

Walker

1 MR. LEUCHTER: Do you feel this results in  
2 smaller families among poverty-stricken people,  
3 or do you feel it will not make much difference?

4 THE WITNESS: I feel that it will if it  
5 doesn't affect the mother's health. I feel many  
6 women have gone to the program. It started in  
7 Martland. They have classes, pre-natal sessions.  
8 I haven't been to the hospital for quite some time,  
9 but mothers have gone and have had babies and have  
10 been told by the social worker they have classes  
11 and they have been told where they can go for birth  
12 control.

13 MR. LEUCHTER: No further questions.

14 MR. GIBBONS: Thank you very much.

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16 whereupon,  
17  
18 called as a witness, sworn, testified as follows:

JAMES WALKER

EXAMINATION

By Mr. Fortunato:

1 Q I would appreciate it if you would give us your  
2 name, address, birth place, how long a resident of Newark.

3 A James Walker. I reside at 10 Custer Place in  
4 Newark. I was born September 3, 1918, and I have been in  
5 Newark thirty years.

1 Q Your occupation?

2 A I am assistant director of one of the team centers  
3 here in the City of Newark.

4 Q What is that?

5 A That is a Total Manpower Development Center. It is  
6 in the labor market, to place people in jobs.

7 Q Who sponsors that program?

8 A The Department of Labor.

9 Q United States government?

10 A Yes, that is correct.

11 Q Were you on Wednesday, July 12th, at an Area Board  
12 meeting?

13 A Yes, I was.

14 Q Do you recall what time that meeting took place?

15 A We started our meeting around seven-thirty, and  
16 shortly thereafter we received a call that some trouble had  
17 broken out around the Fourth Precinct. About ten of us went  
18 over at the time.

19 Q Do you recall what time you got over to the Fourth  
20 Precinct?

21 A No, I can't, not exactly.

22 Q Can you describe the situation at the Fourth Precinct  
23 when you arrived?

24 A There were people milling about the Fourth Precinct,  
25 women on the streets around there, and they told us that a man

1 had been brought in, dragged in to the police station, and  
2 they were concerned about the man's well-being. So at that  
3 time we proceeded to go inside and some of the witnesses --

4 Q Wait. Did they tell you they had seen the man  
5 beaten?

6 A No. They said they had seen the man beaten in the  
7 street and dragged into the police station handcuffed, that  
8 he had been dragged out of a police car.

9 Q Who were these people that told you?

10 A People that live in the vicinity way across the  
11 street there in houses.

12 Q That is in the Hayes Project?

13 A No, another house on the other side of the street  
14 there. The Hayes Project is on one side of the street, and  
15 there is a house adjacent to the precinct right across there.  
16 I would say around twenty feet away.

17 Q You started to say that some people went into the  
18 precinct.

19 A Yes.

20 Q Who went in?

21 A Quite a few of us. Mr. Curvin, Jesse Allen, a  
22 fellow by the name of Leroy Kidd and some community people  
23 that live right in the area.

24 Q At this point had Mr. Lofton or Mr. Still arrived  
25 on the scene?

1 A No.

2 Q What did you do inside the police headquarters?

3 A We asked to see the prisoner at the time because  
4 the rumor was flying up and down the streets that the man was  
5 dead. We wanted to ascertain the condition of the man in  
6 the precinct.

7 MR. DRISCOLL: Where did that rumor come from?

8 THE WITNESS: Spreading around the streets  
9 coming from everywhere. People, children standing  
10 on the streets. It was coming from everywhere.

11 By Mr. Fortunato:

12 Q Was one of the purposes to go in the precinct to  
13 find out whether or not he was dead?

14 A Yes.

15 Q Tell us again what happened when once you were  
16 inside.

17 A We spoke to the person in charge in the precinct.  
18 We asked to see the man in the precinct. At first he was a  
19 little reluctant. We told him the people outside had concerns  
20 and we would like to get this information so that we could  
21 go outside and tell the people. He then agreed to let five  
2 go in, but so many that lived in the area wanted to go in he  
3 said I was one of the five that could go in. I thought it  
4 was better these community people see him, so I didn't go in.  
5 They came out and said the man had been beaten, that he



1 needed medical attention.

