of school-based clinics.

Q: Okay. Maybe before we do that, let me ask you just a couple of more questions. On this Adolescents at Risk book and all the work -- You were working by yourself. What kind of interaction did you have with the Carnegie people during that time? Minimal?

Dryfoos: Well, not minimal because I've always reviewed proposals for them. I was on their

task force on whatever it is on after-school programs. I can't remember the years, but that was in the '90s. You know, I've been on various committees and I've always been invited to their wonderful parties [laughter]. They've had a number of them. They've been very good to me, wonderful to me, and have included me in all sorts of things that I wouldn't ordinarily do. I mean, I've been to board meetings and made presentations. I've always been like a pet. And I really appreciate it. I don't know anybody else who has like a permanent MacArthur grant, but that's what it is.

And I've just mailed off my newest proposal, which will take me up to the age of 75, as I pointed out in the letter.

Q: I can't imagine that that's going to mean anything.

Dryfoos: [laughter]

Q: So anything else about -- You received -- When your study was complete and the book came out, it received a lot of critical attention because you had --

Dryfoos: Well, it got very good reviews in the academic press. I guess I have a fuzzy memory because I just don't remember -- Then I just went on to do the next thing. By the time the book came out -- In fact, this has happened three times now. It's very anti-climactic. You know, you work very hard to get it done and all the editing; it comes back to you and the indexing and all that stuff; and then it goes off and you don't even see it for six months, so when it finally came out it wasn't a big event. I don't even remember -- I think Carnegie sent

out a news release. Avery Russell has always, always been very supportive of my career in every way possible. She condensed the book Full Service Schools in one of her quarterlies [Carnegie Quarterly]. I don't know what she's going to do about this new one [Safe Passages], if anything.

Q: I guess that's enough on that, except for could you see -- I don't know if this is even an appropriate question, but in Carnegie's later support of certain other kinds of programs, [was] your work reflected in that?

Dryfoos: Well, they certainly never articulated it that way. I think, you know, in small ways. I've been very careful never to say to some friend, "Why don't you go ask for a grant?" Almost the contrary, of not using my connection to them as -- But a lot of people think I work for the Foundation, which I don't. So I've been very careful about that and tried not to give advice if I wasn't asked for it, which is hard for me to do since I like to give advice. But --

Well, I've certainly reviewed a lot of proposals, and the proposals they send are always relevant to youth issues. I mean, a lot of proposals, four or five a year. They often pay people to review proposals, but I figure they don't need to do that. It's helpful for me to review proposals. I like to do it, although it's a lot of work, because then I found out what people are thinking.

The downside to working alone is that you really have to scrounge all the time to find out what's going on and keep in touch with a lot of people, which I find tiresome, but you have to do it.

Q: The Internet hasn't helped you in that?

Dryfoos: Yes, the Internet is helpful, somewhat. But there's so much clutter that by the time you find out anything -- Today, there was some very interesting thing, the first time that happened, where there's a SIG [Special Interest Group] at the American Educational Research Association, and for the first time we're on the Internet, asking people to submit proposals. I think that's great. There's already a lot of discussion about the organizations. That never would happen. I mean, it would take too many phone calls and people don't have time for that.

Anyway, I don't think I mentioned my interest in school-based clinics, and that really has something to do with my evolution in thinking in *Safe Passage*. In about -- And I don't remember if I talked about when the Rockefeller Foundation in 1981, I guess it was, asked me to look into the teen pregnancy issue one more time, they specifically mentioned school-based clinics, of which there was one that anybody knew about, or maybe two; but there had already been recent research coming out of St. Paul, showing that there had been a reduction in teen pregnancy in a school-based clinic. The question was, was this for real and is this a potential delivery mechanism for family planning?

And so I spent two years, when I had a grant from them, sort of traveling around and discovered that there were ten school-based clinics in the country, and went I to see all of them. At that time, I was on the board of something called the Center for Population Options and ultimately became the president of it, which is now called Advocates for Youth. Working

with them and working with someone named Sharon Lovick, who is in Houston, who ran one of the first school-based clinics, we came up with the idea of starting a national organization to promote school-based clinics.

It was under the auspices of Center for Population Options. So in 1984 we had the first national conference. By then, there were a few more clinics. Now there are a thousand. That was my entree into schools. It was sort of through watching those -- and I've been watching them ever since -- grow and develop, it was clear that, once again, while they were a wonderful mechanism for reaching high-risk kids, they didn't prevent pregnancy because they didn't do family planning, mostly. But they did point out how feeble schools were in their ability to respond to the crises that they are currently facing from the kids who come into the school building, or don't come into the school building.