2 Q Who went in?

3 A I think Mr. Curvin was one and I can't name all of  
4 the other people there. Then they came out and told us that  
5 the man was alive but he did need medical attention. So we  
6 suggested to the precinct captain that he arrange to take the  
7 man to the hospital. I was asked to go along with the man in  
8 the police car to the hospital. They had stated at that time  
9 that they were taking him to Martland Medical Center.

10 Q Did you walk out with Mr. Smith to the car?

11 A No. They brought him out. I came out of the front  
12 door. They brought him out of a side door. At that time  
13 even the captain suggested one of us go with him to the  
14 hospital.

15 Q What captain was this?

16 A I can't recall his name offhand. He is the precinct  
17 captain in the Fourth Precinct.

18 Q Might it have been Melchior?

19 A Yes, I believe it was. So I got in the car with the  
20 man.

21 Q Was that a police car?

22 A Yes. In the meantime the man was in the rear seat,  
23 and I was in the rear seat with the man going to the hospital.  
24 In the meantime they drove about a half a block away and then  
25 the police car stopped. They radioed back to the precinct for

1 instructions. Then they decided rather than taking the man to  
2 Martland they would then take him over to Beth Israel.

3 Q Did they indicate why the change?

4 A No.

5 Q Do you have any idea as to why the change?

6 A Yes. I think there was some idea of getting him  
7 out of the metropolitan area so you wouldn't know the man  
8 was being brought over.

9 I proceeded to get out of the car and I walked back a  
10 half a block and Mrs. Kidd and Mr. Hush, I said would they  
11 drive over after the man to the hospital, that they were  
12 going to take him to Beth Israel. Some people went to  
13 Martland in case they changed their minds enroute.

14 They followed them over to Beth Israel. I in turn  
15 returned to the Fourth Precinct, and that's the time that I  
16 suggested that Mr. Lofton, Mr. Still and Mr. Wendell be  
17 called, because I thought things were getting out of hand and  
18 we needed some help, especially a legal mind.

19 Q Did you call them?

20 A I didn't. I gave them the number. If I may back  
21 up, on the way down to the meeting in Area Board 3 I was on a  
22 bus. I saw Mr. Lofton, Mr. Still and Mr. Wendell, and I knew  
23 they had a meeting scheduled at Mr. Wendell's house. So at  
24 this point I had some one call Mr. Lofton, Mr. Wendell and  
25 Mr. Still. They came down and got there in twenty minutes.

1 Then they proceeded to take things in hand and to get some  
2 sort of order going. It went on that way just about all  
3 evening. I think things were pretty well under control for  
4 a while. Mr. Still had attempted to get the people who were  
5 from in front of the precinct out in the street in an orderly  
6 protest march. Suddenly out of nowhere came the fire bombs  
7 and rocks at the time. It got out of hand. I got hit in the  
8 back with one of the rocks, so that was one of the conditions.

9 That evening it went on like that. People were still  
10 milling around. The kids were throwing stones from both  
11 sides.

12 Q There has been talk of a lady in the car with  
13 Mr. Smith. Do you know the name of the lady?

14 A No. I wish we knew. We had people out searching  
15 for the woman over town.

16 Q Mr. Smith knows though?

17 A No. She was a passenger, from what I understand,  
18 in the taxicab. We also, and once again it is rumor, heard  
19 that a man was in the car when this incident took place up in  
20 that particular area and that they had seen the incident at  
21 the time it took place. We have been searching for this man  
22 because we felt somewhere along the line if we could come out  
23 with the basic truth, we could come to some sort of conclusion.

24 Q I know we are rushing you in certain respects, but  
25 you are interested in youth, and my understanding is on an

1 informal basis you are constantly in contact with them.

2 A No. I think I would like to correct this. I have  
3 been involved over a period of time with kids, trying to get  
4 jobs for them. Youth Corp kids I have had in there. I am  
5 interested in the motivation of children. I am interested in  
6 being able to have them step out of a COPE role into meaningful  
7 employment. I think I have a responsibility as an adult  
8 involved in that type of thing I am in to train these kids  
9 into going out into the market. I think somewhere along the  
10 line we have been lacking in this.