Q: Feeble because of the way they're structured? Feeble because of staffing?

Dryfoos: The demands are just so different. I mean, a clinic is right there and can deal with -- particularly with mental health problems, with depression. A school guidance counselor can't do that. Besides, as we well know, there's seven hundred kids to a school guidance counselor, or five hundred, whatever they are. And you need a very high ratio of hands-on to kids, and that's become more and more and more evident. I mean, the Kip Kinkel murder [in Springfield, Oregon, in May 1998] situation is a perfect example. I mean, how you could have a school system in which a kid wandered around bragging about torturing animals and then said openly he was going to kill people, and not quickly get him into some kind of help, even though he had helping parents, whatever -- But they said, "We're down to one guidance

counselor for seven hundred kids. What are we supposed to do?"

Well, the answer is of course bring in mental health people into the school and have them there. Well, those ideas began to be formulated out of my exposure to this school-based healthcare situation, and actually a couple of years later, we organized a national assembly on school-based healthcare, which is meeting in two weeks in L.A., where I'll be a speaker. But that has been an interesting parallel development to my thinking about full-service schools. It's just another piece that fits in there somewhere.

So after Adolescents at Risk, I was very interested in school-based services. The new grant, after Adolescents at Risk, was to look at school-based clinics and what ultimately became full-service schools. So that was another four years.

Q: That grew out of the school-based clinics.

Dryfoos: Yes. Well, then I began to discover broader and broader models and more with social services, and around that time the New Jersey school-based program had started. You know, I just know all these people all over the country, so I've been in on a lot of the development. California started something called Healthy Start. I went out there and visited with them. They don't always listen to me, I might add. Sometimes I just go and listen to them. But --

Q: Was there an area of the country where this really sort of took hold first, or a particular kind of community?

Dryfoos: Which thing?

Q: I guess I'm thinking of school-based.

Dryfoos: No, it's all been very serendipitous. For school clinics, one of the things that's pushed it has been the RWJ -- Robert Wood Johnson Foundation. They have an initiative which, initially funded, I think, about nineteen clinics around the country that were just in high-risk areas, and now they have one that funds -- I forget how many states, maybe twelve states, and each state has to set up a whole state program for school-based clinics. Very centered on primary health care. It hasn't gone off into a lot of directions, and it's run by a woman named Julia Lear, and it's now called Making the Grade.

So that has been a very important stimulant. But there have been a number of state governments that have been extremely interested. New York State is one of them; it has about 160 clinics it funds through maternal and child health funds.

Q: In a particular demographic area?

Dryfoos: I think forty-one of them are in New York City. Almost all school-based clinic public funding is focused on high-risk communities. But there are some states, like Oregon, that very early on adopted this. I remember going out there a long time ago. But they had a couple of school clinics in Portland. They had a meeting, and I was invited to attend it. This was funded through the state health department, I guess. It might have been the county health department. They had all the PTA people from all over the city, and they were very gingerly

describing this model. Well, we're going to have health services in schools. They, I believe, did reproductive healthcare if they had parental consent. All these PTA presidents got up and said, "I want one in my neighborhood! I want one in my neighborhood," and they all felt cheated because they didn't get them.

Well, that has been the story all over the country. There has been controversy, but what mainly happens is once people hear about this, they want their kids to have healthcare, and it's a very good way to do it, to have it right in school. Managed care has made it very difficult, but it's still growing, and I think -- I mean, managed care is going to be forced to make deals with these --

Q: Participate in it, is what you're saying.

Dryfoos: Yes. So there's a different story in almost every locality. In Florida, Governor [Lawton] Chiles, when he became governor in 1991, I guess, came up with this idea that state health, mental health, substance abuse prevention, and all this stuff that was out there should be integrated into school programs, and that's where the idea of full-service schools came from. And that's why I named the book Full-Service Schools because at that time I liked that term, because I was still thinking of add-on services and I wasn't thinking of the school reform.

But in this instance I was thinking of all the things that you could build around the school that would be helpful. In Florida they have probably the best model of a family resource center I've ever seen anywhere, in Gainesville, where in this case it was between an elementary school and a middle school, and they took six portable units and put them

together, and they had all kinds of family services and a lot of stuff with welfare moms and a toy lending library and a medical clinic and a computer room, whatever anybody needed. It was just done extremely well.

It was amusing to me because when I went there, the director was carrying a Jane Addams autobiography to show me that was her bible. Maybe she had heard me speak because I always talk about the marriage of Jane Addams and John Dewey. At any rate --

So I think there's been this tremendous spontaneous generation of very similar ideas in different places, responding to very similar situations, so that even in rural areas, which you think of as being very different, there's still -- parents aren't there, there are tremendous problems with the kids. I mean, there are tremendous alcoholism problems in rural areas and poverty problems. Same things. Housing and welfare and all that sort of thing. The only difference is the transportation situation, and that has to be resolved, and it is being -- by some people who are willing to stick their necks out and do something different.

So by the time I was in full-service schools, I was beginning to think about the school as a place. So that came out, and that was very well received. And that documents all these different movements. In fact, at the end there, either eight or twelve states are highlighted, to show how each state program is different and how important governors' initiatives were. There were no federal programs to speak of.

Q: Does any federal money go into any of this?

Dryfoos: At that point, the only federal money was through maternal and child healthcare block grants, but the states had to make that decision. In other words, the feds had never said, "Oh, isn't this a great idea, to have school-based clinics." That was '94 that that book came out, and that book was published by Jossey-Bass [Publishers], who did a much better job of promoting than Oxford ever did. That book has just been reissued as a paperback with a new foreword, which is very nice. They have a book club, and it's in the book club. They're very nice to work with, if you're ever looking for a publisher or if you ever have anybody to send to a publisher. My editor there is named Leslie Iura. She has her own label for educational books. She's good to know about. Anyway, so this book put together everything that had to do with things like school-based clinics, mental health programs in schools. I haven't even looked at it lately.

Q: It's right behind you.

Dryfoos: I forget what it was all about. [Reaching for book] [inaudible] in paperback. I'm trying to remember how much it went in to other issues. School link services, support clinics. Well, this one -- two full-service schools. One of them was the Children's Aid Society's school, which is used in here as a model of a full-service school, but it's really the model community school. If I hadn't featured it in here, I would have featured it in the next book. And also another example in Modesto, California, which used Healthy Start funds, state money, but they also reorganized their educational system. But this is still talking very much about school-based services, which I don't think of as add-ons.

So after I finished that, I got some more grants, and that was to begin to --

Q: Let me just ask you before you -- Is there any way that you could sort of measure the impact of this book on what you have seen subsequently develop or not?

Dryfoos: Well, it certainly has become a phrase, "full-service schools." It's widely used now. In fact, there's another book coming out by someone I know from Florida, which is a manual on how to do a full-service school. I'm very pleased with that. I mean, I helped them get it together. It's going to be published by the same publisher. It will be part of this series, which is very nice.

Q: Because, obviously, when you do something like this, I mean -- Well, I'm presuming that you want to see something --

Dryfoos: As I said before, I tend to get it out and then move onto the next thing. I don't know. I figure my job is to document, and if it gets used, great. I mean, I'd like to be rich and famous, obviously, but I'm already rich enough and famous enough, and I think I'll just relax and enjoy it. Oh, no, I'll never do that. My husband is always saying, you know, "Why don't you just take it easy?" -- whatever that means. Or other people assume that I must be retired. And the new proposal really ended by saying, "I'm not sure there's a new book here, but there probably is" because I really know now that, as I said before, it's easier to write books than do anything else.

Q: The new proposal meaning the one you've just done?

Dryfoos: Just submitted.

Q: As we speak.

Dryfoos: Yes.

Q: Which you'll tell me about, but not --

Dryfoos: Oh, I'll be happy to give you a copy of it. Oh, you don't want -- You want to hear it all verbally.

Q: Well -- But anyway, we should chronologically here --

Dryfoos: Okay, yes. I'm not mentioning at all all the stuff I do that's every last advisory committee. All that's in my vita. I mean, some of the things that keep me going are being parts of various central movements that are going on.

Q: Now?

Dryfoos: Now. Well, like, after Full-Service Schools came out, a young woman from Westchester came to me and said, "I want to do that in Westchester." And so we started something called the Westchester Center for School-Community Partnerships, of which I'm the board chairperson. And she's supposed to go around, stimulate people in the eight low-income cities we have in this rich county to work together and develop collaboratives. I mean,

the book sort of spells out how everybody should get together and plan and figure out what services to bring in, and do it all together.

My thinking moved along after that to the Safe Passage model, the full-service community school. I now believe that you not only have to bring all the services in, but you have to transform the educational system as well. So I've become much more interested in school reform, and that's the latest transition. And I've now settled on what I really want to work on, which is the full-service community school really spelled out in Full-Service Schools but spelled out much more in Safe Passage. And Safe Passage is really like -- You know, it's like the full opera [laughter]. Adolescents at Risk was like the first act; Full-Service Schools was the second act; and this is the opera because it sort of goes all the way back to the beginning of Adolescents at Risk.