11 Q What is the attitude of the youth? Do you know it?  
12 Are you competent?

13 A Yes. I think that I had a shining example of it  
14 yesterday. I had a kid come in for a job. We had set her up  
15 for a training position. Suddenly she comes in and says, "I  
16 don't want to train because at the end of the road there is  
17 nothing for me." I think this is a true indication of what is  
18 taking place out here in the streets. Many of the kids can't  
19 see any future for themselves.

20 Q In what respect can't they see a future?

21 A I think out here at the present time many people  
22 have been involved in training programs and that somewhere  
23 along the line this is one of the things we haven't honored,  
24 a commitment to the young people in the streets. They go in  
25 the training programs and some of the same kids we saw out here



1 throwing bricks were the same kids involved in training  
2 programs for the last two or three years. People have run  
3 into dead ends. You take them to training programs and at  
4 the other end there is nothing for them. This is one of the  
5 conditions that prevail even now.

6 Q How would you change this?

7 A We are going to create jobs and come up with com-  
8 prehensive training for them. We are moving even in our  
9 Center outside of what the Department of Labor is funding at  
10 the present time. We have reached out to private schools  
11 where we can have an employment at the same time there is a  
12 training situation going. Unfortunately this is costing the  
13 children something, but out of the monies they earn on the  
14 job they will have to pay for this training so they get  
15 quality training.

16 I am concerned with a kid that goes into a program and  
17 stays eight months and comes out and comes to me for a job.  
18 Now, this is a training course and he can't type twenty-five  
19 words a minute. Somewhere along the line I think we have  
20 fallen down. I can show you three or four thousand of these  
21 things. This is money spent by the government and nothing  
22 comprehensive has happened. These kids know this. They know  
23 there is nothing at the end of the line.

24 MR. LEUCHTER: Is it because the training does  
25 not correspond to the job opportunities, or is it

1 because the training itself is inferior?

2 THE WITNESS: This is a question I asked down  
3 in Trenton some time ago. I was looking over a  
4 program there and I asked the same question.  
5 Either the training is poor or there are closed  
6 doors at the other end. I asked the program  
7 director had he stopped and evaluated what had  
8 taken place, why couldn't he get people into  
9 industry and no follow-up had been done. I think  
10 this in itself defeats the purpose. If you feel  
11 you have given comprehensive training and then you  
12 can't place them, there is something wrong at the  
13 other end of the line.

14 MR. DRISCOLL: I gather from a statement that  
15 you have made that you feel that they sometimes  
16 come out of these training programs and are unable  
17 to reach minimum standards with regard to typing,  
18 for example?

19 THE WITNESS: I agree.

20 MR. DRISCOLL: So that money had been pretty  
21 much wasted?

22 THE WITNESS: It has been wasted. I think  
23 last year with UCC I started off with ten COPE  
24 children. Out of the ten who worked immediately  
25 with me, two stayed, just two. People tell me I

1 was a little harsh, but the two I was harsh on  
2 remained with the program and they are now gain-  
3 fully employed.

4 I think in many instances where we have these  
5 youngsters coming we have a tendency to keep them.  
6 We give them meaningless things to do. I think we  
7 must instill in them some sort of identification  
8 that they are part of what is going on, not just  
9 something that is thrown in here for a stopgap.

10 Let's say a youngster like with the WPA. I  
11 think that is what is needed in our community. I  
12 think we have to stop and reevaluate our entire  
13 training system here and really come out with  
14 something cohesive on the other end.

15 MR. GIBBONS: Our usual breaking off time is  
16 one o'clock. Do you have any other questions?

17 Can you stay and have lunch with us?

18 THE WITNESS: I would love to if they don't  
19 fire me.

20 MR. DRISCOLL: Are you old enough to remember  
21 the Civilian Conservation Corps?

22 THE WITNESS: Yes, I am.

23 MR. DRISCOLL: Would a similar corps at the  
24 present time in your opinion serve any useful  
25 purpose?

1 THE WITNESS: I really think so.

2 MR. LEUCHTER: Would it not be equivalent to  
3 Job Corps?

4 MR. DRISCOLL: Except that is in-field  
5 training. In other words, we have a good many  
6 people who are gainfully employed today who  
7 learned the construction business working for the  
8 Department of Interior.