It reviews the same stuff about high-risk youth, only it's written in a more popular fashion, and it says there are tremendous numbers of kids at risk and that we can't solve the problems of education without paying attention to their social, emotional, physical needs, and there's no point in doing that unless we pay attention to how they're doing in school. So it becomes a very simple formula that you've got to do it all. So this is the book that says --

Q: Which is the most complicated.

Dryfoos: Yes, it is, but people are doing it. That's the important point. Before Safe Passage came out, actually, there's another center called the Fordham University Center for Schools and Communities. I'm a fellow of that, whatever that means. That means they like to use my

expertise. And I like to work with them.

Q: Let me just turn the tape over.

[END TAPE ONE, SIDE ONE; BEGIN TAPE ONE, SIDE TWO]

Q: Okay.

Dryfoos: Actually, I just did this monograph for them ["A Look at Community Schools in 1998"]. It's very nice to do things like that because other people then distribute them --

Q: And do all that work.

Dryfoos: Right. Well, we work together, and if Carnegie turns me down, I have to go to another foundation. There isn't any other foundation that will support me directly. I don't know whether you're aware of that, but that's quite unique that they give me money without having an institution.

Q: Behind you.

Dryfoos: Yes. It's astounding to me that it is so unique because, as they've often pointed out, they save a lot of money; otherwise, they'd be paying the rent of Fordham University. But I may be forced to do that, and I will. And that's where I'll go because it's a very uncomplicated situation. The director is a good friend, and it's just a small thing and they have a beautiful

office that they keep trying to tempt me into, which I'll never do.

Q: This is just sort of an aside, but since you mentioned it, do you worry at all that with the change at Carnegie --

Dryfoos: Oh, absolutely! I have no sense of whether I will get the grant or not. My hunch is that I will, but I'm perfectly prepared to be turned down. I'm not going to go away mad after what they've done for me. I mean, every year I've been surprised that I got renewed.

Q: So --

Dryfoos: In working with all these various groups, -- Well, maybe I need to reiterate that I'm on these various advisory committees. I'm also on the advisory committee for the Wilder Foundation in St. Paul to develop evaluation of their doing community schools replicated after the community Children's Aid Society model, so that's a drag. I have to get to St. Paul four times a year, which I've now said I can't do, but --

Then *Reader's Digest* [The DeWitt Wallace-Reader's Digest Fund] has an evaluation committee, and we've just [telephone interruption] -- Excuse me.

Q: Sure. [tape interruption] You were just about to talk about *Reader's Digest*.

Dryfoos: Oh. Well, they have something called Extended Schools Program, for which I wrote a paper about four years ago, I guess, three years, a position paper -- It was about community

schools, but they prefer to call them extended schools, extended-hour schools. They're replicating four different models in seventy sites, and they're going for a sort of massive formative evaluation, so I was on the -- I am on the committee for reading the proposals and helping them decide. But it's just a kind of typical thing that I do.

I mean, all these different relationships are very helpful for me to keep in touch with people, but they also require a lot of time and effort. And I've been on three panels of the National Academy of Sciences in the last x number of years. The most recent one was one on school health, which actually published a volume, for which I wrote a major appendix. And then before that, there was one on high-risk youth, and before then there was the one teen pregnancy, the one I referred to before.

I can't remember the other stuff I'm doing. It's that kind of thing that's always going on, of being asked to be on -- Oh, Kansas Health Foundation is doing a big teen pregnancy prevention initiative in Kansas, and I'm on their advisory committee.

You don't want me to list all that, any more of that stuff, do you?

Q: No, not if --

Dryfoos: It's just an example of how a person like me, working alone, sort of can network with other people and have a pretty good idea of what's going on. But the really important thing in my life right now is this Emerging Coalition on Community Schools.

Q: It's part of the title?

Dryfoos: It's called Emerging Coalition of Community Schools. About eighteen months ago, I got the idea that we should have a panel on full-service community schools at something called the New American Schools Conference. I mean, I read Education Week very carefully. It seemed to me it was time for us to make our debut in those circles. So I invited Ira Harkavy, who is very important in this field, who is a vice president of the University of Pennsylvania and one of the founders of something called WEPIC [?]. The University of Pennsylvania has something called the University-Assisted Community School Model, and they're in thirteen schools in Philadelphia and working with many universities around the country. Anyway, he's a very interesting, brilliant leader, and will be more so in this field.

And then there's the Children's Aid Society, and in this case I invited -- the director's name is Phil Coltoff, who is also very inventive and experienced, settlement-house type. But actually, I invited Peter Moses, who worked with him, who was instrumental in setting up the Children's Aid Society schools. I invited the two of them to be on a panel with me at this conference for New American Schools, in Memphis.

So nobody came to our session. I mean, like four people came; two worked for foundations. And so this gave us an opportunity to go out for dinner and discuss our failure and to decide we had no visibility in educational reform and that we better get some. So I got very steamed up over this, since I had put them in that position, so I wrote a paper on proposing a national strategy for community schools.

At that point, I hooked up with Carolyn Denham from the Fordham University Center. She was just forming that Center at that time, and she, with these other people, and I organized the first summit on community schools. People were sent my paper, and then they were supposed to come together to figure out how we could get on some sort of national agenda and get some visibility. That was the point of the conference.

Q: Who was invited to the conference?

Dryfoos: Well, we invited about thirty people, and 125 turned up. We had to turn people away; they were so interested. Actually, Carnegie -- Gloria [Primm] Brown -- got us like $10,000 just to see -- You could get a small grant just like overnight. She was very instrumental in getting this conference off the ground.

Anyway, that went very well, but it was clear from that that we were still missing the educational people, and we needed to be someplace else other than New York, namely in Washington. And so we got the Institute for Educational leadership -- There's a guy named Mike Usdan who's the head of that, and there's somebody that works there named Martin Blank, who actually had come to our conference. He has now assumed the leadership role, coordinator; and Ira Harkavy is the chairman pro tem; and we have a giant organization emerging. We're going to have a national meeting in October.

Q: In Washington?

Dryfoos: Yes, at the Capitol Hilton, or someplace. What we're trying to do is to sort of

promulgate what I would call the gold standard model: that school has to be open all the time, all these services have to be available --

Q: That's what you're going to --

Dryfoos: Yes, it's all spelled out. We have a mission statement, which is around here somewhere. I sent it off as part of my new proposal, actually, to Carnegie. But we spent a lot of time on this mission statement, and each time a new group joins this coalition, they have to sign on to the mission statement, so we have to revise it. But anyway, it says that a community school is open all the time, it involves a partnership between schools and community agencies, it's child-centered and responsive to families and communities and is aware of its impact on community development. Sort of all those things. And that's very carefully spelled out, so when people sign on, they know what they're signing on to.

And every major educational organization that I know of has been approached, and most of them have signed on to the Coalition. I mean, all they have to do is say they support the ideas. The one I was proudest of was the American Federation of Teachers because I met Sandra Feldman at a very fancy meeting that Vartan Gregorian had at Carnegie, on educational reform, and sort of cornered her and talked to her about this.

She sent the vice president, I think, of the union to our last meeting, who then said they wanted to be a part of it and articulated exactly what I would want her to say, namely that it was for the protection of teachers that you needed community schools, that you had to bring other people in because teachers couldn't teach unless they had other people there to really

help them. Sort of what I said before. The situation had changed so dramatically and that they welcomed any help they could get in schools and had no union territorial concerns about this. That was very encouraging. And that has been the general attitude of people. They have been pretty excited about these ideas.

Now, the feds have gotten interested in a lot of this stuff, going back to school-based clinics. Since Full-Service Schools came out, there's a very small amount of federal money that came through the community health centers movement. In government there's something called the Division of Primary Health Care. They support hundreds of community health centers. They put, like, $8 million, which is nothing, but nevertheless it's designated for school-based clinics and community health centers. There are many community health centers that are already involved with school-based clinics anyhow.

In this broader field, there are no funds that directly support anything called community schools, but there is a bill now being developed by a congressman from Maryland named Stenny Hoyer -- that's another thing I do, which is I'm advising his staff -- and in the bill it says, "full-service community schools." It's only $5 million, but it's like the first shoe in; for me, and it's very exciting just to see it in writing, whether it will ever get through.

Their feeling is that they want integrated services in schools. They don't want fragmentation. They think this is a very good use for integrating federal funds, just as I do. And they think that the Democrats are going to win in November, which I think they're crazy, but anyway, they think they're going to win.

Q: Congress?