9 THE WITNESS: Governor, don't you feel we  
10 have another problem here? We are always getting  
11 into the CCC or any other thing and coming out and  
12 running people into dead-end situations here. On  
13 the Rutgers thing in the city, going back four or  
14 five years ago where we had to place people in  
15 the skills, they have told us on the one hand that  
16 the people don't qualify. So then we take and  
17 tutor the individual, and we take them up to a  
18 point. Then we find that the unions refuse to  
19 take the man in as an apprentice. So never  
20 becoming an apprentice, he can't become a  
21 journeyman and become a part of the skills trades.  
22 This is one of our total problems here, the dead-  
23 endness of it all.

24 I think motivation is wonderful, but after  
25 motivating and giving a person a sense of



1 identification if at the other end of the line you  
2 build up frustrations by not being accepted into  
3 the mainstream of our society here, then we are  
4 going to have riots and continue to have them. I  
5 think it is very, very evident.

6 I think in 1961 the Urban League prepared a  
7 report for ex-Mayor Carlin, and it spelled out  
8 very adequately the deficiencies in our city here  
9 at the present time. I notice in the model cities  
10 submission and also in the concentrated employment  
11 submission the factors are identical -- housing,  
12 education, jobs. All of these things still remain.

13 Here we have a span of six years and nothing  
14 has been done. I am saying the populace out there  
15 is becoming highly aware of it. I was reading  
16 something in this book which was published in 1964,  
17 and some of the things we are discussing here they  
18 were discussing then prior to Watts and prior to  
19 Newark. I know it is dreadful. Nothing is really  
20 being done.

21 MR. DRISCOLL: May we have the name of the  
22 book?

23 THE WITNESS: "Who Speaks for the Negro" by  
24 Robert Penn Warren.

25 I think this is one of the conditions we have

1 here. I think the people are being frustrated,  
2 many of the black populace. I find this in the  
3 middle class areas.

4 When we go back to the Parker-Callahan thing,  
5 we try to motivate the kid to go out and educate.  
6 When he sees an occurrence that happens like this,  
7 the educated vis-a-vis the person less educated,  
8 how can we tell him to stay in school and become  
9 educated when he is going to run into that type  
10 of barrier?

11 MR. DRISCOLL: In talking with some personnel  
12 people about this particular problem, I found a  
13 frustration on their part in that they felt they  
14 were being accused of not holding out sufficient  
15 opportunities to Negroes and in turn an inability  
16 to find the Negroes with the necessary skills for  
17 the jobs they had to fill. It seems to be a  
18 vicious circle.

19 THE WITNESS: It is a vicious circle.

20 MR. DRISCOLL: Am I correct in my understanding  
21 that it is your feeling that the answer to the  
22 issue that we have before us is not just education  
23 or not just jobs, but a combination of housing and  
24 jobs?

25 THE WITNESS: I think these things are all

1 interrelated. Without quality education starting  
2 from the pre-school child, and somewhere along the  
3 line we are going to have to start thinking in  
4 terms of pre-school, back to the time when the  
5 child comes from the mother's womb and into the  
6 home, but if we go back there I think you find  
7 another problem; that if the child is not educated,  
8 he then can't motivate himself employment-wise.  
9 Housing has a great deal to do with this. We are  
10 running into the second and third generations in  
11 welfare families, and this is something that stems  
12 from within the home.

13 This girl I had yesterday was a shining  
14 example. She said she wanted a job. I found her  
15 a job, and I really found out she wants to go on  
16 Welfare like her mother. We run into defeat. She  
17 thought I was going to put her on Welfare. She  
18 is capable and healthy. She goes to work. Her  
19 total ambition is to stay home and do nothing  
20 because she has seen this in a second generation  
21 in her family.

22 I think it is a total thing. All of these  
23 things are interwoven. I don't think you can  
24 resolve one without resolving them all. This is  
25 one of the things we are going to have to do.

1 MR. GIBBONS: Thank you very much.

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3  
4 C E R T I F I C A T E

5 I, JOSEPH F. READING, a Certified Shorthand Reporter  
6 and Notary Public in and for the State of New Jersey, do  
7 hereby certify that the foregoing is an accurate transcript  
8 of my stenographic notes to the best of my ability.

9  
10 Joseph F. Reading

11 October 25, 1967.

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