Dryfoos: Yes. And therefore next year they can ask for a lot more money. Now, in addition to that, there are two other things. One, there's something called Title I, the Elementary and Secondary Education Act. That's the biggest hunk of money for kids there is, $8 billion. Now 5% of that can be used for coordinated services in the schools, and that could go up, and that can be used for creating the infrastructure for community schools. Actually, I'm writing an article right now for High School in which I'll say that, and that will be the first time that people who work in high schools are going to get an article called, "Full-Service Community Schools." And they're going to be told that they can get this money if they apply for it.

Another thing that's just come along is something called the Twenty-First Century Community Learning Centers, which is out of the Department of Education. It's got $40 million, and next year it's proposed that it get $200 million, and that's for after-school programs. So that's a big piece of this, and that would be very useful. We also think we can alter that legislation so it could be used for more than just after-school programs and could be used for changing the whole school climate. Maybe paying for a community school coordinator. There are a lot of ways it could be used.

So there are a lot of straws in the wind. My job is to try to figure out what they all are and to keep pulling them together and watching them and describing them.

Q: Do you feel -- I mean, it's such a huge thing that you're really calling for. I mean, do you feel optimistic?

Dryfoos: Oh, very.

Q: You do?

Dryfoos: About this, yes. I think the reason it's moving so rapidly is because people are so tired of failure. There's very little that you could lose by following up on some of these concepts. A school is certainly better with a family resource center; it's certainly better with a clinic; it certainly would be better if the curriculum was reformed, and about that I know less than I do about having the supports there. It's certainly better if you're trying to make the school more child-centered if you want the child to have more individual attention, to have a lot of hands-on there to give the child attention. I mean, they are all positives. There's nothing negative about it.

I mean, there are problems, like getting the facilities. I mean, some schools --

Q: It just costs money to do it.

Dryfoos: It doesn't cost very much money because there's somebody out there already doing just about everything you can think of. They're not doing it well; it doesn't get to the people who need it; it's duplicative; it's often done poorly. And it's not that no money is needed, but it's not getting to the moon. I mean, it's not a space program. Certainly, there's enough money around to do it if anybody really wants to. And especially if all these groups come together and coalesce around these ideas, it'll move much more quickly.

What's needed are cadres of technical assistance people who could help schools evolve this way.

Q: An example might be of that?

Dryfoos: Well, the most successful school reform model was called Success for All. Robert Slavin. That's an elementary school model which includes some of this but not as much of it as I'd like, but it requires a family resource coordinator, for example. In order to do that, Slavin is actually, I think, separating himself from Johns Hopkins, where he's located, and setting up a center for training successful facilitators. He acknowledges is everything he writes that you need to place somebody in a school for a period of time because teachers have to learn how to do things differently than they've ever done them before.

This is not that different that if you're going to integrate what happens after school with what's happening during school, if you're going to have a house system in a school where you before had individual grades and those houses carry over, again, into what happens after school, if you're trying to change the whole school climate, if you're trying to put in community services. Whatever you're trying to do, you need skillful people around to make that happen. You just can't expect everybody to get up in the morning and have good ideas and then do them. It takes a huge amount of time and effort. All this stuff does, whichever model people are trying to do.

And there are beginning to be these technical assistance people, like in the *Reader's Digest*

Extended Schools initiative. Each of these seventy new sites falls under the rubric of a different model. There are four models, and each of those four models has a intermediary organization that's providing technical assistance.

Q: So these four models will really be sort of put into action, evaluated, and then?

Dryfoos: They're already in action.

Q: Hopefully --

Dryfoos: Well, we're working on sustainability. That's why this press on the federal government has to take place because we've got to figure out some steady stream of money. That's a big piece of it. The other piece is really my domain, and that's what my new proposal is doing, is to try to document that this works. We cannot expect to get new money for it if we can't show that it's having some kind of effect, and that's going to be tough. There are little pieces, again, of evaluation around, but it all has to be brought together.

That's why I think there's probably another book two years away. Not even. Four years away. That would be something like "Preliminary Findings from the First Community Schools" or something to that effect. That pile over there [pointing] is that. So it's already in the works, but it's slim. I have to give a report on it at the next Coalition meeting, which is in two weeks, not even. I feel like I don't have a lot to say, which is unusual [laughter].

Q: Going back to what you said before, first it was 25% of the kids and now you're saying it's

up to 35%?

Dryfoos: This new book -- because I didn't want to just repeat the same thing over again, and the numbers haven't changed very much -- I mean, there's a little more drug abuse; there's a little less sexual activity; there's a little less delinquency. But when you add it all up -- This time, I focused just on 14-year-olds, which is like prime risk time. Just to make it more dramatic. And nobody has picked that up in any of the reviews, but there have been very few reviews.

I sort of left off after my book Full-Service Schools was published in 1994. Sometime shortly thereafter -- my editor at Oxford, Joan Bossert, came to me and said, you know, "Adolescents at Risk is like one of our best sellers." That means it sold more than 10,000 copies. And "Why don't you do an update on it?" We had lunch, and so I said I didn't want to do that, but I would write a different book. It was her idea to make it a trade book, and that's why it has all these little quotations and little stories about people, and I can use first-person, and so I imagine in about -- I don't' remember what year it was; probably '95 or so -- I could check all this by looking at --

Q: No, that's the date I have here. The update which you're describing was like '94, '95.

Dryfoos: The update of the data.

Q: Yes.

Dryfoos: That was the proposal, I suppose. So then I went back to Carnegie and got the funds to do one more book, and that's how this book came about. This book --

Q: You mean Safe Passage?

Dryfoos: Yes. But this book was very useful for formulating my current ideas about full-service community schools.

Q: Well, it's all evolutionary, right?

Dryfoos: Well, yes. Everything is playing against everything else. I'm sort of writing and then going to visit something and then meeting someone. It's hard to describe how I work, really.

Q: You've done pretty well [laughter].

Dryfoos: Well, I think it's unusual to have this opportunity to work the way I do.

Q: You were on the Carnegie Corporation Task Force on Youth Development and Community Program?

Dryfoos: Yes. I also acted as a consultant at various times to the Carnegie Council on Adolescent Development, but I wasn't on it. I knew the director very well. Ruby Takanishi. And Jane Quinn I know extremely well. We've all known each other in one way or another for

years.

Q: Can you tell me just a little bit about serving on that? What it meant? I can give you some of the people, whatever.

Dryfoos: Well, the reason I agreed to serve on it, one of the reasons was that Jane Quinn had to promise that when we had dinner, I could sit between John Gardner and Tom Payzant.

Q: Yes. Why don't you explain to me why that was a big draw [laughter].

Dryfoos: Well, I had never met Tom Payzant. John Gardner was like a hero. And Tom Payzant became one. He's now the superintendent in Boston and is very helpful. I'm so accustomed to working alone, I really go crazy when I'm on any panel or if I have to be with anybody for more than about three hours.

Q: Now I'd better get out of here [laughter].

Dryfoos: You're listening! I have a certain way that I work, and if other people don't work that way, I'm not very tolerant. And so I go crazy if I have to just sit and listen and mostly to a lot of reports that I think are not very useful. So I would say that task force was better than most, and it had a really wonderful bunch of people on it, and it was really the relationships with the people that I remember the most.

There was some quite good research that was presented, actually, and I think the report came

out very well, and that report has been used a lot. It's being used very much to justify the after-school programs and also a lot of youth-serving agencies. A lot of youth-serving agencies like the YMCA were not really youth-serving, and a lot of them were not really concentrating on high-risk kids.

Actually, Carnegie got a number of proposals after that, and then Jane went --

Q: To address that.

Dryfoos: Yes. And Jane also has continued her interest in that. So I'd say that task force was a lot more productive than a lot of the others I've ever worked on. Carnegie's task force in general, I think, like Turning Points and the whole work they've done on middle school reform has been remarkably effective. I use it as an exemplar of foundation work. More the Turning Points initiative than this one because they actually had a program to fund school systems, states and local school systems, that's still going on, as far as far as I know. And I think they're doing the same thing with early childhood. This one they really didn't have a grant program that followed it, which is too bad.

I think they made a big mistake in not keeping Jane. I don't know why that didn't work. She's an absolutely remarkable person.

Q: And where is she now?

Dryfoos: *Reader's Digest*. I don't know. There always was some tension. I don't know.

Q: And [Dr. James] Comer as the leader of this task force?

Dryfoos: Well, he's always wonderful and bland, you know. And Billie [Wilma] Tisch was excellent. She was particularly notable because we think of her as kind of a rich, society lady, and she made a huge amount of sense. But, you know, those task forces are very kind of pro forma. I mean, I forget how many meetings there were, but somebody gives a paper and then there's some discussants and eventually the report gets written, and the report -- the major work goes into writing the report, and the committee doesn't do that.

Q: It's interesting what you said before that when you have these kinds of activities tied to an action program, it has a different --

Dryfoos: Yes. Well, I think Carnegie's task forces were a lot more effective than the National Academy of Sciences' were. Nothing happened after any of those, I don't think -- any of the three of them that I was on. The teen pregnancy one probably did the best because it was the best report and the best panel. The high-risk youth one had, as far as I know, no impact and a lot of staff trouble. All these things are very vulnerable to staffing issues. And then the last one, which was on school health, I thought was just a disaster. I mean, I actually wrote letters of protest and made myself extremely unpopular at the National Institute of Medicine by saying that they were wasting public and foundation money by having this task force. But it's just amazing. I mean, you never heard of a study on school health, I'll bet, and it just came out. It's the most bland nothing. It says you should have school health. It's expensive. I mean, it's a least a half a million bucks to do something like that. You've got to get everybody

to meetings. In this one, they strangely enough said that panel members should write chapters, but they didn't -- I mean, it was just totally -- They had a staff member who had no idea what was going on. They eventually fired her, and I don't even know who put the final copy together, but it was not a good experience.

Q: That just says something interesting about --

Dryfoos: I think Carnegie did it a lot better than the National Academy of Sciences, the ones that I had anything to do with. I think Carnegie has very good taste. The kind of people that they hire are generally very intelligent, not prima donnas. I mean, the people I've known have worked on various task force issues. The people who worked on Turning Points are very good: Tony Jackson. They're very unflamboyant. That may go with the territory.

Q: Meaning what?

Dryfoos: They just don't call a lot of attention to themselves. That may be part of what people in foundations do or don't do, and that's going to be very interesting, to see when we have a different kind of director, different kind of president, whether that changes, whether the people he brings in may be different.

Q: So now, for you, you're just going to keep going?

Dryfoos: Well, I'm very eager to document the progress of these ideas. It's certainly a very positive sort of swan song, I suppose. I mean, I can't go on forever, right? I don't intend to.

But there's still more of the story to be told because it's just beginning to dig into how people in education react to these ideas, and the people who come to these meetings are very positive.

Michelle Cahill, who has been very responsible for something called the Beacon model, which is bringing community-based organizations into public schools, after-school -- that's one of the models that's being replicated by *Reader's Digest*. But the city just came up with enough money. I think there are forty Beacons now, and I think for thirty-seven and she's got to get them up and running very quickly. She said the first time around it was hard to convince principals to let us in the school, and now they're --

Q: Dying for it.

Dryfoos: Yes. They're lining up. And I think that's a big difference. So that's the story all over the country.

Q: Good.

Dryfoos: Yes, I think it is good. But there's a certain wonder for me to be able to observe -- It's sort of like my third social movement. The first one was family planning, the second one was teen pregnancy, and now we have full-service community schools. I like to think that I've learned something from each of those experiences that helps move along the next one.

Well, in some ways I've been surprised with the new book that people haven't sort of discovered that core chapter. Maybe it's too hidden, the vision of the Safe Passage school,

which I think is readable. Anybody should be able to understand it. I mean, I've enjoyed writing it enormously because the ideas are so pleasing to me. I keep hearing new things to add, but --

Like, I heard a teacher in Philadelphia, who's part of the WEPIC university-assisted schools. But this guy teaches, and he came to a meeting and he said, "I was trying to think of what we could do in our school that would really be challenging, and there's a lot across the street, and I work with the kids" -- I think he's seventh grade math or something like that. And we came up with this idea of planning and implementing a miniature golf course. It just seemed so perfect to me. Here's this inner-city neighborhood with no facilities, an empty lot, an intricate design, a business opportunity. It sort of had everything. You wouldn't in a million years have come up with the idea, but isn't that perfect?

Q: Yes.

Dryfoos: I happen to love to play miniature golf. But I was picturing the art department designing the different windmills. It would be interesting to see what they come up with.

Q: It uses everything.

Dryfoos: But the fact that he was allowed -- That's what he said. He said, "I'm just so grateful for this opportunity to use my imagination." Of course, the kids are really excited about it. And the families, too.

But they've done things like one of the school yards was just concrete and they came in and with help from the university, they dug up all the concrete and they're planting a garden. The kids are all going to work in the garden and then sell the produce in their company store.

Q: Makes sense.

Dryfoos: It's so much fun to hear the kids talk about these things, too. Another kid is in the Health Careers House, or whatever it's called, Health Services House. Part of that is that they get placed in a hospital and they shadow various personnel. Like, one boy shadowed the dietician and helped figure out what people should eat. It's just sort of like giving people the opportunity to use their imaginations in such good ways. The kids have to learn from this, better than they're learning now, I would think.

Q: All right, thanks. That's good. Unless there's anything else you can think of.

Dryfoos: Oh, Lord, no!

[END OF SESSION]